This information analysis paper is based on a computer search of the ERIC database from November 1966 through December 1983, and on pertinent outside resources. The paper focuses on the specific problem areas encountered by international students including health problems; educational and vocational problems (e.g., language difficulties, lack of training opportunities); and personal adjustment problems. Counseling and psychotherapy interventions and guidelines are discussed as they relate to the specific needs of international students for academic advising, career counseling, and adjustment counseling. Finally, areas for future research on counseling international students are delineated. A reference list, a list of suggested additional resources, and a printout of the computer search with bibliographic citations and abstracts complete the document. (MCF)
COUNSELING INTERNATIONAL STUDENTS

Frederick T. L. Leong

Searchlight Plus: Relevant Resources
In High Interest Areas. 56+

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through December 1983
A Searchlight Plus is an information analysis paper based on a computer search of the ERIC database from 1966 to the present and on pertinent outside resources. The paper reviews, analyzes and interprets the literature on a particular counseling topic and points out the implications of the information for human services professionals. The purpose of the Searchlight Plus is to alert readers to the wealth of information in the ERIC system and to create a product that helping professionals will find practical and useful in their own work.

Included with the paper is a printout of the computer search, which provides complete bibliographic citations with abstracts of ERIC journal articles and microfiche documents. Journal articles cited in the paper are identified by EJ numbers and are available in complete form only in their source journals. Microfiche documents are cited by ED numbers and are available in paper copy or microfiche form through the ERIC Document Reproduction Service. (Details are provided on the colored cover sheets at the back of the publication.) Documents may also be read on site at more than 700 ERIC microfiche collections in the United States and abroad.
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COUNSELING INTERNATIONAL STUDENTS

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INTRODUCTION

International students have been coming to the United States in increasing numbers, especially in the last two decades—50,000 in 1960, 120,000 in 1970, and over 300,000 in 1980 (Boyan, 1981). Unfortunately, attention to the students' concerns has not kept pace with their numbers. As recently as 1982, a survey of selected major universities by the Institute of International Education found a lack of coherent policies regarding international students (Goodwin & Nacht, 1983). Nevertheless, many student personnel workers and institutions have been concerned with the students' adjustment and experience, as demonstrated by the activities of the National Association for Foreign Student Affairs (NAFSA), and by the numerous books published during the last 25 years (see Additional Resources).

In this paper, the discussion will focus on the specific problem areas encountered by international students—health, education-vocation, and personal adjustment—and on a review of various counseling and psychotherapy interventions and guidelines. The concluding section will summarize major themes and directions for future research.

PROBLEM AREAS FOR INTERNATIONAL STUDENTS

Health Problems

Health problems are included in this paper in an effort to provide a holistic counseling perspective and to respond to an area that is a significant problem for international students. According to Maha's (1964) study, they
were much more likely than the general student population to visit the university health center. In this study, the international students averaged 3.7 visits per year compared to 2.8 visits for the latter group. In a similar study, Rice (1974) found that international students at two universities averaged 3.88 visits to the health center per academic year compared to 2.07 visits for the overall student population.

On the surface, international students appear to suffer from more health problems than the local students. However, some evidence points to an additional or alternative factor which may be referred to as the "somatization tendency." Several authors have observed that international students' greater utilization of health centers may be due to their adoption of somatic complaints when faced with adjustment problems (Miller, 1960; Ward, 1962). Clinicians have also noted the salience of somatic complaints among international students presenting psychiatric disorders (Ichikawa, 1966; Selby & Woods, 1966; Zunin & Rubin, 1967). This somatization tendency is also quite common among students from Asian cultures, since these cultures are more likely to frown upon psychological problems but not physical problems (Leong, 1984).

A study by Miller and Harwell (1983) offers conflicting data on this issue of utilization. In their survey of 88 international students enrolled at the University of Toledo, they found that the university health service was not used by a majority (78%) of the international students. Only 12% of the Asian and the Middle Eastern student groups used the university health center, while 37% of the Latin American students did. Interestingly enough, the Asian students were more likely to use a local doctor (55%) than the Middle Eastern (3%) and the Latin American (34%) students.

Moreover, Rice's study (1974) found that over 78% of the international students had visited the health center less than five times during the academic year, and that the higher rate of service utilization was due to excessive visitations by 22% of this population. With such conflicting results, the under- or over-utilization of health services among international students will have to await more definitive research.

Rice (1974) also divided the students into frequent vs. infrequent visitor groups for comparison. The few differences he found may be due to their demographic nature; i.e., the frequent visitor, when compared to the infrequent visitor, tended to be younger, an undergraduate, and living on campus.
Miller and Harwell's (1983) study also collected some useful information on these students' help-seeking behaviors. For example, three out of four of the international students indicated that if they became sick, they would go to a drug store for medicine. When asked how they would go about locating a physician, 24% said they would use the yellow pages, 19% would ask their friends, 18% didn't know, 13% would consult the university health service, and 10% would consult a hospital. The students were also asked to report the health problems they had experienced since their arrival. The four leading health problems were fatigue, homesickness, headaches, and colds.

Fatigue may be the result of culture shock and the adjustments that international students have to make to a new environment and a new culture. Homesickness is common during the early period of the sojourn, but future research will have to examine when and how homesickness is maladaptive. Given the students' adjustment demands, it is not surprising that they suffer frequently from headaches and colds, both of which increase with stress. It would be useful to investigate how many of the international students' health problems are stress induced or stress related. The nature of these health problems is certainly an area in need of additional research.

In addition to these empirical studies, several papers have addressed the provision of health care to international students from clinical and theoretical perspectives. For example, Williamson (1982) discussed the various impediments to health care for international students by dividing factors as attributable to either the student or the provider. Student factors include previous health care experience, language barriers, culture shock and geographically specific diseases (e.g., malaria and TB). Provider factors include ethnocentrism, cultural stereotyping, and ignoring cultural elements in diagnosis and treatment. Williamson also considers ways of overcoming these barriers, based on the following rule-of-thumb: Ask the international student, "What would you do and how would you be treated if you had these symptoms in your home setting?"

Siegel (ED 233 609), on the other hand, emphasized the role of the international student adviser in ensuring effective health care services to international students, while Osborne and Dirksen (1970) examined the problems of providing medical care to foreign student families. Studies such as these highlight the importance of orienting international students to the health care system, in addition to the academic system, in order to ensure a productive experience for these students from abroad.
Educational and Vocational Problems

In some respects, international students encounter the same educational and vocational problems as their American counterparts, but there are a number of unique problems as well. For example, unfamiliarity with the American academic system means that, in addition to learning course material, many students have to master the new grading system and the differences between units and credits, semesters and trimesters, etc. They also have to become accustomed to the use of discussion sections and numerous multiple-choice examinations (see Maxwell, 1974).

Language difficulties constitute by far the most common educational problem encountered by international students. Studies have examined the role of English proficiency in their academic success (e.g., Sharon, 1972); others have examined ways of improving their language skills by using classroom debates (MacDonald, 1981), counseling (ED 221 039), intensive language programs (ED 224 293), and other sociopsychological techniques (Alptekin, 1981). For more information on language problems among international students, Robinson's Cross-Cultural Understanding (1984) can serve as a good resource. Leong and Sedlacek (1982) looked at the English skills the international students were most interested in improving; reading was at the top, followed by speaking, spelling, and writing. Manese, Leong and Sedlacek (1984) investigated a broader range of academic needs and found the following major concerns: (1) receiving help in selecting/scheduling classes, (2) developing more effective study skills, (3) improving one's writing skills, and (4) becoming more comfortable in speaking up in class. On the other hand, the students were least concerned with: (1) reducing their anxiety about math and test-taking, (2) understanding how to use the library better, and (3) receiving help in becoming involved in school activities. In short, English language skills and the peculiarities of the American academic system are more important areas of need than improvements in basic academic skills.

Another unique problem for international students is how to find "practical training" after completing a degree (ED 220 012). Even though the opportunity to obtain hands-on training is legally provided for by the Immigration Service, locating these opportunities is a major obstacle. Not many employers are willing to train personnel who have to return home at the end of the training. At the other extreme, given the level of U.S. technology, international students may often be "over-trained" (Lynton & Pareek, 1967). Because sophisticated techniques and machinery are
not available in their home countries, many of these students end up staying in the U.S., thus contributing to the "brain drain" problem (Adams, 1968; Myers, 1972).

Problems also exist at the other end, i.e., with the recruitment process. With the dwindling enrollment among U.S. colleges, more and more admissions offices are turning toward international students as an alternative source of recruits (EJ 197 546; Thomas, 1974). Unfortunately, this demand has resulted in some unethical practices (Fiske, 1981), as well as the criticism that U.S. colleges are interested in these students as "filler" (Goodwin & Nacht, 1983) or sources of revenue, rather than in their education and development. Moreover, upon arrival in this country, many of these students discovered that there were few or no support services to help them with their unique problems.

Other studies have investigated the educational problems encountered by various subgroups of international students, such as those attending junior or community colleges (Davis, J. M., 1971; Hagey, & Hagey, 1972); those who have come to study nursing (Dhillon, 1976) or natural science (EJ 084 791); and those who transfer from one college to another (Baker, 1975). All of these studies have examined the unique educational problems faced by international students in the various institutions and academic disciplines.

What we know about the educational problems of international students is not extensive, and we know even less about their vocational problems, especially in terms of empirical studies. The few studies which are presently available are primarily theoretical or clinical. For example, McCluskey (1969) argues that our educational institutions are not really doing enough to prepare international students for careers back in their home countries. This may be due to a number of factors: the "filler" and "over-training" problems mentioned above; a lack of knowledge about the vocational/occupational system in the home country; the view that career planning and placement are primarily the international students' responsibility; or the absence of a well-developed career planning office.

No empirical studies exist of the career or vocational problems experienced by international students. The few studies which deal with their career development are primarily concerned with how to do career counseling; they will be reviewed in the counseling section of this paper.
Personal Adjustment Problems

The personal adjustment problems encountered by international students can be divided into three types, even though there is considerable overlap between them. The first involves problems common to all college students, such as adjusting to being away from home, living with peers, and becoming autonomous (Chickering, 1969; Walton, 1968). The second includes problems common to most sojourners, who are defined as travellers living abroad for a certain period of time, such as students, diplomats, businessmen, missionaries, and military personnel (Brein & David, 1971). Typical sojourner problems include culture shock, culture fatigue and role shock (Church, 1982). In the third set of adjustment problems are those unique to international students, such as financial difficulties and immigration problems. The studies reviewed in this section will include adjustment problems of all three types in various combinations.

According to a survey administered by Stafford, Marion, and Salter (ED 155 579), undergraduate international students experienced the greatest level of difficulty in the following areas: English language, academic course work, finances, food, unfriendliness of the community, and maintenance of cultural customs. The language problem is directly related to academic performance, but it can also have negative effects on the social and interpersonal adjustment of these students. The graduate international students had the most difficulty with homesickness, social relationships with members of the opposite sex, and obtaining suitable housing.

In a similar study conducted by Johnson (1971), it was found that international students rated the following as important problems: English language proficiency (60%), ability to get along financially (55%), separation from family in the home country (53%), and homesickness (50%). Johnson also compared the perceptions of international students with those of United States students. Statistically significant differences were found only in the areas of homesickness, separation from family, and food. Interestingly enough, the U.S. students felt that food was more of a problem than the international students. Differences in the other two areas were in the expected direction of their being more problematic for the international students.

In Church's (1982) review of the literature, he found that the most common problems reported by international students were language difficulties, financial problems, adjustment to a new educational system, homesickness, and
adjustment to social customs and norms. (See Church's article for a detailed list of problems.) In fact, Church observed that these problems have stayed essentially the same over the last 30 years; this observation seems to be supported by the literature (EJ 250 039, EJ 198 265, EJ 014 281, ED 225 499, ED 066 138).

Other less common adjustment problems include immigration problems (ED 197 633) and minor psychological disorders such as alienation, depression and anxiety (EJ 163 216, EJ 030 418; Bourne, 1975; Furnham & Trezise, 1983; Klineberg & Hull, 1979; Ko, 1978; Nelson, 1958; Yeh et al., 1979).

Within major types of adjustment problems, there are regional and national differences in the degree to which these problems are experienced. For example, Stafford, Marion, and Salter (ED 155 579) found that students from the Orient and South East Asia had more difficulty with the English language than the Indian, Pakistan and African students. In addition, students from South and Central America and South East Asia reported the lowest levels of difficulty with future vocational plans, while Oriental, Indian, and Pakistani students reported the highest level of difficulties. In terms of the unfriendliness of the community, African students reported the highest level of difficulty.

In another study of cultural differences in adjustment difficulties, Perkins, Perkins, Guglielmino, and Reiff (1977) compared Chinese and Indian students. They found that the Chinese had significantly more problems than the Indian students in the following areas: English proficiency, adequacy of their educational preparation, racial or religious discrimination, unfriendliness of the people from the community, homesickness, and interaction with people from their own country.

There is a series of studies which have examined the adjustment problems of students from specific countries, the majority of which are unpublished doctoral dissertations. The published studies have examined students from China (Chu, Yeh, Klein, Alexander, & Miller, 1971; Ko, 1978); Iran (Hojat, 1982; Payrind, 1979); Nigeria (Arubayi, 1981); other African countries (Pruitt, 1978); Arab countries (EJ 265 903); Asian countries (Dhillon, 1970); Turkey (Davis, C. J., 1973); and Brazil (Gama & Pedersen, 1977). The last three studies also dealt with the problems of "reentry"; i.e., the re-adjustment difficulties upon return to the home country. The problems of reentry seem to be an area in need of additional research.
In addition to the types of problems, some studies have examined the level of adjustment among international students. One common way of measuring this has been to assess the students' overall satisfaction with their sojourn (Deutsch, 1970; Hull, 1978; Klineberg & Hull, 1979). As indicated in Church's (1982) review, the level of satisfaction among international students varies according to the host country and presumably the student's country of origin as well. Church also pointed out that the level of satisfaction with academic or professional aspects is generally higher than satisfaction with nonacademic or social aspects. If this pattern of satisfaction continues to be supported by future studies, there are definite implications for improving our services to international students, particularly with regard to their social or extracurricular activities.

Finally, a number of authors have outlined models of adjustment among international students. Taft (1977) provided a framework for examining how various groups coped with unfamiliar cultures. He described five situations requiring cultural adaptation: sojourning, settling, subcultural mobility, segregation, and changes in society. International students were included in the first category of sojourning. In examining the various factors related to the difficulty of cultural coping, Taft (1977) concluded that "the magnitude of the coping task imposed by a change in one's cultural environment varies considerably according to the size of the gap, the abruptness of the discontinuity, the salience of the changes to the person's behavioral functioning, and the degree to which the new environment encompasses that functioning" (p. 124). Given below is Taft's delineation of these factors (pp. 124-126):

1. **Size of the gap:** The greater the disparity between the familiar and the unfamiliar culture, the more difficult it is to bridge the gap. Such factors as the language used and known by the members of the new society, its economic structure and level of technology, the size and complexity of formal society and its political structure, its specific ceremonies and rituals, and the style of primary social relationships are all highly relevant to the size of the gap.

2. **Abruptness of Discontinuity:** The abruptness of change can be modified by either the existence of a transitional stage or by lack of pressure to change. The transitional period may be a contrived training course preparatory to making the change, such as the Peace Corps training schools. However, the effect of the abruptness of change on the style of coping is not a simple one.
(3) **Salience of changes to functioning:** Whether or not an abrupt change from one culture to another is debilitating to a person's functioning will depend partly on the degree to which the change is salient to his behavior. The definition of salience involves the concept that some areas of activity are more central to the ego than are others; i.e., they are more closely associated with the person's self-esteem.

(4) **Encompassing degree of new culture:** It is suggested that the difficulty in coping is a function of the degree to which the new culture is all-encompassing. Persons who move into new societies often do not wish to adapt any more than they need to, and it is possible to minimize this requirement by such devices as avoiding contacts as much as possible, or by immersing oneself in a group in the new society that embodies the old culture.

Seelye and Wasilewski (cited in Brislin, 1981) provided a different perspective on cross-cultural adjustment. They interviewed 200 sojourners and identified five types of coping processes or strategies (pp. 277-278):

1. **Nonacceptance** (also called avoidance): Sojourners simply behave as they would in their own country. They refuse to spend extra time and effort learning host norms.

2. **Substitution:** Sojourners learn the response judged most appropriate by hosts and behave accordingly.

3. **Addition:** Refers to a more selective use of one's knowledge. Sojourners make a judgement regarding appropriateness of behavior in different situations, and then behave either as they would at home or according to host country norms.

4. **Synthesis:** Sojourners combine and integrate elements from different response patterns. Examples are easiest to see in material aspects of culture such as clothing or food.

5. **Resynthesis** (also called creation/innovation): Refers to an original integration of ideas not found in either culture. This strategy demands a nonethnocentric attitude since no one culture can be looked upon as having the standard of excellence. Resynthesis also involves risk, since the sojourner never knows if the response will be effective.
In addition, it was found that 75% of the sojourners used three or more strategies to meet different demands at different times. Hence, the five strategies do not form a hierarchy where one is considered better than another. They emphasized that coping is not a one-strategy-for-each-person phenomenon. Rather, sojourners need to draw on different strategies at different times.

Learning these different strategies is the focus of Bochner’s (1982) Culture Learning Model. According to this model, the major task for the sojourner is not to adjust to a new culture but to learn its salient characteristics. In order to work and learn effectively in the new setting, the sojourner needs to acquire the social skills of the host culture (p. 164):

1. Failures and problems experienced by the sojourner need not be regarded as symptoms of some underlying pathology, but rather due to the lack of the necessary cultural skills and knowledge. Consequently, remedial action does not involve seeking out conflicts or systematic desensitization. Rather, remedial action involves imparting appropriate knowledge and skills, and this may be achieved by using standard social skills training methods such as instruction, modeling, role-playing, video-feedback, and homework.

2. "Adjusting" a person to a culture has connotations of cultural chauvinism, implying that the newcomer should abandon the culture of origin in favor of embracing the values and customs of the host society. On the other hand, learning a second culture has no such ethnocentric overtones. There are many examples in life when it becomes necessary to learn a practice even if one does not approve of it, and then abandon the custom when circumstances have changed.

Finally, several investigations have presented models of cross-cultural adjustment over time. These models have also been called stage models. For example, Church (1982) reviewed a series of studies describing the U-curve adjustment hypothesis. According to this hypothesis, the sojourner's level of adjustment is a function of time in the new culture. The U-curve represents an initial optimism and elation in the host culture, often referred to as the honeymoon period. This is followed by a subsequent dip or "trough" in the level of adjustment, which is followed by a gradual recovery to a higher level of adjustment.
Smalley (1963) proposed a stage model which combined culture shock and the U-curve hypothesis. The four phases of this model as reviewed by Bochner (1982, p. 168) include:

1. Fascination with the new culture, yet being faced with various barriers preventing social interactions with host nationals.
2. Hostility and frustration with aspects of the new culture and a possible emphasis on the popularity of the original culture.
3. Improvement and adjustment with an expression of humor and decreased tension.
4. Biculturalism where the sojourner develops a full understanding of host cultural norms.

Gullahorn and Gullahorn (1963) proposed a modification of the U-curve hypothesis called the W-shaped hypothesis (Brilin, 1981, pp. 279-282). According to this hypothesis, the sojourner often experiences an additional readjustment process (the second curve forming the W) upon return home. The second curve has also been referred to as "reverse culture shock," a period of transition from which sojourners eventually recover.

From a counseling perspective, these and similar models are quite useful in providing a focus for a variety of interventions to enhance the adjustment of international students, whether they are remedial or preventive interventions. However, further empirical validation is needed before resources are committed to intervention programs based on these models.

COUNSELING INTERNATIONAL STUDENTS

During their sojourn in the host country, international students may require any number of student services, including academic advising, career counseling, counseling for personal problems, and psychotherapy for mental health problems.
International student advisers represent the front line in terms of providing or referring the appropriate services to international students. Dalili (ED 225 499) discussed the specific responsibilities associated with this role, which include assistance with admissions procedures, cultural and academic orientation, information on institutional facilities and services, and an understanding of relevant laws concerning nonimmigrant visas.

Dalili (ED 225 499) also distinguished between the roles of the international student adviser and the counselor. While both are concerned with the students' adjustment, they approach it with different techniques and emphases, as a function of their training. The counselor, for example, may be more properly concerned with psychological problems, whereas academic advising falls within the purview of the adviser. An early paper from the National Association for Foreign Student Affairs (ED 017 035) described the international student adviser as a liaison between the international student and his or her academic adviser, but in the field Walker and Alcorn (1968) examined the behaviors of international student advisers and found that 47% of their total reported behaviors were devoted to providing services to these students as individuals. Providing academic assistance was ranked fourth (13%), after developing better relations between foreign students and Americans on campus (14%) and promoting better relationships between foreign students and the community (13.8%).

The pressing needs of international students and the complicated nature of making referrals are reflected in the updated NAFSA guidelines:

Un fortunately, there is no standard set of guidelines which any Foreign Student Adviser can use to determine when, how, and where to refer a foreign student who needs special help. It depends in part on what kinds of resources are available on campus and in the community. More importantly, it is unavoidably a subjective decision – subjective for both the adviser and the student. (National Association for Foreign Student Affairs, 1975, p. 11)

This paper does contain some useful guidelines on academic advising with international students and may be obtained directly from NAFSA (see Additional Resources for the address). In addition, Althen (1984) has written a book specifically devoted to advising international students.
International student advising and how it is practiced in other countries has also been addressed in several papers. Trevelyan (EJ 063 896) discussed the situation in London, England, while Chandrasekharahia (EJ 020 613) addressed the same problem in Canada, and Vroman (ED 066 699) discussed his observations in Japan.

Career problems constitute the second area in which international students may need counseling. Despite a dearth of empirical studies on international students' career development, several papers provide guidelines on how to do career counseling with international students. DeAntoni (EJ 052 305) described the approach taken by the Career Center at Cornell University. An additional counselor was hired to serve as the Foreign Student Employment Adviser, whose responsibilities involved directing the university's efforts in foreign student career counseling and placement assistance. The program had a dual focus in response to the needs of the international students. The first was to assist international students who wanted to return home to seek employment. This involved contacting embassies of the countries represented by Cornell's international student population in order to locate liaisons for the students. The second focus was to help those students who wanted to remain in this country by teaching them job-hunting skills and finding relevant "practical training" experiences.

DeAntoni (EJ 052 305) observed that few professionals were willing to make the effort to develop expertise in the employment/occupational/career problems of international students. He went on to outline the three areas of expertise that would be required in order to provide effective career counseling services to international students: (1) one must be knowledgeable about the pattern of socialization, migration, and lifestyle of the cultures represented by international students; (2) one must be able to predict the effects of an American educational experience upon these patterns; and (3) one must be sensitive to the dynamics of cross-cultural communication. The career counselor must be constantly aware of these three areas as they intermingle to create unique situations for every international student.

One of the major vocational problems encountered by international students is that of obtaining relevant education and training. Eddy (1972) suggested that we need to advise international students about their college careers and majors. He uses the example of a student who chooses to major in aerospace engineering, but who comes from a country that has no plans for engineering schools or airplane facilities. This student may well face unemploy-
ment at the end of his or her college education. In addition, even if this student decided to immigrate and settle down in this country, the education would be of limited value given that there are already thousands of unemployed aerospace personnel in a glutted job market. Indeed, as Lynton and Pareek (1967) have observed, the majority of the engineers from developing countries trained in the United States (i.e., 30,000 in the last 20 years) did not return home to work as engineers upon the completion of their training.

Althen and Scott (EJ 285 159) provided some advice on dealing with international students who have unrealistic academic objectives. They explored the attitudes and motivations of students with unrealistic academic and career aspirations, contrasting American students with international students. Stereotypes, cultural biases and biases in counseling approaches were cited as major factors in the tendency of counselors to be less effective with international students. The authors' recommendations for dealing with some of these factors included exploring students' motivation, providing reality testing, presenting alternatives, and making adjustments in the adviser's or counselor's approach.

Ho (EJ 075 150), in an analysis which is quite similar to DeAntoni's (EJ 052 305), pointed out that counselors seeking to help international students with their job hunting need to be aware of some of the unique problems confronting these students. These problems include the effects of visa status uncertainties, personal acculturation limitations, stereotyped behavioral expectations of prospective employers, difficulty with formal and informal English, lack of employment opportunities in their fields, and unfamiliarity with American job-hunting techniques.

Like DeAntoni (EJ 052 305), Ho (EJ 075 150) outlined three sets of factors counselors will need to attend to in order to help international students effectively in job placement and career counseling: (1) cultural factors—an international student's vocational needs and career goals cannot be adequately assessed without considering the frame of reference provided by his or her culture; (2) situational factors—these may serve as important determinants of international students' career goals and choices, for example, employment opportunities and standard of living as better predictors than personal motives and values of whether international students return home; and (3) cross-cultural communication—cultural variables constitute one of the major barriers to effective counseling relationships. For example, if a white counselor encourages an Asian student to engage in individualistic thinking and competition, it may shock or confuse the student.
MacArthur (EJ 239 999) described the career services for international students at Brigham Young University, which were based upon a survey of the students. The survey revealed that the majority of the international students came to the United States with well-thought-out career goals. Hence, international students may not require the kind of career-decision-making assistance many American students require. However, it was found that many of the international students expressed a strong need for assistance with job placement upon completion of their American education. This need is further exacerbated by the international students' long-term absence from their home country and the employment scene.

In order to meet these needs, three programs were developed. The first involved contacting the consular offices to obtain up-to-date employment information in each country. This material was made available to the international students as part of the Career Information Center. The second program was also aimed at improving information channels, and this involved contacting BYU graduates living in foreign countries. These BYU alumni served as valuable liaisons and contact points for international students in their job-search process. Finally, a special career course was developed for international students which allowed them to obtain academic credit while working on their career plans and problems.

Bradshaw and McKinnon (EJ 217 333) provided some guidelines on helping international students with their job placement: (1) as the nature of employment opportunities varies widely by country, an effort must be made to identify these differences; (2) students with B.S. degrees from U.S. colleges are looked upon very favorably in most foreign countries; (3) students should plan to take up to two months to finalize employment after returning home, and assistance needs to be offered during this time period; (4) students need to stay abreast of changes in their home countries in order to enter the work environment there; and (5) students should be careful not to display a "better than you" attitude upon their return to the home country. (See also EJ 141 035 for another discussion of the issues concerning placement of international students.)

Finally, Walter-Samli and Samli (EJ 215 673) have provided the most comprehensive model to date on career counseling with international students. This model involves five stages that correspond to the unique needs of international students: (1) sensitization to the actual career opportunities back home; (2) close contact with academic
and international advisers; (3) mid-program evaluation of career objective realism; (4) evaluation of the cultural relevance of practical training; and (5) preparation for reentry into the home culture. The counselor's role is to help the international student assess whether each of the stages has been successfully completed before moving on. For example, after the first stage, the counselor and the student need to determine whether the student is sensitive enough to the actual career opportunities back home to choose the proper academic curriculum. If yes, the student moves on to the second stage. If not, the student remains at the first stage until the task is successfully completed.

The authors also discuss some of the counselor skills and knowledge which would facilitate a smooth progression through the stages by international students. For example, a general knowledge of the social, political, and economic conditions in the home country would help in assessing the student's particular cultural realm for career planning. Also, the counselor's awareness of whether clients are likely to be active or passive, depending on the cultural background, can provide cues for counselor interaction. Familiarity with key cultural values would also facilitate effective communication.

In addition to academic and vocational problems, international students may need counseling for personal and emotional adjustment difficulties. Inasmuch as counseling international students always involves cross-cultural communication, some of the barriers to effective communication have already been discussed in the previous section on career counseling. From a general perspective, Walter (ED 159 751) has pointed out that counseling services to meet the special needs of international students are few in number and generally ineffective. She went on to argue that while cross-cultural counseling is different, it is not impossible, especially if the counselor is able to emphasize the client's culture and not his or her own. This could be achieved by the inclusion in counselor training programs of courses and practical experiences in cross-cultural counseling.

Dillard and Chisolm (EJ 282 403) made similar arguments, emphasizing that the value orientation of both cultures must be considered to facilitate the students' psychosocial development in this country and again in their own culture upon completion of their studies. These authors used a series of examples, including Korean, Japanese, Chinese and Columbian students, to illustrate that international students bring a multitude of values, attitudes, and experiences which may influence the counseling relationship. They concluded that counseling goals and strategies
must be culturally relevant to and consistent with both the international student as an individual and his or her culture. They also pointed out that these cultural differences may influence the international students' help-seeking behaviors and preferences.

Huang (EJ 163 216), in discussing ways of helping international students with their mental health problems, focused on four major problems. The first involved communication barriers such as English deficiency, which often led students to overwork, inadequate sleep, lack of recreation, social isolation, loneliness, depression, and realization of possible failure. The second was the necessity of shifting cultural gears that involved acculturative stress; i.e., how to balance the need to do as the Romans do and yet be able to retain one's own cultural heritage and identity. The third problem area involved the attempt to replace the social network of family, neighbors and friends left behind. Depending on the adaptability of the student and the receptivity of American peers and the community, failure to build this new social support network could result in alienation and disorientation. The fourth area was that of multiple accountability. Unlike the American student, academic failure for the international student could lead to intense shame and humiliation because of high parental or familial expectations and monetary investment. Huang discussed the need to help international students deal with the stress created by these four problem areas, as well as a preventive strategy to reduce the level of institutional and environmental pressures on them.

Taking a different approach, Alexander, Klein, Workneth, and Miller (1981) provided a series of guidelines for making and establishing therapeutic contact with international students. This article provides a great deal of information on doing counseling and psychotherapy with international students. Each of the guidelines is well-elaborated in the article and is worth some careful study (pp. 241-242):

1. Keep in mind that it has not been easy for the patient to have come for help.

2. Remember that on initial contact, what to the therapist might be construed as openness and honesty may be to the patient an invasion of his privacy.

3. Do not assume that he intuitively or automatically understands the meaning, source, or significance of symptoms, feelings or styles.
(4) Be aware of your own response to a person from another culture, so that you can work at bridging cultural gaps and not contribute to them.

(5) Never underestimate the foreign patient's sense of both national and personal pride and the threat to it that is represented by the situation in which the patient now finds himself.

(6) Take care that you do not rely on cant or bluster when communication becomes difficult, or when you do not understand or agree with the value system of the patient.

(7) Above all, forego the temptation to define therapeutic movement in American terms or attempt to "Americanize" the foreign patient.

(8) Never lose sight of the foreign patient as an individual--unique, distinct, and nobody's stereotype.

In contrast to the above articles on cross-cultural counseling skills, other authors have described counseling programs. McMillen (ED 131 357) outlined a nontraditional approach to counseling international students in order to ensure the optimal development of the student as well as a positive exchange experience. The highlights of the program included a determination of needs and objectives, inservice training, evaluation procedures, and the use of international alumni as a continuing resource. The feasibility of testing and institutional accountability was also examined. Altscher (ED 134 888), on the other hand, provided a rationale for a counseling program designed uniquely for international students given their special needs. These needs arise from unfamiliar customs, unappetizing food, a novel educational system, loneliness and isolation, communication difficulties, prejudice, confusion about relationship building, and lack of knowledge about social and student etiquette. Other guidelines for intervention include orientation programs (ED 230 154, ED 201 950, ED 165 524, ED 024 964) or general student personnel services for international students (EJ 092 397, EJ 014 262; Penn & Durham, 1978; Story, 1982). The first set of studies outlined procedures for providing an effective orientation to incoming international students, while the second set dealt with a variety of recommendations for improving services to international students.
Major Themes and Future Research

The major themes in the literature on counseling international students have been represented by the four major sections of this paper: health problems, educational-vocational problems, personal adjustment problems, and the actual practice of counseling international students. Each of these areas is in need of more empirical research, but the greatest need would be in the area of counseling practice. Two recent studies can serve as excellent examples of the kind of research which needs to be conducted. The first, by Yuen and Tinsley (EJ 238 357), compared the counseling expectations of international and American students. They found that the American students expected that the counselor would be less directive and protective, and that they themselves would be more responsible for improvement. The Chinese, Iranian, and African students, on the other hand, expected to assume a more passive role and the counselor to be a more directive and nurturing authority figure. The second study, by Dadfar and Friedlander (EJ 266 912), examined the attitudes of international students toward seeking professional psychological help. They discovered that prior contact, continent of origin, and experience with professionals influenced whether the international students perceived professional counseling and psychotherapy as appropriate means of solving personal difficulties.

Both these studies have direct implications for counseling international students. Yuen and Tinsley (EJ 238 357) pointed out, first, that international students may need more knowledge about counseling as a helping resource. They suggested that information about the purpose, facilities, personnel, and the actual counseling process should be included as part of the orientation for all incoming international students. Second, they observed that counselors, when working with international clients, should be especially aware that the assumption that there is a common ground of shared expectancies is probably incorrect. Instead, counselors need to take the extra time to learn the different cues and signs that international students use in communicating, as well as the expectations the students are holding. Dadfar and Friedlander (EJ 266 912) made similar recommendations by pointing out that counseling centers might do well to initiate educational outreach programs designed specifically for this population. Additionally, effective cross-
cultural counseling with these students may require gaining client trust by acknowledging the conflict over solving problems in a manner that may violate ethnic mores of privacy and independence.

The other area most in need of additional empirical research concerns international students' vocational problems and the provision of effective career counseling and placement services. The majority of international students have come to the United States to prepare and train for careers back home, but most studies have focused on their personal adjustment in this country, with little or no attention to what happens when they return home. The comprehensive model of career counseling with international students proposed by Walter-Samli and Samli (EJ 215 673) could serve as a valuable starting place for more empirical research in this area.

The academic problems of international students seem to be receiving adequate attention, as they fall under the jurisdiction of a large and responsive organization, the National Association for Foreign Student Affairs. Language difficulties have been ably responded to by ESL (English as Second Language) and TESOL (Teaching English as a Second Language) programs. Personal adjustment problems, although already receiving a great deal of research attention, could benefit from an examination of the relationship between personal adjustment problems and other areas, such as health problems, help-seeking behaviors, and counseling outcomes.

Finally, the various models which have been proposed to account for the adjustment of international students (e.g., U-curve hypothesis) can be quite useful in directing counseling interventions. However, they too could benefit from additional empirical support. Future research could compare and contrast these models in terms predicting international students' adjustment and response to counseling, depending on which stage the students are in.

In summary, counselors working with international students would benefit from a better understanding of the nature of the problems encountered by these students. Up until now, the relevant literature on international students and the accompanying counseling recommendations have been scattered throughout various books, journals, and technical reports. This Searchlight Plus, in providing a review of the literature, can serve as a comprehensive resource to counseling international students. Counselors may find this paper and the information contained within useful in several ways: (1) as an overview to the myriad of problems facing international students; (2) as a guide to specific problem areas and to appropriate counseling recommendations, e.g., career counseling; (3) as a training
resource either in graduate counseling programs or in in-house training programs for student affairs personnel; and (4) as a guide for future research on international students.
ADDITIONAL REFERENCES


Dhillon, G. L. (1976). Study programs for foreign nurses...Special needs of foreign nurses. *Nursing Outlook, 24*, 43-44.


ADDITIONAL RESOURCES

Organizations

Intercultural Press
P.O. Box 768
Yarmouth, Maine 04096

National Association for Foreign Student Affairs
1860 19th Street N.W.
Washington, D.C. 20009

Society of Intercultural Education, Training and Research (SIETAR)
1414 Twenty-Second Street N.W.
Washington, D.C. 20037

Books


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<th>Clearinghouse Accession Number</th>
<th>EJ286411</th>
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<tr>
<td>Title of Article</td>
<td>Diagnostic Perspectives on the Family: Process, Structural and Historical Contextual Models.</td>
<td>Levant, Ronald F.</td>
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<tr>
<td>Author of Article</td>
<td>American Journal of Family Therapy, VII n2 p3-10 Sum</td>
<td>Available from: UMI</td>
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<tr>
<td>Language</td>
<td>English</td>
<td>Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)</td>
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<td>Journal Title, Volume, Issue</td>
<td>Describes diagnostic perspectives for viewing dysfunctional families. Presents three general types of models (process, structural, and historical) and organized them along a continuum from most descriptive to most inferential. Presented at the 39th Annual Conference of the American Association for Marriage and Family Therapy, October- November 1981, San Diego, CA. (WAS)</td>
<td>Descriptors: Classification; Clinical Diagnosis; Counseling Techniques; Counseling Theories; Family Counseling; Family Problems; Family Relationship; Models</td>
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JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.
Advise and Counseling Students Who Have Unrealistic Academic Objectives.
Althen, Gary; Stott, Frances W.
Personal and Guidance Journal, v61 n10 p608-11 Jun 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Explores the attitudes and motivation of American and foreign students who have unrealistic academic or career aspirations. Discusses counselors' and advisors' stereotypes and biases that may contribute to difficulties with such cases. Offers practical suggestions for working with students and adjustments counselors can make within themselves. (OAC)
Descriptors: Academic Aptitude; College Students; Counseling Techniques; Counselor Attitudes; Cultural Differences; Educational Counseling; Foreign Students; Higher Education; Occupational Aspiration; State of the Art Reviews; Student Characteristics; Student Educational Objectives; Student Motivation

Counseling the International Student in a Multicultural Context.
Dillard, John M.; Chisolm, Grace B.
Journal of College Student Personnel, v24 n2 p101-05 Mar 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Discusses how cultures of international students on university campuses influence the students' behavior in and out of the counseling situation. The role of verbal and nonverbal communication seems to be central to the interaction between student and counselor. Counselors also need to be understanding and tolerant of cultural values. (Author/JAC)
Descriptors: College Students; Counseling Services; Cultural Background; Cultural Differences; Counseling Techniques; Counselor Attitudes; Counselor Client Relationship; Counselor Role; Ethnicity; Foreign Students; Higher Education; State of the Art Reviews; Student Adjustment; Student Characteristics
Identifiers: Multicultural Counseling

Differential Attitudes of International Students toward Seeking Professional Psychological Help.
Dadfar, Sohrob; Friedlander, Myran L.
Journal of Counseling Psychology, v29 n3 p335-38 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Completed Fischer and Turner's scale of Attitudes Toward Seeking Professional Help. Analyses of results suggested that international students inexperienced with professional help perceive it as a nontrustworthy, inappropriate means for solving personal difficulties. (Author)
Descriptors: College Students; Counseling; Cultural Differences; Cultural Influences; Foreign Students; Higher Education; Measures (Individuals); Student Attitudes; Student Characteristics

Arab Students in Western Universities: Social Properties and Dilemmas.
Meleis, Afaf I.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Major cultural characteristics of Arab students (high level of affiliation, pattern of contextuality, significance placed on verbal messages, and educational and experiential background) and the dilemmas they face are described and compared with what American universities expect and offer. Suggestions for counseling and other services are offered. (MSE)
Descriptors: College Students; Counseling Services; Cultural Background; Cultural Differences; Culture Conflict; Expectation; Foreign Students; Higher Education; Mentorn Orientation; Socialization; Student Needs; Student Personnel Services
Identifiers: Arab Students
Helping Campus Personnel Help Foreign Students: A Counseling Simulation. Vigushin, Joan. Humanist Educator, v20 n3 p134-42 Mar 1982. Available from: Reprint: UMI. Language: English. Document Type: JOURNAL ARTICLE (O80); PROJECT DESCRIPTION (141). Descriptors: Counseling Techniques; *Counselor Training; *Cross Cultural Training; *Foreign Students; Higher Education; Microcounseling; Program Descriptions; Program Evaluation; Role Playing; School Counselors; *Student Adjustment; Student Alienation; Student Personnel Services; *Student Problems; Training Methods.

The Case of the International Student: A Foreign Student Employee Report. Marville, Ade. College Board Review, n120 p23-26 Jan 1982. Available from: Reprint: UMI. Language: English. Document Type: JOURNAL ARTICLE (O80); POSITION PAPER (120). Descriptors: College Students; Financial Needs; Foreign Students; Foreign Student Advisers; *Foreign Students; Higher Education; *International Educational Exchange; *Policy Formation; *Student Employment; Student Financial Aid; Student Personnel Services; *Student Problems.
EJ239999 C6520116
Career Services for University International Students.
MacArthur, James D.
Vocational Guidance Quarterly, v29 n2 p178-81 Dec 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); PROJECT DESCRIPTION (141)
Describes a personalized employment and assistance program developed and implemented for international students. The program provides personal contacts that cut through bureaucracy and give students readily accessible means of helping themselves. (JAC)
Descriptors: *Career Guidance; Case Studies; *Delivery Systems; *Employment Programs; *Foreign Students; *Higher Education; *Job Placement; Program Descriptions; School Surveys; *Student Needs; *Student Personnel Services

EJ238357 C6520074
International and American Students' Expectancies about Counseling.
Yuen, Rhoda Ka-Wai; Tinsley, Howard E.A.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); RESEARCH REPORT (143)
American students expect the counselor to be less directive and protective and they themselves expect to be more responsible for improvement. In contrast, the Chinese, Iranian, and African students expect to assume a more passive role and that the counselor will be a more directive and nurturing authority figure. (Author)
Descriptors: *Counseling Effectiveness; *Counselor Client Relationship; *Cross Cultural Studies; *Cultural Influences; *Educational Counseling; *Expectations; *Foreign Students; *Higher Education

EJ230716 JC502215
Foreign Students and U. S. Community Colleges.
Diener, Thomas
Community College Review, v7 n4 p58-65 Spr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); PROJECT DESCRIPTION (141)
Reviews literature dealing with the role of two-year colleges in educating foreign students. Examines community college enrollment of foreign students since the 1960s and explores related concerns in the areas of admissions, student finances, language skills, advisement, and cultural differences. Recommends several institutional responses to these concerns. (JP)
Descriptors: *College Admission; *Educational Counseling; *Enrollment; *Foreign Students; *Language Proficiency; Literature Reviews; *Student Problems; *Two Year Colleges

EJ217333 C6517512
Foreign Students and Placement.
Bradshaw, James R.; McKinnon, Gary F.
Journal of College Placement, v40 n2 p48-50 Win 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); PROJECT DESCRIPTION (141)
The placement of foreign students in home countries is an important and complex matter. The Brigham Young University-Hawaii Campus International Placement Advisory Council serves as an appropriate model for other schools to follow, for which placement personnel set up a program with the alumni offices. (Author)
Descriptors: *Career Choice; *Career Counseling; *Counselor Role; *Counselors; *Foreign Students; *Job Placement; *Job Search Methods; *Student Personnel Services

EJ215673 C6517241
A Model of Career Counseling for International Students.
Walter-Smill, Jane H.; Smill, A. Coskun
Vocational Guidance Quarterly, v29 n1 p48-55 Sep 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); GENERAL REPORT (140)
Focuses on career counseling for international students. This introduces a model of career counseling for international students. It is necessary to understand the career counseling process for international students and to emphasize the unique role of the counselor and others in this process. (Author/BEF)
Descriptors: *Career Counseling; *Career Education; *Counselor Role; *Foreign Student Advisers; *Foreign Students; *Higher Education; *Student Personnel Services
The Foreign Student: Better Understanding for Better Teaching
Shana'a, Joyce
Improving College and University Teaching, v26 n4 p243-46
Fall 1978
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Recognition of some of the variations in educational backgrounds and life-styles of foreign students—particularly those from developing nations—could ease the communication difficulties they face when studying in American universities. Observations of language problems, counseling problems, class behavior, and social customs are offered. (JMD)
Descriptors: *College Students; *Communication Problems; *Cultural Differences; Developing Nations; Educationally Disadvantaged; Foreign Student Advisers; *Foreign Students; Higher Education; *Language Handicaps; *Student Behavior; *Student Problems

Recruitment of Foreign Students: Reality or Myth?
Hopkins, Gary W.
Journal of the National Association of College Admissions Counselors, v23 n2 p28-30
Feb 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
The rapidly increasing number of foreign students in the U.S. has resulted in a myriad of problems for schools seeking students or those institutions faced with unprecedented numbers seeking admission who may be unaware of the responsibilities involved in admitting foreign students. (Author)
Descriptors: *Admissions Counseling; *College Admissions; Foreign Student Advisers; *Foreign Students; Higher Education; Recruitment; *School Role

International Education and NAFSA, 1948-1978
Jenkins, Hugh M.
International Educational and Cultural Exchange, 14, 1, 13-6
Sum 1978
Available from: Reprint Available (See p. vii): UMI
Language: English
A history and overview of the National Association for Foreign Student Affairs (NAFSA), the only professional association exclusively devoted to international educational interchange, is presented. Focus is on NAFSA activities and its cooperative efforts with private and government agencies concerned with foreign students and exchange programs. (JMD)
Descriptors: *Agency Cooperation; *Foreign Student Advisers; *Foreign Students; Higher Education; *International Educational Exchange; *Professional Associations; Program Descriptions; Program Improvement; *Student Exchange Programs
Identifiers: *National Association for Foreign Student Affairs

Aspects of Internationalizing Education
Reeves, Mary Elizabeth
Journal of the NAWDAC, 41, 4, 139-43
Sum 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Author discusses international educational exchanges' lack of unqualified success. One world dream not for everyone, as author cites examples of reaction to international exchange. Foreign student advisors must create means by which international understanding is promoted. Author states ways to accomplish this. World interdependence is now a reality. (PD)
Descriptors: *International Educational Exchange; *Foreign Student Advisers; *Foreign Students; *Developing Nations; *Global Approach; *Educational Objectives; State of the Art Reviews; Higher Education; Student Exchange Programs
In a college with a high proportion of foreign students, a mental health counselor must be aware of the unique problems facing a person making a difficult cultural adjustment while trying to meet the academic and social standards of the college environment. (JD)

Descriptors: College Students; Counseling Services; Cultural Background; Cultural Differences; Cultural Interrelationships; Foreign Student Advisers; Foreign Students; Human Relations; Mental Health

Identifiers: University of San Francisco CA
International Understanding: The Foreign Student and the Community
Reich, Alan A.
College and University Journal, 13, 1, 23-26 Jan 1974
Language: ENGLISH
Descriptors: *Higher Education; *International Education; *Foreign Students; *Student School Relationship; *School Community Relationship; Cultural Awareness; Foreign Student Advisers; Foreign Nationals; Student Exchange Programs

Foreign Students in the Natural Sciences: A Growing Challenge
Moravcsik, Michael J.
International Educational and Cultural Exchange, 9, 1, 45-57 Sum 1973
Language: ENGLISH
Foreign students who seek an education in the United States for careers as scientists in their native countries face many difficulties. This article enumerates various remedies for their problems including: information sources, financial aid, transportation vouchers, and foreign advisers. (PG)
Descriptors: *Higher Education; *Foreign Students; *Student Adjustment; *Foreign Student Advisers; *Student Problems; Sciences; Natural Sciences

Cross-Cultural Career Counseling
Ho, Man Keung
Vocational Guidance Quarterly, 21, 3, 186-190 Mar 1973
Language: ENGLISH
Factors contributing to foreign students' needs and difficulties in seeking employment are discussed, along with knowledge and skills required of vocational counselors for effective cross-cultural career counseling. (Author)
Descriptors: *Career Counseling; *Counseling; Cross Cultural Studies; *Employment Problems; *Foreign Student Advisers; *Foreign Students; Job Applicants

Educating Foreigners in the United States
Mohrabi, Kamel
Improving College and University Teaching, 22, 4, 329-330 Aut 1972
Language: ENGLISH
Descriptors: Foreign Nationals; *Foreign Student Advisers; *Foreign Students; *Higher Education; *Student Adjustment; *Student Needs

Public Relations and the Foreign Student
Nelson, Lyle M.; Dolibois, John E.
College and University Journal, 11, 4, 28-31 Sep 1972
Language: ENGLISH
It is in the students', the university's, the community's and the nation's interest that the public relations officer become involved with foreign students on campus. (HS)
Descriptors: Foreign Student Advisers; *Foreign Students; *Higher Education; *Human Services; *Public Relations; Student Personnel Services; *Student Welfare

The Mexico City Workshop
Nelson, Lyle M.
International Educational and Cultural Exchange, 8, 2, 19-21 F 1972
Language: ENGLISH
Describes a workshop designed to inform foreign student counselors about U.S. higher education. (HS)
Descriptors: Faculty Advisers; *Foreign Student Advisers; *Higher Education; *International Education; Student Exchange Programs; *Student Personnel Services; *Study Abroad

Counseling Counselors Abroad on U.S. Higher Education
Jameson, Sanford C.
International Educational and Cultural Exchange, 8, 2 F 1972
Language: ENGLISH
Descriptors: Faculty Advisers; *Foreign Student Advisers; *Higher Education; *International Education; Student Exchange Programs; *Student Personnel Services; *Study Abroad

Student Involvement in International Programming
Pitman, Larry J.
International Educational and Cultural Exchange, 8, 1, 42-48 Sum 1972
Language: ENGLISH
Student volunteers operate an International Education Center at the University of Oregon. (HS)
Descriptors: College Students; *Educational Planning; Foreign Student Advisers; *Higher Education; *International Education; *Student Personnel Services
Problems of Foreign Students: An Overview
Torrey, E. Fuller; And Others
Journal of the American College Health Association, 19, 2, 82-86 Dec '70
Language: ENGLISH
The predominant mental health problems described for foreign students are those of anxiety, depression, psychosomatic reactions, and paranoid thought disorders. The students are found to underutilize traditional mental health resources for their problems, instead relying on their fellow students and academic contacts. (Author)
Descriptors: Counseling Services; Cultural Differences; Cultural Pluralism; Emotional Problems; Foreign Students; Health Services; Mental Disorders; Mental Health; Psychiatric Services

Status of Foreign Student Advising in Canada
Chandrasekharan, Rananur V.
Coll Univ, 45, 2, 134-137 1970 W.1970
Language: ENGLISH
Descriptors: Counselors; Developing Nations; Foreign Student Advisers; Foreign Students; Higher Education

Academic Freedom for International Students on American Campuses
Straub, Jean S.; and others
Language: ENGLISH
Discusses concerns over status of foreign students involved in campus protest, particularly African students and issue of "black separatism." Letter from Eva U., Staff Associate for International Education, APGA, expresses need for African students to become involved because of their status as "men in the middle." (Cu)
Descriptors: Activism; Foreign Student Advisers; Foreign Students; Minority Groups; Student College Relationship; Student Participation; Student Personnel Services
EJ014281  EC500973
The Cultural Handicap in University Education
Taylor, A. J. W.
Language: ENGLISH
Descriptors: Adjustment (to Environment); *Counseling Services; Cultural Differences; *Exceptional Child Education; *Foreign Students; Individual Counseling; International Programs; Social Problems; Student Attitudes

EJ014262  CG501088
Student Personnel Services for International Students
Domingues, Patricia M.
Language: ENGLISH
Examines literature to determine impact of foreign students on American campuses, reviews essentials necessary for providing effective services for them, speculates on future of advising them within realm of student personnel work. (Author)
Descriptors: Adjustment (to Environment); *Counseling Services; Counselor Role; Cultural Differences; *Foreign Student Advisers; *Foreign Students; Student Exchange Programs; *Student Personnel Services

EJ009749  CG500793
The Dean of Students and the University in the International Setting
Lloyd, Wesley P.
Nat Assn Stud Personnel Admin, 6, 3, 139-144 1969 Jun.1969
Language: ENGLISH
Descriptors: *College Administration; Comparative Analysis; *Deans; *Deans of Students; *Educational Change; Foreign Countries; Foreign Student Advisers; *Higher Education; International Programs; *Student College Relationship; *Student Personnel Services; Student Problems
Commitment: A Variable in Women's Response to Marital Therapy.

Beach, Steven R. H.; Broderick, Joan E.


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUN83

Past research suggests that commitment to one's marriage is a variable which should be a contributing factor to marital satisfaction and the process of marital therapy. To examine the predictive utility of commitment, the relationship between commitment to marriage at the onset of therapy and changes during therapy was examined for a sample of 42 couples. Results showed that, for women, pre-therapy commitment level was able to account for unique variances in marital satisfaction at intake and for changes in marital satisfaction occurring as a result of therapy. Communication ability was also predictive of marital satisfaction at intake. In addition, changes in communication ability from pre- to post-therapy were predictive of changes in marital satisfaction for women. Results for men were less significant. The findings demonstrate that commitment is an important variable in the prediction of marital satisfaction.

Descriptors: Adults; Attitude Change; Communication Skills; Counseling Effectiveness; Marriage Counseling; Predictor Variables; Psychological Patterns; Sex Differences; Spouses

Identifiers: Commitment; Marital Satisfaction
Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey.

Pfau, Richard H.


EDRS Price - MFO1/PCO2 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Connecticut

Journal Announcement: RIE OCT 83

Views of 48 foreign students concerning orientation needs at the University of Connecticut were surveyed. The following orientation activities were identified as most important, and are listed in the approximate order of importance:

1. U.S. government regulations (about visas, immigration, social security, and taxes);
2. needs of the spouse (including English language training, educational opportunities, work opportunities, health care, and social activities);
3. the International Student Office and the foreign student advisor;
4. health care;
5. services available to students at the university (including counseling, writing clinics, and career placement);
6. on- and off-campus student employment;
7. information on student housing accommodations (mailboxes, laundry, cooking);
8. bus service;
9. housing;
10. the registration procedure;
11. the international center services, programs, and staff;
12. a tour of the campus;
13. the American system of higher education; and
14. the role of the American advisor.

It is recommended that orientation activities for foreign students be publicized more widely. Suggestions provided by students are included, along with students' ranking of orientation activities, and a sample questionnaire.

Descriptors: Ancillary School Services; Federal Regulation; Foreign Student Advisers; *Foreign Students; Higher Education; *Information Needs; Institutional Research: Questionnaires; *School Orientation; Spouses; *Student Adjustment; Student College Relationship; *Student Needs

Identifiers: *University of Connecticut
Guidelines on study abroad are presented to assist advisers, administrators, and faculty committees. Topics include the following: rationale for international education; educational opportunities abroad for U.S. students; development of advisory services; the nature of the profession of study abroad advising; desirable attributes and backgrounds for study abroad advising; training to be a study abroad adviser; roles of national organizations; basic principles of the advisory process; the student's objectives; advising strategies; student's preparation for study abroad; travel in other countries; short-term employment abroad; voluntary service abroad; long-term and career employment abroad; on-campus and off-campus adviser's resources; administering the advisory office (staffing, office space and location, budgeting, office organization, and evaluation of advisory services); characteristics of good study abroad programs; institutional policy on study abroad; program planning and implementation; legal considerations; and emergencies. Appended materials include a bibliography and list of acronyms, information on summer jobs abroad, sample study abroad application form, and a program evaluation form (student opinion). (SW)

Descriptors: *Academic Advising; College Admission; *Counselor Role; Cultural Differences; *Faculty Advisers; *Foreign Students; Higher Education; International Educational Exchange; School Orientation; Social Adjustment; Student Adjustment; Student College Relationship; Student Needs; *Student Personnel Services
The University's Role in Foreign Student Advisement.

Dalili, Farid

1982 26p.; For related document, see HE 015 858.

EDRS Price - MF01/PC62 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Ohio

Perspectives on international educational exchange and the needs of foreign students for academic and career advising and assistance in adjusting to a new culture are considered. Obtaining a degree from an American higher education institution is highly desired by many persons in developing countries, and the high standards foreign students have to meet often results in the best students being selected. The financing of their studies is often the most difficult part of a foreign student's stay. Credits from one country that are not valid in another and inadequate preparation programs are major difficulties for the foreign student. Lack of contact or inability to make contact with Americans can lead to alienation for foreign students, but most students do retain their own cultural identity when they adjust to the United States. It is suggested that higher education should be concerned with foreign students' adaptation to the educational system, their readjustment on returning to their home countries, and the relevance of the curriculum to the priorities of these countries. University services and career counseling are also briefly addressed. (SW)

Descriptors: *Academic Advising; *Ancillary School Services; Career Counseling; College Role; *College Students; *Culture Contact; *Foreign Students; Higher Education; Relevance (Education); Student Adjustment; *Student College Relationship; Student Needs

The Administration of Intensive English Language Programs.

Barrett, Ralph Pat, Ed.

National Association for Foreign Student Affairs, Washington, D.C.

1982 104p.

Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009 (Single copy $1.00, 5 copies $2.00, 10 copies $3.50, additional copies $.25).

EDRS Price - MF61/PC01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: BOOK (100)

Geographic Source: U.S.; District of Columbia


Descriptors: College Second Language Programs; *Curriculum Development; *English (Second Language); *Foreign Student Advisers; Higher Education; Instructional Materials; *Intensive Language Courses; Language Teachers; *Program Administration; Student Adjustment; Teaching Methods; *Testing
Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment.

Nancy, Univ. (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
EDRS Price - MF01/PC02 Plus Postage.

A counselling service to facilitate foreign language instruction for students desiring it was undertaken as an experiment at Cambridge University during the 1980-81 academic year. Its aims were twofold: (1) to provide a mechanism whereby students could be heard and their needs responded to, and (2) to ensure that alternatives to the already available laboratory tape programs would be available for those who needed such programs. With regard to the organization of the service, it is noted that 20 languages were requested; the users represented both undergraduates and graduate students and staff. Seventy-five percent of the counsellor's time was taken up with briefing and activities, which included research, work, and report, feedback, administration, information gathering, and creation of materials. Contact time with clients included giving information and providing psychological help. There were three stages in the method, corresponding to changes in the notion of counselling. One of the negative characteristics noted for this particular counselling service is that it was too closely connected with the language laboratory. One positive aspect discussed has to do with non-native speakers on the post-graduate level. In this situation, the relationship with the counsellor was very important, particularly at the beginning. (AMH)

Descriptors: *College Second Language Programs; *Counselling Services; Foreign Students; Graduate Students; Higher Education; Individual Instruction; Needs Assessment; *Second Language Learning; *Student Needs; Undergraduate Students

Identifiers: University of Cambridge (England)

Principles for Practical Training Experiences for Foreign Students.

National Association for Foreign Student Affairs, Washington, D.C.
Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009 (1 copy, $1.00; 5 copies, $2.50; 10 copies, $4.50).
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.
Language: English

Daya International Ref. Servs. Inc

Geographic Source: U.S.: District of Columbia
Journal Announcement: RIEJAN83
Principles for the design and implementation of practical training experiences for foreign students from developing countries enrolled in formal degree programs at U.S. colleges and universities are outlined. Practical training allows student-trainees to experience the application of classroom knowledge in order to strengthen their contribution to development in their home countries. Three modes of practical training were identified: supervised observation, internship, and salaried employment. In addition, several sectors of the educational community with special interest in foreign students from developing countries and key development fields were surveyed to determine their perspectives of the optimal characteristics of practical training. Their responses were presented to representatives of both the private and public sectors in the United States and in developing countries for comment and reaction. Consultants from the field of experiential education drafted preliminary principles for practical training, and these were reviewed by professionals in business, government, home country development, and education. The principles were revised on the basis of this review and are presented in their final form. In addition to stating objectives of practical training, principles for structuring practical training experiences are presented in regard to: commitment, planning, funding, locus of responsibility, training agreement, scheduling, length and duration, academic considerations, and evaluation. Operational guidelines are presented concerning: placement, supervision, relevance, communication, orientation, and compensation. Responsibilities of the following persons are also outlined: trainee, trainer, institutional coordinator, faculty mentor, sponsor, foreign student adviser, academic dean, and international program administrator. (SW)

Descriptors: Assistantships; *College Students; *Developing Nations: Educational Objectives; *Experiential Learning; *Field Experience Programs; Foreign Student Advisers; *Foreign Students; Higher Education; International Educational Exchange; *Internship Programs; Observation; Program Design; Student Employment; Training Objectives

Descriptors: Assistantships; *College Students; *Developing Nations: Educational Objectives; *Experiential Learning; *Field Experience Programs; Foreign Student Advisers; *Foreign Students; Higher Education; International Educational Exchange; *Internship Programs; Observation; Program Design; Student Employment; Training Objectives
An Island of Learning: Academocracy in Taiwan. An Inquiry into Non-Traditional and Traditional Education.

Smith, Douglas C.


Sponsoring Agency: Pacific Cultural Foundation (Republic of China).

Document Not Available from ERDS.

Language: English

Document Type: PROJECT DESCRIPTION (141); BDDK (010);

HISTORICAL MATERIAL (060)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIENDV82

Traditional and nontraditional education in Taiwan are considered, based on interviews with educators and scholars in Taiwan, observations, and research materials. To provide a picture of the evolution of academe in the Chinese-Taiwan setting, attention is directed to philosophy, history, academic ethics and excellence, methodology, and policy issues. Chinese history and educational philosophy are discussed in relation to the dynasties, and the thoughts of Confucius and other scholars who were important to Chinese intellectual development are considered. The higher education system of today and that which existed in the pre-republic period are reviewed, and attention is directed to entrance examinations and Ta-Yuan Hsiang's community educational system. Among the nontraditional educational programs are the following: evening education, "Teacher Chang" Counseling Center, the Farmers Association and agricultural extension, 4-H club programs, China Youth Service Association and the training-educational center, the Youth Guidance Service and overseas Chinese scholars, education-of-the-air, environmental education at the Tunghai University Center for Environmental Education, special education, and Academia Sinica. Additional topics are the influence of John Dewey on Chinese educational development, the effect of 50 years of Japanese occupation on the Taiwanese educational system, and the structural and formal-legalistic aspects of education in Taiwan. It is noted that education in Taiwan has been an important part of Chinese culture and that the teacher is viewed with respect and admiration. (SW)

Descriptors: Academic Advising; Academic Standards; Adult Farmer Education; Agricultural Education; Chinese Culture; College Entrance Examinations; College Programs; Community Development; Comparative Education; Educational History; Educational Philosophy; Educational Policy; Educational Quality; Educational Television; Environmental Education; Evening Programs; Farmers; Foreign Countries; Guidance Centers; Higher Education Improvement Programs; Individual Counseling; International Educational Exchange; Nontraditional Education; Organizations (Groups); Public Policy; Rural Extension; Scholarship; School Committee Programs; Study Abroad; Teacher Role; Young Adults

Identifiers: 4-H Clubs; Taiwan
ED214411 HE014647

Access to Higher Education in Europe.
Herman, Joseph
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
1981. 86p.
Available from: UNESCO-CEPES, 39, Stirbei Voda St., R-70732, Bucharest, Romania.
EDRS Price: MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: Romania
Journal Announcement: RIEAUG82

This handbook suggests many different ways in which volunteers in community groups can assist students and scholars from the People's Republic of China (PRC) in adjusting to life in the United States. First, the introduction deals with the background of the attitudes and expectations of the men and women now coming to the United States and provides a profile of the students showing their diversity. Second, a description of how to organize a community program is discussed. Third, community programs are suggested that can be sponsored for these students. They are meeting the students' needs on arrival; locating permanent housing; providing basic services such as an introduction to the supermarket and Chinese food stores, a walking tour of the neighborhood, and providing banking; and providing continuing programs such as English conversation, housing, hospitality, and loan closets. Fourth, community programs are publicized. Finally, a third of the handbook is made up of five appendices. They are a "Pinyin" romanization and pronunciation guide to common Chinese surnames, a chronology of the People's Republic of China and U.S.-China relations, a selected reading list, an international student service arrival service and sample arrival information request slip, and a list of principal organizations working in specific areas of U.S.-China relations. (NE)

Descriptors: Access to Education; Admission Criteria; Career Counseling; College Admission; College Entrance Examinations; Competitive Selection; Enrollment Trends; Foreign Countries; Foreign Students; Grades (Scholastic); Higher Education; Nontraditional Students; Occupational Information; Selective Admission; Student Characteristics
Identifiers: *Europe (East); *Europe (West)

Donovan, Katherine C.
Jul 1981. 60p.
Available from: National Association for Foreign Student Affairs, 1860 19th Street N.W., Washington, DC 20009 ($1.00, quantity discounts available).
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJULB2


ED213616 50013625

A manual of U.S. immigration law and regulations pertaining to foreign students and scholars is presented to assist foreign student advisers. Overall topics include nonimmigrant status, student (F) status, exchange visitor (J) status, temporary worker or trainee (H) status, other nonimmigrant classes, and immigrant status. Specific areas include passports, visas, arrival-departure record (Form I-94), alien registration and address report, extension of temporary stay, change of nonimmigrant classification, voluntary departure, issuance of Form I-20 to F-1 students, elimination of duration of status, maintenance of status, employment, visits abroad and reentry, change of status, departure or termination of status, spouse-dependent person (F-2) status, issuance of Form IAP-66 for exchange visitors, two-year home country residence requirement, special factors governing participants in medical fields, exchange visitor dependents (J-2), H-1 and H-2 temporary worker status, H-3 trainee status, H-4 dependent status, nonimmigrant classification less commonly encountered in educational institutions (e.g., diplomats, visitors for business or pleasure), change of nonimmigrant classification, the Immigration and Nationality Act as Amended, the selection system (qualitative standards, numerical limitations, the preference system, ineligibility for immigrant status, and procedures for establishing qualifications for immigrant status), labor certification, appeals and reconsideration, deportation, and refugees and asylum. Appendix materials include a fee schedule, sample forms, a map of immigration and naturalization service regional and district areas, a list of visa issuing posts, and a bibliography. (SW)

Descriptors: Admission (School); Curriculum Development; Educational Counseling; Elementary Secondary Education; English (Second Language); Foreign Students; Guidelines; Private Schools; Student Personnel Services; Student Recruitment

Identifiers: Immigration Law

ED209751 EA014208


Committee on Boarding Schools, Boston, Mass.; National Association of Independent Schools, Boston, Mass.
A Foreign Student's Guide to Study in the United States.
Levin, David
Office of International Education (ED), Washington, D.C.
Report No.: E-80-14018
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN82
Government: Federal
This booklet is intended as a guide to help foreign students who are studying in the United States. Opportunities for foreign students to study in the United States exist as never before, in every state, at all education levels, and in virtually every discipline and subject field. It is anticipated that the foreign student population in this country, currently numbering 286,000, will triple in the 1980s. The booklet begins with general information for the foreign student. Reference works providing information about U.S. colleges and universities and guides to financial planning and scholarship support are cited. The booklet then goes on to describe organizations and agencies which can provide students with general assistance and with assistance in particular fields of study. Also described are organizations administering foreign student exchange programs in the United States and foreign student services. The booklet concludes with a listing of U.S. embassies and other overseas posts, binational education foundations and commissions, and student counseling centers. (Author/RM)

Descriptors: Elementary Secondary Education; Foreign Student Advisers; Foreign Students; Higher Education; International Educational Exchange; Organizations (Groups); Student Adjustment; Student Exchange Programs

The Characteristics and Needs of Non-Traditional Students:
An Annotated Bibliography of Data Based Literature (1950-1980).
Nuver, Millicent E.
Sponsoring Agency: Cleveland State Univ., Ohio.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN82
A compilation of data-based literature from 1950 through 1980 on the characteristics and needs of non-traditional students is presented. Non-traditional students are defined as those older than 18-22 years of age or individuals who, because of special characteristics and needs, have rarely in the past pursued degrees in higher education. The first part of the bibliography covers "Research Identifying Non-Traditional Students" and offers information on student characteristics and needs. Part II, "Research on Specific Types of Non-Traditional Students," focuses on the following types: graduate, special studies, older adults, women, handicapped, adults (general), and foreign students (English as a second language). Part III, "Research on Issues Related to Non-Traditional Students," covers the areas of outcomes, counseling, academic/curriculum, and access. It is suggested that colleges and universities will become more interested in the non-traditional student as traditional enrollments continue to decline. Annotations selected for this bibliography were selected from studies that used the most valid samplings for their data and presented information and/or conclusions having significant implications for collegiate educators concerned with non-traditional learners. (LC)

Descriptors: Access to Education; Annotated Bibliographies; Counseling; Disabilities: Females; Foreign Students; Higher Education; Nontraditional Education; Nontraditional Students; Older Adults; Outcomes of Education; Reentry Students; Student Characteristics; Student Needs
Orientation of Foreign Students.
Althen, Gary
Sponsoring Agency: National Association for Foreign Student Affairs, Washington, D.C.
Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009 (Free, except for postage and handling)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: GENERAL REPORT (140); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEOCT81
This guide examines the problem of providing orientation for foreign students attending U.S. universities. Ideas and suggestions for the design and conduct of orientation programs are provided. Inherent constraints that may impair program success are enumerated, including erratic student arrival times, lack of motivation to participate in orientation, preoccupations, English proficiency, and difficulties in program evaluation; alternatives to complete reliance on formal programs are suggested. The goals of foreign student orientation are outlined and orientation topics are summarized in three categories: (1) practical information; (2) information about the U.S. academic system; and (3) ideas about adjustment to a new culture. Considerations for designing an orientation program are discussed as well as the roles of various personnel involved in foreign student orientation. The problem of financing orientation programs and the difficulty of program evaluation are also addressed. (NAB)
Descriptors: *Acculturation; *Adjustment (to Environment); *College Environment; Cultural Differences; Foreign Student Advisers; *Foreign Students; Helping Relationship; Higher Education; Schools of Education; Student Needs; *Student Personnel Services; Student Teaching; Teacher Certification

Meeting Student's Needs: A Promising Innovation.
Mason, Betty D.; And Others
10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAUG81
A centralized office of student services was developed in a college of education to provide academic advice. The office aids students in adding or dropping courses, making degree plans, evaluating transfer work, applying for admission and certification, clarifying graduation and student teacher requirements, and general programmatic counseling. The office has four faculty members who serve as Director of the Office of Student Services, Director of Student Teaching, Director of Early Field Experiences, and Director of International Students. There are also advisors for degree plans and teacher certification. The positive aspects of this operation include the easy accessibility to students and faculty which results from the personnel being physically housed in one central area. Better communication among the personnel responsible for administering the services has reduced student frustration and has increased staff efficiency. (JD)
Descriptors: *Ancillary School Services; *Centralization; Degree Requirements; *Educational Counseling; *Faculty Advisers; Field Experience Programs; Foreign Students; Higher Education; Schools of Education; Student Needs; *Student Personnel Services; Student Teaching; Teacher Certification
Faculty Member's Guide to U.S. Immigration Law.

Smith, Eugene H.; Baron, Marvin

National Association for Foreign Student Affairs, Washington, D.C.


Available from: National Association for Foreign Student Affairs, 1860 19th St., NW, Washington, DC 20009 (2-10 copies $2.50; 11-25, $3.50; 26-50, $5.00; 51-100, $10.00).

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUNE81

This guide provides guidelines and information for school administrators and pupil personnel services personnel who work with students from abroad. Immigration laws and statuses are briefly reviewed, and legal steps are presented for meeting Immigration and Naturalization Service regulations before enrolling foreign students. Information is provided to help schools: (1) develop policies and procedures for the admission, evaluation, and placement of foreign students; (2) evaluate each student's English language proficiency; (3) design appropriate counseling services; (4) review school district policies; and (5) deal with financial concerns of non-immigrants. An annotated bibliography is followed by appendices of various foreign student and non-immigrant forms.

Descriptors: *Administrator Role; Board of Education Policy: Elementary, Secondary Education; English (Second Language); *College Students; *Student Personnel Services; *School Counseling; *Student Policy; *Student Personnel Services; *Student Adjustment; *Immigration Law
Readings in Intercultural Communication: Volume V. Intercultural Programming.
Hoopes, David S., Ed.
Society for Intercultural Education, Training, and Research.
Jun 1975. 206p.: For related documents, see SD 012 927-930.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PPOSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAR81

This booklet contains 18 articles by 25 authors on the topic of intercultural programming. As used here, intercultural programming is defined as the conduct of cross-cultural or multicultural programs which use intercultural communication concepts to further the learning or develop the communication skills of foreign nationals in the United States and/or the Americans with whom they come in contact. Most of the articles relate to foreign students in American colleges and universities. The articles are categorized under the following topics: orientation, host family training, cross-cultural counseling, cultural awareness for faculty and staff, intercultural communication workshops, foreign students as educators, living/learning centers, multi-cultural leadership, and reentry/transition. Many of the articles present models for workshops or seminars. (Author/AV)

Descriptors: Adult Education; College Students; Communication Skills; Counseling; Course Descriptions; Cultural Intercultural Interrelationships; Culture Contact; Educational Resources; Essays; Foreign Students; Higher Education; Human Relations; Intercultural Programs; Intergroup Education; Leadership; Models; Workshops

Pedersen, Paul, Ed.
Society for Intercultural Education, Training, and Research.
Jun 1974. 155p.: For related documents, see SD 012 927-931.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PPOSITION PAPER (120)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAR81

Seventeen essays are presented which explore aspects of intercultural communication as it relates to the counseling profession. The papers describe cross-cultural dimensions of the counseling relationship, the adjustment process, the point of view of special populations, and suggestions for counselor training. The compilation was made in the belief that people working with multicultural populations must be aware of their own bias and the cultural values of their target audience. Section I presents four papers about counseling guidance and therapy relationships. Topics include guidance implications of concepts from the fields of culture and personality, cultural barriers in the counseling relationship, and the counseling process and its cultural setting. Section II includes studies of the mental health, adjustment, and counseling problems of students from Asian countries. The five papers in Section III explore intercultural problems of specific groups in American society, including Mexican-Americans, Chinese-Americans, Blacks, and American-Indians. Section IV offers four papers about cross-cultural counselor training. Among the topics are cultural stereotyping among psychotherapists and cross-cultural training of mental health professionals (AV)

Descriptors: Adjustment (to Environment); Adult Education; Communication (Thought Transfer); Communication Skills; Counseling; Counselor Client Relationship; Counselor Training; Cultural Awareness; Cultural Interrelationships; Cultural Pluralism; Culture Contact; Educational Resources; Essays; Ethnic Groups; Foreign Students; Higher Education; Human Relations; Mental Health Programs
A national survey was conducted of randomly selected chief student personnel officers at randomly selected institutions of postsecondary education in the United States.

The survey addressed specific institutional demographics, policy-making authority, reporting structure, and areas of responsibility of the administrators. Over 93 percent of the respondents have policy-making authority and report to the chief executive officer of the institution. Areas of responsibility indicated by more than 50 percent of the respondents include: counseling services, health services, career planning, student judicial services, student activities, student government, psychological counseling, financial aid, student publications, international student advising, admissions, veterans' services, handicapped student services, intramural sports, student records, registration, retention, and recruitment. The survey instrument is appended. (Author/MSE)

Descriptors: Administrators; Administrative Organization; Administrator Responsibility; Administrator Role; Admissions Counseling; Career Counseling; College Administration; Counseling Services; Disabilities; Discipline; Extracurricular Activities; Foreign Students; Health Services; Higher Education; Institutional Surveys; Policy Formation; Power Structure; School Holding Power; School Registration; Student Financial Aid; Student Government; Student Personnel Services; Student Publications; Student Records; Student Recruitment; Veterans

ED183968 CG014156
Understanding and Counseling Asian American Students.
Chandras, Kananur V.
6 Oct 1979 12p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAUG80

Asian American students who encounter personal problems may hesitate to utilize counseling and mental health facilities on campuses, being fearful that family, friends and/or relatives may consider them emotionally unstable. Counselors and mental health workers may lack understanding of language and cultural background of Asian-American students. There are resulting frustrations and misunderstandings for both parties involved. Counselors, teachers, administrators, and non-Asian-American students would benefit from more information on diverse cultural backgrounds, acculturation and assimilation problems, counseling implications, and mental disorders involving identity problems for Asian-American students. (Author/BAW)

Descriptors: Adjustment (to Environment); Asian Americans; Educational Attitudes; Foreign Student Advisers; Foreign Students; Guidance Programs; Higher Education; Individual Counseling; Self Concept; Social Differences; State of the Art Reviews; Student Needs; Student Personnel Services; Youth Problems
The Fulbright Program in Israel

Yglesias, Kenneth D.; Krauskopf, Daniel
[1979 12p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN80

An overview of the United States-Israel Educational Foundation is presented. The aim of the foundation is to support educational exchange activities between Israel and the United States. The three primary means of achieving this interchange are: support for the broadening of individual skills in specific areas of learning; strengthening the institutions of higher learning in both countries; and reinforcement of the linkages between the academic communities of both countries. The program that serves the largest number of actual or potential students is the student counseling component. The primary program focus is exchange of scholars as articulated by the Fulbright Act of 1944 and the Fulbright-Hays Act of 1961. The organization of the foundation, which is housed in the United States Embassy in Tel Aviv, and the nature of U.S. Government involvement are outlined. (SW)

Descriptors: Cooperative Programs; *Educational Counseling; Foreign Countries; Higher Education; International Education; *International Educational Exchange; *Philanthropic Foundations; *Student Exchange Programs; *Study Abroad

Identifiers: Fulbright Act 1944; *Israel; United States Israel Educational Foundation

Five Bibliographies on Intercultural Communication.

Hoopes, David S.; Frank, Toby S.
National Association for Foreign Student Affairs, Washington, D.C.
Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT79

This is a collection of five annotated bibliographies of basic reference materials in the general area of cross cultural education. The following specific topics are covered: (1) the admission of foreign students to U.S. institutions of higher education; (2) materials for displays at workshops on English as a second language; (3) documents of interest to advisors of foreign students; (4) books and pamphlets of interest to persons in community work who are responsible for working with international students and planning programs in the community; and (5) sources of information on work, study, and travel abroad. (Author/AMH)
Foreign Students in the United States: Is the Welcome Mat Out?

Eddy, Margot Sanders


Available from: Association for the Study of Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036 ($0.40)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN79

Problems facing foreign students in American colleges and universities are examined. With the number of foreign students studying in the United States increasing each year (over 203,000 in 1976-77), services for foreign students need to be expanded with more emphasis on improving orientation programs. Preadmission screening and counseling are urged to familiarize potential students with the American educational system, standards of academic performance, and social behavior. Obstacles cited include the language problem, degree requirements, course structure, course content, and academic standards. The importance of academic advising to alleviate confusion over course options and program organization is discussed. Also considered are economic problems encountered by foreign students who come with limited funds and have unrealistic ideas about the availability of financial aid or other sources of income and did not anticipate inflation, changed or extended their coursework or overextended themselves buying American consumer goods. Problems of cultural assimilation are noted. Several possible solutions to ease the transition for foreign students are suggested: (1) standardized admissions information centrally organized and easily available; (2) more thorough orientation programs; (3) special training for teachers who instruct foreign students; (4) programs to prepare foreign students for reentry to their home countries; (5) maintenance of contact with foreign alumni. (HH)

Identifiers: Information Analysis Products

Records:

Available from: Office of Admissions and Records, University of California, Berkeley, CA

EDRS Price - MF01/PC02 Plus Postage.

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN79

In July 1970 the University of California reviewed and made recommendations for its international educational exchange program for all campuses. The recommendations were: (1) foreign students should be 4-6 percent of the student population on each campus; (2) they should be admitted once a year, with early admission deadlines; (3) they should have adequate financial support; (4) they should be better distributed (geographically and in academic disciplines); (5) English language proficiency should be assured; (6) foreign student offices should have sufficient staffs; (7) physical facilities should be designated to promote interaction between foreign and American students; and (8) orientation programs should be expanded. For the most part these goals have not been met at Berkeley, and the present study was undertaken to determine why, and what can be done for foreign student programs in the future, especially in relation to the admissions and records office functions. Some numerical data are provided, in tabular form. (MSE)

Descriptors: *College Admission; *College Students; Early Admission; *Facility Planning; Foreign Student Advisers; *Foreign Students; *Geographic Distribution; *Institutional Research; *International Educational Exchange; Language Proficiency; *Major (Students); Postsecondary Education; *Program Development; *Program Evaluation; Research Projects; School Orientation; *State Universities; *Statistical Data; *Student Financial Aid; *Student Personnel Services; *Student Recruitment
Counseling Appropriateness: An Exploration from a Cross-Cultural Perspective.

Walter, Jane H.


EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Cross-Cultural Perspective. Research cross-cultural counseling is difficult, development hinders the students' counseling have been trained to provide effective support to clients whose cultural values differ from their own, and often their efforts have been counterproductive. As a result, the use of counseling services by international students has been minimal. Instead, these students turn to other internationals for help in solving their personal problems, a situation which hinders the students' adaptation to the host culture and the development of their own independence. However, while cross-cultural counseling is difficult, it is not impossible. Research has shown that effective cross-cultural counseling can occur if counselors emphasize the total personhood of the client in terms of the client's culture rather than their own. Empathy, congruence, positive regard, and openness of communication between counselor and client are also essential to effective counseling. To achieve this, counselor training should include courses and practical experience in cross-cultural counseling. (Fl.)

Descriptors: Counseling; *Counseling Effectiveness; *Counseling Services; Counseling Theories; Counselor Client Relationship; *Counselor Performance; *Cross Cultural Studies; Culture Conflict; *Foreign Students; Higher Education; *Literature Reviews

ED155579 CG012700

Relationships Between Adjustment of International Students and Their Expressed Need for Special Programs and Services at a U.S. University: Research and Implications.

Stafford, Thomas H., Jr.; And Others


EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFER79

This study represents a continuation of previous interest in conducting research on 747 international students from 71 countries enrolled at North Carolina State University. The purpose of this study was: (1) to determine the level of adjustment of International students in selected areas and to compare adjustment levels on the basis of student classification and the student's geographic area; (2) to define the extent to which international students used selected university services and programs and to compare this usage on the basis of student classification and student's geographic area; (3) to determine the extent to which international students needed selected university services and programs but did not use them on the basis of student classification and student's geographic area; (4) to determine student satisfaction with the use of university services and programs and to compare this satisfaction on the basis of student classification and student's geographic area; and (5) to determine the relationship between adjustment in selected areas and use of university services and programs. Methods and results of the study are reported. (Author)

Descriptors: *Adjustment (to Environment); *College Students; Foreign Student Advisers; *Foreign Students; Higher Education; Research Projects; *Services; Special Programs; Student College Relationship; *Student Needs

Identifiers: *North Carolina
The Foreign Student in United States Community and Junior Colleges; A Colloquium Held at Wingspread, Racine, Wisconsin, October 18-20, 1977.

College Entrance Examination Board, New York, N.Y.
1978 94p.; Colloquium was sponsored by the American Association of Community and Junior Colleges and The National Liaison Committee on Foreign Student Admissions
Sponsoring Agency: Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
Available from: College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($5.00)
EDRS Price: MF01/PC01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PROCEEDINGS (021)
Journal Announcement: RIEQ787

The impact of foreign students enrolled at United States community and junior colleges and ways to help institutions, government, and other agencies improve the quality of their services for foreign students are explored in these colloquium papers. The papers include: "To Transcend the Boundaries" by Edmund J. Gleazer, Jr., covering why foreign students attend community colleges, the need for organizing principles for handling these students, the differences between community colleges and four-year institutions, community-based education, and what happens to foreign students in the community college setting; "Profile of Foreign Students in United States Community and Junior Colleges" by Theodore Diener, on foreign students' characteristics and demography; "Constraints and Issues in Planning and Implementing Programs for Foreign Students in Community and Junior Colleges" by S. V. Martorana; and "Effective Programming for Foreign Students in Community and Junior Colleges" by A. Hugh Adams. A "Public Statement" issued by the colloquium deals with the purpose of international education in United States community colleges, foreign student enrollment as a facet of the international education program, and colloquium conclusions for local, state, and national levels relative to preadmissions information, admissions, English ability, finance, health and housing, guidance, and counseling. (TR)

Descriptors: College Admission; Community Colleges; Conference Reports; Conferences; Counseling; Educational Policy; Foreign Nationals; *Foreign Students; Government Role; *Government School Relationship; Program Development; Student Characteristics; Student Personnel Services; *Two Year Colleges; *Two Year College Students

Foreign Student Advisers and Learning With Foreign Students.
Westenhauser, Josef A.; Barsig, Dietmar
Minnesota Univ., Minneapolis.
Sponsoring Agency: Agency for International Development (Dept. of State), Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.
Report No.: 00178

Descriptors: Cross Cultural Studies; *Cultural Exchange; Foreign Culture; *Foreign Student Advisers; *Foreign Students; Higher Education; Intercultural Programs; *International Educational Exchange; Pilot Projects; Student Recruitment
Identifiers: Learning with Foreign Students Program; University of Minnesota
Professional Associations for Two-Year College Student Development Staff.

Young, Robert B., Comp.; And Others

Sep 1977 78p.; Not available in hard copy due to marginal legibility of original document


National Council on Student Development, Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: DIRECTORY (132)

This directory lists 428 professional associations which serve two-year college student development workers. It includes 46 national, 86 regional, and 296 state and substate associations. Most entries contain the organization name, address, phone number, annual fee, contact person, purpose, and the persons or areas served. The result of a national survey sponsored by the American College Personnel Association, the directory is a valuable resource for all student development professionals, with listings relevant to counseling, testing and evaluation, career planning and placement, financial aid, housing, orientation, foreign students, veterans, student activities, athletics, college unions, bookstores, admissions, registration, and health services. (RT)

Descriptors: Admissions Counseling; Community Colleges; Guidance Personnel; National Surveys; Professional Associations; Specialists; Student Personnel Workers; Two Year Colleges

The Intra-European Mobility of Undergraduate Students.

European Cultural Foundation, Amsterdam (Netherlands). Dec 1975 77p.; Best copy available

Sponsoring Agency: Commission des Communautes Europeennes (Luxembourg).

Available from: Institute of Education of the European Cultural Foundation, Universite Paris IX-Dauphine, Pl. du

1er-le-Chemin-des-Tessigny, 75116 Paris, France

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Undergraduate student mobility in Europe, which is seen as a desirable objective by the European communities, is examined in this study. The idea of mobility includes a term or year of study in a foreign country as well as stays of a month or two resulting from inter-university agreements or twinning schemes, or even periods of training that round off the requirements for certain diplomas. This report deals with: the motivations underlying undergraduate student exchange; the less-than-satisfactory level of student exchange; obstacles to the free circulation of students; and organized mobility. A pragmatic policy is proposed, including the development of a practical guide for students containing information on admission requirements; a summary of the university systems; courses, grades, and diplomas; cases of equivalence; scholarships; and advisory agencies. Included are draft proposals for: establishment of a consultative committee; improvement of relevant statistical information; the level of British enrollment fees for other EEC students; equality of access to higher education for the children of migrant workers; and time allowances for periods spent abroad for purposes of study. (Author/LBH)

Descriptors: Access to Education; Admission (School); Cooperative Planning; Foreign Countries; Foreign Student Advisers; Foreign Students; Higher Education; Institutional Cooperation; International Educational Exchange; Student Exchange Programs; Student Mobility; Study Abroad; Undergraduate Students

Identifiers: Belgium; Denmark; *Europe; France; Great Britain; Ireland; Italy; Netherlands; West Germany
Trends in Counseling and Information Services for the Adult Learner.
Ironside, Diana J.; Jacobs, Dorene E.
1977 105p.; Occasional papers
Available from: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEJAN78
This review of the literature on the topic of counselling and information services for adult learners was commissioned by UNESCO in autumn 1974. Topics addressed include (1) social context of adult education in the 1970's, (2) need for services, (3) trends in counselling, (4) trends in information services, (5) services to women and the disadvantaged, and (6) innovations in the field. An extensive annotated bibliography covers the above topics as well as vocational and career counselling; services to families, single men, professionals, the aged, and handicapped; and nontraditional forms of learning. (STS)
Descriptors: *Adult Counseling; Adult Education; Adult Programs; *Adult Students; Adult Vocational Education; *Annotated Bibliographies; *Counseling Services; Disadvantaged; Educational Innovation; Experimental Programs; *Information Services; International Educational Exchange; Needs Assessment; *Professional Continuing Education; *State of the Art Reviews

McMullen, William M.
May 1977 15p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT77
Questionnaires were sent to Deans of Students at Texas community colleges in order to gather information on the international (foreign student) programs at the various colleges. Areas examined included admissions requirements, pre-conditional admissions requirements, and handling of international students subsequent to admission. Of the 46 schools responding to the survey, 39 indicated they enrolled international students. The average number of internationals per institution was 64, with six schools reporting international enrollments in excess of 100, and one school with more than 600. Two-thirds of the colleges admitting internationals had a staff member designated as international student advisor; although only three had separate budgets for an international student office. Admission requirements were found to vary, with the Test of English as a Foreign Language primarily used as a screening device. Some financial aid, albeit limited, was available to international students, and most schools provided developmental programs in English and mathematics. Among the recommendations offered to improve the effectiveness of international programs were establishment of an international student advisor organization, requirement of automobile and hospitalization insurance for internationals, and budgetary and staff support for international student offices at schools enrolling 75 or more internationals. (JDS)
Descriptors: *Admission Criteria; College Admission; Community Colleges; Foreign Student Advisors; *Foreign Students; *International Programs; State Surveys; Student Financial Aid; *Student Personnel Services; *Two Year Colleges
Identifiers: *Texas
Making It in the Real World
Armstrong, Fiona; And Others
1976 10p.; Paper presented at the New York State English for Speakers of Other Languages/ Bilingual Education Conference (October 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG77
This paper describes a project designed to facilitate the rapid movement of adult students from the classroom into vocational training, jobs, or higher education. The project deals with junior and senior high school dropouts, some from New York and some from Puerto Rico. The basic premise of the program is that, while these students return to school because they feel they need further instruction in English, what they also need are other skills vital for success in the working world. Basic features of the program include: flexible class groupings, non-traditional classroom settings, reinforcement of a positive self-image, but most of all, training not only in English as a second language but also in academic skills (including test-taking strategies), vocational opportunities, and in the values and behavior patterns of the working world. The success of this program depends on a mutually supportive group of teachers who constantly examine and re-evaluate the objectives of the students, and the program, diagnose the proficiency and learning problems of each student, and coordinate the teaching of the various skills on different levels. (Author/AM)
Descriptors: Adult Dropouts; Adult Education; Adult Programs; Adult Students; Adult Vocational Education; Basic Skills; Business Skills; Career Guidance; Daily Living Skills; English (Second Language); Foreign Students; Interviews; Job Skills; Language Instruction; Language Skills; Postsecondary Education; Puerto Ricans; Self Concept; Teaching Methods; Vocational Education

A Rationale for a Counseling Program Designed Uniquely for International Students
Altscher, Diane C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77
This paper outlines the broad scope of difficulties that international students encounter upon their arrival at an American institution. These students are confronted with unfamiliar customs, unappetizing food, a novel educational system, loneliness and isolation, communication difficulties, prejudice, confusion about relationships, building, and lack of knowledge about social and student etiquette and American survival skills. Colleges provide a variety of support services for the incoming American freshman student, but all too often ignore the unique problems of the foreign student. Institutions that expect to serve adequately the international student population need to provide an ongoing counseling program designed specifically for students from abroad. (Author)
Descriptors: Adjustment (to Environment); College Students; Counseling Objectives; Counseling Services; Counselor Role; Cultural Isolation; Foreign Student Advisers; Foreign Students; Higher Education; Program Proposals; Student Needs; Student Personnel Services
The Foreign Undergraduate Student: Institutional Priorities for Action.

College Entrance Examination Board, New York, N.Y. 1975 118p.; Papers presented at a colloquium sponsored by The National Liaison Committee on Foreign Student Admissions (Racine, Wisconsin, June 20-21, 1974)

Available from: College Board Publication Orders, Box 2815 Princeton, N.J. 08540 ($2.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CONFERENCE PROCEEDINGS (021)

Journal Announcement: RIEDEC75

A group representing United States higher education, Federal Government, foundations, and professional agencies and associations met to discuss the issue of the impact that undergraduate foreign students and United States postsecondary education have on each other. The meeting was organized around three prepared papers. The papers dealt with the ideal, the real, and the practical approach to undergraduate foreign student programs. This document reprints those papers. With insights gathered from the colloquium, some guidelines were established that might be utilized entirely or in part by institutions, government, professional associations, and foundations as they develop an achievable strategy, one in which the "ideal," or the dream, and the "real" with all its existing constraints, were concurrently examined. Some recommendations include: (1) information sources overseas; (2) integrity in admissions; (3) clearinghouses; (4) curricular reform; (5) legislation; (6) service to institutions; (7) institutional self-study; (8) research; (9) two-year colleges; (10) proprietary schools; (11) liaison with financial aid office; (12) accrediting; (13) international foreign student association. (Author/KE)

Descriptors: Admission Criteria; Colleges; Community Colleges; Financial Support; Foreign Countries; *Foreign Student Advisors; *Foreign Students; *Higher Education; Information Dissemination; Organizations (Groups); Proprietary Schools; *Undergraduate Students; *Undergraduate Study; Universities

International Educational Interchange: The College, the University, and the Foreign Student.


Sponsoring Agency: Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Available from: National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 ($0.25 handling plus postage)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG75

The Committee on Foreign Students in American Colleges and Universities published its findings in 1963 and reviewed areas of need and made recommendations for strengthening educational exchange programs in U.S. universities and colleges. This reprint of the committee's findings is in three chapters: education's stake in international exchange, the university's responsibilities to the foreign student, and the administration of services for foreign students. Chapter 1 reviews the stakes of the university, the national interest, and the international community in international exchange. Responsibilities of the university, discussed in Chapter 2, include admissions, English language, orientation, academic advising, personal counseling, and the foreign student as alumnus. Chapter 3 reviews the staff, the budget, and administrative services. (MJM)

Descriptors: Admission (School); Counseling; Educational Administration; Exchange Programs; *Foreign Students; *Higher Education; *Institutional Cooperation; Institutional Role; Orientation; *Student Exchange Programs
Problem of International Students Enrolled in Texas Public Community Colleges as Perceived by International Students and International Student Advisors.

Hart, Roy H.

EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEF875

This study investigates student personal problem perceptions of international students at public community college campuses in Texas. The International Student Problem Inventory (ISPI) was administered to 220 international students and 30 international student advisors. Percentages were utilized to identify and compare problem perceptions of those taking the ISPI. Based on responses from the questions, some of the findings were: (1) international student advisors and international students perceived the most problems in the areas of the English language, financial aid, selection and academic advising and records; (2) no significant differences were found between urban and rural student perceptions; (3) female students showed significantly different perceptions in several areas when compared with male students; (4) no significant differences were found between students on campus for varying lengths of time; and (5) no significant differences were found between married and single students. The author recommends that another study be undertaken to identify the existing and ideal background, role, and function of a model international student office in a public community college. (Author/PC)

Descriptors: *College Students; Comparative Analysis; *Foreign Student Advisers; *Foreign Students; Research Projects; *Student Problems; *Tests
Identifiers: *International Student Problem Inventory

Foreign Students in Community & Junior Colleges.
Kerr, Lorrie

American Association of Community and Junior Colleges, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

Available from: American Ass'n. of Community and Junior Colleges, One Dupont Circle, Washington, D. C. 20036 ($1.50)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEF875

A guide for two-year college administrators in dealing with foreign students and the administration of a foreign student program is presented. Topics discussed include the role of the community/junior college, admission policies, advising foreign students, orientation, housing, community volunteers, on-campus program, professional associations, services offered by agencies in the international field, and a bibliography on enrollment of foreign students. (OK)

Descriptors: *Administrator Guides; Admission Criteria; Bibliographies; *College Admission; College Housing; *College Role; Community Colleges; Counseling Services; *Foreign Student Advisers; *Foreign Students; *Postsecondary Education; Student College Relationship; Two Year Colleges

Dremuk, Richard, Ed.
Hawaii Univ., Honolulu. East-West Center.; National Association for Foreign Student Affairs, Washington, D.C.
Sponsoring Agency: Asia Foundation, New York, N.Y.; Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY73

This report was planned to facilitate the task of college admissions officers of American educational institutions in the evaluation of foreign credentials. The educational systems of Cambodia, Laos, Vietnam, Indonesia, Korea, and Thailand are examined in depth and include discussions of each country's educational history and educational structure. The highlights of workshop discussions are included. Placement recommendations concerning the foreign student serve as a guide for counselors processing applications for admission to American institutions. Information concerning the workshop program, staff and participants, and country groups, and a bibliography of preparatory material are provided. (RL)

Descriptors: Academic Records; Academic Standards; Admission (School); *Admission Criteria; *College Admission; College Bound Students; College Freshmen; *Educational Counseling; Educational Diagnosis; *Foreign Students; Out of State Students; *Student Placement
Identifiers: Cambodia; Indonesia; Korea; Laos; Thailand; Vietnam

Advising Offices Overseas-Closing the Information Gap.

Vroman, Clyde
Apr 1972 15p.; Presented at the 58th Annual Meeting of the American Association of Collegiate Registrar and Admissions Officers, April 20, 1972, Cleveland, Ohio
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN73

This paper consists of two parts. Section I summarizes the author's experiences in Japan during 1971 when he served as a Visiting Consultant on Student Counseling Services to the U.S. Educational Commission, Japan. It was concluded that the need for the counseling service is high, student counseling roles must be firmly established, and the existing program of counseling services needs expansion. Limitations due to staff and budget are recognized, but information resources must be expanded and improved. Section II of this report contains suggestions for improving overseas communication methods.

Descriptors: *Counseling Services; Foreign Countries; *Foreign Student Advisers; *Foreign Students; International Education; International Relations; *Student Personnel Services; Student Personnel Workers
Identifiers: Cambodia; Indonesia; Korea; Laos; Thailand; Vietnam
Exploring Education. Students from Overseas.
Yates, Alfred, Ed.

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEDC72

Students entering college for the first time are often confronted with adjustment problems that seem to them unsurmountable and impossible. There is the transition from living dependently with parents to semi-independent living on the college campus. In addition to the many problems encountered in academic areas, if a student, accustomed to the speech, climate, and other college environmental features, experiences great difficulties in adjustment, it is no surprise that students studying in a foreign country experience even greater problems. To define and ultimately alleviate some of the problems of foreign students, a study of foreign students in Great Britain was conducted. From the study it is clear that there is a need for systematic and effective procedures whereby the academic capabilities of foreign applicants may be assessed so that they can be assigned to courses that are suited to their requirements.

Criteria for admission that have been found to have predictive value are: grades obtained in previous academic work; English test scores; an assessment of the candidate's financial resources; and an appraisal of the student's capacity to adjust to a new social and cultural environment. The other most pressing need for foreign students is the need for more effective guidance and counseling to be made available after their arrival in Britain and throughout their stay. Such counseling could mean the difference between a foreign student dropout and a successful happy foreign student. (HS)

Descriptors: *Ability Identification; *Foreign Student Advisers; *Foreign Students; *Higher Education; *International Education; Student Adjustment; Student Evaluation; Student Exchange Programs

The pamphlet should be of use to administrators, advisors, professors, physicians, clergy, and counselors who deal with foreign students. (HS)

Descriptors: *Foreign Student Advisers; *Foreign Students; *Higher Education; International Education; Student Adjustment; Student Exchange Programs; *Student Needs

This document presents 2 papers under 1 cover concerning the life of foreign students at the University of Kansas. The first paper, Foreign Students at the University of Kansas by Padma Jayaraman, discusses the difficulties of foreign students in communication with Americans. Foreign students seem to feel alienated from the American culture and find that making friends among Americans is almost an impossibility. However, several programs at the University of Kansas have been instituted to make foreign students feel more at home. These are the KU International Club, the People-to-People program, the Host Family Program, and the Small World, Inc. The second paper, entitled The Office of the Dean of Foreign Students, is by Marie-Claire Roussy. This paper deals with the function and organization of the Dean of Foreign Students' Office with particular emphasis on the special demands and needs of foreign students. The author concludes her paper with a suggestion that more use be made of feedback resources to enable administrative personnel to keep up to date with the problems and needs of foreign students. (HS)

Descriptors: College Students; *Foreign Culture; Foreign Student Advisers; *Foreign Students; *Higher Education; *International Education; Student Exchange Programs; *Student Needs

EDO62902# HE002815

Adjustment Experiences of Non-Immigrant Foreign Students at the University of Rochester.
Rising, Muriel Nixon; Copp, Barbara M.
Rochester Univ., N.Y.
1968. 64p.
Available from: University of Rochester, River Campus Station, Rochester, New York 14627 ($1.25).

This pilot inquiry and study was designed to explore some of the adjustment experiences of the foreign students on the University of Rochester campus to provide information useful in orientation programming, foreign student advising, and foreign student counseling. Questionnaires were sent to 45 students and returned by 20 students who matriculated between 1960 and 1963, and 22 students who matriculated between 1963 and 1967 were interviewed. Questions were asked and are dealt with in this document concerning 4 broad areas: (1) adjustment to academic life; (2) adjustment to U. S. culture; (3) adjustment to living at the University of Rochester; and (4) adjustment within and across cultures. The pamphlet should be of use to administrators, advisors, professors, physicians, clergy, and counselors who deal with foreign students. (HS)

Descriptors: *Foreign Student Advisers; *Foreign Students; *Higher Education; International Education; *Student Adjustment; Student Exchange Programs; *Student Needs; Student Personnel Services

EDO66138# HE003314

The International Campus.
Coen, Clark, Ed.
Kansas Univ., Lawrence.
Nov. 1971. 27p.; International Student Studies 27
EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDC72

This document presents 2 papers under 1 cover concerning the life of foreign students at the University of Kansas. The first paper, Foreign Students at the University of Kansas by Padma Jayaraman, discusses the difficulties of foreign students in communication with Americans. Foreign students seem to feel alienated from the American culture and find that making friends among Americans is almost an impossibility. However, several programs at the University of Kansas have been instituted to make foreign students feel more at home. These are the KU International Club, the People-to-People program, the Host Family Program, and the Small World, Inc. The second paper, entitled The Office of the Dean of Foreign Students, is by Marie-Claire Roussy. This paper deals with the function and organization of the Dean of Foreign Students' Office with particular emphasis on the special demands and needs of foreign students. The author concludes her paper with a suggestion that more use be made of feedback resources to enable administrative personnel to keep up to date with the problems and needs of foreign students. (HS)

Descriptors: College Students; *Foreign Culture; Foreign Student Advisers; *Foreign Students; *Higher Education; *International Education; Student Exchange Programs; *Student Needs
American Cultural Patterns: A Cross-Cultural Perspective.
Stewart, Edward C.
Available from: Regional Council for International Education, 1101 Bruce Hall. Univ. of Pittsburgh, Pittsburgh, Pennsylvania 15213 ($2; free to associates of RCIE member institutions
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAR72
The objective of this report is to supply a perspective on some of the cross-cultural problems encountered by American advisors, academicians and technicians overseas or by Americans such as foreign student advisors working in an Intercultural Setting in the U.S., for the purpose of promoting more effective communications. Part I presents a conceptualization and description of the cross-cultural problems and discusses the concepts of patterns of thinking, assumptions, and values. Part II delineates and compares American patterns of thinking in the educational context; concepts such as style, language, and dichotomies and explanation are discussed. In Part III substantive descriptions of American assumptions and values are provided. Each chapter deals with one of the following topics (which may be seen as the individual components of a cultural pattern or system of assumptions and values): form of activity, form of relation to others, perception of the world, and perception of the self. Part IV records some of the consequences of the cultural differences in the face-to-face interaction between Americans and their counterparts. The theme of relativity of assumptions and values is stressed throughout the report by presenting American cultural characteristics in conjunction with variations from other cultures or from American culture itself. (Author/DUB)
Descriptors: *American Culture; Bibliographies; *Communication (Thought Transfer); Counselor Training; *Cross Cultural Training; *Cultural Differences; Cultural Images; Cultural Influences; Foreign Culture; Foreign Student Advisors; International Education; Interpersonal Relationship; Middle Class Standards; *National Norms; *Non Western Civilization; Philosophy; Self Concept; Social Relations; Values

Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.; National Association for Foreign Student Affairs, Washington, D.C.
Mar 1971 56p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR72
The second AID-NAFSA workshop members included many of the staff of the Office of International Training. 31 Foreign Student Advisors, and 23 other members of NAFSA. The three main objectives of the program are: to improve the capability of the participants by new knowledge and skills; to expose them to modernization and popular participation at community level; and to provide an opportunity to see the U.S. Other concerns included: the protection of the individual participant; possible alienation of a participant by long absence from home; the need for COMSEC to embrace all sections of the community; the need for increased student participation in decision-making in community programs; the lack of provision for dependents; and the need for a known point of contact on the campus for AID-University communication. As was intended, the working groups produced a number of recommendations. Other proposals made during the workshops ranged from some of major importance concerning policy to suggestions for practical improvements; but all were of value in contributing to the betterment of the Participant Training Program. (HS)
Descriptors: College Students; *Federal Programs; *Foreign Student Advisors; *Foreign Students; *Higher Education; International Education; Program Evaluation; Program Improvement; Reports; *Student Exchange Programs

Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Sep 1971 80p.


EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH

Journal Announcement: RIEFE872

Programs described in this booklet, the 1970 annual report of the State Department’s Bureau of Educational and Cultural Affairs, are indicative of some of the services and opportunities for foreign students studying in the United States. Counseling services available to the foreign students and orientation procedures for incoming students are reviewed. A summary of exchanges and expenditures includes tables on: (1) exchanges with each country, 1949-70, (2) fields of specialization by category of grantee, (3) distribution of grantees in the United States, (4) countries which share costs of exchange, (5) total participants in the program, (6) women grantees as compared to total exchanges, (7) source of funds, fiscal years 1969 and 1970, (8) total funds obligated, fiscal years 1966-70, and (9) expenditures by country, fiscal year 1970. Special sections include reference to leaders abroad who have studied in the United States, 1970 State Department-sponsored programs for foreign students and young leaders, and a profile of the Exchange Program 1970. (PL)

Descriptors: *Foreign Student Advisers; *Federal Aid; *Federal Government; *Financial Support; *Foreign Student Advisers; *Foreign Students; *Guidance Programs; *International Education; *Orientation Materials; *Student Exchange Programs; *Student Placement

The Student in the International Scene. Abstracts of the International Education Year Conference.
Hope, Lucien W., Ed.

National Association for Foreign Student Affairs, Washington, D.C.


EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH

Journal Announcement: RIEJAN71

This booklet serves as an annual conference report for the National Association for Foreign Student Affairs. Some 58 abstracts of articles, papers, and addresses are presented. Author and title indexes are included. (RL)

Descriptors: *Abstracts; *College Students; *Conferences; *Ethnic Groups; *Foreign Countries; *Foreign Culture; *Foreign Student Advisers; *International Education; *International Organizations; *International Relations; *Speeches; *Student Exchange Programs; *Student Personnel Services; *Student Personnel Workers

Report of the AID-NAFSA Workshop for Foreign Student Advisers.

Agency for International Development, Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH

Journal Announcement: RIENOV70

This report discusses the proceedings of the first workshop for foreign student advisers in which were stated and explained the policies, procedures, and expectations of participating universities. The activities of the Agency for International Development (AID) and its International Training Specialists are examined in relation to the work performed by the National Association for Foreign Student Affairs (NAFSA) and its Foreign Student Advisers. Matters affecting the AID participant and his program which are of concern to university personnel, other than AID and NAFSA members, are examined. A list of workshop participants and the workshop program are included. (RL)

Descriptors: *Agencies; *Articulation (Education); *Cooperative Programs; *Coordination; *Foreign Student Advisers; *Government Employees; *Government Role; *Guidance Objectives; *Guidance Programs; *International Education; *International Programs; *Program Administration; *Program Descriptions; *Student Personnel Workers; *Teacher Workshops; *Universities; *Workshops
ED025976 FLO01070
Cotner, Thomas E.
Office of Education (DHEW), Washington, D.C.
1961 120p.
Report No.: DE-14066
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN69
Descriptors: Bibliographies: Books, pamphlets, articles, and public laws and regulations are listed in this selected bibliography. Major attention is given to international fellowships, scholarships, and exchange of persons, programs, and to counseling and program planning for exchange visitors from other countries. There is a shorter section for reports on exchange programs. Bibliographies on related fields are identified, and names and addresses are provided for the periodicals and publishers cited. (AF)

ED024964 CG002957
Initial Orientation of Foreign Students. Guidelines.
National Association for Foreign Student Affairs, Cleveland, Ohio. Field Service Program.
Sep 1964 13p.
Available from: National Assn. for Foreign Student Affairs, Field Service Program, Room 610, 601 Rockwell Avenue, Cleveland, Ohio 44114 ($0.50).
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMY69
Descriptors: College Students; Counseling; *Faculty Advisers; Foreign Students; Guidelines; Student College Relationship; Student Needs; Student Personnel Services; Student Problems

ED017035 CG001784
ACADEMIC AND PERSONAL ADVISING. GUIDELINES.
National Association for Foreign Student Affairs, Cleveland, Ohio. Field Service Program.
APR1966 21P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
Descriptors: Counseling Services; *Foreign Students; Guidance Programs; *Higher Education; *Orientation; Program Content; Program Design; Program Development; Program Guides; *Student Personnel Services

are the basic criteria of the program. (Author/EK)
STUDENT PERSONNEL SERVICES FOR ADULTS IN HIGHER EDUCATION.
FARMER, MARTHA L.
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT
THIS REFERENCE WORK ON PERSONNEL SERVICES IN EVENING COLLEGES INCLUDES PAPERS ON THE HISTORICAL BACKGROUND OF EVENING COLLEGES, AND ON STUDENT PERSONNEL SERVICES, ADMINISTRATIVE ORGANIZATION, ADMISSIONS, STUDENT ACTIVITIES, COUNSELING, PLACEMENT, TRAINING OF PERSONNEL WORKERS, SERVICE TO BUSINESS, INDUSTRY, AND LABOR, FINANCIAL AID, AND THE IMPLICATIONS OF AUTOMATION AND CYBERNETICS FOR EVENING EDUCATION AND FOR THE PERSONNEL AND GUIDANCE PROFESSION. THE IMPACT OF ADULT MOTIVATION AND CIRCUMSTANCES, DISTINCTIONS BETWEEN PERSONAL OR PSYCHOLOGICAL COUNSELING AND OTHER FORMS OF COUNSELING AND GUIDANCE, PROFESSIONAL AND PERSONAL REQUISITES FOR STUDENT PERSONNEL WORKERS, THE PLANNING OF ADULT-CENTERED EXTRACURRICULAR ACTIVITIES, AND THE PROBLEM OF ACCESS BY PART-TIME STUDENTS TO PRIVATE LOANS, VETERANS' BENEFITS, AND FEDERAL LOANS AND GRANTS UNDER THE REVISED NATIONAL DEFENSE EDUCATION ACT AND THE HIGHER EDUCATION ACT OF 1965, ARE STRESSED. (THE DOCUMENT INCLUDES A SUBJECT INDEX.) THIS DOCUMENT IS AVAILABLE FROM THE SCARECROW PRESS, INC., METUCHEN, NEW JERSEY.) (LY)
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