

# FAQs for Foreign Transcript Evaluation

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# Overview

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# BASICS

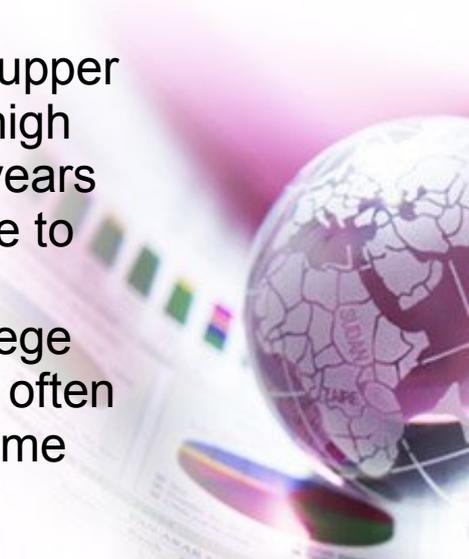
## U.S. Education System, 1

### Question

I don't even know where to start. Can you explain the basics of the U.S. educational system for a starting point?

### Answer

Primary school varies but is often six years from ages 6 to 12. Middle/junior high schools bridge the gap between primary and upper secondary school, called (senior) high school, culminating in a high school graduation diploma at 18 years of age and following 12 years of primary and secondary school. Grading scales vary from state to state/country to country but are often posted on the transcript. Secondary schools may offer courses that are of a general, college prep (often Honors), or vocational/technical type. U.S. systems often include a D grade which is a passing grade that often carries some restrictions at the tertiary level, but not at the secondary level.



# BASICS

## U.S. Education System, 2

### Question

I don't even know where to start. Can you explain the basics of the U.S. educational system for a starting point?

### Answer

At the post-secondary level, several degree programs exist. Associate degrees are generally 2-year programs of 60 credit hours. Bachelor degrees are usually 4 years and at least 120-136 credit hours. Graduate diplomas and certificates vary in length from one semester to two years. Master's degrees are generally 1-2 years and 30-36 credit hours. Doctoral degrees typically require at least 3 years of study beyond the Master's degree and 60-69 credits or 5 years and 90-99 credit hours beyond a Bachelor degree.



# BASICS

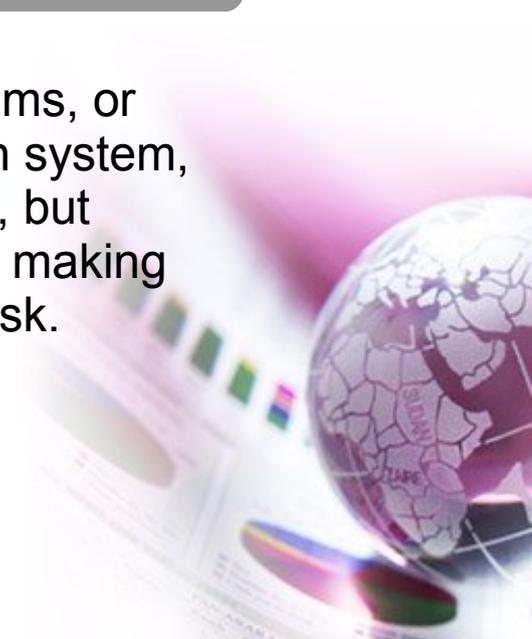
## Country Patterns, 1

### Question

How can I be expected to learn all these countries? Is there a cheat sheet somewhere, or is there some trick to remembering them all?

### Answer

As it happens, there are four main types of educational systems, or four patterns: the U.S. system, the British system, the French system, and the Soviet system. These are very loose generalizations, but understanding these four patterns will go a long way towards making sense of the vast array of documents that may cross your desk.



### Country Categorization Chart

	<b>U.S.</b>	<b>U.K.</b>	<b>France</b>	<b>Soviet</b>	<b>Other</b>
1	Argentina	Australia	Algeria	Albania	Austria
2	Bahrain	Bahamas	Angola	Armenia	Belgium
3	Botswana	Bangladesh	Benin	Azerbaijan	Central Amer.
4	Brazil	Canada	Burkina Faso	Belarus	Chile
5	China	Caribbean	Cameroon	Bulgaria	Cuba
6	Colombia	Ghana	Canada-Quebec	Czech Republic	Cyprus
7	Costa Rica	Hong Kong	Central Afr Rep	Estonia	Dom. Republic
8	Egypt	India	Chad	Former Yugo.	Denmark
9	Eritrea	Indonesia	Congo	Georgia	Ecuador
10	Ethiopia	Ireland	Cote d'Ivoire	Hungary	Finland
11	Iran	Kenya	Djibouti	Kazakhstan	Faroe Islands
12	Iraq	Lesotho	France	Kyrgyzstan	Germany
13	Israel	Liberia	French Guiana	Latvia	Greece
14	Japan	Macau	Gabon	Lithuania	Greenland
15	Jordan	Malawi	Guadeloupe	Moldova	Iceland
16	Korea	Malaysia	Guinea	Mongolia	Italy
17	Kuwait	Malta	Haiti	Poland	Mozambique
18	Liberia	Myanmar	Ivory Coast	Romania	Netherlands
19	Liby	Nepal	Lebanon	Russia	Nicaragua
20	Mexico	New Zealand	Madagascar	Slovakia	Norway
21	Oman	Nigeria	Mali	Slovenia	Peru
22	Philippines	Pakistan	Martinique	Tadzhikistan	Portugal
23	Qatar	Scotland	Morocco	Turkmenistan	Scandanavia
24	Saudi Arabia	Singapore	New Caledonia	Ukraine	Spain
25	Sierra Leone	South Africa	Niger	Uzbekistan	Sweden
26	South Korea	Sri Lanka	Reunion	Yugoslavia	Switzerland
27	Swaziland	Tanzania	Senegal		Turkey
28	Syria	Trinidad/Tobago	Togo		Uruguay
29	Taiwan	Uganda	Tunisia		Venezuela
30	Thailand	UK	Zaire		
31	UAE	Zambia			
32	US	Zimbabwe			
33	Vietnam				
34	Yemen				

Taken from "Secondary Education: Benchmarks for Freshman Admission"



# BASICS

## Country Patterns, 3

### Question

How can I be expected to learn all these countries? Is there a cheat sheet somewhere, or is there some trick to remembering them all?

### Answer

#### The US System

Primary school varies by state/school but is often 6 years (ages 6-12)  
Middle and junior high schools also vary but lead to high schools which culminate in 12 years of primary & secondary schooling from ages 6-18, leads to high school diploma

Bachelor degrees are usually 4 years

Examples: China, Japan, Taiwan, Korea, Mexico, Saudi Arabia



# BASICS

## Country Patterns, 4

### Question

How can I be expected to learn all these countries? Is there a cheat sheet somewhere, or is there some trick to remembering them all?

### Answer

#### The British System

Primary school is 6 years (ages 5-11)

Secondary school is 5 years (ages 11-16), leads to General Certificate of Secondary Education (GCSE)

Sixth Form is 2 years (ages 16-18), leads to Advanced / Advanced Subsidiary levels, grants access to university

Bachelor degrees may be 3 or 4 years

Examples: Australia, Bangladesh, Canada, Ghana, India, Nepal, Kenya, Nigeria



# BASICS

## Country Patterns, 5

### Question

How can I be expected to learn all these countries? Is there a cheat sheet somewhere, or is there some trick to remembering them all?

### Answer

#### The French System

Primary school is 5 years (ages 6-11)

Lower secondary is 4 years (age 11-15)

Upper secondary is 3 years (age 15-18)

Maîtrise are typically 4 years (called Licence in some countries, though Licence in France is transfer credit)

Per Bologna, university level is now Licence-Master-Doctorat (L-M-D)

Examples: France, Benin, Quebec (Canada), Chad, Togo, Cameroon



# BASICS

## Country Patterns, 6

### Question

How can I be expected to learn all these countries? Is there a cheat sheet somewhere, or is there some trick to remembering them all?

### Answer

#### The Soviet System

Primary school is 4 years (ages 6-10)

Basic general school is 5 years (10-15)

Secondary school is 2 years (15-17)

Intermediate diploma is 2 years (17-19) but is technically tertiary education

Most Bachelor programs are 4-5 years

Examples: Russian Federation, Bulgaria, Poland, Ukraine, Uzbekistan



# BASICS

## Simple Average

### Question

One of the evaluation companies we accept evaluations from uses a simple GPA, but my Director thinks that we should be calculating a GPA with credits or class hours. What do you think?

### Answer

There are no right or wrong answers. I have worked at places that have calculated a simple average - adding up all the grades and dividing by the number of courses - as well as places where more weight is given to those courses that have a higher number of credit hours associated with them. That being said, we follow a policy where we calculate a GPA based on credit hours and grades to give appropriate weight to courses that involved more a student's time and effort because we think it is more fair to the student.



# BASICS

## Credits and Hours, 1

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

One of the fundamental rules of foreign transcript evaluations is that one year of full-time study in one country is roughly equivalent to one year of full-time study in another country. How can that be when one country has only 3 hours associated with it while another one has hundreds of hours listed next to a single course?



# BASICS

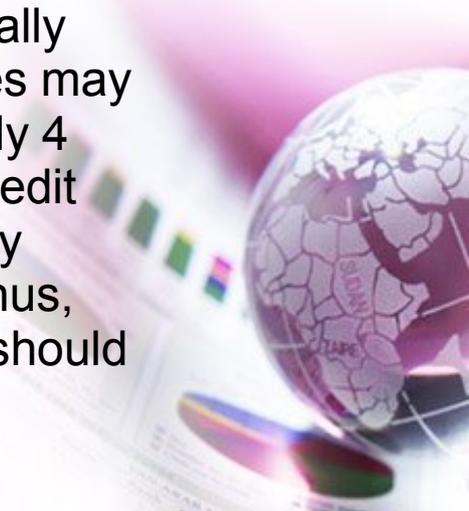
## Credits and Hours, 2

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

First, we have to compare apples to apples. When looking at a U.S. transcript, you need to understand what goes into that "3 credit hours" designation associated with a course. A Bachelor degree generally represents 120-128 credit hours (though some Bachelor degrees may be as many as 144 credit hours) completed during approximately 4 years. As a result, each year represents approximately 30-32 credit hours. In the U.S., universities on the semester system generally divide the academic year into two 15- or 16-week semesters. Thus, two semesters, or one year, of full-time undergraduate student should result in approximately 30-32 credit hours. That's our baseline.



# BASICS

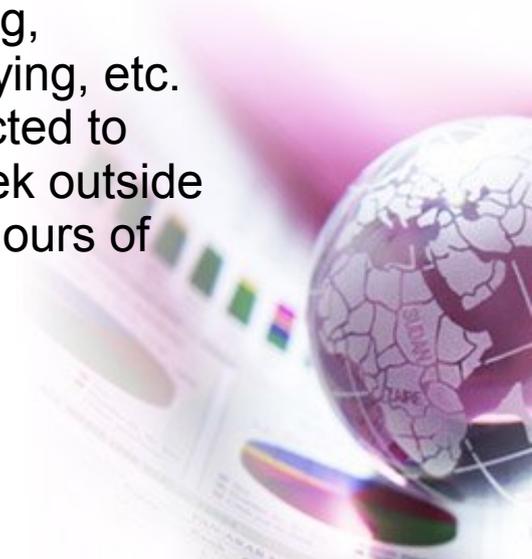
## Credits and Hours, 3

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

For each hour of credit in a lecture class, students are expected to spend at least 2 hours of preparation outside of class: reading, outlining, writing papers, researching, doing homework, studying, etc. For a lecture course worth 3 credit hours, students are expected to spend 3 credit hours per week in class and six hours per week outside of class preparing for 15-16 weeks. That's roughly 135-144 hours of work for one 3 hour course.



# BASICS

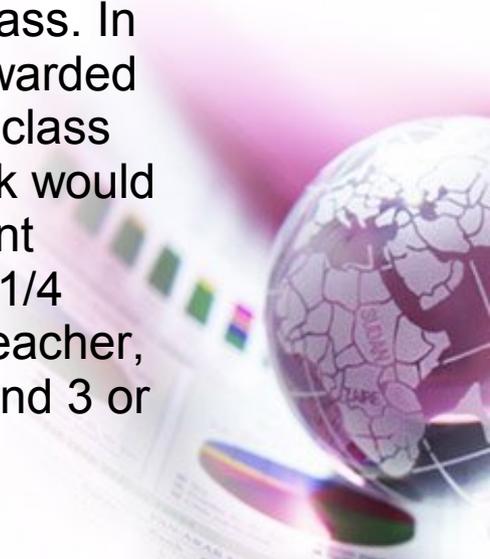
## Credits and Hours, 4

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

For classes that don't emphasize lecture (labs or practicals), less outside preparation is required, but more time is expected in class. In lab classes and activity-based P.E. classes, credit is usually awarded at 1/2 or 1/3 the credit value of a lecture class. For example, a class that meets 2 (or 3, depending on the university) hours per week would only be worth 1 credit hour. In practical subjects such as student teaching or studio arts, credits are usually awarded at a 1/3 or 1/4 level compared to lecture courses. As an example, a student teacher, studio artist, or music performance major would need to spend 3 or 4 hours engaged in their chosen field to earn one credit hour.



# BASICS

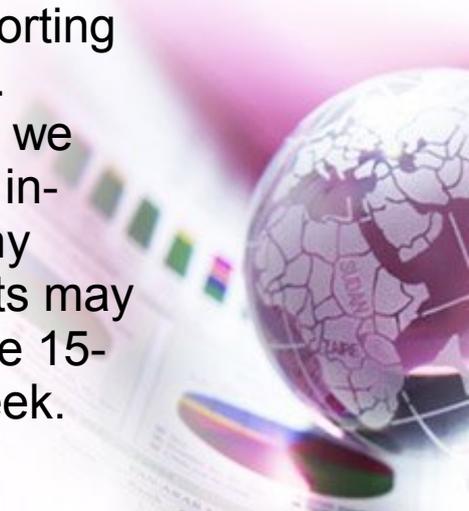
## Credits and Hours, 5

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

Now that we understand what we're seeing on U.S. transcripts, let's look at other countries. Many countries don't have a credit system the way most U.S. colleges and universities do, so they may be reporting the number of hours enrolled in a given course. Whereas a U.S. university might say an economics class is worth 3 credit hours, we now know that class is also worth approximately 45-48 hours of in-class instruction and 90-96 hours of outside preparation. In many countries, there is significantly less outside preparation. Students may attend classes all day Monday through Friday, as opposed to the 15-18 hours a full-time student in the U.S. may be in class each week.



# BASICS

## Credits and Hours, 6

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

In countries based on the Russian system, we find that several semesters or years of a single subject have been combined together under one total on the academic record. Whereas in the U.S., we might have introductory, advanced, and other variations on a specific topic, in Russia, they may list all variations of a single subject together even if the student took 8 separate classes. That would obviously give you an end result of a much higher number. Other countries may report credit hours that are significantly smaller than what we see in the U.S.. Canada, for example, has many universities that have semester- or year-long subjects that are 1.0 or 0.5 credits.



# BASICS

## Credits and Hours, 7

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

Regardless of whether you're looking at small numbers or large numbers, remember that your ultimate goal in comparing them to the U.S. system is to convert them so that they come out to approximately 30-32 credit hours per year.



# BASICS

## Credits and Hours, 8

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

If you can identify courses offered at a particular level (freshman, sophomore, etc.), or if you're dealing with an institution that has a relatively structured degree program, then you can make this calculation on a per-year basis. What that means is that you would look at each year as a separate entity comprising 30-32 credits, and use that for your calculations.



# BASICS

## Credits and Hours, 9

### Question

This transcript has more/less hours than my university's degrees do. How do I compare them?

### Answer

If, however, you don't have information on the degree plan, or you can't identify the level of the courses, then it is in your best interest to look at the length of the program and divide that entire amount by the number of credits you want it to equal. If your applicant has completed a 2-year diploma, then your end result would be approximately 60 credit hours. If the applicant has a 4-year bachelor degree, you're working towards 120-128 credits.



# ADVANCED STANDING

## Abitur, 1

### Question

We usually award credit for the German Abitur on the basis of the examination grades. We had an applicant tell us that isn't fair because the exam subjects are picked randomly, and the students have studied several other subjects in great detail, too.

### Answer

The elements of the Abitur assessed for grading and awarding credit are: performance in the main phase, performance on the Abitur examination, and the comprehensive qualification. There are three main methods of awarding credit, and they include offering credit based on all three parts of the Abitur - even though some of the subjects were done at 12th grade level; basing the credits on the 2nd and 3rd parts of the Abitur - 1/3 and 2/3, respectively; and making credit awards on the basis of just the Abitur examinations.



# ADVANCED STANDING

Abitur, 2

## Question

We usually award credit for the German Abitur on the basis of the examination grades. We had an applicant tell us that isn't fair because the exam subjects are picked randomly, and the students have studied several other subjects in great detail, too.

## Answer

Transcript Research follows the latter option because we believe it most accurately reflects what is done in the U.S. model: students may study numerous subjects at an advanced level, but when they attend U.S. universities, credit is only granted for those advanced subjects with certain passing exam scores.



# ADVANCED STANDING

Abitur, 3

## Question

We usually award credit for the German Abitur on the basis of the examination grades. We had an applicant tell us that isn't fair because the exam subjects are picked randomly, and the students have studied several other subjects in great detail, too.

## Answer

When looking at the Results of the Abitur exam, there are a couple of methods for awarding credit: assign equal amounts of credit (6-8 hours per subject) for each of the 4 subjects, or twice the credit (8 hours each) for the major/main subjects, known as the Leistungsfach or LF, since they are studied more intensively and 4 credits for each of the minor subjects. Note that 3 of the 4 subjects are generally written while the last exam is oral, but students can opt to take both written and oral if their written grade is poor.



# ADVANCED STANDING

Abitur, 4

## Question

We usually award credit for the German Abitur on the basis of the examination grades. We had an applicant tell us that isn't fair because the exam subjects are picked randomly, and the students have studied several other subjects in great detail, too.

## Answer

These strategies are based on the 13-year Abitur that is being phased out in Germany. Different states are in different phases of changing to a 12-year system (that theoretically has the same 256 class hours of instruction, since schools are changing to an all-day format, and students are expected to attend an extra 2 hours a day every day); you would need to get more information relative to your applicant's dates of attendance if you decide to only award credit for the Abitur if it follows 13 years of primary and secondary education.



# ADVANCED STANDING

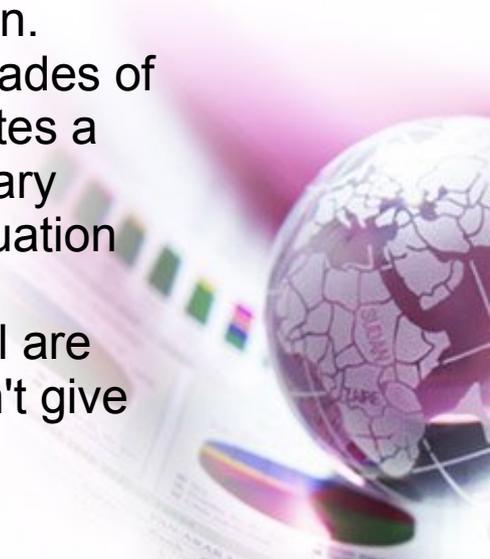
## Advanced/Advanced Subsidiary Levels, 1

### Question

How should we assign credits and grades to British A levels? Do you give credit for the AS levels?

### Answer

The General Certificate of Education Advanced Level examinations generally represents 13 years of primary + secondary education. Subjects are considered passed at the Advanced Level with grades of A, B, C, D, or E. Grade O on the GCE Advanced Levels indicates a failure at the Advanced Level but a passing grade at the Ordinary Level. Ordinary Level passes are considered high school graduation level and are not recommended for transfer credits. Advanced Subsidiary courses that are NOT passed at the Advanced level are given half the credit they would get at the Advanced Level; don't give credit for the same material at both A/S and A level.



# ADVANCED STANDING

## Advanced/Advanced Subsidiary Levels, 2

### Question

How should we assign credits and grades to British A levels? Do you give credit for the AS levels?

### Answer

Some institutions recommend up to 10 credits for each of the 3 Advanced level subjects so that it will more neatly correspond to one year of undergraduate study. We grant 8 credits for science and foreign language courses passed at the Advanced Level because that represents full-time enrollment in those subjects at most U.S. colleges and universities at the lower division level. For all other subjects, we recommend 6 and 3 credits for the Advanced and Advanced Subsidiary level, respectively.



# CALCULATING CREDIT

## Russian Contact Hours

### Question

How do I calculate credit hours from Russian contact hours? It ends up being a really big number, but the applicant only attended 3 years.

### Answer

In countries based on the Russian system, we find that several semesters or years of a single subject have been combined together under one total on the academic record. That would obviously give you an end result of a much higher number than in other subjects. When Russian credentials have contact hours, you will need to determine the length of time of the program (not necessarily how long the student was enrolled) to know your goal credit hours (30-32 per year). You will add up all the hours (and often get a huge number) and divide that by your total goal credit hours. Divide that result into each subject's "hours" to get your U.S. credits per subject.



# CALCULATING CREDIT

## Indian Marks 1

### Question

How do I "translate" marks from an Indian transcript into credits so we can compare it to a U.S. degree?

### Answer

For those Indian marksheets that don't identify any type of credits or hours but just list marks, you will need to determine the amount of credits you want to award for each subject. To do this, you will examine the total number of possible marks for the entire program and divide that by the number of credit hours you need to assign for the time period. Then you will use that result to divide into each of the maximum possible marks for each subject to come up with your credit assignment.



# CALCULATING CREDIT

## Indian Marks 2

### Question

How do I "translate" marks from an Indian transcript into credits so we can compare it to a U.S. degree?

### Answer

For example, if you are looking at just one year, you know that you will ultimately want to end up around 30-32 credit hours. If your marksheet lists 7 subjects that are out of a possible 100 marks each, your total possible marks for that time period is 700. Divide 700 by 30 to get 23.3. Now you go back to the individual subjects which were worth a maximum of 100 marks each. Divide your 100 marks by the 23.3 you calculated, and it comes out 4.291, or 4.5 credit hours per subject. This adds up to 31.5 credit hours for the year. If all subjects are the same value, you can short-cut it by taking your end result (30-32) and dividing it by the total number of subjects (7). That gives you 4.285 or 4.5 credit hours per subject which adds up to 31.5 hours.



# CALCULATING CREDIT

## French Coefficients 1

### Question

Are French coefficients the same as credit? How do I use them?

### Answer

French, or Francophone, coefficients are the weight of a course. When determining the credit values of Francophone coefficients, you will generally see the weight of a course identified in one of two ways: as a single-digit coefficient (that looks remarkably like a credit hour on a U.S. transcript) or as a larger or smaller grading scale.

To quote from the AACRAO World Education Series publication on France (1988): The relative weight of a subject is determined by its coefficient. The higher the value of the coefficient, the greater the importance of that particular subject.



# CALCULATING CREDIT

## French Coefficients 2

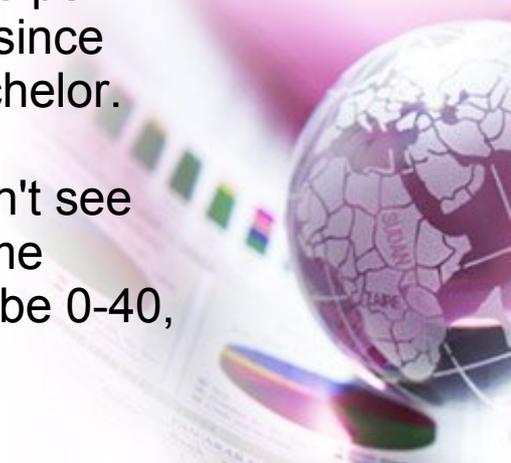
### Question

Are French coefficients the same as credit? How do I use them?

### Answer

For example, if a transcript shows that one course has a coefficient of 5 while another course has a coefficient of 3, you know the first course deserves a larger percentage of the credit hours you are trying to determine. Our baseline is approximately 30-32 credit hours per year when dealing with a semester-based system in the U.S. since that is the standard full-time enrollment figure for a 4-year bachelor.

In the other example with the changing grading scale, you won't see the coefficient as a separate column on the transcript, but some subjects have a grade on a scale from 0-20 while others may be 0-40, 0-60, etc. In these cases, the coefficient is the multiple of 20.



# TRICKY SITUATIONS

## Examples

### Tricky Situations and Countries

- Singapore private higher education
- Korean Self-Study Bachelor
- Baha'i Institute of Higher Education – Iran
- Indian degree class rankings
- Private universities in Mexico
- Tribhuvan University – Nepal
- Nursing education in Nigeria
- Russian “Pass” grades
- Lebanese 3 year Bachelor degree
- Aga Khan University nursing program – Pakistan
- Korean GED
- Chinese combined Bachelor degree and graduation diploma



# OFFICIAL DOCUMENTS

## Summary of Official

### Question

What constitutes an official document?

### Answer

Transcript Research will not evaluate photocopies, scans, or U.S.-notarized documents from applicants unless they can be verified directly by the issuing institution or ministry of education. For some countries, we require documents sent directly by the issuing institution, or scratch card information so we can access results ourselves. We do not require sealed envelopes from most countries. For those countries where they cannot get a second original, we will accept certified copies from the institution or Ministry of Education. Unless documents are sent to us directly by the institution, we generally return official documents to applicants after the evaluation and keep a copy.



# FRAUD/VERIFICATION

## Examples

### Question

- Russian degree serial numbers
- Haitian secondary school records
- Chinese degrees
- Mexican Cedula
- Nigerian secondary school results



# TRANSLATIONS

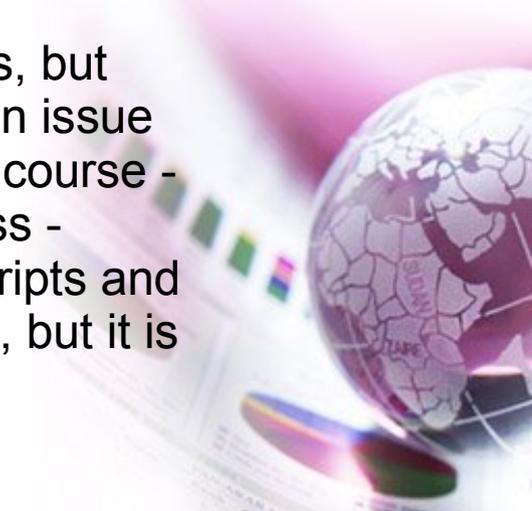
Issued in English

## Question

Our applicants from Taiwan and Japan usually just send the English translations of their transcripts and degrees. Should we ask for the documents in their language, or is this okay?

## Answer

Obviously each institution can make their own determinations, but since public higher education institutions in Japan and Taiwan issue transcripts in English and the native language as a matter of course - it is not a special request but just part of the transcript process - Transcript Research only requires the original English transcripts and degrees. The same is true of most private institutions as well, but it is not always the case.



# TRANSLATIONS

## Translation from the School

### Question

Sometimes we get translations from some countries that are issued by the schools, but sometimes the applicants tell us that they can't get English translations from the school. When should we require English translations from the school?

### Answer

This is the list we use of countries where university documents are issued in English by the higher education institution:

Eritrea, Ethiopia, Hong Kong, Japan, Korea, Malaysia, Palestine, Philippines, Saudi Arabia, and Taiwan. Applicants who attended higher education institutions in China must submit official Chinese credentials as well as English translations issued or attested by the higher education institution.



# TRANSLATIONS

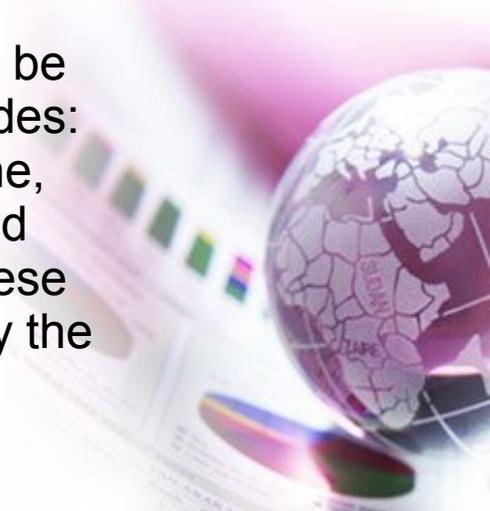
## Official Translation 1

### Question

We have applicants who are living in the U.S. who have foreign academic documents that aren't in English. Can they translate these themselves, or should they use a translation agency here? Do you have any recommendations?

### Answer

For some countries, we require official academic credentials to be issued in English by the higher education institution. This includes: Eritrea, Ethiopia, Hong Kong, Japan, Korea, Malaysia, Palestine, Philippines, Saudi Arabia, and Taiwan. Applicants who attended higher education institutions in China must submit official Chinese credentials as well as English translations issued or attested by the higher education institution.



# TRANSLATIONS

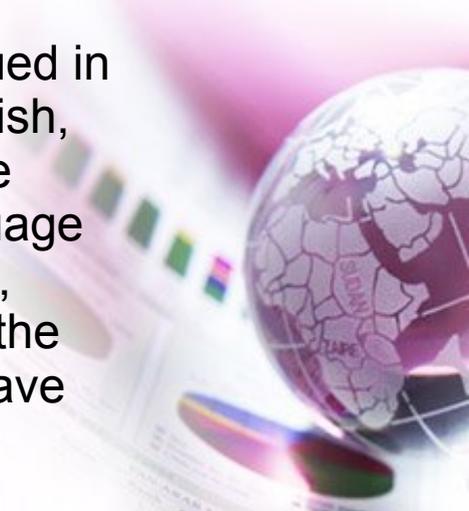
## Official Translation 2

### Question

We have applicants who are living in the U.S. who have foreign academic documents that aren't in English. Can they translate these themselves, or should they use a translation agency here? Do you have any recommendations?

### Answer

In some countries, the official academic credentials may be issued in a native language (Arabic, Danish, Hebrew, Persian, Thai, Turkish, etc.) and/or English. If the higher education institution issues the documents in English, applicants must submit the English language documents issued by the institution. These countries are: Egypt, Israel, Jordan, Kuwait, Oman, Qatar, Sudan, Thailand, Turkey, the United Arab Emirates, Yemen, and European institutions that have begun issuing the Diploma Supplement.



# TRANSLATIONS

## Official Translation 3

### Question

We have applicants who are living in the U.S. who have foreign academic documents that aren't in English. Can they translate these themselves, or should they use a translation agency here? Do you have any recommendations?

### Answer

For those countries whose documents are not issued by the educational institution in English or French, German, Italian, or Spanish, you must submit professional translations. Professional translations refer to translations done by official translators in the home country or members of the American Translator's Association in the U.S. These translations must be word-for-word and follow the same format as the native language documents.



# ACCREDITATION

## Starting Point

### Question

How do I find out if a university or college is accredited in its country?  
Is there a website I can use to find out if a school is recognized?

### Answer

Recognition outside the U.S. is generally granted by a government body – often a Ministry of Education – at the national level, state level, or some combination of the two. It is regulated by law, and the government approves the ability to award academic degrees. It is often easier to identify the recognition of a state university than private or non-university higher education institutions. Starting Points:

MOE List: [http://www.nafsa.org/resource/library/de ... px?id=8819](http://www.nafsa.org/resource/library/de...px?id=8819)

Researching International Educational Systems and Institutions:  
<http://www.transcriptresearch.com/Research.pdf>



# ACCREDITATION

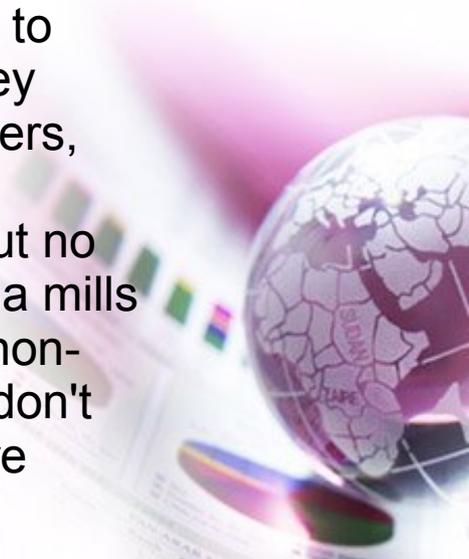
## Diploma Mills

### Question

What's a diploma mill? How do I know if I'm dealing with one?

### Answer

Diploma or degree mills are companies that issue academic credentials – diplomas, certificates, and/or transcripts – for a fee. They simply sell paper without requiring their so-called students to attend courses or take exams. These types of diploma-for-money companies generally operate via flashy websites, toll-free numbers, and post office boxes. Some diploma mills state that they are awarding their credentials on the basis of distance education, but no coursework is ever required. Some of the more insidious diploma mills even have degree verification services, provide fake syllabi for non-existent courses, sell recommendation letters from faculty they don't have, and provide other services that allow the customer to more easily pass off their faked documents as earned credentials.



# ACCREDITATION

## Accreditation Mills

### Question

I've got an applicant who is upset because we said her school was from a diploma mill, but she says it's accredited by the Accreditation Council for Distance Education. After looking it up online, it seems that this is an accreditation mill. What is that?

### Answer

Clever diploma mills have invented their own accrediting bodies to add an air of legitimacy to their credentials and to further confuse students who know they need to look for an accredited program but don't know that there are recognized and unrecognized accrediting bodies, much less how to tell the difference.



# GRADING SCALES

## British Ordinary and Advanced Levels

### Question

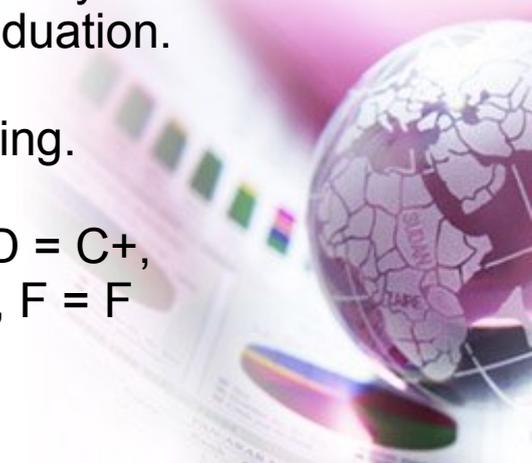
What grading scales do you use for the General Certificate of Education Ordinary and Advanced Levels from the UK?

### Answer

Subjects are considered passed at the Advanced Level with grades of A, B, C, D, or E. Grade O on the GCE Advanced Levels indicates a failure at the Advanced Level but a passing grade at the Ordinary Level. Ordinary Level passes are considered high school graduation.

We use the following grading scale for O Levels: A-C is passing.

This is the scale we use for A Levels: A = A+, B = A, C = B, D = C+, E = C, O = Passed at Ordinary (High School) level; no credit, F = F



# MISCELLANEOUS

## Reference Library 1

### Question

We're starting to get more international students on campus, and we don't really have any resources. I've been given a small budget and would like to build a reference library so that we don't have to out-source all of our evaluations, but I'm not sure where to start.

### Answer

First, let me recommend to you our publication, *Researching International Education Systems and Institutions*. It provides a country-by-country view of historical and current publications, both print and electronic, and thousands of websites that focus on education. Over half of the publications included are free. You may not be able to purchase the latest books that have the most current lists of recognized institutions, but at least you can understand the educational structure.



# MISCELLANEOUS

## Reference Library 2

### Question

We're starting to get more international students on campus, and we don't really have any resources. I've been given a small budget and would like to build a reference library so that we don't have to out-source all of our evaluations, but I'm not sure where to start.

### Answer

If you find that the majority of your recruitment efforts (even armchair recruiting is still recruiting!) are focusing on a particular area, then that's where you should focus your attentions. The same is true if you find that most of your applicants come from China, India, Taiwan, or some other short list that comprises most of your international applicant pool.



# MISCELLANEOUS

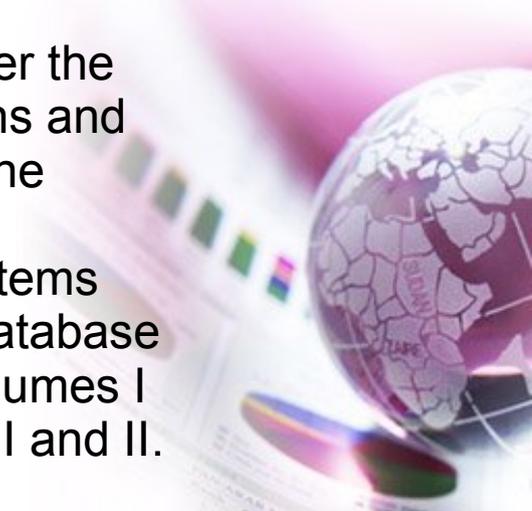
## Reference Library 3

### Question

We're starting to get more international students on campus, and we don't really have any resources. I've been given a small budget and would like to build a reference library so that we don't have to out-source all of our evaluations, but I'm not sure where to start.

### Answer

If, however, you have a wide variety of applicants from all over the place, you'll want to look less at individual country publications and invest in the larger, more comprehensive publications or online databases by AACRAO, NAFSA, IERF, or ECE. Some great examples include NAFSA's Online Guide to Educational Systems around the World (currently free), the AACRAO Electronic Database for Global Education (EDGE), IERF's New Country Index Volumes I and II, and ECE's Education in the Commonwealth Volumes I and II.



# MISCELLANEOUS

## Reference Library 4

### Free Resources

Evaluating Foreign Educational Credentials, an Introductory Guide -

[http://www.nafsa.org/resourcelibrary/De ... x?id=20048](http://www.nafsa.org/resourcelibrary/De...x?id=20048)

Ministries of Education websites - [http://www.nafsa.org/resourcelibrary/de ... px?id=8819](http://www.nafsa.org/resourcelibrary/de...px?id=8819)

ECE Newsletter and archives of newsletter -

[http://www.ece.org/main/content=Newslet ... &LeftNav=7](http://www.ece.org/main/content=Newslet...&LeftNav=7)

World Education News and Reviews and WES - <http://www.wes.org/ewenr>

Eurydice website - [http://eacea.ec.europa.eu/education/eur ... ase\\_en.php](http://eacea.ec.europa.eu/education/eur...ase_en.php)

Inter-l yahoo newsgroup - <http://groups.yahoo.com/group/inter-l>

NAFSA Admissions and Credentials Evaluation discussion forum -

<http://www.nafsa.org/groups/boards.aspx?groupid=16>

International Association of Universities databases - <http://www.iau-aiu.net/onlinedatabases/list.html>

EducationUSA Advisors - <http://www.educationusa.info/centers.php>

NAFSA wRAP-Up Newsletter - [http://www.nafsa.org/resourcelibrary/de ... ? catId=273](http://www.nafsa.org/resourcelibrary/de...?catId=273)



# GLOSSARY

Key Terms

COMING SOON!



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