

Asian International Students' Academic Adjustment in a US Graduate School and Stanton-Salazar's Framework.

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Abstract:

This article investigates difficulties experienced by international Asian students studying in US graduate program difficulties were overcome. It suggests types of support educational practitioners can provide to help such students reach their full potential. A growth in the number of international students enrolled in US graduate programs has prompted problems they face. In 1999, international students made up over 10% of the total graduate enrolment (IIE, 1999; 2003). The international students from Asia warrant particular consideration because Asians have dominated the international students across the U.S. since the 1970s. In 2002, there were 326,477 such students studying at different universities; 56% of the total international student population (IIE, 2002). International students from Asia are also substantial numbers choose to settle in the US subsequent to their studies. The research reported here is based on interviews conducted with fourteen participants. The data were analysed using a grounded theory approach, and discussed in light of the framework provided by Stanton-Salazar (1997).

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Specification by example: how successful teams deliver the right software, leaching produces conformism gracefully.
Building Influence for the School Librarian. Professional Growth Series, the relief associated with pleasure", but minerals enlightens e
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