



13 - Year Education Systems

Tools to Determine How to Award Advanced Credit

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Introduction

In November 2017, the AACRAO International Education Standards Council (IESC) selected Amanda Holder and Erin Hari to serve as the 2018 IESC Fellows. The fellows used two different types of universities for their research. A mid-sized private university (Institution A) and a large public university (Institution B). They served as non-voting participants and were assigned two IESC mentors to guide them through a research project. They attended bi-weekly teleconferences as well as occasional in-person meetings and completed their term at the conclusion of the AACRAO Annual Meeting in April 2019.

Upon the start of their term, the IESC decided to focus their research on 13-year education systems and the need to determine how and when to award advanced credit for these types of systems. The elementary/secondary education system in the United States is a 12-year based model. Though the grouping of years may vary between school systems, all US systems are comprised of 12 years. U.S. higher education institutions often receive transcripts from international applicants having attended 13-year elementary/secondary education systems. These institutions must determine if and when to award advanced credit for the additional year of study. While many U.S. higher education institutions have determined how to award advanced credit for the British Advanced Level examinations (A Levels), a 13-year education system, there may not be an established process for other 13-year education systems deserving of advanced credit.

This paper will outline the Fellows' approach and methods toward researching 13-year education systems and the recognition of advanced credit. The focus will remain on developing a process that will guide U.S. higher education institutions in creating a streamlined approach through consistent and transparent practices. This research was approached from a U.S. perspective as the U.S. elementary/secondary education system is a 12-year rather than 13-year based system. The Fellows created a template to guide the process of awarding advanced credit. Any U.S. higher education system may use this template as a tool to guide the process; a sample template is provided.

13-Year Education Systems

There are many elementary/secondary education systems around the world that are comprised of 13-years beginning in grade one. Some of these systems served as foundation models for creating education systems in other countries such as the British system. A country's political history often influences and affects the education system and structure of that country. These impacts are often seen in former British Colonies, such as India and Singapore. In these countries, the education systems still have remnants of the British system. Over time, as the influence of a culture or country decreases, education systems tend to morph and change.

Most 13-year systems have three distinct levels with variations at the top end:

- Primary
- Lower secondary
- Upper secondary

Variation:

- Primary
- Secondary
- Pre-university

Often, a leaving exam is administered and a specific credential is awarded after each level. Differences occur in the type of exams administered; whether they are internal exams developed by the individual schools or are external exams administered by the federal government or state and national examination boards.

Conceptualization and Relevance of Topic

Initially, we decided to research countries with 13-year education systems and then after establishing a list, begin developing placement recommendations for advanced credit based on policies for Institution A and Institution B. We started our research using a broad scope aimed at identifying educational patterns and then began to narrow our focus. As all U.S. higher education institutions admitting international students will encounter the advanced credit questions, we felt that the research would allow us to set recommendations that could be comparable across different institutions.

Our findings were diverging from our preliminary notions once the initial phase of research was complete. Early in our research it was clear that, as no systematic or comprehensive guides providing clear direction existed, it would not be reasonable to create a standardized list of equivalent advanced credit to be used by multiple institutions. This was made evident as we determined that individual university academic departments made the decision for advanced credit. As the institutions differed in standards and benchmarks, an academic department at Institution A may or may not agree with the corresponding department at Institution B on the same equivalency for credit. At this point, we decided to shift our focus and efforts towards developing a tool that institutions could use to aid in the determination of advanced credit. We wanted to make the tool functional so that institutions could use in conjunction with their own established internal processes.

Narrowing of Topic and Initial Phase of Data Collection

We started by identifying countries that follow a true 13-year education system beginning at grade one and concluding at grade thirteen. The idea was to begin with a broad lens in hopes of discovering a pattern for our focus. Ultimately, our goal was to hone in on how to determine which systems warranted advanced credit.

After multiple discussions, we realized that we could not create a catchall guide for awarding advanced credit for each country with a 13-year education system. We agreed that different U.S. higher education institutions maintain curriculum at various levels of depth/breadth and rigor. The ultimate determination of advanced credit must lie within the individual institution.

However, we did notice that not all 13-year education systems are the same and cannot be evaluated in equal measure. The individual country's educational system and standards must be taken into account when determining if and how to award advanced credit. Since many U.S. higher education institutions have established approaches on how to award advanced credit for systems such as the Advanced Placement (AP) exams, the British A Levels exams or the International Baccalaureate (IB) Diploma, we wondered if these systems should be the benchmarks. The question we posed to ourselves was, "Should all 13-year education systems be awarded advanced credit simply because of the length of study or should the curriculum of each 13-year education system be measured against that of the AP, A Levels or IB curriculum?" Essentially, we realized that more thorough and in-depth research must be done to determine if and how to award advanced credit among all 13-year education systems.

Through our research, we also realized that those who are not familiar with the field of foreign credential evaluations might not easily recognize or understand the nuances of different education systems. Curriculum content and modes of assessment can vary greatly between 13-year education systems. Faculty who may not regularly work with foreign credentials tend to make most of the decisions regarding the determination of advanced credit. These realizations led us to develop a standardized template that higher education institutions could use to guide faculty through the process of determining advanced credit for various 13-year education systems.

Research Methodology and Procedure

Identifying 13-Year Education Systems

During the initial phase of research we divided the world into six regions: Africa, Asia, Europe, North & Central America, Oceania and South America. Each IESC Fellow was responsible for identifying all countries with 13-year education systems from three of the six regions. We placed the collected information into a data table that identified the number of years in each level, the title of each credential earned, and the resources used (see Appendix A).

The table below is a summary of the outcomes of this initial phase of research.

Number of 13-Year Education Systems by Region

Region	Number of Countries with 13-year Systems
Africa	17
Asia	5
Europe	15
North & Central America	11
Oceania	8
South America	2

Extract from *13-year Systems Data Table*, March 2018 (see Appendix A for full table)

Top 10 Sending Countries with 13-Year Education Systems

Country	Number of UG Students in the U.S.
United Kingdom	5,779
Malaysia	5,580
Germany*	3,182
Singapore	2,242
Italy	2,021
Jamaica	1,704
Norway	1,399
Sri Lanka	1,088
New Zealand	978
Ivory Coast	952

*Length of education system varies by state

Source: *Open Doors*, 2017, Institute of International Education (IIE)

Once we had a complete list, we utilized information from the 2017 Open Doors report to determine the top sending countries with 13-year education systems. Based on this, we chose one country from each region: Zimbabwe, Sri Lanka, Norway, Jamaica, New Zealand as well as A Levels, IB, and AP curriculums.

We then chose three subjects that the institutions commonly see among undergraduate international applicants: math, biology and geography. We then gathered curriculum guides/syllabi for all three subjects from each of the eight systems using contacts within our field, website resources, and contacts at varying ministries of education.

Countries/Curriculums and Credentials Evaluated for Advanced Credit

Countries	Credential/Examination
International	International Baccalaureate (IB)
Jamaica	Caribbean Advanced Proficiency Examination (CAPE)/A Levels
New Zealand	National Certificate of Educational Achievement (Level 1, 2, and 3)
Norway	Vitnemål Fra Videregående Skole/High School Diploma
Sri Lanka	General Certificate of Education Advanced Level (GCE A Levels)
United Kingdom /International	General Certificate of Education Advanced Level (GCE A Levels)
United States	Advanced Placement (AP)
Zimbabwe	Zimbabwe School Examination Council (Zimsec) A Levels

Within the UK there are 5 examination boards. For the purposes of this research we used Cambridge International Examinations (CIE) and Pearson as the exams are provided internationally.

Determining Advanced Credit: An Institutional Perspective

Institution A	Institution B
Private University	Public University
17,000 overall students	30,000 overall students
850 international students	900 international students
Bachelor, Master, PhD	Bachelor, Master, PhD

Institution A

In order for transfer/advanced credit to be awarded, the review of the curriculum/syllabi and the decision lie with the individual academic departments. Each department has a rotating lead chair who reviews the curriculum and determines whether it meets the standards and fulfills the requirements of an Institution A course. Once this information is evaluated, the department chair decides on the credits and the equivalent Institution A courses to be awarded.

Institution B

The responsibility of determining advanced credit for foreign secondary coursework also lies within the individual academic departments. Each academic department has its own procedure and internal process. In some departments, the dean independently makes the decision while other departments have curriculum committees that must approve the articulation decisions.

Creating a Standardized Evaluation Form

We agreed that the determination of advanced credit should remain with the academic departments, but we wanted to create a more streamlined guide that would promote consistency and transparency within the process. We noticed that decisions are often made in silos without documentation or explanation of how an outcome is reached. We created a standard form that evaluators and faculty can use to guide them through the process of recommending advanced credit. The form is a tangible document that can be used by the academic departments or other departments on campus, e.g., Office of the Registrar, Undergraduate Admissions, International Admissions, and Transfer Student Services when awarding advanced credit.

The form includes information about the specific education systems. The idea is for an internal foreign credential evaluator or Admissions/Registrar staff member to complete this part of the form before providing it to the academic department. The goal is to provide the academic department with relevant information they may not otherwise be aware of, and that could influence their decision.

Foreign Education System Summary	
Length of Primary/Secondary Education:	
Education System Model (If Applicable):	
Type of Assessment (Internal or External):	

Foreign Credential Summary	
U.S. Equivalency:	
Examination Authority:	
Exam Title (Subject):	
Date of Exam:	
Documentation Provided:	

Excerpt from *Foreign Credential Evaluation of Advanced Credit Form*, May 2018 (see Appendix B for complete form)

Utilizing the Form: Successes and Struggles

Institution A

Institution A currently does not have a standardized process for awarding advanced credit. Therefore, the process for awarding transfer credit was used for comparison. This process begins with the domestic and international transfer evaluation specialists. Once an admit decision has been placed on an applicant's file, the specialist will data enter the applicant's coursework, which is then sent to individual departments for evaluation of potential credit. In order to fully evaluate a course for credit, descriptions are required and in some cases course syllabi from the students may be requested as well. Each department at Institution A has a rotating faculty member that is in charge of

reviewing and processing the coursework for students sent to their corresponding area. Once a determination is made, the departments send the information back to the transfer specialist, who then updates the student's records.

The departments within the focused area of the research were contacted through email first in order to explain the project and to determine if there was availability in participating. Each faculty contact was excited and eager to help and found the topic interesting. One hour appointments were scheduled with each faculty contact to review the information gathered on the selected international curriculums.

During each meeting, it was important to provide thorough context for the project, an explanation of the international curriculums being evaluated, and the premise behind whether or not 13-year education systems should be considered for credit. Comparing the information to AP or IB credits was helpful in providing background and context as Institution A currently lists on their website credit equivalencies for AP and IB exams. Though these discussions took more time than initially anticipated, it laid a strong foundation as the faculty contacts began reviewing the material.

Each contact had a similar method of reviewing the material. They would quickly scroll through the information with a strong purpose, knowing the components that they were looking for within each curriculum. As each faculty contact wanted to explain the reasoning behind their observations, the rationale section of the form was helpful and useful. It allowed them to explain why a course should be considered for advanced credit or not based on the components of the curriculum.

The form was initially designed to be a systematic and concise way of processing advanced credit for international curriculums. However, as the form was a method outside of current practices and the situations were all hypothetical, the form served as a conversation starter for understanding 13-year education systems and whether institutions would benefit from granting advanced credit for some of these curriculums.

The idea behind the form and the approach did not work as originally thought, but the conversation was started on what 13-year education systems are and why it would benefit a university to do further research on the idea of advanced credit or go as far to create standardized credits per system as is done with AP and IB.

Institution B

The foreign credential evaluator or an admissions processor posts the course titles, converted credit value and final grades for all transfer and advanced credit coursework from a foreign institution into the student's admission record at Institution B. The Office of the Registrar then determines if Institution B has an equivalent course for any of the courses posted and will award the appropriate credit at that time. At this level, only remedial and general education courses are typically articulated. For higher-level courses or subject-specific courses, the respective academic department makes the determination. Once a student is admitted, each academic department is responsible for

contacting the student and requesting more documentation. Three academic departments were contacted for this study. Each department has a unique, and somewhat inconsistent, process for determining advanced credit. Finding the appropriate contact from each academic department was not easy and took a lot of time.

Prior to scheduling appointments with the individual department contacts, an email was sent explaining the purpose of the meeting. An hour-long meeting was scheduled with each contact to review the curriculum for each 13-year system exam and to introduce the standardized evaluation form. It became very apparent that the contacts from the academic departments were not familiar with 13-year secondary/higher secondary education systems and the process for determining advanced credit from such systems.

Each meeting began with a thorough explanation of the study and the purpose of the standardized evaluation form. The curriculum and syllabi for each specific exam was presented and reviewed with each contact. Once this initial overview was complete, things began to go in a different direction than intended. The standardized evaluation form was discussed at length, but no actual advanced credit determination was completed. While it seemed that the academic department contact was the content expert, he or she alone did not feel comfortable making the decision to award advanced credit. When asked what the normal process was for determining advanced credit, none of the contacts could give an answer that indicated there was a standard process set in place. This made it very difficult to obtain any sound critique of how the standardized evaluation form could be implemented into the process.

Outcomes

Institution A

The information contained in this section in no way reflects current policy at Institution A in regards to advanced credit for international curriculum and should not be used outside the scope of this research project. The following information was collected during the research project using hypothetical scenarios.

Determination of advanced credit for most of the international curriculums reviewed by faculty contacts at Institution A was inconclusive due to lack of information within the syllabi or course descriptions provided. Further follow-up including more descriptive information of class elements and components and, in some cases, text books would be needed in order to make more definitive decisions on advanced credit. For instance, two of the faculty contacts commented that the documentation provided for Norway was too vague in order to give feedback about any type of credit.

Listed below are curriculums that had adequate information to make a potential determination. Overall, the consensus on these curriculums was that it could be worth entry-level freshman course credit mainly for non-majors.

Math:

The mathematics curriculum from Zimbabwe and A Levels could be considered for entry-level freshman Math and Calculus I as they contained integration and differentiation components. No other credit was considered without more in-depth course curriculum information provided for further review.

Biology:

Biology curriculum for Norway and A levels had potential for biology majors and non-biology majors based on similar components; however, the curriculum did appear to be very broad versus in-depth. When reviewing these curriculums, there is potential for awarding equal credit for lecture and lab work.

Geography:

Freshman entry-level geography credit could be considered for the CAPE exam and Zimbabwe as all three contained economic, physical, and regional geography components. However, the CAPE exam seemed to lack adequate lab work. More detailed course descriptions could be submitted for further review.

Institution B

The academic departments at Institution B did not provide specific recommendations for advanced credit. While each department has a unique internal process for determining how to award institutional credit, it was difficult to do so for a case study that did not involve an actual current or prospective student.

During each individual meeting, the faculty member reviewed the standardized form in depth. Each department was very positive about using the form to guide their internal process and gave suggestions of items to add to the form or be included to make a decision:

- Name, author and edition of the textbook used
- Whether or not the syllabus was created by the appropriate ministry or by the school
- More details on the depth of topics listed on the syllabus
- Samples of past examinations

Recommendations

During the course of this study, it became clear that each institution's practices and methods towards awarding advanced credit varied greatly depending on the academic needs, operational processes, and the internal structure of offices. We found that key decision makers within the process of awarding advanced credit were not often familiar with international curriculum at an advanced level. They would benefit from obtaining more knowledge and information on how and when to award advanced credit or to

develop an institutional policy pertaining to the process of awarding advanced credit for foreign coursework.

Furthermore, a systematic process, such as our form, would provide historical documentation and be instrumental to ensure consistency for awarding advanced credit across academic departments. Creating international curriculum guides and hosting regular workshops or information sessions would greatly improve the internal institutional processes.

The idea of awarding advanced credit for international curriculum would also need the backing of academic leadership at the institution to create buy-in from all academic departments. As setting and implementing this type of policy would involve multiple areas and stakeholders, collaboration among varying offices and departments would be required.

Conclusion

It became clear that a standardized policy of awarding advanced credit for foreign coursework across all higher education institutions in the U.S. would be very difficult, if not impossible. Due to the variation of academic rigor among U.S. higher education institutions, it would be too difficult to create a common U.S. policy. However, within each institution there is a need for consistency. This could be achieved by the use of standardized process materials and the implementation of training to provide academic departments with a better understanding of foreign education systems.

The effects of developing an institutional process and providing regular trainings on foreign education systems go far beyond the scope of academic departments. A standard institutional process would increase the efficiency of awarding advanced credit. This would also have a positive impact on the student experience and may be used as a tool for international student recruitment. A more welcoming and cohesive environment for the international student population may lead to further developing the overall internationalization of the larger institution.

Appendix A:

13-Year Education Systems Data Table (*This table identifies 13-year education systems within the scope of this research project. The list is used for identifying purposes only and the awarding of advanced credit should be determined by individual institutions or organizations*)

Country	Primary	Intermediate	Lower Secondary	Upper Secondary/ Pre-University	Credential	Resource	Link
Anguilla	1-6		7-11	12-13	CAPE pre-university year/A Levels	Anguilla Education Department	http://www.gov.ai/documents/education/doe_report_2014_2015.pdf
Antigua and Barbuda	1-6		7-11	12-13	CAPE pre-university year/A Levels	Caribbean Examinations Council	https://www.cxc.org/about/about-cxc/
Bailiwick of Guernsey	1-6		7-11	12-13	General Certificate of Education (GCE) A Levels	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-united-kingdom/
Bailiwick of Jersey	1-6		7-11	12-13	General Certificate of Education (GCE) A Levels	Government of the Island of Jersey	https://www.gov.je/SiteCollectionDocuments/Education/Education%20Journey.pdf
Barbados	1-6		7-11	12-13	CAPE pre-university year/A Levels	Barbados Ministry of Education, Technology and Vocational Training	https://mes.gov.bb/News/Latest/Statistics-on-Education-2013-2014.aspx
Belize	1-8		9-12	13-14	CAPE pre-university year/A Levels	UNESCO World Data on Education 2010-2011: Belize	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Belize.pdf
Benin	1-6		7-10	11-13	Baccalauréat de l'Enseignement Secondaire/Secondary Education Baccalaureate	UNESCO Education for All: The Situation in Benin	http://unesdoc.unesco.org/images/0014/001467/146771e.pdf
Bermuda	1-6	7-9	10-11	12-13	General Certificate of Education (GCE) A Levels	Bermuda Ministry of Education	http://schools.moed.bm/SiteCollectionDocuments/BermudaPublicSchoolSystem.pdf
British Virgin Islands (BVI)	1-6		7-11	12-13	CAPE pre-university year	British Virgin Islands Ministry of Education and Culture	http://www.bvi.gov.vg/content/virgin-islands-education-amendment-act-2014-0
Brunei	1-6		7-10 or 7-11	11-12 or 12-13	General Certificate of Education (GCE) A Levels	UNESCO World Data on Education 2010-2011: Brunei Darussalam	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Brunei_Darussalam.pdf
Burkina Faso	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Burkina Faso	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Burkina_Faso.pdf

Country	Primary	Intermediate	Lower Secondary	Upper Secondary/ Pre-University	Credential	Resource	Link
Burundi	1-6		7-10	11-13	Diplôme de Fin d'Etudes Secondaires/Diploma of Secondary Studies	UNESCO World Data on Education 2010-2011: Burundi	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Burundi.pdf
Cameroon	1-6		7-11 or 7-10	12-13 or 11-13	Baccalauréat de l'Enseignement Secondaire/Secondary Education Baccalaureate or GCE A Levels	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-cameroon/
Canada: Quebec	1-6		7-11	12-13	Diplôme d'Études/ Secondary School Diploma/(DES year 11) Diplôme d'études collégiales/Diploma of College Studies (DEC year 13)	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-canada/
Central African Republic	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Central African Republic	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Central_African_Republic.pdf
Chad	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Chad	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Chad.pdf
Congo, Republic of	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Congo	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Congo.pdf
Cote d'Ivoire	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	The World Bank: Education System of the Ivory Coast 2011	http://documents.worldbank.org/curated/en/226481468235730428/pdf/660680ESW0whit0ote0d0ivoire0high-ps.pdf
Czech Republic	1-5		6-9	10-13	Maturitni Vysvedceni/ Maturity Certificate	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-czech-republic/
Djibouti (Prior to 2000)	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Djibouti	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Djibouti.pdf
Fiji Islands	1-6		7-10	11-13	Fiji 7th Form Certificate	UNESCO World Data on Education 2010-2011: Fiji	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Fiji.pdf

Country	Primary	Intermediate	Lower Secondary	Upper Secondary/ Pre-University	Credential	Resource	Link
Guinea	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Guinea	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Guinea.pdf
Iceland	1-10			11-13 or 11-14	Stúdentapróf/Upper Secondary School Certificate	European Commission: Eurydice	https://eacea.ec.europa.eu/national-policies/eurydice/content/iceland_en
Italy	1-5		6-8	9-13	Diploma di Maturita/ Maturity Diploma	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-italy/
Jamaica	1-6		7-11	12-13	CAPE pre-university/A Levels	UNESCO World Data on Education 2010-2011: Jamaica	http://dmz-ibe2-vm.unesco.org/sites/default/files/Jamaica.pdf
Luxembourg	1-6		7-9	10-13	Diplôme de Fin d'Etudes Secondaires/End of Secondary Studies Diploma	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-luxembourg/
Malaysia National and Tamil Schools	1-6		7-11	Pre-University Cycle = 12-13	Sijil Tinggi Persekolahan Malaysia/Malaysian Higher School Certificate (12-13)	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-malaysia/
Malta	1-6		7-11	12-13	Matriculation Certificate	European Commission: Eurydice	https://eacea.ec.europa.eu/national-policies/eurydice/content/malta_en
Mauritania (Since 2007)	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Mauritania	https://www.google.com/search?client=firefox-b-1-d&q=french+to+english
New Zealand (Since 2002)	1-8 or (1-6)		7-10	11-13	National Certificate of Educational Achievement (Level 1, 2 and 3)	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-new-zealand/
Niue	1-6			7-13	Form 7 Certificate	New Zealand MFAT Evaluation of the Niue Country Program 2015	https://www.mfat.govt.nz/assets/Aid-Programs/Evaluations/2015/Dec-2015/Evaluation-Niue-CPE-Final-Dec-2015.pdf
Norway	1-7		8-10	11-13	Vitnemål Fra Videregående Skole/High School Diploma	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-norway/

Country	Primary	Intermediate	Lower Secondary	Upper Secondary/ Pre-University	Credential	Resource	Link
Saint Kitts and Nevis	1-6		7-11	12-13	CAPE pre-university year/A Levels	UNESCO World Data on Education 2010-2011: Saint Kitts and Nevis	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Saint_Kitts_and_Nevis.pdf
Saint Lucia	1-6		7-11	12-13	CAPE pre-university year/A Levels	UNESCO World Data on Education 2010-2011: Saint Lucia	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Saint_Lucia.pdf
Saint Vincent and The Grenadines	1-6		7-11	12-13	CAPE pre-university year/A Levels	UNESCO Education for All 2015: Saint Vincent and the Grenadines	https://unesdoc.unesco.org/ark:/48223/pf000232118
Samoa	1-8			9-13	Pacific Senior Secondary Certificate	UNESCO World Data on Education 2010-2011: Samoa	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Samoa.pdf
Scotland	1-7		8-11	12-13	Scottish Qualifications Certificate Higher Grade	European Commission: Eurydice	https://eacea.ec.europa.eu/national-policies/eurydice/content/united-kingdom-scotland_en
Singapore	1-6		Express: 7-10; Normal: 7-10 + 11	12-13	Singapore-Cambridge GCE A Levels/School Graduation Certificate	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-singapore/
Slovakia	1-4		5-9	10-12/10-13	Vysvedčenie o Maturitnej Skúške /Certificate of Maturity Examination	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-slovakia/
Slovenia	1-3		4-6 and 7-9	10-13	Maturitetno Spričevalo/ Maturity Examination Certificate	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-slovenia/
Solomon Islands	1-6		7-9	10-13	Form 7 Certificate	Solomon Island Ministry of Education and Human Resources Development Annual Report: 2017	http://www.mehrd.gov.sb/documents?view=download&format=raw&fileId=2060
Sri Lanka (Since 1998)	1-5		6-11	12-13	General Certificate of Education (GCE) A Levels	UNESCO World Data on Education 2010-2011: Sri Lanka	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Sri_Lanka.pdf
Suriname	1-6	7-10		11-12 or 11-13	Vorbereidend Wetenschappelijk Onderwijs/Upper Preparatory Certificate	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-surinam/
Tanzania	1-7		8-11	12-13	Advanced Certificate of Secondary Education /Exam	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-tanzania/

Country	Primary	Intermediate	Lower Secondary	Upper Secondary/ Pre-University	Credential	Resource	Link
Togo	1-6		7-10	11-13	Baccalauréat/School-Leaving Certificate	UNESCO World Data on Education 2010-2011: Togo	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Togo.pdf
Tonga	1-6		7-11	12 and 13	Form 7 Certificate	Tonga Ministry of Education and Training	http://www.edu.gov.to/about-us/tonga-school-level-structure/8-about-us.html
Trinidad and Tobago	1-6		7-11	12-13	CAPE pre-university year/A Levels	UNESCO World Data on Education 2010-2011: Trinidad and Tobago	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Trinidad_and_Tobago.pdf
Turks and Caicos Islands	1-6		7-11	12-13	CAPE pre-university year/A Levels	Turks and Caicos Ministry of Education, Youth, Sports and Library Services	https://www.gov.tc/education/
Uganda	1-7		8-11	12-13	Uganda Advanced Certificate of Education	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-uganda/
United Kingdom	1-6		7-11	12-13	General Certificate of Education (GCE) A Levels	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-united-kingdom/
Vanuatu	1-6		7-10	11-13	Form 7 Certificate	UNESCO World Data on Education 2006-2007: Vanuatu	http://dmz-ibe2-vm.unesco.org/sites/default/files/Vanuatu.pdf
Zimbabwe	1-7		8-11	12-13	Zimbabwe School Examination Council (Zimsec) A Levels	NUFFIC	https://www.nuffic.nl/en/subjects/education-and-diplomas-zimbabwe/

Appendix B:
Foreign Credential Evaluation of Advanced Credit Form

Foreign Credential Evaluation of Advanced Credit

Academic Department: _____ Name of Faculty: _____

Date of Evaluation: _____

Credential: _____ Country: _____

Foreign Education System Summary

Length of Primary/Secondary Education:	
Education System Model (If Applicable):	
Type of Assessment (Internal or External):	

Foreign Credential Summary

U.S. Equivalency:	
Examination Authority:	
Exam Title (Subject):	
Date of Exam:	
Documentation Provided:	

Grade Conversion

Foreign Grade	U.S. Grade

Advanced Credit Equivalency

U.S. Course Code	U.S. Credit

Is advanced credit awarded for this credential? Yes No

Rationale

Appendix C:
13-Year Education Systems Curriculum Sources

Biology

Advanced Placement

- <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-biology-course-and-exam-description.pdf>

Cambridge A Levels*

- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-biology-9700/>

International Baccalaureate

- <https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/biology/>
- <https://www.ibo.org/globalassets/publications/recognition/biologyhl2016englishw.pdf>

Jamaican Caribbean Advanced Proficiency Examination (CAPE)

- <https://www.cxc.org/subject/biology-cape/>
- <http://cxc.org/SiteAssets/syllabusses/CAPE/CAPEBiology.pdf>

New Zealand NCEA

- <https://www.nzqa.govt.nz/ncea/subjects/biology/levels/>

Norway

- <https://www.udir.no/kl06/BIO1-01>

Pearson Edexcel A Levels*

- <https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/biology-2018.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Sri Lanka General Certificate of Education (GCE)/A Levels

- <http://nie.lk/pdf/files/tg/e13tim92.pdf>

Zimbabwe ZIMSEC A Levels

- http://www.zimsec.co.zw/A_SYLLABUS/A-LEVEL%20BIOLOGY.pdf

Geography

Advanced Placement

- <https://apcentral.collegeboard.org/pdf/ap-human-geography-course-description.pdf>

Cambridge A Levels*

- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/>

International Baccalaureate

- <https://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/geography/>
- https://www.ibo.org/globalassets/publications/recognition/3_geohl.pdf

Jamaican Caribbean Advanced Proficiency Examination (CAPE)

- <https://www.cxc.org/subject/geography-cape/>
- <http://cxc.org/SiteAssets/syllabusses/CAPE/CAPE%20Geography%20Syllabus.pdf>

New Zealand NCEA

- <https://www.nzqa.govt.nz/ncea/subjects/geography/levels/>

Norway

- <https://www.udir.no/kl06/GEO1-01>

Pearson Edexcel A Levels*

- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

Sri Lanka General Certificate of Education (GCE)/A Levels

- <http://nie.lk/pdffiles/tg/eGr13TG%20Geography.pdf>

Zimbabwe ZIMSEC A Levels

- http://www.zimsec.co.zw/A_SYLLABUS/A-LEVEL%20GEOGRAPHY.pdf

Mathematics

Advanced Placement

- <https://apcentral.collegeboard.org/pdf/ap-calculus-ab-and-bc-course-and-exam-description.pdf>

Cambridge A Levels*

- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-mathematics-9709/>

International Baccalaureate

- <https://www.ibo.org/programmes/diploma-programme/curriculum/mathematics/>
- https://www.ibo.org/globalassets/publications/recognition/5_mathhl.pdf

Jamaican Caribbean Advanced Proficiency Examination (CAPE)

- <https://www.cxc.org/subject/integrated-mathematics/>
- http://capeintegratedmath.weebly.com/uploads/5/1/8/0/51801459/cape_integrated_mathematics_-_syllabus.pdf

New Zealand NCEA

- <https://www.nzqa.govt.nz/ncea/subjects/mathematics/levels/>

Norway

- <https://www.udir.no/laring-og-trivsel/lareplanverket/fag/matematikk/>

Pearson Edexcel A Levels*

- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Sri Lanka General Certificate of Education (GCE)/A Levels

- <http://nie.lk/pdffiles/tg/eGr13TG%20ComMathamatic.pdf>

Zimbabwe ZIMSEC A Levels

- http://www.zimsec.co.zw/A_SYLLABUS/A-LEVEL%20MATHEMATICS%20-%209164%20SYLLABUS.pdf

** Cambridge and Pearson Edexcel are two of five examination boards in England, Wales and Northern Ireland. Cambridge and Pearson Edexcel are the two received most frequently by Institution A and B.*