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GUIDEBOOK FOR PLACEMENT OF A.I.D. PARTICIPANTS
IN ACADEMIC PROGRAMS IN THE UNITED STATES

FOR USE OVERSEAS, IN WASHINGTON, D.C.,
AND IN U.S. UNIVERSITIES AND COLLEGES

DECEMBER, 1972

Prepared for the Office of International Training,
Agency for International Development

by the American Association
of Collegiate Registrars and Admissions Officers

Copies may be ordered from:

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FOREWORD

Over the last quarter century technical and economic assistance for the lesser developed countries has been an important aspect of United States foreign policy. In implementing programs for development assistance, education and training have played an all important role. The placement of students coming from many other systems of education in American universities and colleges has been a key factor in making available to the lesser developed countries the technical knowledge which they need for their development projects. Consequently American educational institutions have been faced with problems of credentials evaluation and entrance which were very little known in former years. Because of the extensive involvement of A.I.D. in this area of international education, problems of the colleges and universities have also been A.I.D.'s problems.

It is therefore with pleasure that the Office of International Training of the Bureau of Program and Management Services (SEP/IT) of the Agency for International Development presents this *Guidebook for Placement of A.I.D. Participants in Academic Programs in the United States*. The purpose of the *Guidebook* is to indicate clearly the types of documentary requirements for applying for entrance to American institutions of higher learning according to the level of study desired, both institutional and departmental; the procedures involved in processing admissions requests; and the most effective manner in which documentation for A.I.D. applicants can be presented to college and university admissions offices. The role of the credentials evaluation services of the Office of International Training is also discussed.

The *Guidebook* should be of great service to university admissions offices in the United States, to Office of International Training staff members, to A.I.D. officials in USAID Missions abroad and others who are responsible for the training programs of A.I.D. participants in the United States.

I want to take this opportunity to commend Dr. Clyde Vroman, Director of Admissions at The University of Michigan, Mr. William H. Strain, former Director of Admissions at Indiana University, and Miss Hattie Jarmon of the staff of the Office of International Training, who have worked hard and effectively in producing this most valuable and helpful *Guidebook*. The fruit of their work will do much to promote a smoother and more knowledgeable process in this important field of international education.

Since this is the first publication of this nature which we have undertaken, any suggestions for increasing its value which could be incorporated in future editions will be welcome.

Arthur A. Kimball
Director, Office of International Training
SER/IT
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ACKNOWLEDGMENTS

Appreciation is due the hundreds of persons who have participated in the service operations, advisory conferences, and normal procedures of the AACRAO-AID Project since its beginning in 1964. They have contributed significantly to the content of this *Guidebook*. It truly represents a synthesis of the experience of AID and the U.S. universities and colleges which have served thousands of AID participants. The 45 professional people who participated in the AACRAO-AID Eighth Annual Advisory Conference in Washington, D.C., on May 22-23, 1972, identified many ideas which hold promise of further improving "communication, planning, and implementation"--the theme of that Conference. Those ideas and the resultant recommendations underlie much of the content of this *Guidebook*.

The writers of this *Guidebook* are grateful to the many persons in the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and in the AID Office of International Training (OIT) who read the manuscript and made useful suggestions for its content and editorial improvement.

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December, 1972

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INTRODUCTION

This *Guidebook* is another in the series of management tools produced in the past eight years by the AACRAO-AID Project. The general purpose of the Project is to assist personnel who work with the selection, placement, and programming of AID participants in academic study in U.S. universities and colleges.

There are three widely-separated locations in which the AID academic participants are served: (1) overseas, (2) Washington, D.C., and (3) the campuses of U.S. universities and colleges. Each segment has its own responsibilities, problems, and procedures, and each is thoroughly organized to carry out its functions. An important sequence of operations is required to coordinate the activities and relations of the various segments, and therefore this *Guidebook* will concentrate on the areas of communication and articulation between the three operational segments of the system.

Although it is based on the judgments and recommendations which have resulted from a long professional and cooperative experience between AID officials and representatives of U.S. higher education, it has especially utilized the findings and recommendations from (1) the three-year AACRAO-AID Study of 1,004 noncontract academic participants who arrived in the United States in 1967 and 1968, and (2) the recommendations which were made at the Eighth Annual AACRAO-AID Advisory Conference held in Washington, D.C., on May 22-23, 1972.

The purposes of this *Guidebook* are:

1. To furnish professional information and advice to AID personnel overseas and in Washington, D.C., on the selection and placement of AID participants for academic training programs in U.S. universities and colleges.
2. To inform those personnel about:
 - a. Current practices in the selection and placement of foreign students in U.S. higher education.

- b. The academic documentation and information on training objectives which U.S. universities and colleges require:
 - 1) To admit AID participants and determine their levels of placement.
 - 2) To formulate programs of study for participants.
 - 3) To implement the participants' specified training programs.
 - c. The nature and scope of professional services available from AID, Office of International Training, in Washington, D.C.
3. To inform those members of the U.S. academic community who participate in the selection, placement, and programming of AID participants concerning:
 - a. The activities and responsibilities of AID overseas.
 - b. The responsibilities and procedures of AID/Washington.
 4. To make available to interested personnel in U.S. higher education the same information in the belief that sharing it will result in better understanding, cooperation, and success in the selection, placement, and training of AID participants and other sponsored foreign students.
 5. To make the information contained in this *Guidebook* available to non-AID personnel overseas or in the United States who may be engaged in the selection and placement of foreign nationals for study in U.S. universities and colleges.

The *Guidebook* contains a great deal of information which in many sections is presented in very brief form due to limitations of space. In lieu of an index, the Table of Contents is unusually detailed so that the reader may use it to locate desired sections or topics. It is suggested that the reader early become familiar with the Glossary of Terms and Acronyms given in Appendix A, page 43.

Reactions to this *Guidebook* and suggestions for further publications are invited.

CHAPTER I

THE A.I.D. PARTICIPANT TRAINING PROGRAM

The Participant Training Program is administered by the Office of International Training of AID in the Department of State. The program brings approximately 5,000 participants to the United States annually, about 75 per cent of whom are enrolled in academic programs at some 400 universities and colleges throughout the country. The vast majority are enrolled in graduate study. Many of the participants remain for study over a two- or three-year period.

The other 25 per cent of the participants are not enrolled in universities and colleges but are engaged in such programs as on-the-job training, special training tailored to meet specific objectives of multinational groups, and/or observation training.

The word "participant" is used to indicate that the program is one which is participated in by cooperating countries and their nationals. The program is financed cooperatively by the United States and the other countries concerned.

Most of the participants are young people under 35 years of age. About 90 per cent are male, and about 70 per cent are married.

The following brief description of the steps and process involved in the selection and training of AID participants is intended to promote a clear understanding of the participant and the purpose of the AID training program and of the placement of participants in U.S. universities and colleges.

1. The first step in the process is the formulation of an economic and social development program by the cooperating country, assisted by the USAID Mission. An important element of this program is the training of personnel to carry through the specific projects agreed upon.
2. The participant is selected by the officials of his government in consultation with the AID Mission. This is an extremely important

step in the process. The prime considerations in the selection process are his leadership potential, educational qualifications, importance of his current position, English language competence, physical fitness, and the acceptance of an obligation to work in a job related to the economic and social development goals of his country after he returns home. Much attention is given to the contribution he can make to his country.

3. Current procedures require submission of a completed Project Implementation Order/Participant (PIO/P). This includes a full description of the type and duration of training desired and the means of financing it. It will often include the AID Mission recommendations as to the academic institution to be attended, and it will specify the level of education and the field of study to be pursued.
4. A comprehensive dossier consisting of the PIO/P, biographical data, transcripts of academic record, and other documents is sent to the Office of International Training (SER/IT) in Washington.
5. In SER/IT the dossier is transmitted to the appropriate Regional Branch. The Branch Chief, after reviewing the dossier, decides whether to assign the programming function to a Development Training Specialist (DTS) in SER/IT, or to a Program Officer in a participating federal agency, e.g., the U.S. Department of Agriculture.
6. In either event, the Academic Advisory Service (AAS) of SER/IT and the AACRAO Credential Analyst evaluate the participant's prior academic record and make recommendations on a Credential Analysts Worksheet (CAW) regarding the adequacy and appropriateness of his academic background for the field of study desired in the United States, the quality of his scholarship, and the level of his placement in a U.S. university or college. Upon request, recommendations are also made regarding sites of training. The CAW is sent to the programming officer to whom the case has been assigned.
7. Once arrangements for admission of the participant to a specific institution have been made, SER/IT sends the Mission an

authorization to send the participant to the United States.

This process is known as the "Call Forward."

8. Upon his arrival in the United States, if it is appropriate and time permits, the participant may be enrolled in a preacademic workshop in Hawaii or at Georgetown University. The workshop lasts two weeks and introduces the participant to U.S. university life by familiarizing him with U.S. classroom procedures, instructional and examination methods, preparation of papers, use of the library, degree requirements, and campus life in general. At this point, he may also be assigned to the American Language Institute of Georgetown University (ALI/GU), if he is in need of additional English language training.
9. Once the participant leaves Washington and is at his academic institution, the key roles are played by the faculty adviser and the campus foreign student adviser. The AID Mission, foreign government, SEK/IT, and participating agencies all depend in large part on the university advisers to keep them informed of the progress of the student through the transmission of academic transcripts and through letters or reports evaluating the participant's progress. While the participant is in training, the DTS has primary responsibility for the implementation of his program and maintains close contact with the campus authorities, not only in academic matters but also in such matters as health and general welfare.
10. After the participant returns home, AID continues to keep in touch with him and to send him American professional journals. He may, in some countries, join a local participant alumni organization; he may receive a local participant journal; he will undoubtedly continue to have working contact with American officials; and he may someday return to the United States for additional training.

CHAPTER II

PROCEDURES FOLLOWED BY U.S. UNIVERSITIES AND COLLEGES IN THE ADMISSION OF FOREIGN STUDENTS

A. Customary Procedures

1. Application for Admission

The application for admission is considered the personal responsibility of the applicant. Institutions expect the applicant to make his own preliminary contacts, to fill out and sign his own application, and to see that all supporting documentation is submitted in the way, at the time, and in the form specified by the institution. If translation of documents is indicated, it is the responsibility of the applicant to see that these translations are properly made and certified.

The application itself is in most cases designed to elicit information in the following areas: Personal data, degree objective, major field and desired specialization, career goal, educational background and experience, occupations in periods not covered by academic work, term for which entry is desired, financial arrangements, command of English, and condition of health.

2. Required Documentation

Documents which the applicant is required to furnish may be of several types and may have to come from as many sources, but the most significant by far are the academic transcripts. These transcripts are properly dated records of previous education providing in detail such information as years of study, subjects or courses taken each year, and grade or mark made in each course. In systems which require annual or biennial examinations and comprehensive or degree examinations, marks, classification, class rank, and any other helpful information should be provided. All degrees, diplomas, and other terminal awards, as designated in the country of issue, should be on the transcript or certified separately. Academic records and certificates issued in languages other than English but which use the Latin alphabet are usually required to be submitted in the original form and language, as well as in English translation.

Undergraduate Study. Applicants for undergraduate study are expected to submit transcripts of secondary (i.e. university preparatory) education and of any academic or professional studies they may have taken after completion of secondary education. Secondary and preparatory as used here refer to the last cycle (highest level) of study that precedes university entrance in the country where the applicant was educated. It also includes terminal secondary programs of the same chronological level leading to employment rather than to a university.

In those countries where a terminal secondary education examination or a university qualifying examination must be taken by students wishing to enter universities in that country, the results of such examination are a necessary part of the documentation of secondary education which U.S. universities expect to receive. The names of such examinations differ from language to language and from country to country, but the following terms are representative: baccalaureate, bachillerato, graduation diploma, leaving certificate, and school certificate. A certificate showing results of the appropriate examination may be submitted in lieu of a secondary school transcript or in addition to such a transcript. There are differences in the information contained on such certificates and also in the availability of secondary school transcripts. Though it must be kept in mind that U.S. universities and colleges differ somewhat in their expectations, as a general rule when a terminal or university entrance examination is submitted which shows marks or standing of some sort in several individual subjects, or even on the examination as a whole, it is likely to be accepted as the principal part of the secondary record.

In the case of the General Certificate of Education (GCE), Cambridge (and similar) School Certificates (including higher certificates), and French-type baccalaureates, if marks are on the examination certificate or certified separately, the majority of U.S. institutions will not ask for additional secondary school records. If the applicant has taken Advanced Level GCE or Cambridge Higher Certificate examinations, it is extremely important that the marks of these be furnished. It is preferable that all such certificates and also any transcripts or records submitted by a school be in the form customary in the country of origin. A secondary school record need not cover more than the last cycle (perhaps 2, 3, or 4 years) of the preparatory or other secondary program, if it is the standard

report submitted for consideration for admission to the universities in that educational system.

The requirement that transcripts be filed for all postsecondary attendance at either academic or professional (including technical) institutions, is strictly adhered to by most U.S. colleges and universities in dealing with native U.S. applicants, and is equally important for foreign applicants. It has three basic justifications. The first is that review of such records enables the U.S. institution to make a better determination of the level at which the applicant should start his work in the United States. Particularly, it protects the student from needless repetition of subjects already mastered, and, when appropriate, gives him transfer credits which enable him to complete his degree at an earlier date. The second justification is that such records give the institution information it would not otherwise have about the applicant's development, maturity, and use of his time since leaving secondary school. This information is helpful in counseling the student about course load, selection of subjects, placement levels, etc. The third use of the information has a somewhat negative aspect. It helps the U.S. institution to identify students who have had difficulty of academic or other nature at a previous institution. The reasons behind such difficulty need to be carefully studied before determining whether to admit the applicant to what may be a further period of difficulty.

Graduate Study. Applicants for graduate study, including professional study at graduate level, usually are not asked to furnish documentation of secondary education. Higher or advanced level secondary certificates commonly give some advanced standing (transfer credits) to foreign students entering undergraduate study in U.S. institutions. Such certificates are often asked for and treated as part of the undergraduate record. Applicants are definitely required to furnish a separate transcript from each postsecondary institution they have attended even for short periods or for specialized training, including if applicable the one in which they may be currently enrolled. This is particularly important if one or more terms have been completed so that grades are available. Also expected is a statement of courses or research projects in progress at the time the student's application is submitted.

U.S. Tests. Another type of documentation required by most U.S. colleges and universities is a report of scores from one or more standardized tests. These tests are of different types and levels to serve various purposes. Comments on required English and other tests are presented in the next four sections.

English Proficiency. Most U.S. universities and colleges require foreign students to submit evidence of adequate proficiency in English, including listening, speaking, reading, writing, and comprehension. Some institutions will not admit or enroll a foreign student who cannot demonstrate the prescribed command of English. Generally, applicants from countries in which English is the native language of the greater part of the population are not required to submit English test scores. However, institutions differ in the way they deal with this question. They also differ in the way they apply their English test requirement to applicants from countries in which English is the language of instruction in secondary schools and/or higher schools or from particular foreign institutions in which English is the teaching medium.

Many institutions will grant preliminary admission based on acceptable scores on English examinations such as the Test of English as a Foreign Language (TOEFL) conducted by the College Entrance Examination Board and Educational Testing Service, the American Language Institute of Georgetown University (ALI/GU) test, and the English Language Test of the University of Michigan English Language Institute (ELI). However, some institutions will later ask the student to validate the scores submitted by taking additional English proficiency and placement tests after arrival on campus. Some universities will not grant final admission or permission to enroll until satisfactory scores are achieved on examinations administered by their own institution. These scores will determine whether the student is (1) permitted to carry a full program of academic courses, (2) required to pursue additional English training and reduce his regular academic load, or (3) required to delay all enrollment in courses required for his training program and to pursue full-time preparatory study in English. Obviously, time taken for such English study delays completion of his prescribed training program.

Many institutions recommend that foreign applicants take English tests at least six months in advance of the desired enrollment dates so there

will be time before coming to the United States to take any additional English language training that may be indicated by the tests.

Aptitude and Achievement Tests. Other tests may be required. Some of these are aptitude tests, some are subject-matter or achievement tests, and some are admission tests for particular types of professional study. Most of these tests are prepared in the United States for use with U.S. students, although they may be taken in other countries. The scores of persons from other cultural and language backgrounds tend to be lower on such tests than the scores of U.S. students of similar potential. Most university and college admission officials make allowances for this when interpreting these tests as measures of the aptitude and/or achievement of foreign applicants. Many U.S. admission officers believe that the language and culture bias has more effect on the verbal aptitude scores of foreign students than on their mathematical aptitude scores.

Undergraduate Tests. Most colleges and universities specify that applicants for entry at the first-year level must take either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Test (ACT). Sometimes other tests are indicated, such as some of the College Board Achievement Tests. There are more than a dozen of these tests, each in a specific subject area such as European History, Chemistry, or French. Most schools either waive College Board and similar tests for foreign applicants or are flexible in enforcing the requirement. Many admission officers looking at the SAT scores of a foreign applicant give little attention to the Verbal score, except possibly as an indicator of English reading and comprehension level. They consider, however, that the Mathematical score often gives a more useful indication of a foreign student's competence. Some admission officers compare SAT scores of foreign applicants only against scores of similar foreign applicants. Other admission officers apply some sort of weighting formula to raise scores of foreign applicants before comparing them with scores of U.S. applicants.

Graduate Tests. A wide variety of tests may be specified for entrance into graduate and/or professional study. Foreign applicants are seldom exempted from the test requirements for their intended field of study as set by a particular U.S. institution. A foreign applicant should find out what tests, if any, will be required by the institutions and program(s) he is considering. Then he must find out how, where, and when he can take

the required tests, usually in his own country, and register to take them. Professional schools, e.g., law, business, journalism, and medicine, generally require a designated test. The requirements of graduate schools, on the other hand, vary from institution to institution. Some institutions may be willing to grant provisional admission subject to submission of acceptable scores on tests taken after arrival in the United States. This last arrangement is not necessarily an advantage to the applicant. Problems may arise if tests taken after arrival are not satisfactory.

The following tests are frequently prescribed for admission to graduate or professional programs in U.S. institutions: The Graduate Record Examinations which offer an Aptitude Test and nineteen Advanced Tests each in a specific subject; the Miller Analogies Test; the Admission Test for Graduate Study in Business; the Law School Admission Test; and the Medical College Admission Test. Normally the information sent out by an institution in answer to an inquiry about graduate study in a given field will indicate what test(s), if any, are required for entry into study in that field. It sometimes happens that some unpublished exceptions may be made to accommodate foreign students because of the difficulty and delays these students may experience in gaining access to the tests. However, this should be established in correspondence and not assumed.

Graduate admission officers, departmental advisers, chairmen, deans, and others who determine admission and placement of graduate and professional students are in most cases familiar enough with the tests they use to be able to make suitable allowance for the language and culture factor when interpreting and using the scores of foreign students. When properly interpreted, test scores can help significantly in admission, placement, and counseling.

Letters of Recommendation. Letters of recommendation are frequently required for graduate and professional admission but less often for the undergraduate level. At both levels institutions vary widely in their requirements. They also vary widely in the value they assign to such letters. Some institutions treat an application as incomplete if specified letters of recommendation are missing. Other schools process the application whether letters of recommendation are filed or not.

If letter(s) of recommendation are specified, it is wise to request appropriate persons to send them promptly to avoid the possibility that processing of the application will be delayed or that the application will be treated as incomplete and therefore will not be processed at all.

A person with a master's degree from an institution in the United States should know that he needs the academic support of the chairman of the department (and of his adviser, if different) where he earned his master's, when and if he applies for a higher program (specialist, doctoral, or professional) in the same or another U.S. institution.

Finances and Health. It is also common practice to require a foreign applicant to provide some form of preliminary assurance that he can make appropriate financial arrangements for his period of study in the United States. Most institutions also require satisfactory documentation of the applicant's medical history and current physical condition.

3. Admission Procedures Within an Institution

Admission Offices. A small institution will probably have a single address to which all applications are to be sent. This may also be true of those large complex institutions that have developed highly centralized systems for handling foreign admissions. But many complex institutions are so thoroughly decentralized that there may be a separate admission office for each of several different campuses, professional schools, or other divisions. Very few universities with graduate programs have the same admission office for both undergraduate and graduate applicants. The same institution thus may have from one to a dozen or more admission offices. Some schools with decentralized admissions for U.S. applications have developed a more centralized system for handling foreign applications in order to meet more easily certain U.S. Government regulations regarding supervision and reporting of nonimmigrant foreign students. But whatever the system, it is almost always true that there is only one correct address for a particular type of application to be delivered. Sending it anywhere else will almost certainly delay its processing.

Centers of Admission Authority. Once the foreign student application has reached the proper admission office, a number of steps may be required that are not necessary to the processing of applications of U.S. students, and all these steps must be taken before a final admission decision can be given. In accepting foreign students an institution assumes responsibilities

and obligations and takes risks that are different in degree, if not in kind, from those assumed in accepting U.S. students. Thus a longer procedure of checking and consultation is understandable. U.S. Government immigration and visa regulations require communication and sharing of essential information between the admission officer and the adviser to foreign students. Financial backing or the lack of it may require cross checking with the financial aid officer. If employment while in school is a factor, the foreign student adviser may again have to be consulted to interpret Federal regulations and to review the effect such employment may have on academic work. A questionable health report may require an opinion from the university health service.

But the most frequent reason for slower processing of foreign applications is the study and collaboration required to assess the academic qualifications of a foreign applicant. At the level of freshman and sophomore admission, faculty members are usually glad to let the admission officer struggle with the problem and settle it as best he can. However, when upper division course equivalents begin to enter the picture, the matter becomes more sensitive, and department chairmen and other knowledgeable faculty members have to be consulted frequently. As a result, longer consideration may have to be given to each case.

Graduate and Professional Procedures. At the graduate and professional level almost all university admission officers are required to submit the entire dossier (usually after it has been assembled, analyzed, and annotated by the admission officer) to the department or professional school in which the applicant wishes to study. Applications so referred may be handled and returned on frequent schedules, but more often they are held, perhaps to see how many other applications will come in or to make comparative analysis of a group of applications before selecting new students. Thus a foreign application may have to clear as many as three separate offices and may not be definitely approved or disapproved for weeks after its arrival at the university. As a matter of fact, a rejection can usually be reported more quickly than an admission.

Admission Criteria. Admission is usually based on two kinds of criteria--one, quantitative, and the other, qualitative. Needless to say the qualitative evaluation is the more significant, especially if the applicant wishes to study at a competitive or prestigious school. Also,

as one proceeds toward higher degrees he finds the quality of his achievement has to improve at each level or he may be eliminated at some point. Some of the indices of quality which may appear in or be determined from a record are rank in class, grade average, class of passing or overall rating obtained, honors received, the time element in academic accomplishments, recommendations, etc. In general, a student's academic performance should show improvement in its quality at each level as he advanced toward higher degrees. Personal recommendations may also give qualitative information which helps to interpret academic records. The quality of the institution attended may be considered if reliable information is available.

The quantitative criteria used in the admission process include: (1) the academic degrees held and the minimum number of years of post-secondary study required to attain each degree, (2) whether the degree studies were on a full-time or part-time basis, (3) the extent to which previous education has been concentrated in a single field and conversely the breadth of previous education, (4) the amount of time the applicant has spent in his major field of concentration in comparison with that which U.S. applicants at the same chronological level spend on their majors, and (5) specific subject matter covered in course work in the major field and in ancillary or prerequisite subjects. Sometimes even such information as the textbooks used in the student's main field, degrees held by faculty members, and the nature of library resources are helpful.

Time Span. Recommended opening and closing dates for filing applications for admission differ from one institution to another. Even in the same institution these dates may differ from one school, division, or level to another. Professional schools usually require earlier filing and longer processing time. Also institutions and programs within institutions that have more applicants than they can possibly accept tend to recommend early filing and closing dates and to make comparisons of a large number of dossiers before selecting the students to be admitted. On the other hand, institutions or divisions that are not so crowded tend to be more flexible. Most of them accept applications over a longer period and admit throughout the season those who are considered acceptable.

Because of the extra time required in processing foreign applications, the extra time required for communication to distant countries, and the

time required by the student for passport, travel, and financial arrangements, it is general practice for institutions to recommend earlier filing and to set earlier closing dates for foreign applications than for the applications of U.S. students. Each prospective foreign student should get specific information from the institutions he is interested in attending, and definite moves toward filing an application should be started approximately a year before the desired entrance date. Plans should be formed and information gathered even earlier. Many applications initiated later than has been advised above will be successful, but admission notices to such applicants may be so late that the student cannot complete his arrangements to arrive by the entry date indicated.

Far too many foreign students apply only to the most widely known U.S. institutions and then do not understand why, after long waiting, they get letters telling them that due to the keen competition it was not possible to admit them. The same applicants would have had much greater chance of admission if they had applied to institutions for which admission competition is less severe.

B. Variant Procedures Applicable to AID-Sponsored Students

1. Application for Admission

In the case of the AID participant there is usually no contact between the participant and the institution he is to enter until he actually arrives for enrollment. In fact, AID specifies that the institution is not to contact the participant before his arrival. So the application process previously described is greatly altered for AID participants. It is, for the most part, replaced by the careful procedure by which AID projects are set up and participants selected to implement those projects through academic training at U.S. institutions. In the typical case the institution first learns of the participant when his dossier is received and admission to a specified program is requested by a programming officer in Washington. The dossier contains all or part of the Project Implementation Order/Participants (PIO/P), the Biodata, the academic transcripts, the Credential Analysts Worksheet (CAW), and other items. These materials, when properly filled out and accompanied by appropriate supporting documentation, give most of the information which an application would be

expected to contain. Often the dossier gives more information than would be furnished by a nonsponsored applicant.

Most institutions accept the AID dossier as an application, at least a temporary one. Some transcribe essential information to their own forms, especially material that is to be coded for data processing. A few insist that AID or the participant fill out the institution's form. Still others require that the participant on arrival at the institution fill out their application or sign certain waivers or other items that are normally part of the institution's application. The essential point, so far as AID is concerned, is that the process of selection and documentation of participants in the AID program and the presentation of their dossiers through AID/Washington is generally accepted by U.S. institutions as meeting their application requirements.

2. Required Documentation

Institutions expect the same transcripts and test scores to be submitted on behalf of AID participants as by other applicants. The practice of requiring letters of recommendation varies from institution to institution, but selection by AID is in itself a recommendation of a very high order. Since all AID participants are fully funded and all have been checked for health, there are few if any problems about certification in these areas.

In view of the careful scrutiny which has been given to the qualifications of AID participants both in the home country and in Washington, many U.S. institutions are willing to relax their usual requirements in such matters as the certification of documents, and to make decisions on less complete information than is usually required of applicants. It is desirable, however, that customary standards and requirements be scrupulously met as fully as possible. Care in these matters will result in earlier placement of participants and in placement more often at the institutions requested.

3. Admission Procedures Within an Institution

At most institutions AID dossiers are processed through the same offices and procedures as other foreign applications. There are, however, several ways in which the process is substantially shortened:

- a. Clearances for finances, health, and at the foreign student adviser's office are usually unnecessary, or at least minimal.
- b. Some AID participants are sent for programs that have been set up specifically for their training, and even more participants are sent for programs that have received similar AID participants in previous years. In either case the institution knows the participants' needs and qualifications and is set up to receive them.
- c. Often a programming officer in Washington has already been in contact with the chairman or counselor who will be the key individual in making the admission decision, and this person knows pretty well what he wants to do even before the dossier arrives.
- d. In those cases where no advance preparation has been made, it still is likely that a department will react favorably to receiving a student who has been carefully selected, who is fully funded, and almost certain to enroll.
- e. Once admission is approved, time can be saved if necessary by telephoning the DTS at AID/Washington who will in turn send a Call Forward by airgram.
- f. In any case the admission office does not have to prepare visa papers (I-20, etc.), and the participant does not have to wait while these go through the mail.
- g. Since the participant's own government and that of the United States have joined in sponsoring him both will be in position to expedite a solution to any problems that may arise in connection with his departure.

The dossiers of AID participants have been reviewed in Washington by AACRAO-AID Credential Analysts, all of whom are experienced in foreign admissions to U.S. universities. The Analysts have given their comments on the quality, level, and appropriateness of the previous education and made recommendation as to an appropriate placement level for the participant in a U.S. institution. Therefore the university admission officer and the department chairman who receive an AID dossier have a base from which to start evaluation of the applicant's admissibility in terms of the standards of their own institution. The availability of an objective and independent appraisal as provided by the CAW, taken in conjunction

with the fact that the student has been screened in the home country, tends to build a feeling of security and confidence. Therefore, at many institutions an AID participant has a considerably better chance of admission than an equally-qualified non-AID applicant. Indeed, it often happens that a U.S. institution will hold a place for an AID participant for whom one or more "required" documents are yet to be received, when the school would be reluctant to do the same for another type of applicant. Also, it appears that some institutions have sufficient confidence in the AID program and its procedures, including its selection of participants, that they will accept an AID participant with a grade average which would be considered marginal or even below standard if presented by a nonsponsored applicant.

As a result of the saving of time through the AID procedures indicated above, it is often possible for AID to secure placement of participants at dates later than those indicated for the closing of applications. This is particularly possible in cases where institutions have more cancellations in a program than had been anticipated. Participants whose dossiers are filed late may find it necessary to accept placement in any institution that has an opening or in an institution which, for one reason or another, does not have or does not enforce a closing date. One cannot file late without losing some of his options.

CHAPTER III

THE ROLE AND SERVICES OF A.I.D. IN THE ADMISSION AND LEVEL OF PLACEMENT OF ACADEMIC PARTICIPANTS

Provision is made within the Office of International Training for academic advisory services to professional staffs in SER/IT, the participating agencies, regional bureaus, and USAID's, in all areas relating to the selection, admission, level of placement, and the enrollment of AID participants in U.S. universities and colleges. These services include the interpretation of academic credentials of prospective AID participants from cooperating countries in terms of the educational system in the United States, and a recommendation regarding the appropriate level of placement in U.S. universities and colleges. If the quality of records presented does not provide a basis for reasonable assurance of success in a U.S. educational institution, the participant is not recommended for academic placement.

Contractual arrangements have been in effect since 1964 between AID and AACRAO for the latter to provide in Washington, D.C. professional services of persons highly qualified in the selection, admission, and placement of AID academic participants. This includes furnishing Credential Analysts for the interpretation of foreign academic records in terms of the U.S. system of education and the preparation of Credential Analysts Worksheets.

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CHAPTER IV

IMPLEMENTING SPONSORED ACADEMIC TRAINING PROGRAMS AT U.S. UNIVERSITIES AND COLLEGES

A. Meeting Institutional Requirements

In spite of the great diversity in U.S. higher education, there is a basic pattern in the levels and requirements which characterize the academic degree programs in most universities and colleges.

1. Undergraduate Study

The freshman and sophomore years normally require foundation courses in broadly distributed fields, often referred to as general education, and provide opportunity for the student to explore areas of interest to him. During these two years, if he has not already done so, he defines his undergraduate field of concentration or major and takes basic courses in that field--also in related or prerequisite fields that may be indicated for his chosen major. Each B.A. or B.S. program specifies subject requirements to be completed during the first two years. Part of the purpose is to prepare and free the student for greater specialization in the junior and senior years.

During the junior and senior years the student will spend half or more of his time in courses within or closely related to his major field. In some majors he has opportunity to choose several elective courses to satisfy his particular educational interests. In other majors there are few if any electives.

2. Graduate and Professional Studies

Graduate and professional studies are offered mainly at universities. The master's degree is available in certain fields at some colleges. Graduate study usually begins at the student's seventeenth year of education. The master's degree usually requires one or two years, provided the student has appropriate undergraduate preparation and the equivalent of a baccalaureate degree. The doctor's degree usually requires three or more years of graduate study beyond the baccalaureate degree and a dissertation based on

independent research. Graduate study is almost entirely devoted to courses, projects, and research within or closely related to the particular field in which the degree is sought.

Degree programs for some professions are set up on plans similar to those described above for master's and doctor's degrees. However, schools preparing students for many professions follow more tightly-structured programs. The tendency in such schools is to provide a curriculum of fixed duration and relatively fixed content. The emphasis is on developing competence to perform specific professional services. Large blocks of courses are often required of all students. The thesis or dissertation requirement may be modified or replaced by an internship or by some kind of supervised work experience or research.

Although there are a few U.S. universities in which it is possible for the student to carry out his doctoral research in his home country, most universities make no provision for doctoral research to be done except under the direct supervision of the institution on its own campus. Countries desiring research to be done in the home country may wish this issue clarified by the programming officer before final decision is reached on choice of institution for participant placement.

U.S. universities and colleges customarily provide the same programs and hold to the same degree requirements in a given major field for both their foreign and U.S. students. However, in many institutions, and particularly at the graduate level, there is some willingness to adjust the requirements within reasonable limits to meet the special objectives and plans of a sponsoring agency.

3. Nondegree Programs

Nondegree programs usually will permit a student to follow a special selection of courses chosen specifically to provide the particular training and experiences sought by the student and his sponsor. He will be expected to have the background and prerequisite training necessary for success in the courses elected. The usual institutional and departmental degree requirements will not be required of him. However, these special privileges allowed to the nondegree student make it all the more imperative that the student's adviser be thoroughly informed about the specific goals which AID or another sponsor has for the student and what the plans are for his future career and employment.

B. Meeting Departmental Requirements

Degree requirements are formulated and administered in the various academic departments of U.S. universities and colleges. The planning of individual students' programs within and around those requirements is a process that occurs after the student arrives on campus and confers with his departmental adviser.

1. Undergraduate Studies

Each academic department such as mathematics or chemistry has prescribed subject and course requirements which must be met to earn the department's degree. Undergraduate degree requirements usually will include: (1) an academic major which absorbs about one-third of the course elections, (2) an optional minor field which may or may not be directly related to the major field, (3) election of a number of courses distributed among several fields of study in order that the student may have a broad background, and (4) free electives which enable the student to pursue his personal interests. The minimum requirement for an undergraduate degree at most institutions is completion of the required course work with a grade-point average of at least "C." Graduate schools, however, generally expect a "B" average for admission.

2. Graduate and Professional Studies

The master's degree consists mainly of courses in the department which offers the degree, but many departments will encourage or require the student to do a few courses in related fields. The traditional master's program requires completion of a thesis growing out of an investigation or study. But numerous programs set up in recent years substitute additional course credits in lieu of the thesis. At least one academic year, and in some fields as many as two years, will be required to earn the master's degree, assuming that the student has the required undergraduate preparation and the equivalent of a baccalaureate degree. In some departments, such as social work, a field experience is required.

Admission to doctoral degree programs is highly selective, and applicants must have achieved outstanding records in previous studies. The doctor's degree, usually will require (1) approval to be an "applicant" for the doctor's degree, (2) thirty or more credits beyond the master's degree, (3) passing of "preliminary" written examinations, (4) approval by the department and the university to be a "candidate" for the doctor's degree, (5) a

dissertation based on a major research project, and (6) a final "oral" examination on the dissertation. At least two, and more typically three or more, years beyond the U.S. master's level will be required to complete the doctor's degree. High standards of scholarly research and writing are enforced.

C. Departmental Counseling

Students at the freshman and sophomore levels usually are advised by general counselors who must know a great deal about the institution's entire curriculum and programs of study. At the junior, senior, and graduate levels each department provides advisers who counsel the students majoring in their particular departments. The departmental adviser becomes the key figure in integrating the student's training and career objectives with the departmental and institutional requirements. In most university and college departments the adviser has considerable authority to build and authorize a program of studies to attain the student's goals. It is in this academic counseling process that the greatest opportunity exists to effectively plan a program of studies for the student based on the purposes and goals which the sponsor has specified for him. Therefore it is extremely important that the adviser be thoroughly informed about the sponsor's plans and goals and that the adviser have all available records and documentation on the participant in order to design an effective training program within the framework of the requirements of his own institution. Specific suggestions for furnishing such information are made later on.

D. Communication Procedures

Great care must be taken to direct applications, correspondence, and payments to the proper office on each campus. As stated earlier, U.S. institutions are complex, varied, and frequently highly decentralized. Therefore, sponsors should procure information from each university concerning where and to whom to send applications, money, and correspondence. For some matters it is appropriate to write to an admissions office; for others it may be the foreign student adviser, the department, the cashier, etc. AACRAO and AID are urging universities and colleges to provide

special rosters of offices and persons to be addressed according to the subject involved. Likewise, sponsoring agencies should make it very clear how the universities are to direct communications on various subjects to those agencies. In no case should the university communicate directly with an AID-sponsored student before his arrival on campus.

E. Attendance at More Than One Institution

Usually it is possible and desirable for a student to complete his training program at one U.S. institution. Occasionally, however, foreign students need initially to enroll at another institution either to build up their command of English or to make up subject matter deficiencies. Sometimes students need to attend another institution temporarily to get special training required for degrees or subsequent careers. However, the normal and desired procedure for a sponsoring agency is to place the student in one institution to complete his entire training program.

University and college personnel should strive meticulously to keep the student pursuing the program requested by the sponsor. If significant change seems desirable due to cultural, language, or other factors such as required internships or field experience, this fact should be reported to the sponsor and his approval procured before implementing the change. Sponsors should make the plans and objectives for the participant very clear to the U.S. institution and should hold the institution to its training program commitments.

F. Coordinating A.I.D. and U.S. University or College Goals

The AID participant program is a good example of a carefully structured and highly organized plan for sending sponsored students to U.S. universities and colleges for specific and stated programs of academic training. The extensive series of AID "Manual Orders" or other directives as issued, outline clearly what is to be done for participants and how to do it. While in the main the program has operated successfully, some serious problems have occurred when U.S. university or college personnel have promoted extensions and/or changes in participants' programs which were in conflict with the stated plan and instructions of AID. Such unauthorized changes frequently are due to a lack of understanding on the part of the officials

of the U.S. institution concerning the nature and intent of the AID training program, or to a misunderstanding on the part of AID personnel concerning how the U.S. educational system works in producing graduates with degrees. Similar problems are caused when AID personnel request specific training programs and degrees which are incompatible or are unrealistic in terms of the time allotted for the training.

Since this *Guidebook* is designed to improve communication and articulation between the overseas personnel, AID/Washington, and U.S. university and college personnel, in the pages which follow specific practices will be presented and practical suggestions made for such improvements.

CHAPTER V

SUGGESTIONS AND GUIDELINES TO OVERSEAS PERSONNEL FOR THE PREPARATION AND SUBMISSION OF INFORMATION REQUESTED IN BLOCKS 19 AND 20, PIO/P (MANUAL ORDER NO. 1383.1, ATTACHMENT A, MARCH 10, 1972)

Probably the most important item in the PIO/P as far as the department in a U.S. university or college is concerned is Block 19 in which the following directive occurs: "Names of participants, kinds of training needed and method of carrying it out; relative emphasis to be given to various phases; problems which this training is intended to solve." Section "b" of the Instructions for Completion of the Project Implementation Order/Participants says:

"The type of training requested is to be fully described in order to provide the training officers in the United States or third countries with sufficient background information to enable them to arrange the training program to provide maximum benefit to the participant and to the cooperating country . . . Therefore, state clearly any particular problems or deficiencies which exist in the cooperating country within the participant's field of activity or in his job. Also, state whether any particular phase of the training program is to be emphasized over other phases."

If the directions above are carried out carefully and fully and the information effectively reaches the admission officers, academic counselors, and all appropriate personnel on the U.S. campus, the probability of a participant receiving the requested training program and the appropriate courses will be excellent.

The information called for in Block 20, "Contemplated plans for dissemination and use of knowledge gained," also can be very helpful to U.S. university and college personnel.

Overseas personnel may be assured that the information which they provide in Blocks 19 and 20 related to training plans and objectives will be the information given to the U.S. training institution. Therefore, it is urged that this information be carefully and fully provided. This is crucial for the success of the training program. In defining the desired program it is especially important to be definite about the degree desired,

if any, describing it as to the level (e.g., bachelor's, master's, doctor's), major field of study and the specialization to be emphasized, and the relation of the program to probable career objective. It also is important to be specific about any limitations as to the time that the participant may spend at the U.S. institution.

B. Academic Documentation

Two paragraphs from page V-12 of the AACRAO-AID Study of 1,004 academic participants are quoted below:

- "1. Two-thirds (67%) of the dossiers were judged complete for purposes of academic evaluation. An additional one-fourth were sufficiently complete for preliminary evaluation and forwarding to campuses for initial consideration.
- "2. Apparently there is need for a clearer understanding by Missions of what documentation should accompany the dossiers. Academic documentation should include three sets of complete official transcripts (including English translation, if applicable) of prior academic study, beginning with secondary level of undergraduates and with postsecondary level for graduates. The transcripts should include all courses completed, dates of completion, grades earned, and certification of any terminal awards. The latter should be in indigenous terms. Mark sheets should be included when appropriate. Any Mission recommendation or comment regarding academic records, job performance, or English language capability should also be submitted."¹

An official transcript is one issued, signed, dated, and stamped with the institutional seal by the appropriate authorities in the institution that the student attended. In addition to the information listed above, the transcripts should include examination results, rank in class if available, and certification of the award and date of diploma/degree/title. If the above information for any reason cannot be included on the official transcripts, it should, if available, be certified separately in the most authenticized form possible. Original copies of degrees, diplomas, or certificates should not be sent. Instead, such documents should be photocopied, the copies being certified and submitted in place of the originals.

C. U.S. Institutional Requirements for English Proficiency

Although the AID Manual of Orders on English proficiency is clear and specific concerning the English proficiency for Call Forward, a substantial proportion of participants arrive at U.S. universities and colleges without adequate proficiency in English. The AACRAO-AID Study of 1,004 academic participants who entered the United States in 1967 and 1968,

¹AACRAO-AID Participant Selection and Placement Study: Report to the Office of International Training, Agency for International Development, U.S. Department of State, Washington, D.C. 20523, March 1971, p. V-12.

published in 1971, revealed that from one-third to one-half the participants--according to tests reported to AID/Washington before arrival in the U.S.--lacked English skills sufficient to begin full-time academic studies. Even after completing additional English training many of them were required by their U.S. institutions to take additional English--15 per cent before any academic enrollment, and 45 per cent concurrently with other academic work, generally with a reduced course load. Such lack of English proficiency is of course frustrating to participants, institutional personnel, and AID personnel, and causes serious delays in the completion of scheduled programs of study.

Recommendations: Accordingly, it is recommended:

1. That overseas personnel give careful and prompt attention to participants' command of English.
2. That plans and schedules for the placement of participants in U.S. institutions take into account the requirements and policies of U.S. universities and colleges regarding English proficiency as an admission and placement requirement.
3. That foreign students utilize opportunities in their home countries to take one or more of the various U.S. tests of English as a foreign language, so that the scores earned can be forwarded to the U.S. institutions in which placement is desired. In the case of sponsored students such as the AID participants, the scores, if available in time, will be submitted as a part of their dossiers.

D. ALI/GU and TOEFL Scores

AID Overseas Missions administer the American Language Institute of Georgetown University (ALI/GU) tests to all participants in countries where English is not the major medium of communication and when individual participants are not completely bilingual, including adequate technical language skills. The results of the tests, listed on the Biodata the participant completes upon selection, are the basis of judgment as to whether or not additional English language training is to be scheduled in his home country in order to meet AID minimum requirements for Call Forward to the United States for study. Finally, ALI/GU scores are subsequently reported to AID/W via airgram or cable.

The Test of English as a Foreign Language (TOEFL), co-sponsored by the College Entrance Examination Board (CEEB) and the Educational Testing Service (ETS) in Princeton, New Jersey, is required by many universities and colleges as the primary test of English as a foreign language. The test is administered four times a year.

Those who deal with the admission and placement of AID-sponsored participants should be familiar with both tests and how to use their scores. In the AACRAO-AID Study of 1,004 participants described earlier, Chapter VI, English Language, provides a great deal of information about the two tests. For example, Table VI-13 and Table VI-14 show the best prediction of TOEFL scores from various ALI/GU scores.¹

¹Ibid., p. VI-14.

CHAPTER VII

ACADEMIC CREDENTIAL EVALUATION AND THE PREPARATION OF THE CREDENTIAL ANALYSTS WORKSHEET (CAW) IN WASHINGTON

A. Description of the CAW and Its Functions

The Credential Analysts Worksheet form was prepared in 1968 by teams of Credential Analysts furnished by AACRAO. It is used by the professional academic-credential evaluators who possess up-to-date knowledge and skills in this complex area of university and college admissions. The CAW combines the knowledge and judgments of the Credential Analysts and the staff of the SER/IT Academic Advisory Service in a single document. It is designed to be an integral part of each AID participant's dossier and to be forwarded from Washington with his credentials to the university or college where admission is requested. This process is an outgrowth of five years of study and development.

The CAW is designed to help U.S. government personnel and staff members of U.S. educational institutions select and place AID participants in academic programs for which they have the prerequisite background and skills and where they can be reasonably expected to complete their educational objectives successfully. The factual information and evaluative judgments are intended only to be advisory for those who have to make educational decisions affecting the participants involved. Following this page is an example of a filled-out CAW--three pages.

Section "B" of the CAW deals with secondary education; Section "C" deals with postsecondary education; Section "D" deals with quality of credentials; and Section "E" contains items on which the Credential Analysts and the Academic Advisory Service staff of SER/IT have combined their efforts to express value judgments and recommendations.

A careful review of the various items in the CAW form will show that it cannot be filled out and appropriate recommendations constructed until AAS has all the transcripts and documentation called for in the various Manual Orders, or other directives as issued, pertinent to the selection and placement of participants.

CREDENTIAL ANALYSTS WORKSHEET (CAW)

This report is furnished by the Academic Advisory Branch, Office of International Training, A.I.D., Washington, D.C. It has been prepared with the assistance of AACRAO-AID professional credential analysts. SEE REVERSE SIDE OF THIS PAGE FOR EXPLANATIONS AND INTERPRETATIONS.

GENERAL	1. Name Miss <input type="checkbox"/> Mrs. <input type="checkbox"/> SAMPLE Last (Caps) First Middle				2. Sample) Age Day Mo. Year Birthdate	
	3. Country Colombia		4. Participant Number Sample		5. PIO/P Number Sample	
	6. Desired Starting Date November 1971		7. Degree Objective Bachelor <input type="checkbox"/> Other <input type="checkbox"/> (specify) Master <input checked="" type="checkbox"/> Doctor <input type="checkbox"/>		8. Major Economics Geology	
	9. Academic Credentials a. Complete ----- <input checked="" type="checkbox"/> b. Incomplete, but sufficient to proceed ----- <input type="checkbox"/>				c. Missing Credentials (if any):	
SECONDARY EDUCATION	10. Name of Secondary School			11. Total Years Spent in Elementary and Secondary Education _____		
	12. Type of Secondary School a. General ----- <input type="checkbox"/> d. Other <input type="checkbox"/> (specify) b. Vocational-Tech. ----- <input type="checkbox"/> c. Teacher Training ----- <input type="checkbox"/>			13. Number of Years of Elementary and Secondary Education Which Are Stan- dard in the Country Where Participant Received His Education 11		
	14. Name of Certificate or Diploma Earned			15. Date Awarded _____ Day Month Year		
POSTSECONDARY EDUCATION	16. Postsecondary Institution(s)		Certificate or Degree	Major	Date Awarded	No. of Years Actual Standard
	a. Universidad Nacional de Colombia Faculty of Science		Title of Geologist*	Geology	December 1964	5 5
	b.					
	c. * Note: Professional title					
	d.					
	17. Highest Degree Earned (in indigenous terms)		Titulo de Geologo			

QUALITY OF CREDENTIALS	<p>D. 18. Listed below are (1) the academic credentials on which this report is based, (2) the grade averages, verbal ratings, rank in class, or other indices of quality, and (3) grading scales, if available, given in indigenous terms.</p>																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">CREDENTIALS</th> <th style="width: 30%;">QUALITY RATINGS</th> <th style="width: 40%;">GRADING SCALE DESCRIPTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Iba Transcript of record</p> </td> <td style="vertical-align: top;"> <p>Average grade by year: 1st year 3.5 2nd " 3.6 3rd " 3.4 4th " 3.6 5th " 3.8 Average grade for 5 years - 3.58</p> </td> <td style="vertical-align: top;"> <p>Grades based on a scale from 0 to 5. 3 is the minimum passing. The following grade conversion scale* is intended as a guide but it should be understood that grading standards vary somewhat between institutions and faculties.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Colombian Grades</th> <th style="text-align: left;">U.S. Equiv.</th> </tr> </thead> <tbody> <tr> <td>5.0 - 4.6</td> <td>A</td> </tr> <tr> <td>4.5 - 4.0</td> <td>B</td> </tr> <tr> <td>3.9 - 3.4</td> <td>C</td> </tr> <tr> <td>3.3 - 3.0</td> <td>D</td> </tr> <tr> <td>Below 3.0</td> <td>F</td> </tr> </tbody> </table> </td> </tr> <tr> <td colspan="2" style="vertical-align: top;"> <p>*Taken from: "The Admission and Placement of Students from Latin America - A Workshop Report."</p> </td> <td></td> </tr> </tbody> </table>	CREDENTIALS	QUALITY RATINGS	GRADING SCALE DESCRIPTIONS	<p>Iba Transcript of record</p>	<p>Average grade by year: 1st year 3.5 2nd " 3.6 3rd " 3.4 4th " 3.6 5th " 3.8 Average grade for 5 years - 3.58</p>	<p>Grades based on a scale from 0 to 5. 3 is the minimum passing. The following grade conversion scale* is intended as a guide but it should be understood that grading standards vary somewhat between institutions and faculties.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Colombian Grades</th> <th style="text-align: left;">U.S. Equiv.</th> </tr> </thead> <tbody> <tr> <td>5.0 - 4.6</td> <td>A</td> </tr> <tr> <td>4.5 - 4.0</td> <td>B</td> </tr> <tr> <td>3.9 - 3.4</td> <td>C</td> </tr> <tr> <td>3.3 - 3.0</td> <td>D</td> </tr> <tr> <td>Below 3.0</td> <td>F</td> </tr> </tbody> </table>	Colombian Grades	U.S. Equiv.	5.0 - 4.6	A	4.5 - 4.0	B	3.9 - 3.4	C	3.3 - 3.0	D	Below 3.0	F	<p>*Taken from: "The Admission and Placement of Students from Latin America - A Workshop Report."</p>	
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Below 3.0	F																				
<p>*Taken from: "The Admission and Placement of Students from Latin America - A Workshop Report."</p>																					
ANALYSIS	<p>19. Number of Years Since Last Enrolled for Formal Study <u>7</u></p>	<p>23. General Comments Because of the tendency of most faculties within Colombian institutions to grade low, it is believed that this participant would have a high average to above average record by Colombian standards. Because Colombian students are permitted to graduate with a minimum grade average (3.0), it is clear that the concept of a "D," or conditionally passing grade, does not figure into Colombian grading practices as it does in the U.S. It is, therefore, believed that this participant could be compared to U.S. graduates who attain cumulative averages of "C+" to "B-." The participant's work experience as a Geologist should be kept in mind as his qualifications for graduate admission are reviewed.</p> <p style="text-align: right;">Date <u>12 August</u> 19<u>71</u> Day Month Year</p>																			
	<p>E. 20. Appropriateness of Previous Course Content for Program of Studies in U.S.</p> <p>a. Appropriate <input checked="" type="checkbox"/></p> <p>b. Somewhat appropriate <input type="checkbox"/></p> <p>c. Inappropriate <input type="checkbox"/></p>																				
	<p>21. Quality of Participant's Academic Record as Viewed in His Own Country</p> <p>a. Superior <input type="checkbox"/></p> <p>b. Above average <input type="checkbox"/></p> <p>c. Average <input checked="" type="checkbox"/></p> <p>d. Marginal <input type="checkbox"/></p> <p>e. Inadequate <input type="checkbox"/></p>																				
<p>22. Recommended Level to Begin Study in U.S.</p> <p>a. Preuniversity <input type="checkbox"/></p> <p>b. Undergraduate - First Year <input type="checkbox"/></p> <p>c. Undergraduate - Second Year <input type="checkbox"/></p> <p>d. Undergraduate - Third Year <input type="checkbox"/></p> <p>e. Undergraduate - Fourth Year <input type="checkbox"/></p> <p>f. Master's with deficiencies <input type="checkbox"/></p> <p>g. Master's without deficiencies <input checked="" type="checkbox"/></p> <p>h. Doctor's <input type="checkbox"/></p> <p>i. Not qualified <input type="checkbox"/></p> <p>j. Undergraduate level, nondegree <input type="checkbox"/></p> <p>k. Graduate level, nondegree <input type="checkbox"/></p>																					

CREDENTIAL ANALYSTS WORKSHEET (CAW)
EXPLANATIONS AND INTERPRETATIONS

Source. This form and its contents were prepared by teams of credential analysts furnished by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). They are professional academic-credential evaluators who possess up-to-date knowledge and skills in this complex area of college admissions. In addition, the knowledge and judgments of the Academic Advisory Branch (AAB) are included in the report. It is designed to be an integral part of each A.I.D. Participant's dossier and to be forwarded with his application credentials to the university or college where admission is sought for him. This process is an outgrowth of five years of study and development done by AACRAO for the Office of International Training, A.I.D.

Purpose. This report is designed to help U.S. government and collegiate staff members select and place A.I.D. Participants in academic programs of U.S. universities and colleges for which they have the prerequisite background and skills and where they will complete their educational objectives successfully and on time. The factual information and evaluative judgments are intended only to be advisory for those who have to make educational decisions affecting the Participants involved.

Interpretations of Numbered Items.

- No. 4. Participant No. - a unique identification number assigned by the AAB.
- No. 5. PIO/P No. - the number of the A.I.D. "Project Implementation Order/Participants."
- No. 9. Academic Credentials - summarizes the status of the academic credentials at the time this report was prepared. Some institutions, because of their varying administrative practices, may desire the additional credentials listed under Item "9-c."
- No. 16. Postsecondary Education - lists all work considered postsecondary in the foreign country's educational system. Institutions marked with "I" and "II" in the left margin are considered, in that order, to be the two most significant for admissions purposes.
- No. 18. Reference numbers written in the Credentials column refer to institutions attended as indicated on page 1.
- No. 22. Recommended Level - at which the Participant seems qualified to be placed in the program specified for him in a U.S. institution. This final decision on placement should be made by the receiving institution according to the content and rigor of its instructional program.

Suggestions Welcomed. This CAW form and process represent considerable pioneering and exploration of ways to improve the selection and placement of foreign students in U.S. universities and colleges. Suggestions to improve this form and procedures are urgently invited. Address them to: Clyde Vroman, Director, AACRAO-AID Project, 1220 Student Activities Building, University of Michigan, Ann Arbor, Michigan 48104.

B. Resources Available to Credential Analysts

The Credential Analysts, assigned throughout most of the year by AACRAO to work in Washington for periods of two weeks each, have available to them in the SER/IT library approximately 400 reference books and monographic materials on educational systems throughout the world.

An additional valuable reference is the International College File which has been compiled since 1964. It has been assembled in AAS and consists of records of AID academic participants whose academic documentation is complete.

This file enables Analysts in the office to compare the cases they are evaluating with dossiers of all previous AID participants who presented transcripts from the same faculty of the same university or from the same faculty of another type of educational institution. Not only can the transcripts be compared but also evaluations and recommendations made by previous Analysts can be considered, thus assuring greater consistency of evaluation. In addition, when U.S. transcripts are added to the files, the Analyst can see what academic success was attained by previous participants with the same degrees and similar grades. By professional use of this important file Analysts' evaluations are expedited and made more valid and more useful to AID, the participants, and the universities.

The International College File enables Analysts from universities who make evaluations in the Washington office under the AACRAO-AID contract to gain a breadth of understanding of education in the participating countries that they could not gain if they saw only the cases currently passing through the office. By comparing these cases with previous cases they acquire and take back to their own universities a perspective that could hardly be achieved in any other way or at any other place.

CHAPTER VIII

ACADEMIC ADVISORY SERVICES AVAILABLE TO ASSIST OVERSEAS A.I.D. PERSONNEL

A. In Washington, D.C.

Credential Analysts Worksheets (CAW) can be prepared for consideration of prospective participants upon receipt of (1) resumé of academic and professional background, (2) academic records, and (3) statement of proposed study field.

B. Overseas

An SER/IT Education Specialist may be available, upon request, to visit USAID's to advise in all areas relating to the selection, admission, level of academic placement, program offerings in the United States, and prerequisites for admission to these programs.

Under the provisions of the AACRAO-AID contract, with the approval of AID/W, highly-qualified persons experienced in the work of a registrar and/or admissions officer in the United States may be made available to USAID's for consultation in all areas relating to the admission, placement, and enrollment of AID participants in U.S. universities and colleges.

GLOSSARY OF TERMS AND ACRONYMS

AACRAO	American Association of Collegiate Registrars and Admissions Officers
AACRAO-AID Participant Selection and Placement Study	A report to the Office of International Training, Agency for International Development, U.S. Department of State, Washington, D.C., March 1971
AACRAO-AID Project	Conducted by the American Association of Collegiate Registrars and Admissions Officers by contract for and with the U.S. Department of State, Agency for International Development, Office of International Training
AAS or AAS/W	Academic Advisory Service/Washington, D.C.
ACT	American College Test, provided by the American College Testing Program
AID	Agency for International Development, U.S. Department of State
AID SER/IT	AID, Bureau for Program and Management Services-- International Training
ALI/GU	American Language Institute, Georgetown University-- provides English language training and materials development, including tests, for AID-sponsored participants (students) and grantees of CU (Bureau of Educational and Cultural Affairs, Department of State)
ATGSB	Admission Test for Graduate Study in Business
Biodata	Participant Biographical Data form (<i>see</i> Appendix C)
Call Forward	Authority for the overseas Mission to send a participant to the United States for his training program
CAW	Credential Analysts Worksheet. A special form used by AACRAO and AAS professional credential analysts to record the factual and qualitative data and judgments about a participant's educational background and preparation related to his proposed academic training program in the United States (<i>see</i> pages 36-38)

CEEB	College Entrance Examination Board
Credential Analysts	Professional academic-credential evaluators in U.S. universities and colleges who possess up-to-date knowledge and skills in admission of foreign students to U.S. universities and colleges. They are assigned by AACRAO to work for periods of two weeks each in SER/IT throughout the year
Dossier	Participant's file of documents, including academic record, used in placing him in his training program in the United States
DTS	Development Training Specialist in SER/IT
ELI	English Language Institute, The University of Michigan
ETS	Educational Testing Service
GPA	Grade-point average
GRE	Graduate Record Examination
MAT	Miller Analogies Test
Mission	AID representative overseas
Participant	A foreign national selected jointly by Mission and host country personnel for training connected with the AID-assisted development program in his country
PIO/P	Project Implementation Order/Participants (<i>see</i> Appendix B)
SAT	Scholastic Aptitude Test, provided by the College Entrance Examination Board
TOEFL	Test of English as a Foreign Language, provided by the College Entrance Examination Board and the Educational Testing Service
USAID	AID Mission overseas

WORKSHEET

AID-1380-1X (8-63) PIO/P Page 1 of 3 Pages	DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/PARTICIPANTS	1. Cooperating Country _____	2. PIO/P No. _____
		3. Project/Activity No. and Title: _____	

4. Appropriation Symbol _____	5. Desired Starting Date _____	6. No. Participants _____	7. <input type="checkbox"/> Original or <input type="checkbox"/> Amendment No.: _____
8. Allotment Symbol _____	9. Terminal Starting Date _____	10. Location and Duration of Training <input type="checkbox"/> U.S. _____ weeks <input type="checkbox"/> Third Country _____ weeks	

11. AID Financing	AUTHORIZED AGENT	TYPE OF EXPENSE	(A) PREVIOUS TOTAL	(B) INCREASE	(C) DECREASE	(D) TOTAL TO DATE
	AID	(a)				
	MISSION	(b) Int. Travel				
		Maint. Advance				
	AID/W	(c)				
		(d)				
	THIRD COUNTRY	(e)				
		(f)				
		(g)				
		(h)				

12. Cooperating Country Financing	\$1.00 = _____				
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13. U.S. Trust Account	A. Trust Account No. _____	C. Authorized Agent _____	D. Currency Unit _____	E. Amount _____
	B. Allotment Symbol _____			

14. Special Provisions _____

15. Mission Clearances	Date	Mission Clearances	Date

The signature of an authorized official of the cooperating country covering this order is on file in the Mission <input type="checkbox"/> YES <input type="checkbox"/> NO	Date of Original Issuance _____	Date of this Issuance _____
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16. For the Cooperating Country— The terms and conditions set forth herein are hereby accepted	For the Agency for International Development
DATE _____	SIGNATURE _____

WORKSHEET

AID-1380-1X (8-63) PIO/P Page 2 of 3 Pages	DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/PARTICIPANTS	Cooperating Country	PIO/P No. <hr/> Project/Activity No.
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17. Activity Target for this Training

18. Relationship to Activities of the UN, USIA, etc.

19. Names of participants, kinds of training needed and method of carrying out. Relative emphasis to be given various phases. Problems which this training is intended to solve.

WORKSHEET

AID-1380-1X (4-63) PIO/P Page 3 of 3 Pages	DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/PARTICIPANTS	Cooperating Country	PIO/P No. <hr/> Project/Activity No.
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19. (Continued from Page 2)

20. Contemplated plans for dissemination and use of knowledge gained. Give details.

21. Participant's Future Employment—State what reasonable assurance has been given the mission that the applicant will, upon completion of the training, return to the position he left, a similar position, or superior one.

AID 1880-2(8-67) DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
PARTICIPANT BIOGRAPHICAL DATA

PART I - TO BE COMPLETED BY MISSION

SPACE FOR PHOTOGRAPHS
ATTACH 5 PHOTOS (2" x 2").
DO NOT STAPLE OR GLUE.
Participant's Name And PIO/P Number Should Appear On Reverse Side Of Each Photograph.

1. Cooperating Country	2. PIO/P Number
3. Project/Activity No. and Title	
4. Desired Starting Date	5. Location and Duration of Training U.S. _____ WEEKS THIRD CTRY _____ WEEKS
6. Attachments <input type="checkbox"/> TRANSCRIPTS <input type="checkbox"/> DEPENDENT CERTIFICATION OTHER (Specify):	

7. A. Future Employment <input type="checkbox"/> GOVERNMENT <input type="checkbox"/> PRIVATE <input type="checkbox"/> JOINT	7. B. Category/Occupation Code	7. C. Economic Activity Code
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8. Language Proficiency—TO BE COMPLETED FOR ALL PARTICIPANTS

A. Test Scores and Ratings

(1) English Language Proficiency—ALIGU Test (2) Proficiency in Other Language(s) for Third Country Training

Date Given	Oral	Usage	Listening	Vocab/Read	Language(s)	Date Given	Speaking	Reading	Other
	Score:						Score:		
	Form:						Score:		

B. Language Proficiency Status: TEST NOT YET GIVEN WAIVED RETEST NECESSARY

(1) Indicate Approximate Date Scores or Rating to be Reported: _____
 (2) Indicate Type of Waiver and Give Reasons and/or Authority

COUNTRY WAIVER INTERPRETER(S) TO BE PROVIDED LANGUAGE ABILITY UNQUESTIONED SPECIAL PROGRAM

Reason:
 (3) Further Language Training Is Necessary.
 Indicate Approximate Length: IN HOME COUNTRY _____ IN RECEIVING COUNTRY _____

PART II - TO BE COMPLETED BY PARTICIPANT

1. Name (Mr., Mrs., Miss) (Capitalize and underline the one name by which you wish to be called)	2. Sex <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	3. Country of Citizenship
5. Address (Street, City or Town, Province) and Telephone No.	5. Date of Birth (Month, Day, Year)	6. Place of Birth (City, Country)
7. A. Name of Spouse	7. B. Date of Birth (Month, Day, Year)	7. C. Place of Birth (City, Country)
8. Number and Ages of Children BOYS: _____ AGES: _____ GIRLS: _____ AGES: _____	9. Dietary Restrictions (e.g., No Pork, No Beef, No Meat)	
10. Person(s) To Be Notified in Case of Emergency (Name, Address, Relationship, Telephone No., if any) A. In Home Country: _____ B. In Country of Training: _____		

11. If You Have Lived or Traveled in any Country Other Than Your Own, Complete the Following:

Name of Country	Dates (Month and Year)		Purpose (e.g., Travel, Training, Conference. If for Training, Indicate Type of Program and Sponsor—UN, AID, Univ. Scholarship)
	From	To	

12. Special Qualifications:

A. List Membership and Offices in Professional Societies	B. List Publications, Honors, Awards
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AID 1880-2(8-67)

PARTICIPANT BIOGRAPHICAL DATA - Continuation Sheet

Page 3

NAME OF PARTICIPANT	COUNTRY	PIO/P No.

20. Additional Information: Use this space to continue answers to any blocks on pages 1 and 2 for which sufficient space was not provided. Give the number(s) of the block(s) being continued.

21.

SIGNATURE OF MISSION OFFICIAL

OFFICIAL TITLE

DATE

NOTE: MISSION—Forward to each Country of Training copies as required by Manual Order 1383.2.

REFERENCES AND RESOURCE MATERIALS

AACRAO-AID Participant Selection and Placement Study. 1971. The American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Washington, D.C. 20036. P. 192. Copies available from AACRAO without charge. A three-year longitudinal study of 1,004 AID academic participants who arrived in the U.S. during 1967 and 1968. The Study identified predictive factors with respect to academic performance that would assist in the selection and preparation of participants in academic programs in the U.S. Its broad purposes were (1) to assess the effectiveness of the selection and placement of AID-sponsored academic participants in U.S. universities and colleges, and (2) to suggest how the total process can be improved. This Study can be extremely useful to persons selecting students from foreign countries to study in the United States.

AACRAO Survey of Grading Policies in Member Institutions. 1971. American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Washington, D.C. 20036. \$2.00

Accredited Institutions of Higher Education. Prepared annually for the Federation of Regional Accrediting Commissions of Higher Education. Accredited junior and senior colleges that are members of the six regional accrediting associations. Recognized candidates for accreditation, a classification indicating that an institution is progressing steadily toward accreditation but does not assure or even imply eventual accreditation. Correspondents of the accrediting commissions, a classification given to collegiate institutions that have indicated their intent to work toward accreditation. This is not accreditation, nor does it assure or even imply eventual accreditation. American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036. \$4.50

American Universities and Colleges. 1968. (Published every 4 years) American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036. Descriptive data on more than 1,100 regionally accredited four-year colleges, universities and professional schools, and an introduction to education and fields of study in the United States. P. 1,782, \$22.00. Eleventh edition will be available approximately February, 1973. Price of new edition unknown.

College and University, the quarterly journal of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), One Dupont Circle, Washington, D.C. 20036. Subscription, \$8.00 per year.

- Education Associations--Education Directory.* Issued annually by the U.S. Department of Health, Education, and Welfare, Office of Education. Lists national and regional education associations, foundations, international education associations, etc., including address of headquarters, if any, the name and address of the head (president, chairman, director, etc.), name and address of the secretary, title(s) of the official periodic publication(s), and frequency of issue. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. \$1.00
- Education Directory--Higher Education.* Prepared annually by the U.S. Department of Health, Education, and Welfare, Office of Education. Lists higher institutions, arranged according to states, and includes information regarding mailing address, telephone, calendar plan, enrollment, control, highest degree offering, type program offerings, accreditation, and names of university administrators. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. \$3.75
- Entering Higher Education in the United States; A Guide for Students from Other Countries.* Gene R. Hawes, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019. 1969. Designed to explain the variety and diversity of higher education in the United States and how foreign students are admitted to a university or college in the United States. P. 42. Single copies free; quantity orders at 10¢ per copy.
- Graduate Programs and Admissions Manual.* Princeton, New Jersey 08540, Box 2606: Graduate Record Examination Board and Council of Graduate Schools in the United States. Four separate volumes: A--Biological Sciences, Health Sciences, and Related Fields; B--Arts and Humanities; C--Physical Sciences, Mathematics, and Engineering; and D--Social Sciences and Education. 1972. Each volume \$2.50; complete set \$10.00. A major source of information for prospective graduate students. Lists data on over 500 graduate institutions, arranged by disciplines, departments, and programs. Contains addresses for each institution and general information on applications, fellowships, assistantships, and loans.
- Graduate Study in Economics.* Harold F. Williamson. A Guide to Graduate Programs in Economics and Agricultural Economics at U.S. and Canadian Universities. Prepared under the auspices of the American Economic Association, 1969. Describes graduate study, selecting and applying to an institution, admission requirements, degrees, finances, and information for foreign applicants. Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, Illinois, 60430. P. 177, \$2.50
- Graduate Study in Psychology: 1973-1974.* An annual publication giving admission requirements, programs, and prices of graduate schools of psychology. Published yearly by the American Psychological Association, 1900 17th Street, N.W., Washington, D.C. 20036. P. 99, \$2.00
- Graduate Study in the United States.* Martena T. Sasnett, and Inez H. Sepmeyer, Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Revised edition, 1972. Contains excellent, concise information on U.S. higher education, degrees, and standards. P. 24, \$.50

Higher Education--Associate Degrees and Other Formal Awards Below the Baccalaureate. 1967-1968 (Bulletin distributed in 1970). Published by the U.S. Department of Health, Education, and Welfare, Office of Education. Detailed listings of specific awards granted by each institution, including awards based on organized occupational curriculums at the technician or semiprofessional level by length and type of curriculum, and institution; also awards based on organized occupational curriculums below the technician or semiprofessional level, by level, by length and type of curriculum and institution. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. \$1.25

Higher Education--Earned Degrees Conferred: 1968-1969, Part B--Institutional Data. Prepared annually by the U.S. Department of Health, Education, and Welfare, Office of Education (1968-1969 Bulletin distributed in September 1971). Lists bachelor's, master's, and doctor's degrees conferred in institutions of higher education, by sex of student, field of study, state or other area, and institution: Aggregate United States, 1968-1969. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price for 1968-1969 edition was \$4.75.

NAFSA Directory. Published annually by the National Association for Foreign Student Affairs. Membership directory of NAFSA and the directory of foreign student advisers, Fulbright program advisers, teachers of English as a second language, foreign student admission officers, advisers for American study abroad, and community service program leaders of U.S. institutions of higher education. NAFSA, 1860 19th Street, N.W., Washington, D.C. 20009. \$5.00

Open Doors, 1971. Institute of International Education, 809 United Nations Plaza, New York, New York 10017. P. 81, \$3.00. Report on international exchange. Gives information and statistics on foreign students in the United States and American students abroad. Also includes information on foreign and American faculty and scholars here and abroad.

Programs of Graduate Study in Business 1970-1971. Prepared for the Policy Committee of the Admission Test for Graduate Study in Business (ATGSB). 1970. Provides information for the college senior and his counselor which will contribute to sounder decisions about investing in graduate education in business and about choosing a business school. Lists U.S. institutions which offer graduate degrees in business administration, including information on tuition and fees, admission requirements, etc. May be ordered from the Policy Committee, Box 586, Princeton, New Jersey 08540. P. 235. (One copy free).

Report of Credit Given by Educational Institutions. Published annually, this is an exchange of information among members of AACRAO and is not the report of an accrediting agency. It lists the educational institutions in each U.S. state or territory above the secondary school level and states the practice in the acceptance of transfer credit by the reporting university in each state or territory. It indicates the membership in a regional accrediting association and the level of work offered. American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, D.C. 20036. P. 130, \$3.00

Report on Academic Calendars. 1971. Describes six types of calendars and lists 2,475 institutions and calendars used. American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, D.C. 20036.

Student's Guide to Study in the USA. Gene R. Hawes. The Macmillan Company, 866 Third Avenue, New York, New York 10022. 1971. An extensive elaboration of the basic concepts presented in the College Board publication above by Mr. Hawes. Contains a wealth of information useful to those who need to learn about higher education in the United States and about admission to U.S. institutions of higher education. P. 124, \$1.95