Essential Considerations Pertaining to the Evaluation of International Graduate Applications

Dr. David L. Di Maria
Associate Provost
Office of International Programs
Overview

• International Graduate Students at MSU
• Contingent Admission
• Tests of English Language Proficiency
• Credential Evaluation
INTERNATIONAL GRADUATE APPLICATION TRENDS
Table 1. Change in International Graduate Applications by Field of Study, 2010 to 2011 through 2013 to 2014

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Final Number of Applications, 2010 to 2011</th>
<th>Final Number of Applications, 2011 to 2012</th>
<th>Final Number of Applications, 2012 to 2013</th>
<th>Preliminary Number of Applications, 2013 to 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Total</td>
<td>11%</td>
<td>9%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>8%</td>
<td>7%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Business</td>
<td>11%</td>
<td>7%</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>Education</td>
<td>13%</td>
<td>18%</td>
<td>-2%</td>
<td>-1%</td>
</tr>
<tr>
<td>Engineering</td>
<td>14%</td>
<td>14%</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>8%</td>
<td>-1%</td>
<td>-7%</td>
<td>-6%</td>
</tr>
<tr>
<td>Physical &amp; Earth Sciences</td>
<td>15%</td>
<td>8%</td>
<td>3%</td>
<td>16%</td>
</tr>
<tr>
<td>Social Sciences &amp; Psychology</td>
<td>5%</td>
<td>11%</td>
<td>-2%</td>
<td>0%</td>
</tr>
<tr>
<td>Other Fields</td>
<td>10%</td>
<td>9%</td>
<td>5%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Notes: Not all responding institutions provided data by field of study. See Appendix A for the survey taxonomy.

Sources: CGS International Graduate Admissions Survey, Phase II, 2011 to 2013, and Phase I, 2014
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International Total</td>
<td>11%</td>
<td>9%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>China</td>
<td>21%</td>
<td>19%</td>
<td>-3%</td>
<td>-1%</td>
</tr>
<tr>
<td>India</td>
<td>8%</td>
<td>3%</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>South Korea</td>
<td>2%</td>
<td>-1%</td>
<td>-15%</td>
<td>-5%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>--</td>
<td>-2%</td>
<td>-13%</td>
<td>-4%</td>
</tr>
<tr>
<td>Canada</td>
<td>--</td>
<td>7%</td>
<td>-5%</td>
<td>0%</td>
</tr>
<tr>
<td>Mexico</td>
<td>--</td>
<td>10%</td>
<td>-8%</td>
<td>2%</td>
</tr>
<tr>
<td>Brazil</td>
<td>--</td>
<td>9%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Region of Origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>--</td>
<td>-3%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Europe</td>
<td>--</td>
<td>7%</td>
<td>-2%</td>
<td>3%</td>
</tr>
<tr>
<td>Middle East *</td>
<td>16%</td>
<td>11%</td>
<td>2%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Table 3. Change in International Graduate Applications by Institutional Control and Carnegie Classification, 2011 to 2012 through 2013 to 2014

<table>
<thead>
<tr>
<th></th>
<th>Final % Change in Applications 2011 to 2012</th>
<th>Final % Change in Applications 2012 to 2013</th>
<th>Preliminary % Change in Applications 2013 to 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (All Institutions)</td>
<td>9%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Public</td>
<td>8%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>12%</td>
<td>-2%</td>
<td>4%</td>
</tr>
<tr>
<td>Doctoral Institutions</td>
<td>10%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Public</td>
<td>9%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>13%</td>
<td>-2%</td>
<td>4%</td>
</tr>
<tr>
<td>Master’s-Focused Institutions</td>
<td>-5%</td>
<td>11%</td>
<td>19%</td>
</tr>
<tr>
<td>Public</td>
<td>-5%</td>
<td>16%</td>
<td>34%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>-5%</td>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Notes: Carnegie classifications are based on the 2010 Carnegie Classification of Institutions of Higher Education. Private, for-profit institutions and institutions classified as specialized or baccalaureate institutions are included in the totals but are not broken out separately.

Figure 2. Year-to-Year Percent Change in International Applications by Geographic Region, 2013 to 2014

Source: CGS International Graduate Admissions Survey, Phase I, 2014
## International Graduate Enrollment

<table>
<thead>
<tr>
<th>Level</th>
<th>USA</th>
<th>MSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>165,978</td>
<td>67</td>
</tr>
<tr>
<td>Doctoral</td>
<td>117,779</td>
<td>59</td>
</tr>
<tr>
<td>TOTAL</td>
<td>311,204</td>
<td>126</td>
</tr>
</tbody>
</table>
### Top Five Sending Countries to the U.S.

<table>
<thead>
<tr>
<th>Level</th>
<th>USA</th>
<th>MSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>103,587</td>
<td>17</td>
</tr>
<tr>
<td>India</td>
<td>54,607</td>
<td>19</td>
</tr>
<tr>
<td>South Korea</td>
<td>19,916</td>
<td>0</td>
</tr>
<tr>
<td>Canada</td>
<td>10,982</td>
<td>4</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>9,379</td>
<td>6</td>
</tr>
</tbody>
</table>
International Contingent Admission

• Academically qualified applicant:
  ✷ Lacks GRE/GMAT scores
  or
  ✷ English proficiency scores below department minimum
Possible Countries of Origin

• **Brazil**- Science Without Borders

• **Iraq**- Students may not have access to testing centers

• **Indonesia and Vietnam**- Government funds PhD students accepted into degree program

• **Saudi Arabia**- King Abdullah Scholarship Program
Taking the GRE presents significant hardship in the following locations:

- Andorra
- Aruba
- Belarus
- Brunei
- Burundi
- Cape Verde
- Central African Republic
- Cuba
- Curacao
- Equatorial Guinea
- Gabon
- Gambia
- Guinea- Bissau
- Holy See
- Korea-North
- Laos
- Lesotho
- Liechtenstein
- Maldives
- Monaco
- Montenegro
- Nauru
- Saint Vincent and the Grenadines
- San Marino
- Sao Tome and Principe
- Seychelles
- Sint Maarten
- Solomon Islands
- Somalia
- South Sudan
- Swaziland
- Tuvalu
- Vanuatu
GMAT Hardship Locations

Taking the GMAT presents significant hardship in the following locations:

- Afghanistan
- Albania
- Algeria
- Andorra
- Angola
- Antigua and Barbuda
- Armenia
- Aruba
- Bahamas
- Barbados
- Belarus
- Belize
- Benin
- Bhutan
- Brunei
- Burkina Faso
- Burundi
- Cambodia
- Cape Verde
- Central African Republic
- Chad
- Comoros
- Congo, Democratic Republic of the
- Congo, Republic of the
- Cote d’Ivoire
- Cuba
- Curacao
- Djibouti
- Dominica
- Equatorial Guinea
- Eritrea
- Estonia
- Fiji
- Gabon
- Gambia
- Grenada
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Holy See
- Iraq
- Kiribati
- Kosovo
- Laos
- Lesotho
- Liberia
- Libya
- Macau
- Madagascar
- Malawi
- Maldives
- Mali
- Malta
- Marshall Islands
- Mauritania
- Micronesia
- Monaco
- Montenegro
- Mozambique
- Namibia
- Nauru
- Niger
- North Korea
- Oman
- Palau
- Papua New Guinea
- Rwanda
- Saint Kitts and Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Seychelles
- Sierra Leone
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Sudan
- Sudan
- Suriname
- Swaziland
- Syria
- Tajikistan
- Timor-Leste
- Togo
- Tonga
- Turkmenistan
- Tuvalu
- Vanuatu
International Contingent Admission

Review of Academic and Professional Qualifications

- Academically admissible except for English language proficiency
- Applicant lacks required GRE, GMAT or other standardized test score

Contingent Admission Granted

- Applicant enrolls in intensive English program and demonstrates required proficiency
- Applicant obtains satisfactory score on GRE, GMAT or other standardized test

Outcome

- Success: Applicant meets all conditions and enrolls in graduate courses, or
- Failure: Applicant fails to meet one or more conditions and does not enter the College
TESTS OF ENGLISH LANGUAGE PROFICIENCY
English Competency Tests

IELTS
International English Language Testing System

TOEFL
Test of English as a Foreign Language

MELAB
Michigan English Language Battery Assessment

PTE
Pearson Test of English Academic
IELTS Academic

Listening (1-9)
Four recorded monologues and conversations
30 minutes

Reading (1-9)
Three long reading passages with tasks
60 minutes

Writing (1-9)
Writing task of at least 150 words where the candidate must summarise, describe or explain a table, graph, chart or diagram
Short essay task of at least 250 words
60 minutes

Speaking (1-9)
Face-to-face interview includes short questions, speaking at length about a familiar topic and a structured discussion
11-14 minutes
IELTS Scores

9  Expert user
8  Very good user
7  Good user
6  Competent user
5  Modest user
4  Limited user
3  Extremely limited
2  Intermittent user
1  Non-user

Scores are reported in whole and half bands, e.g., 6.5, 7.0, 7.5, 8.0.

The results from the four parts are averaged to produce an Overall Band Score.

Reliability Estimate: 0.96 SEM: 0.22
TOEFL iBT

• Internet Based Test (sections added for overall score 0-120)

Reading (0-30)
3 to 5 sample passages from academic texts, approx. 700 words long
12 to 14 questions per passage
60 to 100 minutes

Listening (0-30)
4 to 6 lectures- 3 to 5 minutes long,
6 questions each
2 to 3 conversations- 3 minutes long, 5 questions each
60 to 90 minutes

Speaking (0-30)
Two tasks to express an opinion on a familiar topic. Four tasks to speak based on what is read and listened to 20 minutes.

Writing (0-30)
One task to write based on what is read and listened to one task to support an opinion on a topic.
50 minutes

-Reliability estimate: 0.94 SEM: 5.64
Other TOEFL Versions

- **Paper Based Test (310-677)**
  - **Listening (31-68)**
    - 50 questions
    - 30-40 minutes
  - **Structure/Writing (31-68)**
    - 40 questions
    - 25 minutes
  - **Reading (31-67)**
    - 50 questions
    - 55 minutes

**TWE** Test of Written English: 1 topic, 30 minutes. Score reported separately. (1-6)

PBT locations: [http://www.ets.org/Media/Tests/TOEFL/tclists/PBT_view_all.html](http://www.ets.org/Media/Tests/TOEFL/tclists/PBT_view_all.html)

- **Institutional Testing Program** (310-677)
  - Multiple choice test, accepted when administered by IIE or government agency

- **Listening (31-68)**
  - 50 questions
  - 35 minutes

- **Structure/Writing (31-68)**
  - 40 questions
  - 25 minutes

- **Reading (31-67)**
  - 50 questions
  - 55 minutes

- Reliability estimate: 0.96 SEM: 13.0
MELAB TEST

Writing
Test takers write an essay based on one of two topic choices.
30 minutes

Listening
3 parts- consisting of recorded questions, statements, and conversations. Test takers choose from printed answers.
35-40 minutes

GCVR
Test takers complete multiple choice sections: Grammar, Cloze, Vocabulary, and Reading.
80 minutes

Speaking*
*Optional 15 minute conversation
MELAB Scores

Writing (53-97)

Listening (30-100)
Reliability Estimate*: 0.85 SEM*: 4.7

GCVR (15-100)
Reliability Estimate*: 0.92 SEM*: 4.12

Final MELAB Score:
33-99
(Average of Writing, Listening, and GCVR)

Speaking (1-4)

*Average Reliability Estimate and SEM, MELAB Report 2012
PTE Academic

Speaking & Writing
Test takers read aloud, repeat sentence, describe image, re-tell lecture, and answer question.
30-35 minutes
Summarize written text.
20-25 minutes
Write essay.
20-40 minutes

Reading
Multiple-choice, re-order paragraphs, and fill in the blanks.
32-41 minutes

Listening
Summarize spoken text.
20-30 minutes
Multiple-choice, fill in the blanks, select missing word, dictation.
23-28 minutes
PTE Academic

Overall Score (10-90)

Communicative Skills
- Listening (10-90)
- Reading (10-90)
- Speaking (10-90)
- Writing (10-90)

Enabling Skills
- Grammar (10-90)
- Oral Fluency (10-90)
- Pronunciation (10-90)
- Spelling (10-90)
- Vocabulary (10-90)
- Written Discourse (10-90)

Reliability Estimate: 0.97 SEM: 2.32
## Minimum Scores and Equivalencies

<table>
<thead>
<tr>
<th>University</th>
<th>TOEFL</th>
<th>IELTS</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Montana</td>
<td>92/580</td>
<td>7.0</td>
<td>MELAB 83</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>80/550</td>
<td>6.5</td>
<td>???</td>
</tr>
<tr>
<td>Montana State University</td>
<td>80/???</td>
<td>7.0</td>
<td>???</td>
</tr>
<tr>
<td>New Mexico State University</td>
<td>79/550</td>
<td>6.5</td>
<td>???</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>79/550</td>
<td>6.5</td>
<td>MELAB 77</td>
</tr>
<tr>
<td>North Dakota State Uni.</td>
<td>71/525</td>
<td>6.0</td>
<td>PTE 50</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>76/550</td>
<td>6.5</td>
<td>ELS 112</td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>??/??</td>
<td>.?</td>
<td>???</td>
</tr>
<tr>
<td>University of Nevada - Reno</td>
<td>61/500</td>
<td>6.0</td>
<td>???</td>
</tr>
<tr>
<td>Utah State University</td>
<td>79/550</td>
<td>6.0</td>
<td>PTE 53</td>
</tr>
<tr>
<td>TOEFL PBT</td>
<td>TOEFL iBT</td>
<td>IELTS</td>
<td>MELAB</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>600</td>
<td>100</td>
<td>7.0</td>
<td>85</td>
</tr>
<tr>
<td>575</td>
<td>90</td>
<td>7.0</td>
<td>80</td>
</tr>
<tr>
<td>550</td>
<td>80</td>
<td>6.5</td>
<td>77</td>
</tr>
<tr>
<td>525</td>
<td>71</td>
<td>6.0</td>
<td>75</td>
</tr>
</tbody>
</table>

Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.

Can exchange factual information on familiar routine/non-routine matters within his/her field with some confidence. Can pass on a detailed piece of information reliably.

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
MAJOR PRINCIPLES OF APPLIED COMPARATIVE EDUCATION
Principle One

• GRADES: Each educational system maintains a normal distribution of grades.
Principle Two

• CREDITS: One year of full-time academic work at one institution is the same at another institution of the same level.

Conversion Factor = Total Foreign Credits ÷ U.S. Credits in Similar Timeframe
Principle Three

- LEVEL: There are major differences between primary, secondary and tertiary education within educational systems.
Principle Four

• PROGRAM: Two educational programs may be considered equivalent even when they are not identical.

Core 2.0
Principle Five

• Philosophy: Two credential evaluation experts can reach very different conclusions.

Education Credential Evaluators
vs.
World Education Services
Basics of Foreign Credential Evaluation

• Institution
  – What level is the institution?
  – Is the institution accredited/recognized by the appropriate authorities?

• Credential
  – Is the credential authentic and complete?
  – Is the credential comparable to one or more degrees in the US?
  – How should credits be converted?
  – How should grades be converted?
  – What does this credential provide access to in terms of career or further education in the target system?
  – Is the translation accurate?
Resources: Online Credential Verification Systems
Resources: Educational Systems and Degree Equivalencies

AACRAO EDGE
Welcome to AACRAO EDGE. From here, you can create a new account or sign in to an existing one. More information about AACRAO EDGE, including available countries, sample profiles, and more can be found on the AACRAO EDGE information page.

<table>
<thead>
<tr>
<th>Colleges and Universities</th>
<th>Corporations</th>
<th>Law Firms</th>
<th>Government</th>
</tr>
</thead>
</table>

EDGE can help international admissions professionals simplify the evaluation process and evaluate students’ foreign credentials with confidence and ease. It is the most comprehensive collection of data on worldwide post-secondary education systems available on the Web today. Yearly subscription rates for colleges and universities are:

- **Member Institutions**
  - Base subscription (includes 2 users): $495
  - Additional users: $90
- **Non-member Institutions**
  - Base subscription: $600
  - Additional users: $90

Create Collegiate Account

Existing EDGE Subscribers
Username (email): [blank]
Password: [blank]

Screen shots of EDGE pages are not to be used in documentation you might provide to others outside your organization. To do so is a violation of our copyright and could be construed to represent an implied endorsement by AACRAO of your evaluation of foreign educational credentials.

I agree to adhere to the above statement.

Submit
Forgot my password

The New Country Index
Volume I

Volume I includes the following countries: Afghanistan, Armenia, Australia, Azerbaijan, Bangladesh, Belarus, Bosnia and Herzegovina, Brazil, Bulgaria, China, Colombia, Croatia, Denmark, Ecuador, El Salvador, Estonia, Ethiopia, France, Georgia, Germany, Guatemala, Haiti, Hong Kong, Hungary, India,Indonesia, Iran, Iraq, Ireland, Israel, Italy, Japan, Kazakhstan, Korea, Kyrgyzstan, Latvia, Lithuania, Macedonia, Mexico, Moldova, Myanmar, New Zealand, Nigeria, Norway, Pakistan, Peru, Philippines, Romania, Russia, Scotland, Serbia and Montenegro, Singapore, Slovenia, South Africa, Soviet Union (former), Spain, Sweden, Switzerland, Tajikistan, Thailand, Taiwan, Trinidad and Tobago, Turkmenistan, Ukraine, United Kingdom, United States, Uzbekistan, Venezuela, Vietnam, and Yugoslavia (former).

To purchase a copy of Volume I of The New Country Index: Making Sense of International Credentials, click here.

For additional information, please contact us at countryindex@acr.org.

Country Index (Volume II)

Volume II of The New Country Index: Making Sense of International Credentials (2011) is now available. The new volume is comprised of educational profiles for more than 80 countries not previously included in Volume I. In particular, additional countries in Africa, Latin America and the Middle East are covered.

Volume II includes the following countries: Albania, Algeria, Andorra, Angola, Antigua and Barbuda, Argentina, Austria, Bahamas, Barbados, Belgium, Belize, Bermuda, Bolivia, British Virgin Islands, Cambodia, Cameroon, Canada, Cayman Islands, Chile, Congo, Costa Rica, Cuba, Cyprus, Czech Republic, Democratic Republic of Congo, Dominican Republic, Egypt, Ethiopia, Finland, Ghana, Greece, Grenada, Guyana, Holy See, Honduras, Iceland, Ivory Coast, Jamaica, Jordan, Kenya, Kuwait, Lebanon, Liberia, Libya, Macau, Malaysia, Maldives, Mali, Mongolia, Montserrat, Morocco, Mozambique, Nepal, Netherlands, Nicaragua, Panama, Paraguay, Poland, Portugal, Rwanda, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Saudi Arabia, Senegal, Sierra Leone, Slovakia, Sri Lanka, Sudan, Suriname, Tanzania, Tunisia, Turkey, Turkish Republic of Northern Cyprus, Turks and Caicos Islands, Uganda, United Arab Emirates, Uruguay, Yemen, Zambia, and Zimbabwe.

For a preview of a country profile, please click here.

To Order

<table>
<thead>
<tr>
<th>Price</th>
<th>Qty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$160.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

California residents add 8.25% sales tax (14.90% highest). Shipping & handling (domestic): $30.00, international: $45.00.

Grand total: $0.00

Montana State University
Mountains & Minds
Resources:
Educational Systems and Degree Equivalencies

**International Handbook of Universities**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBN</td>
<td>9781137293725</td>
</tr>
<tr>
<td>Publication Date</td>
<td>September 2013</td>
</tr>
<tr>
<td>Formats</td>
<td>Hardcover</td>
</tr>
<tr>
<td>Publisher</td>
<td>Palgrave Macmillan</td>
</tr>
</tbody>
</table>

3-volume International Handbook of Universities + single-user access to World Higher Education Database Online for 12 months from publication date.

**Twenty-fifth Edition**

The most comprehensive guide to university-level education worldwide, providing detailed information on higher education institutions that offer at least a post-graduate degree or a four-year professional diploma.

It includes single-user access to World Higher Education Database Online (see front of book for unique access code)

Representative: Over 18,000 institutions in over 180 countries listed alphabetically, including a division by Private and Public Institutions where available.

Hardcover (5532 pages)

**$880.00 + delivery**

out of stock

[RECOMMEND to library](#)

[Permissions Request](#)
Online Guide to Educational Systems Around the World

January 01, 2013 | By: Susan Whipple

This document is one of several new Web-based resources called NAFSA e-Publications. E-Publications offer special features including Web pages, downloadable and printable PDFs, and customized tools.

Each of the updated country publications provides lists of credentials and other data that can be used to help determine placement recommendations and possibility of transfer credit both for undergraduate and graduate admissions. These updates do not replace either of the original publications, which cover and should be used for credentials issued prior to 1999.

- A Guide to Educational Systems Around the World (still available as a PDF)
- The Handbook on the Placement of Foreign Graduate Students (out of print)

Though compiled by many authors using a standardized template, minor style variations among the updates do occur. "Advice for admissions offices" is not provided. Subjective interpretation has been avoided, relying instead on objective data. These updates must be used in conjunction with other resources to determine actual placement recommendations and possibility of transfer credit.

Questions about credentials can be posted in International Enrollment Management discussion forum.

INDIVIDUAL COUNTRIES
More countries will be added as they become available.

All links are to PDFs.

Select a country... View

INTERNATIONAL GRADE CONVERSION GUIDE FOR HIGHER EDUCATION

This guide, provided by World Education Services, contains suggested grade conversions for higher education in more than 130 countries. To access the grade conversion tables, please choose a country from the drop-down below.

Important Notes:
The interpretation of foreign grades is a sensitive issue within the field of international education as grading systems vary significantly from country to country. The suggested grade conversions presented here are not the only ones available. A number of formulas, models and approaches for grade translation, credit transfer and credential evaluation have been adopted in both Europe and the United States over the years. For an in-depth look at grading in different countries and the issues concerning grade conversions, please see the article by Guy Haag entitled "Capturing the Message Conveyed by Grades."
The Value Stream in Admissions

Extra Fee

Delayed Response

Additional Step
Feedback Requested

Student Applies Online to MSU

Documents Received, Checklist Satisfied and International Document Review Completed by OIP

Department Notifies OIP of Decision

Eligible Application Forwarded to Academic Department

Student Receives Immigration Documents from OIP and Applies for Visa
Questions?
Resources

• See Handout