

AGENCY FOR INTERNATIONAL DEVELOPMENT WASHINGTON, D. C. 20523 <b>BIBLIOGRAPHIC INPUT SHEET</b>	FOR AID USE ONLY <i>Batch 57</i>
---	-------------------------------------

1. SUBJECT CLASSIFICATION	A. PRIMARY	TEMPORARY
	B. SECONDARY	

2. TITLE AND SUBTITLE  
 AACTE administrative internships in higher education and teacher education, an analysis (and) final report

3. AUTHOR(S)  
 (100) Klassen, Frank (101) Am.Assn.of Colleges for Teacher Education

4. DOCUMENT DATE 1970	5. NUMBER OF PAGES 74p.	6. ARC NUMBER ARC
--------------------------	----------------------------	----------------------

7. REFERENCE ORGANIZATION NAME AND ADDRESS  
 AACTE

8. SUPPLEMENTARY NOTES (*Sponsoring Organization, Publishers, Availability*)

9. ABSTRACT  
 (Education R&D)

10. CONTROL NUMBER <i>PN-AAD-553</i>	11. PRICE OF DOCUMENT
---	-----------------------

12. DESCRIPTORS	13. PROJECT NUMBER
	14. CONTRACT NUMBER CSD-1812 GTS
	15. TYPE OF DOCUMENT

PN-9AD-553

WASDC 11/20/75



AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION  
One Dupont Circle, Washington, D.C. 20036

AACTE Administrative Internships  
in  
Higher Education and Teacher Education

AN ANALYSIS

RETURN POSTAGE GUARANTEED

AACTE ADMINISTRATIVE INTERNSHIPS  
in  
HIGHER EDUCATION and TEACHER EDUCATION  
AN ANALYSIS

FINAL REPORT

FRANK KLASSEN  
Associate Director  
American Association of Colleges for Teacher Education

Prepared under an agreement with the Agency for International  
Development. Contract No. AID/csd-1812.

TABLE OF CONTENTS

Introduction . . . . .	1
Section I AACTE Internship Program 1964-67 . . . . .	6
Section II Analysis and Evaluation of Internship Program - Procedures . . . . .	11
Section III Conclusions and Recommendations . . . . .	13
Appendices: A B C D E F G H	

AACTE Administrative Internships in  
Higher Education and Teacher Education

An Analysis

Introduction

The emergence of newly independent nations and the rising aspirations of peoples everywhere after World War II initiated new demands for educational growth and development around the world. The quantitative growth of educational systems, in both magnitude and complexity, put severe economic and political strains on governments attempting to respond to national demands for broadened educational opportunity. Coupled with this pressure for expansion, was the desire for educational opportunities that could support qualitative demands as well. Human resources and their development gained increasing recognition as a central component in national development planning--a development encompassing economic as well as social and cultural objectives. As a resource, human capital was to be invested in not only to provide for a broader base of educated talent but to create a talent more directly applicable to the resolution of urgent social needs. Expansion and redirection, growth and more efficient utilization of existing resources became the hallmarks of educational planning to produce an educational system competent to achieve short and long term national objectives.

One of the major problems that has continued to plague these expanded educational systems is the problem of management. As Coombs points out, "Any productive system, whatever its aims and technology, requires management."<sup>1/</sup> The system

<sup>1/</sup> Philip H. Coombs, The World Educational Crisis, Oxford University Press, London, 1968, p. 119.

requires management because of the magnitude of constituent parts that form the system including teachers, students, curriculum, technology, and all the related educational components that form a school or college. Leadership, the ability to coordinate and orchestrate resources and apply them to some educational objective, a thorough understanding of the strengths and weaknesses of the constituent parts of the system and the ability to energize colleagues to create new avenues for educational endeavor and innovation, the ability to acquire the necessary specialized help and to evaluate its productivity and to create an educational environment in which progress is possible are only a few of the qualities required of the modern administrator.

The exponential growth of educational systems in developing nations has not been met with an equally necessary strategy for creating managerial or administrative competence and skills. The pattern has been to appoint administrators in schools, colleges and teacher training institutions, who have demonstrated competence in a particular instructional or research area or who have, through length of service, acquired some understanding of the regulatory functions of the system. The point is that administrative policies and appointment procedures of an earlier era are no longer adequate to cope with the demands for growth and innovation in the modern era. Adequate or even outstanding performance in teaching and research do not necessarily lead to managerial competence and can often lead to a diversion of talent into channels where its effectiveness is stultified.

#### AACTE Internship Program

In the early 1960's, the Association expressed its concern for the need to cooperate with developing nations to assist in the development of administrative skills

with special emphasis on teacher education and higher education. The decision to undertake such a program was based on several considerations:

1. The worldwide need for administrative competency could not be ignored by one of the world's largest educational systems.

2. AACTE member institutions were prepared to offer their services as laboratories for foreign educators because of the service it would render and the obvious mutual benefit to be derived from the presence and involvement of foreign educational leaders on their campus.

3. The internship program offered a unique opportunity for campuses to be involved in the training of human resources whose leadership potential in their own countries would create improved methods and strategies for preparing teachers.

In 1964, resulting from the joint planning of AACTE and AID officials, a project agreement was concluded with the Agency for International Development. The project procedures were significantly different from the normal participant training programs. The idea of an internship based on work experience and personal study was devised. The idea was based on the assumption that one of the keys to acquiring administrative competence was involvement--supervised experience under the tutelage of administrators who had achieved eminence in this particular field in the United States. No degree related studies were envisaged, but broad intern participation was required in all the administrative activities of an institution and observation of the diverse and manifold relations that exist between the university and the community, the state and the nation. The clientele for the program was to be drawn from administrators or potential managerial leaders who, in most cases, would have completed their degree requirements or who would benefit more from pursuing personal lines of inquiry,

motivated by the administrative needs in their own country or problems that had emerged during the course of their internship.

Between June, 1964 and June, 1970, fifty-nine foreign educational leaders have participated in the program. They represent all facets of educational administration; universities, colleges and ministries and the majority have been or are involved in teacher education. The interest in the program is paralleled by the growth in world interest in the managerial functions in education and by the rate of return of interns to their own countries to assume administrative posts. The career mobility of the interns, as indicated in Appendix A, tends to reinforce an initial objective of the program, to provide training that would be utilized in a significant manner by the foreign country.

The Association recognizes, however, that there are many factors that lead to the successful career development of any individual. The rigorous selection policy gives priority to those educational leaders who have already been assessed as outstanding candidates by their superiors or peers. Thus the objective of the program is not one of insuring career mobility as such, but to provide a practical insight into administrative practices and an involvement in those activities which are most directly relevant to the candidate's personal growth.

Both career mobility and personal growth as an administrator have futuristic connotations. But a training program could not be designed solely with career mobility in mind except insofar as such mobility would be the result of increased competence. The Association's function, therefore, was to provide the kind of environment where

competence would have the opportunity to flourish through its selection of host institutions and host administrators who would perform the training. Furthermore, the AACTE director of the program would bring to bear a knowledge of the intern's own educational objectives and work with the host institution to insure that a close relationship developed between objectives and achievement of the intern.

In 1967, after the program had been in operation for three years, AACTE, with AID support, undertook an analysis of the program to improve procedures and training activities. This report is the final summary of the findings of the analysis as performed under AID Contract esd 1812.

The report contains the following sections:

- I. A description of the Internship Program from 1964 to 1967.
- II. An outline of the objectives of the Analysis and the procedures employed.
- III. A summary of the findings of the Analysis and the steps taken by AACTE to improve the internship program.
- IV. An appendix which includes the various instruments employed and a list of interns and American host institutions.

## I. AACTE INTERNSHIP PROGRAM 1964-1967

During this period the internship program consisted of the following activities:

### 1. Participants

A total of nineteen interns participated from Latin America (1), Africa (8), and Asia (10) representing eleven countries. The largest representation came from Thailand with four interns with the Philippines and Nigeria in next position with three each. A list of all interns through 1970 is attached with the 1964-67 group marked.

### 2. Program Objectives

The purpose of this program is to provide internships in higher/teacher education administration at the American colleges and universities in order to expand the knowledge and perspective of those individuals currently occupying positions of leadership and those who show potential for and aspire to leadership positions in higher education and teacher education. The program provides active involvement in administrative procedures and practices through observation, discussion, and participation. Studies toward the completion of an academic degree are not included in the program, although candidates may, at the discretion of the American college, be permitted to audit courses or attend lectures if it is directly pertinent to the acquisition of administrative skills.

### 3. Period of Training

The period of the internship is usually nine months. The most suitable periods for arrival in the United States are September and January since these dates coincide approximately with the beginning of academic semesters. Candidates may be considered for arrival in June, or at the beginning of the summer session, only if this is agreed upon by the American host institution.

#### 4. Internship Program in the United States

The major objective of the internship program is to enable the candidate to observe and participate in the overall administrative activities of a college, with specific concentration on those procedures related to teacher education.

During the period 1964-67 the intern activities usually included:

(a.) Participation in meetings of the various decision making bodies of the institution including executive committees, faculty committees, nonacademic administration boards, student councils, and other groups whose responsibilities and decisions affect general college programs.

(b.) Intensive investigation of and participation in various administrative units of the institution including: student admissions, student counseling, registrar's and bursar's office, various deans offices (administration, academic affairs, teacher education, research, etc.), health center, student center, etc.

(c.) Discussions and consultation with personnel in operational units of teacher education departments including: research bureaus, student teaching, curriculum bureaus, subject matters specializations, libraries, instructional materials units and audio-visual centers, innovating practices centers, etc.

(d.) Attendance at professional conferences and visits to other colleges, universities, and schools to gain a broader perspective of administration practices in teacher education.

(e.) Consultations with administrative departments or units at the municipal and state level.

(f.) Attendance at AACTE conferences and orientation sessions as announced.

(g.) Consultation and discussions regarding special problem areas in educational administration most directly related to the improvement of teacher education in the candidate's country.

The specific activities of each intern was determined in joint consultation with the host educator in the U.S. and the AACTE. Every attempt was made to provide intensive involvement in activities which would be of direct benefit to the candidate and the administration tasks he would undertake in his own country.

#### 5. Selection Procedures

(a.) Ministries of Education as well as educational institutions including colleges, universities, departments or institutes of education, and teachers colleges are invited to nominate candidates for this program to the local officer of the Agency for International Development and indicate their interest in participating in this program. The local AID mission informs AACTE through its official channels of the country's interest in participation. Command of the English language by the candidates is a prerequisite.

(b.) The administrator of a selected American institution then visits the country for a period of approximately 3-4 weeks. The purpose of this visit is to become acquainted with the country's educational system, to discuss the educational aspirations and needs of the country with leading educators, and to interview the candidates selected by the Ministry of Education and other educational institutions.

(c.) The host educator will discuss with the candidate the nature of the internship program and his specific educational needs in order to develop a preliminary internship program in the American college or university.

(d.) A timetable will be arranged for the intern's arrival in the United States after consultation with the country concerned and the American host institution.

#### 6. Intern Itinerary

Upon the approval of a candidate by the foreign country, AACTE, AID and the host institution, the candidate's arrival date is set. His itinerary includes a brief stopover in Washington, D.C. for an orientation and then he proceeds to his host campus. While on campus the intern is a colleague of the host administrator who provides overall supervision and guidance for the intern. The determination of activities on and off campus is a product of joint discussion between host and intern, as well as consultation with the AACTE staff. Visits to other educational agencies and institutions are programmed to provide a more comprehensive understanding of the network of relations that impinge on teacher education and provide an opportunity to compare administrative models.

AACTE conducts two group meetings of the interns--in Chicago at the AACTE Annual Meeting and in Washington to observe federal programs and national professional organizations. The AACTE project director also visits each intern and host on the campus during the internship to assess progress and provide guidance.

#### 7. Financial Support and Provisions

The intern is provided with a daily maintenance allowance while in residence and in travel status. A book allowance and membership in a professional organization is also provided for longer term association with administrative research in the United States. These funds are administered by AACTE.

#### 8. Host Institution Support

The host institution does not charge fees for this training exercise and makes all the services and facilities available that the intern's status merits. As a colleague

of the chief administrator of an institution, the intern receives office space, secretarial assistance, daily counsel and guidance regarding his program, and a total involvement in all the various duties and responsibilities of his host. The host donates his time during the selection procedures overseas and the time consuming counselling activities during the internship.

#### 9. Evaluation and Reports

At the end of the internship the intern prepares a report of his activities for submission to AACTE and AID. Both the intern and host prepare a confidential report to AACTE regarding their evaluation of the internship. These latter reports are used to anticipate problems for the future and provide better orientation and counselling services to other interns.

## II. ANALYSIS AND EVALUATION OF INTERNSHIP PROGRAM

The first three years of the internship program were a trial period to determine whether this program could provide the leadership and management training for foreign educators. The program's effectiveness would eventually be determined by the careers of the interns in their homeland. To determine "effectiveness" is, in fact, difficult in education where longitudinal rather than short range impact is expected. Nevertheless, the Association realized it had some responsibility in analysing the various phases of the program and to undertake follow-up research which might reveal inadequacies to be averted and strengths to be fostered which would enhance the utility of the program. Moreover, the interns had had an opportunity to reenter their vocation at home and could bring the perspective of applied experience to bear on an assessment of the internship program.

The passage of time made an investigation of host attitudes toward the program opportune. AACTE's administrative practices could also be reviewed with some objectivity since a new director for international programs had been appointed who had little previous involvement with the interns or hosts.

The objective of the study then was to review, with the assistance of all the agencies, institutions and individuals concerned, the objectives, policies and practices of the internship program in order to increase the value of the program for the interns.

### 1. Analysis Procedures

The review and analysis of the internship program proceeded as follows:

1. An examination was made of all existing documents, reports and evaluations prepared by the interns, hosts, AACTE and other agencies. Specific factors to be

considered included (a) selection of institutions, (b) intern selection procedures including host visits abroad and the role of AID agencies, (c) preparation for the internship program on the part of the intern and his government or institution, AID, AACTE and the host institution, (d) the internship program in the United States, (e) continuing relationships between the intern and the host institution and AACTE.

2. The basic problems affecting any of the above areas were to be the focus for the development of a questionnaire. The questionnaire was to be submitted to previous host administrators for reporting on the intern program as well as to solicit their comments regarding the adequacy of the questionnaire itself.

3. An interview questionnaire was also developed to be used by a team of field investigators who had not been previously involved in the internship program. The team consisted of Dr. Howard Jones, Dean, College of Education, The University of Iowa; Dr. Louis Normington, Director of Teacher Education, Pacific Union College, California and Dr. Frank Klassen, Associate Director, AACTE. Visits were made to Latin America, Africa and Asia to interview interns, AID officials, ministry and other government officials during June - September, 1968.

4. All former host administrators in the United States were invited to participate in a review and analysis conference in Washington, D.C. on November 14-15, 1968 to discuss problems and make recommendations for the improvement of the program. The meeting was conducted by AACTE and attended by AID officials.

5. An analysis of the review of documentation, overseas interviews, questionnaire results and host administrator conference reports was made to determine areas that required improvement and to identify those facets of the program that appeared to be especially relevant to the development of administrative skills and understanding.

### III. Conclusions and Recommendations

This section will describe the various categories that emerged from the conferences and field investigations dealing with specific facets of the internship program. Recommended changes will be identified with some analysis of their applicability as viewed by the project director. The conclusions and recommendations were designed to be translated into action where conditions permitted. Many of these changes have been instituted and will be indicated in the latter portion of this section.

As an introductory note, some analysis of the concept of an internship may be valuable in order to gain some insight into potential strengths and limitations of this procedure as an educational tool.

The term "internship" has been applied to a variety of experiences and programs in professional circles. Most of the traditional professions, including teacher education, utilize the practice and concept in connection with pre-service or inservice programs. Government service, public administration, business management have also employed the term to characterize various training procedures.

In a recent study of internship programs in Washington, D.C., the author notes "...the terms 'intern' and 'internship' are very broadly defined, both operationally and conceptually."<sup>2/</sup> Exact definition, precise objectives, types of activities, clientele, and duration of internships are not uniformly accepted or rigorously applied as observed in practice.

<sup>2/</sup> David Kirby, "Washington Interns Inventory," Washington Internships in Education, Washington, D.C., May 1, 1967, p. 1 (mimeo).

The views expressed by educational administrators in the course of this study, while varied, do provide a conceptual model for conducting and analysing internships related to educational administration.

An internship, first, is an integral part of the training of an educational administrator. In the case of the foreign educator it is often a substitute for systematic training in administration. But the previous administration experience of the intern is taken into account and forms the basis for developing lines of inquiry and involvement in the U.S.

Second, internship responsibilities are performed under the direct supervision of a competent professional actually engaged in practical responsibilities for specific administrative duties in teacher education and higher education.

Third, careful advance planning and coordination are essential elements of the training program. For the foreign intern this is especially applicable since the results of the training are to be applied in a context different from the one he finds in the United States. This situation calls for intimate knowledge by the host administrator of the administrative problems and tasks to be faced by the intern upon his return home.

Coordination is essential since the internship takes place in a multifaceted institution, each with its own objectives and complex administrative support services, and further, the intern also visits other campuses for a comparative understanding of administrative practices. In summary, an internship is typically conducted both on and off campus, that is internships and externships are common.

Planning cannot be unilateral. Reciprocal planning by both the professional supervisor and the intern are essential so that the intern is exposed to every available variety of experience and reciprocally gains some insight into the planning process.

Fourth, the substantive activities of the internship are most effective when differences between the "real" and the "vicarious" are examined and the efforts to decrease the gap between theory and practice are fully explored. Further, the intern's environment must be as close to the actual life situation as possible. It becomes, in effect, an opportunity to participate in the decision making process, the implementation of policy and the evaluation of the effects of implementation. The full burden of responsibility for these phases is not fully placed on the intern because of the role of the host administrator, who is ultimately responsible. But the experience should enable the intern to move from the conceptual and philosophical problems underlying a decision to the adoption of plans and procedures that affect institutional life. To do this he must be immersed in the process.

The foreign internship is less likely to come as close to this definition as might be desirable. Cultural differences, different educational philosophies and objectives from his own, the availability of personnel and facilities are among the factors that create difficulties. But the significant objective for the foreign intern then is to acquire analytical tools and an insight into methodological patterns that are applicable to problematic situations generally.

Some of the activities that enable the intern to acquire insight and experience are summarized below:

1. The intern should be required to know all he can learn about the philosophy of the school or institutions he will work in. For example, he must understand the student population the institution seeks to serve. Schools differ and their student needs vary. The same requirement extends to faculty. Who are they? What are their needs? What role do they have in the institution and in respect to the student population?

2. The educational budget must be understood by the intern. How are funds related to goals? What is a financial plan? How are allocations of financial resources determined?

3. The reasons for an institutional plan of public and community relations must be part of the internship training. Why is a plan needed? What are its objectives? How is it developed?

4. The role of the legislature in promulgating enabling legislation for public institutions is a basic part of internship education. If the school is private equal needs exist to know about the charter, by-laws and the institutional policies.

5. The intern needs to learn about the development of the curriculum and how it changes to meet changing needs.

6. Teaching methods and administrative procedures are included subjects for internship training.

7. The intern should have an opportunity to identify problems in his own position at home, discuss these issues with the administrator, faculty and students and study documents and literature relevant to his interests.

8. The test of the program is its applicability in the career of the intern. Identified problems should become the focus for planning trial programs or projects that have personal professional interests. There must be a recognition of social, political, economic and cultural barriers to progress and their impact, as a deterrent, to effective administration. Exploration and analysis of means whereby available resources and ideas may be developed to overcome cultural deterrents is also necessary.

These general factors involved in an internship training program provide conceptual guidelines for assessing the AACTE program. An investigation of specific problems related to specific people and their experiences was necessary, however, to aid the Association in improving its program.

The following recommendations have been compiled from questionnaire responses, field investigations and interviews and special meetings of host administrators and interns to consider these topics.

A. Recommendations and Action Taken by AACTE

1. General

Information regarding the objectives and nature of the AACTE Internship Program needs wider dissemination among Ministries, Universities, Teacher Training Institutions with specific details of duration of internship, costs involved and preparation required.

Action Taken: AACTE developed an airletter including the required details to all Ministries of Education and universities in the countries which have AID

representation. This was followed by multiple copies of a printed brochure sent to AID missions.

## 2. Selection of Host Institution

a. The primary goal of the program is the improvement of administrative capacities of the intern and secondarily the stimulation of international education on the host American campus. The quality and experience of the host administrator is of paramount importance. The role of teacher education in the host institution is a primary consideration. The diversity of administrative units and the relationship of the institution to community, state and national concerns is important. The matching of administrative styles (host and intern) is recommended where feasible. Institutions should be matched in size and complexity where feasible, the intern should find it possible to gain an overall and in-depth understanding of the administrative structure and the component units.

Action Taken: The application form is being modified to acquire the appropriate information.

b. It has been suggested that institutions should be selected after the intern has been so that matching might be approximated.

Action Taken: Plans are being made to make a trial effort in this direction.

## 3. The Role of the Host Visit to the Participating Country

The visit of the host administrator to the cooperating country should be continued to assist in (a) the selection of the intern; (b) discuss the program with government and university officials; (c) investigate major educational problems and tasks to be faced by the intern upon his return; (d) provide the host with some insight

into the most fruitful program to be created for the intern; (e) provide the initial orientation regarding American educational administration and identify several basic problems on which the intern might concentrate during his period in the United States.

Interns, cooperating governments, and former host administrators are unanimously convinced of the value of this approach as a preparatory step in the internship program.

The key to a successful program lies in the individualization of an internship to prepare for the specific needs of each intern. This method supplies that need.

#### 4. Selection of Interns

The selection should be a cooperative process including the foreign government or institution, AID and host supervisors. The host administrator may not, in some instances, be involved in the selection process but would spend time in activities listed under #3 above. Selection criteria should emphasize more strongly the administrative role to be assumed by the intern upon his/her return rather than other considerations.

#### 5. Preparation for the Internship Program

a. The intern should submit to AACTE an analysis of the major problems and objectives to enable AACTE and the host institution to provide continuing guidance during the progress of the internship. If host institutions are to be selected after the intern selection has taken place, this document will assist in the selection.

Action Taken: All interns are requested to do this currently.

b. The host administrator should take necessary steps to acquaint campus personnel with the internship program and to identify activities for administrative personnel which would be useful for the intern.

Action Taken: These items have been incorporated in the host orientation meetings and preliminary collection of data indicates more widespread knowledge of the intern and his program by other campus personnel

## 6. The Internship Program

### a. Host Orientation

Host orientation should provide more detailed knowledge of the individual facets of the program, technical and administrative, and considerable discussion regarding the theoretical assumptions and practical activities related to the program. The concept of administrator as tutor or supervisor should be explored.

Action Taken: Guidelines submitted as Appendix E have been developed to serve as the basis for discussions at host orientation meetings.

### b. Intern Orientation

Interns come from a variety of backgrounds and often with some knowledge of American higher education. Thus no two orientations are the same. It is recommended that a thorough orientation be given each intern and subject to the interns knowledge, include: an introduction to higher education in America, participation in the activities of the Washington International Center, a description of the structure and functions of AACTE, the nature and objectives of the internship program, the clarification and identification of the intern's professional objectives during the program, a preliminary analysis of the manner in which the intern might apply

his experience to his own country, a review of the types of activities he might engage in on the campus, procedures regarding financial support, reports to be submitted and a brief summary of the findings of the host administrators' visit to the interns' country.

Action Taken: A handbook or administrative manual has been prepared, with the help of the interns, which enables AACFE, the intern and the host institution to work cooperatively on all the common tasks related to the program.

c. Campus Program

The program should provide an overall understanding of the institution's institutional structure, the university's relationship to the community, and special opportunity to pursue some areas in depth. The intern should be encouraged to investigate the possibility of developing proposals which might create a continuing bond of partnership between him and his host institution. Supervision of his program should be in the hands of the host administrator and/or a special committee of administrative personnel to advise the intern. The auditing of courses is permissible and advised where it is relevant to the intern's objectives.

Interns suggest more emphasis in the following areas:

- working membership in standing committees
- administrative responsibility in offices of special relevance to the

interns future activities

- more frequent meetings with members of special committees

Action Taken: Host Orientation and Program Director's Campus Visits emphasize these items.

d. Off Campus Programs

It is recommended that interns meet as a group more often to compare experiences and national problems.

Action Taken: AACTE interns now meet as a group in Chicago at the AACTE Annual Meeting, in Washington and at one other location to provide additional input for their program.

e. Newsletter

A newsletter to provide for an exchange of experiences among interns is recommended to be coordinated by AACTE.

These recommendations are additions or modifications to the existing program which has been described in section II.

7. General

a. It is recommended that more than one intern from a campus abroad, or a group of administrators from a country be assigned for shorter periods to the United States to enable an exchange of views and cooperative action when they return home.

Action Taken: Such groups are planned for the future. Indonesia, Venezuela, and Thailand have participated in such programs.

b. Follow-up activities to evaluate the internship and to provide for a continuing relationship between the intern and AACTE should be undertaken.

Action Taken: AACTE publications are sent to the intern two years after his departure. Interns are involved in related AACTE international activities such as faculty and curriculum research projects. Interns from the Philippines, Indonesia,

Thailand, Jamaica, Kenya, Tanzania, Uganda and Ethiopia have had active contact of this kind.

Interns and hosts are encouraged to develop joint projects and proposals for faculty exchange and assistance projects prior to the intern's departure.

Action Taken: Efforts in this area are projected.

c. Financial

Higher per diem allotments are recommended for the intern on travel status.

Action Taken: Government action has made it possible to raise both residence and travel status per diem.

d. Formal Recognition of Program

The interns should receive formal recognition by the host institution and AACTE for the completion of their program. Such recognition would provide tangible evidence in their own country of having completed a program of high caliber in educational administration.

Action Taken: Host universities have been advised of this recommendation and AACTE has developed a certificate which is included in the Appendix.

Conclusion

The AACTE and its 846 institutional members are acutely aware of the international obligations and responsibilities of American higher education. The internship program continues to attract widespread support by college and university administrators and teacher educators. The project has made it possible for the concepts

and practices of American education to play a major role in the determination of administrative policy in Latin America, Africa and Asia. Its continued success rests with a number of persons and agencies including AID, AACTE, foreign institutions and governments and most of all on the administrator and staff of AACTE member institutions. These institutions charge no fees nor do they restrict the time, effort and facilities to provide optimum learning opportunities for the interns. The primary concern of the many administrators who have participated in the program is the personal well being and professional advancement of their charges.

An investigation of the data collected in this study confirms the expectations of the early proponents of the program: that a carefully supervised program of work experience and personal supervision can provide the basis for future professional growth among foreign educational administrators.

The AACTE expresses its appreciation to the Agency for International Development for its continued support for this program.

June 16, 1970

Appendix A

AACTE ADMINISTRATIVE INTERNS - NEW POSITIONS

<u>Intern's Name</u>	<u>Previous Position</u>	<u>Present Position</u>
Shamsulabuddin Shams Afghanistan	Assistant Dean, Faculty of Education, Kabul University	Senior Assistant Dean, Kabul University
Liliana Muhlmann Argentina	Head of the Education Planning Office for the Province of Misiones	Director of Planning and Teacher Education, Rio Negro Province
Jose Castillo Colombia	Dean, Faculty of Education University of the Atlantic, Bogota	Liaison Officer, University of New Mexico, Alliance for Progress, A. I. D., Bogota
Soemardjo Indonesia	Dean, Faculty of Science (revolving deanship) I. K. I. P. Rawamangun, Djakarta	Senior Lecturer, I. K. I. P., Rawamangun, Djakarta (offered vice-rectorship, declined)
Dudley Grant Jamaica	Lecturer and Director, Teaching Internship Program, University of the West Indies, Mona, Kingston	Senior Lecturer and Director, Teaching Internship Program, Univ. of the West Indies, Mona, Kingston
Glenville Owen Jamaica	Principal, Mico Teachers College, Kingstor	Principal, Mico Teachers College, Kingston and President, Jamaica Teachers Association
Joseph Abwao Kenya	Master in charge of History and Swahili Teaching	Principal, Chadwick Training College, Butere
John Osogo Kenya	Acting Secretary, Institute of Education, Nairobi	Director of Management, Ministry of Education, Nairobi
James Wainaina Kenya	Deputy Principal, Thogoto Primary Teacher Training College, Thogoto	Principal, Thogoto Primary Teacher Training College, Thogoto
Batuk Rajbhandari Nepal	Supervisor, Div. of Instruction, College of Education, Birgans	Acting Vice President and Professor in charge, College of Education, Birgans
Michael Alefe-Aluko Nigeria	Principal, Teacher Training College (changes in political situation)	Vice Principal, Comprehensive High School, Illesha

The American Association of Colleges for Teacher Education  
and

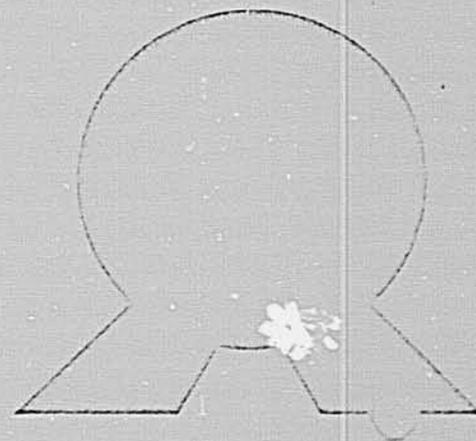
Award this Certificate to Recognize the Distinguished Contribution of

to the

American Educational Community and the  
International Development of Teacher Education

While Engaged in the AACCTE/IBD Administrative Internship Program

WASHINGTON, D.C. \_\_\_\_\_



Appendix E

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Administrative Internships in Teacher Education  
Orientation Meeting for Host Administrators

GUIDELINES

I. Opening Remarks

A. AACTE welcomed the participation of these institutions in a program which has proven to be valuable both to education abroad and to the international education programs on the participating American campuses.

B. The institutions should consider the country designation as tentative since political situations and personal interest of the candidates may cause a country to drop out of the program.

II. General Objectives of the Program

A. In 1964, this program was initiated to achieve the following objectives:

1. The development of administrative experience and expertise among selected educators from developing countries through

a. Individually structured programs at institutions small enough to provide continuing assistance to the intern throughout his program and the involvement of the intern at all levels of the college program.

b. The proper preparation of the American educator for the task by sending him to the country of the intern to study the educational system and to discuss future directions in education with country officials.

2. The induction of smaller colleges into international activities.

B. Educational Needs Overseas

1. A shortage of competent administrators demands that educators hold one, two, and often three jobs simultaneously.

2. There is a massive shortage of teachers, books, and classrooms.

3. Identification of the specific problems in education in the particular country you visit should be one of your primary goals during your trip so that you will be able to realistically assist the intern in developing his internship program.

### C. Guidelines for a Successful Administrative Visit

1. Be prepared to answer questions relating to civil rights, the election, Vietnam, violence, and campus unrest.
2. Otherwise, prepare to listen more than talk since your role is to learn.
3. Identify persons in the country you plan to visit and write to them explaining the purpose of your trip and suggesting that they contact the education officer at the AID Mission who is arranging your itinerary for you.
4. Be certain the the AID itinerary includes
  - a. Exposure to the total picture in education.
  - b. Visits to villages.
  - c. Appointments with Ministry of Education top officials early in your tour so that you can discuss the program and consider together the appropriate candidates.
  - d. Interviews with selected candidates in the early weeks of your visit.
  - e. Time to reflect on the candidates and to discuss them with AID and Ministry personnel.
  - f. Contact with the Ambassador of the U. S. or other officials so that they will be come aware of the program.
5. Talk to as many different kinds of people as possible.
6. Develop patience with time schedules. Life moves at a different pace in these countries.
7. Be sensitive to the poverty of teachers and educators you meet. (ex. Indonesian teachers make an equivalent of \$ 5 per month.)

### III. Overseas Tasks

#### A. Discussions with AID about the program.

1. Review the itinerary, discussing persons to meet and candidates to be interviewed.
2. Questions the AID concerning discussions it has held with the Ministry of Education about international travel and salary support for the intern during his participation.
3. Reemphasize that the international ticket should take the intern through Washington en route to the campus.

Joseph Okunlola Nigeria	Assistant Registrar, Univ. of Ife, Ibadan	Senior Assistant Registrar, Univ. of Ife, Ibadan
Anibal Espino Peru	Head, Pedagogics Department Universidad Nacional de Trujillo	Director of Academic Studies, Universidad Nacional de Trujillo
Marta M. Pajuelo Peru	Director of Teachers Training, Ministry of Education, Lima	Director of Educational Adminis- tration, University of Lima
Gregorio Borlaza Philippines	Dean of Instruction, Philippine Normal College, Manila	Vice President, Philippine Normal College, Manila
Eleanor Elequin Philippines	Secretary, Graduate Committee, College of Education, Univ. of the Philippines, Quezon City	Same, plus Director of Committee for reorganization of College of Education
Paz Ramos Philippines	Professor, University of the Philippines, Quezon City	Dean of Admissions, Univ. of the Philippines, Quezon City
Mohamud Giama Ahmed Somali Republic	Director, Department II, Ministry of Education, Mogadiscio	Minister of Information, Mogadiscio
Ahmed Kassir Somali Republic	Head, Secondary Education Service, Ministry of Education, Mogadiscio	Director of Teacher Training Services, Ministry of Education, Mogadiscio
Joshua Meena Tanzania	Head, Social Studies Dept. , Mpwapwa Teachers College, Mpwapwa	Principal, Butimba Teachers College, Mwanza
Panas Hannarkin Thailand	Lecturer, College of Education, Bang Saen, Cholburi	President, Teacher Training College, Phitsanulok
Foongfuang Kruatrachue Thailand	Chairman, Div. of English and Literature, College of Educa- tion, Pranakorn	Vice Principal, College of Education, Pranakorn
Nartchaleo Sumawong Thailand	Head, Div. of Psychology and Guidance, College of Education, Prasarnmitr	Head, Dept. of Education, College of Education, Prasarnmitr
Opal Wattha Thailand	Lecturer, College of Education, Prasarnmitr	Chief Asst. to Director of Teacher Training, Ministry of Education and responsible for all foreign relations projects dealing with tchr. training

Adolph O. DeSousa  
Uganda

Assistant Registrar, Univ.  
of East Africa, Kampala

Assistant Registrar, Univ.  
College at Nairobi

Ahmed Sabry  
U. A. R.

Technical Advisor, High  
Council of Universities, Cairo

Chief Tech. Advisor for Egypt  
in educational developments in  
Kuwait, Teacher Training College,  
El-Shark, Kuwait

Julio Guerra  
Venezuela

Asst. to the Head of the  
Practice Teaching Dept., Ex-  
perimental Pedagogical Institute  
of Barquisimeto

Director of Teacher Education,  
Experimental Pedagogical  
Institute of Barquisimeto

AACTE ADMINISTRATIVE INTERNSHIP PROGRAMAFGHANISTAN

Shamsulabuddin Shams  
Senior Assistant Dean, Faculty of Education  
Kabul University, Kabul

1966-67  
State University of New York at Albany  
Evan Collins, President

ARGENTINA

Liliana Bertha Muhlmann  
Buenos Aires 3071  
Santa Fe

1968-69  
State University of New York at Geneseo  
Robert Mac Vittie, President

BOLIVIA

Jose Gonzalo Gantier  
Advisor of the General Direction of  
Educational Coordination, La Paz

1969-1970  
West Georgia College; Carrollton, Georgia  
Thomas W. Sills, Chairman  
Division of Education

Ignacio Paravicini  
Supreme Council on Education  
Ministerio de Asuntos Campesinos La Paz

1969-1970  
Miami University; Oxford, Ohio  
C. Neale Bogner, Dean  
School of Education

BRAZIL

Heladio Antunha  
Professor of Educational Philosophy, Dept. of  
Education; State University of Sao Paulo

1969  
University of Kentucky; Lexington, Ky.  
George W. Denmark, Dean  
College of Education

Antonio Paulo Carrozzo  
University teacher, Universidade Catolica de  
Campinas; Campinas, Sao Paulo

1969-1970  
Mississippi State University; State College,  
Francis A. Rhodes, Dean  
College of Education

Nassim Gabriel Mehedff  
Director of Research and Planning Section,  
Faculdade de Educacao da UFMG, Rua  
Carangola 288, Santo Antonio, Belo Horizonte,  
Mina Gerais

1969-1970  
California State College at Los Angeles  
Rudolph F. Sando, Dean  
School of Education

CHILE

Carlos Bravo  
Vice Director, School of Education  
Universidad Catolica de Chile, Santiago

1969-1970  
University of the Pacific; Stockton, California  
Marc Jantzen, Dean  
School of Education

Sohel Riffka  
Vice Rector, Universidad del Norte,  
Antofagasta

1969  
University of Nevada; Reno, Nevada  
Edmund J. Cain, Dean  
College of Education

COLOMBIA

Jose H. Castillo  
University of New Mexico, Alliance for Progress  
Project, Agency for International Development  
U. S. Embassy, Bogota

1966-1967  
Eastern Illinois University; Charleston, Ill.  
Quincy Doudna, President

Carlos Cuervo  
Calle 112/315, Bogota

1968-1969  
St. Edward's University; Austin, Texas  
Brother Joseph Cain, Academic Dean

DOMINICAN REPUBLIC

Luis Escobal  
Director, Administrative Department  
Universidad Nacional Pedro Henriquez  
Urena, Santo Domingo

1969  
San Jose State College; San Jose, Calif.  
Hobert W. Burns, Academic Vice  
President, School of Education

ETHIOPIA

Kebbede Friesenbet  
Director of Teacher Training Institute  
Ministry of Education and Fine Arts,  
Addis Ababa

1969-1970  
Cleveland State University; Cleveland, Ohio  
Sam P. Wiggins, Dean  
College of Education

GHANA

Joseph Kwakwa  
Principal, St. Andrews Training College,  
Mampong-Ashanti

1970  
Ball State University; Muncie, Indiana  
John Dunworth, Dean  
Teachers College

INDONESIA

Soemardje  
Senior Lecturer, Institute for Teacher Training  
and Education; IKIP; Djakarta

1966-1967  
State University of New York at Buffalo  
Paul Bulger, President

Baharuddin Harahap  
Dean, Faculty of Education, IKIP; Rawamangun,  
Djakarta

1969  
Southern Illinois University; Carbondale, Ill.  
Donald W. Robinson, Dean  
College of Education

Hamdan Mansur  
Dean, Faculty of Social Sciences, IKIP;  
Rawamangun, Djakarta

1969  
Southern Illinois University; Carbondale, Ill.  
Donald W. Robinson, Dean  
College of Education

Muhammad Said  
Vice Rector for Academic Affairs, IKIP;  
Rawamangun, Djakarta

1969  
Southern Illinois University; Carbondale, Ill.  
Donald W. Robinson, Dean  
College of Education

INDIA

Ram Narain Mehrotra  
Reader in Education, Central Institute of  
Education, University of Delhi

1969-1970  
The University of Connecticut; Storrs  
William H. Roe, Dean  
School of Education

Jayendra C. Parikh  
Lecturer, College of Education, Sardar Patel  
University, Anand, Gujarat

1969  
Loyola University; Chicago, Illinois  
R. W. Mulligan, Vice President

IRAN

Ahmad Ashraf  
Scientific and Research Consultant, Ministry of  
Science and Higher Education, Tehran

1969-1970  
University of Houston; Houston, Texas  
Robert Howsam, Dean  
College of Education

JAMAICA

Glenville Owen  
Principal, Mico Teachers College,  
Kingston

1967-1968  
Southern Oregon College; Ashland, Oregon  
Elmo N. Stevenson, President

Dudley R. B. Grant  
Lecturer and Director, Teaching Internship  
Program, University of the West Indies,  
Mona, Kingston 7

1968-1969  
University of Maryland; College Park, Md.  
V. Anderson, Dean  
College of Education

Renford A. Shirley  
Vice Principal, Mico Teachers College,  
Kingston

1969-1970  
Wisconsin State University; Whitewater  
Everett White, Associate Dean  
School of Education

#### KENYA

John Osogo  
Director of Management, Ministry of  
Education, Nairobi

1964-1965  
Wilmington College; Wilmington, Ohio  
James Read, President

Joseph Walter Abwao  
Principal, Chadwick Training College,  
Butere

1965-1966  
Wisconsin State University; Platteville  
Bjarne Ullsvik, President

David Mbiti  
Deputy Principal, Machakos Primary Teacher  
Training College, Machakos

1968-1969  
Illinois State University; Normal  
Eric Johnson, Vice President

James Wainaina  
Principal, Thogoto Primary Teacher  
Training College, Thogoto

1968-1969  
Illinois State University; Normal  
Eric Johnson, Vice President

#### MEXICO

Fernando Esquivel  
Director of Admissions, Monterrey Institute  
of Technology, Monterrey

1968  
Wisconsin State University; Superior  
Karl Meyer, President

Humberto Gutierrez  
Chairman, Department of Mathematics,  
Monterrey Institute of Technology, Monterrey

1968  
Wisconsin State University; Superior  
Karl Meyer, President

#### NEPAL

Batuk Rajbhandari  
Professor in Charge, College of Education,  
Birgans

1964-1965  
Plymouth State College; Plymouth, New Hamp  
Harold E. Hyde, President

Jagat Adhikari  
Principal, Sri Thakur Bam College  
Birgunj

1969-1970  
State University of New York at Fredonia  
Oscar Lanford, President

NIGERIA

Joseph A. Okunlola  
Assistant Registrar, University of Ife,  
Ibadan

1964-1965  
Marshall University;Huntington, West Virginia  
Harold E. Walker, Vice President  
for Academic Affairs

H. O. N. Oboli  
Zonal Inspector, Ministry of Education,  
Enugu

1965-1966  
Western Michigan University  
Kalamazoo, Michigan  
James Miller, President

Michael Alafe-Aluko  
Vice Principal, Comprehensive High School,  
Illesha

1965-1966  
Rhode Island College; Providence  
William Gaige, President

PERU

Anibal Espino  
Head Pedagogics Department, Faculty of  
Education, Universidad Nacional de Trujillo

1968  
Western Illinois University; Macomb, Ill.  
A. L. Knoblauch, President

Marta M. Pajuelo  
Director of Teachers Training, Ministry  
of Education, Lima

1969  
Southern Illinois University; Edwardsville  
Milo C. Pierce, Assistant Professor

PHILIPPINES

Gregorio C. Borlaza  
Vice President, Philippine Normal College,  
Manila

1964-1965  
Wisconsin State University; Stevens Point  
James Albertson, President

Paz G. Ramos  
Dean of Admissions, University of the  
Philippines, Quezon City

1965-1966  
Western Kentucky State University  
Bowling Green, Kentucky  
Kelly Thompson, President

Eleanor Elequin  
Secretary, Graduate Committee, College of  
Education, University of the Philippines,  
Quezon City

1966-1967  
State University of New York at Oneonta  
Royal Netzer, President

SIERRA LEONE

Benjamin A. King  
Principal, Freetown Teachers College,  
Freetown

1966-1967  
Western State College of Colorado; Gunnison  
Harlan Bryant, President

SOMALI REPUBLIC

Ahmed Kassim  
Head, Secondary Education Service, Ministry  
of Education, Mogadiscio

1968-1969  
Eastern Michigan University; Ypsilanti  
Bruce Nelson, Vice President

Mohamud Giama  
Secretary of Information, Mogadiscio

1968-1969  
Eastern Michigan University; Ypsilanti  
Bruce Nelson, Vice President

Mohamud Ahmed Ali  
Head, Department I, Ministry of Education,  
Mogadiscio

1969-1970  
Chico State College; Chico, California  
Robert E. Hill, President

Musa Bashir  
Head, Curriculum Development Office,  
Ministry of Education, Mogadiscio

1969-1970  
Chico State College; Chico, California  
Robert E. Hill, President

TANZANIA

Joshua S. Meena  
Principal, Rutimba Teachers College,  
Mwanza

1966-1967  
Hamline University; St. Paul, Minnesota  
Paul Giddens, President

THAILAND

Opal Wattha  
Administrative Assistant to Director of Teacher  
Training, Ministry of Education, Bangkok

1965-1966  
Texas A & I University; Kingsville, Texas  
James Jernigan, President

Panas Hannarkin  
President, Teacher Training College,  
Phitsanulok

1965-1966  
Texas A & I University; Kingsville, Texas  
James Jernigan, President

Foongfuang Kruatrachue  
Chairman, Division of English and Literature  
College of Education, Pranakorn, Bangkok

1966-1967  
Central Washington State College  
Ellensburg, Washington  
James Brooks, President

Nartchaleo Sumawong  
Head, Department of Education, College of  
Education, Prasarnmit, Bangkok

Wichit Sri Sa-an  
Lecturer of Educational Administration,  
Chulalongkorn University, Bangkok

Apirom Nanakorn  
Dean, College of Education, Bangsaen,  
Cholburi

Kanda Na Thalang  
Assistant Professor, College of Education,  
Prasarnmit, Bangkok

Amnuay Tapingkae  
Associate Dean, Faculty of Education,  
University of Chiang Mai, Chiang Mai

#### UGANDA

Adolph O. DeSousa  
Assistant Registrar, University of East Africa,  
Kampala

#### UNITED ARAB REPUBLIC

Ahmed M. Sabry  
Teacher Training College, El-Shark, Kuwait,  
State of Kuwait

#### VENEZUELA

Felipe Bezara  
Head, Department de Geografia e Historia,  
Instituto Pedagogico, Av. Paez, El Paraiso,  
Caracas

1966-1967  
Central Washington State College  
Ellensburg, Washington  
James Brooks, President

1968-1969  
The University of Akron; Akron, Ohio  
Norman P. Auburn, President

1968-1969  
The University of Akron; Akron, Ohio  
Norman P. Auburn, President

1969-1970  
St. Cloud State College  
St. Cloud, Minnesota  
Irvamae Applegate, Dean  
School of Education

1970  
University of Pittsburgh  
Pittsburgh, Pennsylvania  
Paul H. Masoner, Dean  
School of Education

1969  
Oklahoma State University; Stillwater  
Helmer E. Sorenson, Dean  
College of Education

1966-1967  
Baldwin-Wallace College; Berea, Ohio  
Fred Harris, Vice President for  
Academic Development

1969  
Buena Vista College; Storm Lake, Iowa  
John P. Williams, Dean of Faculty

Julio Cesar Guerra  
Assistant to the Head of the Practice Teaching  
Department, Experimental Pedagogical  
Institute of Barquisimeto

Francisco Ugel  
Head of the Literature and Modern Languages  
Department, Pedagogical Institute of  
Barquisimeto

1969  
Buena Vista College; Storm Lake, Iowa  
John P. Williams, Dean of Faculty

1969  
Buena Vista College; Storm Lake, Iowa  
John P. Williams, Dean of Faculty

4. Emphasize that the Mission should interview the candidate prior to his departure for the United States.

B. Discuss selection criteria with Ministry officials.

1. Present position of the candidate

- a. Principal, rector, vice-chancellor, president of an institution in which teachers are trained.
- b. Department heads of instruction, curriculum, education, research, etc., in institutions which train teachers and in the Ministry of Education.

2. Educators who have been designated for future administrative roles by the Ministry of Education.

C. Criteria for elimination of candidates

1. Persons with strong political affiliations but limited qualifications.
2. Persons whose future active participation in education seems doubtful,

D. Interviews with candidates

1. Interviews with candidates should take place in the first weeks of your tour so that selection may be made by the third week.
2. During your travels throughout the country, you should be sensitive to potential candidates for recommendation to AID and the Ministry of Education either for your program or for future participation.
3. All interviews with candidates should emphasize
  - a. The non-degree nature of the program.
  - b. The general structure of the internship.
  - c. General financial provisions of the program.

E. Selection of the intern

1. Discuss your preferred candidate with AID and the Ministry, explaining why he is your first choice. Recommend an alternate.
2. Discuss the future of the selected intern. Ask Ministry officials to plan with the intern the kinds of experience he should bring back and the aspects of educational administration on which he should concentrate during his program.

## F. Orientation of the selected intern

### 1. Financial Provisions

a. Provisions under the AID contract for his support during his internship in the United States.

- 1) Regular living allowance of \$ 12 per day.
- 2) Additional \$ 4 per day when traveling.
- 3) Health insurance on each illness up to \$ 1,000.
- 4) Travel allowance of \$ 350 plus a trip to Washington and to Chicago.
- 5) Book allowance of \$ 110.
- 6) One year subscription to the AACTE publications.
- 7) Three year membership in an American Professional Society.
- 8) Shipment of 200 pounds of professional written materials to the intern's country via the AID Mission.

b. International transportation is not covered by this contract. The intern should discuss this with his government or with AID.

c. The intern should discuss provisions to be made for his salary during his participation with his government.

### 2. Living Conditions

a. Choice of accommodations -- location, price and facilities.

- 1) Private apartment in a student dormitory.
- 2) Apartment in the married students' buildings.
- 3) Room or apartment in a private home.
- 4) Other

b. Living costs in the community.

c. Climate

d. Clothes required and means of obtaining unowned items needed.

e. Social and cultural features of the community (provide available written materials.).

### 3. Program Limitations

a. The intern may not bring his family.

- 1) There are no financial nor health provisions for them.
- 2) The intern does not have driving privileges.

- b. The intern may not drive during his internship.
  - 1) AID wishes to avoid legal involvement.
  - 2) There is no insurance to cover the intern driving.
  - 3) The costs of insurance and car use are prohibitive.
- c. Exceptions may be made if the intern is of superior qualifications, you feel that neither of these circumstances will cause you problems, and the intern can afford to carry the costs. AACTE should be consulted before such a commitment is made.

#### 4. Internship Planning

- a. Clarify the intern status as a professional colleague with office space, secretarial assistance available, and other privileges provided ordinarily for administrative staff.
- b. Indicate that the facilities of the entire institution will be made available for the intern's study, observation, and participation in the areas of most interest.
- c. Suggest that the intern bring pictures, slides, and materials for use in preparing talks on his country and its educational programs.
- d. Identify the areas of interest and intended emphasis on the part of the intern and design a tentative program to be followed.

#### 5. Pre-internship Schedule for Selected Candidate.

- a. Official approval by AID/W and the AID country mission
- b. Completion of documentation and designation of a departure date.
- c. Receipt of advance per diem check of \$ 320 through the AID mission. This should be cashed either at the mission or in Washington.
- d. Orientation in Washington
  - 1) Introduction to the United States at the Washington International Center.
  - 2) Discussion of program objectives with AACTE internship director and AID personnel.
- e. Internship on host campus for five to nine months.
- f. AACTE Annual Meeting in Chicago, Illinois, in February.
- g. Spring meeting of interns in Washington.
- h. Submission of intern report and evaluation sheet three weeks prior to departure.
- i. Debriefing in Washington prior to departure for home.

#### IV. Highlights of Contract Limitations on International and Domestic Travel (Consult "Excerpts from Contract AID/csd-679" and "Excerpts from Standardized Government Travel Regulations" for details.)

- A. The Association has guaranteed to AID that the dollar drain will not be exacerbated by the activities of this contract. All dollars to be expended for program costs overseas must be exchanged for local currency at the American Embassy. Prior to departure from the United States, obtain sufficient funds in local currency to cover expenditures until the official exchange can be made.
- B. International tickets must be purchased from American carriers and American carriers must be used for each possible segment of the total flight.
- C. The Association will pay for less than first class accommodation, round trip direct route transportation from the administrator's home to the country of the intern.
- D. The administrator may carry baggage up to the amount allowed free on a first class fare.
- E. The Association will pay per diem for a 24 hour stopover en route if the total travel time on less than first class accommodations following a direct route is fourteen hours.
- F. Receipts should be submitted for all expenditures incurred during the international travel except hotel, meals, tips, and individual taxi fares. No miscellaneous expenditures may be reimbursed without receipts. (Consult pages 7 and 8 of "Excerpts from Standardized Government Travel Regulations" for allowable miscellaneous costs.)

#### V. Report on Survey Trip

- A. A detailed itinerary with the names and addresses of persons contacted should be provided.
- B. A brief description of the intern's background, his present position and responsibilities. This will assist the AACTE staff in discussing program plans with the intern during his Washington orientation.
- C. A description of discussions with the Ministry of Education regarding the intern's future role in education.
- D. Tentative plans for the internship program as discussed with the intern in relation to emphases determined in conference with his superiors.
- E. Recommendations for the improvement of procedures in the conduct of the internship program at home and abroad.

## VI. Internship Program on Campus

### A. General Suggestions

1. Regularly scheduled review and planning sessions between the intern and the host administrator are mandatory.
2. Special guidance and personal attention will be required for most interns because U.S. professional and social processes are unfamiliar.
3. Special attention should be given to contacting persons throughout the institution, community, state, and perhaps nation to provide as many opportunities as possible for the intern to become involved in teacher education at all levels in his areas of special concern.

### B. Preparation for the Internship Program

1. Administrative officers should be informed and involved at each stage of the program so that they will be prepared for their role when the intern arrives.
2. The local and campus papers could cover the program from its inception through the international trip, and selection of the intern to his arrival and program while on campus. AACTE would appreciate copies of all such publicity.
3. Involve your administrative staff in discussion about the structure and content of the internship program. Plan for written materials introducing the intern, the internship in general, and the particular time when the recipient will work with the intern and what the nature of their contact will be.

### C. Introduction to the Campus and the Community

1. Ceremonial occasions are important to persons from other countries. A formal introduction to the campus would be appropriate, perhaps at a reception, dinner, luncheon, student assembly or faculty senate.
2. Television and/or radio interview.
3. The encouragement of social invitations from families on campus during the intern's first weeks might assist him to make the social adjustment and initiate continuing relationships.
4. Attempt to have accommodations ready for the intern when he arrives so that he will not have to be unsettled by a later move. Provide facilities closest to those identified as his preference during the overseas orientation.

5. Possibly arrange for the intern to make a formal presentation to the administrative staff and faculty about education in his country and current educational goals.

#### D. Intern Activities on Campus

1. Experiences should involve the intern in the decision-making processes without placing the responsibility of final decisions on him.
2. Temporary attachments to unit heads who will provide him with the information and processes through which decisions are made and discuss with him the values of his determinations could be useful.
3. Through full participation in committee sessions, the intern can make decisions relating to essential campus programs. (ex. curriculum development committees, regional accreditation teams, etc.)
4. The interns usually welcome total responsibility in some limited area during their internship program. Possible uses of their time and talents include the assessment of foreign student programs or research studies in pertinent areas. (Ex. An intern whose field was health education directed the development of a plan for a new student health center on the host campus.)

### VII. Continuing Relations with Interns

- A. During your trip overseas, you will acquainted yourself with the possible areas of productive cooperation between your institution and that of the intern.
- B. During his evaluative visit to your campus, the AACTE internship director will discuss the possibilities of future cooperative programs between you and your intern.
- C. In the past, formal affiliations between institutions for the exchange of materials information and faculty have been useful tools for follow-up activities.
- D. The Organization of American States has several programs which might be adapted for the purpose of continued professional support for returned interns.
  1. Fellowships in Advanced Studies are granted to individual scholars of members states. Such fellowships might be used to finance another intern from the institution of an AID intern on the same host campus.
  2. Direct technical assistance programs might finance an in-service type program by a host administrator on the campus of his returned intern where he would work directly with the intern to apprise his administrative colleagues of possible new methods in administration.

3. A short involvement in the last months of an internship program by an official of the Ministry of Education or other superior to the intern might be financed by the fellowship grants discussed in # 1 or through Department of State leadership grants.

4. These programs are financed through the Department of Educational Affairs of the OAU. Contact should be made with Mr. Francisco S. Cespedes, Director, in reference to such programs.

E. Through interviews with former interns, further suggestions for follow-up programs will be discovered. Such interviews are being conducted in connection with the evaluation of the internship program being handled by AACTE. Conclusions should be available in 1969.

#### VIII. Communications with AACTE

A. Although immediate program conduct and planning are the responsibility of the host institution, the Association should be kept informed as the program develops.

B. Newspaper clippings about the internship, copies of speeches given by the intern, copies of intern program schedules should be sent to the AACTE office.

C. Formal reports due to the Association and AID

1. Report on overseas trip as discussed above.

2. Host administrator's program report to be submitted thirty days after the termination of the internship. (20 copies)

- a. Description of how the program was organized.
- b. Brief list of the intern activities.
- c. Evaluation of the intern's work.
- d. Recommendations for cooperation with the intern on his return.
- e. Recommendations for improvement of the internship program.

3. Intern's program report to be submitted three weeks prior to his departure in 20 copies.

- a. Original objectives of the program
- b. Description of procedures which determined the program structure.
- c. Description of the activities of the internship
- d. Describe the specific use to be made of experience and observations during the internship program.
- e. Recommendations for improvement of the internship program.

Appendix F  
QUESTIONNAIRE

Name \_\_\_\_\_

Title/Present position \_\_\_\_\_

Address of institution \_\_\_\_\_

Name of host institution in the United States \_\_\_\_\_

Name of host administrator \_\_\_\_\_

Dates of internship \_\_\_\_\_

Professional activities undertaken since internship \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How has the internship experience been of assistance to you professionally since  
your return home? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What suggestions do you have as to methods of circulating additional information to  
interested personnel abroad? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What suggestions do you have for the overall improvement of the program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Signature

Appendix G

ADMINISTRATIVE INTERNSHIP EVALUATIVE QUESTIONNAIRE  
FOR SUPERVISORS

1. How was the information concerning the Administrative Internship Program received by your institution? (check all that apply)

- a.  Special newsletter from the AACTE
- b.  The AACTE Bulletin
- c.  From other colleges and universities
- d.  By request from the AACTE
- e.  Other (please list)

2. Did the information adequately describe the following responsibilities of the Host Institution?

Personal Responsibilities

- yes  no  Securing accommodations for the intern
- yes  no  Involvement of intern in campus and community life
- yes  no  General introduction to community facilities

Educational Responsibilities

- yes  no  Guidance to institutions and persons of interest to the intern and his program
- yes  no  Recommendations of materials relevant to the intern's program

3. Did the information adequately describe the financial provisions of the program?

- yes  no  Per Diem
- yes  no  Travel
- yes  no  Entertainment
- yes  no  Miscellaneous expenditures

4. What aspect of the program requires more detailed description? (check all that apply)

- a.  Initial description
- b.  Preparation for the overseas trip
- c.  Logistic arrangements
- d.  Program arrangements
- e.  Criteria for the selection of the candidate
- f.  Financial provisions overseas
- g.  Educational responsibilities overseas

5. Was the decision to participate in the program a result of:

- a.  Personal decision as administrator of the institution?
- b.  Discussion with faculty members and the administration?
- c.  Other (please state)

6. In your opinion, which of the following qualifications did your school possess in order to make this a more meaningful program for the intern and the college community? (check all that apply)

- a.  Special programs in teacher education
- b.  Location of campus
- c.  Size of campus
- d.  Campus programs in international education
- e.  Foreign students and faculty on campus
- f.  Other (please state)

7. What efforts were made to involve the campus community in the program? (check all that apply)

- a.  Articles in the College Newspaper
- b.  Radio and T.V. coverage
- c.  Other (please state)

8. If time permitted, what information should be provided by the AACTE in preparation for the visit overseas? (check all that apply)

- a.  Books and magazines on the country
- b.  Information on the educational structure of the country
- c.  Lists of the schools in the country
- d.  Lists of the most prominent educators of the country
- e.  Lists of the officials in the Ministry of Education and the AID Missions
- f.  Names of those people who are members of the Peace Corps Staff
- g.  Other (please list)

9. What books and magazines did you find prepared you best for the mission in the participating country?

Please list (with author and publisher)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

10. Were you provided with any reading materials concerning the country by the AACTE prior to your visit overseas?

yes \_\_\_ no \_\_\_

11. Were you greeted by a member of the AID Mission when you arrived in the Foreign country?

yes \_\_\_ no \_\_\_

12. Did the local AID Mission provide services in the form of: (check all that apply)

- a.  Guides ?
- b.  Interpreters ?
- c.  Currency exchange ?
- d.  Hotel accommodations?
- e.  Transportation within the capital city ?
- f.  Transportation within the country ?
- g.  Introductions to the educators of the country?
- h.  Program arrangements for institutional visits
- i.  Other (please list)

13. In what way could the local AID Mission services be improved? In the space provided, please describe.

14. Was the Ministry of Education well informed of the program and its objectives?

- yes  no  Purpose of the Internship Program
- yes  no  Period of training
- yes  no  Internship Program in the United States
- yes  no  Intern Selection Procedure
- yes  no  Financial obligations of the Ministry of Education
- yes  no  Financial support provided for the Intern in the United States

15. Did the officials of the Ministry of Education endeavor to inform you of the educational needs of the country?

- yes  no  Statistics of the number of people educated
- yes  no  The number of qualified teachers in the country
- yes  no  Teacher education needs
- yes  no  Financial provisions made available for the teachers in the country

16. Upon your arrival in the foreign land:

- yes \_\_\_ no \_\_\_      Was a list of possible candidates prepared for you by  
the local AID Mission
- yes \_\_\_ no \_\_\_      Was a list of possible candidates prepared for you by  
The Ministry of Education

17. If so, did you receive adequate biographical data and information on  
each candidate? (including personal, educational, professional)

yes \_\_\_ no \_\_\_

18. At the time of arrival in the foreign country:

- yes \_\_\_ no \_\_\_      Was the intern already selected by the Ministry of  
Education or AID officials?
- yes \_\_\_ no \_\_\_      Did you participate in the final selection of the intern?

19. What criteria do you feel important in the selection of the intern?  
(check all that apply)

- a. \_\_\_\_\_ Previous overseas experience
- b. \_\_\_\_\_ Knowledge of the American educational structure
- c. \_\_\_\_\_ A good command of the English language
- d. \_\_\_\_\_ An innovative approach to education
- e. \_\_\_\_\_ An opportunity to be influential in the administrative  
educational structure of his country.
- f. \_\_\_\_\_ Previous experience in administrative work
- g. \_\_\_\_\_ Other (please list)

20. Did the Ministry of Education assure you during your visit that the  
intern would be placed in a responsible position upon completion of the  
intern program and return to his country?

yes \_\_\_ no \_\_\_

21. Was this commitment:

- a. \_\_\_\_\_ Verbal?
- b. \_\_\_\_\_ Written?

22. Was the amount of time spent in travel adequate?

yes \_\_\_ no \_\_\_

In the space provided please explain.

23. Did your travel within the country contribute to: (check all that apply)

- a. \_\_\_\_\_ The candidate selection process?
- b. \_\_\_\_\_ The type of internship activities on your campus?
- c. \_\_\_\_\_ The development of any subsequent programs in international education on your campus?

24. Were you and the intern able to discuss the educational problems of his country?

yes \_\_\_ no \_\_\_

25. Did you develop with the intern a tentative working structure for the Internship Program in the United States?

yes \_\_\_ no \_\_\_

Please describe the preliminary plans and the extensiveness of the program as you saw it in the overseas country.

26. What materials and information did you supply the intern in order to prepare him to enter your academic community? (check all that apply)

- a. \_\_\_\_\_ College publications
- b. \_\_\_\_\_ College catalogues
- c. \_\_\_\_\_ Materials on administrative procedures and the structure of your college
- d. \_\_\_\_\_ Statistics of your campus (number of students, size of faculty, percentage enrolled in teacher education, etc.)
- e. \_\_\_\_\_ Living conditions, climate, clothing
- f. \_\_\_\_\_ Books, magazines, and articles on higher education and Teacher Education

27. Were you able to interview the intern's supervisor and co-workers?

yes \_\_\_\_\_ no \_\_\_\_\_

28. Were they able to give you information which aided you in structuring the program in the United States?

yes \_\_\_\_\_ no \_\_\_\_\_

Describe:

29. In your opinion, were the funds provided by the AACTE adequate in carrying out the task overseas?

yes \_\_\_\_\_ no \_\_\_\_\_

30. What aspect of the program requires more money? (check all that apply)

- a. \_\_\_\_\_ International travel for the host administrator
- b. \_\_\_\_\_ Overseas per diem for the host administrator

- c. \_\_\_\_\_ Travel within the country for the host administrator
- d. \_\_\_\_\_ Other (please list)

31. What additional financial support should be provided for the overseas program?

32. What orientation did the intern receive upon arrival to your campus?

- a. \_\_\_\_\_ Formal introduction to the staff and faculty
- b. \_\_\_\_\_ Introduction to students
- c. \_\_\_\_\_ Introduction to college materials
- d. \_\_\_\_\_ General introduction and acquaintance with the campus and community life (bank, laundromat, post office, etc.)

33. What was the length of the orientation?

- a. \_\_\_\_\_ 1 day
- b. \_\_\_\_\_ 1 week
- c. \_\_\_\_\_ 2 weeks
- d. \_\_\_\_\_ 3 weeks

34. Who structured the intern program?

- a. \_\_\_\_\_ The host administrator
- b. \_\_\_\_\_ The host administrator and the intern
- c. \_\_\_\_\_ The intern and an advisory committee
- d. \_\_\_\_\_ Other (please specify)

35. How often did the host administrator confer with the intern? (please state the amount of time)

\_\_\_\_\_

36. Did the intern submit regular written reports to your office?

yes \_\_\_ no \_\_\_

If so, how often?

37. Did the host administrator provide for the intern:

- a. \_\_\_ Desk ?
- b. \_\_\_ Typewriter?
- c. \_\_\_ Materials for the office
- d. \_\_\_ Secretarial staff?
- e. \_\_\_ Telephone?

38. How were administrative heads prepared for their responsibilities in assisting the intern? (check all that apply)

- a. \_\_\_ A group meeting where objectives and procedures were discussed.
- b. \_\_\_ A written memorandum where objectives were stated and procedures suggested.
- c. \_\_\_ Involvement of administrative heads in planning sessions with the intern and the host administrator
- d. \_\_\_ The circulation of data stating the general educational problems of the country.

39. Was the intern given the opportunity to become acquainted with and study the job of: (check all that apply)

- a.  President?
- b.  Dean of Students?
- c.  Dean of Men?
- d.  Dean of Women?
- e.  Admissions Officer?
- f.  Registrar?
- g.  Head Librarian?
- h.  Alumni Officer
- i.  School Nurse?
- j.  Dietician
- k.  Police Officer
- l.  Other (please list)

40. Did the procedures for studying the administrative operations of these offices include:

- yes  no  An interview with the chief administrators?
- yes  no  Tour of the facilities with detailed description of the procedures?
- yes  no  Actual participation in some aspect of the job with a staff member?
- yes  no  Reading pertinent materials and forms?

41. In your opinion is it advantageous for the intern to participate in the actual working operation of the institution during the program?

yes  no

42. If yes, in what areas could his assistance have been useful to your institution and most advantageous to him?

43. What would be the nature of his participation in these areas? Describe.

44. If, in your opinion, actual work participation by the intern is not feasible, please explain.

45. Did the intern attend: (check all that apply)

- a. \_\_\_\_\_ Administrative council meetings?
- b. \_\_\_\_\_ Faculty committee meetings?
- c. \_\_\_\_\_ Curriculum committee meetings?
- d. \_\_\_\_\_ Student legislature sessions?
- e. \_\_\_\_\_ Board of Trustees meetings?
- f. \_\_\_\_\_ Alumni meetings?

46. In the meetings was the intern:

- yes \_\_\_\_\_ no \_\_\_\_\_ An observer?  
yes \_\_\_\_\_ no \_\_\_\_\_ An active participant?

47. Which of the following activities comprised the internship program?  
(please number in order of importance)

- a. \_\_\_\_\_ Reading
- b. \_\_\_\_\_ Observing administrative procedures
- c. \_\_\_\_\_ Participating in committee meetings
- d. \_\_\_\_\_ Auditing classes
- e. \_\_\_\_\_ Observing classes
- f. \_\_\_\_\_ Lecturing
- g. \_\_\_\_\_ Consulting with the host administrator

43. In your opinion should the intern be allowed to take courses?

yes \_\_\_ no \_\_\_

If yes, why?

49. In which areas would courses be most advantageous?

- a. \_\_\_ Language
- b. \_\_\_ Administration
- c. \_\_\_ American educational structure
- d. \_\_\_ Any course of special interest

50. Was the intern given the opportunity to travel to other colleges and universities?

yes \_\_\_ no \_\_\_

Please state the number of colleges the intern visited

- a. Outside the state \_\_\_\_\_
- b. Inside the state \_\_\_\_\_

51. What criteria were used to select the colleges and universities he visited? (check those that apply)

- a. \_\_\_ Particular educational program unique to the institution
- b. \_\_\_ Educational program not developed by your institution
- c. \_\_\_ Educators to whom you could refer him
- d. \_\_\_ Location in a particular area of the country, city, state.
- e. \_\_\_ University or college where a fellow countryman studied or taught
- f. \_\_\_ An institution where the intern had previous experience
- g. \_\_\_ Other (please specify)

52. Was there sufficient time for the intern to travel as well as continue the other aspects of the program? Explain.

yes \_\_\_\_\_ no \_\_\_\_\_

53. Did the intern visit:

- a. \_\_\_\_\_ The State Department of Education?
- b. \_\_\_\_\_ Administrative office of the state university system?
- c. \_\_\_\_\_ Public elementary and secondary institutions?
- d. \_\_\_\_\_ Private elementary and secondary institutions?
- e. \_\_\_\_\_ The national headquarters of educational organizations?
- f. \_\_\_\_\_ Private Denominational institutions?

54. Did the intern discuss with you the utilization in his country of the administrative procedures observed?

yes \_\_\_\_\_ no \_\_\_\_\_

55. Did you assist him in formulating formal programs for incorporation into his institution or educational system?

yes \_\_\_\_\_ no \_\_\_\_\_

56. Should the designing of such plans be made an integral part of the intern program?

yes \_\_\_\_\_ no \_\_\_\_\_

57. Who located the accommodations for the intern?

- a. \_\_\_\_\_ The host administrator
- b. \_\_\_\_\_ The wife of the host administrator
- c. \_\_\_\_\_ The host administrator's secretary
- d. \_\_\_\_\_ The host administrator's assistant
- e. \_\_\_\_\_ Other (please state)

58. Were these accommodations arranged for prior to the arrival of the intern?

yes \_\_\_\_\_ no \_\_\_\_\_

59. What were the accommodations?

- a. \_\_\_\_\_ A room in the home of a faculty member or a friend of the college
- b. \_\_\_\_\_ An apartment
- c. \_\_\_\_\_ A college dormitory
- d. \_\_\_\_\_ A house shared with another faculty member

60. Were these accommodations: (check all that apply)

- a. \_\_\_\_\_ Within walking distance to the college?
- b. \_\_\_\_\_ Convenient to public transportation?
- c. \_\_\_\_\_ Adequate to meet the needs of the intern in terms of space, facilities, advantages, and cleanliness.
- d. \_\_\_\_\_ Within the price range of the intern's per diem?
- e. \_\_\_\_\_ Suitable for the professional status of the intern?
- f. \_\_\_\_\_ In an adequate neighborhood?

61. Did the intern utilize public transportation in the community?

yes \_\_\_\_\_ no \_\_\_\_\_

62. Did the institution find means to supplement the intern's book allowance?

yes \_\_\_ no \_\_\_

If yes, (check all that apply)

- a. \_\_\_ Discount prices in the campus bookstore
- b. \_\_\_ Contracts with publishers providing books for the college
- c. \_\_\_ Duplicates from the library
- d. \_\_\_ Other (please state)

63. In your opinion was the intern's per diem sufficient to cover his expenses when traveling to conferences and when visiting institutions?

yes \_\_\_ no \_\_\_

64. If no, what per diem rate would you consider reasonable?

65. Was the travel allowance provided sufficient for the intern's observation of institutions and attendance to conferences within the limited time available?

yes \_\_\_ no \_\_\_

66. What opportunities, if any, were missed by the intern which additional funds would have made available? Please describe.

67. Were there expenses incurred by the intern in his program on campus or during off-campus visits which could not be covered by per diem or travel reimbursement but which, in your opinion, should be carried by the program?

yes \_\_\_ no \_\_\_

Please list any such expenses:

68. What kinds of expenses were incurred by your institution in carrying out the internship program?

- a. \_\_\_\_\_ Staff time
- b. \_\_\_\_\_ Materials and postage
- c. \_\_\_\_\_ Transportation costs
- d. \_\_\_\_\_ Provisions of books
- e. \_\_\_\_\_ Other (describe)

69. What logistic details of the internship program were problematic?  
Please list.

70. How could the Association have assisted you further in handling the problematic logistic details?

71. In your opinion, when should the project director visit your campus?

- a. \_\_\_\_\_ First month of the program
- b. \_\_\_\_\_ Midway in the program
- c. \_\_\_\_\_ At the end of the program

72. In what way did the visit of the Association's Project Director assist you in the Internship Program? Please explain.

73. In what way can the AACTE make attendance at the Annual Meeting in Chicago a significant part of the program. Explain.

74. What measures were taken to follow the professional career of the intern after his return to his country? Please describe.

75. What professional position does the former intern hold today?

Position \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

76. Does this represent professional advancement?

yes \_\_\_ no \_\_\_

Appendix H

American Association of Colleges for Teacher Education  
Administrative Internship  
Evaluation Questionnaire for Interns

The AACTE and the Agency for International Development want to make the program of administrative internships as valuable, pertinent and efficient as possible. Will you please help us by completing this form and adding any comments and suggestions you wish to make. Your reply will be kept in confidence.

1. Were you told enough about the program before you had to decide if you wanted to participate? What else should have been explained to you?

2. Were your transportation to the United States and your travel advance handled satisfactorily?

3. Where have you lived at your American college? Has this arrangement been satisfactory?

4. What office facilities and services were made available to you? Have they met your needs?

5. Have the faculty and staff members treated you as a colleague?

6. Was your program publicized so that the college and community were aware of your presence?

7. Have there been any unpleasant incidents which have detracted from your experience? Where? How might they have been prevented?

8. Were you adequately oriented to the organization, purposes, policies and programs of your American institution early in your stay? What might have been told more about?

9. Were you given suggestions of helpful materials to read? Would more assistance of this type have been beneficial?

10. Did your supervising administrator's visit to your country help to make the program pertinent? How?









**ADMINISTRATIVE INTERNSHIPS  
IN  
TEACHER EDUCATION**

**AMERICAN ASSOCIATION OF COLLEGES FOR  
TEACHER EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036**

## ADMINISTRATIVE INTERNSHIP PROGRAM

### INTRODUCTION

The American Association of Colleges for Teacher Education is pleased to announce the continuation of its internship program for educational administrators in higher education and teacher education. The internship program is open to qualified candidates who occupy positions of administrative leadership in colleges and universities or government agencies connected with teacher education. Candidates who have demonstrated administrative potential or are being considered for specific administrative posts in higher education and teacher education are also eligible for consideration. They must possess a good knowledge of English and have attained an educational background commensurate with the duties of higher education administration and teacher education.

The program is supported by the American Association of Colleges for Teacher Education and the Agency for International Development, Washington, D. C. The Association consists of a voluntary membership of 845 American Colleges and Universities whose programs prepare over 90% of America's teachers. The Association has made a careful survey of these institutions to select colleges and universities and responsible educators who will serve as hosts and general advisors to each intern.

### PURPOSE

The purpose of this program is to provide internships in higher/teacher education administration at American Colleges and Universities in order to expand the knowledge and perspective of those individuals

currently occupying positions of leadership and those who show potential for and aspire to leadership positions in higher education. The program provides active involvement in administrative procedures and practices through observation, discussion, and participation. Studies toward the completion of an academic degree are *not* included in the program, although candidates may, at the discretion of the American college, be permitted to audit courses and attend lectures if it is directly pertinent to the acquisition of administrative skills.

### SELECTION

Candidates may be recommended by Ministries of Education, government agencies and higher education institutions that prepare teachers. Recommendations are submitted to a local officer of the United States Agency for International Development. An AACTE representative will then visit the country to discuss the intern program with nominees prior to the autumn semester of the United States university. The intern should arrive in the United States by September or October if possible.

### ACTIVITIES

The duration of the internship is generally nine months. Shorter periods, from three to six months, can sometimes be arranged. During this period, the U.S. administrative host provides overall supervision and guidance for the intern. The intern usually begins his activities with a general survey of the various administrative units of the institution. Wherever possible, he becomes actively involved in the decision-making processes on the campus, often through participation on faculty committees and as a participant-observer in the administrator's

daily schedule. A general survey of administrative units should be followed by more intensive investigations and participation in those units related specifically to the intern's activities. Participation at the AACTE annual meeting in Chicago and other professional conferences and visits to other institutions are considered essential aspects of the program.

#### FINANCIAL PROVISIONS

The following financial provisions are authorized by the AACTE:

1. Monthly campus allowances—\$15 per day
2. In-country travel—\$25 per day
3. Travel and per diem to AACTE annual meeting
4. Travel allowance—\$350
5. Book allowance—\$110
6. Two-year subscription to AACTE publications
7. Three-year membership in a professional society paid by AACTE

International travel for the intern to the United States and return is the responsibility of the local AID mission or the foreign government. No support for dependents is authorized.

For further information please contact the local USAID mission or write directly to:

Director, Internship Program  
AACTE, 1 Dupont Circle  
Washington, D. C. 20036  
U.S.A.