

AN AUTHOR'S GUIDE TO CREATING AACRAO INTERNATIONAL PUBLICATIONS

AACRAO's INTERNATIONAL PUBLICATIONS ADVISORY COMMITTEE

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Dear Author,

Thank you for contributing your time, expertise, and creative talents by working on an AACRAO publication for the field of international education. As you know, good reference materials are highly valued for professionals in our field, and your efforts are greatly appreciated.

This Author's Guide has been developed to assist you in meeting the standards used in AACRAO publications. We hope that it will provide you with the guidelines needed to submit, edit and complete your publication.

We hope this will be an enjoyable and rewarding experience for you. Please do not hesitate to contact us if you need further assistance, or if you have suggestions for this guide that would prove helpful to future authors.

Sincerely,

Jane Yahr Shepard
Chair, IPAC

and

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Introduction

AACRAO's International Publication Advisory Committee (IPAC) is composed of five to seven members of AACRAO. IPAC is responsible for advising and determining publication needs in the international education field; recruiting and selecting authors; and recommending options for publication.

These publications can include country studies, discipline-specific studies, instructional guides on specialized topics, and other books related to areas of international education.

This IPAC Guide is designed to facilitate the research, writing, and editing of AACRAO publications.

Publication Types

The IPAC looks for authors for the following types of resources:

Country Study: Country Studies are comprehensive studies of the educational system of a country. A Country Study typically includes the history of the educational system, information about all levels of education, and specific information about specialized areas (i.e., engineering, nursing, teacher training). Institutional Profiles are often included as well. Previous publishing experience is expected. Estimated time commitment is 18-24 months.

Discipline-specific Study: Discipline-specific Studies are comprehensive studies of specialized areas of education (i.e., engineering, nursing, teacher training) across countries grouped either by geography (i.e., South America) or by type of educational system (i.e. British, French).

Special Report: Special Reports are designed with the dual purpose of providing professional development for the author as well as producing a quality research publication. Special Reports may cover the educational system of one country, or a group of countries in a region, or other topics related to international education. The scope of work is comparable to, but usually less comprehensive than a full-country study. Previous publishing experience is preferred. Estimated time commitment is 12 months.

Working Paper: Working Papers are short research papers that may incorporate material prepared for a conference presentation, provide an overview of an educational system, or describe research findings on a topic of interest to the international community. Estimated time commitment is 6 months.

Country Profile for *EDGE* (Electronic Database for Global Education): Country pages are in-depth studies of the educational system of a country, designed for view on the web. Templates and writing guidelines are provided. Estimated time commitment is 3 months.

Establishment of Priorities and Selection of Projects

In determining topics for AACRAO publications, the IPAC considers the following factors:

- ◆ The need for basic or updated information or the magnitude of recent changes in a system of education in a country.
- ◆ The need for elaboration on a topic pertinent to research in international education.
- ◆ The number of students from the country studying in the U.S.
- ◆ The quality and timeliness of available information.
- ◆ The interest from the international exchange community.
- ◆ The likelihood of successful completion of the project.
- ◆ The probability of attracting qualified authors.

National Council on the Evaluation of Foreign Educational Credentials (The Council)

The Council is an inter-associational committee made up of representatives of organizations involved in higher education including AACRAO, NAFSA, and the College Board which establishes standards for the interpretation of foreign educational credentials. The Council, in collaboration with other entities, helps establish research guidelines for publications on international education.

Responsibilities

The Author (or Authors) conducts research in the U.S., and is responsible for preparation of a comprehensive draft manuscript, verification of the information, and production of a final draft that conforms to IPAC guidelines. The Author's responsibilities also include adherence to the budget and timetable stipulated in the contract; any adjustments require approval of AACRAO. Additional professional responsibilities include fulfilling diplomatic obligations that enhance receptivity to the final volume, and giving presentations at AACRAO national conferences.

In a case where there is more than one author for an AACRAO publication, one author will be designated the Managing Author. This author will have final authority for decisions made on the book, and will be responsible for overall coordination, the research agenda, collection of information, and filling in the missing links. If any co-author leaves or is unable to meet the requirements, the managing author will make arrangements for project completion.

The Publication Consultant is someone the author should identify; someone who can review the manuscript for content accuracy and correct use of terminology. The consultant should review the first draft, support the research and read succeeding drafts.

The IPAC will maintain a communication plan between the author and other involved parties.

The Council Liaison, when appropriate, is a member of the National Council for the Evaluation of Foreign Educational Credentials. The council liaison represents the Council on individual projects to facilitate the production of a final manuscript that incorporates accurate Council information and recommendations. The Council Liaison will work with the Author to review the text for completeness of the information and clarity of the text.

Selection of Authors

Candidates complete an AACRAO application that includes biographical information and an outline of the project. IPAC reserves the right to request additional material, such as a writing sample and letters of recommendation. In evaluating applications, IPAC considers the following criteria:

- Membership and record of participation in AACRAO or NAFSA; or involvement in comparable professional association activities.
- Current or former employment in a position directly related to the admission and placement of students with foreign academic credentials and/or with the comparative study of world educational systems.
- Familiarity with the country or topic and with U.S. higher education.
- Sufficient language ability to review primary documents in the language of the country under study.
- Familiarity with methodology used in conducting research on foreign educational issues.
- Demonstrated ability to conceptualize a project, conduct research, interpret data, and prepare a manuscript suitable for publication.
- Approval from home institution for release time required for research, writing, and editorial work.
- Continued commitment to the field of international education.
- Sufficient experience in using appropriate technologies for production of the drafts of the publication and agreement to follow the publishers preferred software guidelines on all drafts of the publication. (The current required standard for production of the manuscript is Microsoft Word.)

Author and Publisher Contracts

Once an author has been selected, a contract between the author and AACRAO is signed confirming their responsibilities for carrying out the elements of the publication development process. This agreement also spells out the budget, timetable, and other practical details of the project.

The conditions of the contract are binding and will not be renegotiated during the publication process without justifiable cause and only in writing. Failure on the author or publisher's part to follow the contract agreement may result in cancellation of the publication.

Preparation of the Manuscript

Preliminary Considerations

Before beginning, check with the AACRAO publication staff to be sure that the version of the software you have is current. **All** drafts are to be prepared in Microsoft Word.

Use consistent terminology for educational credentials, levels of study, and types of institutions throughout the publication. For countries where the native language is not English, one of the greatest challenges of writing an AACRAO book is to master education terminology and to use it consistently in all sections of the manuscript.

From the first day, when doing research, develop a glossary of educational terms and names of credentials. This glossary should specify foreign terminology, English translations, diacritical marks, and definitions.

Use the glossary to check usage of terminology for credentials, educational system structures, sample credentials, university catalogs, and other resources. Terminology must be used consistently in the text, graphic presentations, comparability statements, sample credentials, and institutional profiles.

In estimating the length of the final publication, plan on 500 to 600 words per page of text. Institutional profiles, tables, and charts will increase the page count. The amount of information included in institutional profiles is an important indicator of the overall length of the manuscript. Also be prepared to designate sections for partial deletion later if necessary to meet space requirements.

Manuscript Components

The following components may not apply to all types of publications.

- An Acknowledgements section that recognizes funding sources as well as colleagues and officials in the U.S. and in the country being studied who provided assistance in completion of the project. Check names and titles for accuracy. Diplomacy and recognition of assistance is very important to international exchange. The acknowledgment section may also include a description of the history of the project, discussions of historical and/or international student exchange issues that are important to the subject of the book, and special situations of note encountered in the research. This material should precede the recognition of assistance.
- Table of contents, an outline (minus page numbers) made up of major headings in the manuscript.

- List of Tables, Figures, and Documents.
- Map, either in final form with permission to reproduce or in draft form with key landmarks and cities marked for inclusion in a map prepared by the professional editor.
- An Educational System Diagram which has been carefully chosen (or revised when necessary) to show the primary locations of elements of the educational system. The contents of the educational system diagram must be consistent with the text in structure and use of terminology. The diagram should include levels of education (preprimary through graduate and professional programs), ages of students and cumulative years for each level, generic names of schools and institutions or types of education, and credentials received at key benchmark levels of the system. Overly complex diagrams are not useful. In addition to a diagram of the overall system of education, separate diagrams may be used to illustrate complexities at the upper secondary and/or tertiary levels. Unless a previously published diagram is used, with the appropriate approvals, the professional editor will format the final version.
- *History, geography, and demography of the country*—brief description
- *Pre-primary and primary education*—brief description
- *Secondary education*—descriptions of the organization and funding of education, lower and upper secondary education, transition between levels, streaming into academic, technical, and vocational education; comparisons of curricula; and access to higher education afforded by each type of upper secondary program. Give special attention to assessment of graduates and national and/or school-based final examinations and to critical issues in the admission and placement of students in the U.S. Include samples of standard documents. Both public and private secondary education should be studied.
- *Tertiary education*—succinct descriptions of the organization and funding of tertiary education. If private bodies organize sectors of education, recognition procedures are critically important. In addition to describing university programs, also cover other types of tertiary institutions and programs; professional programs in medicine, veterinary medicine, engineering, etc.; teacher training programs, and graduate programs. Address critical issues affecting the admission and placement of students in the U.S.
- *Tables and figures*—if copied from other publications, cite appropriately. Include written permission from the holder of the copyright when submitting the manuscript to the professional editor. When table and figures are submitted electronically, they should be inserted in the running text at the position the author feels most appropriate. If for layout purposes they need to be moved, authors will be consulted.
- Where information is taken from other materials, those materials must be properly footnoted.
- All *headings and footnotes* for tables and figures should be clearly designated; numbers in columns in both text and tables must be formatted flush right, and then centered; column

totals (numbers of credits, etc.) must be accurate. Footnotes should start with “Source.” Table references begin one line below the Source entry, and are indicated sequentially in the following order: * asterisk, † dagger, ‡ double dagger, (doubled if need be, as: **, ††, etc.)

- Headings should be consistently presented within tables and for each table in the manuscript (use of abbreviations, centering over columns).
- *Call-outs for tables in the text* should refer to tables by number (e.g., Table 2.1 for the first table in chapter 2), without page references. Tables and figures should be numbered sequentially, by chapter and annotated on the hard copy to indicate relevant text. The professional editor will do final formatting and placement. If you do not know how to create tables, please consult with the professional editor. Tabbing creates problems that are time-consuming to resolve. Do not spend a lot of time lining up numbers vertically, if this is a problem.
- *Sample Curricula*—select these carefully and present in a format that provides a useful summary of program requirements. The information may be presented in a table or summarized in a paragraph. Here the degree grids contained in the appendix of this manual will be of great help.
- *Grading scales*—Include for each level of education. Provide numbers, letters, and words used to describe student performance, as appropriate. Indicate the lowest passing grade. In addition, it is very important to gather information on the customary grading patterns in the country—the frequency with which certain grades are awarded. Discussions of grading practices should be extensive if such practices are particularly generous or severe or variable from one institution to another. If an overall assessment is given at the conclusion of a program, the criteria used to determine this grade should be described.
- *Guidelines for Admissions Officers* include the general reminders about the country (issues in the evaluation of educational credentials from the country under review; academic documentation, availability of official copies of credentials, language proficiency, and international exchange concerns of interest to U.S. admissions officers). The guidelines also include advice on interpreting comparability statements for this country.
- *Institution lists and profiles*
- *Other appendices* appropriate to the project.
- *Glossary*—limit to two to four pages. Include terms useful to admissions officers in evaluating academic records; names of credentials, levels of education, types of institutions.
- *Sample documents*, numbered to coincide with text (e.g., Document 2.1 for the first credential in chapter 2.) Insert references to documents in the text. Use samples obtained from educational authorities or reproductions of real documents. If real documents are used, remove all personal identifiers (names, identification numbers, birth date, etc.) Do not otherwise write on or mark sample documents. Documents must be clean and clear so as to be legible when reproduced. When shipping and handling documents to be included in the publication, use care and packaging that prevents bending and tearing.

- Collect sample documents throughout the project, even if they are not used in the final manuscript. They are very useful for analyzing program content and verifying exact terminology used on certificates and degrees.
- *Useful References* are bibliographic information on references cited in the text as well as other publications of potential interest to the U.S. admissions community. Include useful names and addresses of organizations in the country, such as ministries of education, Fulbright foundations, and other offices involved with student exchanges. (Please refer to the Appendix of this Guide for style and formatting.)
- *Index* –the author will create the index, with assistance from the professional editor, unless other arrangements have been made when setting up the project.

Early Research Strategies

Once approved, each Author, whether working alone or as part of a team, is responsible for conducting research and preparing a manuscript that presents accurate, consistent, and thorough information relevant to the needs of the targeted audience. An important aspect of an IPAC project is a research strategy that will result in sufficient and accurate information on the educational system under review. In conducting research, the Author should keep the following considerations in mind:

- Conduct a survey of colleagues, formal or informal, early in the project to determine particular issues involved in evaluating credentials from the country under study, at the undergraduate and graduate levels, and in particular areas of study. E-mail is an excellent way to survey colleagues and solicit information and transcripts. The content of the manuscript must address the concerns and needs of international education professionals.
- Conduct a survey of the literature: international education publications, bibliographical references, library sources, in-country publications, and a thorough search of Internet resources.
- Maintain accurate bibliographic references. Academic standards must be used in the attribution of sources. (Please refer to the Appendix of this Guide for style and formatting.)

The following points apply primarily to publications describing foreign educational systems:

- Develop a thorough outline covering all major aspects of the educational system, including:
 - Organization and administration of education
 - Differences between tracks and streams
 - Articulation among programs
 - Assessment of students, examination procedures
 - Quality indicators (institutions, individual students, programs)
 - Critical issues for international exchanges

- For each academic credential, the following information is required:
 - Admission requirements for the program
 - Level of program, as defined within the educational system
 - Length of program
 - Content of program
 - Nature and purpose of the program
 - Access to further study or employment; articulation between programs
- Establish contacts with government and other officials: through the NAFSA or AACRAO staffs, contact appropriate officials in the U.S. Government, the U.S. Embassy, in-country education officials, Fulbright and other overseas officers. Familiarize them with the purpose of the publication and its sponsorship.
- Develop in-country contacts that can provide advice on publications, interviews, and other sources of information. These contacts may also be useful in responding to questions and reviewing the manuscript.
- Determine the content and format of information to be included in institutional profiles. Obtain catalogs from higher education institutions. If written institutional descriptions are not readily available, develop a survey to collect information.
- Collect sample academic documents from all types and levels of institutions.

The First Draft

The first draft may be more of a collection of information than comprehensive writing. Information should be gathered from many sources, and the author should be careful to identify the source for future reference.

One copy of the First Draft should be given to the Publication Consultant for review and comment and one kept by the Author.

The Second Draft

After completing the research for the first draft, the Author begins writing in earnest. The first full written draft of the book, with tables, charts, credentials, graphics, glossary, table of contents and index, should come from the first draft and the research.

The Author prepares the second draft, including placement recommendations, if appropriate, which is reviewed by the Publication Consultant. If placement recommendations are included, the Council liaison works with the Author to give feedback.

It is important that the Author work constantly with the Publication Consultant. The Publication Consultant can help make suggestions when the Author is stuck or overwhelmed.

Council Review

If the publication is to include placement recommendations, the Author should contact the Council Liaison for detailed information regarding council review.

Final Draft

Once all revisions are incorporated by the Author, the manuscript is submitted to AACRAO in Word format for final review.

It is the intention of the IPAC committee to make this a useful tool for the authors. Once a project is completed, directors, researchers, editors, authors, and team members are encouraged to provide more suggestions and clarification and tips for future participants in IPAC projects.

Appendix

Style Guide for AACRAO Publications **Bibliography and Reference Sections**

Bibliographic Format

- **Web sites**

Web site Host. *Title of Web Page*. <URL>.

Example:

American Association of Collegiate Registrars and Admissions Officers (AACRAO). *International Publications Home Page*.
<www.aacrao.org/publications/catalog/international.htm>.

- **Book (corporation or organization author)**

Corporation or Organization. Year of Publication. *Title of Publication*, edition number if applicable. City of Publication: Name of Publisher.

Example:

American Council on Education (ACE). 1997. *American Universities and Colleges*, 15th ed. Hawthorne: Walter de Gruyter.

- **Book (one author)**

Last Name, First Name or Initials. Year of Publication. *Title of Publication*. City of Publication: Name of Publisher.

Example:

Sevigny, Joseph. 2001. *The AACRAO International Guide: A Resource for International Education Professionals*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.

- **Article in a Journal (more than one author)**

Last Name, First Name and First Name Last Name. Year of Publication. Title of Article. *Title of Journal*. Volume Number(Issue Number).

Example:

Koenig, A.M. and J.Y. Shepard. 2002. A practical guide to documentation review and verification in international admissions. *College and University*. 77(4).

- **Personal Interview**

Last Name, First Name of Interviewee. Year of Interview. Interview by First Name Last Name.
Location of Interview., Day, Month and Year of Interview.

Example:

Nerad, Maresi. 2000. Interview by Dona Bretherick. Berkeley, California., 29
September 2000.