



March 30 - April 2, 2025

11th ANNUAL MEETING

Introduction to Research in International Education (Part 1)

Building a Research Roadmap for Credential Evaluation
Shelby L. Cearley, Karen Krug, and Amanda Shoaf Morrison

#AACRAO2025

Washington Convention Center | Seattle, WA

Today's Presenters

Shelby L. Cearley

- Team Lead
- Adtalem Global Education

Karen Krug

- Senior Research & Knowledge Evaluator
- Educational Credential Evaluators (ECE), Inc.



Amanda Shoaf
Morrison

- Research Evaluator
- Scholaro, Inc.



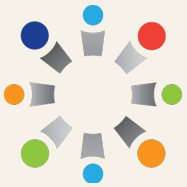
Today's Objective and Takeaways

- Understand research strategies for international credential evaluation
 1. Identify primary, secondary, and tertiary sources
 2. Use age-appropriate resources
 3. Properly document research results.

The Role of Research in Credential Evaluation



Why Research Is Critical



Ensure fair and accurate
evaluation



Maintain institutional
credibility and compliance

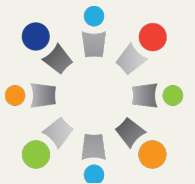


Streamline processes and
reduce review time

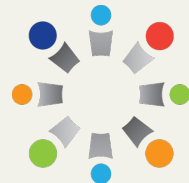
How would you interpret these grades?

APPROVED SUBJECT TITLES	GRADE
National Studies	C
Entrepreneurship Skills Development	C
Engineering Mathematics	C
Computer Applications	C
Mine Management	C
Environmental Management And Protection	C
Mine Survey	C
Geology	C
Surface Mining	D
Underground Mining	D
Research Methods	C
Explosives And Blasting	D
Mine Hydrology	C
Mine Valuation And Economics	C
Rock Mechanics And Ground Control	D
Mine Ventilation	C
Mine Machinery	D
Mine Transportation And Winding	C
Project	C
On The Job Education And Training	C

SUBJECT GRADING SYSTEM				
49%	and	Below	FAIL-----	(F)
50%	to	59%	PASS-----	(P)
60%	to	79%	CREDIT-----	(C)
80%	to	100%	DISTINCTION-----	(D)



Do you know if these are equivalent?





Universidad Nacional

Por cuanto:

[Redacted]

ha cumplido con todos los requisitos reglamentarios, se le confiere el grado académico de

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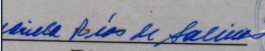
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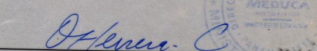
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por haber culminado los estudios y cumplido con los requisitos legales correspondientes.

Dado en la ciudad de La Chorrera a los veinte días del mes de diciembre de dos mil diecinueve.


Director (a)


Director Regional de Panamá Oeste


LA CHORRERA


REPUBLICA DE PANAMA

A little research now saves time later...



3º Curso (equiv to Grade 12)		
Course Title	MOE Weekly Hours	U.S. High School Units
Matemática	3.00	0.50
Física	2.00	0.25
Química	2.00	0.25
Biología	2.00	0.25
Historia	2.00	0.25
Lengua y Literatura	2.00	0.25
Inglés	3.00	0.50
Educación Física	2.00	0.25

Who benefits?

Credential evaluators

Admissions teams

Students

Employers



Challenges in Credential Evaluation

Zaire
Yugoslavia
USSR
Upper Volta
Swaziland

Degrees from defunct countries/institutions

Verification of document authenticity

Variability in education systems over time



Transnational credentials


Sveiki 안녕 Здравей
Saluton CIAO Bok Salut Aho,
Language Barriers and non-Latin scripts

HELLO Mirë dita שלום नमस्ते HELLO מ
Kia ora CIAO Hallo مَرْحَبَا HEI Kia ora C
こんにちは Здравствуйτε こんにちは
l'la Terve Sveiki 안녕 Здравей Olà Ter
Saluton CIAO Bok Salut Aho!
Grüezi Добар ден

Using Reliable Resources




Which of these sources is more reliable?



WIKIPEDIA
The Free Encyclopedia

Search

List of universities in India



विश्वविद्यालय अनुदान आयोग
University Grants Commission
Quality higher education for all

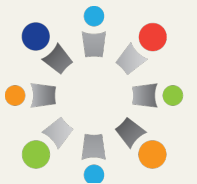
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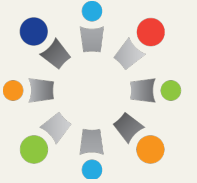
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Universities

[Central University](#) [State Universities](#) [Deemed to be Universities](#) [State Private Universities](#) [View All](#) [View Other details](#)



Primary Sources



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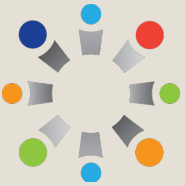
Accreditation
bodies

Issuing
institution

Legislation

- Drawbacks of primary sources:
 - Not all information in one place
 - Official stated policy may not match actual practice
- *Primary source for one type of information may not be primary source for another type of information!*
 - Example: Institution website can be primary source for their own educational programs, but not for their recognition status.

Primary Source Example (1)



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3	Afe Babalola University, Ado-Ekiti - Ekiti State	Prof. E. Smaranda Olarinde	https://www.abuad.edu.ng	2009
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Primary Source Example (2)






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USP Handbook and Calendar

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BACHELOR OF LAWS

The Bachelor of Laws (LLB) degree is offered as a face-to-face four-year programme at Emalus Campus, but is also offered online in distance and flexible learning mode.

Special Admission Requirements:

To be admitted to a Bachelor of Laws a person shall have:

- passed a Senate-recognised Form 7 or equivalent examination with 60% (or equivalent) in English; or
- met the mature student admission criteria; or
- a bachelor's degree from USP, or a bachelor's degree or equivalent qualification involving at least three years' full-time study from another recognised tertiary institution. (Students admitted under this clause are known as Graduate Entrants.)

Programme Requirements:

- The Bachelor of Laws consists of 32 courses, of which 8 are at 100-level, 8 are at 200-level and 16 are at 300-level, as listed below.
- Graduate entrants to the Bachelor of Laws are required to complete successfully 16 compulsory LW courses listed below, plus UU204 and eight elective LW courses.
- Students must successfully complete and attain a GPA of at least 2.0 in all 100-level LW courses plus UU100 and UU114 before being able to progress to any 200-level LW courses.
- Students must successfully complete all 200-level LW courses plus UU200 and UU204 before being able to progress to any 300-level LW courses.

Courses:

Year I:	UU100, UU114, LW110, LW111, LW112, LW113; plus two 100-level non-Law courses
Year II:	UU200, UU204, LW201, LW202, LW203, LW204, LW205, LW206
Years III and IV:	LW300, LW301, LW304, LW306, LW308, LW309; plus ten other 300-level LW courses

Secondary & Tertiary Sources

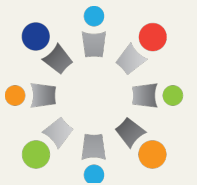
Secondary:

- Professional organizations
- Archived reports

Tertiary:

- Aggregated research
- Wikipedia

- Drawbacks of secondary/tertiary sources:
 - Only as good as sources they're based on
 - May not be up to date
- ***When working with secondary/tertiary sources, always check their sources!***
 - If possible, follow their sources to the original source to confirm their information.
 - Be cautious of resources to which anyone can contribute (Wikipedia, 4icu.org, etc.)



Secondary/Tertiary Source Example (1)

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Denmark

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France


Kazakhstan

Mongolia



Secondary/Tertiary Source Example (2)





International Bureau
of Education

English | Français | Español

Tel.: +41.22.555.06.00
Fax: +41.22.555.06.46
Email

Employment Who we are What we do How we work Where we work Resources 

Home » World Data on Education: Seventh edition 2010-11

World Data on Education: Seventh edition 2010–11

The seventh edition of World Data on Education contains detailed and systematized information on education systems of 163 countries worldwide, with a particular emphasis on curricula and curriculum development processes.

World Data on Education
Données mondiales de l'éducation
Datos Mundiales de Educación

- Afghanistan
- Albania
- Algeria
- Madagascar
- Malawi
- Malaysia

Secondary/Tertiary Source Example (3)





INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU



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All countries 

Enter HEI or field of study keyword(s)

Enter IAU Global WHED ID

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Go

HEI Advanced search

Resources by Age



Pre-Internet (Before 1996)



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PROFILES



BOOKS



LEGISLATION



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Country Profiles Example (1)



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Higher Education in the Philippines. Bulletin, 1961, No. 29. OE-14065. [Foreword - Chapter V]

Carson, Arthur L.

Office of Education, US Department of Health, Education, and Welfare

Because of close relations between the Philippines and the United States in the earlier years of this century, developments in the Philippines since that country achieved its independence in 1946 are of particular interest to Americans. An important aspect of the island nation's efforts in its first 15 years of complete self-government is the expansion of its educational system. At the higher educational level, the broadening of opportunities since World War II has been marked by a striking increase in the number of colleges and universities, the majority of which are under private auspices. The rapid growth and resulting complexity of the higher educational sector has rendered obsolete most of the earlier reference material available in the United States concerning Philippine institutions of higher learning. With educational intercommunication between the two nations expanding rapidly in volume and importance, the publication of a study of the current state of higher education in the Philippines seems particularly timely. It is hoped that the present bulletin, which supersedes "Public Education in the Philippine Islands" published by the Office of Education in 1935, will be of particular value to students of comparative education and to American university officials dealing with educational exchanges between the United States and the Philippines. This bulletin is the first part of a two-part volume. It contains the following sections: (1) Foreword; (2) Acknowledgments; (3) Chapter I: Introduction; (4) Chapter II: The Islands and the People; (5) Chapter III: The Development of an Educational System; (6) Chapter IV: Higher Education: The Public Institutions; and (7) Chapter V: Higher Education: The Private Institutions. Individual sections contain footnotes. (Contains 7 charts and 23 tables.) [Due to its size, this volume has been processed as two separate parts. The first part includes the foreword through Chapter V. The second part includes Chapter VI through the appendices. The cover page and table of contents are repeated in the second part. For the other part, see "Higher Education in the Philippines. Bulletin, 1961, No. 29. OE-14065. [Chapter VI - Appendices]" (ED544129). Best copy available has been provided.]

Descriptors: [Higher Education](#); [Vocational Education](#); [Foreign Countries](#); [War](#); [Public Education](#); [Comparative Education](#); [Educational History](#); [World History](#); [Economic Factors](#); [Social Influences](#); [Females](#); [Religion](#); [Language Usage](#); [Literacy](#); [Demography](#); [Public Health](#); [Political Issues](#); [Elementary Schools](#); [Women's Education](#); [Private Schools](#); [Educational Legislation](#); [Land Settlement](#); [Economic Development](#); [Kindergarten](#); [Secondary Schools](#); [Public Colleges](#); [Educational Administration](#); [Educational Finance](#); [Teacher Education](#); [Programs](#); [Agricultural Education](#); [Schools of Education](#); [Business Education](#); [Technical Education](#); [Industry](#); [Private Colleges](#); [Supervision](#); [Government Role](#); [Governance](#); [Academic Degrees](#); [Liberal Arts](#); [Engineering Education](#); [Law-Related Education](#); [Medical Education](#); [Home Economics](#); [Music Education](#); [Art Education](#); [Fine Arts](#); [Architecture](#); [Science Education](#); [Enrollment Trends](#); [Graduation](#); [Religious Education](#); [Churches](#); [Catholics](#); [Protestants](#); [Muslims](#); [Theological Education](#)

Office of Education, US Department of Health, Education, and Welfare.

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Audience: N/A

Language: English

Sponsor: N/A

Authoring Institution: US Department of Health, Education, and Welfare, Office of Education (ED)

Identifiers - Location: Japan; Philippines; Spain; United States

Grant or Contract Numbers: N/A

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ERIC Number: ED544129

Record Type: Non-Journal

Publication Date: 1961

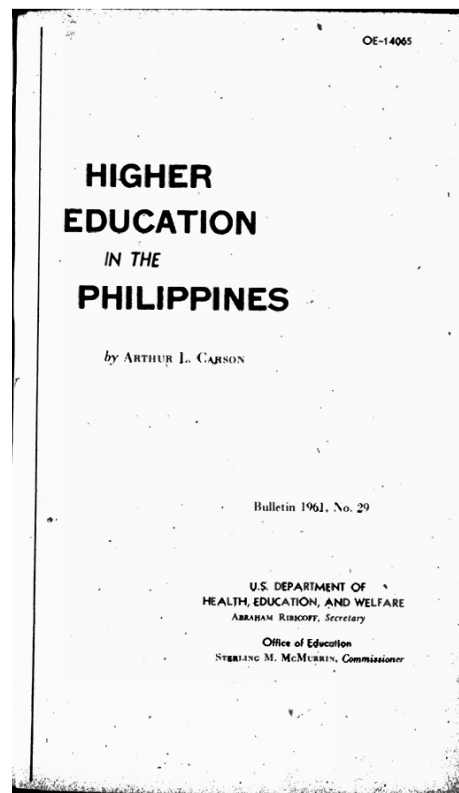
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ISBN: N/A

ISSN: N/A

EISSN: N/A



88

HIGHER EDUCATION IN THE PHILIPPINES

a specific occupation but do not confer a degree. One example is the nautical school; the normal schools before 1951 were also in this category. Or the courses may be advanced technical training in such lines of specialization as farm mechanics or practical electricity. A third type is illustrated by the degree curriculums for industrial teachers offered in national schools of arts and trades. Although the scene is a changing one and composed of diverse elements it contains a number of important enterprises.

The Nautical School

The Philippine Nautical School, founded in 1820 during the Spanish regime, enjoys the distinction of being the oldest institution under the Bureau of Public Schools. It is located in Pasay near Manila Bay. In 1958 the enrollment numbered 54. The school program begins with 2 years of instruction in navigation, applied mathematics, and seamanship and nautical knowledge. Each student must serve for another 2 years as an apprentice, usually on interisland ships, before graduation. The primary purpose of the nautical school is to prepare qualified deck officers for the Philippine merchant marine, although graduates may also seek service in the Philippine Navy.³⁴

Normal Schools


The 8 regional normal schools, which enrolled 3,321 students in 1958-59, are listed below:


1. Albay Normal School, Legaspi, Albay.
2. Bukidnon Normal School, Malaybalay, Bukidnon.
3. Cebu Normal School, Cebu City.
4. Ilocos Norte Normal School, Laoag, Ilocos Norte.
5. Iloilo Normal School, Iloilo City.
6. Leyte Normal School, Tacloban, Leyte.
7. Pangasinan Normal School, Bayambang, Pangasinan.
8. Zamboanga Normal School, Zamboanga City.

Further discussion of these schools, together with the Philippine Normal College, will be found in the later section on "Teacher Education."



³⁴ Republic of the Philippines, Department of Education, Philippine Public Schools. Annual Report of the Director of Public Schools for the School Year 1954-1955. Manila: the Bureau, 1955. (Mimeographed) p. 6.

Country Profiles Example (2)

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Education in the U.S.S.R. : research and innovation / by Seymour M. Rosen.

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Related Names [United States. Office of Education.](#)
Language(s) English
Published Washington : Dept. of Health, Education, and Welfare, [Education Division], Office of Education : for sale by the Supt. of Docs., U.S. Govt. Print. Off., 1978.
Subjects [Education > Soviet Union.](#)
[Educational innovations.](#)
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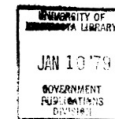
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Education in the U.S.S.R. Research and Innovation

by
Seymour M. Rosen
Specialist in Comparative Education
for the U.S.S.R. and Eastern Europe
Office of Education

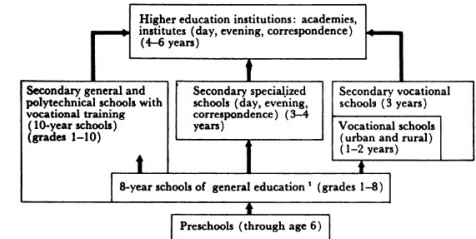


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Structure of the Soviet Educational System: 1977



Primary-Secondary Education

Compulsory education begins in the first grade at age 7. Primary education extends from grades 1 to 3, and "incomplete secondary" education from grades 4 to 8. Since 1959 a student progressing through "incomplete secondary" education has been a graduate of an 8-year school (grades 1-8). (Before 1959, he or she was a graduate of a 7-year school.) The upper or "complete secondary" grades are generally 9 and 10; thus a student who has progressed through "complete secondary" education is a graduate of a 10-year school (grades 1-10).

The term "secondary general and polytechnical schools with labor training" refers to the regular 10-year elementary-secondary schools of general education attended by most students. "Polytechnical education," involving knowledge of the world of work, is built into the general education school curriculum from the earliest grades; it includes study of the relationship of the physical sciences to their practical application in industry and also some elementary practical training in specific fields.

Specific vocational training, as distinct from polytechnical education, is given after a student leaves the 8-year school either in 1- to 2-year vocational schools, in the new 3-year secondary vocational schools, or in the 3- to 4-year secondary specialized schools. Examples of the latter are the (lower) medical schools, which produce "feldshers," or doctor's assistants, and the technicums, which train engineering support personnel. These 3- to 4-year secondary specialized schools also include general education in their curriculum and provide access to higher education, though to a more limited extent in practice than do the 10-year schools of general education. General secondary schools grant a maturity certificate (*attest*

3

351-194 O - 78 - 2

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11



Book Example

INSTITUTES OF HIGHER EDUCATION UNDER THE AUSPICES OF
THE MINISTRY OF UNIVERSITIES, 1988-89

Institute	1988-89 Enrollment	Diploma Awarded	Duration	Representative Specializations
ENS, ¹¹ Jijel	502	<i>licence d'enseignement</i> ¹²	4 years	math, physics, chemistry
ENS, Kouba	1,893	<i>licence d'enseignement</i> <i>licence</i>	4 years 4 years	· math, physics/chemistry, music · natural sciences
ENS, Mostaganem	1,721	<i>licence d'enseignement</i> <i>licence</i>	4 years 4 years	· math, physics/chemistry, physical education · natural sciences
ENS, Oum El Bouaghi	1,237	<i>licence d'enseignement</i> <i>licence</i>	4 years 4 years	· math, physics/chemistry · natural sciences
ENS, Ouargla	232	<i>licence d'enseignement</i>	4 years	math, physics/chemistry
ENS, Saida	532 ¹³	<i>licence d'enseignement</i>	4 years	math, physics/chemistry

¹¹ *Ecole Normale Supérieure*, or Higher Teacher-Training School

¹² The ENSs appear to be offering the DEUA in addition to the *licence* and the *licence d'enseignement*, but AMIDEAST was unable to verify this information.

¹³ Enrollment is combined with INES, Saida.

6

Education in the Arab World

Volume I

Algeria, Bahrain,
Egypt, Jordan, Kuwait,
Lebanon, Morocco

AMIDEAST



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- [NAFSA Guide to Education Systems Around the World](#)
- [NUFFIC Education Systems](#)
- [IQAS International Education Guides](#)
- [ECE Connection](#)
- Leverage your institutional library and Interlibrary Loan (ILL)
- [TAICEP Resources at Your Desk](#)
 - Spreadsheet with thousands of resources by type



Legislation Example

The Universities (Establishment of Universities)(Standardization, Accreditation and Supervision), Rules 1989

Table of contents	Search
Search table of contents	
Expand all Collapse all	
▼ Part I – PRELIMINARY	
1. Citation	
2. Interpretation	
3. Application	
▼ Part II – REGISTRATION OF EXISTING UNIVERSITIES	
4. Registration procedure	
5. Preparation and effect of the register	
▼ Part III – ESTABLISHMENT OF NEW UNIVERSITY	
6. Eligibility and application procedure	
7. Proposal as to particulars and resources	
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9. Issue and effect of interim authority	
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11. Preparation of standards	
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14. Criteria for accreditation	
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16. Deliberations of the Commission	
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18. Rights of accredited universities	
19. Obligation of accredited universities	
20. Variation of charter	
▼ Part VII – MISCELLANEOUS PROVISIONS	
21. Imposition and payment of fees	
22. Offences and penalties	
23. Appeals	
▼ FIRST SCHEDULE	
Paragraph 1.	
Paragraph 2.	



THE REPUBLIC OF KENYA

LAWS OF KENYA

UNIVERSITIES ACT

THE UNIVERSITIES (ESTABLISHMENT OF UNIVERSITIES) (STANDARDIZATION, ACCREDITATION AND SUPERVISION), RULES 1989

LEGAL NOTICE 56 OF 1989

Commenced on 3 March 1989

Part I – PRELIMINARY

1. Citation

These Rules may be cited as the Universities (Establishment of Universities) (Standardization, Accreditation and Supervision) Rules, 1989.

2. Interpretation

In this Rules, unless the context requires otherwise –

"**accreditation**" means public acceptance and confirmation evidenced by grant of charter under [section 12](#) of the Act that a university meets and continues to meet the standards of academic excellence set by the Commission;

"**certificates and diplomas**" means post-graduate certificates and diplomas;

"**Commission**" means the Commission for Higher Education established under [section 3](#) of the Act;

"**operating a university**" includes conducting courses or programmes of study by any method of delivery, whether residential or distance, electronic or print, satellite or similar form of transmission;

"**private university**" means a university established with funds other than public funds;

"**public university**" means a university maintained or assisted out of public funds;

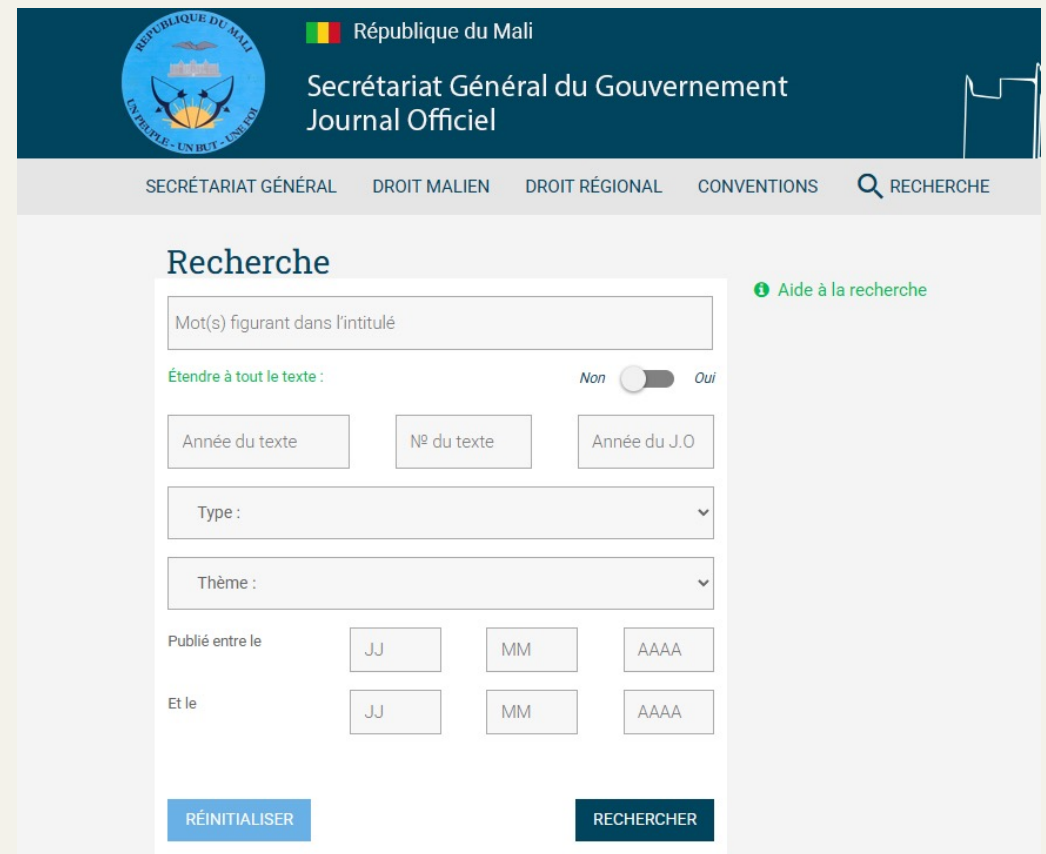
17. Effect of accreditation

- (1) In addition to the status conferred by reason of publication under section 14 of the Act, the certificates, diplomas and degrees conferred in respect of programmes of instruction offered in or by a university to which accreditation has been granted under these Rules and the Act shall be recognized as of comparable and equivalent merit to similar certificates, diplomas, and degrees awarded in respect of programmes offered in and by public universities in Kenya.
- (2) The provisions of paragraph (1) shall extend and apply to all certificates, diplomas and degrees conferred by any university before the grant of accreditation as aforesaid provided that authority to operate under any of the provisions of these Rules had at no time been revoked or suspended before such grant.
- (3) The Commission shall, in respect of all certificates, diplomas and degrees not covered by the provisions of paragraphs (1) and (2) establish a committee to advise on whether or not the same should be recognized in terms of those sections.
- (4) Where after a full deliberation on the merits of each case transmitted to it under subparagraph (3), the Commission is satisfied that the certificates, diplomas or degrees in issue ought to be recognized, it shall publish a notice to that effect in the Gazette and such notice shall be irrevocable.



Finding Legislation

- Legislation is frequently cited on websites and credentials
- Use keyword searches in an internet search engine to locate some
- Be aware that many country-specific legislation repositories exist
 - Many are NOT indexed for search engines, so if you cannot find results from a general search, try and find their repository



RECHERCHE

Mot(s) figurant dans l'intitulé

Étendre à tout le texte : Non ☐ Oui

Année du texte N° du texte Année du J.O.

Type : ▼

Thème : ▼

Publié entre le JJ MM AAAA

Et le JJ MM AAAA

RÉINITIALISER RECHERCHER



Archived Catalogs Example



Digitized publications

This is only a fraction of items in our University Publications collection.
Can't find what you are looking for? It may only be available in print. [Contact us!](#)

On this page: Calendars | Newspapers | Yearbooks | Class & Prize lists and Register of Graduates | Reports | Newsletters and bulletins | Journals and grey literature | Magazines | Other publications

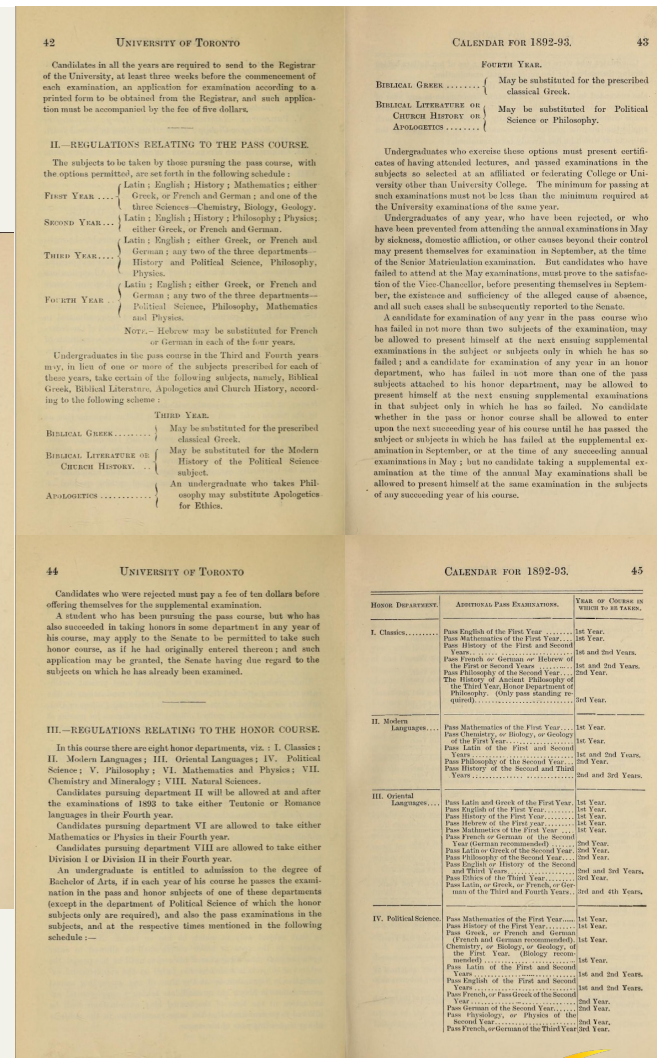
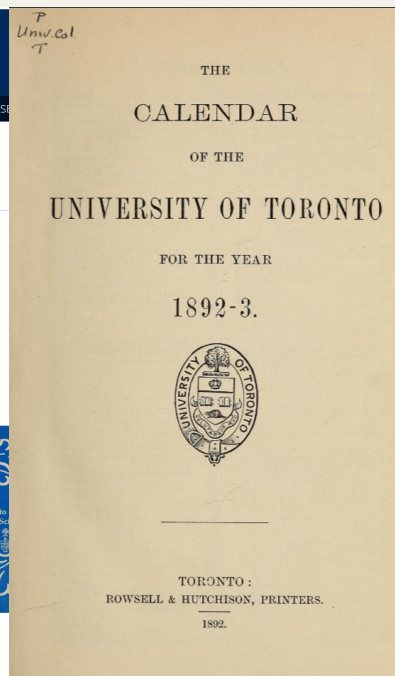
Calendars

- University of Toronto, 1860-1972 [includes all academic divisions]

Archived versions of more recent online-only calendars can be seen [here](#).

By academic division (not included above)

- School of Practical Science, 1879-1880 | 1885-1905 / Applied Science and Engineering, 1905-1930 | 1970-1980
- Faculty of Arts and Science / Faculty of Arts, 1904-1917 | 1921-1928 | 1972-2013
- Dentistry, 1986-1987
- OISE / Ontario College of Education / Faculty of Education, 1908-1917 | 1920-1951 | 1972-1979
- Forestry, 1986-1987
- Information / Library and Information Science / Library Science, 1986-1987
- Management Studies, 1986-1987
- Music, 1986-1987



<https://utarms.library.utoronto.ca/archives/online/digitized-publications>

Locating Archived Catalogs

- Keyword search using Institution Name + Catalog / Bulletin / Calendar / Handbook
- Currently most frequently available in US- and UK-patterned systems

The screenshot displays the University of New South Wales (UNSW) website's archived calendar and handbook archive. The top section, titled "University of New South Wales archived calendar", features a navigation bar with links for All, Images, News, Shopping, Videos, Web, Forums, and More. Below this, two search results are shown. The first result, "UNSW Sydney", links to the "UNSW Calendar Archive Edition" and lists available PDF editions of the calendar from 2011. The second result, also from "UNSW Sydney", links to the "UNSW - Handbook (Archive Edition)" and states that handbook information from 2005 to 2018 is available via a dropdown menu. The bottom section of the screenshot shows the "Handbook Archive Edition" page, which includes a "Legacy Handbook Online (2005-2018)" section with a "Select Year" dropdown, a "Current Handbook (2019 onward)" section with a "View Current Handbook" link, a "Printed Publication (1957-2006)" section with a "View Printed Publication (1957-2006)" link, and a "UNSW Calendars (1950-2011)" section with a "View UNSW Calendar (1950-2011)" link.

University of New South Wales archived calendar

All Images News Shopping Videos Web Forums More

UNSW Sydney
<https://legacy.handbook.unsw.edu.au/assets/calendar>

UNSW Calendar Archive Edition

The following editions of the Calendar are available in PDF format. 2011. UNSW Calendar 2011.pdf.

UNSW Sydney
<https://legacy.handbook.unsw.edu.au>

UNSW - Handbook (Archive Edition)

You can view UNSW Handbook information published between 2005 and 2018 by selecting the relevant year in the dropdown below.

UNSW SYDNEY

Handbook *Archive Edition* Home

Legacy Handbook Online (2005-2018)

You can view UNSW Handbook information published between 2005 and 2018 by selecting the relevant year in the dropdown below:

Select Year

Current Handbook (2019 onward)

To view UNSW Handbook published after 2018, please visit <https://www.handbook.unsw.edu.au> or click the link below:

[View Current Handbook](#)

Printed Publication (1957-2006)

UNSW has discontinued the production of hard-copy handbooks since 2007. Follow the link below to view the printed handbook in PDF format.

[View Printed Publication \(1957-2006\)](#)

UNSW Calendars (1950-2011)

Up until 2011, UNSW produced a companion volume to the Handbook every year. The UNSW Calendar contains useful University information, including the University of New South Wales Act, the University of New South Wales By-law and University of New South Wales Rules.

[View UNSW Calendar \(1950-2011\)](#)

<https://www.google.com/search?q=University+of+New+South+Wales+archived+calendar>
<https://legacy.handbook.unsw.edu.au/assets/home.html>

Transcript Example

D.U.P. 293—4-82—10,000

UNIVERSITY OF DELHI

STATEMENT OF MARKS Certificate No. 12

Name of the Candidate Roll No.

B.Com. (Honours) Part I/II/III (I/II/III Year) (Simultaneous Examination and Examination in Subsidiary Subject, 1984. (Annual Supplementary)

PART I					PART II					PART III					Remarks	
I 50	II 50	III 50	IV 50	Total/ Result 200	V 100	VI 50	VII 50	VIII 50	IX 50	Total/ Result 300	X 100	XI 100	XII 100	XIII 100		Total/ Result 400
29	24	33	21	107 <i>Passed</i>												
Grand Total :																
Internal Assessment																
SUBSIDIARY SUBJECTS 137/200																
M.L. or Subject in lieu																
Subject	Marks 100	Result			Subject	Marks 100	Result			English 100	Result					
H+B	56	<i>Passed</i>			Math	51	<i>Passed</i>									

Note : For Titles of papers see reverse

Dated 14 JUL 1984

Prepared by

Checked by

Dy. Controller of Exams.
Section officer
P.T.O.

B.Com. (Hons.) Examination

Part I

I—Business Organisation
II—Financial Accounting I
III—Business Mathematics
IV—Business Laws

Part II

V—Economics
VI—Business Statistics
VII—Principles of Management
VIII—Financial Accounting-II (Company Accounts)
IX—Company Law

Part III

X—Indian Economy Resources, Trade and Development
XI—Money Income and Financial Institutions
XII—Cost Accounting
XIII—Auditing and Income Tax



Post-Internet (Since 1996)

All Pre-Internet sources plus...



AACRAO EDGE



NATIONAL
QUALIFICATION
FRAMEWORKS (NQF)



INSTITUTIONAL
WEBSITES



INTERNET ARCHIVE -
WAYBACK MACHINE



WIKIPEDIA (USE
REFERENCES FOR
LINKS)



DIPLOMA
SUPPLEMENT

NQF Example

Main stages of education/employment	Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk	Regulated Qualifications Framework for England and Northern Ireland www.ofqual.gov.uk www.ccea.org.uk	Credit and Qualifications Framework for Wales www.cqfw.net	National Framework of Qualifications for Ireland www.nqfi.ie	Scottish Credit and Qualifications Framework www.scqf.org.uk
Qualifications can be taken at any age in order to continue or return to education or training	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
Professional or postgraduate education, research or employment	8 Doctoral Degrees	8 Technical/Vocational Qualifications Level 8	8 Doctoral Degrees, Industry Qualifications, for example, Chartered Accountant	10 Doctoral Degrees, Higher Doctorates	12 Doctoral Degrees, Professional Apprenticeships, Professional Development Awards (PDA), Award
Higher education	7 Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates	7 Technical/Vocational Qualifications Level 7	7 Master's Degrees, Vocational Qualifications, Postgraduate Certificate in Education (PGCE), Apprenticeships	9 Master's Degrees, Postgraduate Diplomas	11 Master's Degrees, Integrated Master's Degrees, Professional Apprenticeships, SVQ, PDA, Postgraduate Diplomas, Postgraduate Certificates, Award
Advanced Skills Training	6 Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates	6 Technical/Vocational Qualifications Level 6	6 Honours Degrees, Vocational Qualifications, Certificates in Education, Apprenticeships	8 Honours Bachelor Degrees, Higher Diplomas	10 Bachelor's Degrees with Honours, Professional Apprenticeships, SVQ, PDA, Graduate Diplomas, Graduate Certificates, Award
Entry to professional graduate employment	5 Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)	5 Technical/Vocational Qualifications Level 5, Higher National Diplomas (HND)	5 Foundation Degrees, Vocational Qualifications, Higher National Diplomas (HND), Apprenticeships	7 Ordinary Bachelor Degrees	9 Bachelor's/Ordinary Degrees, Technical Apprenticeships, PDA, SVQ, Graduate Diploma, Graduate Certificates, Award
Specialised education and training	4 Higher National Certificates (HNC), Certificates of Higher Education (CertHE)	4 Technical/Vocational Qualifications Level 4, Higher National Certificates (HNC)	4 Higher National Certificates (HNC), Certificates of Higher Education (CertHE), Vocational Qualifications, Apprenticeships	6 Advanced Certificate, Higher Certificate	8 Higher National Diplomas (HND), Diplomas of Higher Education (DipHE), Technical Apprenticeship, PDA, SVQ, Award
Qualified/Skilled worker	3 Access to HE Diploma*	3 Technical/Vocational Qualifications Level 3, GCE AS and A Levels	3 Welsh Baccalaureate Advanced, Vocational Qualifications, AS and A Level, Access to HE, Apprenticeships	5 Level 5 Certificate, Leaving Certificate	7 Higher National Certificates (HNC), Modern Apprenticeships, PDA, SVQ, Certificates of Higher Education (CertHE), Scottish Baccalaureate, Advanced Higher, Award
Entry to higher education	<p>*The Access to HE Diploma is regulated by QAA but is not part of the FHEQ</p> <p>The table gives an indication of how you can compare qualifications across national boundaries. Examples of major qualifications at each level are provided. For more detail of the qualifications that are current at the time of publication in each country, you will need to consult the website given at the head of each column.</p> <p>This leaflet is designed to give some information to help you begin this process, for example, by telling you what your qualification, or qualifications you are interested in studying, are broadly comparable to in other countries.</p>	2 Technical/Vocational Qualifications Level 2, GCSEs at grade A* - C and from 2017 grade 4-9 (England), Functional Skills Level 2 (England), Essential Skills Qualifications (NI)	2 Welsh Baccalaureate National, Vocational Qualifications, Essential Skills, GCSEs grades A*-C, Apprenticeships	4 Level 4 Certificate, Leaving Certificate	6 Higher, Modern Apprenticeships, SVQ, PDA, National Progression Award (NPA), National Certificate, Award
Completion of secondary education		1 Technical/Vocational Qualifications Level 1, GCSEs at grade D-G and from 2017 grade 3-1 (England), Functional Skills Level 1 (England), Essential Skills Qualifications (NI)	1 Welsh Baccalaureate Foundation, Vocational Qualifications, Essential Skills, GCSEs at grade D-G	3 Level 3 Certificate, Junior Certificates	5 National 5, Modern Apprenticeships, SVQ, NPA, National Certificate, Award
Progression to skilled employment		Entry Level	Entry Level	2 Level 2 Certificate	4 National 4, SVQ, NPA, National Certificate, Award
Continuation of secondary education				3 Level 3 Certificate, Junior Certificates	3 National 3, NPA, National Certificate, Award
Secondary education. Initial entry into employment or further education				2 Level 2 Certificate	2 National 2, NPA, National Certificate, Award
				1 Level 1 Certificate	1 National 1, Award

Qualifications can Cross Boundaries

A guide to comparing qualifications in the UK and Ireland

How to use this leaflet:

- This leaflet provides information that allows you to look at the ways qualifications are organised in the UK and Ireland.
- It shows which qualifications in other countries are broadly comparable to your qualifications (or those that you are interested in taking).
- On the left side of the principal table you will find the main stages of education or employment - you can find where you are in these stages.
- The next column shows the qualifications framework for your country.
- To the right of this you can see the nearest levels and similar kinds of qualifications that are used in the other countries.
- This makes it possible to draw broad comparisons, rather than direct equivalences, between qualifications and their levels for each country.
- The back page indicates how UK and Irish qualifications frameworks relate to qualifications frameworks in Europe.
- This leaflet is updated periodically. Check one of the websites for the most up-to-date version.



Finding National Qualification Frameworks

- The Association for International Credential Evaluation Professionals (TAICEP) published a [Global Directory of National Qualifications Frameworks](#) in 2022



GLOBAL DIRECTORY OF NATIONAL QUALIFICATIONS FRAMEWORKS

- A national qualification framework (NQF) is a systematic ladder of qualifications in a country's education system.
- NQFs vary considerably as some only include information about a country's higher education system while others include the whole range of the educational system.
- A qualification framework (QF) is also called a transparency tool because it assists evaluators in understanding where a certain qualification is placed in the country's educational system, such as the level of the qualification or access granted to further education or employment. QFs also help explain how the qualifications included relate to one another.
- QFs are based on learning outcomes and presume that the qualifications included in the framework are recognized or quality assured.
- In addition to a qualification framework, there can be subnational and regional frameworks that can be cross-referenced to ensure higher transparency in a region.
- When comparing qualifications from different countries, the individual NQFs and the regional framework can help evaluators establish whether the qualifications are comparable.

When comparing NQFs of two different countries, consider the following:

- If two qualifications are placed on a different level, it can depend on the difference in the total number of levels in each QF or that the two qualifications are simply not on the same level.
- The use of overarching frameworks can be beneficial; if the qualifications compared are on the same level in the overarching framework, their level could be considered comparable.
- Qualifications with different profiles (e.g. vocational versus academic) can be placed on the same level. You should therefore check the profile/function of the qualification to be recognized and find the qualification with a comparable profile/function in your system.
- When the qualification to be recognized is outside the higher education system you should find the comparable qualification in your system.
- If the two qualifications being compared are placed on a different level in the overarching framework, use other sources which give information about the qualification components, such as a diploma supplement, guiding legislation, or other informational resources about the countries' educational systems to establish their status and standing in their system, which level the qualifications give access to, and their learning outcomes.

NQFs can include both formal and non-formal qualifications; it is also important to consider that the words academic, professional, technical, and vocational have disparate definitions in different frameworks and may have different avenues to accessing employment or additional education in their country of origin.

COUNTRY	ACADEMIC	VOCATIONAL	ADOPTION DATE (if known)	Referenced to OVERARCHING or REGIONAL FRAMEWORK	URLs
AFGHANISTAN	Afghanistan National Qualifications Framework (ANQF); <i>pending was under development as of 2017</i>				
ALBANIA	KORNIZA SHQIPTARE E KUALIFIKIMEVE (Albanian Qualifications Framework)		2010	Not yet referenced to the EQF or QF-EHEA	http://qsha.gov.al/infos/njesim_diplome/lqj_23-2018_10052018.pdf



Institutional Websites Example



Year 1

BUSINESS (MANAGEMENT)

MN1MF30 - BUSINESS (MANAGEMENT) Credits: 30 Compulsory: ☒

Module	Code	Credits	Semester	Compulsory
ACCOUNTING FOR BUSINESS STUDENTS	AC155L	7.5	1	<input checked="" type="checkbox"/>
BUSINESS MODELS AND MARKETING	MN151	7.5	1	<input checked="" type="checkbox"/>
MICROECONOMICS 1	EC101L	7.5	2	<input checked="" type="checkbox"/>
ORGANISATIONAL BEHAVIOUR AND MANAGEMENT	MN155	7.5	2	<input checked="" type="checkbox"/>

GLOBAL CULTURES

AN1GF30 - GLOBAL CULTURES Credits: 30 Compulsory: ☒

Module	Code	Credits	Semester	Compulsory
ANTHROPOLOGY MATTERS	AN169	7.5	2	<input checked="" type="checkbox"/>
BEING HUMAN: UNDERSTANDING OUR MATERIAL AND DIGITAL WORLDS	AN168	7.5	1	<input checked="" type="checkbox"/>
INTRODUCING ANTHROPOLOGY	AN167	7.5	1	<input checked="" type="checkbox"/>
MAGIC AND WITCHCRAFT	AN170	7.5	2	<input checked="" type="checkbox"/>
MIGRATION, CONFLICT AND DEVELOPMENT	KD158	7.5	2	<input checked="" type="checkbox"/>
STATES, MARKETS AND GLOBAL DEVELOPMENT CHALLENGES	KD159	7.5	1	<input checked="" type="checkbox"/>

Year 2

BUSINESS (MANAGEMENT)

MN2MDM - BUSINESS (MANAGEMENT) Credits: 30 Compulsory: ☒

Module	Code	Credits	Semester	Compulsory
DATA MANAGEMENT SKILLS FOR BUSINESS	AC208	2.5	1	<input checked="" type="checkbox"/>
ENTREPRENEURSHIP THEORY, PROCESSES AND PRACTICES	MN217	5	2	<input checked="" type="checkbox"/>
HUMAN RESOURCE MANAGEMENT	MN220	5	1	<input checked="" type="checkbox"/>
INTERNATIONAL BUSINESS	MN215	5	1	<input checked="" type="checkbox"/>
INTERNATIONAL MANAGEMENT	MN224	5	2	<input checked="" type="checkbox"/>
INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS	MN204	5	2	<input checked="" type="checkbox"/>
MACROECONOMICS FOR BUSINESS	EC204M	2.5	1	<input checked="" type="checkbox"/>
MANAGEMENT ACCOUNTING FOR NON-ACCOUNTANTS	AC211	5	2	<input checked="" type="checkbox"/>
MARKETING MANAGEMENT	MN203	5	2	<input checked="" type="checkbox"/>
OPERATIONS AND SUPPLY CHAIN MANAGEMENT	MN212	5	1	<input checked="" type="checkbox"/>

Maynooth University
National University of Ireland Maynooth

[New Incoming Students](#) [Menu](#)

[Research](#) [Undergraduate](#) [Postgraduate](#) [International](#) [Q](#)

BBS BUSINESS MANAGEMENT AND GLOBAL CULTURES

[Home](#) / [Study at Maynooth](#) / [Undergraduate Studies](#) / [Undergraduate Courses](#)

Qualification : BACHELOR OF BUSINESS STUDIES DEGREE CAO/MU Apply code : MH404 Closing Date : 01 July 2025
Award Type and NFQ level : UNDERGRADUATE DEGREE (8) CAO Points : 400 [View QQI details](#)

[Courses & Subjects](#)

Description **Course Structure** **Dept. People** **Career Options** **Entry Requirements** **How to Apply**

Duration: 3 years (4 years with optional placement or Erasmus/Study Abroad)

1st year
You will take 30 credits of the business subject of your choice. This will provide you with a foundational knowledge of your business subject. You will also take 30 Global Cultures credits to develop inter-cultural skills through an understanding of human diversity and difference.

2nd year
Second year is about learning the functional capabilities of your business subject, including some optional choices. You will also learn how to systematically observe, interpret and describe the world around you.

Optional additional year
Some students may choose to complete a work placement or study abroad year between 2nd and final year and graduate after the 4th year. (*The University will support you in the search for a placement job; however, the process is competitive).

Final year
In your business subject this is the year in which you will develop your understanding of the strategic aspects of running a business or service, as well as advanced skills in your chosen subject. This will be complemented by studying the transnational flows and mobilities of culture, ideas, media, technology, and finance, which impact on people's lives.

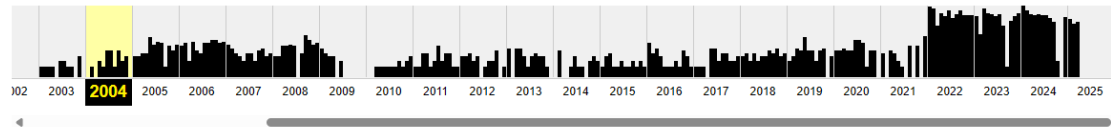
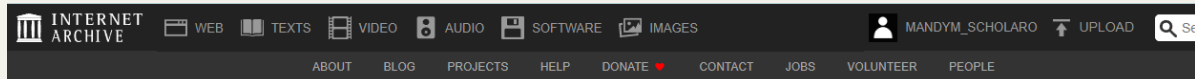
Possible transfer option from Bachelor of Arts degree MH101
Course Duration: 3 years (BBS) or 4 years (BBA)

[For more details on the course structure click here](#)

<https://www.maynoothuniversity.ie/study-maynooth/undergraduate-studies/courses/bbs-business-management-and-global-cultures>

https://apps.maynoothuniversity.ie/courses/?TARGET=QUALIFICATION&MODE=VIEW&SUBJECT_CODE=&OFFERING_CODE=U_HONS_DEGREES&QUALIFICATION_CODE=BUSGC

Wayback Machine Example (1)

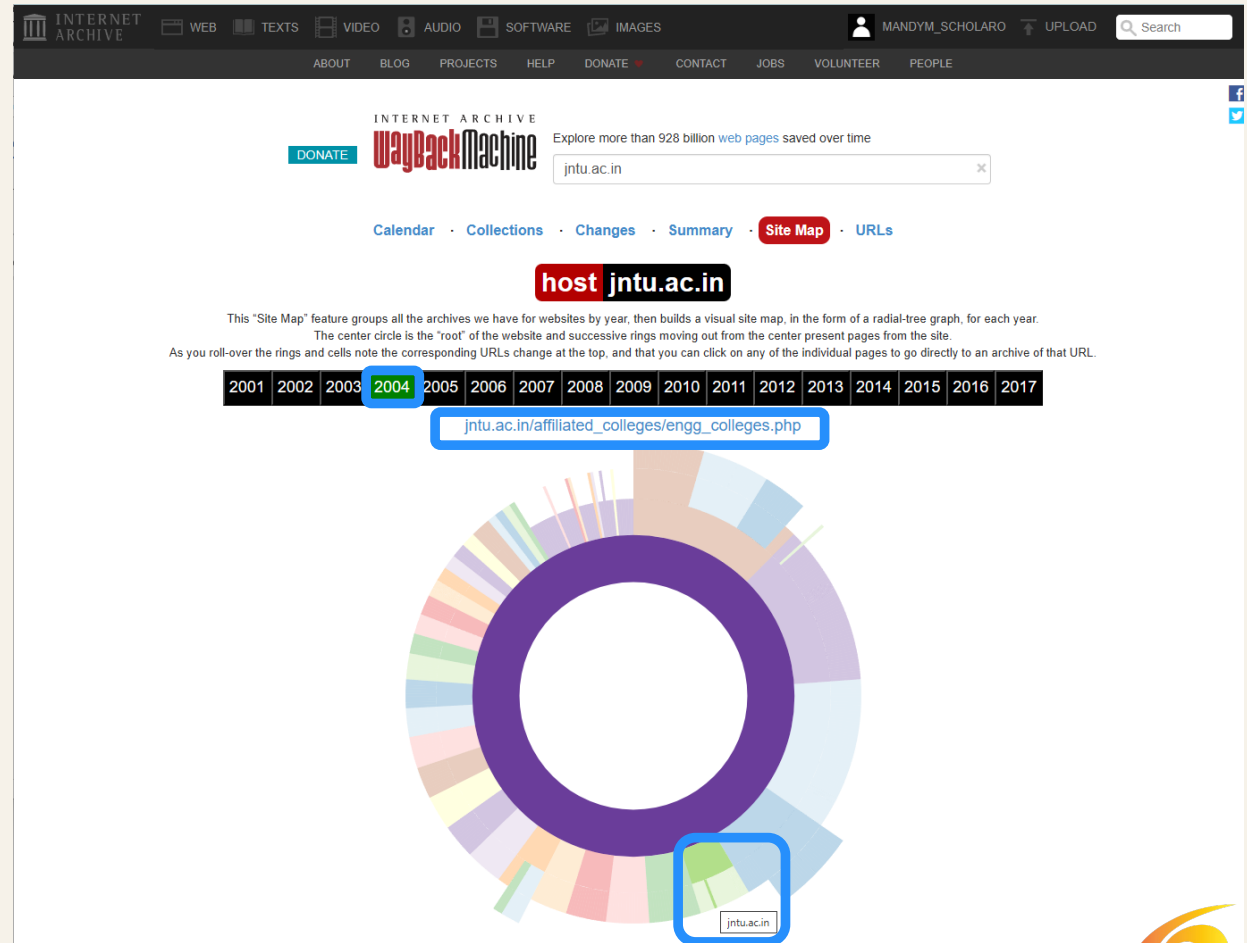


https://web.archive.org/web/20040701000000*/hec.gov.pk
<https://web.archive.org/web/20040225222832/http://hec.gov.pk/new1/default.htm>



Advanced Wayback Machine (1)

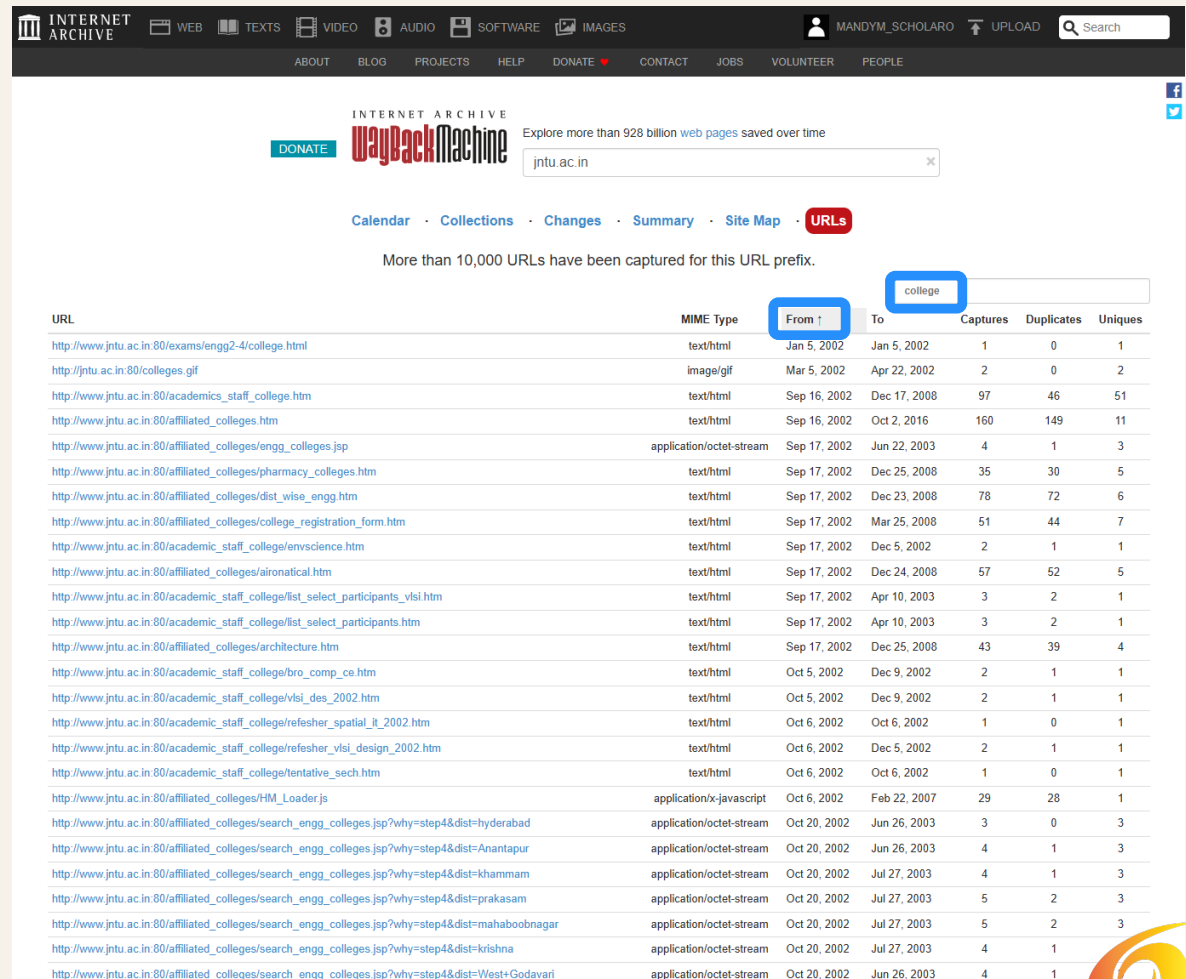
- Using the “Site Map” feature you can scroll your mouse over the different pages of the site and get direct access to specific URLs



Advanced Wayback Machine (2)

- Using the “URLs” feature you can search for key words, phrases, or document types
- Use the “From” and “To” columns to sort by dates
- Large sites (>10,000 URLs) will NOT have all URLs available to search

https://web.archive.org/web/*/jntu.ac.in*



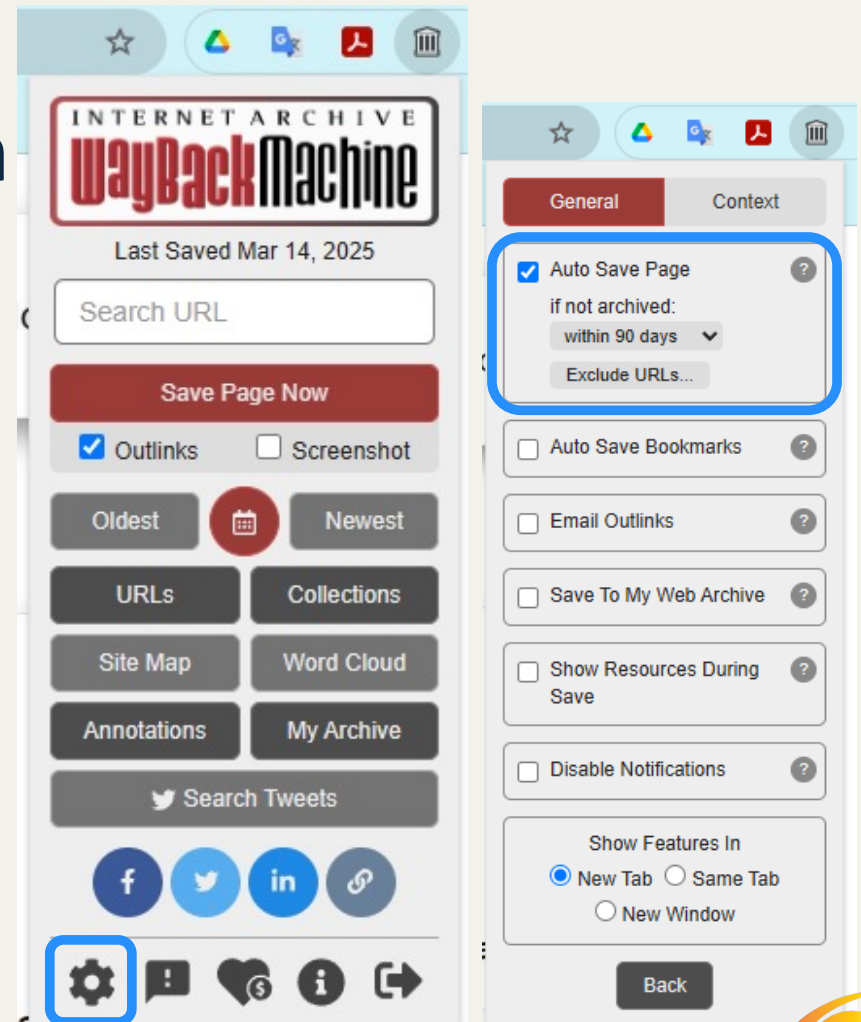
The screenshot shows the Internet Archive Wayback Machine interface. At the top, there's a navigation bar with links like ABOUT, BLOG, PROJECTS, HELP, DONATE, CONTACT, JOBS, VOLUNTEER, and PEOPLE. Below this, the Wayback Machine logo is displayed with the text "Explore more than 928 billion web pages saved over time". A search bar contains the text "jntu.ac.in". Below the search bar, there are links for "Calendar", "Collections", "Changes", "Summary", "Site Map", and "URLs". A message states "More than 10,000 URLs have been captured for this URL prefix." Below this, a table displays search results for the keyword "college". The table has columns for URL, MIME Type, From, To, Captures, Duplicates, and Uniques. The "From" and "To" columns are highlighted with blue boxes. The table lists various URLs from the jntu.ac.in domain, including pages like exams, colleges, academics, and affiliated colleges, along with their capture dates and counts.

URL	MIME Type	From	To	Captures	Duplicates	Uniques
http://www.jntu.ac.in/80/exams/engg2-4/college.html	text/html	Jan 5, 2002	Jan 5, 2002	1	0	1
http://jntu.ac.in/80/colleges.gif	image/gif	Mar 5, 2002	Apr 22, 2002	2	0	2
http://www.jntu.ac.in/80/academics_staff_college.htm	text/html	Sep 16, 2002	Dec 17, 2008	97	46	51
http://www.jntu.ac.in/80/affiliated_colleges.htm	text/html	Sep 16, 2002	Oct 2, 2016	160	149	11
http://www.jntu.ac.in/80/affiliated_colleges/engg_colleges.jsp	application/octet-stream	Sep 17, 2002	Jun 22, 2003	4	1	3
http://www.jntu.ac.in/80/affiliated_colleges/pharmacy_colleges.htm	text/html	Sep 17, 2002	Dec 25, 2008	35	30	5
http://www.jntu.ac.in/80/affiliated_colleges/dist_wise_engg.htm	text/html	Sep 17, 2002	Dec 23, 2008	78	72	6
http://www.jntu.ac.in/80/affiliated_colleges/college_registration_form.htm	text/html	Sep 17, 2002	Mar 25, 2008	51	44	7
http://www.jntu.ac.in/80/academic_staff_college/envscience.htm	text/html	Sep 17, 2002	Dec 5, 2002	2	1	1
http://www.jntu.ac.in/80/affiliated_colleges/aironatical.htm	text/html	Sep 17, 2002	Dec 24, 2008	57	52	5
http://www.jntu.ac.in/80/academic_staff_college/list_select_participants_vlsi.htm	text/html	Sep 17, 2002	Apr 10, 2003	3	2	1
http://www.jntu.ac.in/80/academic_staff_college/list_select_participants.htm	text/html	Sep 17, 2002	Apr 10, 2003	3	2	1
http://www.jntu.ac.in/80/affiliated_colleges/architecture.htm	text/html	Sep 17, 2002	Dec 25, 2008	43	39	4
http://www.jntu.ac.in/80/academic_staff_college/bro_comp_ce.htm	text/html	Oct 5, 2002	Dec 9, 2002	2	1	1
http://www.jntu.ac.in/80/academic_staff_college/vlsi_des_2002.htm	text/html	Oct 5, 2002	Dec 9, 2002	2	1	1
http://www.jntu.ac.in/80/academic_staff_college/refresher_spatial_it_2002.htm	text/html	Oct 6, 2002	Oct 6, 2002	1	0	1
http://www.jntu.ac.in/80/academic_staff_college/refresher_vlsi_design_2002.htm	text/html	Oct 6, 2002	Dec 5, 2002	2	1	1
http://www.jntu.ac.in/80/academic_staff_college/tentative_sech.htm	text/html	Oct 6, 2002	Oct 6, 2002	1	0	1
http://www.jntu.ac.in/80/affiliated_colleges/HM_loader.js	application/x-javascript	Oct 6, 2002	Feb 22, 2007	29	28	1
http://www.jntu.ac.in/80/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=hyderabad	application/octet-stream	Oct 20, 2002	Jun 26, 2003	3	0	3
http://www.jntu.ac.in/80/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=Anantapur	application/octet-stream	Oct 20, 2002	Jun 26, 2003	4	1	3
http://www.jntu.ac.in/80/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=khammam	application/octet-stream	Oct 20, 2002	Jul 27, 2003	4	1	3
http://www.jntu.ac.in/80/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=prakasam	application/octet-stream	Oct 20, 2002	Jul 27, 2003	5	2	3
http://www.jntu.ac.in/80/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=mahaboobnagar	application/octet-stream	Oct 20, 2002	Jul 27, 2003	5	2	3
http://www.jntu.ac.in/80/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=krishna	application/octet-stream	Oct 20, 2002	Jul 27, 2003	4	1	
http://www.jntu.ac.in/80/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=West+Godavari	application/octet-stream	Oct 20, 2002	Jun 26, 2003	4	1	



Wayback Machine Extension

- <https://chrome.google.com/webstore/detail/wayback-machine/fpnmgdkabkmnadcjpehmlllknndpkmiak> (for Chrome)
- Create a free Internet Archive account and log in
- Pin it to your extensions toolbar in your browser for quick reference
- Allows you to jump quickly into Wayback versions of the site you view
- Allows you to automatically save pages you visit
 - Make sure "Outlinks" is checked
 - Click into "Settings" - the gear at the bottom left
 - Go to the "General" tab
 - Select Auto Save Page and your timeline (I use 90 days)



Wayback Machine Training

- "Using the Internet Archive Part I: Beginner Session," January 2021 [video](#) and [conference presentation](#)
- "Using the Internet Archive Part II: Intermediate Session," January 2021 [video](#) and [conference presentation](#)



Diploma Supplement Example

- Adopted by signatory states as part of the Bologna Process in Europe from 1999
- Includes key information about the qualification to facilitate academic mobility



II. OUTLINE STRUCTURE FOR THE DIPLOMA SUPPLEMENT

The purpose of the Diploma Supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It is free from any value judgements, equivalence statements or suggestions about recognition. This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO.

- 1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION**
 - 1.1 Last name(s):
 - 1.2 First name(s):
 - 1.3 Date of birth (day/month/year):
 - 1.4 Student identification number or code (if available):
- 2 INFORMATION IDENTIFYING THE QUALIFICATION**
 - 2.1 Name of qualification and (if applicable) title conferred (in original language):
 - 2.2 Main field(s) of study for the qualification:
 - 2.3 Name and status of awarding institution (in original language):
 - 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
 - 2.5 Language(s) of instruction/examination:
- 3 INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION**
 - 3.1 Level of the qualification:
 - 3.2 Official duration of programme in credits and/or years:
 - 3.3 Access requirements(s)
- 4 INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED**
 - 4.1 Mode of study:
 - 4.2 Programme learning outcomes:
 - 4.3 Programme details, individual credits gained and grades/marks obtained: (if this information is available in an official transcript this should be used here)
 - 4.4 Grading system and, if available, grade distribution table:
 - 4.5 Overall classification of the qualification (in original language):
- 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION**
 - 5.1 Access to further study:
 - 5.2 Access to a regulated profession (if applicable)
- 6 ADDITIONAL INFORMATION**
 - 6.1 Additional information:
 - 6.2 Further information sources:
- 7 CERTIFICATION OF THE SUPPLEMENT**
 - 7.1 Date:
 - 7.2 Signature:
 - 7.3 Capacity:
 - 7.4 Official stamp or seal:
- 8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM**

(N.B. Institutions who intend to issue Diploma Supplements should refer to the explanatory notes that explain how to complete them.)



Age Appropriateness of Resources



Best practice is to find information within 5 years +/- of enrollment

- Not always possible, especially with older or specialty programs

If your only references are >5 years from dates of enrollment you may “bookend”

- Find closest possible pre-enrollment information
- Find closest possible post-enrollment information

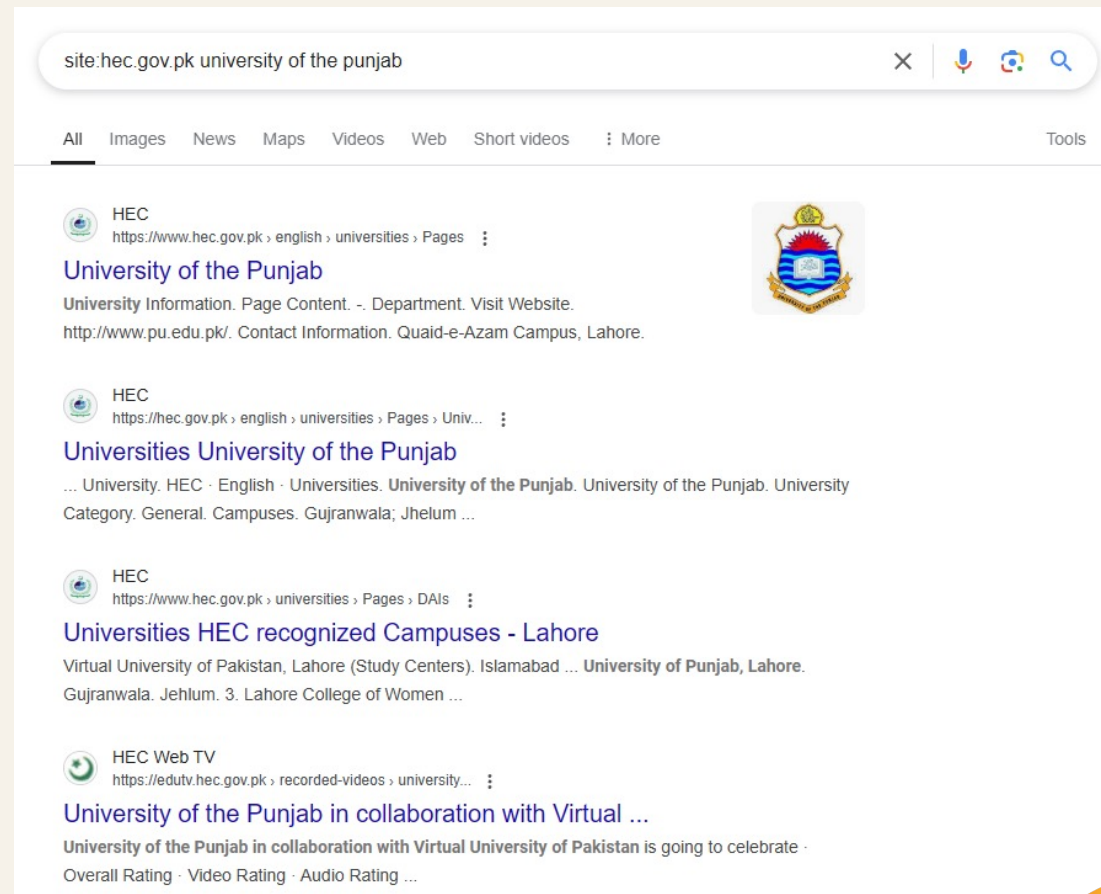
Advanced Internet Searching

For all ages of credentials



Specific Site Search

- To search a specific website or domain for term(s) begin your search with **site:url.edu** and follow with desired search term(s)
 - Example site:hec.gov.pk university of the Punjab
 - This limits search results to the specified domain
 - **DO NOT** add a space between site: and the domain



<https://www.google.com/search?q=site%3Ahec.gov.pk+university+of+the+punjab>



Specific Term Search

- To search for an exact match to a specific term, put that term in quotation marks “term”
 - You can have specific parts set to exact match or the entire search phrase
 - The more terms you use in quotation, the narrower your search results
 - **DO NOT** add a space between quotation marks and term “ term “

The screenshot shows a Google search results page for the query "JNTUH Bachelor of Technology regulations 2009". The search bar at the top contains the query. Below the search bar, there are tabs for "All", "News", "Images", "Videos", "Short videos", "Shopping", "Forums", and "More". The "All" tab is selected. The search results are displayed in a list format. The first result is from Jawaharlal Nehru Technological University, titled "Academic Regulations 2009 for B. Tech (Regular)". The second result is from Jawaharlal Nehru Technological University Anantapur, titled "Academic Regulations 2009 for B. Tech (Regular)". The third result is from Jawaharlal Nehru Technological University, titled "R09 B.Tech. Metallurgical & Material Technology.pdf". The fourth result is from Jawaharlal Nehru Technological University, titled "INFORMATION TECHNOLOGY / COMPUTER SCIENCE ...". On the right side of the search results, there is a sidebar for Jawaharlal Nehru Technological University Hyderabad, showing a rating of 4.1 stars (3.9K) and buttons for "Photos", "Reviews", "Cost", "Admissions", and "Rankings".

JNTUH Bachelor of Technology regulations "2009"

All News Images Videos Short videos Shopping Forums More Tools

Jawaharlal Nehru Technological University
https://jntuh.ac.in/uploads/academics PDF
Academic Regulations 2009 for B. Tech (Regular)
ELECTRICAL & ELECTRONICS ENGINEERING 2000-2010. Academic Regulations 2009 for B. Tech (Regular). (Effective for the students admitted into I year from the ...
76 pages

Jawaharlal Nehru Technological University Anantapur
https://www.jntua.ac.in/uploads/2018/08/B... PDF
Academic Regulations 2009 for B. Tech (Regular)
Academic Regulations 2009 for B. Tech (Regular). (Effective for the students admitted into I year from the Academic Year 2009-2010 onwards).
186 pages
Missing: JNTUH | Show results with: JNTUH

Jawaharlal Nehru Technological University
https://jntuh.ac.in/uploads/academics/R09 B... PDF
R09 B.Tech. Metallurgical & Material Technology.pdf
METALLURGY & MATERIAL TECHNOLOGY 2009-2010: Academic Regulations 2009 for B. Tech (Regular). (Effective for the students admitted into I year from the ...
77 pages
Missing: Bachelor | Show results with: Bachelor

Jawaharlal Nehru Technological University
https://jntuh.ac.in/uploads/academics PDF
INFORMATION TECHNOLOGY / COMPUTER SCIENCE ...
Academic Regulations R13 For B.Tech. (Lateral Entry Scheme). Applicable ... 2009. A Handbook for English Language. Laboratories. New Delhi: Foundation.
210 pages

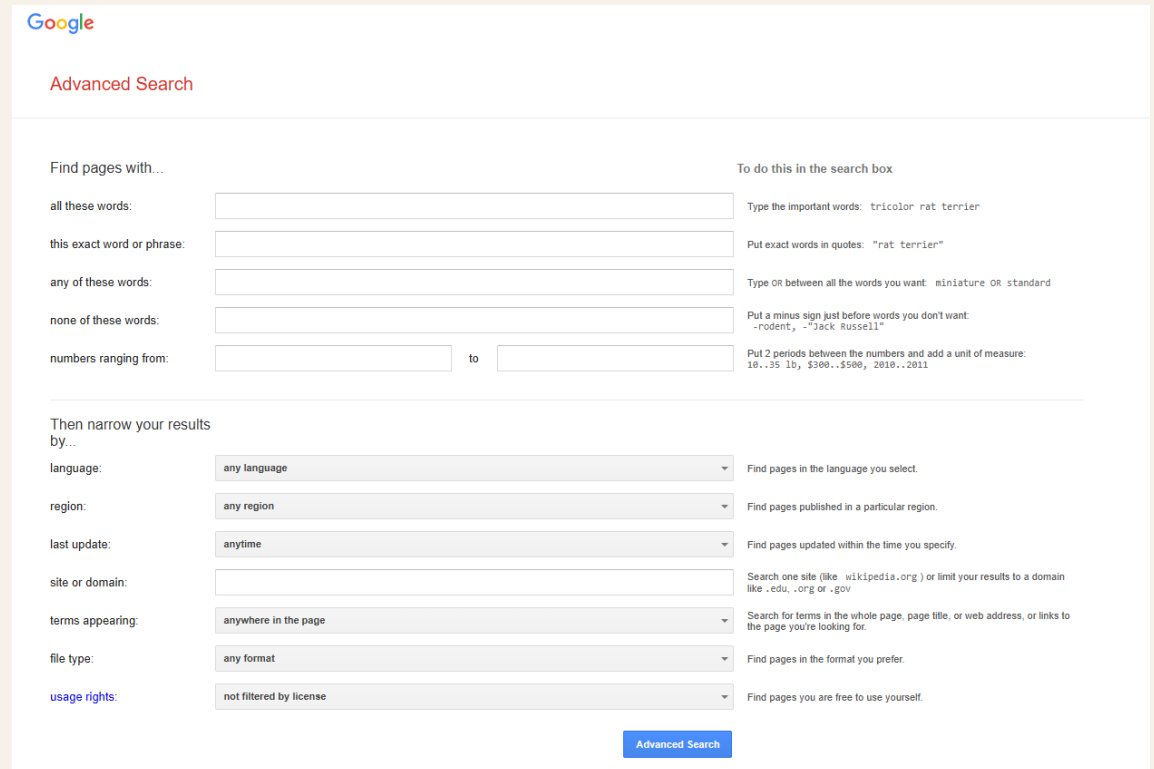
Jawaharlal Nehru Technological University Hyderabad
4.1 ★ (3.9K)
Public university in Hyderabad, India
Photos Reviews Cost Admissions Rankings

<https://www.google.com/search?q=JNTUH+Bachelor+of+Technology+regulations+%222009%22>



Advanced Google Search

- To have additional search options built in, begin your search from https://www.google.com/advanced_search
 - Has instructions on narrowing search
- For instructions on search operators, visit https://support.google.com/websearch?p=adv_operators&hl=en



The screenshot shows the Google Advanced Search interface. At the top is the Google logo and the title "Advanced Search". Below this, there are two main sections: "Find pages with..." and "Then narrow your results by...".

Find pages with...

Find pages with...	To do this in the search box
all these words:	Type the important words: tricolor rat terrier
this exact word or phrase:	Put exact words in quotes: "rat terrier"
any of these words:	Type OR between all the words you want: miniature OR standard
none of these words:	Put a minus sign just before words you don't want: -rodent, -"Jack Russell"
numbers ranging from:	Put 2 periods between the numbers and add a unit of measure: 10..35 lb, \$300..\$500, 2010..2011

Then narrow your results by...

language:	any language	Find pages in the language you select.
region:	any region	Find pages published in a particular region.
last update:	anytime	Find pages updated within the time you specify.
site or domain:		Search one site (like wikipedia.org) or limit your results to a domain like .edu, .org or .gov
terms appearing:	anywhere in the page	Search for terms in the whole page, page title, or web address, or links to the page you're looking for.
file type:	any format	Find pages in the format you prefer.
usage rights:	not filtered by license	Find pages you are free to use yourself.

At the bottom right, there is a blue button labeled "Advanced Search".



Advanced Internet Searching Tips



You can mix operators for more precise results (site:, quotation marks)

Example: `site:jntuh.ac.in BTech Regulations "2009"`



Searching in the native language produces more accurate results

Example: *plan de estudios, malla curricular* instead of Plan of studies of curriculum for Hispanophone countries



English versions of foreign institution sites are frequently less robust than native language versions, use your browser's translate feature to search original language sites

Key Takeaways for Part One

1

- The role of research in credential evaluation

2

- Use reliable, age-appropriate resources

3

- Advanced internet searching

Discussion Time!

What are your experiences with research?



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Stay tuned for Research 101 Part Two!

- We will now have a short break before starting part two of our discussion.

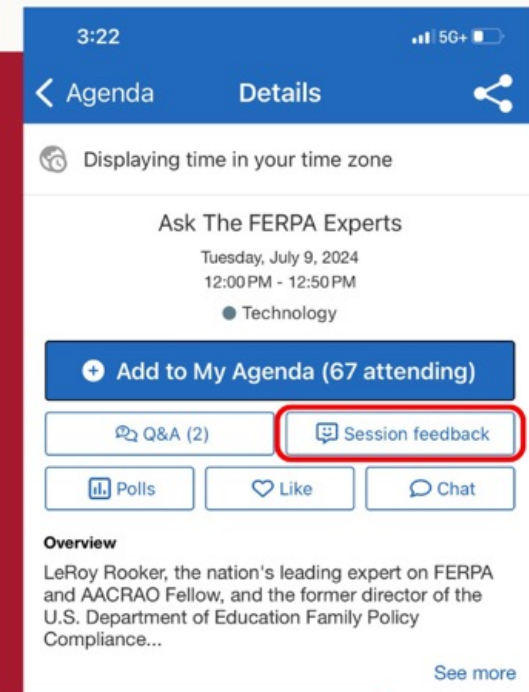
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