

## Transcript Evaluation

At times, high school students will arrive with international transcripts that can be used to award credit for prior learning. Districts must carefully examine the document for authenticity or contract with an organization that specializes in this service. The majority of students will have attended the local public school in their home country. The transcript will typically include information about the school and courses taken along with a signature and the school seal (usually raised and/or embossed). A stamp may also appear around the signature. At times, the student may bring an official, certified copy that has been notarized and authenticated by either the home country and/or a US consulate.

Once the transcripts are available, many will need to be translated. Although districts may have translators on staff, many do not and will need to seek a translator. There are a number of organizations that will both translate and authenticate international transcripts. *Ideally, the school will seek a literal translation rather than an interpretation and be formatted exactly as the original.* For the purposes of translation, grades should not be changed. Keep in mind that translating course names and grades is usually not sufficient to award credit due to details such as course content, hours of instruction, and grading practices.

Although rare, some students may come from a private, international school in which case the transcript will likely be in English and will include an accrediting agency in addition to the school's official identifying features. Accredited private international schools will typically follow either the British or the American system, utilize content standards from the accrediting country, staff the school with teachers certified in an English-speaking country and use similar resources. If the school is accredited through the United States, there will be a notation that the school is accredited through one of six regional accreditors recognized by the Council on Higher Education Accreditation:

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges
- Northwest Commission on Colleges and Universities
- Higher Learning Commission
- Southern Association of Schools and Colleges
- Western Association of Schools and Colleges

Interpreting the transcript and awarding credit for prior learning is a complicated process. The decision to award credit for classes taken abroad is entirely a local decision and should be made by a team of stakeholders including the principal, teachers and district-level personnel. **The team should make all efforts to find a balance between being fair to the student and maintaining the integrity of the district's diploma.** This decision can significantly impact the student's life and is a primary factor in some students' decision to stay in school or to seek work.

Some countries offer many more classes in a school year than are typically taken in Missouri. *It is recommended that the number of credits awarded per year do not exceed the number of credits that can be earned in a Missouri school year.*

Awarding core or elective credits is also a source of confusion. The following guidelines will help district personnel decide which to give and how they appear on the transcript:

**Mathematics:** Most countries will not specify which math course is taken, such as Algebra and Geometry. Rather, many countries offer integrated mathematics courses. Districts may choose to research the mathematics curriculum of the country or administer a mathematics assessment to assign credit. Partial credits may be awarded if the district deems it appropriate. As a reminder, if a student enrolls in a course with an EOC, that student must take the assessment prior to graduation.

**Science:** Most countries will list the specific science class taken and credits can be assigned accordingly. Some countries offer multiple science courses in a school year. A student interview discussing the courses taken and the content learned is recommended to better understand what competencies they hold. An assessment is another viable option. Again,

partial credits may be awarded and if the student is enrolled in a course with a mandatory EOC, the student must take the assessment prior to graduation.

**Social Studies:** World History should be considered a core credit. If a history class is on the transcript, it can be considered as World History. Other classes, such as Civics or Government, should be considered electives because they are not specific to the United States. Missouri expects that students living in our state have coursework involving Missouri and US government as well as take the required assessments.

**English:** Many transcripts will have a class called English which is similar to studying a foreign language. These courses **can be** considered as ESOL courses and assigned English content credits.

**Literature-Related Courses:** Courses where students studied literature in their native language **can be** counted as ELA core credits. Although the language of instruction was different, the skills and knowledge acquired during this course is similar.

*Since the names of the classes will vary, the suggested method of entering these courses on the transcript is to use terms similar to the courses offered by the district with a notation that the course was taken abroad.* This is the easiest and clearest method that offers the most flexibility, but does not suggest that the courses are replicative. Due to the transient nature of this population, a foreign course name familiar to one counselor may not be understood by a counselor in another district.

## Transcript Resources

There are a few resources available to assist school personnel in interpreting transcripts. Beyond these two resources, consulting the Ministry of Education of the students' home country is recommended.

[Evaluating Foreign Transcripts: The A-Z Manual](#)  
[Classbase](#)

## Fraudulent Transcripts

Unfortunately, fraudulent documents do show up. Identifying a fraudulent transcript requires specific knowledge about the country of origin. Here are some hints for spotting them:

- There is no seal, stamp and/or signature.
- Interview the student about prior learning. Note any inconsistencies between the interview and transcript.
- Compare biographical information with other documents and the student interview.
- Research the governing body that recognizes the institution.
- When possible, compare with another transcript from the same country.
- Verify that the school exists.
- Look for inconsistencies in typeface or handwriting.

## Students without Transcripts

Some students will arrive without official transcripts. There are a number of reasons that a district may not be able to obtain this information:

- The student attended a school that no longer operates.
- The student is in the United States as a refugee or asylee and cannot contact the home country
- The student is from a country where the government agency responsible for transcripts no longer operates or exists.

Students who fit this scenario are at a high risk of dropping out (Umansky et al, 2018, Custodio & O’Loughlin, 2017). The graduation requirements should be explicitly conveyed in person as well as the requirements of relevant post-secondary institutions. Many times, district staff will need to frequently counsel the student to express the importance of spending the time now to better prepare for the future as many students are pressured by the family to start earning money. Some students may not understand the need to continue their education as their immigration status will prevent them from attending a post-secondary institution in Missouri. As a reminder, federal law prohibits districts from inquiring about immigration status (Plyler v. Doe, 1982).

It is important that districts make an attempt to obtain the transcripts from the student’s home country. Per federal guidelines, obtaining official transcripts can be a long process and students must not be asked to wait to enroll until their transcripts arrive. *If districts have exhausted all options to obtain the transcripts, Missouri allows for proficiency-based credits that are earned through assessments.* A proficiency-based credit must have adequate policies and procedures in place to justify the award of credit, which ensures the integrity of awarding the credit is readily defensible. There are two strategies that can be used in these situations that qualify as readily defensible which can stand alone or be used in tandem. The student may take a comprehensive assessment inclusive of all course learning expectations, such as an existing final exam. Additionally, the student could be placed in an advanced course and if successful, credit for prior learning can be applied retroactively.

A final option is to place the student in ninth grade and develop a formal Individual Career and Academic Plan in collaboration with school personnel, the student and the family. The Graduation Handbook specifies that international students may be graduated upon successful completion of an individualized graduation plan which school officials, parents and students agree will allow the student to graduate college or career ready, even if the program of studies may not include the 24 hours of credit as defined in Missouri. An example of this procedure would be that certain core credits are waived in favor of English-development and/or remedial courses. Local board policy specifically allowing these plans is required. **Again, it is important to find the balance between being fair to the student and maintaining the integrity of the district’s diploma.**

## Older students without transcripts

At times, districts are faced with an older student who wants to enroll without transcripts. Some of these students may reach the age of 21 prior to earning enough credits to graduate. Districts are obligated to enroll a student if they have not yet turned 21. Some districts have policies that permit the student to stay in school provided they can earn enough credits to graduate within 12 months even though they do not receive funds. Others refer the students to [MO Connections](#), [Adult Education](#) or [Fresh Start](#).

## Transcript Translation Companies

<b>5T Language LLC</b> 1504 NW 54 <sup>th</sup> St. Kansas City, MO 64118 816-256-8176 5tlanguage.com	<b>LAMP Interpreters</b> 8050 Watson Rd Ste 340 St. Louis, MO 63119 314-842-0062 Lampinterpreters.org	<b>Day Translations 415</b> Madison Avenue New York, NY 10017 800-856-2759 Daytranslations.com	<b>International Language Center</b> 1416 S Big Ben Blvd St. Louis MO 63117 800-445-4440 llcworldwide.com
<b>International Institute of STL</b> 3401 Arsenal St. St. Louis, MO 63118 314-773-9090 www.iistl.org	<b>Global Village Language Center</b> 8428 Delmar Blvd. St. Louis, MO 63124 314-989-9112 Globalvillagelanguagecenter.com	<b>Bilingual International</b> 1329 Macklind Ave St. Louis, MO 63110 314-645-7800 Bilingualstl.org	

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## BUILDING A RESOURCE LIBRARY, PART III -JANUARY 2018 NEWSLETTER

January 8, 2018

Categories: Newsletter



(<https://www.taicep.org/taiceporgwp/wp-content/uploads/2017/07/Resource-Library.jpg>)

Written by: Peggy Bell Hendrickson, Director, Transcript Research

In the first article (<https://www.taicep.org/taiceporgwp/professional-development/newsletter/newsletter-members-only/>) of this series on Building a Resource Library, I alluded to the importance of creating your own in-house library of sample credentials. There are a number of ways this can be accomplished, and I will try to cover the highlights as well as provide specific examples. Please note that all of the websites linked in this article belong to ministries of education, evaluation services, government agencies, education providers, and other reputable resources. This compilation is not intended to be an exhaustive resource but hopefully will help you to expand your current library of resources. As always, please feel free to send me additional resources that I can add to the digital newsletter with a heartfelt thanks to you and your institution!

There are a number of considerations when trying to identify sample credentials, not least of which includes the fact that, in many countries, the level of autonomy held by the institutions may affect the consistency of the records. Countries whose academic institutions have little autonomy are generally more likely to issue highly standardized credentials that may even be awarded by the government body that authorizes that level of education such as the . Countries whose educational institutions see more autonomy may be held to less rigid standards, which often means the documents are issued more quickly but with less uniformity. Obviously, those countries whose institutions can design and issue their own educational records will result in greater variety, making it more difficult to build your resource library of samples.

Furthermore, the level of education may also determine the ease of finding sample credentials. For many countries, secondary level credentials follow a standardized format and are often issued by the Ministry of Education or the national leaving examination body. The very nature of a leaving examination ensures that graduates from the same year will end up with the same credential throughout the country since the graduation documents are not issued by the school. Countries with leaving exams also have a greater chance of offering electronic verification tools since all graduates are being measured against a state- or nationwide examination and are being assessed and awarded by the same examination body. International leaving examinations such as the International Baccalaureate and University of Cambridge International Examinations also follow a standardized format that is easily recognizable regardless of whether the documents are issued from schools in Pakistan or Mexico. Conversely, countries without a leaving exam are more likely to authorize the secondary schools to issue the official high school records that may not follow a standardized format or only loosely align to a credential outline. For those countries, verification is usually done by contacting the institution directly, though increasing numbers of countries are maintaining lists or building electronic databases of graduates even if the complete high school records are not included.

University-level documents are far less likely to be issued by the Ministry of Higher Education or using a standardized model, with some exceptions, including France, Vietnam, Cambodia, Laos, China (prior to 2017), the Russian Federation, and much of Eastern Europe. In addition, the Diploma Supplement from the signatories of the Bologna Accord makes it easier to track down samples as growing numbers of national governments and individual universities are making their diploma supplement layout available online. In other countries or regions, like Spain or Francophone Africa, university degree certificates may follow a similar layout without actually being on a government-designed document while the transcript format may be entirely up to the discretion of the institution and may even vary from faculty to college within the same institution. Furthermore, non-degree credentials may not follow the same appearance as degrees, and documents issued by private universities or non-university higher education institutions may also have visual differences. Technical and vocational credentials may also fall outside of documentation norms depending on the country and level of study.

The internet is an amazing tool that has revolutionized many industries including our own. Ministries of Education increasingly share information instantly on their websites about their educational system, recognized institutions, grading systems, matriculation exams, and much more. Evaluation agencies (both private and government-sponsored) create training products, resource publications, and conference materials that they may share online. Membership organizations at local, regional, national, and global levels provide people with access to educational system updates and reviews, and often their material is made available to members of the public on their websites.





(<https://www.taicep.org/taiceporgwp/wp-content/uploads/2018/01/Keyboard.jpg>)

Sample credentials are incredibly useful for a number of reasons. When working with a credential that is new to you, you obviously need to research the credential and institution and how it fits within the scope of its educational system. You also need to carefully examine the documents to ensure that you are making evaluation decisions based on authentic credentials.

If working with what appears to be an official document, you might examine it under a lighted microscope or magnifying glass, especially to look at things like the logo, stamp or seal, signatures, borders, and any color printing. When examined up close, images and text often appear differently (pixelated, blurry or shaky, hand-drawn, etc.) under a high-powered optic if the document has been printed on a low-resolution printer rather than an industrial printing press. You hold it up to a light to check for a watermark. You might enjoy shining an ultraviolet flashlight in hopes of identifying UV thread. You can feel the paper to inspect its weight, grain, thickness, gloss, texture, and other tactile attributes. You may visually examine it to investigate the symmetry, color, layout, size, format, style, and other optics. Another strategy is to make a photocopy to see if the paper has copy protection. You can look for other causes of concern such as inconsistencies in the font, misuse of accents, whiteout or other alterations, and spelling or language errors, among others.

More sophisticated anti-fraud measures include heat sensitive paper, holograms, kinegrams or foil seals, security thread, embossing, microprinting, guilloche, hidden message technology, foil printing, rainbow printing, hidden messages or images, and other fascinating strategies for protecting document integrity. I presented on the topic of hands-on document features at the 2016 TAICEP conference because I find anti-fraud measures to be fascinating. If you want samples of some of these security features, the handouts for the 2016 conference are still on the TAICEP website (<https://www.taicep.org/taiceporgwp/meetings/2016-annual-conference/conference-program/session-presentations-for-attendees-only/>) and accessible to members.

But what happens when that document does not have security features? How do you proceed if you do not have official documents either because of institutional policies or the stage in the applicant's processing? What do you do if the document looks to be official, but you have nothing with which to compare it? If this is your first time seeing a particular credential, how do you know that it is even the credential it purports to be?

Sample credentials can be extremely helpful when working with documents from all over the world and from varied time periods. Where can you find samples? There are a number of great resources.

Ministries of Education and other national educational bodies frequently provide invaluable references regarding education laws and education systems. Sometimes, though, they also offer sample credentials as a method of curtailing fraud. As an example, the Russian Federation provides a comprehensive list of all academic documents beginning with basic general education through the Doctor of Sciences degree. This list includes the certificates/diplomas and supplements (academic records) since the Soviet Union era through the present day, and most of the samples are in color. Similarly, the Australian Curriculum, Assessment and Certification Authorities provides detailed information about the secondary education subjects and courses, assessment systems, and, in most cases, samples of certificates and other records of achievement for the six states in Australia as well as two territories. The Norwegian Directorate for Education and Training, which is responsible for primary and secondary education, hosts samples of contemporary secondary credentials on its website.

In other cases, sample credentials may be provided for certain levels of study within the education sector. In many countries worldwide, students prove high school graduation through successful completion of national leaving examinations. In a similar manner, further education and training bodies under the umbrella of the education ministry may offer graduation examinations leading to standardized qualifications. In both cases, the examination body is often an excellent tool for verification, but barring that, you may also be able to access sample credentials. Umalusi, the council for quality assurance in general and further education and training from South Africa, provides extensive color samples for documents issued since 1992, ranging from secondary graduation diplomas to national certificates to training awards.

Sometimes, sample credentials may be maintained or shared by agencies or associations affiliated to the Ministry of Education but legally separate from that institution. For example, Ukraine ENIC-NARIC is a state-owned company of the Ministry of Education and Science of Ukraine. Its website features color samples of completed secondary education, vocational education, and all levels of higher education since the 1980s. In addition, the site includes detailed information about the security features by academic level, document type, and date range. Likewise, the Estonian ENIC-NARIC published an incredibly useful work, *Higher Education in Estonia 2010*, that details the educational system, grading and credit systems, and educational reforms, while also listing public and private higher education institutions and providing samples of numerous diplomas.

In other instances, you may find that individual schools will host images of the national diplomas on their own website. That is the case for the Beltei International School in Cambodia. Its website includes color samples of the national junior and senior high school diplomas that are issued by the Ministry of Education as well as the school's own graduation diploma. The National University of Management in that same country also includes a sample of its own transcript and graduation certificate on its website. Countries that have or hope to become signatories of the Bologna Accord utilize the Diploma Supplement and a number of higher education institutions share samples online in a similar vein. This is the case from such varied institutions as the University of Reading in the

United Kingdom, Sirnak University in Turkey, University College College in Ireland, Bukovinian State Medical University in Ukraine, and Vladimir State University in Russia, among many others. The diploma supplement is not valid without the diploma, which often does not have a sample online, however,

These are only some of the methods of obtaining samples available to you. You could actually reach out to educational advisors at the Ministry or other educational agencies from the country in question, asking for samples or if they would examine a scan of the documents you have. You might also be able to send them to the institution for verification, confirming not only that you are dealing with authentic documents but also giving yourself a valuable new sample for your own library. Any time you receive a response back from an institution or educational advisor, you should save both the contact information as well as the now verified credential to your resource library! Similarly, you may choose to reach out to individual people that you know from the field or whose names you have found on a conference handout or article. These are truly excellent resources but obviously rely on the commitment of the person or agency you have contacted to respond in a timely fashion with the information you need.

Another wonderful opportunity for gathering samples for your library is to connect with various international education organizations around the world. Many of these organizations host conferences, produce newsletters, or offer training online or in person. Sometimes, the conference handouts, newsletters, or training materials may be made available to the public for a short time before or after their event. Those organizations may also release publications, white papers, working groups, task force summaries and more. In addition, some of these materials may include country studies, detailed information on evaluating credentials from a particular country or region, and even our highly sought sample credentials.

Conference presentation and handouts in particular provide wonderful opportunities for obtaining new samples. This includes conferences from TAICEP, NAFSA: Association of International Educators, the American Association of Collegiate Registrars and Admissions Officers, the European Association for International Education, the Asia-Pacific Association for International Education, and others. Sometimes you can find the conference handouts online, or the conference program will identify the presenter, who may be willing to share them with you individually. I have included very incomplete lists of some of the organizations that conduct this type of work, but these are only the organizations I am personally familiar with. If there are other conferences, member organizations, or education networks that you use or are aware of, please send them my way so I can add them to this document and make things easier for our entire credentials evaluator community.

Newsletters and other industry publications can also provide easy access to sample credentials. Our own *TAICEP Talk Newsletter* has provided sample credentials in this issue and most previous editions, and it is a practice that I hope will continue for many years. The *NAFSA IEM Spotlight* (formerly the *NAFSA WRAP-Up Newsletter*, which I edited for several years) is published several times a year. This publication often includes sample credentials from a particular country or, as is the case for the November 2017 edition, a range of pre-university credentials. *World Education News and*



*Reviews*, the long-standing news source from World Education Services, features a number of country profiles that include education ladders, educational system information, and sample credentials.

In addition, you may find sample credentials from others who are using credentials to make admissions decisions, recruit students, or evaluate foreign credentials as part of a branch of the Ministry of Education. NUFFIC, the Dutch organisation for internationalisation in education, is one such agency. They have produced marvelously detailed publications on education systems and how they compare to the Dutch system. Information about the various levels of the education system, an education ladder, recognition authorities, and sample credentials are all included in each of the 85 country modules. The International Qualifications Assessment Service (IQAS) of Alberta, Canada, has produced extremely detailed country guides for more than a dozen countries. The IQAS guides delve much more deeply into the education system and include extensive color photographs of sample credentials for each country profiled. The Information Centre on Academic Mobility and Equivalence (CIMEA) in Italy shares detailed information not only on the Italian education system but has also produced guides and publications for a number of other countries, including Brazil, India, and Russia. Beyond just the sample credentials in these publications, CIMEA also maintains several online databases of grading scales and university systems. The Nordic National Recognition Information Centres (NORRIC) has also produced a number of country publications as part of their Study Visits series. Some of the reports are only available in Swedish, but most of them do not have sample credentials while nearly all of the English-language reports do include samples. The University of Minnesota hosts a short list of sample credentials from China, Korea, Malaysia, India, and Vietnam on its website. The Ontario University Registrar's Association 2017 conference produced a useful conference handout on the higher education system and credentials of France, complete with several samples. Shelby Cearley of Texas Tech University hosts an international education blog where she shares dozens of conference handouts she has collected or written over the years.

Some of the agencies that offer evaluation services, either at a national level or as private industries, also offer subscription database services for credentials evaluators. These vary in content, depth, and pricing structure, but they typically include many of the same features: educational system overviews, education ladders, in-depth reviews of education levels, types of higher education institutions and credentials, information about recognized institutions, and much more. AACRAO EDGE does include many sample credentials as well as contemporary country profiles and US equivalency recommendations. The UK NARIC International Comparisons also provides a robust database including samples and British equivalency guides. The Australian Government Department of Education and Training also offers an online database of Country Education Profiles, though these profiles do not include sample credentials.

Private evaluation companies located in the United States are another unexpected resource for sample credential. In most countries, foreign transcript evaluation is done at the national level, often by the Ministry of Education or an agency or office appointed by that body; some of those agencies are listed elsewhere in this article as they provide a tremendous resource to the international education community, both with respect to their own country as well as education worldwide. In the United States, on the other hand, education is decentralized at every level and so is credentials

evaluation. There are many hundreds of private evaluation companies in the US since there are no national or state requirements for starting such an organization. The agencies mentioned in this article are all known to me personally and are staffed and run by experienced credentials evaluators who contribute greatly to the field of international credentials evaluation; many are members of TAICEP and on TAICEP committees.

Educational Credential Evaluators runs The Connection, which offers free access to its message board and lists of resources. Paid membership includes digital access to their own publications and training library as well as a new feature: an extensive database of hundreds of sample documents (including confirmed frauds). The International Education Research Foundation (IERF) has produced a number of free print publications in the last several years, including its fabulous "*Index of Secondary Credentials*" which includes not only the names of the secondary leaving credentials from approximately 200 education systems but also color photographs of sample credentials from more than 30 countries/systems. In addition to its excellent newsletter mentioned elsewhere in this article, World Education Services produces country profiles that cover educational systems and include samples, often with free accompanying webinars. Academic Credentials Evaluation Institution runs a blog that covers a wide variety of international education topics including education system information, which sometimes includes sample credentials. My own organization, Transcript Research, also shares its conference handouts and e-publications on our website, and we offer dozens of handouts on credentials evaluation, most with sample credentials.



(<https://www.taicep.org/taiceporgwp/wp-content/uploads/2017/07/Bookshelves.jpg>)

The information below represents a very incomplete list of resources for acquiring samples to grow your sample credential library. This represents a tiny fraction of the material available, but this project continued to grow and spiral out of control until I worried it would languish on my computer as I added to it daily (it wouldn't be my first 300+ page compilation of resources for the industry!). Instead, I decided it would be better to simply call it good and hope to hear from my friends in TAICEP of other resources I should have included that I can add to the list!

Please also check out the Resources for Members section of the TAICEP website for an extensive database of print and electronic publications on a country or region basis.

<https://www.taicep.org/taiceporgwp/professional-development/resources/reference-materials/>  
(<https://www.taicep.org/taiceporgwp/professional-development/resources/reference-materials/>)

There is no single source I would say is the “best resource” because it truly varies by country and time. For some countries, the only sample credentials you may find are contemporary, and the document submitted to you for evaluation is from 35 years ago. Perhaps it is the opposite, and you have a contemporary credential that you are trying to compare against a book published in the 1980s. In those instances, when you have exhausted your other resources, I would encourage you to reach out to your network. Ask on message boards and mailing lists. Send an email to the educational advising center in that country. Track down the contact information of someone who presented, wrote a country profile, or simply answered other questions on a message board for that country.

It is also worth pointing out that the vast majority of these resources are in English as that is my native language. Please also note that there are many, many, many references that are useful for credentials evaluation that are not included in this article, either because they do not include sample credentials or because I do not personally know about them, so please send your favorites my way if you don't see them listed here!

In a previous article (<https://www.taicep.org/taiceporgwp/building-a-resource-library-part-ii-july-2017-edition/>) in this series, I encouraged you to build your own in-house resource library. I briefly explained how to use a wiki as one alternative to doing this, and it allows you to compile everything you need for country research in one place: education ladders, equivalencies, grading scales, sample credentials, verification information, and more. Whether you use electronic or physical folders, an online database, or word processing documents, the ability to quickly look up your research information and compare your documents to a sample library cannot be overstated!

### **Short List of Miscellaneous Resources for Country-Specific Samples:**

Australia: <http://acaca.org.au/go/leaving-school> (<http://acaca.org.au/go/leaving-school>)

Belarus: [http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf\\_51d6f127804461.14760622.pdf](http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf_51d6f127804461.14760622.pdf) ([http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf\\_51d6f127804461.14760622.pdf](http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf_51d6f127804461.14760622.pdf))

Cambodia: [http://beltei.edu.kh/eng/index.php?option=com\\_content&view=article&id=870&itemid=270](http://beltei.edu.kh/eng/index.php?option=com_content&view=article&id=870&itemid=270) ([http://beltei.edu.kh/eng/index.php?option=com\\_content&view=article&id=870&itemid=270](http://beltei.edu.kh/eng/index.php?option=com_content&view=article&id=870&itemid=270)) and <http://num.edu.kh/web/web/num/Pages?id=68> (<http://num.edu.kh/web/web/num/Pages?id=68>) and <http://num.edu.kh/web/web/num/Pages?id=69> (<http://num.edu.kh/web/web/num/Pages?id=69>)

Canada (Quebec): <http://www3.education.gouv.qc.ca/fpt/Bibliotheque/GuideCondAdmFinal%2013Nov2009.pdf> (<http://www3.education.gouv.qc.ca/fpt/Bibliotheque/GuideCondAdmFinal%2013Nov2009.pdf>) and [http://www.cesba.com/wp-content/uploads/2014/12/40F-Guide-Quebec\\_FR.pdf](http://www.cesba.com/wp-content/uploads/2014/12/40F-Guide-Quebec_FR.pdf) ([http://www.cesba.com/wp-content/uploads/2014/12/40F-Guide-Quebec\\_FR.pdf](http://www.cesba.com/wp-content/uploads/2014/12/40F-Guide-Quebec_FR.pdf))

Estonia: [http://adm.archimedes.ee/enic/wp-includes/ms-files.php?file=2012/07/Higher\\_Education\\_in\\_Estonia\\_2010.pdf](http://adm.archimedes.ee/enic/wp-includes/ms-files.php?file=2012/07/Higher_Education_in_Estonia_2010.pdf) ([http://adm.archimedes.ee/enic/wp-includes/ms-files.php?file=2012/07/Higher\\_Education\\_in\\_Estonia\\_2010.pdf](http://adm.archimedes.ee/enic/wp-includes/ms-files.php?file=2012/07/Higher_Education_in_Estonia_2010.pdf))

Eritrea: [https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen\\_anne-kari\\_audensen\\_erik\\_report\\_on\\_recognition\\_of\\_higher\\_education\\_in\\_eritrea\\_and\\_ethiopia\\_2013-1.pdf](https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen_anne-kari_audensen_erik_report_on_recognition_of_higher_education_in_eritrea_and_ethiopia_2013-1.pdf) ([https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen\\_anne-kari\\_audensen\\_erik\\_report\\_on\\_recognition\\_of\\_higher\\_education\\_in\\_eritrea\\_and\\_ethiopia\\_2013-1.pdf](https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen_anne-kari_audensen_erik_report_on_recognition_of_higher_education_in_eritrea_and_ethiopia_2013-1.pdf))

Ethiopia: [https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen\\_anne-kari\\_audensen\\_erik\\_report\\_on\\_recognition\\_of\\_higher\\_education\\_in\\_eritrea\\_and\\_ethiopia\\_2013-1.pdf](https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen_anne-kari_audensen_erik_report_on_recognition_of_higher_education_in_eritrea_and_ethiopia_2013-1.pdf) ([https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen\\_anne-kari\\_audensen\\_erik\\_report\\_on\\_recognition\\_of\\_higher\\_education\\_in\\_eritrea\\_and\\_ethiopia\\_2013-1.pdf](https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen_anne-kari_audensen_erik_report_on_recognition_of_higher_education_in_eritrea_and_ethiopia_2013-1.pdf))

France: <http://www.education.gouv.fr/bo/2006/47/MENS0603037C.htm> (<http://www.education.gouv.fr/bo/2006/47/MENS0603037C.htm>) and <http://oura.ca/wp-content/uploads/2017/02/C4-1.pdf> (<http://oura.ca/wp-content/uploads/2017/02/C4-1.pdf>)

Jordan: <http://www.reconow.eu/en/index.aspx> (<http://www.reconow.eu/en/index.aspx>)

Lithuania: <https://www.aikos.smm.lt/Registrai/Issilavinimo-pazymejimu-blankai/SitePages/Pagrindinis.aspx?ss=df999ce8-c566-4d79-9e76-b1f393a6d96a> (<https://www.aikos.smm.lt/Registrai/Issilavinimo-pazymejimu-blankai/SitePages/Pagrindinis.aspx?ss=df999ce8-c566-4d79-9e76-b1f393a6d96a>)

Norway: <https://www.udir.no/eksamen-og-prover/dokumentasjon/vitnemal-og-kompetansebevis/eksempler-pa-vitnemal---studieforberedende/> (<https://www.udir.no/eksamen-og-prover/dokumentasjon/vitnemal-og-kompetansebevis/eksempler-pa-vitnemal---studieforberedende/>) and <https://www.udir.no/eksamen-og-prover/dokumentasjon/vitnemal-og-kompetansebevis/> (<https://www.udir.no/eksamen-og-prover/dokumentasjon/vitnemal-og-kompetansebevis/>)

Palestine: <http://www.reconow.eu/en/index.aspx> (<http://www.reconow.eu/en/index.aspx>)

Russian Federation: <http://www.russianenic.ru/rus/diplom.html> (<http://www.russianenic.ru/rus/diplom.html>)

South Africa: [http://www.umalusi.org.za/docs/guides/2015/qcc\\_certificate.pdf](http://www.umalusi.org.za/docs/guides/2015/qcc_certificate.pdf) ([http://www.umalusi.org.za/docs/guides/2015/qcc\\_certificate.pdf](http://www.umalusi.org.za/docs/guides/2015/qcc_certificate.pdf))

Turkmenistan: [http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf\\_51d6f127804461.14760622.pdf](http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf_51d6f127804461.14760622.pdf) ([http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf\\_51d6f127804461.14760622.pdf](http://aacrao-web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf_51d6f127804461.14760622.pdf))

Ukraine: <http://enic.in.ua/index.php/en/educational-documents-samples> (<http://enic.in.ua/index.php/en/educational-documents-samples>)

## **National or Regional Education Centers and Projects**

Centre international d'études pédagogiques (CIEP):

<https://plus.ciep.fr/blocks/magazine/revueresource.php>

(<https://plus.ciep.fr/blocks/magazine/revueresource.php>)

NUFFIC Education System Modules: <https://www.nuffic.nl/en/diploma-recognition/foreign-education-systems> (<https://www.nuffic.nl/en/diploma-recognition/foreign-education-systems>)

Nordic National Recognition Information Centres (NORRIC): India, Iraq, Pakistan, Poland, Russia, Ukraine, and more: <https://norric.org/publications> (<https://norric.org/publications>)

International Qualifications Assessment Service (IQAS) International Guides:

<https://www.alberta.ca/iqas-education-guides.aspx> (<https://www.alberta.ca/iqas-education-guides.aspx>)

CIMEA: Brazil, China, Italy, Russia: <http://www.cimea.it/en/services/publications-and-databases/guides-and-publications.aspx> (<http://www.cimea.it/en/services/publications-and-databases/guides-and-publications.aspx>)

UK NARIC: <https://www.naric.org.uk/naric/organisations/documents/sp-malaysia-seminar.pdf> (<https://www.naric.org.uk/naric/organisations/documents/sp-malaysia-seminar.pdf>)

RecoNow: <http://www.reconow.eu/en/index.aspx> (<http://www.reconow.eu/en/index.aspx>)

SAQA:

[http://www.dpsa.gov.za/dpsa2g/documents/networks/HRP\\_2009/Verification%20of%20Foreign%20Ql](http://www.dpsa.gov.za/dpsa2g/documents/networks/HRP_2009/Verification%20of%20Foreign%20Ql) ([http://www.dpsa.gov.za/dpsa2g/documents/networks/HRP\\_2009/Verification%20of%20Foreign%20Ql](http://www.dpsa.gov.za/dpsa2g/documents/networks/HRP_2009/Verification%20of%20Foreign%20Ql))

## **Conferences**

NAFSA: [http://www.nafsa.org/Annual\\_Conference/Annual\\_Conference\\_\\_Expo/](http://www.nafsa.org/Annual_Conference/Annual_Conference__Expo/) ([http://www.nafsa.org/Annual\\_Conference/Annual\\_Conference\\_\\_Expo/](http://www.nafsa.org/Annual_Conference/Annual_Conference__Expo/)) and [http://www.nafsa.org/Connect\\_and\\_Network/NAFSA\\_Regions/Regional\\_Conferences/](http://www.nafsa.org/Connect_and_Network/NAFSA_Regions/Regional_Conferences/) ([http://www.nafsa.org/Connect\\_and\\_Network/NAFSA\\_Regions/Regional\\_Conferences/](http://www.nafsa.org/Connect_and_Network/NAFSA_Regions/Regional_Conferences/))

AACRAO: <http://www.aacrao.org/professional-development/meetings/current-meetings> (<http://www.aacrao.org/professional-development/meetings/current-meetings>) and <http://www.aacrao.org/professional-development/meetings/past-meetings> (<http://www.aacrao.org/professional-development/meetings/past-meetings>)

TAICEP: <https://www.taicep.org/taiceporgwp/meetings/> (<https://www.taicep.org/taiceporgwp/meetings/>)



NAGAP: <https://www.nagap.org/annual-conference> (<https://www.nagap.org/annual-conference>)

EAIE: <https://www.eaie.org/geneva.html> (<https://www.eaie.org/geneva.html>) and  
<https://www.eaie.org/past-conferences.html> (<https://www.eaie.org/past-conferences.html>)

## **Newsletters**

*AACRAO Transcript – International Admissions/Credential Evaluation:*

<http://www.aacrao.org/resources/resources-list-view/international-admissions-credential-evaluation>  
(<http://www.aacrao.org/resources/resources-list-view/international-admissions-credential-evaluation>)

*NAFSA IEM Spotlight* (formerly *wRAP-Up Newsletter*):

<http://www.nafsa.org/resourcelibrary/default.aspx?catId=273>  
(<http://www.nafsa.org/resourcelibrary/default.aspx?catId=273>)

TAICEP Talk Newsletter: <https://www.taicep.org/taiceporgwp/professional-development/newsletter/>  
(<https://www.taicep.org/taiceporgwp/professional-development/newsletter/>)

*World Education News and Reviews*: <https://wenr.wes.org/tools-resources/country-profiles>  
(<https://wenr.wes.org/tools-resources/country-profiles>)

## **Paid Publications/Subscription Databases**

AACRAO EDGE: <http://aacraoedge.aacrao.org/aacrao-edge-login-page.php?uri=/>  
(<http://aacraoedge.aacrao.org/aacrao-edge-login-page.php?uri=/>)

UK NARIC: <https://www.naric.org.uk/naric/organisations/>  
(<https://www.naric.org.uk/naric/organisations/>)

ECE The Connection Advantage, now including Sample Documents Database:  
<https://theconnection.ece.org/Advantage> (<https://theconnection.ece.org/Advantage>)

Australian Government Department of Education and Training:

<https://internationaleducation.gov.au/services-and-resources/services-for-organisations/pages/services-for-organisations.aspx> (<https://internationaleducation.gov.au/services-and-resources/services-for-organisations/pages/services-for-organisations.aspx>)

## **Evaluation Companies and Universities**

Academic Credentials Evaluation Institute: <http://www.acei-global.org/presentation-reports/> (<http://www.acei-global.org/presentation-reports/>) and <https://acei-global.blog/> (<https://acei-global.blog/>)

China Credential Services: <http://www.chinacredentialservices.com/about/conference-presentations/> (<http://www.chinacredentialservices.com/about/conference-presentations/>)

Credential Consultants: <http://www.credentialconsultants.com/resources/> (<http://www.credentialconsultants.com/resources/>)

International Education Research Foundation: <http://www.ierf.org/for-institutions/ierf-presentations/> (<http://www.ierf.org/for-institutions/ierf-presentations/>)

Foreign Credits: <https://www.foreigncredits.com/resources/presentations/> (<https://www.foreigncredits.com/resources/presentations/>)

SDR Educational: <http://sdreducational.org/lang/en/resources-presentations/> (<http://sdreducational.org/lang/en/resources-presentations/>)

Shelby Cearley's Blog on International Admissions: <https://shelbycearley.wordpress.com/credentials-and-admissions/> (<https://shelbycearley.wordpress.com/credentials-and-admissions/>)

Transcript Research: <http://www.transcriptresearch.com/training> (<http://www.transcriptresearch.com/training>)

University of Minnesota: China, India, Korea, Malaysia, Vietnam: <https://admissions.tc.umn.edu/international/docs.html> (<https://admissions.tc.umn.edu/international/docs.html>)

World Education Services: <https://wenr.wes.org/tools-resources/country-profiles> (<https://wenr.wes.org/tools-resources/country-profiles>)

## **Webinars**

Academic Credentials Evaluation Institute: <http://www.acei-global.org/homepage-webinars-presentations/> (<http://www.acei-global.org/homepage-webinars-presentations/>)

AACRAO: <http://www.aacrao.org/professional-development/webinars> (<http://www.aacrao.org/professional-development/webinars>) and <http://www.aacrao.org/professional-development/webinars/archived-webinars> (<http://www.aacrao.org/professional-development/webinars/archived-webinars>)

American Council on Education: <http://www.acenet.edu/news-room/Pages/International-Briefs-for-Higher-Education-Leaders.aspx> (<http://www.acenet.edu/news-room/Pages/International-Briefs-for-Higher-Education-Leaders.aspx>)

Canadian Bureau for International Education: <http://cbie.ca/learning/webinars/>  
(<http://cbie.ca/learning/webinars/>)

Conference of the Americas on International Education (CAIE): <https://www.caie-caei.org/en/caie-canada-2017-webinar-series/#1498573090974-db621d7d-a90a> (<https://www.caie-caei.org/en/caie-canada-2017-webinar-series/#1498573090974-db621d7d-a90a>)

EAIE: <https://www.eaie.org/training/webinars.html> (<https://www.eaie.org/training/webinars.html>)

ECE: <https://www.ece.org/ECE/Institutions/Institution-Training-and-Resources/e-Learning>  
(<https://www.ece.org/ECE/Institutions/Institution-Training-and-Resources/e-Learning>)

National Association for College Admission Counseling (NACAC):  
<https://www.nacacnet.org/professional-development/webinars/>  
(<https://www.nacacnet.org/professional-development/webinars/>)

NAFSA: [http://www.nafsa.org/Professional\\_Resources/Learning\\_and\\_Training/e-Learning\\_Seminars/On-demand\\_Seminars/On-Demand\\_e-Learning\\_Seminars/](http://www.nafsa.org/Professional_Resources/Learning_and_Training/e-Learning_Seminars/On-demand_Seminars/On-Demand_e-Learning_Seminars/)  
([http://www.nafsa.org/Professional\\_Resources/Learning\\_and\\_Training/e-Learning\\_Seminars/On-demand\\_Seminars/On-Demand\\_e-Learning\\_Seminars/](http://www.nafsa.org/Professional_Resources/Learning_and_Training/e-Learning_Seminars/On-demand_Seminars/On-Demand_e-Learning_Seminars/))

NAGAP, The Association for Graduate Enrollment Management: <https://www.nagap.org/webinars>  
(<https://www.nagap.org/webinars>)

NUFFIC: <https://cec.nuffic.nl/login/index.php> (<https://cec.nuffic.nl/login/index.php>) and  
<https://www.nuffic.nl/en/diploma-recognition/evaluation-of-foreign-diplomas/courses-in-credential-evaluation> (<https://www.nuffic.nl/en/diploma-recognition/evaluation-of-foreign-diplomas/courses-in-credential-evaluation>)

TAICEP: <https://www.taicep.org/taiceporgwp/professional-development/webinars/>  
(<https://www.taicep.org/taiceporgwp/professional-development/webinars/>)

UK NARIC: <https://www.naric.org.uk/naric/organisations/training/default.aspx>  
(<https://www.naric.org.uk/naric/organisations/training/default.aspx>)

World Education Services: [https://www.wes.org/partners/events/?s=&partners\\_types=602,599](https://www.wes.org/partners/events/?s=&partners_types=602,599)  
([https://www.wes.org/partners/events/?s=&partners\\_types=602,599](https://www.wes.org/partners/events/?s=&partners_types=602,599))

### **Print Publications:**

AACRAO: <http://www.aacrao.org/key-topics/international-admissions-credential>  
(<http://www.aacrao.org/key-topics/international-admissions-credential>) and  
<http://www4.aacrao.org/publications/catalog.php?category=6>  
(<http://www4.aacrao.org/publications/catalog.php?category=6>)

ECE: <https://www.ece.org/ECE/Institutions/Publications>  
(<https://www.ece.org/ECE/Institutions/Publications>)

IERF: <http://www.ierf.org/for-institutions/ierf-publications/> (<http://www.ierf.org/for-institutions/ierf-publications/>)

### **Associations and Networks:**

African and Malagasy Council for Higher Education (CAMES): <http://www.lecames.org/>  
(<http://www.lecames.org/>)

African Quality Assurance Network (AfriQAN): <https://afriqan.aau.org/> (<https://afriqan.aau.org/>)

African Qualifications Verification Network: <http://www.saqsa.org.za/event.php?id=125>  
(<http://www.saqsa.org.za/event.php?id=125>)

Arab Network for Quality Assurance in Higher Education (ANQAHE): <http://www.anqahe.org/>  
(<http://www.anqahe.org/>)

ASEAN Quality Assurance Network (AQAN): <http://www.aqan.org/> (<http://www.aqan.org/>)

Asia-Pacific Association for International Education (APAIE): <https://www.apaie2018.org/about-apaie>  
(<https://www.apaie2018.org/about-apaie>)

Asia-Pacific Quality Network (APQN): <http://www.apqn.org/> (<http://www.apqn.org/>)

Asian National Information Centres (ANIC): <http://www.aniccw.net/> (<http://www.aniccw.net/>)

Association for Educational Assessment in Africa: <https://www.aeaafrica.org/>  
(<https://www.aeaafrica.org/>)

Canadian Bureau for International Education: <http://cbie.ca/learning/workshops/>  
(<http://cbie.ca/learning/workshops/>)

Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE): <https://canqate.org/>  
(<https://canqate.org/>)

Caribbean Community: <http://www.caricom.org/our-work/education> (<http://www.caricom.org/our-work/education>)

East African Network for Quality Assurance (EAQAN): <http://www.iucea.org/EAQAN/>  
(<http://www.iucea.org/EAQAN/>)

Eastern and Southern Africa Higher Education Centres of Excellence: <http://ace2.iucea.org/>  
(<http://ace2.iucea.org/>)

EducationUSA: <https://educationusa.state.gov/us-higher-education-professionals/educationusa-network>  
(<https://educationusa.state.gov/us-higher-education-professionals/educationusa-network>)

European Network of Information Centres in the European Region-National Academic Recognition

European Association for Quality Assurance in Higher Education: <http://www.enqa.eu/>  
(<http://www.enqa.eu/>)

Groningen Declaration: <http://www.hes.edu.au/events/groningen-meeting-2/2017-groningen-meeting-presentations/> (<http://www.hes.edu.au/events/groningen-meeting-2/2017-groningen-meeting-presentations/>)

Information Centres in the European Union (ENIC-NARIC): <http://www.enic-naric.net/>  
(<http://www.enic-naric.net/>)

Information System of Educational Trends in Latin America: <http://www.siteal.iipe.unesco.org/>  
(<http://www.siteal.iipe.unesco.org/>)

International Network for Quality Assurance Agencies in Higher Education (INQAAHE):  
<http://www.inqaahe.org/> (<http://www.inqaahe.org/>)

Inter-University Council for East Africa: <http://www.iucea.org> (<http://www.iucea.org/>)

Mediterranean Network of National Information Centres (MERIC): <http://www.meric-net.eu/en/index.aspx> (<http://www.meric-net.eu/en/index.aspx>)

Southeast Asian Ministers of Education Organisation (SEAMEO-RIHED): <http://rihed.seameo.org/>  
(<http://rihed.seameo.org/>)

## **Upcoming Sources**

International Association for College Admission Counseling: <https://intlacac.memberclicks.net/>  
(<https://intlacac.memberclicks.net/>)

<http://www.meric-net.eu/en/index.aspx> (<http://www.meric-net.eu/en/index.aspx>): Algeria, Lebanon, Morocco, Tunisia

Information System On pre-Bologna Academic Qualifications – ISOBAQ,  
[http://nacid.bg/en/projects/ISOBAQ\\_2016](http://nacid.bg/en/projects/ISOBAQ_2016) ([http://nacid.bg/en/projects/ISOBAQ\\_2016](http://nacid.bg/en/projects/ISOBAQ_2016))

RecoLatin: <http://www.recolatin.eu/new/> (<http://www.recolatin.eu/new/>)

Inside this edition:

President's Welcome -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/presidents-welcome-january-2018-newsletter/>)

Committee Updates -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/committee-updates-january-2018-newsletter/>)



Organizational Structure Updates -January 2018 Newsletter  
(<https://www.taicep.org/taiceporgwp/organizational-structure-updates-january-2018-newsletter/>)

TAICEP Meet Your 2018-2019 Leadership Team -January 2018 Newsletter  
(<https://www.taicep.org/taiceporgwp/taicep-meet-your-2018-2019-leadership-team-january-2018-newsletter/>)

AACRAO Fall Symposium: The U.S. Perspective on the Three-Year Bologna-Compliant Bachelor's Degree -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/aacrao-fall-symposium-the-u-s-perspective-on-the-three-year-bologna-compliant-bachelors-degree-january-2018-newsletter/>)

Indian Diploma Programmes Awarded by State Boards for Technical Education -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/indian-diploma-programmes-awarded-by-state-boards-for-technical-education-january-2018-newsletter/>)

Demystifying Institution and Program Recognition in French-Speaking Africa: Introduction -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/demystifying-institution-and-program-recognition-in-french-speaking-africa-introduction-january-2018-newsletter/>)

Demystifying Institution and Program Recognition in French-Speaking Africa: Benin -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/demystifying-institution-and-program-recognition-in-french-speaking-africa-benin-january-2018-newsletter/>)

Demystifying Institution and Program Recognition in French-Speaking Africa: Republic democratique du Congo- January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/demystifying-institution-and-program-recognition-in-french-speaking-africa-republic-democratique-du-congo-january-2018-newsletter/>)

Brief Primer on the American Territories -January 2018 Newsletter  
(<https://www.taicep.org/taiceporgwp/brief-primer-on-the-american-territories-january-2018-newsletter/>)

Cambridge Advanced Coursework: An Introduction -January 2018 Newsletter  
(<https://www.taicep.org/taiceporgwp/cambridge-advanced-coursework-an-introduction-january-2018-newsletter/>)

Secondary Credential Overview- Part I -January 2018 Newsletter  
(<https://www.taicep.org/taiceporgwp/secondary-credential-overview-part-i-january-2018-newsletter/>)

European Union General Data Protection Regulation -January 2018 Newsletter  
(<https://www.taicep.org/taiceporgwp/european-union-general-data-protection-regulation-january-2018-newsletter/>)

Memoriam to David Millar -January 2018 Newsletter  
(<https://www.taicep.org/taiceporgwp/memoriam-to-david-millar-january-2018-newsletter/>)

TAICEP News -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/taicep-news-january-2018-newsletter/>)

Add to your Library -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/add-to-your-library-january-2018-newsletter/>)

Recent TAICEP Events January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/recent-taicep-events-january-2018-newsletter/>)

Upcoming TAICEP Events -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/upcoming-taicep-events-january-2018-newsletter/>)

From the TAICEP Website -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/from-the-taicep-website-january-2018-newsletter/>)

Notes from the Field -January 2018 Newsletter (<https://www.taicep.org/taiceporgwp/notes-from-the-field-january-2018-newsletter/>)

## FEDERAL

# High School Credits for ELLs Still a Challenge

By Mary Ann Zehr — January 27, 2009 ⌚ 6 min read



When Maria Piedra, then 16, moved with her family from Mexico to Texas in the mid-1980s, she was placed in the 6th grade. She had completed 9th grade in Mexico—and had a transcript to prove it—but officials of the Donna, Texas, schools seemed only to care that she didn't speak English.

"I didn't have a choice," recalled Ms. Piedra, who is now a reading coach for the 14,000-student Donna Independent School District. "Being 16 in 6th grade, where everyone was 10 or 11 years old, ... it was depressing. I cried."

Such rigid policies have changed in Donna and elsewhere, with immigrant students getting credit in many places for their work in their native countries. But state and district policymakers nationwide still struggle with how best to award credits to adolescent English-language learners from other countries and help them gain access to the high school curriculum—and a diploma.

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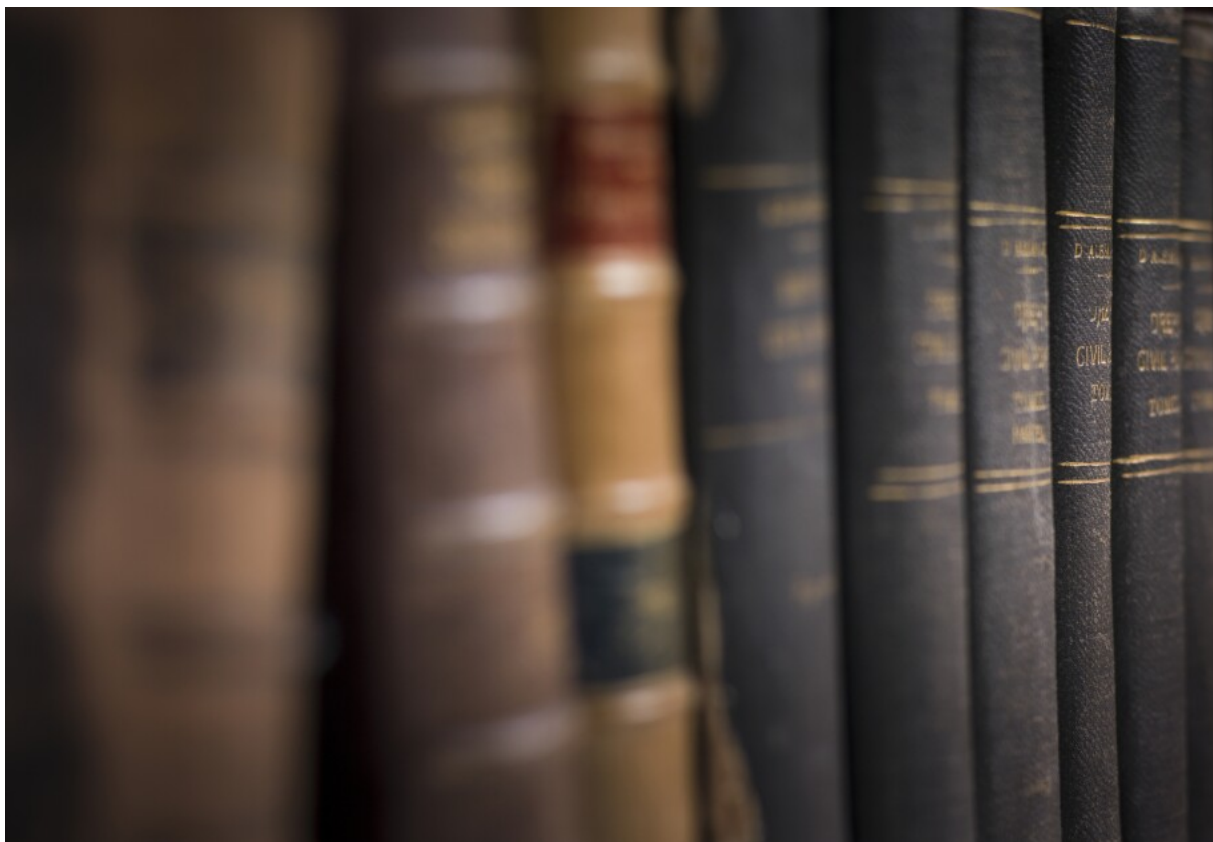
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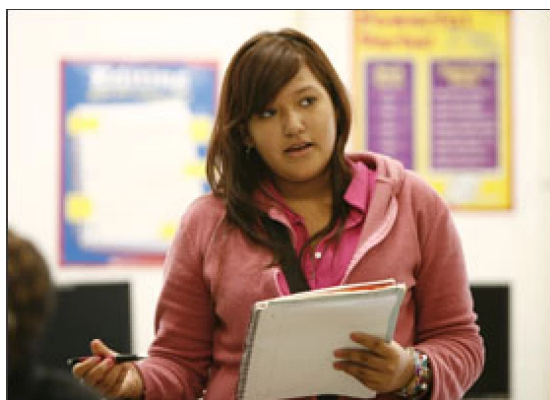


Nationally, the average high school graduation rate for ELLs is 64 percent, compared with 80.1 percent for all students, according to an analysis by the Editorial Projects in Education Research Center of data reported by states to the federal government for the 2005-06 school year.

State-by-state graduation rates for ELLs range from 39.5 percent in Georgia to 83.1 percent in Missouri, according to [“Perspectives on a Population: English-Language Learners in American Schools,”](#) published this month by the research center, an arm of the nonprofit corporation that publishes *Education Week*. Eighteen states failed to report the graduation rate for ELLs.

In some urban school districts, the graduation rate for students who start 9th grade as English-learners and graduate four years later is much lower than what their states have reported for ELLs.

For example, in the 1 million-student New York City district, the graduation rate for ELLs in the class of 2007 was 23.6 percent, compared with 55.8 percent for all students in the district. In Texas’ 49,000-student Brownsville Independent School District, which won the 2008 Broad Prize for Urban Education, the graduation rate for ELLs in 2007 was 26.8 percent, compared



English-language learners such as Abigail Ramirez, 15, of Brownsville, Texas, must keep a fast academic pace to meet the goal of graduating in four years.

— Erich Schlegel for Education Week/File

## Local Discretion

Many states, including California, Georgia, North Carolina, Texas, and Virginia leave it up to districts to determine how to handle credits for adolescent immigrant youths upon their arrival.

In Virginia, for instance, regulations don't distinguish the awarding of credits to a student moving from a foreign country from awarding credits to a student transferring from a district in another state.

Some school districts in states that leave such credit decisions in local hands, such as the Fairfax County schools in Virginia and the Charlotte-Mecklenburg district in North Carolina, have developed practices for evaluating immigrant students' transcripts and placing them in courses.

The 165,000-student Fairfax County district has a 200-page manual on how to evaluate transcripts from around the world, said Diana F. Jarrett, the coordinator of student registration for the district. The school system evaluates about 1,300 high school transcripts of foreign-born students each year at a central intake center.

Ms. Jarrett said her staff works actively with the Metropolitan Area Foreign Student Advisors, an organization serving the Washington, D.C., area, in sharing what the district has learned with other districts that are now trying to put similar systems in place.

"We want to give students credit for what they've learned," said Ms. Jarrett. "Why should we



The Charlotte-Mecklenburg district has had procedures in place for years for evaluating foreign transcripts. But Joan L. Rolston, the ESL program counselor for the district, said she made those procedures more uniform after she became the overseer of guidance counselors for ELLs in 2004 and introduced a guide published by NAFSA: Association of International Educators for evaluating high school transcripts.

In her district, guidance counselors at individual schools are responsible for evaluating transcripts and have been trained to do so. About 17,000 of Charlotte-Mecklenburg's 140,000 students are ELLs.

Ms. Rolston has provided similar training to other North Carolina school districts, including the Hickory city and Buncombe County districts.

In Texas, the Donna school district took a big step three years ago toward helping adolescent ELLs earn credit for classes they'd taken in Mexico. The district became a participant in a new program, Language Learners at the UT Center for Hispanic Achievement, or [LUCHA](#), that operates out of the University of Texas at Austin.

The staff members of LUCHA, which means "struggle" in Spanish, evaluate student transcripts from Mexico—tracking them down in some cases—and advise districts on how many credits to give students. LUCHA also provides online high school courses in key academic subjects in Spanish, aligned with Texas standards, that students can take to earn core credits at the same time they learn English.

"Before LUCHA, a lot of times, high school kids were placed at the middle school because people weren't looking at the transcripts they brought with them. You had children who were 18 in the middle school," said Ofelia Gaona, who oversees programs for ELLs for the Donna district.

## Earning a Diploma

But giving students a head start by honoring the work they've done in another country is only one step that schools need to take to support immigrant students in getting a high school diploma, district-level educators say.

Regulations recently made final by the U.S. Department of Education require districts to count only students who have graduated in four years toward the graduation rate that is reported for accountability purposes under the No Child Left Behind Act.

Some states do not permit districts to give core English credits for English-as-a-second-language classes at beginning levels. Other states leave the matter up to districts to decide.

In North Carolina, districts are permitted to give core English credit for classes taught by an ESL teacher if that teacher is also certified to teach regular high school English, and if the course is aligned with the state's regular English-language-arts standards. Georgia has a similar policy for English-language arts classes and some kinds of ESL classes. But California and Virginia give districts discretion on whether to provide elective or core English credits for ESL courses.

School districts, and some states, are increasingly training mainstream high school teachers in strategies that help ELLs understand what's going on in regular classes so the students can pass core classes and earn credit.

Ms. Piedra, the reading coach in the Donna school district, who is now 37, remembers that in addition to being placed in 6th grade as a teenager new to the United States, she never had access to the regular curriculum throughout high school. She managed to pass the Texas high school exit exam and get a diploma at age 21. But when she got to college, she struggled to keep up with her peers because she hadn't been adequately prepared in high school.

She said she's trying to guide today's immigrant students onto a smoother path.

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## Mary Ann Zehr

Mary Ann Zehr was an assistant editor for *Education Week*. Her beats included English-language learners, bilingual education, immigrants, dropouts, achievement-gap issues, and charter and private schools. She is the author of the blog [Learning the Language](#).

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# INTERNATIONAL STUDENTS



By Elizabeth Frosini and JoAnne Rossi

## EVALUATING FOREIGN SECONDARY SCHOOL TRANSCRIPTS

### It's a Team Effort

The enrollment of international students on F-1 and J-1 visas at US secondary schools continues to grow, as does the number of secondary schools that enroll these students. In 2016, 81,981 international students enrolled at 2,800 secondary schools—primarily private schools (Institute of International Education, *Globally Mobile Youth*, 2017). Of those enrolled, the vast majority were directly enrolled on a F-1 visa, indicating their intent to earn a high school diploma in order to continue their education at the postsecondary level.

US colleges and universities are recognizing this trend. According to the Institute of International Education's *Fall 2018 International Student Enrollment Hot Topics Survey*, about 46 percent of US higher education institutions

are prioritizing the recruitment of international students already studying in the US as part of their strategy.

NACAC data show that most diploma-seeking international students enroll at US secondary

schools in 10th or 11th grade (*Counseling Trends Survey*, 2018). This means many students will bring their previous secondary academic records from other countries to be evaluated as part of the enrollment and advisement process. Unfortunately, NACAC data also show that many counselors don't feel comfortable with foreign credential evaluation.

Understanding a student's academic history plays a major role in supporting that student on their academic journey and transition to college. With the growth of international students at US secondary schools, the roles and responsibilities


of educators who impact an international student's journey at some point—whether evaluating the foreign credentials, applying transfer credit, advising on course placement, or providing college counseling—are increasingly complex and interconnected. The need for collaboration and discussion to inform best practice around enrollment at the secondary level through to college admission is timely.

The professionals involved in the assessment generally include the school registrar, class dean, college counselor, academic advisor, and academic department chairs in conjunction with placement exams and English proficiency.

Sem is strategic to have compiled internal records to understand and evaluate the varying standards and tendencies of education systems outside of the US to best support its students on

fair, consistent information and advocacy in their educational journey. Furthermore, the importance of appropriately evaluating and placing international students at the secondary level becomes even greater as students consider their postsecondary options in the US and overseas.

Often, international students, their families, and increasingly, their educational agents, have perceptions and/or goals that may not be realistic or attainable based on the secondary school program of choice. This includes, but is not limited to, the pursuit of academic rigor (AP, IB, honors courses) and grade inflation, athletic eligibility, study of language based on English proficiency, and more.

As graduation and certificate requirements differ between independent secondary schools and public school districts, in relation to a student's foreign credentials, so do the programmatic options and flexibilities. These differences generally require more support of international students from college admission counselors, both at secondary and higher education institutions, as students research, explore, and engage in the college application process. In addition, the need for collaboration and trust between secondary school counselors and admission counselors grows as international students look to continue their educational journey in the US. Thus, a greater emphasis is placed on college fit when considering international students for postsecondary programs. 

**Elizabeth A. Frosini** is associate director of college guidance and **JoAnne Rossi** is registrar, dean of scheduling at Wyoming Seminary (PA).



**OFTEN, INTERNATIONAL STUDENTS, THEIR FAMILIES, AND INCREASINGLY, THEIR EDUCATIONAL AGENTS, HAVE PERCEPTIONS AND/OR GOALS THAT MAY NOT BE REALISTIC OR ATTAINABLE BASED ON THE SECONDARY SCHOOL PROGRAM OF CHOICE. THIS INCLUDES, BUT IS NOT LIMITED TO, THE PURSUIT OF ACADEMIC RIGOR (AP, IB, HONORS COURSES) AND GRADE INFLATION, ATHLETIC ELIGIBILITY, STUDY OF LANGUAGE BASED ON ENGLISH PROFICIENCY, AND MORE. "**

The data maintained on international students in the US is largely limited to individuals in the country with the primary purpose of pursuing academic study (i.e., F-1, J-1, and M-1 visa holders). The institution is responsible for reporting on these students. Therefore, these figures don't account for all students eligible to enroll in US secondary schools, who will also come with foreign credentials. This may include, for example, children of a PhD student at the local university near your secondary school, or dependents of professionals working at a local company in a specialty occupation.

Consider one perspective from an independent secondary school educator who works primarily with international students on F-1 student visas. This is the case at Wyoming Seminary (Sem), a co-educational independent day and boarding school in northeastern Pennsylvania with a long history of educating international students.

Sem enrolls approximately 500 Upper School students, 22 percent of whom are non-US citizens from 35 countries. Evaluation of foreign credentials begins in the admission process, and once an international student has been admitted, their foreign credentials are assessed to determine the student's placement, whether it's a one-year exchange or degree-seeking student.

their individual academic journeys. However, as the international student body expands, at both the institutional and national level, so does the need for improving transparency, consistency, and legitimacy of the foreign credentials with regards to evaluating and applying transfer credits.

Given its long history of working with international students, Sem has processes in place to evaluate foreign credentials in support of these students. The same isn't true for all secondary schools.

There is a need to develop clear guidelines for awarding transfer credit to international students to ensure that all students new to an institution, whether public or private, receive

## GROW YOUR SKILLS AT #NACAC19

If you're an admission professional, college admission counselor, English Language counselor, registrar, or educator interested in learning about and discussing the evaluation of foreign credentials at US institutions, consider attending the 2019 NACAC National Conference seminar *Bridging College Access: Evaluating Foreign Secondary Transcripts* ([nacacconference.org/BridgingCollegeAccess](http://nacacconference.org/BridgingCollegeAccess)).

The workshop will highlight best practices related to supporting international students and those with foreign credentials at both public and independent secondary schools in the US; the process for enrolling students and effectively placing them in classes to position them for graduation and success; and the impact on their college admission process.

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## FINDING THE RIGHT STARTING POINT

# Obtaining, Interpreting, and Evaluating International Transcripts

**N**ewcomer immigrant students enter U.S. high schools with a wide range of education experiences, and they have limited time to adapt to new environments and master English, if necessary. Schools are obligated to provide newcomer students with an education that allows them to earn a regular high school diploma within a reasonable length of time and prepares them to meet college entrance requirements. Thus, students must be placed in courses that are appropriate to their level of academic knowledge—which requires evaluating international transcripts. Clear policies and guidelines for this process increase consistency, improve fairness and transparency, and support students' efforts to graduate.





## FINDING THE RIGHT STARTING POINT

# Three Steps for Evaluating International Transcripts

1

## Obtaining and translating transcripts

The first step for any school, district, or external evaluator is to obtain the transcripts. However, requesting transcripts from students' home countries can be a lengthy process. Additionally, students may not have records from previous schools, or their records may be difficult to authenticate. The following strategies can help improve the process of obtaining and translating international transcripts:

- **Centralize the intake process** for newcomer students in the district office or a newcomer center, where staff members have experience working with students from other countries and often speak one of the most represented languages.
- **If in-house translation is not possible, contract with outside agencies** or refer families to consulates, refugee or immigrant centers, or community groups that can provide translation services.
- **Re-create students' academic histories if transcripts are missing.** Gather key information, such as course names, hours of instructional time, length of courses, and grades obtained. Use structured interviews with students and families to gather additional information about academic history and course content.



2

## Interpreting prior schooling experiences

Translating course names is usually not enough to evaluate international transcripts, as identically named courses completed in another country may vary in key characteristics, such as content, hours of instruction, and grading practices. To accurately interpret the courses listed on a transcript, districts must have current and accurate information about the corresponding country's education system. Here are some ways to help ensure international transcripts are correctly interpreted:

- **Standardize course equivalencies** by gathering detailed information about education systems in the countries your newcomer students are most likely to come from.
- **Periodically update advisors' knowledge** of education systems in students' home countries and document the new information.
- **Consider utilizing a foreign credential evaluation service** for professional interpretation of international transcripts.





# 3

## Making decisions about credit transfer and placement

The final step in international transcript evaluation is deciding how students' past coursework will count, in terms of the number of allowable transfer credits and how previous coursework will be applied to graduation requirements. Standardized procedures for awarding credit are critical to ensure all newcomer students receive fair and consistent treatment.

**Districts should develop clear guidelines and policies that specify:**

- **Who is responsible** for the evaluation of international transcripts
- **Allowable substitutions and waivers** for courses required for graduation, by subject area
- **How credits should be recorded** on the cumulative record, as well as the course titles and numbers that should be used
- **Guidelines for converting grades** to the 4.0 scale
- **How many credits will be allowed for each year of study** outside the United States and whether there will be any caps on allowable credits
- **How the language of instruction impacts credit transfer**, if applicable (e.g., does a language arts class taken in a language other than English count for language arts credit, world language credit, or elective credit?)
- **The role of exams**
- **The process for students and families to appeal** the district's credit-awarding decision



### FLIP FOR RESOURCES

Download sample guides, policies, and procedures to support your efforts to accurately and consistently award credits to newcomer students.



# Resources

1

## Obtaining and translating transcripts

**Working with Refugee Students in Secondary Schools** from the Minnesota Department of Education offers guidance to counselors on a range of topics related to refugee students. It includes step-by-step procedures on interviewing, researching, evaluating, and interpreting international transcripts.

➔ <http://bit.ly/working-with-refugees>

**The Metropolitan Area Foreign Student Advisors (MAFSA)** provides several useful resources, including a document with translations of course titles for 21 languages.

➔ <http://bit.ly/MAFSA-resources>

**Seattle Public Schools Transcript Evaluation Worksheet** provides a district example of how to make credit decisions, explain options for credit earned by exam, and document course equivalency decisions.

➔ <http://bit.ly/SPS-transcript-eval-worksheet>

2

## Interpreting prior schooling experiences

**Evaluating Foreign Transcripts: The A–Z Manual** from the New York City Department of Education provides step-by-step guidelines for how to evaluate foreign transcripts, one- to two-page descriptions of the educational systems for 76 countries, as well as their grading system and U.S. equivalencies.

➔ <http://bit.ly/eval-foreign-transcripts>

**The NAFSA Guide to Educational Systems Around the World** includes individual country guides for approximately 200 systems in a downloadable pdf format. Each guide lists the credentials and U.S. equivalencies, grading scales, and country-specific resources to help determine placement recommendations.

➔ <http://bit.ly/NAFSA-guide>

**The National Association of Credential Evaluation Services** lists providers that have completed a screening and selection procedure to demonstrate expertise in evaluation of credentials earned outside the United States.

➔ <http://bit.ly/NACES-resources>

3

## Making decisions about credit transfer and placement

**Los Angeles Unified School District's International Transcripts Bulletin** includes a clear policy describing the guidelines schools need to follow for assigning credits and grades from international transcripts.

➔ <http://bit.ly/LAUSD-transcript-bulletin>

**Jefferson County Schools Handbook for Secondary Counselors, Administrators, and Teachers Working with English Language Learners** includes a policy guide for counselors to explain course placement and credit policies for newcomer immigrant students.

➔ <http://bit.ly/JeffCo-handbook>

*For more information and additional resources, contact Mary Martinez-Wenzl:  
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