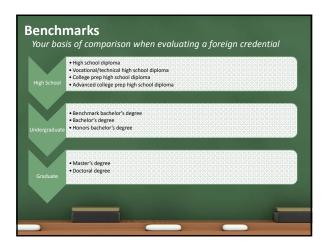


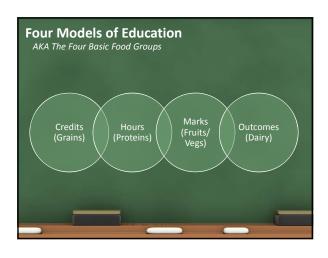
Institutional Concepts What does my institution do? • Every evaluator should know the answers to the following questions: • What is your institution's mission? What is your office's mission statement, and does it match or compliment the institution's mission? • What credentials do you require for evaluation? • What is your regional accreditation body? • What is your institution's policies on incomplete, satisfactory, pass/fail grades? • Are failed courses counted in your institution's GPA? • How does that affect your evaluation of a foreign credential?

Institutional Concepts What does my institution do? • New evaluators at TTU GIA must complete "So You Think You Know Texas Tech?" during first week of employment • Google Doc-based quiz • Scavenger hunt for information about TTU info related to their position • Quiz personalized depending on job position (domestic, international, floater, recruiter) • If they pass the quiz with at least 70%, they receive a fun Texas Tech prize • TTU café mug filled with GIA swag, TTU koozie, etc.

Year-Counting versus Benchmarking? What does it mean and when do you do one or the other? Year counting = matches number of years represented by credential against what that number of years would represent in the U.S. Benchmarking = looking at the basic levels of education and minimum standards for completion of a level of study to determine equivalency When do you typically do one or the other? Why does it matter? SACS' unwritten policy on 3-year bachelor's degree Does North Central have a similar policy?







Practical Application Putting it all together Prior to training: Provide trainees a handout/workbook with information on each model, sample credentials/worksheets Introduce each education model individually Explain the basics of each model Explain how to determine authenticity/recognition Explain how to calculate equivalent credits Explain how to calculate equivalent grades Explain how to calculate the equivalent GPA

Practical Application Putting it all together • Have examples from your country files to use • Give trainees a sample credential from countries you typically evaluate • Type in spreadsheet, including columns for equivalent US credits, grades, and grade points • Show how you would determine authenticity/recognition • Walk through step-by-step calculation • Give trainees a completed evaluation • If you do more than the credential evaluation, show what it is that you require as part of your application review • Decision-making, data entry, deferral for dept review, etc.





