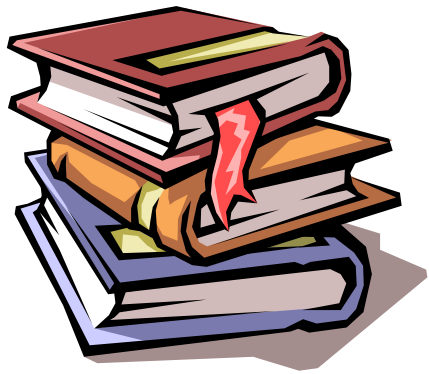


**Annual AACRAO Meeting
Boston 2007**

International Education, Credential Evaluation, Resources and the Internet!



Nancy Katz
Special Consultant
AACRAO – International Education Services
katzn@aacrao.org

Assessing Your Office's Needs

- *Your institutional mission and admission policies determine your needs for credential evaluation resources.*
 - **Who are your applicants?**
- What are the characteristics of your applicant pool? Is there a typical “profile”?
- What are your high-volume countries/regions?
- What level are you evaluating for? (Freshman admission? Undergraduate transfer? Graduate admission? English language program?)
- What kinds of credentials do you typically see? Secondary? Postsecondary? University? Technical? Recent? Older? From F-1/J-1 students? From immigrants?
- What languages do you see most often?

What kind of information do you need in order to evaluate foreign academic records?

- *General*: Geography, foreign languages, politics, current events, culture, religion, history, government.
- *Specific*:
 - Documentation (what is “official”? how does a student get official documentation?)
 - Level of education completed (educational ladder, background information on the educational system, access to further education with this credential)

What kind of information do you need in order to evaluate foreign academic records? (cont'd)

- *Specific:*
 - Recognition of institution and/or credential (authority or body responsible for recognition, recognition status)
 - Medium of instruction
 - Curriculum (Length, scope, breadth of the program)
 - Grading system and philosophy, distribution of grades
 - Quantitative measures (hours, units, credits)
 - Course content for individual courses
 - Suggestions for interpretation, placement, comparability of education completed

Your Office's Resources: What do you have to work with?

- What kinds of resources do you already have? In your office? On your campus?
- How much money is available for purchasing new resources and supplies? How is the money managed? What is the purchasing process?
- What kind of space is available for your library? Where is it located?
- What types of electronic tools are available? E-mail, Internet, Web, CDRom drive, laser printer, others? Do you have good download and printing capabilities? Do you or colleagues in your office have access to these technologies and know how to use them? If not, how do you get access and training?
- Who is available to develop and maintain the library?

Growing and Maintaining Your Library

- Develop a plan for your library: Acquisition, organization, storage, expansion
- *Initially:* Inventory what you have; determine what you need; outline your budget; set up systems for organizing your library (bookshelves, file systems, card index, electronic files, Web bookmarks, E-mail address list)
- *Daily:* Collect material you gain from processing your daily workload (sample documents, useful Web sites, colleagues' contact info, useful info from applicant files); keep notes about unusual cases or admissions decisions; keep a running "needs list"

Growing and Maintaining Your Library

(cont'd)

- *Weekly:* Set aside 1 hour to organize and process what you've collected in the course of the week
- *Monthly:* Review budget, review "needs list", plan for future acquisitions based on needs and budget
- *Annually:* Attend local / regional / national conference(s), coordinate with colleagues to share information learned and copies of handouts.
- *Ongoing:* Let your supervisor know how valuable your resources are for the accurate and informed evaluation of foreign credentials, and **how important they are to your work.**

What are we looking for from our resources for evaluating?

- Institution
- Recognition of institution
- Degree / program
- General information, including length, grading scales, courses, etc.

Resources

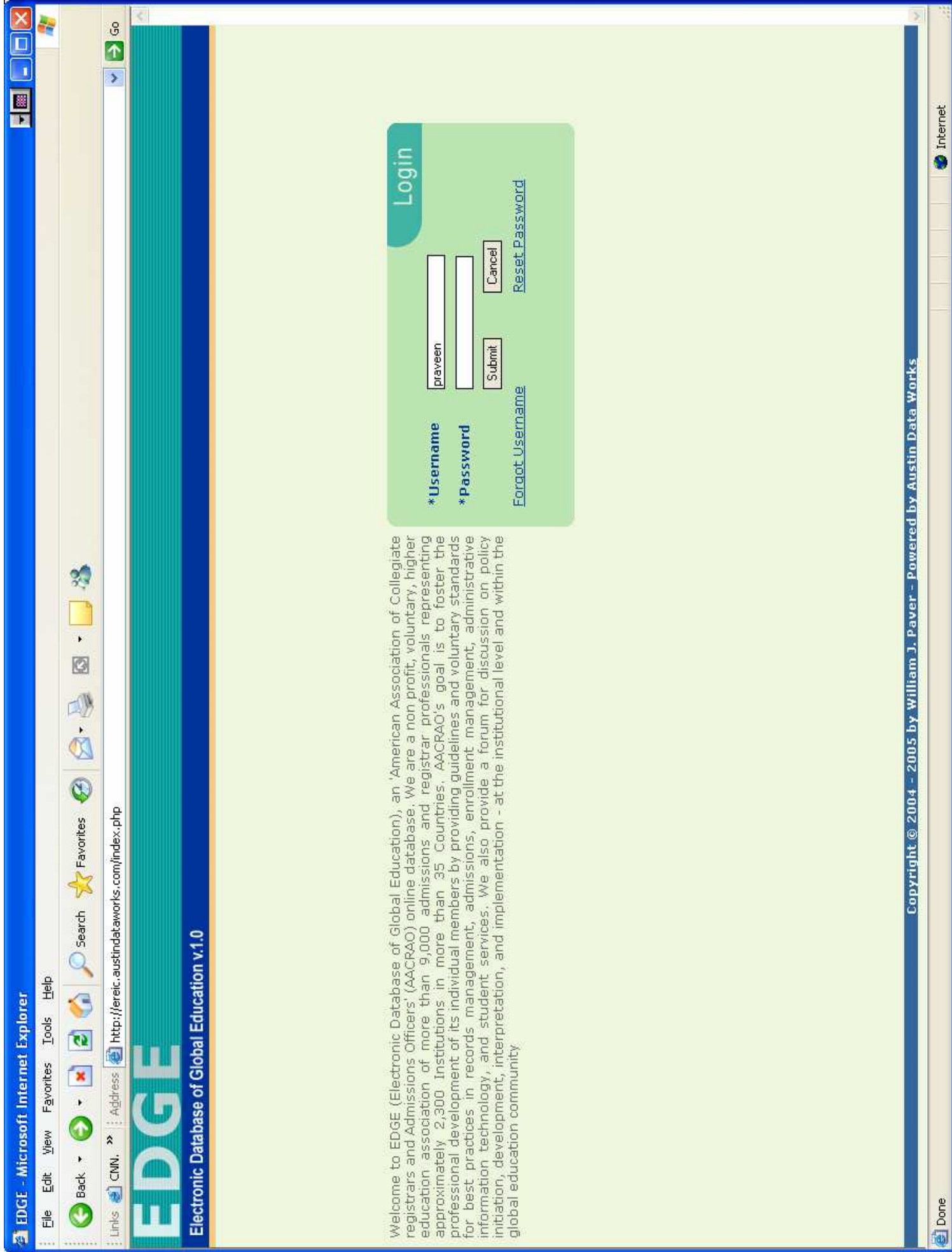
- Web – Free and for purchase
- Professional Associations and Contacts
- Publications – Free and for purchase
- School library
- Ministry of Education (or equivalent)
- Newsletters
- Conference Handouts

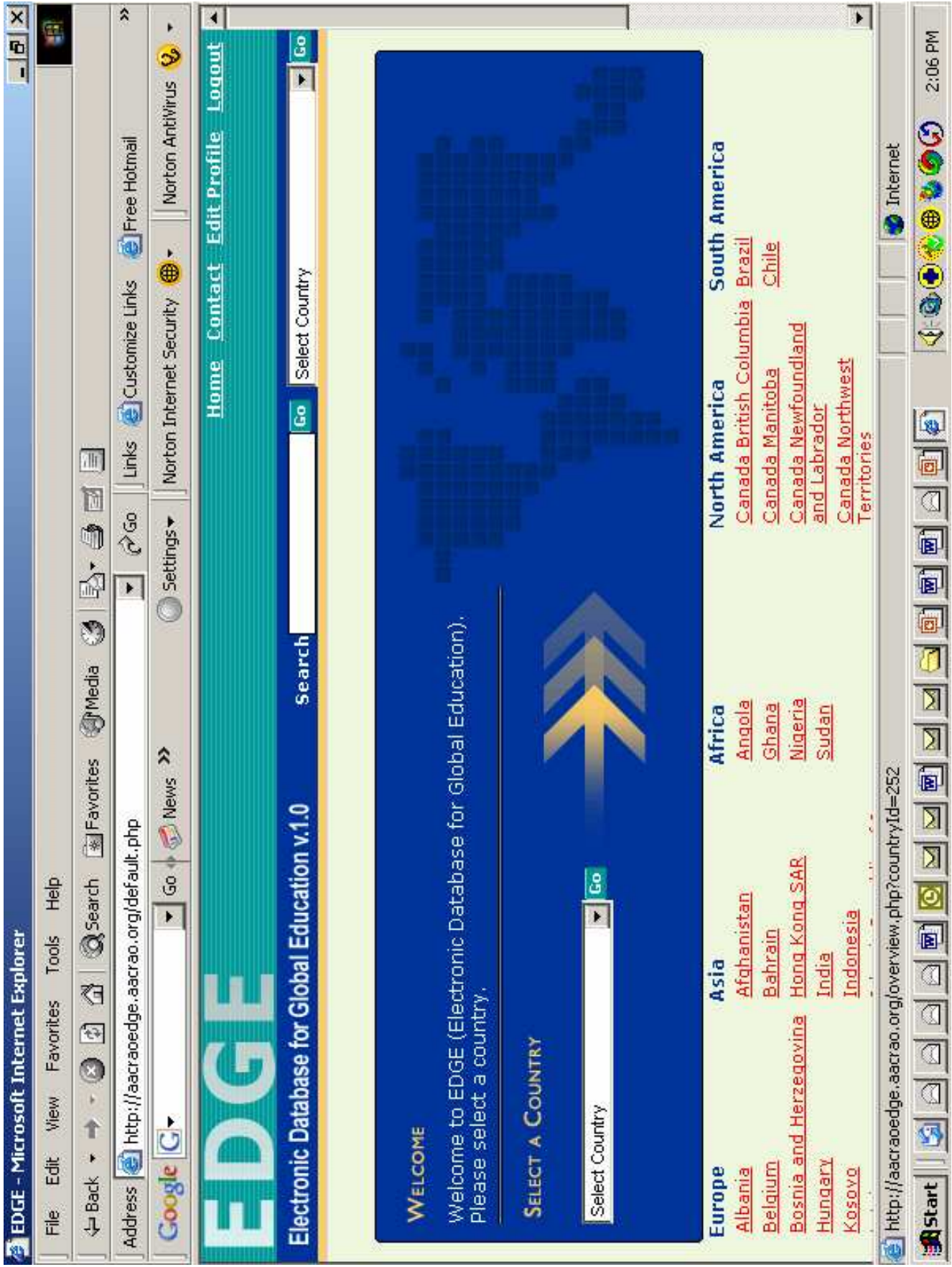
Publications

- **PIER (AACRAO / NAFSA)**
- *Brazil: A Country Study on the Education System of Brazil and Guide to the Academic Placement of Students in Education Institutions in the United States*
- *The People's Republic of China: A Workshop Report on the Education System of The People's Republic of China and Guide to the Academic Placement of Students in Education Institutions in the United States.*
- *The Philippines: A Workshop Report on the Education System of the Philippines and Guide to the Academic Placement of Students in Education Institutions in the United States*

EDGE – Electronic Database of Global Education

- **Each EDGE country profile includes:**
- An overview describing the educational history of the country.
- An educational ladder or ladders to reflect changes in the educational structure
- Grading system(s)
- Sample credentials
- Placement recommendations
- List of postsecondary institutions
- Resources used to develop the profile
- Glossary — when applicable





Korea : Overview

Steeped in the traditional educational approach predicated on religious teachings from Buddhism and Confucianism, education in Korea reflected those cultural tendencies that embraced deep respect for elders and older family members. This mentor approach to learning did not allow for scientific reasoning that began to sweep through Europe and the West in the 18th and 19th centuries. Indeed, Koreans did not accept Western ideas and teaching when these became prevalent in the latter 19th century, unlike the case in Japan.

Korea also suffered from continual invasion throughout its history, by the beginning of the 20th century the invaders were the Japanese. Until the Japanese surrender in 1945, Korea followed a two-tiered educational system, one for Japanese and one for Koreans which depended heavily on Japanese teachers, or those Koreans educated in Japan. The sudden departure of the Japanese left a significant void in terms of trained, educated, and skilled Koreans. The few remaining teachers followed Japanese educational practices that stressed memorization and testing rather than problem solving. The situation was exacerbated by the devastating nature of the 3-year Korean Conflict 1950-53 that essentially forced the Koreans to totally rebuild the educational infrastructure.

By the middle 1950s this effort began in earnest, with U.S. support, and, not surprisingly, the Korean educational system came to mirror the American model. The 50 years since have seen a miracle of modern resurgence from an agrarian society to a heavily industrialized and technologically adept country where illiteracy is virtually non-existent.

Korean education is compulsory up to age 15. Six years of primary (Grades 1-6) are followed by three years of middle school (junior high school), Grades 7-9, which, in turn, lead to high school entrance. High school is three years in duration and consists of academic (general) high schools or vocational/technical high schools. Completion of the high school curriculum results in a high school certificate of the appropriate type (Immungye Kodung Hakkyo/Academic High School, Silop Kodung Hakkyo/Vocational High School, or Kanho Kodung Kisul Hakkyo/Nursing Higher Technical School). Korean is the medium of instruction though English is a compulsory subject at the secondary level. The academic year in Korea runs March to February.



EDGE

Electronic Database of Global Education v.1.0

Asia : Malaysia

Malaysia is a federal constitutional monarchy with parliamentary democracy. It is located in tropical Southeast Asia and is comprised of the heavily populated Malay Peninsula (except for Singapore) and the less densely populated West Malaysia, primarily located on the island of Borneo. The capital city is Kuala Lumpur. The country has a combined population of about 23 million persons, with an ethnic majority of Malays and substantial minorities of Chinese and Indian/Pakistani ethnicity. Its recent history has included a complicated and sometimes antagonistic set of ethnic relations which have, to some extent, influenced some of its educational and cultural structures.

The sultanates of the Malay Peninsula and two on the island of Borneo (in various configurations) were under British colonial control from the late 19th Century. In 1957, Malaya became an independent state within the British Commonwealth. Malaysia was formed on 16 September 1963, and consisted of the Federation of Malaya, Singapore, Sarawak and North Borneo (now Sabah). Singapore peacefully seceded from the union in 1965. After a prolonged period of unsettled internal disputes, Malaysia emerged as a more stable nation under the leadership of the multiethnic National Front, led since 1981 by the United Malays National Organization (UMNO). Major opposition parties are the Chinese-dominated Democratic Action party and the Islamic Party of Malaysia (PAS). Elections held in 1994 have renewed the control of UMNO.

Most Malaysian educational structure is based either on British models or on Malaysian adaptations of it. The tradition is a very strong one and has served Malaysia well. However, in the last two decades, "American-style" education has taken root in the many "Community Colleges" that were originally formed to provide post-secondary educational opportunities to non-Malays (as affirmative action programs gave heavy education preference to the Malay population), but have since been increasingly popular in all ethnic segments of the country.

For further information on the history of Malaysia, please see <http://www.bartleby.com/65/ma/Malaysia.html>



EDGE - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back

Forward

Stop

Home

Search

Favorites

Links

CNN

Address: http://eric.austindataworks.com/educationalSystem.php?countryId=240&ladderId=10

Go

Home Edit Profile Logout

Search

[Print Country Details](#)

[Overview](#) [Educational Ladders](#) [Grading System](#) [Credentials](#) [Institutions](#) [Resources](#) [Author](#) [Glossary](#)

[Kosovo : Educational Ladders](#)

Available Education Ladders In Kosovo

To view click a thumbnail below. Ladders will be displayed as an image and will be loaded in a pop-up window. To resize the pop-up window, click and drag the bottom right corner

Image

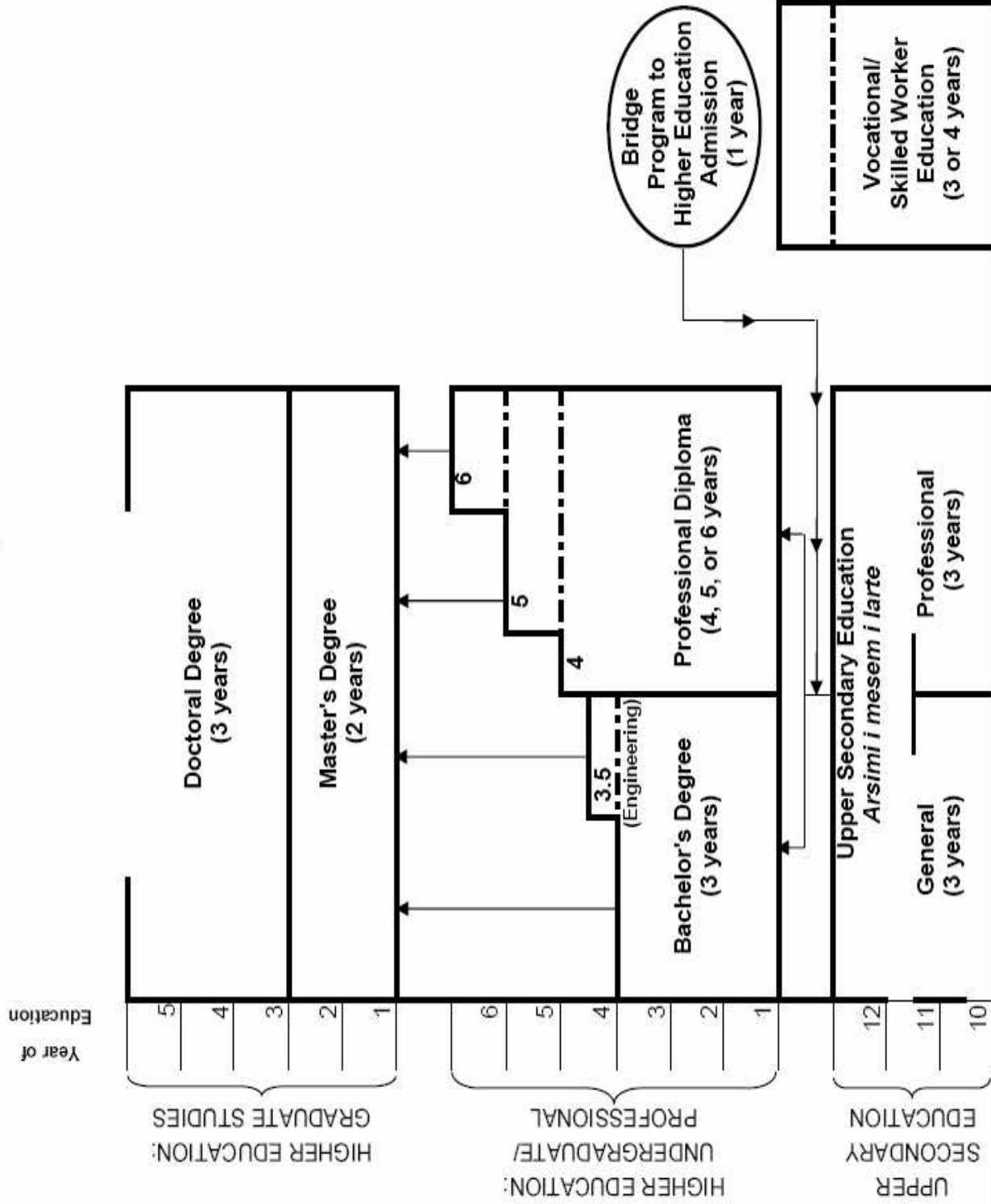
Kosovo Current Educational System Ladder

Kosovo Former Educational System Ladder

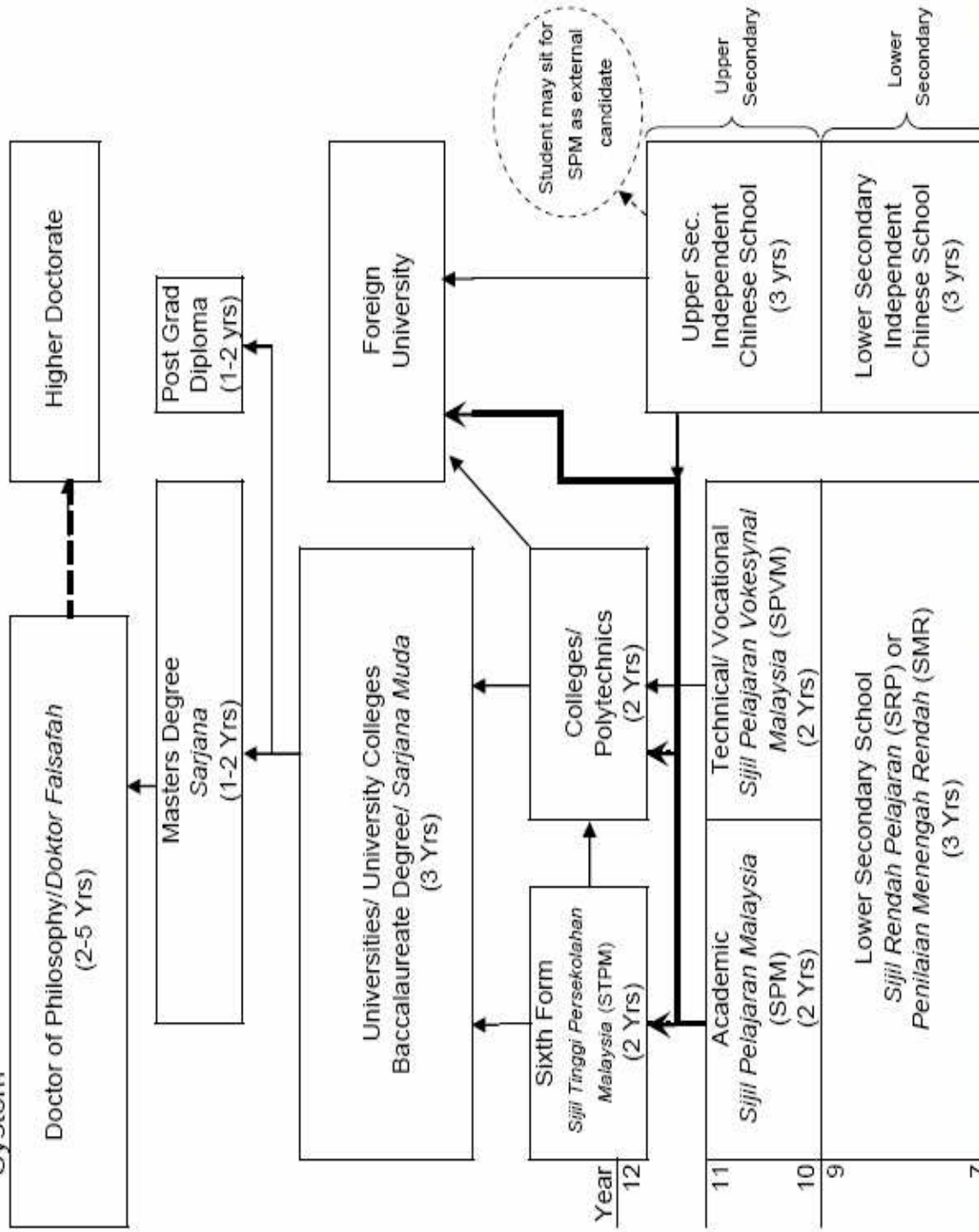
Copyright © 2004 - 2005 by William J. Paver - Powered by Austin Data Works

Internet

Kosovo Education System 2004



Malaysian Education System



EDGE - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back

Forward

Stop

Home

Search

Favorites

Address: http://eric.austindataworks.com/gradingScales.php?countryId=129&submit_country=Submit&x=11&y=7

Go

Go

Home

Edit Profile

Logout

Search

Go

Select Country

Go

Print Country Details

Overview

Educational Ladders

Grading System

Credentials

Institutions

Resources

Author

Glossary

Malaysia : Grading System

Grading System in Malaysia

SRP/PMR/SPM/SVPM:

Current grading scale :	Description	Suggested U.S. Equivalent
1	Cemerlang (Distinction)	A
2,3	Kapujian (Credit)	B
4,5	Lulus	C
6,7	Lulus	C-/D
8,9	Gagal	F

The following grading scales have been used in the past and may still be encountered. Note that the minimum pass mark is 8 instead of the current 7.

Grade	Remarks	Suggested U.S. Equivalent
1 and 2	Distinction	A
3 and 4	Credit	B
5 and 6	Credit	C
7 and 8	Pass	C-/D
9	Fail	F

Grade	Remarks	Suggested U.S. Equivalent
A(1), A(2)	Distinction	A
B(3), B(4)	Credit	B
C(5), C(6)	Credit	C
D(7), D(8)	Pass	C-/D
E(9)	Fail	F

MISSCUE:

A(1), A(2)	Distinction	A
B(3), B(4)	Credit	B
C(5), C(6)	Credit	C
D(7), D(8)	Pass	C-/D
E(9)	Fail	F

Internet

AACRAO - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back

Forward

Stop

Home

Search

Print

Mail

Media

Internet Options

Address http://eric.austindataworks.com/gradingScales.php

Links Web ADM Home Page ESPN.com Time Report Home Page for Deana C Williams CNN.com Microsoft Windows Update

Go

Go

Home

Edit Profile

Logout

International Education System v.1.0

Search

Select Country

Go

Print Country Details

Overview

Educational Ladders

Grading System

Credentials

Institutions

Resources

Author

Korea : Grading System

Indigenous Scale	Suggested U.S. Grade
A (4)	A
B (3)	B
C (2)	C
D (1)	D
F (0)	F

Grading System

The grading system used in the Republic of Korea is a mirror image of that used in the United States and therefore very familiar to U.S. credential evaluators. Grading at both levels is detailed below.

Secondary Grading System

Secondary schools use a letter grade system of A, B, C, D, and F where D is the lowest passing grade. Schools include a grading scale on the transcripts for easy reference. As grading is not especially severe, one may readily compare the Korean letter grades to their U.S. letter grade counterparts.

Post-Secondary Grading Scale

Korean colleges and universities employ the same grading scale as that used in the secondary schools, a letter grade system of A, B, C, D, and F with the grades comparable to their similarly designated letters in the U.S. Again, as with the secondary schools, colleges and universities routinely include the scale on the official transcript. Several schools use a +/- variant of the scale as well and should be treated according to the receiving institution's policy toward +/- grading in the States.

Credit System

Korean colleges and universities use a semester credit system identical to that in the U.S. wherein one hour of lecture a week yields one credit and two hours of lab is also worth a semester credit. Thus, one may approach GPA calculations in Korea just as would be the case with any U.S. semester calendar school. Korean credits generally should be given face value in transfer, however the standard rule governing annual maximum credit (30-36 per year) should always be applied.

All Rights Reserved

Powered by Austin Data Works

EDGE - Microsoft Internet Explorer

FileEditViewFavoritesToolsHelp

Back

Forward

Stop

Home

Search

Favorites

Links

Addresshttp://eric.austindataworks.com/credentials.php

Go

HomeEdit ProfileLogout

Search

Go

Select Country

Go

Print Country Details

CredentialsResourcesAuthorGlossary

Select a Credential

Go

OverviewEducational LaddersGrading SystemInstitutionsResourcesAuthorGlossary

Malaysia : Credentials

Asia : Malaysia

Electronic Database of Global Education v.1.0

Credentials

Penilaian Menengah Rendah (Lower Secondary Assessment)

Sijil Rendah Pelajaran (Certificate of Lower Secondary Assessment)

Sijil Pelajaran Malaysia (SPM) Open Certification Examination

Sijil Pelajaran Malaysia Yakesyenal (Malaysian Certificate of Vocational Education)

Malaysian Independent Chinese Secondary Schools Unified Examination (MICSSUE)

United Examination Certificate for Independent Chinese Schools in Malaysia (UEC)

Sijil Tinggi Pelajaran Malaysia (STPM) (Malaysian Higher School Certificate)

Non-University Technical/Vocational Certificates or Diplomas

Credentials in Malaysia

Description

Certificate of assessment of lower secondary education.

Certificate of assessment of lower secondary education. Since 1997, called Penilaian Menengah Rendah.

Completion of ordinary secondary education. Based on 2 years of study beyond SRP, for a total of 11 years (Standard 6 plus Form 5).

Until 2000, certificate of secondary vocational education leading to employment. Replaced by Sijil Pelajaran Malaysia Open Certification Examination.

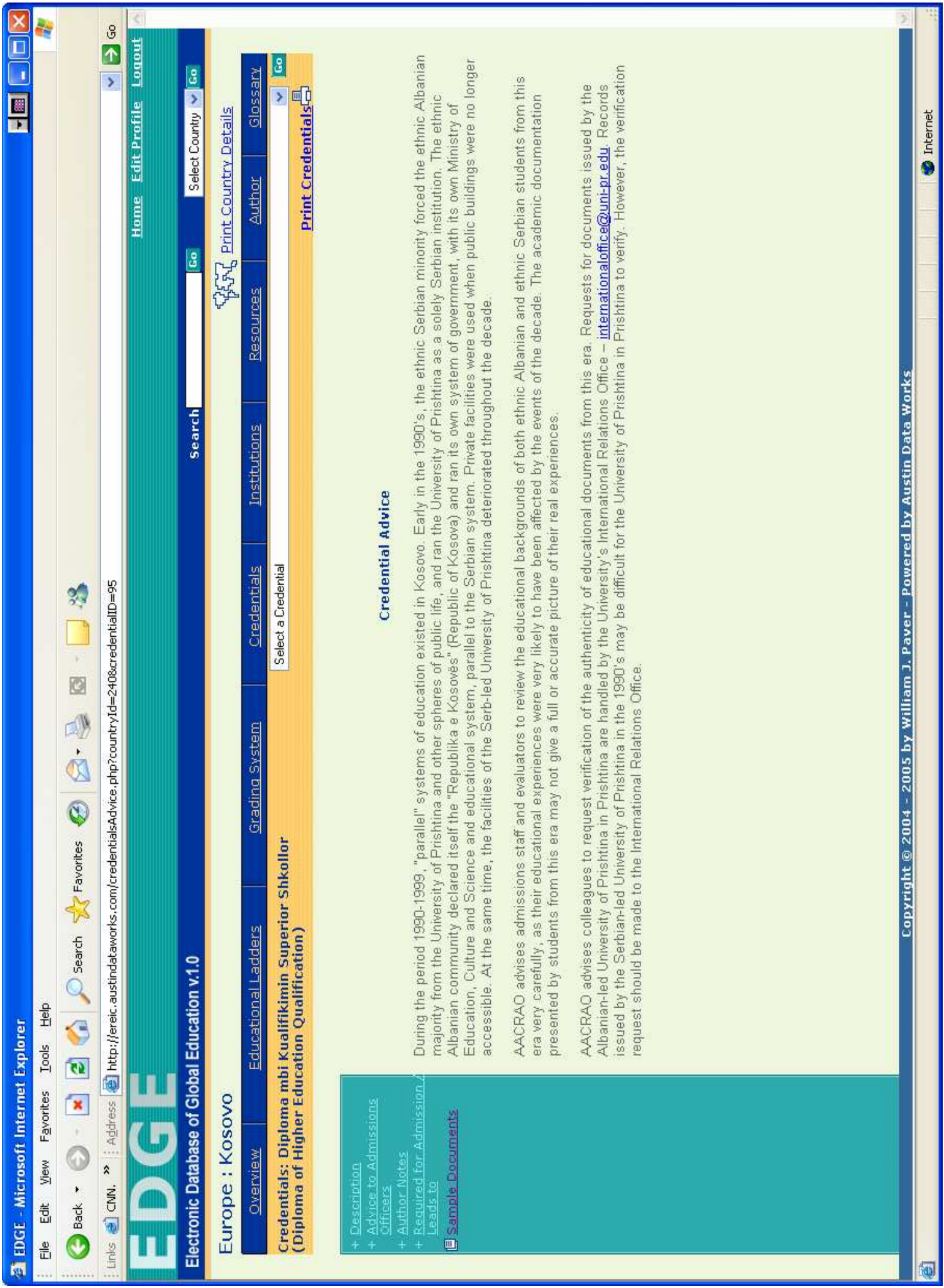
Certificate issued after 12 years of study. Replaced by United Examination Certificate for Independent Chinese Schools in Malaysia (UEC).

Name change from Malaysian Independent Chinese Secondary Schools Unified Examination (MICSSUE), which see for details.

Advanced secondary qualification. Generally sought by students interested in university level study in Malaysia.

Certificates or Diplomas of technical or vocational study at recognized non-university institutions of higher education.

Internet

**Credentials: Diploma mbi Kualifikimin Superior Shkollor
(Diploma of Higher Education Qualification)**

Search

Go

Select Country

Go



Print Country Details

Select a Credential

Go

Print Credentials

- + Description
- + Advice to Admissions Officers
- + Author Notes
- + Required for Admission Leads to
- + Sample Documents

Credential Advice

During the period 1990-1999, "parallel" systems of education existed in Kosovo. Early in the 1990's, the ethnic Serbian minority forced the ethnic Albanian majority from the University of Prishtina and other spheres of public life, and ran the University of Prishtina as a solely Serbian institution. The ethnic Albanian community declared itself the "Republika e Kosovës" (Republic of Kosovo) and ran its own system of government, with its own Ministry of Education, Culture and Science and educational system, parallel to the Serbian system. Private facilities were used when public buildings were no longer accessible. At the same time, the facilities of the Serb-led University of Prishtina deteriorated throughout the decade.

AACRAO advises admissions staff and evaluators to review the educational backgrounds of both ethnic Albanian and ethnic Serbian students from this era very carefully, as their educational experiences were very likely to have been affected by the events of the decade. The academic documentation presented by students from this era may not give a full or accurate picture of their real experiences.

AACRAO advises colleagues to request verification of the authenticity of educational documents from this era. Requests for documents issued by the Albanian-led University of Prishtina in Prishtina are handled by the University's International Relations Office – internationaloffice@uni-pr.edu. Records issued by the Serbian-led University of Prishtina in the 1990's may be difficult for the University of Prishtina in Prishtina to verify. However, the verification request should be made to the International Relations Office.

REPUBLIKA E KOSOVËS



UNIVERSITETI I PRISHTINËS
FAKULTETI I SHKENCAVE MATEMATIKE-NATYRORE

DIPLOMË

E KUALIFIKIMIT SUPERIOR SHKOLLOR

[Name]

I - E LINDUR MË 11.05. , NË Marinë I - E REGJISTRUAR NË VITIN
SHKOLLOR 1985/86 , MË 21.05.1992 I DHIA TË GJITHIA PROVIMET
E PARAPARA PËR TË MBARUAR FAKULTETIN E SHKENCAVE MATEMATIKE-NATYRORE

SEKSIONI I KIMISË

ME NOTË MESATARE GJATË STUDIMEVE 608, NË PROVIMIN E DITOMËS 8.00
DHIE I PLOTËSOI KUSHTET PËR TË MARRË KUALIFIKIMIN SUPERIOR SHKOLLOR,
MBI KËTË BAZË TË PËRMENDURIT I JEPET KJO DIPLOMË, ME TË CILËN I FITON
TË DREJTAT QË PARASHIHEN ME LIGJ DHE TITULLIN I PROFESOR I KIMISË

PROFESOR I KIMISË

PRISHTINË, MË 2.12.1994 , NR. 8

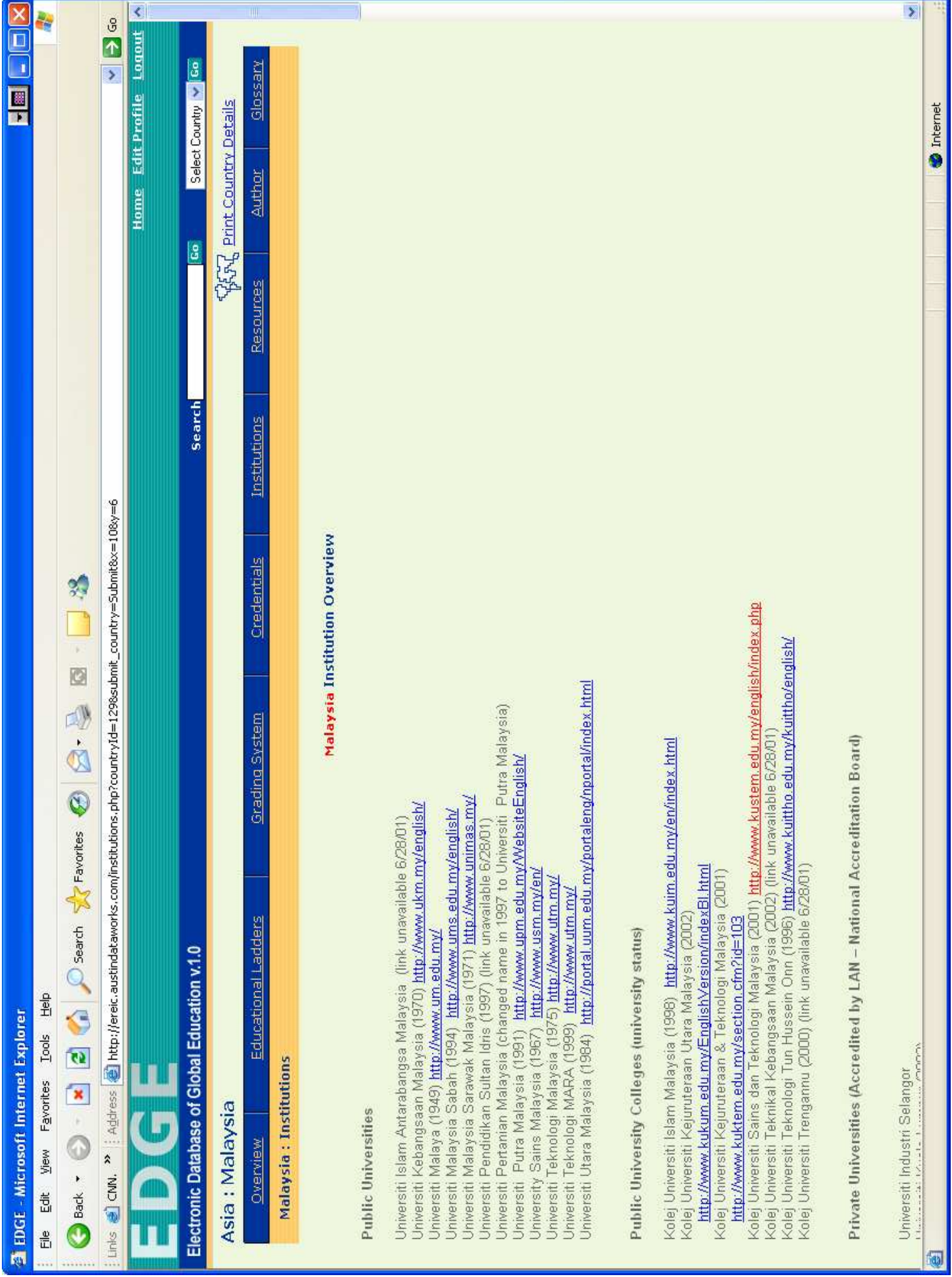
DEKANI

D. Sc. R. Kad Dauti, pikt. origjinal

REKTORI

D. Sc. R. Kad Dauti, pikt. origjinal

Republic of Kosovo
Diploma of Higher Education
Qualification
1994





Links CNN. >> Address http://ereic.austindataworks.com/glossaryTxt.php

EDGE

Electronic Database of Global Education v.1.0

Asia : Korea

[Overview](#)

[Educational Ladders](#)

[Grading System](#)

[Credentials](#)

[Institutions](#)

[Resources](#)

[Author](#)

[Glossary](#)

Korea : Glossary

Korean

Bangsong Tongshun
Hakko
Cheyuk

Chukwa Taehak
Chogrup Taehak
Chollhak

Chongchihak

Chorunun Taehak

Chorupchung

Chung Hakkyo

-gwa or -kwa

Hagu

Hakkyo

Haksa

Hwahak

Kakchong Hakkyo

Kanho Chorunun Taehak

Kanbo Hakkyo

Kisul Hakkyo

Kodung

Kodung Hakkyo

Kodung Kisul Hakkyo

Kodung Kongmin Hakkyo

Kongkwa

English

Air and Correspondence School

Physical Education

Dental College

Junior College

Philosophy

Political Science

Junior Vocational College or Junior College

Diploma

Junior High School

Department

Graduation Degree

School

Bachelor's Degree

Chemistry

Miscellaneous Schools at All Levels

Nursing Junior College

Nursing School

Technical School

Higher

High School

Higher Technical School

Higher Civic School

Engineering

Search

Go

Select Country

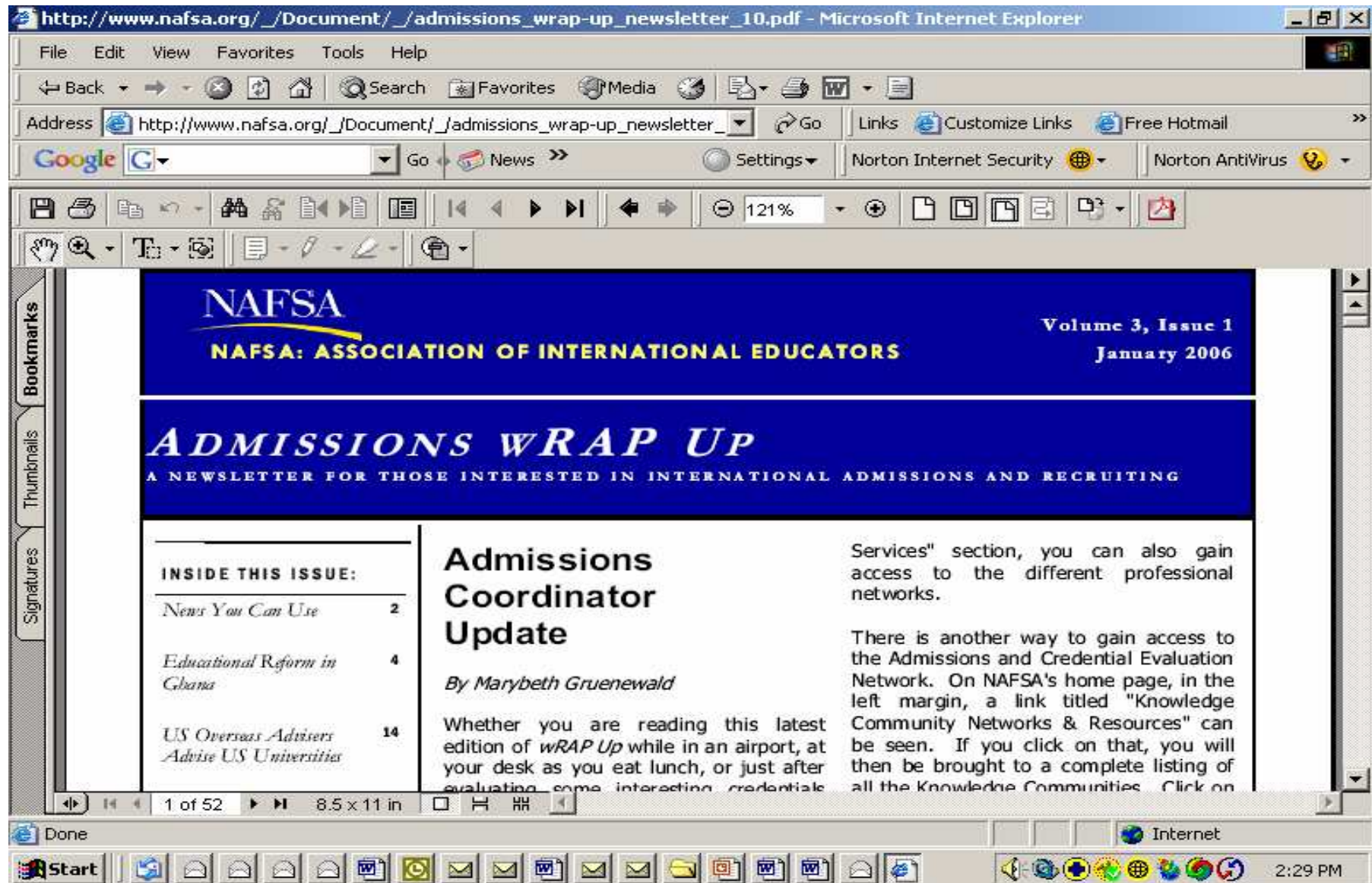
Go



[Print Country Details](#)

[Home](#) [Edit Profile](#) [Logout](#)

NAFSA



Handouts

- <http://www.international.unt.edu/offices/admissions/research>

World Higher Education Database – UNESCO / International Association of Universities

<http://www.unesco.org/iau/whed.html>

<http://www.unesco.org/iau/onlinedatabases/index.html>

<http://www.ibe.unesco.org/countries/countrydossiers.htm>

PL_frm - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media Print Copy Paste

Address http://nt5.scbbs.com/cgi-bin/om_isapi.dll?clientID=293949&depth=38&infobase=iwde.nfo&record={7D95880C}&... Go Links Customize Links Free Hotmail

Google G Go News Settings Norton Internet Security Norton AntiVirus

World data on education International Bureau of Education - UNESCO

World data on education
ASIA and OCEANIA
Islamic Republic of Iran

Print Copy Mail Link

		M.A./M.S. (2Years)		18 24
		B.A./B.S. (4 Years)	Pathway to Degree after industrial experience (Duration and curriculum are still under consideration)	17 23
				16 22
				15 21
				14 20
				13 19
		Pre- University (1-Year)	Open Associate Degree in Technical Vocational (2Years)	12 18
			Integrated Associate	
Secondary Education vocational Branch	Secondary Education Theoretical Branch (3 years)			11 17

BACK Pages NEXT Search | Clear Search | Search Results | Metafile 1 | Table of Contents | Top BACK Search hits: 0 NEXT

http://nt5.scbbs.com/cgi-bin/om_isapi.dll?clientID=293949&depth=38&infobase=iwde.nfo&record={7D95880C}&... Internet

http://nt5.scbbs.com/cgi-bin/om_isapi.dll?clientID=293949&depth=38&infobase=iwde.nfo&record=%7B7D95880C%7D Internet

Start [Icons] 2:43 PM

Duke University – International Credentials Guide 2005-2006

http://www.gradschool.duke.edu/about_us/directors_of_graduate_studies/administrative_documents/ - Microsoft Internet E...

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media Print Mail News

Address http://www.gradschool.duke.edu/about_us/directors_of_graduate_stu Go Links Customize Links Free Hotmail

Google G Go News Settings Norton Internet Security Norton AntiVirus

121%

BRAZIL

Eastern South America

Area: 8,511,965 sq. km. (3,290,000 sq. mi.)
Population: 186.1 million
Cities: Capitol – Brasilia; Sao Paulo, Rio de Janeiro, Belo Horizonte, Salvador
Language of instruction: Portuguese
Education: Years compulsory-7
Literacy: 86.4% (female 86.1%, male 86.6%)
Academic year: March – December

System of Education
Higher education is provided in federal, state, municipal, and private universities. Public universities are better funded than private and they do not charge tuition. They are, therefore, more highly regarded by students and the public. There are a few private universities with considerable support and historical tradition that are considered equally prestigious.

Key Universities
Federal University of Bahia
University of Sao Paulo
University of Brasilia
University of Caxias do Sul
Federal University of Goias
University of Fortaleza
Federal University of Minas Geiras
Pontifical Catholic University of Rio de Janeiro
Federal University of Rio de Janeiro

Another level of Brazilian higher education is the federation. Federations are associations of independent institutions.

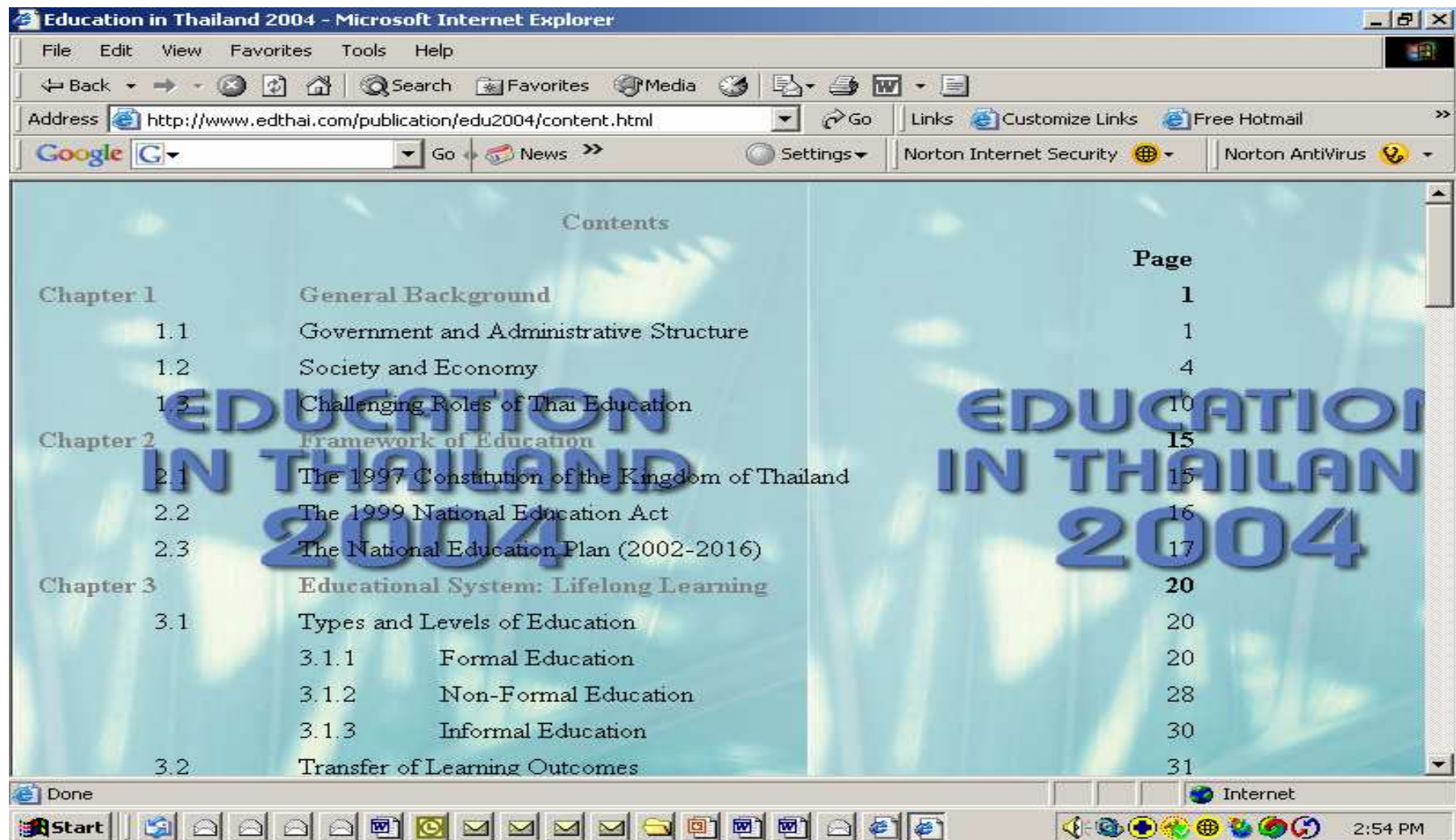
20 of 117 8.5 x 11 in

Done Internet

Start

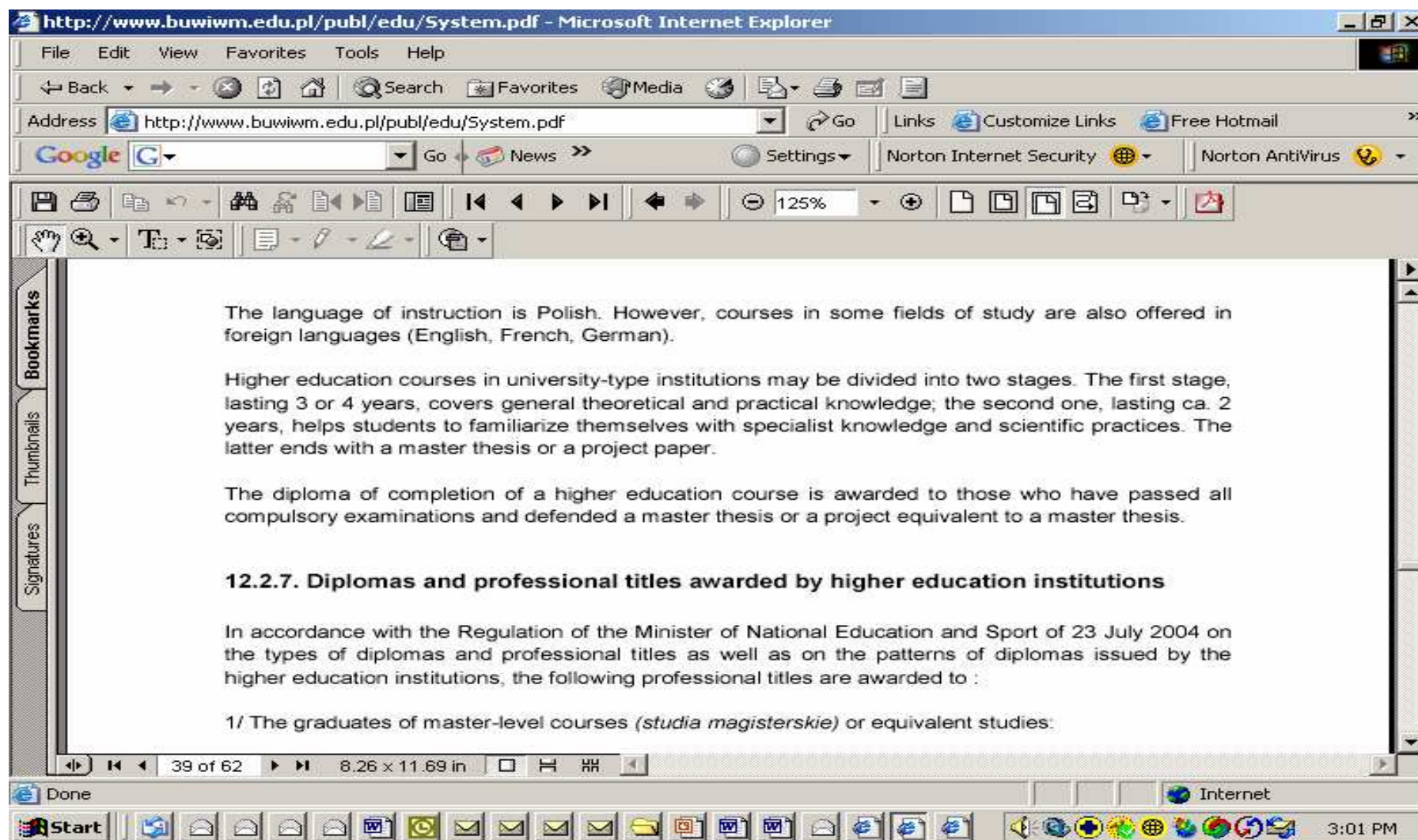
2:47 PM

Thailand - http://www.edthai.com/ed_in_thailand.htm

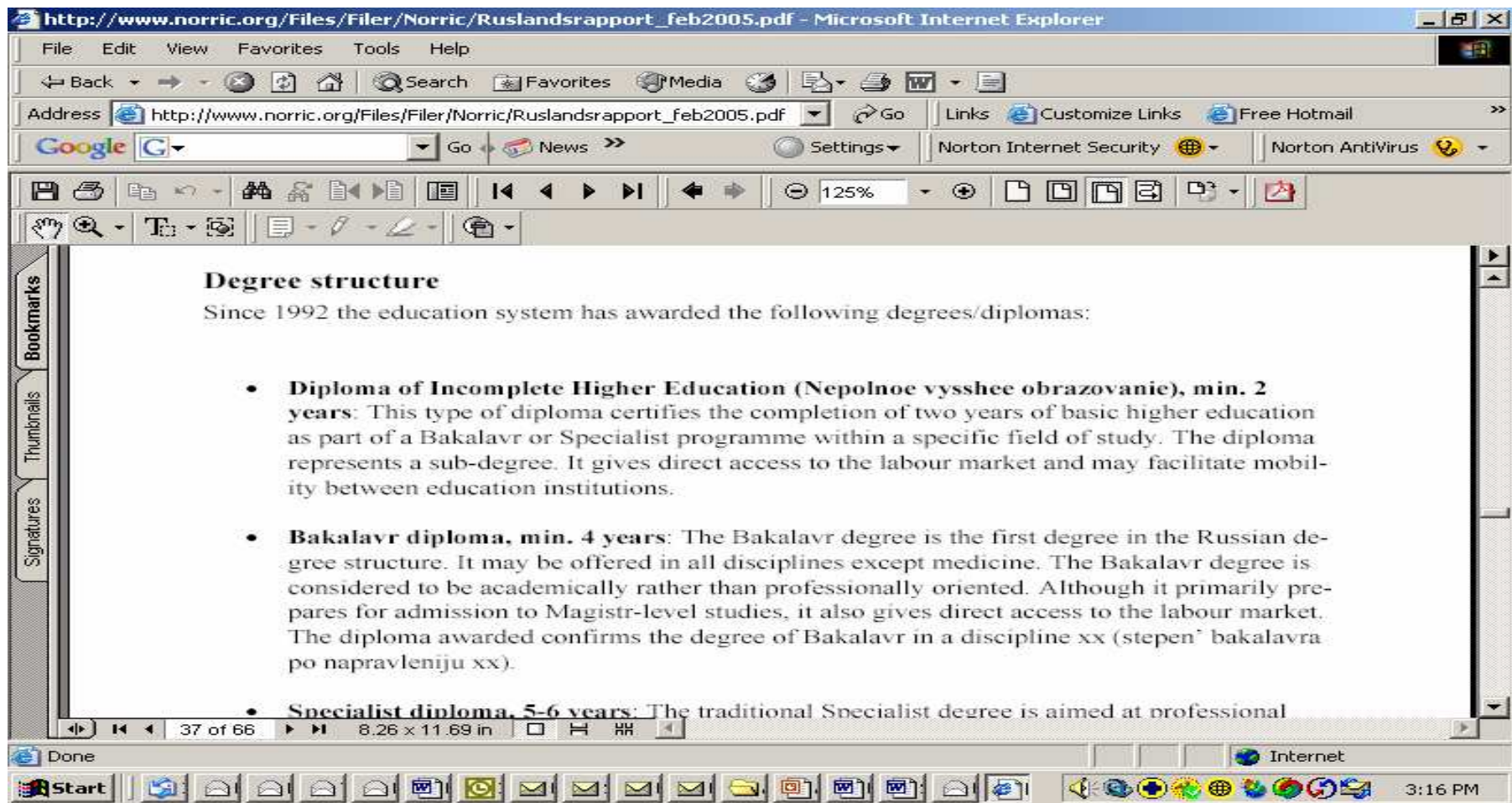


Poland - A System of Education in the Republic of Poland 2003

www.buwiwm.edu.pl/publ/edu/System.pdf



RUSSIA - The System of Education in Russia – NORRIC, February 2005



Electronic Newsletters

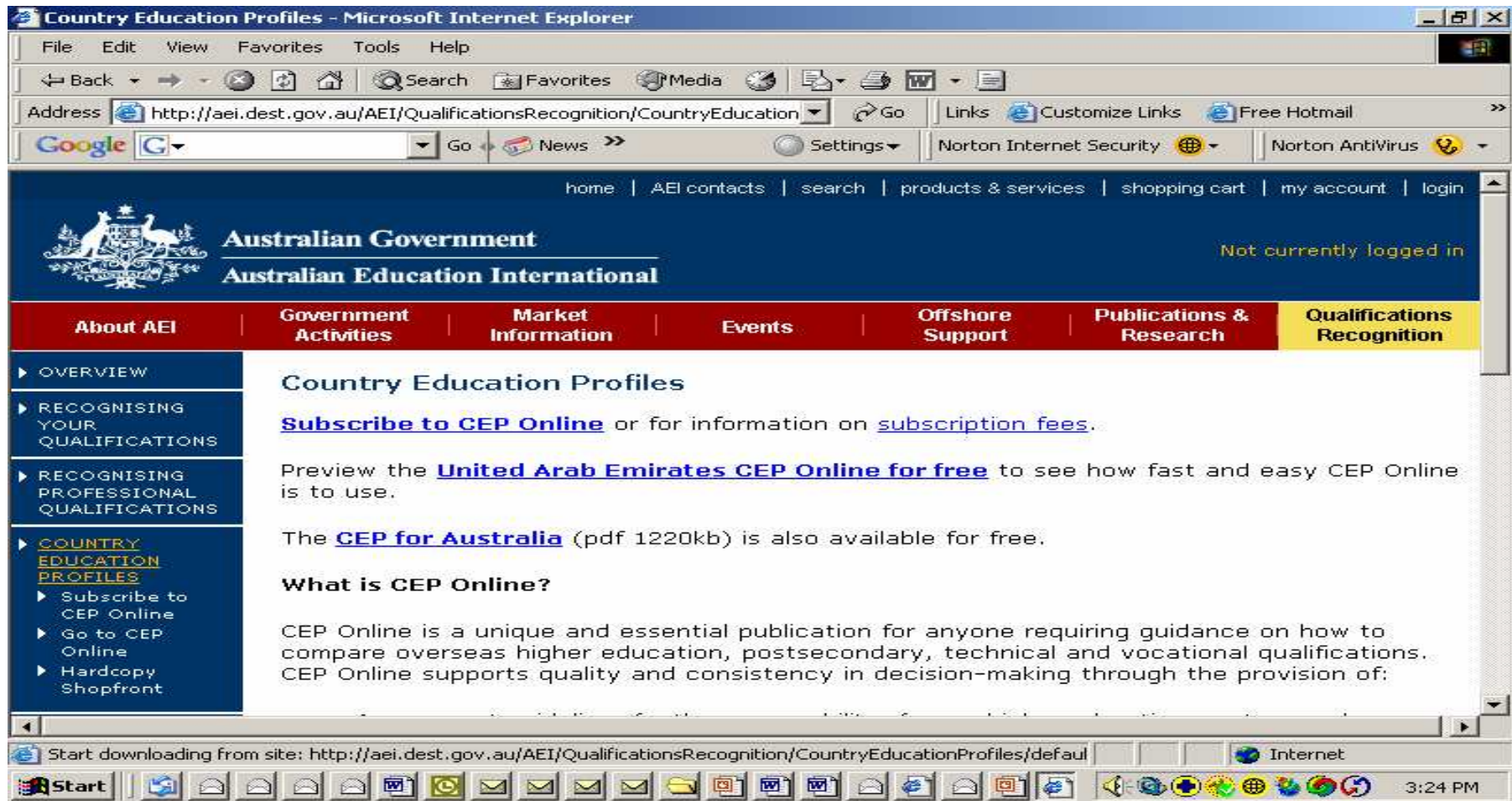
ECE Electronic Newsletter

www.ece.org

WES Electronic Newsletter (WENR)

www.wes.org

Country Education Profiles of the Australian Government/Australian Education International. Includes descriptions of more than 105 countries.



United Arab Emirates - Higher education grading systems, UAE - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search

Address <http://aei.dest.gov.au/AEI/CEP/UAE/EducationSystem/Grading/HigherE>

Google

Go News Settings Links Customize Links Free Hotmail Norton Internet Security Norton Antivirus

Government institutions

United Arab Emirates University

Assessment is continuous and there are mid-semester and final exams.

Course grade	Percentage	Grade	Points
	90-100	A	4.0
	85-89	B+	3.5
	80-84	B	3.0
	75-79	C+	2.5
	70-74	C	2.0
	65-69	D+	1.5
	60-64	D	1.0
	Less than 60	F	0

First Class Honours: Grade Point Average (GPA) of 4 points

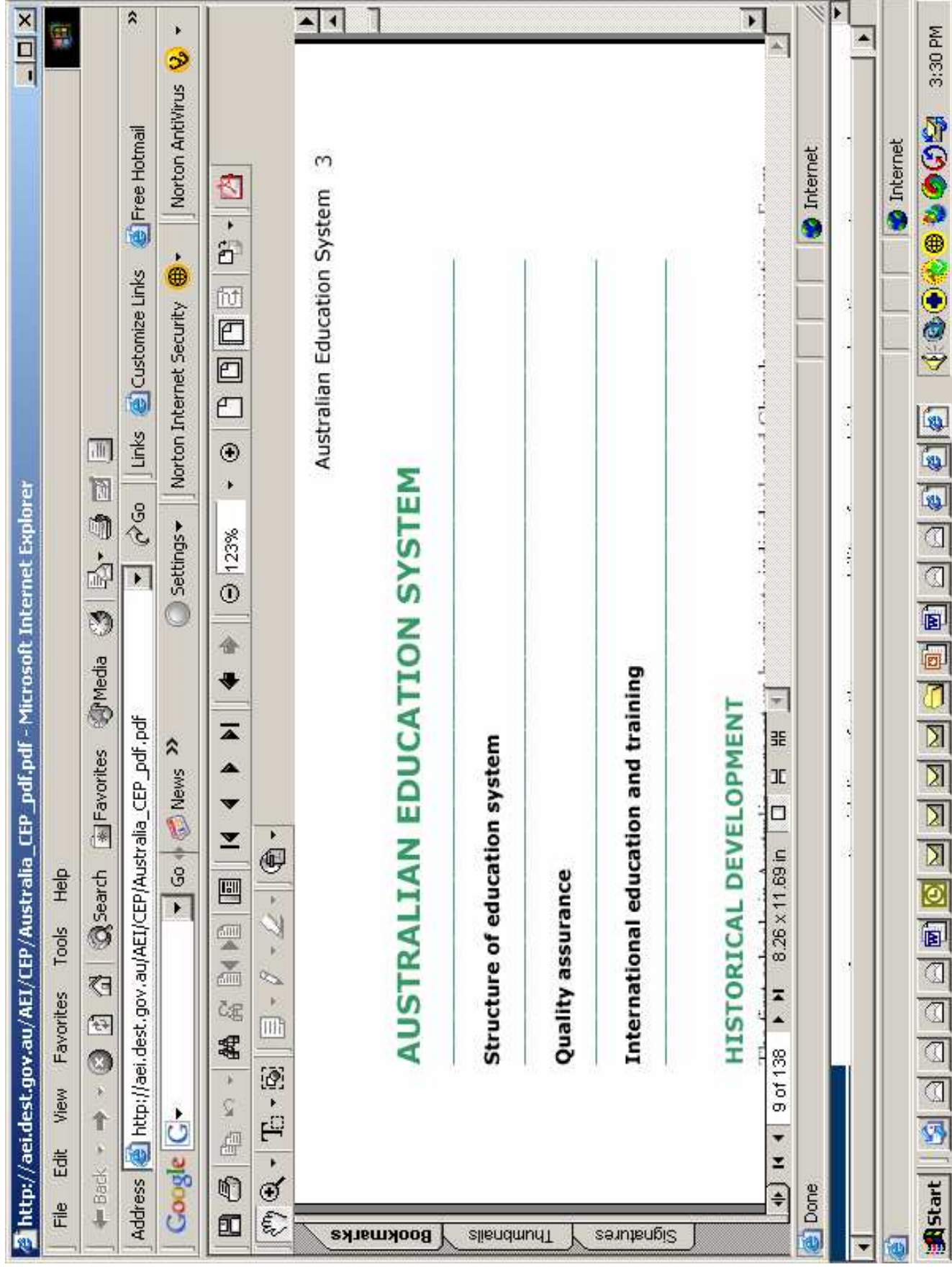
Second Class Honours: GPA of at least 3.6

Done

Start

Internet

3:27 PM



Questions?

- Send me your e-mail address by e-mail or fax for 6 page handout electronically.

KATZN@AACRAO.ORG

312-587-3068 fax