

Training Handbook and Reference Guide

for Evaluators of Educational Qualifications, Credentials
and Academic Documents

Prepared by

Arunas J. Alisauskas

Registrar and Director of Admissions

Mount Royal College

Calgary, Alberta, Canada

and

Vice-President (International Affairs)

Association of Registrars of the Universities

and Colleges of Canada (ARUCC)



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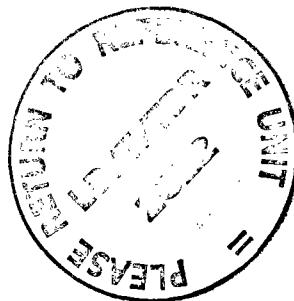
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The Division of Higher Education of the UNESCO Secretariat produced, during 1983-1989, thirty-six titles in the series *Papers on Higher Education* (a complete list of titles appears on the last page). From 1990, this series continue in a new form *New Papers on Higher Education* with two sub-titles: one, *Studies and Research* and the other, *Meeting Documents*.

Other studies in the series *New Papers on Higher Education, Meeting Documents*:

1. *The Role of Higher Education in Society: Quality and Pertinence*. UNESCO-Non-Governmental Organizations 2nd Collective Consultation on Higher Education, Paris, 8-11 April 1991. ED-91/WS-23 (English/French).

2. *Research on Higher Education in Developing Countries: Suggested Agendas and Research Strategies*. Final Report. UNESCO-University of Pittsburgh. Forum of Experts on Research on Higher Education, Pittsburgh, Pennsylvania, USA, 17-19 March 1991. (English only) ED-91/WS-29.

3. *Experts' Meeting on the Integration of International Education into Higher Education*. Tunis, 21-25 September 1991. Final Report. (English only) ED-92/WS-3.

4. *La gestion universitaire dans des contextes cosio-culturels différents*. Rapport de la Table Ronde, Conférence internationale sur l'éducation, Geneve 1992. (French only) ED-92/WS-16.

5. *The Management of International Co-operation in Higher Education*. Proceedings of the 3rd UNESCO-NGO Collective Consultation on Higher Education, Paris, 9-11 December 1992. (English/French) ED-93/WS-14.

6. *Higher Education: Capacity-building for the 21st Century*. Proceedings of the 4th UNESCO-NGO Collective Consultation on Higher Education, Paris, 26-28 Septembre 1994. (English/French). ED-95/WS-9

NOTE BY THE SECRETARIAT

Since 1947 UNESCO has collected information and carried out studies aimed to promote academic mobility and to facilitate the international comparison of studies and qualifications obtained at the level of Higher Education. Between 1969 and 1981 nine titles were published in the series 'Studies on the Evaluation of Qualifications at the Higher Education Level'. The first two editions of the *World Guide to Higher Education* were part to this series. In parallel, UNESCO has developed a normative action which resulted in the adoption, in the 70's and early 80's, of five regional and one international Conventions in this field. All together they were ratified by some 110 Member-States of the Organization. Moreover, the 27th session of the General Conference of UNESCO has adopted the international Recommendation on the Recognition of Studies and Qualifications in Higher Education (16 November 1993).

This normative action of UNESCO is supplemented by multifaceted activities implemented at several distinct levels international, regional and national and through a variety of means and mechanisms established for this purpose. Its operational 'modus vivendi' is assured through the regular sessions of the Regional Committees in charge of application of the above conventions and of their subsidiary working groups. Co-ordination of work at the international level is assured through the Joint Plan of Action adopted by the International Congress on Academic Mobility and Recognition of Studies (UNESCO, Paris, 2-5 November 1992).

Amongst the priorities identified during the said international congress, special emphasis was placed on the importance of further efficient and effective collection and dissemination of data and information on academic mobility and the recognition of higher education studies and qualifications. To this end UNESCO has undertaken several important activities:

- it has produced *Study Abroad* (28th edition) - a major international publication which provides information on scholarships and financial assistance, university-level courses, entry-level upgrading and short-term courses, training programmed extra-mural and other continuing education programmes, etc. in all academic and professional fields in 128 countries, valid for the years 1994 and 1995.

- in collaboration with the International Association of Universities, a comparative survey of systems, degrees and qualifications in 160 countries was carried out and the *World Guide to Higher Education* (3rd edition) was produced.

- it has produced *World Directory of National Information Centres for Academic Recognition and Mobility*. The *Directory* supplements the third edition of the *World Guide to Higher Education* in so far as it provides useful names and addresses of persons and institutions in charge of academic recognition matters.

The present *Training Handbook and Reference Guide for Evaluators of Educational Qualifications, Credentials and Academic Documents* contributes to the accomplishment of the objectives fixed by the above-said international congress. It is expected that this publication will enhance the professional capacity of various educational qualifications evaluators. Finally, I would like to thank Dr. Arunas J. Alisauskas for his valuable contribution to on-going international discussion on this important issue in the field of higher education.

Dimitri Beridze
Editor
Division of Higher Education

Authors are responsible for the choice and the presentation of the facts contained in signed articles and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

The designations employed and the presentation of material throughout this Handbook do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area of its authorities, or concerning the delimitation of its frontiers or boundaries.

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Introduction

A more clearly defined role for the professional evaluator of foreign educational qualifications, credentials, and other academic documents have begun to emerge in recent years in response to a series of far-reaching changes that began after the end of the Second World War and have accelerated in the last two or three decades. The rapid globalization and internationalization of economic exchange and of social and cultural interchanges, in particular, have resulted in the large-scale transnational mobility of individuals and groups for purposes of further study, economic and professional advancement, and personal interest, discovery, and fulfillment. Certainly, the easing of ideological tensions between the major global powers over the past decade has added another dimension to this pre-existing and general process. Concurrently, but less positively, persisting ethnic and religious tensions, regional conflicts, and abuses of human rights in various parts of the world have created large populations of refugees displaced from their homelands by fears and concerns for their personal safety. The end result of these different pressures and processes has been a movement of peoples across national, cultural, and social boundaries on a scale previously unimagined.

Many of these individuals bring with them prior educational experiences and academic qualifications which have intrinsic value, which may facilitate their social integration, and which represent an investment in training and skills that will contribute to the economic development and well-being of their host countries. Unfortunately, because of a general lack of knowledge of foreign educational systems and qualifications and in the absence of clearly developed professional standards for evaluating prior learning and training, such educational experiences and academic credentials may not always be appropriately and consistently assessed and recognized. Those who suffer as a consequence are not only the newcomers whose educational qualifications may be misunderstood and inadequately appreciated but also the receiving countries which may deprive themselves of the obvious economic benefits associated with the skills and the training which immigrants and refugees have acquired in their homelands.

This handbook and reference guide outlines some general principles and procedures which will assist credential evaluators in ensuring that their assessments of foreign educational qualifications and other academic documents are conducted in a consistent, equitable, and professional manner. While the

perspective and some of the illustrative materials are based, to a certain extent, on North American experiences and practices, it is hoped that the principles and procedures presented here will have general applicability and contribute to the "professionalization" of the credential evaluation process in the many different settings where it occurs.

This publication has evolved out of materials which were compiled for and presented at two workshops sponsored by UNESCO for officials working in the field of academic credential evaluation. The first of these workshops was held in September, 1991 in Cairo, Egypt; the second took place in November, 1992 in Paris, France as part of the International Congress on the Recognition of Studies and Academic Mobility.

Purposes for Which Academic Credentials and Documents are Evaluated

The purposes for which academic credentials and documents are evaluated and assessed are quite varied, reflecting in large measure the ever-increasing emphasis which modern industrial and post-industrial societies place on educational attainments, qualifications, and skills for many different social and economic activities. Credentials evaluators should be keenly aware, in advance, of the specific purposes for which an assessment of prior education is being requested or expected, because the very nature of the assessment provided - in terms of depth, detail, method, and organization - may differ significantly depending upon the particular reason for which it is required or requested.

One of the most common purposes for which academic credentials are evaluated, of course, is to determine whether an individual qualifies for further study, typically, though not exclusively, at the post-secondary level. Much of the credential evaluation activity that takes place in North America, for example, occurs in admissions and registrar's offices of universities, colleges, and other institutions of higher learning. Because large numbers of overseas students apply for entrance to Canadian and American colleges and universities, these institutions usually have trained staffs whose major function is to determine the admissibility and appropriate academic placement of overseas applicants and also of more recent immigrants and refugees who may have been educated abroad. The successful achievement of these tasks requires a sound knowledge not only of many different educational systems and academic qualifications but, equally important, of institutional policies and procedures pertaining to admission, recognition of prior learning, and academic placement.

A second major purpose for which credentials are evaluated, at least in North America, is to determine eligibility for professional certification or licensure. Very rarely, in North America, is a particular academic qualification or credential the sole requirement for practicing a profession; typically, there is additional testing or practical work experience that must be evaluated in order to be certified or licensed to practice a regulated profession (such as law, medicine, or accountancy). However, some type of formal academic attainment is normally a necessary precondition for professional certification or licensure. When that requisite academic credential has been obtained abroad, the professional credential evaluator must determine whether and how far it is comparable to local or domestic educational standards. Employers and employees in the non-

regulated sectors of the labor market also frequently require assessments of educational attainment, particularly when training and credentials were received abroad, in order to determine whether a particular applicant has the necessary general and specific qualifications required for a particular position; employment and career progression are thus major reasons why individuals request formal assessments of their educational qualifications.

Eligibility to immigrate to some countries such as Canada and the United States is, for certain categories of individuals, dependent in part on their level of educational attainment and their academic and professional qualifications. As a consequence, when that level of educational attainment is not clear or requires external verification, a credential evaluator may be called upon to render a professional opinion or provide professional advice on this matter. This is another (and fairly specialized) purpose for which academic credentials may be evaluated, certainly in North America.

Finally, it should be noted that some individuals with foreign or non-conventional academic credentials and documents wish to have these assessed (or re-assessed) more than once because they are dissatisfied or disagree with an earlier evaluation that had been rendered by another institution or agency or because they feel that there is inappropriate recognition of their prior learning. Indeed, the desire to obtain a second or third opinion is frequently the reason why credentials are evaluated and re-evaluated.

In order to be effective, the professional credential evaluator must understand the diversity of purposes for which assessments are requested or required and develop evaluation instruments that are most appropriate to the needs of the particular client or client group - immigrants and refugees, employers, educational institutions, professional licensing and regulatory bodies, government agencies--they are serving. An assessment of prior learning undertaken to determine admissibility and academic placement in an institution of higher learning may differ quite significantly in terms of scope and specificity from an assessment intended to be used for professional certification or employment purposes. Conversely, an evaluation of prior learning undertaken for an employer or a professional licensing body may be of limited use in determining admissibility and academic placement in an educational institution, even though in all cases the same set of academic credentials or documents is being reviewed.

Three Key Components of the Credential Evaluation Process: Authentication, Evaluation, and Recognition

The professional evaluation of credentials and other academic documents involves three distinct but related procedures: authentication, evaluation, and recognition. First, the academic documents presented for assessment must be authenticated; we shall refer to this aspect of the process as "authentication". Second, once the relevant documents are determined to be genuine, the evaluator assesses these academic documents and qualifications and renders an informed, professional judgment as to their comparability in terms of local or domestic educational standards; this is the "evaluation" proper. Third, once an assessment and judgment regarding comparability has been rendered by the professional evaluator, that evaluation must be recognized as having some practical validity or outcome. We shall refer to this final aspect of the process as "recognition". "Recognition" represents the practical applications or outcomes of the credential evaluation process. Normally, "recognition" is provided not by the credential evaluator *per se* but rather by some body or agency which has the juridical authority or formal mandate to recognize academic qualifications or educational attainments for certain specific purposes and which may bestow certain concrete benefits as a consequence of "recognition". "Recognition" bodies would include, for example, university senates, professional corporations, and various government bureaus.

We shall discuss document authentication procedures in greater depth later in this publication. However, it should be noted at this point that the authentication process itself has several different aspects. First and most obviously, the evaluator must ensure that the actual academic documents presented for evaluation have not been altered or tampered with in any way and are, in fact, what they purport to be. This involves close scrutiny of all credentials and records presented and subsequently assessed. Second, the evaluator must authenticate the institution or agency issuing the academic documents presented for evaluation to ensure that it is legitimate. This aspect of the authentication process will be discussed more fully below. Finally, the evaluator should authenticate, as best as possible, the bearer of the academic documents presented for assessment to ensure that that individual is, in fact, the same person whose name appears on those documents. Although still relatively rare, there have been cases where a false identity has been assumed and the academic documents, while themselves genuine, did not belong to the bearer or holder of those

documents. Authentication is an extremely important component of the entire evaluation process because a failure to authenticate the academic documents being assessed and judged can easily undermine public confidence in the credibility and professionalism of the credential evaluator. Once the relevant academic records, the issuing institution or agency, and the identity of the bearer of those documents have been authenticated, the professional evaluator can then turn to the more challenging task of assessing these documents and determining comparability to local or domestic structures and standards of educational attainment. As noted above, the actual recognition and any practical applications of the assessment are really outside of the scope of the credential evaluator's role, since "recognition" can only be granted by a corporate body or agency which has the juridical authority or formal mandate to recognize academic qualifications, both domestic and foreign, and to bestow certain concrete benefits as a consequence of recognition. In most jurisdictions, there are usually several different types of more or less autonomous "recognition" bodies, each of which is responsible for "recognizing" previous educational attainments and bestowing commensurate concrete benefits (such as entry to a country, access to further study, employment and career progression, authority to practice a profession, and so on) within its area of responsibility. In some jurisdictions and situations, the professional credential evaluator may be employed by or act as a representative for one or another of these officially designated "recognition" bodies; in others, the evaluator merely serves as a consultant or expert advisor in matters pertaining to the evaluation of foreign qualifications and has no authority to actually "recognize" such qualifications for any or all of the several purposes for which an assessment may be requested or required.

General Principles to Observe in Evaluating Academic Credentials and Documents

Self-knowledge is the precondition of all knowledge. For this reason, while professional credential evaluators should make every effort to understand foreign educational and qualifications systems on their own terms and in a comparative framework, it is absolutely essential that they first have an excellent knowledge of their own educational system(s) and subsystems, of domestic academic qualifications, and of the policies and procedures pertaining to recognition of credentials issued in their own country or jurisdiction for educational, employment, and other purposes. Only when this understanding of domestic educational systems, qualifications, and recognition practices is achieved will the credential evaluator have the necessary perspective to assess foreign credentials and academic documents in an objective, equitable, and professional manner. Too often, credential evaluators make superficial and uninformed judgments about foreign educational systems and academic qualifications without having a deep and comprehensive base knowledge of domestic educational systems and academic credentials (against which to suggest more appropriate and perhaps more meaningful comparisons).

The general principles that should be observed in the credential evaluation process may be summarized as follows:

Before even attempting to assess foreign qualifications, credential evaluators should ensure that they know and understand the educational system(s) of **their own** country or jurisdiction and the various academic documents that are issued domestically. Because most educational systems, whether domestic or foreign, are quite heterogeneous and complex, professional credential evaluators will be in a much better position to appreciate the diversity and richness of foreign educational systems and credentials if they have first achieved a full understanding of their own educational system(s). With a strong base knowledge of domestic educational system(s) and qualifications, they will also be much better prepared to establish informed comparisons between foreign and domestic studies and levels of educational attainment.

Credential evaluators should know and understand the structures, policies, and practices of their own institution or agency with respect to academic credentials commonly issued in their own country or jurisdiction. This is essential

to ensure that foreign qualifications are evaluated and recognized in the same manner as comparable locally-issued credentials and that all comparative judgments are supportable, objective, and equitable (as well as being critical, cautious, and well-informed).

Having mastered and observed the first two principles outlined above, the professional evaluator should make every effort to know and understand foreign academic credentials in the context of the educational system from which they originate. Before attempting to compare a qualification or credential to domestic educational standards or structures, the evaluator should make every effort to understand that particular qualification on its own terms and be able to determine where and how it fits into the larger educational system(s) which produced it.

Only after all of the preceding principles have been mastered and realized should the professional evaluator attempt to assess comparability (if any can be found) between a foreign academic credential and the appropriate domestic level of study or educational attainment.

Three Methodological Approaches to Evaluating Academic Credentials and Documents

There are three different, but by no means mutually exclusive, methods for evaluating academic credentials and levels of educational attainment: first, calculating years of formal schooling; second, identifying and comparing standard educational benchmarks; and third, assessing the content and quality of studies. As suggested above, the three methods can be considered complementary and, in fact, most professional credential evaluators employ some combination of all three.

The simplest method of assessing educational attainment is to calculate and compare years of formal education. The underlying assumption of this method is that a year of schooling at a particular educational level in country or jurisdiction X is substantially similar to a year of schooling at the same educational level in country or jurisdiction Y. Thus, if the number of years required to complete a particular educational program are the same in both (sub)systems, then the academic credentials should be considered comparable or substantially "equivalent". While this method has the attraction of simplicity, mathematical exactitude, and thus apparent objectivity, its utility is seriously limited because, in the real world, educational systems are, structurally and programmatically, quite varied. For example, should twelve years of schooling in a vocational or technical program be considered comparable to twelve years of schooling in a general academic or university preparatory program? If one were simply to count years of formal education, the answer would be "yes". However, without some further qualification, this answer would fly in the face of common sense. By the same token, is a general academic program that is normally eleven or thirteen years in length substantially different from a maturity program that follows a twelve-year pattern of study? If one were simply to count years of schooling, the answer would be "yes", yet in practice eleven-, twelve-, and thirteen-year academic programs are often evaluated similarly for purposes of admission to and academic placement in a higher education institution or program. One could cite other concrete examples that illustrate the limitations of relying simply on calculating years of schooling to determine comparability of academic credentials. While this method represents an important first step or checkpoint in comparing educational systems and qualifications, additional and different types of assessment are usually required in order to produce more meaningful evaluations of formal academic attainment.

This leads directly into a second method of evaluating academic credentials which relies primarily on the notion of standard structural benchmarks, rather than the simple calculation of years of schooling, for determining comparability. Employing this method, the credential evaluator is much more interested in identifying, assessing, and comparing general levels of educational attainment or key "benchmarks" in the normal educational process. Thus, to cite one example already used above, the fact that an individual has completed a general education program leading to further study at the university level or a technical program leading to employment in a particular field is a much more significant and meaningful basis for assessing that individual's "formation" - to use a very apt French term - and associated academic qualifications than the specific number of years that were required to attain that particular educational level. The fundamental assumption of this evaluative approach is that there are comparable benchmarks across educational systems and that they represent substantially similar levels of educational attainment (more or less independent of the specific number of years required to reach that level or achieve that benchmark). This method is often applied not only at the primary and secondary levels of study, but also with respect to higher education. Thus, to use another example, in country or jurisdiction X, the first diploma or degree in a particular discipline or specialization may require five years of study, while in country or jurisdiction Y, because the educational system is different, the first diploma or degree in that same discipline may only require four years of study. Even though the years of enrollment or attendance differ in this hypothetical case, by employing a "benchmarks" approach, the evaluator may conclude that the two academic credentials are comparable since they represent substantially similar levels or "benchmarks" of educational attainment. The advantage and disadvantage of this approach is that it does not necessarily entail detailed assessment of the specific content and quality of studies completed.

A third approach, sometimes sparingly applied because of the time and effort required and because it is also susceptible to highly subjective judgments about educational systems, involves a very detailed and intensive analysis of the content and quality of studies required to obtain a particular academic credential. In many ways, this method is the most effective one for determining the exact or "true" comparability of qualifications. However, as previously indicated, it requires a very substantial commitment of time and resources to conduct effectively and, in the absence of comprehensive and accurate information and clearly-defined international standards to guide the process, may involve questionable or unsubstantiated qualitative judgments. Carried to an extreme, this method also highlights the minor differences, rather than the substantive similarities, between programs of study, and, since no two programs of study are

almost ever exactly the same in terms of content (if not quality), it would ultimately result in a situation which would make comparability difficult, if not impossible, to determine. Notwithstanding these theoretical caveats, in their actual practice, professional credential evaluators--in addition to calculating years of formal schooling and determining appropriate benchmarks - do engage in some "highlevel" content analysis to assess comparability of qualifications and also frequently make qualitative judgments, of varying validity, about educational systems and credentials.

Thus, no one method by itself is sufficient to produce meaningful evaluations of foreign academic credentials and, in fact, elements of all three approaches to understanding and comparing educational systems and qualifications should be employed in a judicious mix. The specific permutations and combinations of approaches and methods that may be applied most appropriately to a particular assessment are, in turn, dependent, to a large degree, on the purposes for which that assessment is requested or required and on the specific practical needs of the client or client group for whom the assessment is being prepared. In some cases, years of formal schooling may be the critical element that is emphasized in the evaluation; in others, the comparable "benchmarks" of educational attainment; in still others, the content and quality of studies completed. Rarely, however, will only one approach be used in complete isolation from or without at least some reference to the other two.

A final word of caution should be interjected at this point. None of the three methods outlined above purports to assess or determine general or specific competencies or skills, whether linguistic, technical, communication, entrepreneurial, or other; all that any of these credential evaluation methodologies can produce--whether applied individually or in some judicious mix - is an informed judgment regarding formal educational attainments and qualifications achieved in other jurisdictions and their comparability to domestic standards of formal educational attainment and locally-issued qualifications. General or specific competencies or skills should be validated through other assessment instruments, such as formal and structured testing, or through practical observation, experience, and demonstrated achievement in academic and employment markets (both regulated and non-regulated).

Compilation of Biographical and Academic Background Information from and about Applicants

Before attempting to evaluate a particular academic document (whether foreign or domestic), the professional credential evaluator should be aware of the larger biographical and educational context in which this particular qualification or document was obtained or awarded. In other words, information about the holder of a specific academic document and where that particular record fits into the holder's overall personal and educational history can prove very valuable in authenticating the credential and subsequently providing context and meaning for the evaluation.

To obtain helpful information about applicants who are requesting an assessment of their credentials or presenting academic documents for evaluation, professional credential evaluators should develop a special form as part of their normal procedures. Such a form should request both demographic and academic information about the holder of the documents or credentials which are to be assessed.

Essential background demographic information about an applicant would minimally include the following elements:

- complete and accurate names of the applicant (both current and previous);

- date of birth;

- place of birth;

- citizenship;

- legal (visa) status (if appropriate).

Essential background academic or educational information about an applicant would minimally include the following:

- a complete listing of all educational institutions attended;

- dates of enrollment at each educational institution attended;

locations of each educational institution attended;

names of all credentials awarded (in the original language and in translation).

Credential evaluators will find that this background information will assist them greatly in authenticating academic documents and also in providing a context for assessing credentials and determining comparability. Depending on the purposes for which credentials are being evaluated, evaluators may wish to request additional biographical and academic information to assist them in assessing formal educational attainment. Samples of specific forms and worksheets that may prove useful in determining what specific types of personal and academic information should be collected as part of the assessment process are provided in a later section of this publication.

Required Supporting Academic Documentation: Parchments and Transcripts

The credential evaluation process proper begins with the presentation and examination of concrete academic documents or records. Under no circumstances should an evaluator attempt an assessment of prior learning in the absence of actual, preferably "official", supporting documentation. "Official" academic records or documents are those which are provided directly to the evaluator or evaluating agency by the issuing institution; since there has been no third-party access to the documentation submitted for evaluation, this is the best guarantee (although by no means absolute) that the documentation has not been tampered with and is genuine. All other academic records submitted as part of the evaluation process--parchments, diplomas, certificates, grade sheets or transcripts provided by the applicant, student or study books--should be considered "unofficial" and treated with a great deal of caution as to their authenticity.

As suggested above, the types of academic documents that a professional credential evaluator is likely to encounter may be quite varied. Most frequently, these will be originals or photocopies of "parchments" issued by an academic institution to the bearer of the document certifying completion of a specific program of studies and signifying the award of a particular certificate, diploma, degree, or some other formal educational qualification. Such parchments will typically indicate the issuing institution or agency and its responsible academic officers, the name of the qualification awarded, the date of the award, and the specialization or discipline of study (if there is one); information about the duration of studies may also be provided on the diploma or certificate. By its very nature, the parchment itself provides rather limited information about the details of an individual's studies, although in some jurisdictions a "diploma supplement" may be appended to the parchment which lists the specific subjects or disciplines covered in the academic program or course, the hours of instruction, examinations and tests completed or attempted as well as grades awarded, and other information that can be very helpful to the evaluator in determining comparability with domestic educational standards and qualifications. Some samples of parchments issued by various institutions from different jurisdictions are provided in Appendix A, in particular Example 1.0 (Diplome d'etudes collegiales), Example 4.0 (Meister-Prufungszeugnis), Example 5.0 (Diplom), Example 8.0 (Diplom), Example 11.0 (Diploma), and Example 12.0 (Todistus). A large number of sample "parchments" are also shown

in Appendix B. An example of a "diploma supplement" (in original and translation) is provided in Appendix B as Case 23.2-23.7.

In North America, much of the standardized academic information that might appear on a separate "diploma supplement" (and often much more than that) is usually maintained by the registrar or a similar academic officer of an educational institution and is referred to as a "transcript". Transcripts provide a wealth of detail about a current or former student's entire educational history, including usually the date and basis of admission to the institution or program, prior learning evaluated and recognized as being applicable to the program of study, a chronological listing of all courses or subjects attempted at the institution together with their credit value and/or hours of instruction, all grades awarded, notations pertaining to academic standing and conduct, and whether, when, and what type of diploma, certificate, or degree has been awarded. At most North American colleges and universities, such information is routinely maintained in a machine-readable format, so it is very easy to access and distribute to other authorized users; there are also well-developed and relatively simple procedures in place for issuing "official" copies of academic transcripts directly to other educational institutional, to employers, and to domestic and foreign credential evaluation agencies, thus ensuring the integrity and authenticity of the academic information being transmitted. Most educational institutions, whether in North America or elsewhere, maintain, to a greater or lesser degree, the sort of detailed academic data that typically appears on the transcripts issued by North America colleges and universities; however, depending on the jurisdiction involved, that information may be more difficult to retrieve and access and to provide to other authorized users. Some samples of North American academic transcripts (and comparable documents from other jurisdictions) are provided in Appendix A (in particular, Example 2.0-2.1 and Example 3.0-3.1) and in Appendix B (Case 1.1, Case 2.1, Case 3.0-3.1, Case 4.1, Case 5.0, Case 7.0, Case 8.0, Case 9.0, Case 11.0-11.1, Case 12.0-12.1, Case 13.0-13.1, Case 14.0, and several other cases).

As a general rule, professional credential evaluators will find that the transcript (or a comparable academic record) is a much more useful and secure document for evaluating an individual's formal educational attainment and qualifications than a simple parchment. Not only does the transcript provide the detailed information needed to make informed judgments about years of schooling, appropriate benchmarks, and the content (though not necessarily the quality) of studies (while a parchment usually does not); in those situations where individuals have had to interrupt their studies and were never actually awarded a parchment certifying successful completion of an educational program, the transcript of academic record provides the only available information about their

prior learning and educational attainment and thus becomes the sole basis for evaluating and subsequently recognizing partially completed or incomplete qualifications or credentials. Without transcripts, evaluators would have to restrict their assessments to those persons who had satisfactorily completed their entire educational program. In practice, however, there are many individuals who, for various personal or political reasons, have had to interrupt their studies, but whose educational attainment, though partial or incomplete, nonetheless has both intrinsic and socioeconomic value and significance and should therefore be appropriately recognized. A final advantage of the academic transcript over the parchment is that it is usually possible to obtain an "official" copy of an individual's academic transcript (which contains all of the information that is found on the parchment and much more) from the institution of record; by contrast, a parchment, by its very nature, is an "unofficial" document since it has typically been issued to the bearer of the qualification and is therefore much more susceptible to tampering and alteration.

There are sometimes cases where "official" academic transcripts are unavailable to the evaluator because the issuing institution is either unable or unwilling to provide such records. It may be that the institution no longer exists, or that all or some of its records have been destroyed, or that it is constrained, by technical or political considerations, from accessing and releasing the records. In such situations, the evaluator may have to rely on the parchment or, if the studies are partial or incomplete, on some other academic documents in the bearer's possession (such as a student booklet or index or grade statements provided by the instructors) in order to assess the level of educational attainment and its comparability to domestic standards and qualifications. However, such evaluations should be undertaken very critically and with a great deal of caution, and any "unofficial" documentation on which they are based should be closely scrutinized to minimize the risk of forgery or alteration. As previously indicated, assessment and recognition of an academic document that is later demonstrated to be forged or false can easily undermine the credibility of the evaluator and of the entire evaluation process. Unless there are truly exceptional circumstances, therefore, credential evaluators should always base their assessments on "official", certified copies of academic transcripts (or comparable documents) issued directly to them by the institution of record in order to ensure the authenticity of the particular educational history and qualification being evaluated. The documentation provided (whether a parchment or a transcript) should be in the original language, with a certified translation provided separately. Under no circumstances should translations of academic documents (whether certified or not) be accepted *in lieu of* "official" or certified copies issued in the original language. Credential evaluators should also actively solicit,

as appropriate, additional information from the issuing institution that might prove helpful in interpreting a particular parchment or transcript (such as a prospectus, catalogue, or calendar or a formal clarification of the institution's status if it is in question).

Notwithstanding what some applicants might claim, "official" academic records are rarely unavailable or inaccessible (although their submission may require some time and effort).

"Official" Transcripts

The following definitions and guidelines with respect to "official" transcripts and fraudulent academic records have been developed by the Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO) and may prove helpful to readers of this publication:

Definition

An official transcript is one that has been received directly from the issuing college or university. It must bear the college seal, date, and an appropriate signature. Transcripts received that do not meet these requirements should not be considered official and should be routinely rejected for any permanent use.

Requirements

Issuing institutions consider the following to be significant criteria that authenticate a transcript:

Was it sent directly from the institution's transcript office?

Does it bear an institutional seal and an authorized signature?

Is it recently dated?

Burden of Acceptance

The definition also recognizes that the burden of acceptance lies with the recipient. It is the recipient who ultimately determines whether the document is "official".

Information

A transcript contains all essential academic data such as: dates of attendance, courses taken, grades and credits awarded, degrees received. It may also contain information related to the student's current status at the institution.

Unofficial Documents

Records that may have been in the hands of a student (such as student-copy transcripts or letters, grade reports, diplomas or graduation lists) are not considered official.

Recipient Checklist

Was the document mailed directly from the Registrar's Office in a sealed institutional envelope using an institutional postage meter (rather than a postage stamp)?

Is there a registrar's signature and institutional seal?

Does the document have a recent date of issue?

Is the format of the transcript consistent with others received from the same institution?

Are the records submitted consistent with the person's academic/employment background and with your own personal knowledge of the candidate?

More Information

Telephone the Registrar's Office of the issuing institution to verify dates of attendance, degrees granted and honors received.

Write for more details or return the actual document (or a copy) to the issuing institution for verification.

You may wish to interview the individual regarding the document.

If you have received a document other than an official transcript, ask the person to request that an official transcript be sent directly to you.

Dealing with Fraud

If a fraudulent document has been received:

Notify the issuing institution and return the original copy of the document.

Report the case to your attorney.

Inform your local police department.

Preserve all materials in plastic document holders for latent fingerprints.

Additional information on record fraud is contained in the publication Misrepresentation in the Marketplace: Recognizing Fraudulent Credentials which may be ordered from the American Association of Collegiate Registrars and Admissions Officers(AACRAO), One Dupont Circle NW., Suite 330, Washington, D.C., U.S.A. 20036.

Forgeries and Academic Record Fraud

One of the major reasons for requiring "official" academic transcripts as the basis for evaluating credentials, qualifications, and other documents is to minimize and contain the very real and serious problem of forgeries and record fraud. As previously indicated, unless all academic documents assessed in the evaluation and recognition process are properly authenticated, the credibility of the evaluator will be jeopardized and public confidence in the overall assessment and recognition process may be undermined. For this reason, regardless of the academic documents that are presented for evaluation, evaluators should constantly check for possible tampering and forgeries. All parchments and academic records, but particularly those that are considered "unofficial", should be closely scrutinized for signs of erasure, alteration, or other unauthorized changes.

The most common types of document forgeries include the following:

the addition of subjects or statements to a transcript or parchment;

alteration of grades or examination results on a transcript;

the substitution of names on a transcript or parchment (whereby the academic information is true and accurate, but pertains to a different individual);

the counterfeiting of entire documents (both parchments and transcripts).

Document forgeries are surprisingly easy to identify with practice and experience, but it is essential that the professional credential evaluator be constantly aware of this problem and make every effort to scrutinize all relevant academic documents closely for possible tampering before initiating an assessment.

Translations of Academic Documents: Some Common Problems

Credential evaluators are frequently requested to assess academic qualifications and documents which have been translated from original "official" or "unofficial" records. Under no circumstances should an evaluation be undertaken solely on the basis of translations of parchments or transcripts. In all cases, the credential evaluator should insist on reviewing official, certified copies of the academic documentation in the original language, as well as certified translations of those documents if appropriate or required.

Translations of foreign credentials and documents are, with surprising frequency, quite inaccurate and, like forgeries, can create a number of serious difficulties and unnecessary confusion and barriers in the evaluation process. Problems typically arising from improper translations include the following:

The translation does not accurately reflect the level of study completed.

Local terminology has been arbitrarily assigned to a foreign educational term.

Important information contained in the original document has been omitted from the translation.

Information or explanations not contained in the original document are included in the translation, and the added information may or may not be accurate.

Errors were made either in translating or producing the translated copy.

Some concrete illustrations of the problems associated with translations are provided in Appendix A. Note, in particular, Example 4.0-4.1 where the trade of "Schlosser" has been translated as "Mechanical Engineering", Example 5.0-5.1 where "Diplom-Kaufmann" has been translated as "Bachelor of Commerce", Example 6.0-6.1 where "Licencie es Lettres" has been translated as "Bachelor of Arts", Example 8.1 where the explanatory note "(college level)" has been inserted into the translation, Example 9.0-9.1 where "Kandidata Nauk" has been translated as "Doctor's Degree", Example 11.0-11.1 where "Diploma de Inginer in specialitatea Constructii" has been translated as "degree of Master of Science

in Civil Engineering", Example 12.0-12.1 where "Ekonomin Tutkinnon" has been translated as "Master of Science (Econ.)", Example 13.0-13.1 where "Tekniska Gymnasiet I i Stockholm" has been translated as "Technical University I - Stockholm" and where descriptive grade comments have been converted to U.S.-style letter grade equivalents, and Example 14.0-14.1 where "Licenciado en Psicología" has been translated as "Master of Psychology" and the qualification of "Pasante de Psicología" has been translated as "Assistant Doctor of Psychology". See also Case 21.0-21.2 in Appendix B where the title of "magistra inżyniera mechanika" is equated parenthetically to a Canadian "M.Sc. in Mechanical Engineering" in the translation.

Apart from the egregious errors that are sometimes made in translations (as evidenced most clearly in Examples 4.0-4.1 and 13.0-13.1 noted above), the common theme running through many of these translations of academic credentials and documents is the desire or felt need on the part of some translators to attempt an evaluation of the parchments or transcripts being translated. While such efforts are generally well-meaning and may, in fact, be accurate at times, the explanatory notes (which may or may not be accurate) and the explicit or more subtle evaluations and comparisons of foreign credentials that often appear in what purport to be simple translations can confuse and prejudice the entire assessment process. For the most part, translators do not have the necessary training, experience or, in many cases, the objectivity to evaluate or compare academic credentials and documents, just as credential evaluators may not have the necessary training or experience to make accurate translations.

As these real-life examples illustrate, translations may sometimes contain serious errors of fact or misinterpretations. For all of the reasons cited above, credential evaluators should utilize translations cautiously and critically and should never rely solely on a translation to evaluate a particular qualification or determine the appropriate level of formal educational attainment which a credential may represent.

Publications and Other Available Resources

The authentication of parchments, transcripts, and other academic records is a necessary first step in the credential evaluation process. However, once the documents presented have been validated and determined to be genuine, the credential evaluator must then undertake an assessment of these records and the educational history which they represent and describe. In order to accomplish this task effectively, the professional evaluator must develop an excellent knowledge and understanding of foreign educational (sub)systems and qualifications. This is, in many ways, the evaluator's most daunting professional challenge. Fortunately, there are a number of available resources to facilitate this continuous learning process.

The challenge of understanding foreign educational systems and credentials arises primarily from the fact that there are currently approximately two hundred independent countries in the world, each of which as at least one--and many of which have more than one educational system. In Canada, for example, there are twelve such systems, representing the ten provinces and the two territories that make up this country. There is no such thing as a "Canadian" educational system: there are at least twelve provincial and territorial educational systems, each of which in turn incorporates quite varied subsystems at the primary/secondary and the post-secondary levels. Canada is by no means unique in this regard. Many "national" educational systems, to a greater or lesser degree, are complex entities, encompassing a variety of regional and local jurisdictions and subsystems and large numbers of secondary and post-secondary, as well as non-formal and non-traditional, academic institutions. The challenge of understanding this diversity is further complicated by the fact that many educational systems, at least over the last two or three decades, have tended to be quite dynamic, responding frequently and quickly to emerging political, economic, and social pressures and trends. Even if information about a particular system or subsystem, institution, or qualification in a particular country or jurisdiction is available in some published or electronic form--and frequently such comprehensive and detailed information is not readily available at all - whatever information is available may already be out-of-date or obsolete for purposes of undertaking a specific evaluation. The rapid political and social changes that have occurred since 1990 in many Central and East European countries, and the resultant impact of these changes on educational structures, studies, institutions, and qualifications, illustrate the challenges faced by many

credential evaluators in accessing current, comprehensive, and detailed information required to undertake an informed assessment of prior learning.

Notwithstanding such limitations, there are quite a large number of published resources available to assist credential evaluators in accomplishing their task of assessing foreign qualifications and academic documents in a consistent, objective, and professional manner. The following listing includes some of the publications that are used most frequently and that may prove most helpful in evaluating credentials and other academic documents for various purposes. It should be emphasized that this is a highly select and compressed inventory of available published resources; more complete and detailed listings may be obtained from some of the bibliographic entries noted below.

Selected Published Resources

Bibliographic Guides and General Surveys of Educational Systems and Qualifications:

AACRAO*/AID**, A Bibliography of Reference Materials for Evaluating Foreign Educational Credentials (1986). Available from AACRAO; see below for address.

International Association of Universities****, Higher Education: Basic Information References on Systems, Degrees and Diplomas (January, 1991). Available from the IAU/UNESCO Information Centre on Higher Education; see below for address.

UNESCO, World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, 2nd edition (1982). This edition has recently been revised and updated and the 3rd edition should be available shortly.

British Council, National Academic Recognition Information Centre (NARIC), International Guide to Qualifications in Education, 3rd edition (1991).

Inez Stepmeyer, editor, The Country Index: Interpretations for Use in the Evaluation of Foreign Educational Credentials, revised edition (1986).

AACRAO*/AID**, Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States, 3rd edition

(1985). This edition has recently been revised and updated and the 4th edition should be available shortly. Available from AACRAO; see below for address.

AACRAO*, International Academic Credentials Handbook, Volumes I-III (1988-1992). Available from AACRAO; see below for address

The World of Learning 1991, 41st edition (Europa Publications Limited: London, England, 1990).

NAFSA***, Handbook on the Placement of Foreign Graduate Students [in U.S. institutions], William Paver, editor (1990).

Country and Regional Studies:

AACRAO*, World Education Series (WES). A large number of WES volumes were published prior to 1989; these provide comprehensive and in-depth information about the educational systems of a wide range of countries. The WES volumes have now been discontinued and have been replaced by two other types of publications on international education sponsored by the Projects for International Education Research (PIER) Committee, an interassociational body representing the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators: WES Country Studies and WES Special Reports. Available from AACRAO; see below for address.

AACRAO*/NAFSA***, Projects for International Education Research (PIER) Workshop Reports. PIER workshop reports provide sound, up-to-date information about the educational systems of a select group of related countries; they tend to be somewhat less comprehensive and less detailed than WES volumes. Recent workshop reports have focused on Central and Eastern Europe (including Poland and the Czech and Slovak Republics) and on the United Kingdom. Available from AACRAO; see below for address.

Commission of the European Communities, Higher Education in the European Community, Student Handbook, 6th edition (Kogan Page: London, England, 1990).

Commission of the European Communities, A Guide to Higher Education Systems and Qualifications in the European Community (Kogan Page: London, England, 1991).

British Qualifications, 20th edition (Kogan Page: London, England, 1989).

Post-Secondary Academic Institutions and Institutional Profiles:

International Association of Universities****, International Handbook of Universities and Other Institutions of Higher Education, 12th edition (1991). This publication is updated and republished every two years.

American Council on Education, American Colleges and Universities, 13th edition (1987).

Association of Commonwealth Universities, Commonwealth Universities Yearbook 1990, Volumes I-IV, 66th edition (1990).

"Diploma Mills", Accreditation and Quality Assurance, and Non-Traditional Education:

David W. Steward and Henry A. Spille, Diploma Mills, Degrees of Fraud (Macmillan: New York, 1988). Useful information on diploma mills and fraudulent documents, as well as accreditation procedures and state regulatory and certification processes in the United States.

John Bear, Bear's Guide to Earning College Degrees Non-Traditionally, 11th edition (Greenwich University Press: Hilo, Hawaii, 1990). The author provides a useful listing of known "degree mills" worldwide (pages 233-252) as well as wide-ranging and sometimes provocative descriptions and compendia of non-traditional educational opportunities.

* American Association of Collegiate Registrars and Admissions Officers

Address: One Dupont Circle, NW Suite 330, Washington, D.C. 20036-1171, U.S.A.

** United States Agency for International Development

*** NAFSA: Association of International Educators

Address: 1875 Connecticut Avenue, NW, Suite 1000, Washington, D.C. 20009-5728, U.S.A.

****International Association of Universities

Address: 1, rue Miollis,F-75732 Paris 15, France

While the list of select publications included above will provide much of the useful base information needed to conduct effective assessments of studies and prior learning completed in other countries or jurisdictions, there are additional resources that are available to credential evaluators to assist them in understanding foreign educational (sub)systems, institutions, and academic qualifications and documents. Chief among these are knowledgeable and experienced colleagues from other agencies, countries, and jurisdictions who are involved in similar activities. Formal associations and informal networks of credential evaluators do exist, and all of them face the same challenge of constantly obtaining accurate, comprehensive, detailed, and current information and data about educational (sub)systems and academic qualifications awarded worldwide. As part of their professional development, credential evaluators should make every effort to join such formal associations and informal networks and to consult freely and frequently with other knowledgeable and experienced professionals in the field whenever general or specific problems arise in the assessment process. Ongoing discussion, consultation, and "networking" with colleagues from different agencies, countries, and jurisdictions regarding shared credential evaluation issues and concerns will eventually produce commonly accepted international standards and procedures for assessment of foreign qualifications and contribute to the "professionalization" of the credential evaluation process itself in the many different settings in which it is undertaken.

In North America, the two major organizations that provide annual fora for credential evaluators to meet and exchange information and perspectives on common problems and issues are the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators. The more recently established European Association of International Educators (EAIE) provides similar opportunities in another continental setting. Credential evaluators should make every effort to join and participate in the activities of such formal associations and of smaller, informal networks as part of their ongoing professional development.

Still another important resource is the accumulated information and knowledge that credential evaluators can derive from previous assessments that have been undertaken and researched. To ensure that prior research and information-gathering effort is not wasted and that its fruits can be easily accessed by others, detailed records and worksheets should be maintained of any

and all previous evaluations that may have been requested, attempted, and completed. Traditionally, such background or research materials which informed specific evaluations have been retained in written or paper format; however, with the rapid advances in computer technology that have been made in recent years, accumulated country, jurisdiction, and institutional files and records of previous evaluations can now be maintained, updated, and accessed with relative ease in a computerized or electronic form. Whether maintained in a paper or electronic format, complete historical records pertaining to academic qualifications that have previously been researched and evaluated represent a rich source of information and knowledge for both the novice and the more experienced credential evaluator. Maintenance and easy accessing of such records should be a high priority for all agencies and individuals involved in credential evaluation. The existence of such historical records also provides a useful check for ensuring some consistency and standardization in the evaluation process.

The final resource that should be mentioned, even though its potential has not yet been fully realized, is TRACE, the acronym for the Trans Regional Academic Mobility and Credential Evaluation Information Network. This recently-initiated information network on higher education around the world will eventually provide a controlled, but decentralized, collection of standardized electronic data on:

higher education systems in the different countries, their structure and organization, including the normative framework for international cooperation (exchange agreements and conventions);

higher educational institutions, including detailed data on organization and governance, admissions criteria, programs of study, enrollment statistics, and cooperation agreements; and

higher educational qualifications and credentials awarded by institutions in different countries.

TRACE is still in the process of collecting the necessary information and data from the various member jurisdictions and agencies involved. Once this network is fully operational (and as membership expands), it will provide an easily accessible repository of continuously updated, electronic information on higher education systems, institutions, and qualifications around the world. Further information about TRACE may be obtained from:

Trace Coordinating Agency

**International Association of Universities
International Universities Bureau
1, rue Miollis
F-75732 Paris 15, France**

Determining General Levels of Formal Educational Attainment (Benchmarks)

As previously indicated, one of the major challenges for a credential evaluator is to achieve an excellent knowledge and understanding of foreign educational systems and subsystems and the academic qualifications and records that these (sub)systems award and generate. This obvious challenge arises, in the first instance, from the large number and the diversity of educational (sub)systems and institutions which function nationally, regionally, and locally and, in some cases, transnationally (such as the "British" system of Ordinary and Advanced Level examinations and the "French" system of secondary and post-secondary studies) and, in the second instance, by the dynamic character of these complex and diverse structures which generate qualifications and credentials.

A further barrier to greater knowledge and understanding arises from the obvious and often intimidating linguistic diversity that is an essential defining aspect of our globe. Even where particular credentials awarded in different countries or jurisdictions reflect comparable, if not exactly identical, levels of educational attainment, the different names and terminology which are used for substantially very similar qualifications and which appear on the academic documents and records presented for assessment can be a source of confusion and uncertainty for the novice and even the more seasoned evaluator. The Finnish "Ylioppilastutkintodistust", the Dutch "Voorbereidend Wetenschappelijk Onderwijs", the Polish "Swiadectwo Dojrzalosci" the Hungarian "Erettsegi Bizonyitvany", the Italian "Diploma di Maturita", the German "Abitur", the Swedish "Studentexamen", the Czech "Vysvedceni o Maturitni Zkousce", and the Romanian "Baccalaureat" - to name just a few of the many foreign-language credentials that are awarded in Europe - all testify to successful completion of a general secondary-level academic education or "maturity" and, it may be argued, represent comparable levels of educational attainment; however, the very different nomenclature used for each particular parchment would not immediately lead to this conclusion. In fact, the normal human reaction would most likely be to assume that quite different types of studies and educational levels were represented by these nominally different academic qualifications. (Alternatively, one might simply throw up one's hands in confusion and move on to more easily manageable matters.) While educational (sub)systems and credentials are indeed very numerous, diverse, dynamic, and sometimes quite complex, credential evaluators should not fall into the opposite trap of missing the underlying

commonalty or substantial similarities among educational structures and qualifications.

Despite the obvious linguistic, political, and cultural differences and diversity that characterize our world, the underlying structure of most educational systems and subsystems and associated educational "benchmarks" tends to be remarkably similar across national and jurisdictional boundaries; certainly, there is much more uniformity than the extreme and often confusing nominal diversity of particular academic credentials would suggest. In fact, the essential structural and organizational features of most formal educational systems can be outlined very succinctly as follows:

Primary Education

In most countries or jurisdictions, primary education tends to be quite general and usually represents between four and six years of formal schooling.

Secondary Education

In most countries or jurisdictions, secondary-level education typically involves between six and nine years of formal schooling, depending on the normal length of the primary education cycle. Often, secondary education is divided into a lower level, which tends to follow a general and common curriculum for all students up to Grade VIII, IX, or X, and an upper level, which allows opportunities for greater specialization of studies through Grades IX, X, XI, XII, and, possibly, XIII. Thus, there may be two "benchmarks" within the secondary level of education: the first represented by completion of the lower secondary level at which point some "intermediate" credential may be awarded; the second represented by completion of the upper secondary level where a "maturity" or "leaving" or "completion" certificate is awarded.

Upon entering the upper-secondary level, students frequently must choose between a more traditional and general academic program which prepares them for further study in an institution of higher education and a technical or vocational program designed to facilitate entry into a career or the work force upon completion of secondary school. In some jurisdictions, the distinction between the academic, university-preparatory stream and the technical or vocational stream at the upper-secondary level is not so clearly defined; as a consequence, even those students who complete a technical or vocational specialization are also exposed to a substantial component of general and

academic education and may obtain the "completion" or "maturity" qualification required for admission to further study at the tertiary or post-secondary level.

Tertiary, Post-Secondary, or Higher Education

In most countries or jurisdictions, tertiary or post-secondary education is represented most obviously by universities and more specialized university-type institutes or academies, on the one hand, and by various non-university institutions such as colleges and technical institutes on the other.

Universities and university-type institutes and academies normally offer programs of study that are at least four years in length, though these may be somewhat shorter or longer depending on the jurisdiction, the institution, and the program. By contrast, non-university post-secondary institutions tend to offer shorter programs of study (usually at least one, but no more than three, years in length), and such studies are usually quite applied and specialized, rather than academic and general, in focus. In some jurisdictions, the universities themselves (or comparable institutions) offer shorter "sub-degree" programs with a strong applied orientation; in other jurisdictions, non-university institutions have evolved into "degree-granting" status.

The structure of university and university-type programs is somewhat more diverse than non-university post-secondary studies. Typically, universities offer both "undergraduate" or "first degree or diploma" programs, which usually last from four to six years and either provide a general academic education in one of the traditional arts and science disciplines or prepare for the practice of a profession (such as law, medicine, architecture, teaching, accountancy, or engineering), and also "graduate" or "postgraduate" programs which tend to emphasize original research and more independent study.

Generally speaking, most academic credentials, qualifications, and documents, regardless of jurisdiction or institution of origin, can be related directly to one of the general educational levels outlined above and to one of the program or study streams that exist within each of these general levels. The ability to make this accurate and direct linkage between a particular academic qualification or document and the general or more specific level of study or educational attainment which the qualification represents is perhaps the most crucial analytical step in evaluating credentials or academic records that have already been authenticated. Credential evaluators should always look beyond the name of the degree, diploma, or certificate appearing on the parchment or transcript to the larger educational system within which that particular credential

originates and to the general or, if appropriate, the more specific level of studies and educational attainment which that credential represents. Once a particular qualification or academic record has been linked accurately and directly to the appropriate educational level, institution, and program of studies in the country or jurisdiction of origin, the credential evaluator is well on the way to establishing some comparability of that particular qualification or academic record to domestic levels or standards of educational attainment.

The following specific questions will prove very useful in determining more precisely where a particular credential or academic document may "fit" or properly belongs within the educational system(s) of the country or jurisdiction of origin:

What are the normal entrance requirements for (or level of study immediately preceding) the educational program represented by the academic qualification(s) or documents presented for authentication and assessment?

What is the nature or purpose of the educational program represented by the academic qualification(s) or documents presented? To prepare for further study? To prepare for employment? To prepare for professional practice?

Does the qualification or credential lead to further study, direct employment, or professional practice? If further study, does it prepare for university or university-type studies (and for "undergraduate" or "graduate" studies) or for non-university "sub-degree" programs?

Was the educational program completed? If not, how complete or incomplete is it?

How would the academic document or credential be assessed and "recognized" within the country or jurisdiction where it was issued?

In order to obtain the best possible understanding of what particular academic qualifications or documents mean or signify within the context of the foreign educational system or subsystem which awarded or produced them (in other words, how these educational attainments are valued indigenously), credential evaluators should always attempt to answer all of the questions listed above as accurately and completely as available sources of information will permit. Only after this crucial analytical process has been completed satisfactorily should an attempt be made to compare foreign credentials or

academic documents to domestic standards or levels of formal educational attainment. Once all of the questions posed above are answered as accurately and comprehensively as possible, an obvious preliminary assessment of comparability will almost naturally suggest itself to evaluator.

Defining Educational Levels and Benchmarks: Another Typology

The rather crude typology of educational levels, structures, and benchmarks outlined in the preceding section has been developed by the author and is based on his practical experiences and observations in evaluating foreign qualifications, from a decidedly North American perspective. It is intended to emphasize the essential simplicity of and underlying uniformity among national, regional, and local educational systems and among the nominally varied and diverse academic qualifications and documents which these systems produce.

A somewhat different, but complementary, typology of educational levels, structures, and benchmarks has been developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) from descriptions appearing in other UNESCO publications. As this typology is more comprehensive and applies and explains terms and definitions more rigorously, it may also prove to be useful to readers of this publication:

Secondary Education

General: intended primarily as preparation for entry into higher education.

Technical: provides direct preparation for an occupation or for entry into higher non-university education.

Vocational: terminal in nature; provides direct preparation for an occupation.

University Higher Education

First Stage: introduction to the fundamentals of a discipline, including basic courses in other relevant fields; in the United States, the first stage is lower division courses.

Second Stage: specialization in a fundamental or applied discipline, usually involving introduction to research and analysis of complete problems; in the United States, the second stage is upper division course work leading to the bachelor's degree; the second stage qualification may also be called the first or

primary degree and is often a professional qualification (for example, to practice law, medicine, architecture, or engineering).

Third Stage: advanced study and original research; a second stage qualification is required for admission; the third stage in the United States is graduate work.

Non-University Higher Education

Higher education requiring completion of secondary school for admission and leading to a specific qualification, often occupational, that does not give access to third-stage university programs.

Non-Traditional Education

Adult education, extension education, and part-time courses not leading to a degree or diploma and often not part of the formal, established educational system.

Establishing the Legitimacy of Credential-Issuing Institutions or Agencies

While all educational institutions may issue various credentials and academic documents and usually do so, not all educational institutions are legitimate (or "approved" or "recognized" or "accredited", to use several different variants of what is essentially the same concept). An extreme form of academic illegitimacy is represented by so-called "diploma mills" which fraudulently reproduce diplomas and degrees awarded by legitimate institutions and sell these credentials, for quick profit, to whoever wishes to purchase them. Fuller and rather frightening information about the existence, activities, and dimensions of "diploma mills" is provided in the publication Degree Mills, Degrees of Fraud which is cited in the list of published resources provided earlier. Closer to the centre of the (il)legitimacy continuum are "academic" institutions which exist in name only and which, often for a steep price, are prepared to award various qualifications to individuals who have not attempted or completed any formal program of studies. Although outright fraud may not be committed when this occurs, the educational and social value of such credentials is obviously questionable. Further along the continuum are institutions which may offer formal programs of study and award associated credentials, but which, for a variety of reasons, are not officially "approved", "recognized", or "accredited". One example of this type of institution is provided by the many private universities which have been established in Romania since 1990. Although these universities do offer formal programs of study, which are often quite different from those offered by the state-supported and -regulated universities and institutes, and will likely award some kind of diploma or degree upon successful completion, they are not officially recognized or approved and their status remains rather murky. In the United States, there are also quite a large number of post-secondary institutions which operate and award degrees of varying kinds and levels, but which are not "accredited" in the very specific sense that will be explained and discussed more fully below. Credentials and qualifications awarded by such institutions are perhaps the most difficult to evaluate, because, even though the academic documents themselves may be "authentic" in the sense that they do represent some formal study or training and have not been tampered with or altered, their intrinsic and relative value cannot be easily or assuredly determined. Finally, there are those institutions - perhaps the majority - whose legitimacy is not and should not be in doubt. Such institutions tend to have fairly deep and durable historical roots within the larger jurisdiction and culture of which they are a part, are generally well-known domestically and often internationally, and usually have been granted a formal

and specific authority or mandate to operate as academic institutions, to offer particular programs of study, and to award various credentials and qualifications certifying successful completion of specific studies.

In most countries of the world, there is typically some type of state or governmental certification or control of higher education and this is usually the best criteria or indicator for determining the legitimacy of a particular academic institution. In other words, if any institution is "approved" or "recognized" or in some sense regulated by appropriate state or governmental agencies, then it is very likely a legitimate educational institution and the qualifications and credentials which it awards should be assumed to have some value, not only locally but internationally. On the other hand, if an institution is not officially "recognized" or "approved" or in some sense regulated by the appropriate state or governmental agencies, then any credentials or qualifications which it may award or issue should be treated cautiously and critically. Such an institution may, in fact, be "legitimate" or it may eventually evolve in that direction, but the burden of proof should be on the institution itself and on the holder of its credentials or qualifications to demonstrate its "legitimacy". Legitimacy can also be bestowed indirectly, as a consequence of recognition or acceptance by an academic institution whose own legitimacy is not in question because it is clearly "approved" or "recognized" by appropriate state or governmental agencies. In other words, if an institution whose legitimacy is clearly established is prepared to recognize studies offered and credentials awarded by another institution within the same jurisdiction, then such recognition, albeit indirect, should normally be honored and accepted by a credential evaluator.

Unfortunately, there is no up-to-date master list of legitimate academic institutions world-wide, although the TRACE project holds out the possibility that this may one day be a reality. In the absence of such a master list, the best way for credential evaluators to determine the legitimacy of specific credential-issuing institutions or agencies is to understand as fully as possible the larger educational systems within which particular institutions operate and to learn as much as possible about the history, mandate, structure, programs, operations, and official status of those institutions whose legitimacy may be unclear or questionable. Fortunately, fairly detailed institutional profiles are provided in three massive publications which have been cited earlier and which, between them, cover most countries and jurisdictions: the International Handbook of Universities and Other Institutions of Higher Education, American Colleges and Universities, and the Commonwealth Universities Yearbook. These should be among the first sources to consult if the status or legitimacy of a particular credential-issuing institution is unclear or in doubt. Most of the WES volumes

and PIER Workshop Reports cited earlier also contain lengthy and detailed institutional profiles as well as descriptions of larger educational systems and their specific recognition or approval mechanisms. If further or more current information is required, credential evaluators shouldn't hesitate to contact the institution itself or the appropriate Ministry of Education or governmental agency responsible for higher education to seek clarification of an institution's official or legal status. Institutional calendars, catalogues, and prospectuses may also provide extremely helpful information in addressing and resolving these questions.

The United States poses some special problems in this regard because its central government, for complex historical reasons, has deliberately eschewed any direct involvement in or attempt to regulate or certify educational activity. As a consequence, there are over 3,000 post-secondary institutions in the United States today and very few external governmental controls on who may or may not establish an educational institution and award various degrees and qualifications. In response to the obvious quality assurance issues and problems that have resulted from this situation, a unique process of "accreditation" through voluntary, self-regulating associations and commissions has evolved in the United States which can provide credential evaluators with useful information regarding the status of particular institutions and programs. Three types of "accreditation" may occur. The most common and probably the most desirable is total institutional accreditation which is conferred by one of the following six regional accrediting commissions: the Middle States Association of Colleges and Schools, the New England Association of Schools and Colleges, the North Central Association of Colleges and Schools, the Northwest Association of Schools and Colleges, the Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges. As well, individual post-secondary programs or academic units, usually of a specialized or professional nature, may be accredited by one of thirty-nine professional accrediting associations. Finally, there are five specialized associations that accredit total institutions on a national scale: the American Association of Bible Colleges, the Association of Independent Colleges and Schools, the Association of Theological Schools in the United States and Canada, the National Association of Trade and Technical Schools, and the National Home Study Council. However, as the publication American Universities and Colleges points out, "the basic accreditation remains membership in one of the regional [accrediting] commissions, upon which virtually all other accreditation is built." As "accreditation", in its various forms, can be a subtle and easily misunderstood concept and process, the section on "Accreditation in Higher Education" in the publication American Universities

and Colleges, cited above, should be consulted for a fuller and more detailed explanation.

Credential evaluators should be aware that there are very few restrictions in the United States on individuals or groups who may wish to establish their own private institutions or even their own private accrediting agencies. Consequently, the fact that an institution may claim to be "accredited" is not, by itself, very meaningful or helpful in evaluating the credentials which that institution awards or the academic documents it produces. If a post-secondary institution in the United States does claim to be "accredited" in order to establish its legitimacy, the credential evaluator should verify what type of "accreditation" has been conferred and by which accrediting association or commission. As a general guideline, if the institution has not been accredited by one of the regional accrediting commissions named above, any credentials or academic documents which it may issue should be evaluated very cautiously and critically.

Quality Considerations in Evaluating Foreign Academic Credentials and Documents

As a general rule, any qualitative judgments that may be made at the present time regarding foreign educational systems and credentials will very likely be questionable or difficult to substantiate because the comprehensive and accurate information needed to make such judgments in an informed way is lacking and because there are no clearly defined and generally accepted international standards on which to base such judgments. Most often, such "assessments" of foreign educational systems and qualifications are highly subjective and based on some combination of anecdotal observations, general impressions, and provincial assumptions, rather than objective and valid data. For these reasons, credential evaluators should show a great deal of caution and care whenever they are called upon to render qualitative judgments about foreign studies or qualifications. Notwithstanding the obvious problems identified above, however, situations do arise in the evaluation process where some assessment of the quality of a particular program of studies or credential may be requested or required; typically, this would occur where there is keen competition for access to limited opportunities for further study or employment. Although the process is fraught with difficulties and pitfalls, the following factors should be considered before attempting to reach any conclusion regarding the intrinsic and relative quality of particular programs of study and academic qualifications:

Is the issuing institution considered to legitimate, according to the criteria that have previously been identified? If it is not clearly legitimate, where does it fit on the (il)legitimacy continuum?

How selective or open is the educational system of which the issuing institution is a part with respect to entrance, continuation and attrition, and graduation or completion standards?

How selective or open is the issuing institution with respect to entrance, continuation and attrition, and graduation or completion standards?

What grading systems and assessment practices are followed by the educational system and the issuing institution?

What information is available regarding relative academic standing, including, for example, individuals' rank in their class or program?

What is the nature of the credential that has been awarded and what was the overall standing obtained by its holder? What have the holder of the credential and other graduates of the program or the institution achieved after they have left the institution?

While there may be no clear or definitive answers to some of these questions, they at least provide some concrete guidelines in reaching informed and defensible conclusions regarding the quality of particular programs of study and academic credentials.

Establishing Comparability

Having authenticated the academic documents presented for evaluation and having researched these documents and linked them to the appropriate levels of educational attainment in the country or jurisdiction of origin, the credential evaluator is now in a position to establish a credible and defensible comparison to local or domestic educational structures and standards. If all of the preceding steps in the assessment process have been conducted in a thorough and professional manner and if all of the necessary information that has been gathered is accurate and comprehensive, the task of establishing appropriate comparability should be relatively easy and straightforward. In effect, it involves relating the applicant's total academic record to domestic educational structures and standards in terms of such factors as years of schooling, educational "benchmarks", and content and quality of studies. As previously indicated, the particular factor or factors to be emphasized in any given comparison is likely to vary depending on the purposes for which the evaluation has been requested or is required.

A Procedural Checklist for Evaluating Foreign Academic Credentials and Documents

Before issuing a final evaluation report or judgment regarding academic comparability, the credential evaluator should take appropriate steps to ensure the accuracy and completeness of the process and of the final assessment that has been prepared. The following checklist covers all of the individual steps and procedures that have been previously suggested and explained throughout this publication to assist the evaluator in arriving at conclusions regarding academic comparability that are objective, consistent, equitable, and professional. With practice and experience, the detailed process of authentication and evaluation that is summarized in the following checklist will become second nature; however, it is recommended that the novice evaluator actually review and verify each of the steps or procedures included in the checklist before signing off a particular assessment or evaluation report.

1. Compare all available biographical and academic data for consistency.

Do the applicant's name(s), date of birth, and other biographical and academic data as indicated on the application form match similar information appearing on the academic documents presented for evaluation?

2. Verify the status of the issuing institution.

Is the issuing institution officially recognized as a legitimate entity by the Ministry of Education or Higher Education or by an accrediting or recognition agency in the country or jurisdiction in which it operates?

Did the issuing institution exist and function at the time that the applicant was enrolled?

Is it a primary, secondary, or tertiary institution?

Are the programs offered academic, technical, vocational, professional, adult education, in-service, distance delivery, non-formal in nature?

Does the information about the issuing institution that you obtained from other sources match the information that appears on the academic documents you are evaluating?

3. Verify the authenticity of the academic document(s) presented.

Does the academic document closely resemble other documents issued by the same institution or the country/jurisdiction?

Are there signs of alteration (for example, missing dots or lines, differing type faces at differing points in the document, crooked or slanted entries, changes in background)?

Does the format match that which you would expect from an institution in that country or jurisdiction?

Or does it appear to follow the format of institutions in the receiving or another country or jurisdiction?

Does the nature of the educational program resemble that of other programs offered by the institution or in that country/jurisdiction?

4. Check key words in the academic document(s).

What does the academic document actually say (in the original language and in translation)?

Re-check key words: graduated, awarded, completed, participated, attended.

5. Verify the accuracy of the translation.

Compare the translation with the foreign language document.

Use a dictionary to check the key words on the credential or document: name of institution, faculty, and department; name of the degree or diploma awarded; date of the award; conditions that may apply to the award.

Remember: use the translation to speed up your reading of the foreign language document. **NEVER** use a translation by itself *in lieu of* the original version.

6. Determine the level and nature of the program.

What are the minimum entrance requirements? What are the normal or effective entrance requirements?

What is the normal length of the program (i.e., the number of years of full-time study normally required for successful completion or graduation)?

Is it a *full-time* or a *part-time* program? Is it a *traditional* or a *non-traditional* program?

What is the nature of the program: *academic* or *applied*?

To what does the *qualification* (degree, diploma, or certificate) give access in the country or jurisdiction of origin? Employment, further education, professional certification?

Does the chronology indicated on the academic document(s) match the usual pattern of study for that country or institution?

The Finished Product: Some Examples of Credential Evaluation Worksheets and Assessment Reports to Consider

In the course of their work, professional evaluators in different agencies, countries, and jurisdictions have developed various worksheets and reporting formats to assist them in the collection and evaluation of information pertaining to particular academic credentials and educational histories and in the presentation of their conclusions and judgments regarding academic comparability to different clients and client groups. A number of credential evaluation worksheets and assessment statements that have been developed and are used in North America are reproduced here. Readers of this publication may find that these evaluation and reporting instruments, or certain elements of them, are either directly applicable or can be easily adapted to their particular situations.

The sample worksheets and evaluation reports reproduced here for illustrative purposes are as follows:

"Credential Analysts Worksheet (CAW)" used by the AACRAO-AID project primarily to determine academic placement in post-secondary institutions in the United States.

"AACRAO/AEP Credential Analysis" worksheet, used primarily to determine admissibility to and appropriate academic placement in post-secondary institutions in the United States and the Canada.

"Attestation d'equivalence" issued by an agency of the government of the province of Quebec in Canada.

"Attestation d'etudes" (two samples) prepared by an agency of the government of the province of Quebec in Canada.

Certificate of formal educational attainment and comparability prepared by the Office of the Registrar at the University of Alberta in Edmonton, Alberta, Canada.

"Evaluation Report" prepared by Education Credential Evaluators, Inc., a private evaluation agency in the United States.

A Suggested Template for Academic Credential Evaluation Worksheets and Assessment Reports

The following comprehensive template has been developed to assist credential evaluators in creating evaluation worksheets, formal and standardized assessment reports, and computerized databases that are appropriate to their particular situations and to the needs of the clients and client groups whom they serve. Not all data elements listed here will necessarily be applicable to all contexts, so some selectivity should be exercised in determining which particular data elements are required and should be captured as part of the authentication and evaluation process.

1. Biographical/Demographic Data

- a. full legal name
- b. any previous name(s) used
- c. date of birth
- d. country/place of birth
- e. citizenship/legal status
- f. mother language
- g. other identifiers (for example, social insurance number)
- h. purpose of assessment as defined by the applicant for example, further education, employment, professional certification/licensure, immigration, general interest, other)

2. Academic Data

- i. higher formal academic/professional credential or title attained (original title/name of diploma or credential, NOT a translation)
- j. date of award of academic/professional credential or qualification

k. issuing institution or agency

l. status of issuing institution or agency (public/state, private, accredited, recognized, approved)

m. level of issuing institution/agency and credential awarded (primary, secondary, tertiary or post-secondary, graduate/research, non-formal or non-traditional)

n. normal length of program of studies (expressed in years of full-time study) required for the credential or qualification

o. dates of enrollment in the program of studies leading to the credential or qualification

p. normal admission requirements for program (or antecedent studies completed)

q. nature and purpose of education program (academic, technical, vocational, professional, research)

r. specialization(s)

s. content of educational program (courses, subjects, examinations)

t. grading/assessment scales and methods used

u. standing/overall grade on program of studies

v. thesis title (if thesis required for qualification or credential)

w. practical component (if any) of program of studies

x. to what does the credential give access in the country/jurisdiction of origin (further study? employment? professional certification? all of the above?)

3. Estimation of Comparability to Local or Domestic Standards or Levels of Educational Attainment

y. to be provided by evaluator

Some Parting Advice

Be well-informed, both about your own educational system(s) and those of other countries and jurisdictions. This is no mean task and is really at the very heart of effective evaluation.

Avoid casual evaluations; be thorough and critical in authenticating, researching, and assessing qualifications, credentials, and academic documents issued in other countries and jurisdictions.

Document exceptions and oddities, as well as more routine evaluations.

Review assumptions and procedures frequently.

Appendix A:

Examples

Diplôme d'études collégiales

identification: 85

REGISTRAR'S OFFICE

89 DEC 11 9:58

LE SEMINAIRE DE SHERBROOKE

ATTESTE QUE

A REUSSI, LE 31 AOUT 1985, L'ENSEMBLE REQUIS DE COURS

ET A SATISFAIT AUX AUTRES CONDITIONS PRESCRITES PAR LA LOI ET LES REGLEMENTS.

EN FOI DE QUOI, NOUS LUI DECERNONS LE PRESENT DIPLOME.

00566039

FAIT A QUEBEC, LE 19 SEPTEMBRE 1986.

DOYR22546509



LE SOUS-MINISTRE,

Gervaise Hinofes

Québec

LE DIRECTEUR,

Ursula Ryan

SÉMINAIRE DE SHERBROOKE
COPIE CONFORME À L'ORIGINAL
CONSERVÉ DANS NOS DOSSIERS

Date: 89.12.05

Signature: *L.S.*
Secrétaire Adm.



Exemple 2.0

Collège Séminaire de Sherbrooke (270543)

NO DE DEMANDE
D'ADMISSION

CODE
PERMANENT

REGISTRAR'S OFFICE

DATE
DE NAISSANCE

22/04/65

SEXE F

89 DEC 11 10:58

NO DU COURS -	TITRE DU COURS	CREDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
201-101-77	Compl. de Mathématiques	2.66	60		63	A-82	
330-951-75	Hist. du Québec 1867-...	2.00	75		63	A-82	
340-101-77	La Philo. et la Connaissance	2.00	90		71	A-82	
340-225-78	Philo. Sociale et Pol.	0.00	36	E	68	A-82	
383-915-71	Init. à la Vie Economique	2.00	86		67	A-82	
601-902-73	Eléments de Linguistique	2.00	70		63	A-82	
109-101-30	Education Physique	0.66	xx	EQ	xx	H-83	
109-201-30	Education Physique	0.66	xx	EQ	xx	H-83	
330-961-69	Histoire des Etats-Unis	2.00	67		69	H-83	
340-201-77	Philo. Nature et Culture	2.00	80		80	H-83	
601-202-70	Théâtre et Linguistique	2.00	70		69	H-83	
201-103-77	Calcul Diff. et Int. I	2.66	72		64	E-83	
201-203-77	Calcul Diff. et Int. II	2.66	80		69	A-83	
330-971-69	Russie et URSS XIXe et XXe	2.00	85		67	A-83	
340-301-77	La Philosophie et l'Homme	2.00	70		66	A-83	
401-913-76	Structure de l'Entreprise	2.00	90		67	A-83	
601-102-70	Poésie	2.00	80		73	A-83	
340-401-77	Ethique et Politique	2.00	80		69	H-84	
350-202-73	Psychologie Expérimentale	2.00	xx	EQ	xx	H-84	
601-302-70	Roman	2.00	74		75	H-84	
604-301-82	Anglais Intermediaire I	2.00	xx	EQ	xx	H-84	
109-301-30	Education Physique	0.66	xx	EQ	xx	A-84	
109-401-30	Education Physique	0.66	xx	EQ	xx	A-84	
201-105-77	Alg. Vect. et Lin. Géo.	0.00	00	E	60	A-84	
350-102-71	Psychologie Générale	2.00	94		94	A-84	
383-921-71	Intr. à l'Economique II	2.00	93		63	A-84	
609-921-77	Intr. à la Communication	2.00	79		71	A-84	

***** Suite à la page 2 *****

COURS CUMULES

COURS SUIVIS

PROGRAMME D'ÉTUDES

NO DU PROC.

SIGNATURE

REMARQUES: H-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention requise de puis H 81) EX-Exemption
SESSION: A-Automne; H-Hiver; E-Été

DOSSIER

DATE D'ÉMISSION

REGISTRARE

54

15-1018



Exemple 2.1

Collège Séminaire de Sherbrooke (270543)

NO DE DEMANDE
D'ADMISSION

CODE
PERMANENT

REGISTRAR'S OFFICE

DATE
DE NAISSANCE

22/04/65

SEXE F

89 DEC 11 10:58

NO DU COURS	TITRE DU COURS	CRÉDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
101-901-75	Int. Principes Adm.	2.00	76		76	H-85	
604-901-82	Anglais Avancé	2.00	91		74	H-85	
201-105-77	Alg. Vect. et Lin. Géo.	2.66	83		60	E-85	

53.33 Crédits						COURS CUMULÉS	0+22
Sans Mention		000.00	OUI	E-85	COURS SUIVIS		0+24
PROGRAMME D'ÉTUDES		NO DU PROGR	COMPLÉTÉ				

REMARQUES: I-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention non utilisée depuis H 81) EX-Exemption
SESSION: A-Automne; H-Hiver; E-Été

DOSSIER

08/10/85
DATE D'ÉMISSION

Victor Audet
REGISTRAR
35



The UNIVERSITY of WESTERN ONTARIO

DEPARTMENT OF ADMISSIONS AND ACADEMIC RECORDS
LONDON ONTARIO CANADA N6A 5B8

TRANSCRIPT OF ACADEMIC RECORD

DATE ISSUED: 92/02/03

STUDENT NUMBER:

PAGE: 01 OF 01

SURNAME:
GIVEN NAMES:
DATE OF BIRTH:

MAILED TO: MT ROYAL COLLEGE
OFFICE OF THE REGISTRAR
4825 RICHARD RD. S.W.
CALGARY, AB
T3E 6K6

Example 3.0

BASIS OF ADMISSION:
W80 ONTARIO YEAR 5 1980

LATEST PROGRAM OF STUDY:
BACHELOR OF ARTS (3 YEAR PROGRAM) NO AREA OF CONCENTRATION

CURRENT STANDING:
REQUIRED TO WITHDRAW FROM THE UNIVERSITY.

DEGREES CONFERRED:
NO DEGREE CONFERRED AS OF THIS DATE

WEIGHT MARK GRADE

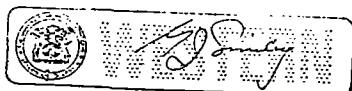
WINTER 1980/81			
SOCIOLOGY	020	1.0	063 C
PSYCHOLOGY	020	1.0	051 D
PHYS. ED.	020	1.0	064 C
MATH.	012B	0.5	061 C
MATH.	011A	0.5	051 D
BIOLOGY	021	1.0	XXX F

WINTER 1981/82			
DANCE	275A	0.5	070 B
PSYCHOLOGY	141	1.0	XXX F
PHYS. ED.	280B	0.5	XXX F
PHYS. ED.	261A	0.5	060 C
PHYS. ED.	250B	0.5	069 C
CLASSIC.ST	136	1.0	058 D
BIOLOGY	021	1.0	050 D

WINTER 1982/83			
WRITING	101B	0.5	075 B
SOCIOLOGY	140	1.0	XXX F
PHYSIOLOGY	130	1.0	050 D
PHYS. ED.	280A	0.5	064 C
HOME ECON.	021	1.0	066 C

REQUIRED TO WITHDRAW FROM THE UNIVERSITY.
***** END OF TRANSCRIPT *****

SEE REVERSE FOR LEGEND



ADMISSION REQUIREMENTS

The normal requirement for admission to undergraduate studies is an Ontario Secondary School Diploma or equivalent standing.

COURSE WEIGHTS & EQUIVALENCES (Including Education & Law)

A full course (weight 1.0) normally consists of three lecture hours each week for the full year, September to May.
Each full course is equivalent to six semester hours or nine quarter hours.

Faculty of Education

The basic program requirement for a student enrolled in any Initial Teacher Education Program is 21.0 units, 17.0 of which represent the in-college Course Component and 4.0 of which represent the Practicum. One unit in the Course Component is normally equivalent to twenty hours of class time and an additional twenty hours of out-of-class work. One unit in the Practicum is equivalent to 2.5 weeks of teaching practice.

Enquiries concerning program requirements in effect prior to September 1979 should be directed to The Faculty of Education.

Faculty of Law

Course weights indicate credit hours.
Law courses with a weight greater than 5.0 include a component designed to develop basic skills of legal research, analysis and communication.

COURSE NUMBER SUFFIXES

- A/B specifies a first and/or second term half course
- Y specifies a half course offered in other than a regular session
- E specifies an essay full course
- F/G specifies a first and/or second term essay half course
- Z specifies an essay half course at any other time of year
- NO SUFFIX specifies a full course not designated as an essay course

COURSE TITLES

Course titles appear on transcripts for all courses recorded after September 1984. If required, previous course titles are available upon request.

ACADEMIC SESSIONS

Undergraduate & Professional

- Winter Intramural } September - December
- L of P Winter } January - May
- Deferred Winter }
- Summer Night } May - August
- L of P Summer Night }
- Intercession } May - June
- Tros Pstoles Inter }
- L of P Intercession }
- Summer Day } July - August
- Tros Pstoles Sum }
- Education Summer }
- L of P Summer Day }
- Deferred Summer }

Graduate Studies

- 1st Term Grad Study - January - mid-May
- 2nd Term Grad Study - mid-May - August
- 3rd Term Grad Study - September - December
- Spec. SLIS Summer - July - August

AFFILIATED COLLEGES:

- BRESKIA COLLEGE
- HURON COLLEGE
- KING'S COLLEGE

NOTE: L of P is an abbreviation for Letter of Permission.
Inter is an abbreviation for Intercession.
Sum is an abbreviation for Summer.

GRADING SCALES

EXPLANATION OF ABBREVIATIONS

- AEQ - Agrotat
- ALD - Audit
- COM - Complete
- CR - Credit
- DEF - Deferred Exam
- DNF - Did Not Write
- DRP - Dropped (penalty)
- FAI - Fail
- FTW - Failed Term Work
- INC - Incomplete
- IPR - In Progress
- NC - No Credit
- NGR - No Grade Recorded
- PAS - Pass
- SAT - Satisfactory
- SPEC - Special Exam
- SUP - Supplemental Exam
- WDN - Withdrew (no penalty)

No numeric mark recorded

NOTE: For grades of 'F', 'XXX' will appear when no numeric mark is recorded

GRADING SCALES (cont'd.)

Undergraduate Faculties, Faculty of Education and Affiliated Colleges

Before July 1967	Effective July 1967
A or I 75 - 100%	A + 90 - 100%
B or II 66 - 74%	A 80 - 89%
C or III 60 - 65%	B 70 - 79%
D or IV 50 - 56%	C 60 - 69%
E or V 40 - 49% or supplemental	D 50 - 59%
F below 50% or assigned when a course is dropped with academic penalty.	E 40 - 49% or supplemental below 50% or assigned when a course is dropped with academic penalty.

NOTE: Grades assigned for courses taken on a Letter of Permission at another institution follow the grading scale of The University of Western Ontario.

Faculty of Graduate Studies (Including Graduate Business Administration)

Before July 1967	Effective July 1967
A or I 75 - 100%	A 90 - 100%
B or II 66 - 74%	B 70 - 79%
C or III 60 - 65%	C 60 - 69%
D or IV 50 - 59%	F 50 - 59%
E or V 40 - 49%	F 00 - 30%

NOTE: Failure to achieve 60% (C) or higher in any undergraduate course taken as credit towards a graduate degree is interpreted as a failure. Either a numerical or a letter grade may be submitted to the Registrar. Letter grades (A,B,C) may be recorded with a plus (+) or minus (-) sign provided that no percentage mark is indicated.

Graduate Business Administration

Before July 1963	Effective July 1963
1 Distinction	4 Distinction
2 High Pass	3 High Pass
3 Pass	2 Pass
4 Low Pass	1 Low Pass
0 Unsatisfactory	0 Unsatisfactory

Faculty of Dentistry

Before September 1974	Before September 1987	Effective September 1987
E 80 - 100%	H HONORS 80 - 100%	A 80 - 100%
G 70 - 79%	P PASS 60 - 79%	B 70 - 79%
S 50 - 69%	F FAIL 00 - 59%	C 60 - 69%
U 00 - 49%		F 00 - 59%

Faculty of Law

Before September 1975	Before September 1976	Before September 1983	Effective September 1983
A or I 75 - 100%	A 80 - 100%	A 80 - 100%	A 80 - 100%
B or II 67 - 74%	B 70 - 79%	B 70 - 79%	B 70 - 79%
C or III 60 - 66%	C 60 - 69%	C 60 - 69%	C 60 - 69%
D or IV 50 - 59%	U 00 - 59%	D 50 - 59%	F 00 - 59%
F or V 00 - 49%		F 49% and below	

Faculty of Medicine (Program of Medicine)

Before September 1967	Before September 1974	Before September 1981	Effective September 1981
A 75 - 100%	A 80 - 100%	A 80 - 100%	A 80 - 100%
B 66 - 74%	B 70 - 79%	B 70 - 79%	B 70 - 79%
C 60 - 65%	C 60 - 69%	C 60 - 69%	C 60 - 69%
D 50 - 59%	D 50 - 59%	F 00 - 59%	F 00 - 59%
E 40 - 49%	E 40 - 49%		
F 00 - 39%	F 00 - 39%		

Effective September 1990, first time registrants have been assigned the following:

- HON Excellence
The demonstration of a competency well above the minimal acceptable standard.
- PAS Clear competency with regards to all criteria considered essential for the completion of that specific course.
- FAI An inability to meet the minimal acceptable standards for a specific course.
- IPR Course In Progress

MEISTER- PRÜFUNGSZEUGNIS

Example 4.0



Herr
geb. am 26. 3. 1942 in Innsbruck
hat am heutigen Tage vor der unter-
zeichneten Meisterprüfungskom-
mission die Meisterprüfung aus dem
handwerksmäßigen Gewerbe der
Schlosser
bestanden

INNSBRUCK, AM 18. Dezember 1963

DER LEITER DER MEISTERPRÜFUNGSSTELLE:

[Handwritten signature]

Die Meisterprüfungskommission:

DER VORSITZENDE:

[Handwritten signature]



ER:

[Handwritten signature]

[Handwritten signature]

Certified German-English Translation

Tyrol Chamber of Commerce, Institute for Economic Development

MASTER'S CERTIFICATE

(Seal and Stamp)

Mr.

born on March 26, 1942, in Innsbruck, Austria,

has on this day passed the examination for the title of

Master

in the trade of
Mechanical Engineering

before the ~~undersigned Master Examination Commission.~~

Innsbruck, December 18, 1963

The Head of the Master Examination Department: (Signed)

The Master Examination Commission

The Chairman (Signed) (Seal)

Certified to be a faithful and complete translation of the German text.

[Handwritten Signature]
Translator/Interpreter
Accredited by U.S. Dept. of State

733 Courtenay Dr. NE
Atlanta, GA 30306

September 7, 1985

WIRTSCHAFTS- UND SOZIALWISSENSCHAFTLICHE FAKULTÄT
DER
JOHANN WOLFGANG GOETHE-UNIVERSITÄT
FRANKFURT AM MAIN

Example 5.0



DIPLOM

CEBORN AM 3. MÄRZ 1949 IN WIESBADEN/HESSEN

HAT AM 6. JULI 1973 AN DER

WIRTSCHAFTS- UND SOZIALWISSENSCHAFTLICHEN FAKULTÄT
DER JOHANN WOLFGANG GOETHE-UNIVERSITÄT GEMÄSS DER

PRÜFUNGSORDNUNG VOM 10. AUGUST 1961

DIE KAUFMÄNNISCHE DIPLOMPRÜFUNG

MIT DEM GESAMTURTEIL

G 1 1

BESTANDEN

AUF GRUND DIESER PRÜFUNG WIRD ~~NEBEN~~ DER AKADEMISCHE GRAD

DIPLOM-KAUFMANN

VERLIEHEN

FRANKFURT AM MAIN, DEN 17. OKTOBER 1973

DER VORSITZENDE
DES PRÜFUNGSAMTES FÜR DIE DIPLOMPRÜFUNG
DER WIRTSCHAFTS- UND SOZIALWISSENSCHAFTLICHEN FAKULTÄT

P. Jell

(Prof. Dr. J. Gilmert)

DEKAN



THE FACULTY OF ECONOMIC AND SOCIAL SCIENCES OF THE
JOHANN WOLFGANG GOETHE - UNIVERSITY OF FRANKFURT AM MAIN

(Emblem of the Faculty)

D I P L O M A

Example 5.1

born on March 3, 1949 in Wiesbaden/Hesse
has, on the 6th of July 1973, passed the business diploma
examination at the Faculty of Economic and Social Sciences
of the Johann Wolfgang Goethe University in accordance with
the rules of examinations of August 10, 1961 with the
overall rating of

G O O D

On the grounds of this examination she is hereby awarded
the academic grade of a

B A C H E L O R O F C O M M E R C E

Frankfurt am Main, on this 12th of October 1973

Seal of the Examination
Board of the Faculty

The Chairman
of the Examination Board for Diploma Examinations
of the Faculty of Economic and Social Sciences

(signed) Professor Dr. R. Gümbel, Dean

over to page two



UNIVERSITÉ
DE LA SORBONNE NOUVELLE

PARIS III

LICENCE ÈS LETTRES

Paris, le 24 JANVIER 1975

Le Secrétaire général de l'Université de la Sorbonne Nouvelle - PARIS III certifie que

M. onsieur

Né (e) le 29 SEPTEMBRE 1951

à TOULOUSE

a été admis (e) par l'Université de la Sorbonne Nouvelle - PARIS III, à la session

de OCTOBRE 1974

au grade de LICENCIÉ ÈS LETTRES

section : RUSSE... OPTION RELATIONS INTERNATIONALES...

Nature de la licence : SPECIALISEE DE RUSSE...

Cette attestation, pour être valable, ne doit être ni surchargée, ni grattée. L'Université ne la délivre qu'une fois. Les Maires et Commissaires de police français, les Agents diplomatiques de la France à l'étranger peuvent en délivrer des copies certifiées conformes.

P/ Le Secrétaire général de l'Université,
le chef des services de la scolarité,

CERTIFIED TRANSLATION FROM THE FRENCH LANGUAGE INTO
ENGLISH

No. 4053

New Sorbonne University

Paris III

Bachelor's Degree in Arts

Paris, January 24, 1975

The Secretary General of the New Sorbonne University -
Paris III certifies that

Mr.

born on September 29, 1951

at Toulouse

was awarded by the New Sorbonne University - Paris III
during the session of October 1974
the degree of Bachelor of Arts.

department: Russian...Option International Relations

Type of degree: Russian Specialist

This certificate, in order to be valid, should not be
surcharged or erased. The University only awards it
once. Town Halls and French Police Commissaries, dip-
lomatic representatives of France abroad may make
certified copies.

For the Secretary General of the University Director
of Educational Services

(Signature)
Jean GOVELLAIN

UNIVERSITÉ DE PARIS-SORBONNE (PARIS IV)

ATTESTATION DE MAITRISE

SECTION : ART & ARCHEOLOGIE

Pans, le 28 JANVIER 1985

Le Secrétaire général de l'Université de Paris-Sorbonne (Paris IV) certifie que

M. ademoiselle

né(e) le 22 Août 1959

à SEOUL (COREE DU SUD)

XX titulaire d'un diplôme de études universitaires générales XX

est titulaire de la licence AUTORISATION D'INSCRIPTION EN MAITRISE DEROGATOIRE, DECISION DE
DECEMBRE 1982 -

a obtenu :

C2 - ARCHITECTURE ET URBANISME CONTEMPORAINS - OCTOBRE 1983

C2 - METHODOLOGIE DE LA RECHERCHE POUR L'ART CONTEMPORAIN - MENTION ASSEZ-BIEN - OCTOBRE

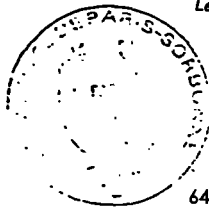
a soutenu à la session de NOVEMBRE 1984, un travail d'études et de recherches
"- LA PEINTURE CONTEMPORAINE EN COREE ET L'INFLUENCE OCCIDENTALE (1909-1930) -"

MENTION ASSEZ-BIEN

a été déclaré titulaire de la maîtrise D'ART & ARCHEOLOGIE NOVEMBRE 1984

Cette attestation, pour être valable, ne doit être ni surchargée, ni grattée. L'Université ne la délivre qu'une fois. Les Maire
les Commissaires de police français, les Agents diplomatiques ou consulaires de la France à l'étranger peuvent en délivrer
copies certifiées conformes.

Le Secrétaire général de l'Université.



C. HAZERA
C. HAZERA

UNIVERSITY OF PARIS - SORBONNE
(PARIS - IV)
MASTER'S DEGREE CERTIFICATION

SECTION: ART AND ARCHEOLOGY

Paris, January 28, 1985

The General Secretary of the University of Paris-Sorbonne (Paris IV) certifies that

Ms.

born August 22, 1959
in SEOUL (SOUTH KOREA)

is holder of the "licence" degree

BY AUTHORIZATION OF THE DEROGATORY CLAUSE PERTAINING TO ENROLLMENT
IN A MASTER'S PROGRAM, DECISION OF DECEMBER 1982

has obtained:

- C2 - ARCHITECTURE AND CONTEMPORARY URBAN STUDIES - OCTOBER 1983 -
- C2 - RESEARCH METHODOLOGY FOR CONTEMPORARY ART - 2nd CLASS DISTINCTION
OCTOBER 1984

has submitted at the session of NOVEMBER 1984, a research study,
"CONTEMPORARY KOREAN ART AND WESTERN INFLUENCE (1909-1930)"
2nd CLASS DISTINCTION

has been declared holder of the Master's degree in ART AND ARCHEOLOGY
NOVEMBER 1984 -----

This certification, to be valid, must not be erased or overwritten. The University will only issue it once. Mayors and Police Commissioners in France, diplomats or French consuls overseas can issue certified authentic copies.

(Seal)
University of Paris - Sorbonne

The General Secretary of the
University
(Signature)
C. HAZERA

ДИПЛОМ

БТ № 676319

Настоящий диплом выдан

Ларисе Николаевне

в том, что она в 1976 году поступила в *медицинское*

училище №8 Москвы

и в 1978 году окончила полный курс *названного училища*

по специальности *медицинская сестра*

Решением Государственной квалификационной комиссии от *3 июля 1978* г.

Курсовая квалификация *медицинская сестра*

Председатель Государственного *Степанов*
квалификационной комиссии

Директор *М.С. Виш*

г. *Москва* 3 июля 1978 года

Регистрационный № *178* Московская типография ГИИ № 1978

A and J Translation Service

Tel.: 377-4760

USSR

Example 8.1

D I P L O M A
BT No. 676319

15 Allen Place
Brooklyn, N.Y. 11210

The present diploma is issued to _____, Larisa Aronovna to certify that from 1976 to 1978, she studied at Moscow Medical School Number 8 (college level) where she completed the full course of studies in profession NURSING.

By the resolution of the State Qualification Commission, dated July 3, 1978, _____, L.A. is awarded qualification of

MEDICAL NURSE

CHAIRMAN OF THE STATE QUALIFICATION COMMISSION -signature
DIRECTOR - signature
SECRETARY - signature

City of Moscow, July 3, 1978

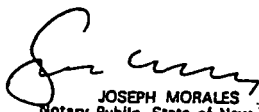
REGISTRATION NUMBER 178

Official seal

I, A. Khramova (signed) A. Khramova, translator, fully competent in both the Russian and English languages, hereby certify that the above is a true and faithful translation of the Russian document, to the best of my knowledge and belief.

State of New York
County of Queens ss

Sworn to before me
this 2nd day of May, 1983


JOSEPH MORALES
Notary Public, State of New York
No. 24-4727402
Qualified in Kings County
Commission Expires March 30, 1984

Example 9.0

МИНИСТЕРСТВО ВЫСШЕГО
И СРЕДНЕГО СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ

С С С Р

ВЫСШАЯ АТТЕСТАЦИОННАЯ КОМИССИЯ

Д И П Л О М

КАНДИДАТА НАУК

МТН № 085770

Москва 22 июня 1973 года

Р е ш е н и е м

Совета Азербайджанского Государственного научного
исследовательского и проектного института
нефтяной промышленности

от 26 марта 1973 г./протокол № 78

ИГОРЬ ИЛЬИЧУ

ПРИСУЖДЕНА УЧЕНАЯ СТЕПЕНЬ КАНДИДАТА

ТЕХНИЧЕСКИХ НАУК

Председатель Совета подпись

Ученый Секретарь Совета подпись

Печать учреждения
выдавшего документ

Город Баку Азербайджанская Советская Социалистиче
Республика

Тысяча девятьсот семьдесят девятого года, октября месл
дня.

Я, ГАСАНОВ МАМЕД МУХТАР оглы, старший г
ответственный нотариус 1-й Бакинской городской государстве
тариальной конторы, свидетельствую верность этой копии



Example 9.1

USSR MINISTRY OF HIGHER AND SPECIAL EDUCATION
THE SUPREME CERTIFYING COMMISSION

DOCTOR'S DEGREE CERTIFICATE

~~MTH No. 085770~~

Moscow, June 22, 1973

By the decision of the Azerbaijan State Scientific
Research and Design Institute of Petroleum Industry on
March 28, 1973, (Proceedings No. 78)

, Igor Ilyich

is conferred the degree of Doctor of Philosophy in Technic
Sciences.

Chairman of the Council (signed)

Academic Secretary of
the Council (signed)

Official Stamp

Notary's Certification:

The Consular Division of the USSR Ministry of Foreign
Affairs certifies the authenticity of the foregoing
signature of the Head of the Office of Notarial Acts
and Registrations at the Azerbaijan SSR Ministry of
Justice, A. Efendiev.

November 13, 1979

Department Head, Consular Division
of the USSR Ministry of Foreign Affairs (signed)

No. 572/36141

Official Stamp

СОЮЗ СОВЕТСКИХ СОЦИАЛИСТИЧЕСКИХ РЕСПУБЛИК

ДИПЛОМ

ДП № 001551

Настоящий диплом, выдан

в том, что он в 19 62 году поступил в Московский Геологический институт им. С. Ф. Бердяева

и в 19 66 году окончил полный курс магистерского отделения

по специальности Геология и минералогия

Решением Государственной экзаменационной комиссии от 1966 года

присвоена квалификация магистр геологии и минералогии

особые решения советского правительства от 1966 года

степень магистр геологии и минералогии

Настоящий диплом дает право на самостоятельное выполнение всех работ, связанных с полученной квалификацией и специальностью.



Ректор И. И. Иванов

Заместитель ректора И. И. Иванов

Город Москва

Регистрационный № 116

UNION OF SOVIET SOCIALIST REPUBLICS

DIPLOMA

DP № 001551

This is to certify that

was admitted in 1962 to Moscow Geological Institute

and in 1966 completed the course of the Institute

having specialized in Geology and Mineralogy

The State Examination Commission certifies that he/she is qualified as:

Master of Geology and Mineralogy

Special decisions of the Soviet Government of 1966

was awarded the Master of Geology and Mineralogy

He/she is entitled by this Diploma to carry out independent work of any kind connected with the above-mentioned qualification and specialty.



Chairman of the State Examination Commission И. И. Иванов

Dean of the Faculty И. И. Иванов

City Moscow

Registration No. 116

Example 11.0



REPUBLICA SOCIALISTA ROMANIA
INSTITUTUL DE CONSTRUCȚII DIN BUCUREȘTI
FACULTATEA DE CONSTRUCȚII CIVILE, INDUSTRIALE
ȘI AGRICOLE



Armatura întărită.

DIPLOMĂ

În baza hotărârii Comisiei pentru examenul de stat din sesiunea 1 Iunie
anul 1967

_____ , născut în anul 1945
luna MARIE , ziua 17 , în localitatea BUCUREȘTI , raionul
N. BALCESCU , regiunea BUCUREȘTI , a obținut

DIPLOMA DE INGINER

în specialitatea CONSTRUCȚII

cu media 7 (ȘAPTE) în examenul de stat.

I se eliberează prezenta diplomă pentru a se bucura de toate drepturile
acordate de legile în vigoare.

RECTOR
Emilac

DECAN
Victorich

243365

Nr. 6022/26.5.1967

Secrețar șef
Io. Iacob

Prezenta diplomă este facșivă de anca de studii.

THE SOCIALIST REPUBLIC OF ROMANIA
THE BUCHAREST INSTITUTE OF CIVIL ENGINEERING
FACULTY OF CIVIL, INDUSTRIAL AND AGRICULTURAL CONSTRUCTIONS
Bearer's photo - seal.

Example 11.1

DIPLOMA

=====

On the basis of the decision of the Board for the State
Examination of the June 1967 session

born at Bucharest, N. Balcescu ward, region of Bucharest,
on March 17, 1945,

is admitted to the degree of

MASTER OF SCIENCE in CIVIL ENGINEERING

having obtained the mark 7.00 in the state examination.

This diploma has been conferred upon him with all the
rights granted by the laws in force.

RECTOR,
signature-seal

DEAN,
signature

CHIEF REGISTRAR,
signature.

No. 243885.

No. 6648 of November 30, 1967.

The academic record is appendix to this diploma.



THE STATE INSTITUTE OF CIVIL ENGINEERING BUCHAREST CITY

Service for international relations

No. 46572/1. 12/14/1982

The undersigned do certify the accuracy
of this translation with the text of the
document in the Romanian language as
was viced by me.

Translating

The State Institute of Bucharest City
International Relations Service
Signature of Translator

J. Butts

State Institute

ELIAN ENIS

VAASAN KORKEAKOULU

Example 12.0

JUN 18 1985

TODISTUS

EKONOMIN TUTKINNOSTA

JOKA ON SUORITTANUT ylioppilasTUTKINNON suomen KIELEISSÄ
OPPILAITOKSESSA JA JOKA KIRJOITETTIIN OPISKELIJAKSI VAASAN
KORKEAKOULUUN syys KUUN 1. PNÄ 1980, ON SUORITTANUT
KAUPPATIETEELLISISTÄ TUTKINNOISTA ANNETUN ASETUKSEN MUKAISEN

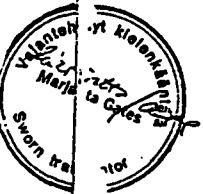
EKONOMIN TUTKINNON

TUTKINTOON SISÄLTYVÄN KYSYYSNÄYTTEEN HÄN ON KIRJOITTANUT
suomen KIELELLÄ. NÄIN SUORITTAMASTAAN YLEMMÄSTÄ KORKEA-
KOULUTUTKINNOSTA HÄN SAA TÄMÄN TODISTUKSEN.

VAASASSA marras KUUN 26.PNÄ 1984

Matti Palmstierna

REHTORI



*Jäsenmukana
oikeaksi todittamat:*

Jukka Klabinen

Jaino M.

Example 12.1

UNIVERSITY OF VAASA
CERTIFICATE OF DEGREE
IN ECONOMICS

who has passed the Matriculation Examination in a Finnish school
and who was admitted to the University of Vaasa on September 1, 1980,
has passed the examinations for the degree of
Master of Science (Econ.)
as laid down in the statute given on degrees in Economics.
She wrote the maturity test included in the degree in Finnish.
This Certificate is thus given to her for taking a higher degree
in Economics.

In Vaasa on November 26, 1984

Mauri Palomäki (signed)

President



TEKNISKA GYMNASIET I STOCKHOLM

Example 13.0

född den 27 mars 1950 (födelsenr 021...), som den 1 september 1965 intogs i tekniska gymnasiet och som denna dag blivit godkänd i *tekniska gymnasiets ingenjörsexamen*, tilldelas följande

Slutbetyg från tekniska gymnasiets maskintekniska linje:

Ämnen enligt läroplan	Betyg
Matematik	<i>Med beröm godkänd</i>
Fysik	<i>Berömlig</i>
Kemi	<i>Med utmärkt beröm godkänd</i>
Ritteknik	<i>Icke utan beröm godkänd</i>
Projektionslära	<i>Godkänd</i>
Mekanik	<i>Med utmärkt beröm godkänd</i>
Hållfasthetslära	<i>Med utmärkt beröm godkänd</i>
Konstruktionsteknik	<i>Med beröm godkänd</i>
Kraft- och värmeteknik	<i>Med beröm godkänd</i>
Verkstadsteknik	<i>Godkänd</i>
Materiällära	<i>Godkänd</i>
Elektroteknik	<i>Med beröm godkänd</i>
Företagsekonomi	<i>Icke utan beröm godkänd</i>
Arbetspsykologi	<i>Icke utan beröm godkänd</i>
Nutidshistoria och samhällslära	<i>Godkänd</i>
Svenska	<i>Icke utan beröm godkänd</i>
Engelska	<i>Icke utan beröm godkänd</i>
Tyska	<i>Med utmärkt beröm godkänd</i>
Gymnastik	<i>Icke utan beröm godkänd</i>

Skolans namn är fr o m den 19.9.1967
THORILDSPLANS GYMNASIUM

Stockholm den 20 juni 1968

Slutbetyg nr 1968/361



Nils Jönass

Betyg

Betygsgrader:

GRADES FOR ENGINEERING EXAM AT TECHNICAL UNIVERSITY λ - STOCKHOLM

Example 13.1

, born March 27, 1950 (No. 21), admitted to Technical University September 1, 1965, has this day passed the Technical University Engineering Examination with the following grades:

FINAL GRADES FROM TECHNICAL UNIVERSITY λ MECHANICAL TECHNICIAN

<u>SUBJECT</u>	<u>GRADE</u>	<u>LEGEND</u>
Mathematics	C	A = Excellent
Physics	A	B = Far Above Average
Chemistry	B	C = Above Average
Drafting	D	D = Above Satisfactory
Graphics	E	E = Passing/Satisfactory
Mechanics	B	F = Unsatisfactory
Structural Design	B	
Machine Design	C	
Thermodynamics & Heat Transfer	C	
Lab Work	E	
Strength of Materials (Metallurgy)	E	
Electricity	C	
Economics	D	
Management Techniques	D	
History & Society	E	
Swedish	D	
English	D	
German	B	
Gymnastics (Physical Education)	D	


Stockholm, June 20, 1968
Nils Sjoberg

CERTIFICATION

I hereby certify that the above is a true and accurate translation of the academic records attached.


Carl Erik Linderoth

Subscribed and sworn to before me this 12th day of August, 1985.


Capole A. Skor

Notary Public, Georgia, State at Large
My Commission Expires March 31, 1988



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DEPARTAMENTO ESCOLAR Y DE ARCHIVO



Exemple 14.0

Oficio Num. 3-19549-1975

Exp. del interesado.

EL C. DIRECTOR DEL DEPARTAMENTO ESCOLAR Y DE ARCHIVO
DE LA UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN.



CERTIFICA Y HACE CONSTAR, que a *pon* documentos existentes en el expediente que en este Departamento Escolar y de Archivo se le lleva a la Srta. _____

_____ aparece que ha cursado y ha sido aprobado en todas las materias correspondientes a la carrera de _____

LICENCIADO EN PSICOLOGIA, _____ y por lo mismo tiene la calidad de PASANTE DE PSICOLOGIA, desde el día 21 de Junio de 1975.

A petición del mismo interesado y para los fines y usos legales que a él correspondan, se le extiende lo presente en la Ciudad de Monterrey, Capital del Estado de Nuevo León, a los un días del mes de noviembre de mil novecientos setenta y cinco.

DEPARTAMENTO
ESCOLAR

ALERE FLAMMAM VERITATIS

16 de Noviembre de 1975

EL DIRECTOR DEL DEPARTAMENTO ESCOLAR
Y DE ARCHIVO

ING. AGR. GREL DARIO GARCIA RODRIGUEZ

Vc. Bc.
SECRETARIO GENERAL.



SECRETARIA

LIC. JESUS LOZANO DIAZ

avc.

DEPARTAMENTO
ESCOLAR



Example 14.1

UNIVERSITY OF
CITY OF

UNIVERSITY AUTONOMA DE NUEVO LEON
DEPARTAMENTO DE ESCUELAS Y ARCHIVO

COLECCION No. 3-19549-1375
Records of the Student.-

THE HEAD OF THE DEPARTMENT OF SCHOOLS
AND ARCHIVE OF THE UNIVERSITY AUTONOMA
OF NUEVO LEON.

BIOGRAPHY
OF THE
STUDENT
Cancelled by a seal
SCHOOL DEPARTMENT

CAROLINA ANTONIO: that according to the documents existing in the academic records of the University of Nuevo Leon, which are filed in the Department of Schools and Archive, it is proven that she has satisfactorily completed the course of study leading to the career of "LICENCIADO EN PSICOLOGIA" (MASTER OF PSYCHOLOGY).
Therefore she is qualified as "BAJANTE DE PSICOLOGIA" (ASSISTANT DOCTOR OF PSYCHOLOGY), from the 21st of June, 1975.

As requested by the concerned party and for all legal purposes this certificate is issued to her in the City of Monterrey, Capital of the State of Nueva Leon, on the first day of November, nineteen hundred seventy-five.

"ALERE FLAMMAL VERITATIS"

1st of November, 1975

HEAD OF THE DEPARTMENT OF SCHOOLS AND ARCHIVE

(Sig.) illegible

AGRIC. ENG. OREL DARIO GARCIA RODRIGUEZ

SEAL OF THE
SCHOOLS DEPARTMENT

Approved by:
SECRETARY GENERAL
(Sig.) illegible
LIC. JESUS LOPEZ DIAZ
SEAL OF THE SECRETARY
'avc.

Every care is taken to insure the accuracy of all translations. However, The Berlitz Schools of Languages of America, Inc., its divisions, officers, agents and employees shall not be held responsible for any damages due to error or negligence in translation or typing.

Appendix B:

Cases

HIGHER TECHNICAL INSTITUTE

NICOSIA—CYPRUS

DIPLOMA
OF
TECHNICIAN ENGINEER

WE

*having satisfied all the requirements as laid down in the regulations
for the course of study in the field of
CIVIL ENGINEERING*

*is hereby awarded the Diploma of Technician Engineer of the Higher
Technical Institute.*

D. Lazarides

Head of Civil Engineering Dept.

Date: 11th JULY 1980

Ref.: IND. No. 027/D 701

Amalide

Director.

Lazaris

Chairman, Board of Governors.

A performance report has been issued separately.

PERFORMANCE REPORT

Issued to .

Case 1.1

Ind. No. 827/D.701

a graduate of the I.T.I. in conjunction with the award of the
DIPLOMA OF TECHNICIAN ENGINEER, in the field of Civil Engineering.

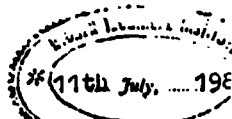
SUBJECTS STUDIED	Duration of study in Semesters	PERFORMANCE	
		Theory*	Practical**
1st Year :			
Engineering Mathematics I	2	Pass	
Physics	2	Credit	
Engineering Science—Part A (Electrotechnics)	2	Pass	S
Engineering Science—Part B (Kinematics, Dynamics, Fluids & Heat)	2	Pass	S
Engineering Science—Part C (Strength of Materials & Statics)	2	Credit	S
Technical Drawing	2	Credit	S
English and Report Writing I	2	Distinction	
Workshop Technology and Practice I	2	Credit	S
2nd Year :			
Engineering Mathematics II	2	Credit	
Structures	2	Credit	S
Structural Design and Detailing I	2	Pass	
Architectural Design and Detailing	2	Credit	S
Surveying and Setting Out of Works	2	Pass	S
Hydraulics	2	Pass	S
Basic Geology	1	Distinction	
Concrete Technology	1	Distinction	S
Road Technology and Construction	1	Credit	S
Public Health Engineering	1	Credit	
Presentation of Engineering Information	1	Pass	
Industrial and Business Administration I	1	Distinction	
English and Report Writing II	2	Distinction	
Workshop Technology and Practice II	2	Credit	S
3rd Year (Final) :			
Structural Design and Detailing II	2	Pass	S
Soil Mechanics	2	Pass	S
Civil Engineering Construction	2	Pass	
Specifications and Quantity Surveying	2	Credit	S
Building Sanitary Services	1	Credit	S
Mechanical Services and Equipment	1	Credit	
Industrial and Business Administration II	2	Credit	
Instruction Methodology and Techniques	2	Credit	
Diploma Project (Final Year)	1		S
Industrial Training : Performed during the summer vacations and the final year. Total : 1000 hours.			S

* Pass = 50%—64% ; Credit = 65%—84% ; Distinction = 85%—100%.

** S : the student has satisfied the Institute's requirements.

D. Lazarides
Head of Civil Engineering Dept.

Antoniou
Director





THIS IS TO CERTIFY

that

.....Mr. [REDACTED].....
having successfully completed the course of study in
.....MECHANICAL ENGINEERING.....

involving a minimum of four semester periods and reached the prescribed
University standards of academic achievement at the

Associate Degree Level

to the satisfaction of the Assessment Board, is duly awarded the

HIGHER DIPLOMA

of this University

In recognition of this achievement he/she has been
admitted as a

Diplomate of the University

Signed and Scaled

This 17th day of June 1987



Chairman of the Assessment Board



سورة طبق الاصل

١٢ - ١٩٨٦

١ وزير التعليم العالي

SEP 2 1988

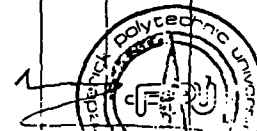


STUDENT'S NAME ADDRESS		DATE OF BIRTH	SEX	MAJOR
STUDENT'S No		ENTRY CONDITIONS	DATE PRINTED 26/10/87	GRADE SYSTEM(See Overleaf)
				PAGE 01

COURSE NO	COURSE DESCRIPTION	CREDITS		GRADE	POINTS/HR	COURSE NO	COURSE DESCRIPTION	CREDITS		GRADE	POINTS/HR
		ATTEMPTED	EARNED					ATTEMPTED	EARNED		
FALL SEMESTER 1985						FALL SEMESTER 1986					
MAT101	CALCULUS & ANAL GEOMETRY I	4	4	A	16/04	ENG103	ENGLISH	3	3	B	09/03
PHY101	MECHANICS, HEAT & WAVES	3	3	B	09/03	GEG107	DYNAMICS	3	3	B	09/03
CHM101	GEN CHEMISTRY WITH LABS I	4	4	A	16/04	PSY101	PSYCHOLOGY	3	3	A	12/03
SEG101	ENGINEERING ECONOMY	3	3	B	09/03	MAT104	DIFFERENTIAL EQUATIONS	3	3	A	12/03
SEG102	GRAPHICS	2	2	B	06/02	GEG114	THERMODYNAMICS	3	3	B	09/03
CSC101	INTRO TO COMPUTER SCIENCE & FORTRAN	3	3	C	06/03	MGT100	MANAGEMENT	3	3	B	09/03
TOTAL						TOTAL					
		19	19		62/19			18	18		60/18
Sem Credit Hrs Earned		19				Sem Credit Hrs Earned		18			
Yr Credit Hrs Earned		19				Yr Credit Hrs Earned		53			
Hr Pt Average		3.26				Yr Pt Average		3.33			
Yr Hr Pt Average		3.26				Yr Hr Pt Average		3.26			
SPRING SEMESTER 1986						SPRING SEMESTER 1987					
CHM102	GEN CHEM II WITH LABS	4	4	B	12/04	ENG104	COMPOSITION	3	3	B	09/03
MAT102	CALCULUS & ANAL GEOM II	4	4	B	12/04	MAT103	CALCULUS III	4	4	B	12/04
PHY102	ELECTROMAGNETISM & OPTICS	3	3	B	09/03	GEG115	FLUID MECHANICS	3	3	B	09/03
ENS102	ENGLISH	NC	NC	P	-	GEG105	STRENGTH OF MATERIALS	3	3	B	09/03
SEG103	STATICS	3	3	A	12/03	GEG120	INSTRUM. & CONTROL I	3	3	B	09/03
ELECT	MECH. ENGINEERING SCIENCE	2	2	B	06/02	ELECT	LABS	2	2	B	06/02
TOTAL						TOTAL					
		16	16		51/16			21	21		63/21
Sem Credit Hrs Earned		16				Sem Credit Hrs Earned		21			
Yr Credit Hrs Earned		16				Yr Credit Hrs Earned		74			
Hr Pt Average		3.13				Hr Pt Average		3.00			
Yr Hr Pt Average		3.27				Yr Hr Pt Average		3.19			
END OF RECORD											

Case 2.1

83





THE ARAB COLLEGE
INTERMEDIATE COMMUNITY COLLEGE
AMMAN - JORDAN
STUDENT MARK SHEET

Name: _____
Reg. No.: _____
Place of birth: Talouza. Date: 21/ 2/19 60
Nationality: Jordanian.
Average in G.S.E.C.: 73.2-
Stream: Scientific.
Issued by: Jordan. Year: 1979.
Student programme: Engineering Professions.
Specialization: Civil Engineering.
College transferred from:
Date of joining The Arab College: 5/8/1980.
Date of graduation:
Chief of reg. division: [Signature]

Summary of subject averages

Sem.	Acad. year	Section	Cr. hrs. req.	Cr. hrs. passed	Sem. average	Cum. average	Remarks
1	80/81	2102	18	15	61.8-	-----	/
2	80/81	2102	18	18	63.-	62.4-	
3	81/82	2204	23	23	65.8-	63.7	
4	81/82	2204	22	19	60.8-	62.9-	
5	82/83	2304	22	22	70.7-	64.6-	
6	82/83	2304	25	25	66.6	65.-	

Remarks:

He has completed all requirements for graduation.



Stamp & Date

5/5/1985

Dean

Dr. Kayed. A. Haq.

Certified:
Minister of Education

Case 3.0

- Remarks: 1. This document does not signify the success or failure of the student in The General Compreh. Exam. for Community Colleges.
2. To sit for the Exam. the student should successfully complete all programme requirements.
3. Pass mark for each subject is "50", Maximum mark is "100".

Number of subject	Subject	Cr. hrs.	Mark	Number of subject	Subject	Cr. hrs.	Mark
	<u>Sem. 1, 1980/1981</u>				<u>Sem. 4, 1981/1982</u>		
	Engineering Drawing I	3	78		Engineering Drawing High-	-	--
	Surveying I	3	79		ways II	3	67
	Concrete Properties I	3	73		Strength of Materials I	3	62
	Mathematics I	3	40		Quantity Surveying II	3	66
	General Physics I	3	50		Water & Sewage II	3	58
	English Language I	3	51		Material Testing II	3	63
	<u>Sem. 2, 1980/1981</u>				Mathematics III	3	43
	Engineering Drawing II	3	74		Humanities	4	65
	Surveying II	3	56		<u>Sem. 5, 1982/1983</u>		
	Concrete properties II	3	80		Concrete Design I	3	58
	Mathematics II	3	55		Theory of structures I	3	64
	General Physics II	3	66		Strength of materials II	3	89
	English Language II	3	52		Material Testing II	3	77
	<u>Sem. 3, 1981/1982</u>				Highways Engineering I	3	80
	Curricula & Methodology of	-	--		Building Construction	2	74
	Research.	2	63		Specification, Estimating	2	77
	Materials of construction	2	74		and Contracting I	-	--
	Quantity surveying I	2	62		Mathematics IV	3	50
	Engineering Drawing (Blgs) II	2	66		<u>Sem. 6, 1982/1983</u>		
	Material Testing I	2	74		Concrete Design II	3	57
	Steel Constructions.	2	52		Theory of structures II	3	66
	Specifications, Estimating &	-	--		Highways Engineering II	3	84
	Contracting I	2	75		Soil Mechanics	3	58
	Field Training	2	67		Construction Equipment	3	67
	Buildings Construction I	2	60		Specifications, Estimating	2	56
	Water & Sewage I	2	72		and Contracting II	-	--
	Mathematics I	3	61		Materials of Construction	2	78



UNIVERSITY OF GHANA

This is to Certify that

having passed the prescribed Examinations has
on the 10th day of July, 1981
been admitted to the degree of
Bachelor of Medicine
and
Bachelor of Surgery

Seal

*S. Osei
Registrar*

UNIVERSITY OF GHANA MEDICAL SCHOOL

Phone: 65401, 64987/88

P. O. Box 4236

ACCRA



My Ref. No. 7c/S-53

Your Ref. No.

16th July, 1984

TRANSCRIPT OF ACADEMIC RECORD

Dr. _____

I hereby certify that the above-named person was a student at this Medical School from September 1976 to July 1981.

After satisfying the necessary requirements and passing the appropriate examinations, he was awarded the degree of MB ChB in July 1981.

<u>YEAR</u>	<u>SUBJECT</u>	<u>GRADE</u>	<u>RESULT</u>
October 1971	Anatomy	C	Good Pass
	Biochemistry	D	Passed
	Physiology	C	Good Pass
September 1978	Microbiology	C	Good Pass
	Pathology	C	Good Pass
	Pharmacology	D	Passed
April 1980	Obstetrics & Gynaecology	D	Passed
	Paediatrics	D	Passed
July 1981	Medicine & Therapeutics	D	Passed
	Surgery	C	Good Pass
	Community Health	C	Good Pass

R.M. Asiedu

(R.M. Asiedu)

EXECUTIVE SECRETARY

NOTE: Examination grades are communicated only to University Institutions:

Grade A — 70 and above	Distinction
Grade B — 65-69	Pass with Credit
Grade C — 55-64	Good Pass
Grade D — 50-54	Pass
Grade E — Below 50	Fail

The authenticity of this transcript should be checked with this office.

Case 4.1

My Ref No. US/IS/11-11-A

Your Ref No. _____

14th October 1982



RE:

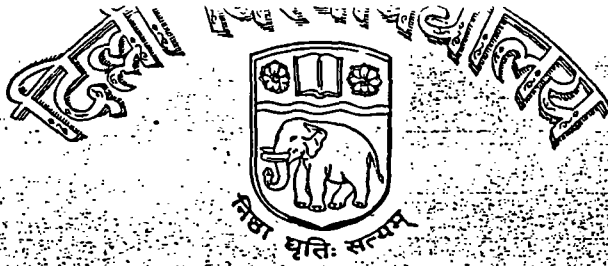
DH. graduated M.B., Ch.B. in the University of Ghana Medical School in July, 1981.

SCIENCES	Grades						Total (1,2,3,4)	Cultures (where taken)	NON-SCIENCES	Grades						Total (1,2,3,4)	Cultures (where taken)
	A	B	C	D	F	P				A	B	C	D	F	P		
Biological Sciences							1	Univ. of Ghana	English	X						1	Univ. of Ghana
General Biol	A								American Studies		C						
Embryology		B					2		Psychology				D			1,2	Univ. of Ghana Medical School
Compar. Anat.			C				2									4	
Genetics		B					2										
Physiology			C				2		Foreign Lang.								
Bacteriology			C				2										
Micobiology			C				2										
Pathology			C				2										
Chemistry							1										
General Chem.	B								Philosophy								
Organic Chem.			C				1										
Physical Chem.			C				1										
Qual. Anal.			C				1		History								
Quant. Anal.			C				1										
Biochemistry				D			2										
Inf. Medicine				D			1,5,6		Economics								
Surgery			C														
Physics		B					1		Sociology								
General Physics		B															
Comm. Health			C				1,5,6										
Statistics				D			1,5		Political Science								
Mathematics							1										
Algebra		B							Other/Additional								
Trigonometry			C														
Anal. & Geom.			C														
Calculus			C														
Statistics		B					1										
Dist. P. Course				D			1,5										
Other/Additional																	
Anatomy			C				2										
Pharmacology			C				2										
Physiology			C	D			2										
TOTALS	2	1	16	1					TOTALS	1	1						

Case 5.0

Seal

B. Coor Registrar



विज्ञान-स्नातक, 1984.

(10+2+3 परियोजना)

प्रमाणित किया जाता है कि सन् 1984 में, परीक्षा के उपरांत विज्ञान-स्नातक (10+2+3 परियोजना) की उपाधि के योग्य सिद्ध होने पर श्रीश्राद्ध शर्मा जी को 1985 के दीक्षांत-समारोह में उक्त उपाधि प्रदान की गई।

श्रेणी द्वितीय

Case 6.0

University of Delhi

BACHELOR OF SCIENCE, 1984

(10+2+3 Scheme)

This is to certify that...

having been examined in 1984, and found qualified for the degree of Bachelor of Science (10+2+3 Scheme) was admitted to the said degree at the Convocation held in 1985.

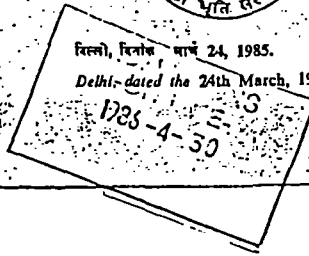
Division Second



दिल्ली विश्वविद्यालय
Registrar,
University of Delhi.

दिल्ली, दिनांक मार्च 24, 1985.
Delhi, dated the 24th March, 1985.

दिल्ली विश्वविद्यालय
Vice-Chancellor,
University of Delhi.



ATTESSED TRUE COPY

N. Sharma
Principal

Kirori Mal College, DELHI

UNIVERSITY OF DELHI

Certificate No. 13398

Case 6.1

STATEMENT OF MARKS

Name of Candidate.....

Roll No. **446**

Examination : B.Sc. (General) Part I/II/III (1st/2nd/3rd Year) (Simultaneous) 1982

(Annual/Supplementary)

Subject	PART - I						PART - II						PART - III						Remarks
	Theory			Practical	Grand Total	I.A. Marks	Theory			Practical	Grand Total	I.A. Marks	Theory			Practical	Grand Total	I.A. Marks	
	I	II	Total				III	IV	Total				V	VI	Total				
Max. Marks	75	75	—	—	150	150	75	75	—	—	150	150	75	75	—	—	150	150	Aggregates of Part I 261 / 450 Part II 1 / 450 Part III 1 / 450 Grand Total 11350
Mathematics	38	43	—	—	81	—	—	—	—	—	—	—	—	—	—	—	—	—	
Max. Marks	50	50	100	50	150	100	50	50	100	50	150	100	50	50	100	50	150	100	
Physics	32	31	63	41	104	—	—	—	—	—	—	—	—	—	—	—	—	—	
Max. Marks	33	33	34	100	50	150	100	33	33	34	100	50	33	33	34	100	50	150	100
Chemistry	I	II	III	IV	V	VI	—	—	—	—	—	—	—	—	—	—	—	—	
	16	27	13	36	40	76	—	—	—	—	—	—	—	—	—	—	—	—	
Max. Marks	50	50	100	50	150	100	50	50	100	50	150	100	50	50	100	50	150	100	
Botany	I	II	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Zoology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Mathematical Statistics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Qualifying Subject	ENG 1511 39 / 100 Passed						Hist. of So. & Scient. Method. / 100 M.I.I. / 100						—						

ATTESTED TRUE COPY

[Signature]
VICE Principal
Krori Mal College, DELHI

Delhi the 1982

"The marks of the student are not taken into account for the purpose of determining the Division at the end of the year."

Prepared by *[Signature]* Checked by *[Signature]*
Date: 1-4-82

[Signature]
Dy. Controller of Examination
Section Officer

UNIVERSITY OF DELHI

Certificate No. 08882

STATEMENT OF MARKS

Name of Candidate Roll No. 19247

Examination: B.Sc. (General) Part II/III (1st/2nd/3rd Year) (Simultaneous) 1983
 (Annual/Supplementary)

Subject	PART-I						PART-II						PART-III						Remarks
	Theory			Practical	Grand Total	I-A Marks	Theory			Practical	Grand Total	I-A Marks	Theory			Practical	Grand Total	I-A Marks	
	I	II	Total				III	IV	Total				V	VI	Total				
Max. Marks	75	75	—	—	150	150	75	75	—	—	150	150	75	75	—	—	150	150	
Mathematics ...							38	23	—	—	61								
Max. Marks	50	50	100	50	150	100	50	50	100	50	150	100	50	50	100	50	150	100	
Physics ...							18	20	38	41	79								
Max. Marks	33	33	34	100	50	150	100	33	33	34	100	50	150	100	33	33	34	100	
Chemistry ...							15	14	18	47	34	81							
Max. Marks	50	50	100	50	150	100	50	50	100	50	150	100	50	50	100	50	150	100	
Botany ...																			
Zoology ...																			
Geology ...																			
Mathematical Statistics ...																			
Qualifying Subject ...	ENGLISH II /100						Hist. of Sc. & Scient. Method /100 or M.I.L. /100						Absent /05 = 4 /50						

Aggregates of :-
 Part I / 450
 Part II & III / 450
 Passed
 Part III / 450
 Grand Total :- /1350

ATTESTED TRUE COPY
P. B. Brahmey
 VICE-Principal
 Kiroi Mal College, DEL

Prepared by: *[Signature]*
 Checked by: *[Signature]*

Dr. Controller of Examination
 Section Officer

Delhi the 3rd Dec 1983
 "The marks of Internal Assessment are not taken into account for the purpose of determining the Division at the end of the final year"

UNIVERSITY OF DELHI

Certificate No 11619

STATEMENT OF MARKS

Name of Candidate Roll No. 15321
 Examination : B.Sc. (General) Part I/II/III (1st/2nd/3rd Year) (Simultaneous) 1984
 (Annual/Supplementary)

Case 6.3

Subject	PART-I						PART-II						PART-III						Remarks	
	Theory			Practical	Grand Total	I-A Marks	Theory			Practical	Grand Total	I-A Marks	Theory			Practical	Grand Total	I-A Marks		
	I	II	Total				III	IV	Total				V	VI	Total					
Max. Marks	75	75	—	—	150	150	75	75	—	—	150	150	75	75	—	—	150	150	Aggregates of :-	
Mathematics ...													20	31	51		51		Part I 26 / 450	
Max. Marks	50	50	100	50	150	100	50	50	100	50	150	100	50	50	100	50	150	100	Part II 22 / 450	
Physics ...													20	22	42	36	78		Part III 21 / 450	
Max. Marks	33	33	34	50	150	100	33	33	34	100	50	150	100	33	33	34	100	50	150	100
Chemistry ...	I	II	III				IV	V	VI				VII	VIII	IX		46	37	83	Grand Total: 694 / 1350
Max. Marks	50	50	100	50	150	100	50	50	100	50	150	100	50	50	100	50	150	100		
Botany ...	I	II					III	IV					V	VI						Passed
Zoology ...																				
Geology ...																				
Mathematical Statistics ...																				
Qualifying Subject ...	ENGLISH / 100						Hist. of Sc. & Scient. Method. / 100 or M.I.L. / 100													

ARTISTED TRUE COPY

S. S. Brar
 VICE-Principal
 Kirori Mal College, DELHI

ADMISSIONS

-O. L. L.-
 1985-4-30

Prepared by <i>cb</i>	Checked by <i>pb</i>
--------------------------	-------------------------

Delhi the 11.11.1984

The marks of Internal Assessment are not taken into account for the purpose of determining the Division at the end of the final year

Dr. Controller of Examination
 Section Officer



JAHANGIRNAGAR UNIVERSITY
 SAYAR, DACCA.
 BANGLADESH

No. _____ **MARKS CERTIFICATE** Date July 28, 1983

Instructions :

1st Class : 60% & above (Equivalent to GPA 4.0)
 2nd Class : 45% - 59% (Equivalent to GPA 3.0)
 3rd Class : 35% - 44% (Equivalent to GPA 2.0)

Surname : _____ Degree _____ Class _____ Place _____ Year _____ Degree Obtained _____
 Given name : _____ B.Sc(Hons.) 1st 2nd 1976

SUBJECT	COURSE NO.	DESCRIPTIONS	FULL MARKS	MARKS OBTAINED
ECONOMICS	101	Introduction to Economics	100	71
	102	Agricultural Economics	50	30
	201	Monetary Theory	50	33
	202	Public Finance	100	65
	203	Economic Development	50	29
	301	Advanced Economic Theory	100	61
	302	International Trade & Finance	100	63
	304	Applied Economics	50	30
	306	Mathematical Economics	50	30
	307	Research Methodology	50	38
	308	Econ. Dev. & Planning Technique	50	30
311	Macroeconomics	50	32	
MATHEMATICS	103	General Mathematics-I	50	23
	104	General Mathematics-II	50	46
	105	Calculus-I	50	30
	202	Calculus-II & Differential Equations	50	26
	204	Linear Algebra	50	32
207	Mathematical Methods of Economics	50	23	
STATISTICS	101	Descriptive Statistics	50	30
	102	Elements of Probability	50	34
	104	Linear Algebra	50	32
	204	Theory of Probability	50	33
	205	Numerical Mathematics	50	30
	206	Theory of Regression Analysis & Concept of Analysis of Variance	50	26

Note : Mathematics & Statistics are subsidiary subjects and do not count to the class obtained.

Average Marks Obtained 64.1 (Equivalent to GPA 4.0)

Mirza Mozammel Huq 28.7.83
 MIRZA MOZAMMEL HUQ
 Deputy Registrar(Academic)

中国科学技术大学

UNIVERSITY OF SCIENCE AND TECHNOLOGY OF CHINA

USTC
SCHOLASTIC
RECORD

NAME _____ DATE OF BIRTH 1964
 SENIOR MIDDLE SCHOOL The Middle School Attached to
Nanjing Teachers College
 GRADUATING DATE July, 1981
 TERM 1ST ENRL. Fall, 1981 STUDENT REG. NO. _____
 DEPT. OF Biology
 SPECIALITY Molecular Biology
 DEGREES AWARDED Bachelor of Science
 TITLE OF THESIS _____

GRADE OF NATIONAL COLLEGE-ENTRANCE EXAMINATION
 CHINESE 81
 POLITICAL SCI. 77
 MATHEMATICS 109
 PHYSICS 99
 CHEMISTRY 83
 BIOLOGY 30
 ENGLISH 90

COURSE TITLE	GRADE	CR. HRS.	COURSE TITLE	GRADE	CR. HRS.
<u>Fall TERM, 19 81</u>			<u>Spring TERM, 19 82</u>		
Calculus No.1	94	90	Calculus No.2	90	7
General Chemistry	96	72	Linear Algebra	96	3
English No.1(advanced)	80	108	Mechanics and Heat	97	5
Linear Algebra	89	54	English No.2(advanced)	89	10
Chinese Literature	83	36	Chinese Literature	89	3
General Chemistry Lab. Work	Good	36	Mechanics Experiment	4	5
History of C.P.C.	88	36	History of C.P.C.	93	3
<u>Fall TERM, 19 82</u>			<u>Spring TERM, 19 83</u>		
Calculus No.3	97	54	Organic Chemistry	97	5
Electromagnetics	97	72	Optics	97	7
Probability & Statistics (pre-passed)	96	54	Method of Mathematical Physics	92	7
Analytical Chemistry	Exc.	125	English No.4	87	7
English No.3(advanced)	90	72	Organic Chemistry Lab. Work	Good	4
Electromagnetics Experiment	5	30	Optics Experiment	Pass*	3
Political Economics	81	36	Aesthetics	84	3
			Political Economics		
<u>Fall TERM, 19 83</u>			<u>Spring TERM, 19 84</u>		
Physical Chemistry	95	72	Physical Chemistry	95	5
Atomic Physics	88.5	80	Biology	95	5
Biology	87	126	Theoretical Mechanics	99	5
Philosophy	86	36	Electrodynamics	100	5
Quantum Mechanics	Exc.	72	Electronic Circuits(pre-passed)	94	5
Engineering Draft	5	40	Philosophy	95	5
Modern Physics Experiment	5	54	FORTRAN Language	93	5
			Biology Lab. Work	Exc.	5
			Quantum Chemistry & Molecular Structure	88	5
			GERMANY	96	5
<u>Fall TERM, 19 84</u>			<u>Spring TERM, 19 85</u>		
Experimental Physical Chemistry	Exc.	54	Biochemistry	95	5
Thermodynamics & Statistical Phys.	90	72	Molecular Genetics	96	5
Biochemistry	84	72	Microbial Genetics	95	5
Anatomy of Neuronal System	93.5	36	Physiology	93	5
Applying Technique of Isotope	91	72	Biochemistry Lab. Work	Exc.	5
Electronic Circuits	96	54			
Electronic Circuits Experiment	85	50			
Biochemistry Lab. Work	90	72			
Biology Lab. Work	Exc.	54			
Scientific Information Searching	Pass*	36			
<u>Fall TERM, 19 85</u>			<u>Spring TERM, 19 86</u>		
The Protein Crystallography	99	80	THESIS:		
Cell Biology	95	72	THE PURIFICATION AND PROPERTY		
Methods of Molecular Biology	94	80	STUDY OF A BASIC PHOSPHOLIPIDASE		
The Use of Electric Microscope in Biology	93	72	FROM THE SNAKE VENOM OF AGKISTRODON ACUTUS	Exc.	

REMARK * Grade with an asterisk is registered according to the system with grades Pass and Fail.

DEPT. HEAD Shi Yun fu REGISTRAR Lu Zou SECTION OF TEACHING AFFAIRS 1986.11.12

Case 8.0

第一军医大学

THE FIRST MILITARY MEDICAL COLLEGE

JAN 17 1986

胡德刚 白家街

Name of Student:
Faculty: Medicine
Specialty: Medicine

Date Attended: Sep 1978 - Aug 1983
Years of Program: Five Years
Student Number: 780117

1st Academic Year				2nd Academic Year				3rd Academic Year				4th Academic Year							
Courses Completed	1st Term		2nd Term		Courses Completed	1st Term		2nd Term		Courses Completed	1st Term		2nd Term		Courses Completed	1st Term		2nd Term	
	HPW	Grade	HPW	Grade		HPW	Grade	HPW	Grade		HPW	Grade	HPW	Grade		HPW	Grade	HPW	Grade
English	6	A	6	A	English	6	A	6	A	Internal Medicine	6	A	6	A	Obstetrics & Gynecology	4	A	4	A
Human Systematic Anatomy	4	A	4	A	Biochemistry	4	B	4	A	Surgery	6	A	6	A	Infectious Diseases	4	A	4	A
Human Histology & Embryology	2	B	4	B	Human Physiology	4	A	4	A	Pharmacology	6	B			Pediatrics	4	A	4	A
Inorganic Chemistry	4	B			Microbiology & Immunology	4	A	4	A	Physical & Lab Diagnostics	4	B			Otolaryngology	4	A		
Physics	4	A			Pathological Anatomy	4	B	4	A	Röntgenology	2	P			Ophthalmology	4	B		
Advanced Mathematics	4	A			Topographic Anatomy	2	P			Philosophy	2	P			Physiatrics	2	P		
Genetics			4	A	Economics	2	P			Traditional Chinese Medicine			4	A	Dermatology	2	P		
Organic Chemistry			4	A	Pathophysiology			2	P	Computer Science			4	A	Epidemiology			4	B
Chinese History			2	P	Medical Parasitology			2	P	Neurology & Psychiatry			4	A	Biostatistics			4	A
Physical Education	2	P	2	P	Physical Education	2	P	2	P	Operative Surgery			2	P	Hygiene			2	P
															Stomatology			2	P

Interning in Nanfang Hospital, Guangzhou from Aug 1982 to July 1983.

Graduation Examination: A

Rank: One of the top twenty in two hundred and six students of 1983

Notes: (1) HPW = Hours of Instruction Per Week;

(2) In Examination Courses, A= Excellent(90-100),

B= Good(80-89), C= Satisfactory(60-79),

D= Fail(below 60);

(3) In Test Courses, P= Pass(above 60), F= Fail(below 60)

TRANSLATION OF DEGREE CERTIFICATE

The student _____ resident of Shantong,
born in March, 1963 has studied for five-year
the medical speciality in the faculty of
medicine of the First Military Medical College
with qualified academic record, received the
status of graduation, and after verification
of eligibility according to Academic Degree
Requirement in the People's Republic of China
been conferred Bachelor of Medicine.

President:	Chairman of Academic Degree Committee:
Zhao Yuanhong	Zhao Yuanhong
(signature)	(signature)

July 27, 1983

Degree Certificate Number : 830117

Case 9.1

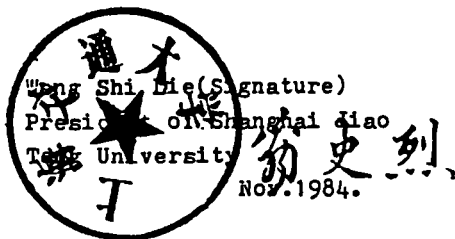
CERTIFICATE OF MASTER DEGREE

male, born in Wuhan in Dec. 1954, was a Graduate student majoring in Metallic Materials and Heat Treatment in the Department of Materials Science and Engineering of Shanghai Jiao Tong University during 1982-1984. He has completed all the prescribed two and a half years graduate courses and passed the thesis reply with satisfactory achievements. Thereupon, he was approved to graduate from the university.

Having been verified, it conforms to the " The Regulation Regarding The Academic Degree Of The People's Republic Of China ", He is granted the Degree of Master of Science.

No. [REDACTED]

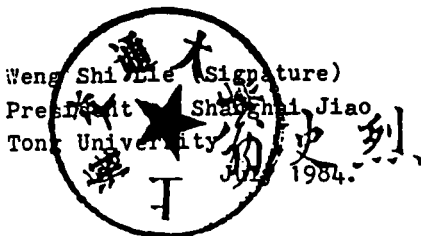
Case 10.1



DIPLOMA

Male, born in Wuhan in Dec. 1954, has completed in a satisfactory manner the prescribed two and a half years graduate courses of study in the Department of Materials Science and Engineering of Shanghai Jiao Tong University, majoring in Metallic Materials and Heat Treatment. He has passed all the examinations and the thesis reply with satisfactory achievement. He is entitled to be a graduate of Shanghai Jiao Tong University.

No. [REDACTED]





Établissement: JOHN ABOTT COLLEGE

SECONDARY V DIPLOMA

Case 11.0

N° de demande
d'admission:

Code
permanent:

Date de
naissance: 71-01-31 Sexe:

Numero du cours	Titre du cours	Remarque		Moyenne du groupe	
		Unités	Note sur 100	Session-année	Code
2011017303	PHYSICAL EDUCATION	0.6	90	70	A-33
2011017313	ESSENTIAL COLLEGE MATH	0.0	14	EC	63 A-88
2031117310	GENERAL CHEMISTRY	0.0	34	EC	69 A-88
2031117420	INTRODUCTORY PHYSICS	1.0	75		59 A-88
3102107902	GEOGRAPHY OF TOURISM	3.0	94		67 A-38
3452012219	HUMANITIES II	2.0	91		67 A-88
3032049481	SPECIALIZED LANGUAGE STUDIES	1.0	83		66 A-38
1013017202	GENERAL BIOLOGY I	2.0	84		61 H-89
1091007004	PHYSICAL EDUCATION	0.4	95		85 H-89
2011017705	ESSENTIAL COLLEGE MATH	0.6	68		54 H-89
2031117313	GENERAL CHEMISTRY	0.6	60		56 H-89
2032027502	INTRODUCTION TO MEDICAL	2.0	95		68 H-89
3452012219	HUMANITIES III	2.0	91		81 H-89
4031197401	POETRY	2.0	82		66 H-89
1031453004	PHYSICAL EDUCATION	0.6	93		77 A-38
2011017715	CALCULUS I	0.0		AB	A-89
2032017510	GENERAL CHEMISTRY II	0.0		AB	A-89
2031017715	MECHANICS	0.0		EC	64 A-89
3452012233	HUMANITIES IV	0.0		AB	A-89
2013027502	INTRO TO SOC. & CULT ANTHRO	1.0	79		62 A-89
4031018403	NATIONAL LITERATURE	2.0	85		75 A-33
1010987202	MAN'S SURVIVAL	2.0	92		74 H-90
1091073003	PHYSICAL EDUCATION	0.6	95		81 H-90
2011017705	CALCULUS I	1.0	90		62 H-90
2032017502	CHEMISTRY & THE MODERN WORLD	2.0	94		71 H-90
3452012219	HUMANITIES IV	0.0	33		74 H-90
3075688301	INFO TO SOCIETY	2.0	87		68 H-90
6032977702	MONITEURS	2.0	88		79 H-90
3075688401	HISTORICAL PERIOD	1.0	86		76 H-90
2013077705	CALCULUS II	2.0	74		57 A-90

JOHN ABOTT
 OFFICIAL
 TRANSCRIPT
 REGISTRARIAT
 3031110

Total des unités acquises: _____ **Unité** { Mesure équivalant à 45 heures d'activités d'apprentissage et qui est utilisée pour reconnaître à l'étudiant l'atteinte des objectifs d'un cours.

Études en cours ou dernières études collégiales: _____

Identification (suite): _____ Numéro: _____ Complètes: _____ Sanction recommandée: _____

Légende: Colonne «Remarque»: AB = Abandon; DI = Dispense; EC = Echec; EA = Echec par absence; EQ = Equivalence; EX = Exemption
 Colonne «Session-année»: IN = Incomplet; SU = Substitution
 Colonne «Code»: A = Automne; H = Hiver; E = Été.
 Colonne «Code»: Code d'organisme de tout établissement autre que celui qui émet le bulletin, ou le cours a été suivi (Liste complète au verso).

ÉTABLISSEMENT

Date d'émission

Registraire



Établissement: JOHN ABOTT COLLEGE

SECONDARY V DIPLOMA

Case 11.1

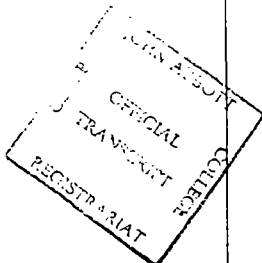
N° de demande
d'admission:

Code
permanent:

Date de
naissance: 71-01-31 Sexe: M

Numéro du cours	Titre du cours	Remarque		Moyenne du groupe	
		Note sur 100		Session-année	
		Unites			Code
2031017715	MECHANICS	26	53	69	A-90
3451018221	HUMANITIES I	20	97	73	A-90
2011057705	LINEAR ALGEBRA	**	IN PROGRESS	**	H-91
2032017710	ELECTRICITY & MAGNETISM	**	IN PROGRESS	**	H-91
*****	END OF TRANSCRIPT *****				

RECEIVED
91 JUN 25 12 54



Total des unités acquises: 6 Unité } Mesure équivalant à 45 heures d'activités d'apprentissage et qui est utilisée pour reconnaître à l'étudiant l'atteinte des objectifs d'un cours.

Études en cours ou dernières études collégiales: Identification: SURV. APPLIED SCIENCE 1000 00 - 0 0 1
200 01 XXXX
Identification (suite) Numéro Complètes Sanction recommandée

Légende: Colonne «Remarque»: AB = Abandon; DI = Dispense; EC = Échec; EA = Échec par absence; EQ = Équivalence; EX = Exemption
Colonne «Session-année»: A = Automne; H = Hiver; E = Été. COURSES FOLLOWED: 31 PASSED: 26
Colonne «Code»: Code d'organisme de tout établissement autre que celui qui émet le bulletin, où le cours a été suivi (Liste complète au verso).

ÉTABLISSEMENT JAN 14 1991
Date d'émission

JOHN D. WATSON
Registraire

Washington State University

Office of the Registrar, Pullman, Washington 99164-1035

This Transcript is official when the signature and the date are in blue and you can feel the embossed seal. A **BLACK AND WHITE TRANSCRIPT IS NOT AN ORIGINAL. TRANSCRIPT GUIDE ON BACK.**



WASHINGTON STATE UNIVERSITY
OFFICE OF THE REGISTRAR
PULLMAN, WASHINGTON 99164-1035

ACADEMIC RECORD OF
STUDENT I.D. NUMBER

MAJOR
DEGREE

PERSONAL DATA

BIRTHDATE: **DECEMBER 5, 1970**

PARENT'S NAME: **SCOTT HARRY**

ADDRESS: **CANADA**
732 4P9

SECONDARY SCHOOL:
COCHRANE HS
COCHRANE AB

GRADUATED IN 89 GPA: **2.55**

NON PENDING CREDIT:

FACULTY ACTION:

COURSE & NO.	TITLE	CREDIT	GR.	GRADES
97657-119 FALL 1989				
PSYCH 105 (S)	INTRO PSYCH	3	A-	11.1
PHIL 102 (C)	WRTG & REAS	3	B-	8.1
CHEM 101 (P)	CHEM LIFE I	4	B+	12.2
ANTH 101 (S)	GEN ANTH	3	B-	9.0
ENGL 108 (H)	READING LIT	3	C+	6.9
PEACT 127	BEG JAZZ DAN	1	H	0.0
16.0	16.0	48.3	0.0	16.0
97657-119 SPRING 1990				
PEACT 143	REG BCWLING	1	A-	4.0
W. ST 200 (S)	INTRO WCPEN	3	A	12.0
MATH 107	PRECALC ALG.	3	B	9.0
FSHN 130 (B)	NUTR LIVING	3	B-	8.1
COM 101 (H)	PASS CCM SOC	3	C+	6.9
P. R 499	SP PROBLEMS	2	S	0.0
29.0	31.0	88.3	0.0	31.0
97657-119 FALL 1990				
ENGL 101 (W)	INTRO WRTG	3	A-	11.1
ANTH 316 (K)	GENDER & CUL	3	B+	9.9
F. A. 101 (H)	INTRODUCTION	3	C	6.0
CHEM 105 (P)	PRINCIPLES	4	C	8.0
COM 245	LANG & BEHAV	3	C-	5.1
45.0	47.0	128.4	0.0	47.0

COURSE & NO. **TITLE** **CREDIT** **GR.** **GRADES**

91 MAR 25 13:34

OFFICE OF THE REGISTRAR
REC

MAR 25 1991

MOUSE
COLL

MAR 10 1991

97657-119

The Family Educational Rights and Privacy Act of 1974 prohibits further release of this record without the student's written consent. WSU reserves the right to verify dates of attendance and degrees awarded.

Washington State University

Pullman, Washington 99164-1035

Washington State University is the land-grant institution of the Evergreen State with the traditional responsibilities of teaching, research, and extension. The university was established by the first Washington State Legislature on March 28, 1890, and was chartered under the name of Washington State Agricultural College and School of Science. In 1905, the name was changed to State College of Washington and in 1959 became Washington State University. The university includes seven colleges, a graduate school, Intercollegiate Center for Nursing Education in Spokane and Yakima, and Seattle Center for Hotel and Restaurant Administration. The university also has branch campuses at Spokane, Tri-Cities, and Vancouver, WA.

The university operates on the early start semester system. Summer classes are conducted in four, six, and eight week sessions, running simultaneously.

ACCREDITATION

Washington State University is accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges, the regional accrediting association.

The institution is a member of the National University Extension Association and is listed in the official publications of the U.S. Office of Education and the State Department of Public Instruction. Many departments and colleges are accredited by professional accrediting associations recognized by the Council on Postsecondary Accreditation.

EXPLANATION OF GRADING AND POINT SYSTEM

- A provides 4.0 grade points per credit hour
 A- provides 3.7 grade points per credit hour
 B+ provides 3.3 grade points per credit hour
 B provides 3.0 grade points per credit hour.
 B- provides 2.7 grade points per credit hour.
 C+ provides 2.3 grade points per credit hour.
 C provides 2.0 grade points per credit hour
 C- provides 1.7 grade points per credit hour.
 D+ provides 1.3 grade points per credit hour
 D provides 1.0 grade points per credit hour
 F provides no credit or grade points (credits attempted are calculated in g p a).
 P credit given—grade points not calculated
 S credit given—grade points not calculated
 I provides no credit or grade points
 W provides no credit or grade points.
 X provides no credit or grade points

A plus (+) and minus (-) alpha grading system became effective with Fall Semester 1979. Grades of A+ and D- are not awarded. A grade of C- or below is disregarded if a student repeats the course and earns another grade. If the student repeats the course more than once, the last grade received shall stand as the course grade, and the last grade only shall count on the cumulative grade point average and contribute to the total number of hours required for graduation. Prior to Fall Semester 1973, if the student repeated the course more than once the hours and grade points earned beyond the first enrollment counted in the cumulative grade point average. Effective in Fall 1983, if a student repeats a course in which an incomplete grade was received, the incomplete grade will be changed to F.

Honor Hour: Prior to Fall 1968, 1 honor hour was awarded if the student earned a minimum of 56 grade points in one semester.

The summary line following each semester indicates cumulative information from left to right: hours attempted in graded courses, hours earned, grade points, non-resident hours, total hours, and cumulative grade point average (g p a). Grade point averages are computed by dividing total grade points by the number of hours attempted in graded courses (A-F). Grades earned in non-resident hours are not compiled in the Washington State University grade point average. Only the latest summary line is updated when grade corrections are made.

Courses taken by correspondence do not yield grade points and carry no graduate credit. Grades earned in extension courses sponsored by Washington State University yield grade points toward graduation. Correspondence or extension work submitted for transfer credit yields credit only if completed with grades of C or better.

General University Requirement Codes

Code letters appearing in the right portion of the credit column indicate courses that meet General University Requirements (distributive) for graduation.

Effective in Fall 1979, this course identification code was shifted to a letter suffix of the course number, e.g., ENGL 201 (W).

COURSE NUMBERING SYSTEM

001-099	do not carry university credit
100-299	are lower-division courses.
300-499	are upper-division courses.
500-599	are primarily for graduate students.
600	and above are exclusively for graduate students.

Effective Fall 1988, Math 101 will no longer count toward the minimum credits required for graduation.

COOPERATIVE PROGRAMS

Washington State University is one of several institutions engaged in joint academic endeavors offering portions of a total curriculum in off-campus locations within the state. These include the Intercollegiate Center for Nursing Education in Spokane and Yakima, the Seattle Center for Hotel and Restaurant Administration the branch campuses of WSU Tri-Cities, WSU Vancouver, and WSU Spokane and the Washington Higher Education Telecommunication System (WHETS).

TRANSCRIPT NOTATIONS

Grade changes are made only by the Registrar. I (incomplete) and X (grade withheld) grades are changed by lining through the original grade in India ink and posting the correct grade beside the lined-out grade, letter grade corrections and summary information are also recorded in ink. Only the latest summary line is updated when grade corrections are made.

REQUIREMENTS FOR GRADUATION

A student who has completed any of the prescribed curricula, with a minimum of 120 semester hours, may become a candidate for an undergraduate degree (128 semester hours were required for graduation prior to summer, 1966). Graduate degree requirements are listed in the Graduate Study Bulletin.

TRANSCRIPT REQUESTS

Please note: During rush periods at the end of each semester, the transcript office will superimpose the semester grade report on the transcript for mailing as an official copy of the current transcript. (Posting is usually completed one month after the end of the semester.)

The home address of the student and other items of personal information appearing on the transcript are those recorded at the time of the student's first enrollment.

NOTE: This university does not provide transcripts from other universities. Transcripts of records in other institutions, if needed, must be obtained from the other college, university, or high school.

Washington State University follows the policies of the American Association of Collegiate Registrars and Admissions Officers with regard to the content and release of student records.

Official transcripts have the Registrar's signature stamped in blue with an embossed validation. Transcripts issued to students state "Unofficial, issued to student."

MARY GUNN
Registrar

03/20/90
DATE PRINTED

SOCIAL SECURITY NUMBER STUDENT NAME SEX FEMALE BYU STUDENT NO.
NOT ENROLLED 3-18-70 88-5
CURRENT DEPARTMENT CURRENT MAJOR BIRTHDATE

Case 13.0

DEPT CRS COURSE DESCRIPTION SEM GD
NO. HRS

BYU CREDITS POSTED
FALL SEMESTER 1988

FAMSC	210	004	CHILD DEVELOPMENT	3.0	C+
ENGL	115	403	FRESHMAN ENGLISH	3.0	B+
GEN S	110	013	EFF STDY AND LRNG	2.0	C
A HTG	100	025	AMERICAN HERITAGE	3.0	C-
REL A	121	048	INTRO BOOK OF MORM	2.0	D+
SEM HR ERN	13.0	HR GRD	13.0	T HR	13.0 GPA 2.25

WINTER SEMESTER 1989

BTOL	100	001	PRINCIPLES BIOLOGY	3.0	B-
MATH	100	400	INTERMED ALGEBRA	2.0	W
PSYCH	111	001	GENERAL PSYCHOLOGY	3.0	B
REL A	122	026	INTRO BOOK OF MORM	2.0	D-
SOC	111	001	INTRO SOCIOLOGY	3.0	C+
FAMSC	301	004	PREPARATN MARRIAGE	3.0	B
SEM HR ERN	14.0	HR GRD	14.0	T HR	16.0 GPA 2.48

FALL SEMESTER 1989

ENGL	232	003	SHAKESPEARE	3.0	C+
GEOL	103	001	LIFE OF THE PAST	3.0	D
PE S	129	020	FITNESS FOR LIVING	0.5	A-
REL A	211	022	NEW TESTAMENT	2.0	C-
HLTH	129	020	HLTH&LIFESTYLE MGT	1.0	B-
PHY S	100	003	FUND PHYS SCI	3.0	C-
SEM HR ERN	12.5	HR GRD	12.5	T HR	12.5 GPA 1.86

BYU HR ERN	39.5	HR GRD	39.5	T HR	41.5 GPA 2.21
TOT HR ERN	39.5	HR GRD	39.5	T HR	41.5

MAIL TO: MOUNT ROYAL COLLEGE
REGISTRARS OFFICE
4825 RICHARD ROAD
CALGARY ALBERTA T3E 6K6
ATTN: CANADA

1. Transcript

Students may obtain in person copies of their own academic records at the Records Office. Appropriate identification and fee is required. A transcript can also be obtained by writing to the Records Office. A written request must be signed by the student or accompanied by a release signed by the individual whose transcript is being requested.

A transcript is official when signed by the University registrar or assistant registrar, dated, and imprinted with the Brigham Young University seal.

2. Grading and Credit Point System

Letter Grade	Description	Grade Points per Unit
A	Superior	4.0
A-		3.7
B+		3.4
B	Above Average	3.0
B-		2.7
C+		2.4
C	Average	2.0
C-		1.7
D+		1.4
D	Marginal	1.0
D-		0.7
E	Failure	0.0
W	Official Withdraw	*
WE	Withdraw Failing	0.0
UW	Unofficial Withdraw	0.0
I	Incomplete	0.0
IE	Delinquent Incomplete	0.0
T	Course Work in Progress	*
P	Pass	*
NG	Not Graded	*
NS	Grade Not Submitted	*
V	Audit	*
WV	Class Waived	*

*Not calculated in GPA

Law / MBA Grades	Description
80 - 90	Superior
75 - 79	Above Average
71 - 74	High Pass
66 - 70	Passing
59 - 65	Marginal
50 - 58	Unsatisfactory

NOTE: Grade Point Average is calculated separately for Letter and Numeric grades.

3. Credit Hours

All credit hours on the BYU transcript are computed in semester hours. All transfer or BYU courses taken on the quarter system are converted to semester hours. A semester hour represents one recitation each week for a period of 16 weeks (or its equivalent). A normal load is considered to be 16 hours per semester.

4. Course Numbering System

Years	Preparatory & Remedial	Lower Div.	Upper Div.	Grad/Adv Under Grad.	Grad.
Prior to 1948/49		1-49	50-99		100+
1948/49 to Summer 1957		1-99	100-199		200+
1957/58 to Present	1-99	100-299	300-499	500-599	600+

5. Class Standing

At the beginning of each semester, students are classified for that semester on the basis of hours completed. The classification is as follows:

Credit Hours Earned	Classification
1-31.9	Freshman
32-63.9	Sophomore
64-95.9	Junior
96 and over	Senior

6. Transfer Credit

The name of transfer institutions the student has attended are noted on the BYU transcript. A summary line indicates the number of credit hours accepted from each institution.

7. Suspension and Dismissal

Academic Suspension indicates a student has been denied continued enrollment privileges until the student has qualified for readmission.

Academic Dismissal indicates a student has been suspended a second time and is not eligible for readmission to BYU.

Lack of Progress Suspension indicates a student has been denied continued enrollment privileges for lack of satisfactory progress towards a degree.

University Standards Suspension indicates suspension from the University for nonacademic reasons.

8. Accreditation

BYU is fully accredited by the Northwest Association of Schools and Colleges. This accreditation covers all courses and programs offered at Brigham Young University. See BYU General Catalog for other accreditations.

9. Confidentiality of Records

This transcript must not be released to a third party without written authorization of the student.

COTTEY

NEVADA, NO. 64773

STUDENT INFORMATION

COTTEY COLLEGE RECORD

Last Name _____ First _____ Middle _____
 3/22/70 _____ Calgary, Canada
 Birth Date _____ Place of Birth _____
 Home Address _____
 City _____ State _____ Zip Code _____
 Canada _____
 Country _____

8/23/89 _____
 Date Entered _____ Date Withdrawn _____
 Date Graduated _____ Degree Earned _____
 Scholastic Honors _____

Last Name
First
Middle
Social Security Number

Dept.	Course No.	Course Title	Hours Attempted	Hours Credit	Grade Points	Grade	Dept.	Course No.	Course Title	Hours Attempted	Hours Credit	Grade Points	Grade
-------	------------	--------------	-----------------	--------------	--------------	-------	-------	------------	--------------	-----------------	--------------	--------------	-------

			2.24										
FA89	107	PRIN OF BIOLOGY	3.0	3.0	3.0	D	BIO	107	PRIN BIOLOGY LA	1.0	1.0	1.3	D+
	DAN	145 INTER MOD DANCE	1.0	1.0	3.7	A~		ENG	101 ENGLISH COMP	3.0	3.0	5.1	C-
	HIS	101 WESTERN CIV	3.0	3.0	5.1	C-		PHE	101 PERSONAL HLTH	2.0	2.0	7.4	A-
	PHE	111 INTRO TO P.E.	2.0	2.0	8.0	A				15.0	15.0	33.6	2.240

			2.348										
FA90	105	VISUAL COMM	3.0	3.0	5.1	C-	BIO	211	ANAT & PHYS	3.0	3.0	6.9	C+
	BIO	211 ANAT & PHYS LAB	1.0	1.0	2.3	C+		FRE	101 ELEM FRENCH	4.0	4.0	10.8	B-
	PHE	131 TENNIS I/BADH	1.0	1.0	3.7	A-		PHE	138 WEIGHT TRAINING	1.0	1.0	3.0	B
	PHE	139 LIFETIME FIT	1.0	1.0	3.0	B		PSY	203 DEV PSY CHILD	3.0	3.0	11.1	A-
			17.0	17.0	45.9							2.700	

			2.135										
SP90	110	INTRO COMP SCI	3.0	3.0	8.1	B-	DAN	248	COMPOS/CHOREEG	0.0	0.0	0.0	W
	ENG	102 ENGLISH COMP	3.0	3.0	5.1	C-		PHI	101 INTRO TO PHILOS	3.0	3.0	2.1	D-
	PHY	111 ELEM PHYSICS	3.0	3.0	6.9	C+		PHY	111 ELEM PHYSIC LAB	1.0	1.0	4.0	A
			13.0	13.0	26.2							2.015	

Mount Royal College, Calgary, Alberta
 Transferred 09/24/90

Fall 1988

SLGY 2201 Intro Sociology 3 credits
 ENGL 2231 Novel & The Short Story 3 credits

Winter 1989

SLGY 2203 Current Social Issues 3 credits
 OA SE

Case 14.0

JUN - 31991
 MOUNT ROYAL
 COLLEGE

Semester is 16 weeks in length

Valid Only if College Seal is Affixed

In Good Standing Unless Indicated.

Susan C. Use
 Registrar

5/30/91
 Date

G.P.A. []

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СОЦИЈАЛИСТИЧКА ФЕДЕРАТИВНА РЕПУБЛИКА ЈУГОСЛАВИЈА
СОЦИЈАЛИСТИЧКА РЕПУБЛИКА МАКЕДОНИЈА



УНИВЕРЗИТЕТ „КИРИЛ И МЕТОДИЈ“ ВО СКОПЈЕ
ФАКУЛТЕТ ЗА ЕКОНОМСКИ НАУКИ
ООЗТ ЕКОНОМСКИ ФАКУЛТЕТ „СКОПЈЕ“ ВО СКОПЈЕ

ДИПЛОМА

Ректорот на Универзитетот „Кирил и Методиј“ во Скопје и деканот на Економскиот факултет во Скопје, со своите потписи и со печатот на Универзитетот потврдуваат дека

_____ (презиме, татково име и име)

роден-а на _____ во _____, СР _____ на ден _____ година го заврши полагањето на пропишаните испити и се здоби со више образование (VI/1 степен) на Економскиот факултет, насока _____ и стекна право на стручен назив

ЕКОНОМИСТ

Врз основа на тоа Универзитетот „Кирил и Методиј“ во Скопје му-й издава диплома за завршено више образование (VI/1 степен) со која кандидатот-ката ги стекнува сите права што му-й припаѓаат според законите на Социјалистичка Федеративна Република Југославија.

Во Скопје, _____ бр. _____

ДЕКАН

на Економскиот факултет

Проф. д-р Смиша Сласов

РЕКТОР

на Универзитетот

Проф. д-р Тодор Цумов

SOCIJALISTIČKA REPUBLIKA BOSNA I HERCEGOVINA
 GRADJEVINSKI FAKULTET SARAJEVO
 S E K R E T A R I J A T

Broj: 61. 1628/77

Sarajevo, 2.septanbar 1977.godine

Na molbu _____, diplomiranog građevinskog inženjera ovog fakulteta, a na osnovu člana 171. Zakona o opštem upravnom postupku ("Sl.list SFRJ" broj 18/65) izdaje

U V J E R E N J E

da je _____, rođen 22.3.1948.godine u Latakiju, Sirija, diplomirani građevinski inženjer saobraćajnog sajera od 5.7.1977.godine.

Studija na Građevinskom fakultetu trajala je devet semestara u toku kojih je odslušano i položeno 33 (tridesetri) ispita. Uradjen je odgovarajući broj grafičkih radova i to:

Red. broj	Predmet	Broj časova (nedeljno)		Ocjene	
		Predavanja	Vježbe	Ispit	Graf.rad.
1	2	3	4	5	6

PRVA GODINA
I SEMESTAR

1. Matematika I	5	4	-	-
2. Načrtna geometrija	2	2	-	-
3. Fizika	2	2	-	-
4. Mešijska tehnologija	2	1	6(šest)	-
5. Građevinske konstrukcije	2	2	-	-
6. Osnovi nauke o društvu	2	-	-	-
7. Fizičko obrazovanje	-	2	-	-

PRVA GODINA
II SEMESTAR

1. Matematika I	3	3	6(šest)	-
2. Načrtna geometrija	2	2	6(šest) 7(sedam)	-
3. Fizika	2	2	6(šest)	-
4. Mehanika	3	3	-	-
5. Građevinska konstrukcija	2	2	-	-
6. Osnovi nauke o društvu	2	-	6(šest)	-

Case 16.0

1	2	3	4	5	6
---	---	---	---	---	---

IV GODINA
VII SEMESTAR

1. Armirani beton	3	2	0(ost)	0(ost)	
2. Metalna konstrukcija	3	1	0(ost)	0(ost)	
3. Organizacija u građevinarstvu	2	1	-	-	
4. Mehhanika tla i fundiranje	3	2	0(ost)	-	
5. željeznice I, I dio	3	0	-	-	
6. Putovi I	3	1	-	-	
7. Osnovi hidrotehnika	3	0	-	-	

IV GODINA
VIII SEMESTAR

1. Organizacija u građevinarstvu	4	3	-	-	
2. željeznice I, I dio	3	2	7(sedan)	0(ost)	
3. željeznice I, II dio (gornji stroj)	2	4	-	-	
4. Putovi I	-	7	7(sedan)	0(ost)	
5. Osnovna hidrotehnika	1	2	7(sedan)	7(sedan)	
6. Saobraćajna ekonomija	3	2	0(ost)	0(ost)	
7. Gradski saobraćaj	3	3	0(sedan)	7(sedan)	

V GODINA
IX SEMESTAR

1. Betonski mostovi	7	8	7(sedan)	7(sedan)	
2. željeznice I, II dio (gornji stroj)	3	2	0(sedan)	0(sedan)	
3. željeznice I, III (stanice)	2	4	0(sedan)	0(sedan)	
4. Organizacija u građevinarstvu	-	5	0(sedan)	7(sedan)	
5. Putovi II	7	8	0(ost)	7(sedan)	
6. željeznice II I dio	1	2	0(sedan)	0(sedan)	
II dio	3	4	0(ost)	0(ost)	

~~Opisna-diplomskog rada 7,0~~
~~Prosjek-studija 4,83~~

Podaci uzeti iz matične knjige broj 3113
Uvjerenje se izdaje u svrhu nostrifikacija.

PRODEKAN
Doc. dr. Stanislav Vrbic



Stanković

1	2	3	4	5	6
---	---	---	---	---	---

7. Fizičko obrazovanje

- 3 - -

DRUGA GODINA
III SEMESTAR

1. Matematika II	3	2	-	-	
2. Građevinske konstrukcije	2	2	0(ost)	0(ost)	
3. Geologija	4	2	0(ost)	-	
4. Mehhanika	3	2	-	-	
5. Otpornost materijala	2	2	-	-	

DRUGA GODINA
IV SEMESTAR

1. Matematika II	3	4	0(ost)	-	
2. Mehhanika	2	1	0(ost)	-	
3. Ispitivanje materijala	2	2	-	-	
4. Otpornost materijala	3	3	0(ost)	-	
5. Geodezija	4	4	-	-	
6. Geodetska praksa	-	-	kolokvirano	-	

TREĆA GODINA
V SEMESTAR

1. Ispitivanje materijala	4	2	0(ost)	-	
2. Teorija konstrukcija I	4	4	0(ost)	0(ost)	
3. Geodezija	1	2	0(ost)	0(ost)	
4. Hidraulika i hidrologija	4	4	0(ost)	0(ost)	
5. Zemljani radovi i tuneli	4	3	0(ost)	0(ost)	

TREĆA GODINA
VI SEMESTAR

1. Teorija konstrukcija II	4	5	0(ost)	7(sedan)	
2. Mehhanika tla i fundiranje	2	2	-	-	
3. Armirani beton	3	3	-	-	
4. Saobraćajna ekonomija	3	1	-	-	
5. Mehhanizacija u građevinarstvu	2	1	7(sedan)	-	
6. Gradilišna praksa	-	-	kolokvirao	-	
7. Organizacija u građevinarstvu	2	2	-	-	
8. Drvene konstrukcije	3	2	0(ost)	0(ost)	

СОЦИЈАЛИСТИЧКА ФЕДЕРАТИВНА РЕПУБЛИКА ЈУГОСЛАВИЈА
СОЦИЈАЛИСТИЧКА РЕПУБЛИКА СРБИЈА



УНИВЕРЗИТЕТ У БЕОГРАДУ
МЕДИЦИНСКИ ФАКУЛТЕТ У БЕОГРАДУ

ДИПЛОМА

О СТЕЧЕНОЈ ВИСОКОЈ ШКОЛСКОЈ СПРЕМИ

РЕКТОР УНИВЕРЗИТЕТА У БЕОГРАДУ И ДЕКАН МЕДИЦИНСКОГ ФАКУЛТЕТА
СВОЈИМ ПОТПИСИМА И ПЕЧАТОМ ПОТВРЂУЈУ ДА ЈЕ

СА УСПЕХОМ ПОЛАГАЊЕ ИСПИТА ПРОПИСАНИХ ЗА СТИЦАЊЕ ПРАВА НА
ДИПЛОМУ О ВИСОКОЈ СТРУЧНОЈ СПРЕМИ НА МЕДИЦИНСКОМ
ФАКУЛТЕТУ СА СРЕДЊОМ ОЦЕНОМ У ТОКУ СТУДИЈА

НА ОСНОВУ ТОГА ИЗДАЈЕ СЕ ОВА ДИПЛОМА КОЈОМ СТИЧЕ
ВИСОКУ ШКОЛСКУ СПРЕМУ И СТРУЧНИ НАЗИВ:

ДОКТОР МЕДИЦИНЕ

КАО И ПРАВА КОЈА ПО ЗАКОНУ ПРИПАДАЈУ

У БЕОГРАДУ,

ГОДИНЕ

БРОЈ

ДЕКАН МЕДИЦИНСКОГ ФАКУЛТЕТА

РЕКТОР УНИВЕРЗИТЕТА

Case 17.0

DIPLOMA

KOJINE(A) DNE ŠOLA

JE DIPLOMERAN(A) NA VISOKI EKONOMSKO-KOMERCIJALNI ŠOLI V MARIBORU

VISOKA EKONOMSKO-KOMERCIJALNA ŠOLA V MARIBORU MU(JI) PRIZNAVA
VIŠJESOLSKO IZOBRAZBO IN MU(JI) DAJE STROKOVNI NASLOV

EKONOMIST

S TEM SI JE PRIDOBIL(A) VSE ZAKONITE PRAVICE, DOLOČENE ZA TO IZOBRAZBO

ŠTEVILA: 1-

V MARIBORU,

DEKAN
VISOKE EKONOMSKO-KOMERCIJALNE ŠOLE
V MARIBORU

REKTOR
UNIVERZE
V MARIBORU

DIPLOMA

KOJINE(A) DNE ŠOLA

JE DIPLOMERAN(A) NA VISOKI EKONOMSKO-KOMERCIJALNI ŠOLI V MARIBORU

VISOKA EKONOMSKO-KOMERCIJALNA ŠOLA V MARIBORU MU(JI) PRIZNAVA
VISOKOSOLSKO IZOBRAZBO IN MU(JI) DAJE STROKOVNI NASLOV

DIPLOMI RANI EKONOMIST

S TEM SI JE PRIDOBIL(A) VSE ZAKONITE PRAVICE, DOLOČENE ZA TO IZOBRAZBO

ŠTEVILA: 2-

V MARIBORU,

DEKAN
VISOKE EKONOMSKO-KOMERCIJALNE ŠOLE
V MARIBORU

REKTOR
UNIVERZE
V MARIBORU

DR. DANIE MELAVC

DR. DALI BONLAGIČ

СОЦИЈАЛИСТИЧКА ФЕДЕРАТИВНА РЕПУБЛИКА ЈУГОСЛАВИЈА
СОЦИЈАЛИСТИЧКА РЕПУБЛИКА СРБИЈА



УНИВЕРЗИТЕТ У БЕОГРАДУ

ДИПЛОМА

О ДОКТОРАТУ ТЕХНИЧКИХ НАУКА

РЕКТОР УНИВЕРЗИТЕТА У БЕОГРАДУ И ДЕКАН ГРАЂЕВИНСКОГ ФАКУЛТЕТА, СВОЈИМ ПОТПИСИМА И ПЕЧАТОМ УНИВЕРЗИТЕТА ПОТВРЂУЈУ ДА ЈЕ **РОЂЕН** ГОДИНЕ У **ПОШТО** ЈЕ 19 **ГОДИНЕ** СТЕКАО ВИСОКУ ШКОЛСКУ СПРЕМУ НА ГРАЂЕВИНСКОМ ФАКУЛТЕТУ УНИВЕРЗИТЕТА У БЕОГРАДУ, ОДБРАНИО ДОКТОРСКУ ДИСЕРТАЦИЈУ НА ДАН **ГОДИНЕ** НА ГРАЂЕВИНСКОМ ФАКУЛТЕТУ ПОД НАСЛОВОМ

ЗА СТИЦАЊЕ НАУЧНОГ СТЕПЕНА

И ТИМЕ ИСПУНИО УСЛОВЕ

ДОКТОРА ТЕХНИЧКИХ НАУКА

НА ОСНОВУ ТОГА ИЗДАЈЕ МУ СЕ ОВА ДИПЛОМА КОЈОМ СТИЧЕ ТИТУЛУ ДОКТОРА ТЕХНИЧКИХ НАУКА, КАО И ПРАВА КОЈА МУ ПО ЗАКОНУ ПРИПАДАЈУ.

У Београду,

година, број

ДЕКАН
ГРАЂЕВИНСКОГ ФАКУЛТЕТА

РЕКТОР
УНИВЕРЗИТЕТА У БЕОГРАДУ

Case 19.0

СОЦИЈАЛИСТИЧКА ФЕДЕРАТИВНА РЕПУБЛИКА ЈУГОСЛАВИЈА
СОЦИЈАЛИСТИЧКА РЕПУБЛИКА МАКЕДОНИЈА



УНИВЕРЗИТЕТ „КИРИЛ И МЕТОДИЈ“ ВО СКОПЈЕ
МАШИНСКИ ФАКУЛТЕТ

ДИПЛОМА

Ректорот на Универзитетот „Кирил и Методиј“ во Скопје и деканот на Машинскиот факултет во Скопје, со своите потписи и со печатот на Универзитетот потврдуваат дека

_____ (презиме, четириноско име и име)

роден-а на _____ во _____, СР _____ ги положи пропишаните испити на постдипломските студии (VII/2 степен) и на ден _____ година го одбрани магистрскиот труд на тема: _____

со кој стекна право на стручен назив

МАГИСТЕР ПО МАШИНСКИ НАУКИ

Врз основа на тоа Универзитетот „Кирил и Методиј“ во Скопје му-ѝ издава диплома за завршени постдипломски студии за магистратура (VII/2 степен) со која кандидатот-ката ги стекнува сите права што му-ѝ припаѓаат според законите на Социјалистичка Федеративна Република Југославија.

ДЕКАН
на Машинскиот факултет

Во Скопје, _____ бр. _____

РЕКТОР
на Универзитетот

Zgodność niniejszego odpisu z orygina-
łem stwierdzam



Kierownik Sekretariatu Szkoły

W. K. Bulewicz

W. K. Bulewicz dnia 23 04 19 79 r.

114



DYPLOM
UKOŃCZENIA STUDIÓW
(ODPIS)

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Translated from Polish

Eugeniusz
S. K.
13.7.84
13.7.84
13.7.84

Cover:

Polish State Emblem

Wording: Diploma of completing higher education /duplicate/

Inside:

Photograph, Circular seal

Signature; Illegible

Diploma No. 2547/ Masz/ 79

STANISLAW STASZIC ACADEMY
OF MINING AND METALLURGY

D I P L O M A

Polish State Emblem

born on June 6, 1955 at Olkusz, completed her education at the Faculty of Mining and Metallurgy Machines and specialized in Machines and Mining and Drilling Installations with results classified as Good.

Having complied with the regulations in force she obtained on the 14th of March, 1979 the Title of "Magistra Inzyniera Mechanika" /Canadian equivalent: B.Sc. in Mechanical Engineering/.

RECTOR

Prof. H. Filcek

Krakow, March 19, 1979

DEAN

Prof. J. Giergiel

I certify that is a true copy of the original.

Registrar;

K. Buchowicz

Krakow, April 23, 1979.

Copied from original
AS

plus grand soin est apporté à toutes les traductions afin d'en assurer la fidélité. Cependant, les Ecoles Berlitz — Langues vivantes du Canada Ltée, ses divisions, ses agents et employés n'assument aucune responsabilité en cas de dommages attribuables à une erreur ou négligence dans la traduction ou la dactylographie.
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НАТЮ ДЭВИ
Э. Д. Д.

ДИПЛОМ

ЭТ-1 № 635366

Настоящий диплом выдан _____

в том, что он _____ в 19.11 году поступил в _____ техникум _____

и в 19.12 году окончил _____ техникум _____

в специальности _____

Республика Беларусь, Минская область, Минск, ул. _____

при _____

Место: _____

Регистрация: _____

Директор _____
 Секретарь _____
 26. июля 19.12 года
 Минская телеграфная станция, 194.

ДИПЛОМ

ЭТ-1 № 635366

Эт диплом выдан _____

в том, что он _____ в 19.11 году поступил в _____ техникум _____

и в 19.12 году окончил _____ техникум _____

в специальности _____

Республика Беларусь, Минская область, Минск, ул. _____

при _____

Место: _____

Регистрация: _____

Директор _____
 Секретарь _____
 26. июля 19.12 года
 Минская телеграфная станция, 194.

DIPLOMA
3T-I No. 635366

The present diploma is issued to _____ to certify that in 1981 he entered the Donetsk Technical School of Industrial Automatization. In 1985 he completed a full course of study at the above mentioned technical school specializing in Automatic Electrical Systems.

By decision of the State Examination-Qualification Board on June 26, 1985 has been qualified as a Technician of Electrical Systems.

Chairman of State Examination Board	(signature)
Principal	(signature)
Secretary	(signature)

SEAL

Donetsk, June 26, 1985
Registration No. 6327

ДИПЛОМ

ИМТИЁЗИ

Я № 943117

Беришти ушбу диплом

..... га
 му туғридаким, у 1971 йилда Шайхнат
Узил Байрақ ордени билан Тошкент
тедир Шўй транспорт
инженерлари институтини та кириб,
 1976 йили аввал институтининг
 тули курсини
тадбирчи инженер тарафидан
бололигини Вазирликда
сўхирган бўлича тадан қилди.
 Давлат имтиҳон комиссиясининг
 1976 йил 23 июнь қарори
 билан га
тадбирчи инженер экономикани
валифацияси берилди.



[Signature]
 1976 йил 23 июнь
 Руҳнат № 37

ДИПЛОМ

С ОТЛИЧИЕМ

Я № 943117

Настоящий диплом выдан

в том, что она в 1971 году поступила
 в Тошкентский ордена Трижды Героя знамени
участницы инженер-авиационный департамент
 и в 1976 году окончила с полной курс
магистратуры института

..... по специальности Экономикани
организации авиационного деп.
транспорта

Решением Государственной экзаменационной
 комиссии от 23 июня 1976 г.

призвана к работе инженера
экономики пункта сообщения
Гороб Тошкент
 Регистрационный № 37



[Signature]
 1976 йил 23 июнь
 Руҳнат № 37

Case 23.0
 1976
 118

Translation from the copy
of the original

DEGREE CERTIFICATE

HONOURS

Я №943117

-- This Degree Certificate has been issued to _____ in recognition of the fact that in 1971 she was enrolled in the Tashkent order of Labour Red Banner Railway Institute and in 1976 completed a full course at the above mentioned Institute, specializing in Economics and Organization of Railway transportation.

By the Decree of the State Examination Committee, as of June 23, 1976 _____ was granted a title of an Engineer-economist in Railway transportation.

Head of the State
Examination Committee

Signature

Rector

Signature

Secretary

Signature

City of Tashkent, June 23, 1976

Reg. #37

Seal

Translator's note: Institute in the USSR is equivalent to the University in Canada.

В Ы П И С К А
ИЗ ЗАЧЕТНОЙ ВЗДОМОСТИ

Тов.

За время пребывания в Ташкентском ордена Трудового Красного Знамени институте инженеров железнодорожного транспорта с 1971 по 1976 год сдала экзамены и зачеты по следующим дисциплинам "специальности...": "Экономика и организация железнодорожного транспорта":

1.	История КПСС	177 час.	хорошо
2.	Политическая экономия	300 час.	хорошо
3.	Марксистско-ленинская философия	90 час.	отлично
4.	Иностранный язык	270 час.	отлично
5.	Высшая математика	318 час.	отлично
6.	Физика	192 час.	отлично
7.	Химия	108 час.	отлично
8.	Начертательная геометрия и черчение	70 час.	отл./отл.
9.	Экономическая география транспорта	72 час.	зачтено
10.	Вычислительные машины и программы для ЭЦВМ	154 час.	хорошо
11.	Математическое программирование	90 час.	отлично
12.	Калькуляция и анализ себестоимости железнодорожных перевозок	70 час.	хорошо
13.	Физическое воспитание	576 час.	зачтено
14.	Механика	140 час.	отлично
15.	Теория вероятностей и математическая статистика	68 час.	зачтено
16.	Основы научного коммунизма	80 час.	зачтено
17.	Общий курс статистики	156 час.	отлично
18.	Теплотехника	72 час.	хорошо
19.	Электротехника и основы электроники	140 час.	отлично
20.	Математические методы планирования и управ.	84 час.	отлично
21.	Основы гражданского и трудового права	54 час.	зачтено
22.	Путь и путевое хозяйство	51 час.	зачтено
23.	Подвижной состав и тяговое хозяйство	51 час.	хорошо
24.	Материаловедение	122 час.	хорошо
25.	Учебная практика по счетной технике	4 нед.	отлично
26.	Экономика и организация материально-технического снабжения	72 час.	зачтено
27.	Железнодорожная статистика	156 час.	хорошо
28.	Организация движения поездов	126 час.	отлично
29.	Автоматика, телемеханика и связь на железнодорожном транспорте	42 час.	зачтено
30.	Бухгалтерский учет	126 час.	отлично
31.	Финансы железнодорожного транспорта	70 час.	отлично
32.	Экономика железнодорожного транспорта	182 час.	отлично
33.	Охрана труда	42 час.	отлично
34.	Организация и механизация грузовой и коммерческой работы	102 час.	хорошо
35.	Гражданская оборона	54 час.	зачтено
36.	Научная организация и техническое нормирование труда на железнодорожном транспорте	84 час.	отлично
37.	Единая транспортная сеть и взаимодействие различных видов транспорта	42 час.	зачтено
38.	Научные основы управления производством на ж.д. транспорте	42 час.	зачтено
39.	Экономические изыскания и основы проектирования и строительства железных дорог	84 час.	отлично
40.	Планирование эксплуатационной деятельности линейных предприятий	70 час.	отлично
41.	ПТС железных дорог	20 час.	зачтено
42.	А С У П	42 час.	зачтено
43.	Учебно-исследовательская работа		отлично

Сдала зачеты по обязательным дисциплинам,
установленным Советом института:

- | | |
|---|---------|
| 1. Техничко-экономические расчеты по грузовым и пассажирским перевозкам | зачтено |
| 2. Основы СПУ | зачтено |
| 3. Экономика строительства | зачтено |
| 4. Планирование народного хозяйства | зачтено |
| 5. Хозрасчет и повышение эффективности производства на ж.д. транспорте | зачтено |
| 6. | |

Сдала зачеты по курсовым проектам:

- | | |
|---|---------|
| 1. Подвижной состав и тяговое хозяйство | отлично |
| 2. Железнодорожная статистика | отлично |
| 3. Организация движения поездов | хорошо |
| 4. Годовой план грузовых перевозок по ж.д. | отлично |
| 5. План работы подвижного состава на отделении | отлично |
| 6. Организация грузовой и коммерческой работы | хорошо |
| 7. Научная организация и техническое нормирование труда на ж.д. транспорте | отлично |
| 8. Экономические изыскания и основы проектирования и строительства железных дорог | отлично |
| 9. Планирование эксплуатационной деятельности линейных предприятий | отлично |

и курсовым работам по:

- | | |
|---------------------------------------|---------|
| 1. Политической экономии | отлично |
| 2. Механике | отлично |
| 3. Экономической географии транспорта | отлично |
| 4. Финансам ж.д. транспорта | отлично |
| 5. | |

Выполнила производственные практики по специальности с оценками:

- | | | |
|--------------------------|-----------|---------|
| 1. Технологическая | 12 недель | отлично |
| 2. Планово-экономическая | 12 недель | отлично |
| 3. Преддипломная | 4 недели | отлично |

Сдала Государственный экзамен по научному коммунизму с оценкой **отлично**

Выполнила и защитила дипломный проект на тему:
ИССЛЕДОВАНИЕ ПУТЕМ СОВЕРШЕНСТВ ТАРИФОВ ДЛЯ
ДАЛЬНЕГО ПАССАЖИРСКОГО СООБЩЕНИЯ НА Ж.Д. ТР-ТЪ.
ПРОТОКОЛ № 6 ОТ 23/VI-76г.

с оценкой **отлично**

Ректор института (подпись)

Декан факультета (подпись)

Секретарь факультета (подпись)

27. НОЯ 1990

г.Ташкент

23 июня 1976

19 года

Государственный нотариус

Государственной нотариальной конторы при Совете Министров Республики Узбекистан

подлинником

в двух экземплярах

Регистрационный №

" 23 " июня 1976 г.



Регистрировано в реестре за № 27329
Выдано государственной подписью
Государственный нотариус

Suplement to Honours Degree Certificate Я #943117
Seal

EXTRACT FROM THE CURRICULUM VITAE

for the period of study at Tashkent Order of Red Banner of Railway Institute from 1971 to 1976 passed the following exams on the following subjects in "Economics and organization of Railway Transportation".

1. History of Communist Party of the U.S.S.R.	177 hours	good
2. Political economy	300 hours	good
3. Marxist-Leninist phylosophy	90 hours	excellent
4. Foreign language	270 hours	excellent
5. High mathematics	318 hours	excellent
6. Physics	192 hours	excellent
7. Chemistry	108 hours	excellent
8. Descriptive Geometry/Drafting	70 hours	excellent
9. Economical Geography of transportation	72 hours	passed
10. Computers and programming	154 hours	good
11. Mathematical programming	90 hours	excellent
12. Calculation and self cost analysis of railway transportation	70 hours	good
13. Physical education	576 hours	passed
14. Mechanics	140 hours	excellent
15. Probability theory and mathematical statistics	68 hours	passed
16. Basis of scientific Communism	80 hours	passed
17. General course on statistics	156 hours	excellent
18. Heat technology	72 hours	good
19. Electrical Engineering and basic electronics	140 hours	excellent
20. Math methods in planning and management	84 hours	excellent
21. Basis of civil and labour legislature	54 hours	passed
22. Railways and railway economy	51 hours	passed
23. Railroad rolling stock and traction equipment	51 hours	good
24. Material design	122 hours	good
25. Practical computer training	4 weeks	excellent
26. Economics and organization of procurement	72 hours	passed
27. Raylway statistics	156 hours	good
28. Organization of train movement	126 hours	excellent
29. Automatics, telemechanics, and connections on Raylway transport	42 hours	passed
30. Accounting	126 hours	excellent
31. Finances for Railway transportation	70 hours	excellent

Case 23.5

32.Economics of Railway transportation	182 hours	excellent
33.Labor protection	42 hours	excellent
34.Organization and mechanization of freight and commercial works	102 hours	good
35.Citizen defence	54 hours	passed
36.Scientific organization and technical norms for works at railway transportation	84 hours	excellent
37.Common transportation network and interaction of different types of transportation	42 hours	passed
38.Scientific basis for railway transportation management	42 hours	passed
39.Economical survey and basis for Railway design and construction	84 hours	excellent
40.Planning of operation activities of direct railway enterprises	70 hours	excellent
41.Rules for technical operation on Railways	20 hours	passed
42.Automation of interprise management	42 hours	passed
43.Training-reserch work		excellent

Case 23.6

had passed the following subjects,
approved by the Council of the Institute:

- | | |
|--|--------|
| 1. Technical-economical calculations on freight and passenger transportation | passed |
| 2. Basis of Enterprise management | passed |
| 3. Construction economics | passed |
| 4. National economy planning | passed |
| 5. Economics and increase of railway transport efficiency | passed |

Passed the following course projects:

- | | |
|---|-----------|
| 1. Railroad rolling stock and traction equipment | excellent |
| 2. Railway statistics | excellent |
| 3. Organization of Railway train movement | good |
| 4. Annual plan for Railway Freight transportation | excellent |
| 5. Planning of local railroad rolling stock operation | excellent |
| 6. Freight and commercial work organization | good |
| 7. Scientific management and technical norms for Labour at Railway transportation | excellent |
| 8. Economical research and basis for design and construction of Railways | excellent |
| 9. Planning of operation activity for local enterprises | excellent |

Fullfilled the following course assignments:

- | | |
|---|-----------|
| 1. Political economy | excellent |
| 2. Mechanics | excellent |
| 3. Economical geography of transportatoin | excellent |
| 4. Finances for Railway transportation | excellent |

Fullfilled the following field assignments
with the following marks:

- | | | |
|------------------------|----------|-----------|
| 1. Technological | 12 weeks | excellent |
| 2. Economical planning | 12 weeks | excellent |
| 3. Final | 4 weeks | excellent |

passed the State Exams on Scientific
Communism with the mark excellent

Fulfilled and defended the Diploma project, on the topic:
"RESEARCH OF WAYS TO IMPROVE THE COST FOR
EXTENDED RAILWAY ROUTES "
PROTOCOL No 6, JUNE 23, 1976

with the mark excellent

Rector of the Institute (Signature)

Dean (Signature)

Faculty Secretary (Signature)

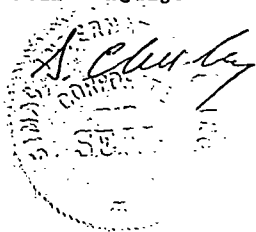
Nov. 27. 1990

Russian copy is verified by the notary of the Notary Public
office as of June 23, 1976 in the U.S.S.R.

Registration No. 27329

Stamp

I hereby certify that this is a true translation from the
Russian language

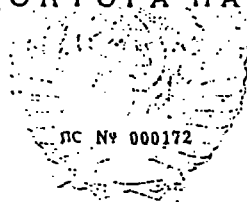


Simac International Inc.

/S. CHULSKY/

May 10, 1990

ДИПЛОМ ДОКТОРА НАУК



ПС № 000172

Москва

Решением
Высшей аттестационной комиссии
при Совете Министров СССР

от 20 сентября 1988 г. (протокол № 34/88)

ПРИЗНАНА УЧЕБНАЯ СТЕПЕНЬ
ДОКТОРА
ПСИХОЛОГИЧЕСКИХ НАУК



Председатель
Высшей аттестационной комиссии
Директор научной секретарь
Высшей аттестационной комиссии

Машин
Ступениш



Zeugnis der Fachhochschulreife

Vor- und Zuname

Dirk

geboren am

20.03.1959

in

Heidenheim

Kreis

Heidenheim

hat nach der Verordnung des Kultusministeriums Baden-Württemberg über die Ausbildung und Prüfung an Gewerblich-technischen Berufskollegs in Teilzeitunterricht im Zusammenhang mit der Abschlußprüfung die Zusatzprüfung zum Erwerb der Fachhochschulreife abgelegt, beide Prüfungen bestanden und damit die Fachhochschulreife erworben.

LEISTUNGEN IN DEN EINZELNEN FÄCHERN:

Religionslehre	<u>befreit</u>	Werkstoffkunde u. Technische Chemie	<u>gut</u>
Deutsch I	<u>sehr gut</u>	Technologie	<u>befriedigend</u>
Wirtschafts- u. Sozialkunde	<u>sehr gut</u>	Techn. Zeichnen u. Darst. Geometria	<u>befriedigend</u>
Englisch I	<u>sehr gut</u>	Industriebetriebs- lehre	<u>gut</u>
Mathematik I u. Fachrechnen	<u>ausreichend</u>	Prakt. Fachkunde	<u>gut</u>
Techn. Physik	<u>befriedigend</u>	Englisch II	<u>sehr gut</u>
Mathematik II	<u>befriedigend</u>	Sport	<u>---</u>
Deutsch II	<u>sehr gut</u>		<u>---</u>
Bemerkungen:	<u>Durchschnitt</u>	<u>2,0</u>	

Heidenheim, den 11. Juli 1980Der Vorsitzende
d. Prüfungsausschusses(Siegel
der Schule)

Der Schulleiter

Notenstufe:

127 sehr gut(1), gut(2), befriedigend(3), ausreichend(4), mangelhaft(5), ungenüge

HUMBOLDT-UNIVERSITÄT ZU BERLIN



ZEUGNIS ÜBER DEN HOCHSCHULABSCHLUSS

SAMPLE
geboren am _____ in _____

hat in der Fachrichtung

Pflanzenproduktion

studiert,

den Hochschulabschluß mit dem Gesamtprädikat

erworben und ist berechtigt, die Berufsbezeichnung

DIPLOM-AGRARINGENIEUR

zu führen.

Es wurden folgende Leistungen nachgewiesen:

I. Diplom

Thema der Diplomarbeit

SAMPLE

Prädikat des Diploms

II. Hauptprüfungen

Marxismus-Leninismus

Industriemäßige Pflanzenproduktion

Agrarökonomie

Sozialistische Betriebswirtschaft

III. Abschlussprüfungen und Belege

Bodenkunde und Standortlehre

Pflanzenernährung und Düngung

Genetik und Pflanzenzüchtung

Ackerbau

Melioratoren und Landeskultur

Phytopathologie und Pflanzenschutz

Mechanisierung

Technologie

Tierproduktion

Mathematische Statistik und Biometrie

Botanik

Chemie

Russisch

Physik

Agrargeschichte

EDV

Agrarmeteorologie

Belegarbeit

Lehrungspraktikum

Sport

Während des Studiums erworbene Spezialkenntnisse:

Auszeichnungen während des Studiums:

Berlin, den

Rektor

Direktor der Sektion Pflanzenproduktion

UNIVERSITÄT MANNHEIM

Case 28.0

VORPRÜFUNGSZEUGNIS

(gemäß der Prüfungsordnung für den Diplomstudiengang Soziologie an der Universität Mannheim vom 29. September 1976)

Frau stud. soc. [REDACTED]

geboren am 3. Dezember 1961 in Ludwigshafen

hat Ende ~~WS/SS~~ 1982/83 die Diplom-Vorprüfung im Diplomstudiengang Soziologie bestanden und in den einzelnen Prüfungsfächern folgende Noten erhalten:

Grundzüge der Soziologie: gut

Grundzüge der Sozialpsychologie: gut

Gemäß § 12 (4) der Prüfungsordnung liegen folgende Leistungsnachweise vor:

1. Statistik: Leistungsnachweise aus einer zweisemestrigen Veranstaltung über Statistik;
2. Methoden der empirischen Sozialforschung: Leistungsnachweise aus einer zweisemestrigen Veranstaltung über Methoden der empirischen Sozialforschung;
3. Soziologie: zwei Leistungsnachweise aus seminaristischen Veranstaltungen im Grundstudium;
4. Sozialpsychologie: ein Leistungsnachweis über eine seminaristische Veranstaltung im Grundstudium: **Volkswirtschaftstheorie**
5. **und Wissenschaftslehre** : drei Leistungsnachweise aus Veranstaltungen im Grundstudium der Studienfächer im zweiten Hauptgebiet (gem. § 11 [3] PO).

Mannheim, den 5. März 1984

Die Übereinstimmung vorstehender
Kopie/Abschrift mit der Urschrift
wird bezeugt.



DER VORSITZENDE DES PRÜFUNGS-AUSSCHUSSES
FÜR DIPLOM-SOZIOLOGEN

G. Zapf
(Prof. Dr. Zapf)

MEDIZINISCHE FACHSCHULE

Zeugnis
über den Fachschulabschluß
in der Fachrichtung Krankenpflege

Muster



geb. am _____ in _____
hat in der Fachrichtung Krankenpflege studiert,
den Fachschulabschluß mit dem Gesamtpädika

erworben und ist berechtigt, die Berufsbezeichnung

Krankenschwester/Krankenpfleger

zu führen.

Es wurden folgende Leistungen nachgewiesen:

I. Komplexe praktische Abschlußprüfung
- Krankenpflege -

II. Abschlußprüfungen und Belege

Grundlagen des Marxismus-Leninismus

Sport

Deutsch

Russisch

Medizinischer Schutz der Bevölkerung

Erste Hilfe

Anatomie

Physiologie

Grundlagen der medizinischen Biochemie

Hygiene

Grundlagen der Diätetik

Grundlagen der Arzneimittellehre

Grundlagen der Medizintechnik

Leitung, Organisation und Ökonomie im Gesundheitswesen

Allgemeine Krankheitslehre

Innere Medizin

Chirurgie/Orthopädie/Urologie/Anästhesiologie

Gynäkologie und Geburtshilfe

Infektionslehre/Mikrobiologie

Psychiatrie und Neurologie

Hals-Nasen-Ohrenheilkunde

Augenheilkunde

Dermatologie und Venerologie

Psychologie für Krankenschwestern

Kulturelle Betreuung des kranken Menschen

Krankenpflege

MUSTER

MUSTER

Der Direktor

Der Abteilungsleiter

UNIVERSITÄT

HAMBURG

DIPLOM

geboren am 13. Juli 1959

in Mannheim

hat am 8. Februar 1984

die Diplomprüfung für Kaufleute gemäß

Prüfungsordnung bestanden.

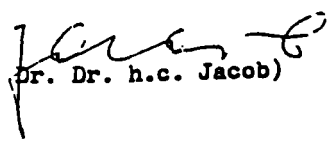
Auf Grund dieser Prüfung wird ihm ~~der~~ der akademische Grad

Diplom-Kaufmann

verliehen.

HAMBURG, den 8. Februar 1984

Der Vorsitzende des Prüfungsausschusses
für Diplom-Kaufleute


(Prof. Dr. Dr. h.c. Jacob)

Case 30.1

Prüfungszeugnis

geboren am 13. Juli 1959 in Mannheim
 hat sich am 8. Februar 1984 der

Diplomprüfung für Kaufleute

unterzogen und die Prüfung mit der Gesamtnote **g u t**

bestanden.

In den einzelnen Prüfungsfächern wurden folgende Noten erzielt:

<i>Business Management</i>	Allgem. Betriebswirtschaftslehre	Prof. Dr. H. Schmidt	gut
<i>Economics</i>	Volkswirtschaftslehre	Prof. Dr. Lübbert	befriedi.
<i>Banking</i>	Bankbetriebslehre	Prof. Dr. H. Schmidt	befriedi.
<i>International Business</i>	Intern. Management	Prof. Dr. Lipfert	sehr gut
<i>Psychology</i>	Psychologie	Prof. Dr. Schmale	gut

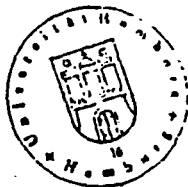
Thema der Diplomarbeit:

Devisenoptionen oder Devisentermingeschäfte als
 Selektionsproblem international anbietender deutscher
 Industrieunternehmen

Die Arbeit wurde mit der Note sehr gut beurteilt.

Gutachter: Prof. Dr. Lipfert

Hamburg, den 8. Februar 1984



Der Vorsitzende des Prüfungsausschusses
 für Diplom-Kaufleute

(Prof. Dr. Dr. h.c. Jacob *Jacob*)

Notenskala: sehr gut; gut; befriedigend; ausreichend; nicht ausreichend.

**HOCHSCHULE FÜR ARCHITEKTUR UND BAUWESEN
WEIMAR**



Der Wissenschaftliche Rat
der Hochschule für Architektur und Bauwesen Weimar

verleiht

SAMPLE


gebören am

den akademischen Grad

Doktor-Ingenieur (Dr.-Ing.)

nachdem die wissenschaftliche Befähigung auf dem Gebiet

nachgewiesen und das Gesamturteil

 erteilt wurde

Weimar, den

Prof. Dr. h. c. Fuchs
Rektor

Prof. Dr. rer. nat. habil. Henning
Dekan

Case 32.0

FACHHOCHSCHULE
FURTWANGEN

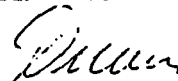
D I P L O M

GEBOREN AM 10. Oktober 1959 in Wutöschingen
HAT DIE DIPLOMPRÜFUNG am 27. Juli 1984
IM STUDIENGANG ALLGEMEINE FEINWERKTECHNIK
ERFOLGREICH ABGELEGT.

DIE FACHHOCHSCHULE FURTWANGEN VERLEIHT
DURCH DIESE URKUNDE DEN HOCHSCHULGRAD
DIPLOM-INGENIEUR (FACHHOCHSCHULE)
DIPL.-ING. (FH)

FURTWANGEN, DEN 01. August 1984

DER REKTOR


Prof. Dr. Ginius

FACHHOCHSCHULE
FURTWANGEN

DIPLOMZEUGNIS

geboren am 10. Oktober 1959 in Wutöschingen
hat das Studium der Fachrichtung FEINWERKTECHNIK
im Studiengang ALLGEMEINE FEINWERKTECHNIK
am 27.07.1984 mit der Gesamtnote gut (1,8)
erfolgreich abgeschlossen.

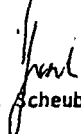
Die Einzelnoten sind umseitig angegeben.

Furtwangen, den 01. August 1984

Der Rektor


Prof. Dr. Dinius

Der Vorsitzende des Prüfungsausschusses


Prof. Dr. Scheuble



Diplomarbeit

Untersuchung von Leistungs-FET's in Gleichstromanwendungen	gut	(1,8)
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Mündliche Prüfung

Allgemeine Feinwerktechnik	sehr gut	(1,0)
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Fachnoten aus

1. Allgemeine Meßtechnik, Elektrische Meßtechnik 1 und 2, Zeitmeßtechnik	befriedigend	(2,9)
2. Grundlagen der Elektronik, Schaltungen der Analogelektronik 1 und 2	befriedigend	(3,0)
3. Digitaltechnik 1 und 2, Mikroprozessortechnik	gut	(2,2)
4. Feinwerktechnische Geräte, Technische Optik	sehr gut	(1,2)
5. Industriebetriebslehre 1 und 2, Technische Statistik	sehr gut	(1,0)
6. Elektrische Antriebe der Feinwerktechnik, Getriebetechnik	gut	(2,0)
7. Regelungstechnik, Nachrichtentechnik	gut	(1,8)
8. Konstruktionslehre 2, Konstruktion elektrischer Geräte, Konstruktion feinwerktechnischer Geräte	gut	(1,7)
9. Fertigungsmethoden der Feinwerktechnik	sehr gut	(1,0)
10. Menschenführung, Einführung i. d. gewerbl. Rechtsschutz	sehr gut	(1,5)
11. (Wahlpflichtfächer) Ökologie und Umweltschutz, Gas- und Partikel-Luftverunreinigung	gut	(2,0)

Case 33.0

Wissenschaftliches Landesprüfungsamt Berlin

ZEUGNIS

Frau [REDACTED],

geboren am 18. April 1954 in Berlin,

hat nach einem 14 -semestrigen Studium an der Freien Universität in Berlin-Dahlem
und der Technischen Universität Berlinam 26. November 1982 vor dem Wissenschaftlichen Landesprüfungsamt Berlin
die Erste (Wissenschaftliche) Staatsprüfung für das Amt des Studienrats

- gut bestanden -

Ihre Leistungen wurden bewertet in:

der Hausarbeit		mit	gut
Erziehungswissenschaft und Philosophie		mit	gut
Englisch	als erstem Fach	mit	gut
Geschichte	als zweitem Fach	mit	gut

Ihre Hausarbeit galt dem Thema:

Realität und Illusion - Eine Studie zu Arthur Millers
'Death of a Salesman'Die Prüfung wurde nach der Verordnung über die Erste (Wissenschaftliche) Staatsprüfung für
das Amt des Studienrats vom 25. März 1980 durchgeführt.

Berlin-Charlottenburg, den 26. November 1982

WISSENSCHAFTLICHES LANDESPRÜFUNGSAMT BERLIN

Gruetzky

ESCOLAR	MATERIAS	SEM. CACION	UBSEFICACION
1980-1981	Problemas Eticos y Morales I	2	80 ocho cero
1980-1981	Problemas Filosóficos I	3	90 nueve cero
1980-1981	Técnica Quirúrgica	3	90 nueve cero
1980-1981	Histopatología y Anatomía	5	80 ocho cero
1980-1981	Pariescolar	5	100 uno cero cero
1980-1981	Talleres	5	Ac acreditada
SEXTO TRIMESTRE			
1980-1981	Introducción a las Ciencias Experimentales II	6	70 siete cero
1980-1981	Problemas Económicos y Sociales del Mundo	3	90 nueve cero
1980-1981	Inglés VI	3	100 uno cero cero
1980-1981	Técnicas de Investigación Documental II	2	80 ocho cero
1980-1981	Problemas Eticos y Morales II	2	80 ocho cero
1980-1981	Problemas Filosóficos II	3	70 siete cero
1980-1981	Farmacología	3	90 nueve cero
1980-1981	Enfermería Materno Infantil.	5	99 nueve nueve
1980-1981	Pariescolar	5	90 nueve cero
1980-1981	Talleres	5	Ac acreditada
SEPTIMO TRIMESTRE			
1981-1982	Física I	4	80 ocho cero
1981-1982	Química Inorgánica I	4	70 siete cero
1981-1982	Metodología de las Ciencias I	3	90 nueve cero
1981-1982	Problemas Económicos y Sociales de México I	3	100 uno cero cero
1981-1982	Inglés VII	3	90 nueve cero
1981-1982	Psiquiatría I	4	100 uno cero cero
1981-1982	Enfermería Médico Quirúrgica I	5	90 nueve cero
1981-1982	Pariescolar	5	90 nueve cero
1981-1982	Talleres	5	Ac acreditada
OCTAVO TRIMESTRE			
1981-1982	Física II	4	70 siete cero
1981-1982	Química Inorgánica II	4	100 uno cero cero
1981-1982	Metodología de las Ciencias II	3	90 nueve cero
1981-1982	Problemas Económicos y Sociales de México II	3	100 uno cero cero
1981-1982	Inglés VIII	3	80 ocho cero
1981-1982	Nutrición y Dietas	4	90 nueve cero
1981-1982	Enfermería Médico Quirúrgica II	5	90 nueve cero
1981-1982	Pariescolar	5	90 nueve cero
1981-1982	Talleres (Violín)	1	100 uno cero cero
NOVENO TRIMESTRE			
1981-1982	Química Orgánica I	4	100 uno cero cero
1981-1982	Psicología I	3	80 ocho cero
1981-1982	Enfermería Médico Quirúrgica III	5	90 nueve cero
1981-1982	Pediatría I	3	80 ocho cero
1981-1982	Pariescolar	5	100 uno cero cero
1981-1982	Talleres (Piano)	1	90 nueve cero
DICESIMO TRIMESTRE			
1981-1982	Química Orgánica II	4	100 uno cero cero
1981-1982	Psicología II	3	90 nueve cero
1981-1982	Enfermería Sanitaria	6	100 uno cero cero
1981-1982	Pediatría II	3	80 ocho cero
1981-1982	Pariescolar	5	Ac acreditada
1981-1982	Talleres	5	Ac acreditada

ESCOLAR	MATERIAS	SEM. CACION	OBSERVACIONES
1980-1981	Fisiología II	3	80 ocho cero
1979-1980	Piano	1	75 siete cinco
1979-1980	Violín	1	90 nueve cero
1981-1982	Violín	1	90 nueve cero
1981-1982	Piano	1	80 ocho cero
Verano 82	Violín	1	90 nueve cero
Verano 82	Piano	1	90 nueve cero

NOTA: ESTE CERTIFICADO AMPARA 80 MATERIAS APROBADAS Y CURSADAS DE ACUERDO AL PLAN TRIMESTRAL ANTERIOR. LA ESCALA DE CALIFICACIONES ES DE 0 A 100 (CERO A CIENTO). LA MINIMA PARA SER APROBADO ES DE 70 (SETENTA). TAMBIEN INCLUYE 7 MATERIAS ADICIONALES.

A petición de la interesada y para los fines y usos que a ella convengan, se le extiende el presente CERTIFICADO en la ciudad de Montemorelos, Nuevo León, México, a los treinta días del mes de Julio de mil novecientos ochenta y dos.

Vc. Dr.
VICERECTOR ACADÉMICO



C. P. Daniel Martínez Cruz

Sta. Cliseria Morales de Madrigal
Jefe del Departamento de Registros y Archivo.

LEG. NUM. 19255

EL C. GRACIANO BOKTONI URTEAGA, SECRETARIO GENERAL DE GOBIERNO DEL ESTADO DE NUEVO LEÓN, en uso de las facultades que le confiere el Art. No. 10 de la Ley Orgánica de la Administración Pública, certifica y da fe que los libros que colmen el presente documento, corresponden a los CC. C.P. DANIEL MARTÍNEZ CRUZ Y CLISERIA MORALES DE MADRIGAL que son en la fecha VICE-RECTOR ACADÉMICO Y JEFE DEL DEPARTAMENTO DE REGISTRO Y ARCHIVO respectivamente de la UNIVERSIDAD DE MONTEMORELOS y de que los sellos que en el mismo aparecen impresos son los auténticos y los debidamente registrados.

Para los efectos a que haya lugar, se certifica lo anterior, quedando legalizada la autenticidad de las expresadas firmas y sellos.

Montemorelos, N. L. Octubre 27 de 1982.



GOBIERNO DEL ESTADO
DE NUEVO LEÓN

REPUBLICA ARGENTINA
MINISTERIO DE EDUCACION

Nº

ESTABLECIMIENTO COLEGIO NACIONAL Nº3 "MARIANO MORENO"

Por cuanto

DECRETO/D.N.I. Nº

C.I. Nº

Política de Educación

egresado el año 1984 ha cursado y aprobado las asignaturas que se detallan y que corresponden al Plan
Bachillerato Especial en Ciencias Biológicas, haciéndose acreedor al Título/Certificado de
Bachiller Especializado en Ciencias Biológicas.
in Biological Sciences

M. & E. T. R. G. N. - 1188-T-1080

AÑO	CURSO	ASIGNATURAS	CALIFICACION		ESTABLECIMIENT
			EN N°	EN LETRAS	
1980	1ª	CASTELLANO	7.33	siete 33	"MARIANO MORENO"
"	"	GEOGRAFIA	7.66	siete 66	
"	"	HISTORIA	7.66	siete 66	
"	"	MATEMATICA	8.33	ocho 33	
"	"	INGLES	9.-	nueve.-	
"	"	BOTANICA	7.66	siete 66	
"	"	DIBUJO	8.66	ocho 66	
"	"	CULTURA MUSICAL	8.-	ocho.-	
"	"	ACTIVIDADES PRACTICAS	7.16	siete 16	
"	"	FORMACION MORAL Y CIVICA	7.66	siete 66	
"	"	EDUCACION FISICA	8.-	ocho.-	
"	"	CURSO COMPLETO.			
1981	2ª	CASTELLANO	8.-	ocho.-	"MARIANO MORENO"
"	"	GEOGRAFIA	8.-	ocho.-	
"	"	HISTORIA	8.33	ocho 33	
"	"	MATEMATICA	7.33	nueve 33	
"	"	INGLES	8.50	ocho 50	
"	"	ZOOLOGIA	9.66	nueve 66	
"	"	DIBUJO	9.-	nueve.-	
"	"	CULTURA MUSICAL	7.33	nueve 33	
"	"	ACTIVIDADES PRACTICAS	8.66	ocho 66	
"	"	FORMACION MORAL Y CIVICA	8.-	ocho.-	
"	"	EDUCACION FISICA	8.16	ocho 16	
"	"	CURSO COMPLETO.			
1982	3ª	CASTELLANO	7.33	siete 33	"MARIANO MORENO"
"	"	GEOGRAFIA	8.-	ocho.-	
"	"	HISTORIA	8.16	ocho 16	
"	"	MATEMATICA	7.50	siete 50	
"	"	INGLES	9.33	nueve 33	
"	"	ANATOMIA Y FISIOLOGIA	7.83	siete 83	
"	"	DIBUJO	8.-	ocho.-	
"	"	CULTURA MUSICAL	7.33	siete 33	
"	"	FISICA Y QUIMICA	7.33	siete 33	
"	"	CONTABILIDAD PRACTICA	8.66	ocho 66	
"	"	FORMACION MORAL Y CIVICA	7.-	siete.-	
"	"	EDUCACION FISICA	9.66	nueve 66	
"	"	CURSO COMPLETO.			
1983	4ª	LITERATURA	7.66	siete 66	"MARIANO MORENO"
"	"	GEOGRAFIA	8.50	ocho 50	
"	"	HISTORIA	8.33	ocho 33	
"	"	MATEMATICA	8.-	ocho.-	
"	"	FILOSOFIA	9.50	nueve 50	
"	"	FISICA	9.66	nueve 66	
"	"	QUIMICA	9.-	nueve.-	
"	"	ANATOMIA Y FISIOLOGIA	9.50	nueve 50	
"	"	FRANCES	7.66	siete 66	
"	"	CANTO	7.-	siete.-	
"	"	EDUCACION FISICA	8.66	ocho 66	

Case 35.0

REPÚBLICA

ARGENTINA

Universidad de Buenos Aires
Facultad de Filosofía y Letras

El Rector de la Universidad y el Decano de la Facultad

Declaran:



natural de la ciudad de Buenos Aires ha terminado el 5 de abril de 1915 los estudios correspondientes al curso de Licenciatura en Psicología.

Por tanto, de acuerdo con lo dispuesto en las normas vigentes en esta Universidad, le expeditamos el presente título de Licenciado en Psicología.

Buenos Aires, 21 de mayo de 1916

Qainl



[Signature]

[Signature]

[Signature]

[Signature]

[Signature]



UNIVERSIDAD DE BUENOS AIRES
FACULTAD DE FILOSOFIA Y LETRAS

EL DIRECTOR TECNICO DE ALUMNOS DE LA FACULTAD DE FILOSOFIA Y LETRAS
DE LA UNIVERSIDAD DE BUENOS AIRES, que sucribe, certifica que [REDACTED]
[REDACTED] (L.U.N. [REDACTED]), ha aprobado en esta Casa de
Estudios las asignaturas que a continuación se detallan:

ASIGNATURAS	CALIFICACIONES	FOLIO	FECHAS
Intr. a la Sociología	Distinguido	65	Dic.1959.-
Intr. a la Psicología	Buena	828	Jul.1960.-
Intr. a la Filosofía	Distinguido	1118	Ago.1960.-
Intr. a la Historia	Aprobado	2007	Mar.1961.-
Elem. Met. Estadística	Buena	2742	Dic.1961.-
Biología I.	Buena	3177	Mar.1962.-
Psicol. Gral. I.	Buena	3358	Mar.1962.-
Intr. Psicología Social	Buena	3236	Jul.1962.-
Psicol. Gral. II.	Buena	3979	Ago.1962.-
Psicol. Profunda	Distinguido	5056	Mar.1963.-
Anat. Fis. Sist. Nerv.	Buena	15518	Jul.1968.-
Elem. de Matemática	Buena	16153	Ago.1968.-
Psicol. Comprensiva	Buena	17094	Mar.1969.-
Psic. Evolutiva	Distinguido	26411	Dic.1973.-
Psicopatología	Buena	26580	Dic.1973.-
Tec. D. Grupos	Distinguido	27375	Ago.1973.-
Hist. de la Psicología	Distinguido	28364	Dic.1973.-
Tecn. Project.	Sobresaliente	27565	Ago.1973.-
Psiconigene y Salud Mental	Buena	27711	Ago.1973.-
Téc. Psicométricas	Distinguido	29954	Ago.1974.-
Psic. Personalidad	Buena	28711	Dic.1973.-
Psic. Evolutiva II.	Buena	27415	Ago.1973.-
Pedagogía	Distinguido	30298	Mar.1975.-
Psic. Instituc.	Buena	30337	Mar.1975.-
Psic. Propaganda	Distinguido	30358	Mar.1975.-
Diag. Diferencial	Buena	30339	Mar.1975.-
Psic. del Trabajo	Distinguido	30340	Mar.1975.-
Orient. Vocacional	Distinguido	30375	Abr.1975.-
MATERIAS APLAZADAS			
Biología I.	Insuficiente	2247	Jul. 1971.-
Met. Inv. Psicol.	Insuficiente	17224	Mar. 1969.-
IDIOMAS			
Inglés Superior	Aprobado	----	Dic. 1962.-
Francés Superior	Aprobado	----	Dic. 1969.-
Arancel : Nº 99226			

A efectos de la inscripción a [REDACTED] y al sólo efecto de ser presentado ante autoridades Consejo de
Educación del Estado de Pensilvania [REDACTED] se expide el presente
certificado en Buenos Aires a los veinte [REDACTED] días del mes de MARZO [REDACTED] de mil
novecientos [REDACTED] ochenta y seis.- [REDACTED]

L.G.
D.F.A.F. 10.000-11-83

VICARIO GENERAL
SECRETARÍA DE ASISTENCIA Y ORGANIZACIÓN

Seal of:
University of Buenos Aires

University of Buenos Aires
College of Philosophy and Letters

The Operations Director for students of the College of Philosophy and Letters of the University of Buenos Aires, certifies that, [REDACTED] (student I.D. # [REDACTED]) has completed in this Institution of Studies the following subjects:

<u>SUBJECTS</u>	<u>GRADES</u>	<u>FOLIO</u>	<u>DATES</u>
Introduction to Sociology	Distinguished	65	Dec. 1959
Introduction to Psychology	Good	828	Jul. 1960
Introduction to Philosophy	Distinguished	1118	Aug. 1960
Introduction to History	Pass	2007	Mar. 1961
Statistic Methodology	Good	2747	Dec. 1961
Biology I	Good	3177	Mar. 1962
General Psychology I	Good	3368	Mar. 1962
Social Psychology	Good	3836	Jul. 1962
General Psychology II	Good	3979	Aug. 1962
Psychoanalytic Theory	Distinguished	5056	Mar. 1963
Neuroanatomy	Good	15518	Jul. 1968
Mathematics I	Good	16153	Aug. 1968
General Psychology III	Good	17094	Mar. 1969
Developmental Psychology I	Distinguished	26411	Dic. 1972
Psychopatology	Good	26580	Dic. 1972
Group Dynamics	Distinguished	27375	Aug. 1973
History of Psychology	Distinguished	28364	Dic. 1973
Projective Techniques	Oustanding	27565	Aug. 1973
Psychohygiene & Mental Health	Good	27711	Aug. 1973
Psychometric Techniques	Distinguished	29994	Aug. 1974
Theory of Personality	Good	28711	Dic. 1973
Developmental Psychology II	Good	27415	Aug. 1973
Pedagogy	Distinguished	30298	Mar. 1975
Institutional Psychology	Good	30337	Mar. 1975
Marketing Psychology	Distinguished	30358	Mar. 1975
Differential Diagnosis	Good	30339	Mar. 1975
Industrial Psychology	Distinguished	30340	Mar. 1975
Vocational Orientation	Distinguished	30375	Apr. 1975

Other studies published in the series *Papers on Higher Education: 1983-1989*

1. *Andre Salifou*, Perspectives du développement de l'enseignement supérieur en Afrique dans les prochaines décennies (English & French versions), Unesco 1983, ED-83/WS/76.
2. *Michel Carton*, Tendances et perspectives de développement de l'enseignement supérieur dans la région Europe. Unesco 1983, ED-83/WS/77.
3. *Juan Carlos Tedesco*, Tendencias y Perspectivas en el Desarrollo de la Educación Superior en America Latina y el Caribe (English & Spanish versions). Unesco 1983, ED-83/WS/75.
4. *Omer M. Osman*, Perspectives of the Development of the University in the Arab region from the present to the year 2000 (English & Arabic versions). Unesco 1983, ED-83/WS/78.
5. *S.C. Goel*, Higher Education in Asia and the Pacific: A Perspective Study. Unesco 1983, ED-83/WS/99.
6. Study Service: a tool of innovation in higher education. (English & French versions), Unesco 1984, ED-83/WS/ 01.
7. *R. Goodridge, A. Layne*, A Digest of Unesco Studies and Documents on the Democratization of Higher Education. Unesco 1984, ED-84/WS/52.
8. *L.P. Laprevote*, Pour un bilan social de l'Université, instrument d'intégration de la *communauté* universitaire. Unesco 1984, ED-84/WS/58.
9. *C. Rakowske-Jaillard, A. Rochegude, H. Acoca*, La problématique de la pédagogie de l'enseignement supérieur et de la recherche pédagogique dans la perspective de la réforme globale de l'éducation en Afrique francophone. Unesco 1985, ED-84/WS/85.
10. *G. Berger, T.K. Thévenin, A. Coulon*, Evaluation des expériences novatrices sur la démocratisation dans l'enseignement supérieur. Unesco 1985, ED-85/WS/1.
11. Prof. *Dr M.L. Van Herreweghe*, Etude préliminaire sur la nature et l'importance de l'enseignement relatif aux sciences de l'éducation dans les établissements d'enseignement supérieur. Unesco 1986, ED-86/WS/34.
12. *Mme E. Rakobolskaya, Andre Salifou, D. Lustin*, Trois études de cas sur la formation pédagogique des enseignants d'enseignement supérieur. Unesco 1986.
13. *Georges Thill, Xavier Marbille, Christiane Coene, Francois Hurard*, Structures de fonctionnement de la recherche et perspectives de coopération. Unesco 1986, ED-86/WS/63.
14. *Marcel Guillaume, Georges Thill*, Formation et recherche universitaires: leurs interrelations. Unesco 1986, ED-86/WS/64.

15. Annotated Bibliography of Selected Unesco Publications and Documents relative to Training and Research. Unesco 1986.
16. Stocktaking of Needs and Resources relative to Training and Research: Volume 1: Australia, Hungary, Kenya, Syrian Arab Republic. Unesco 1987.
17. *Cesar A. Aguiar, Analisis de las Necesidades y Recursos relativos al Adies tramiento e Investigacion. Formación Superior y Desarrollo Cientifico en America Latina: Indicaciones preliminares sobre la integraci6n de sistemas. Volumen 2: America Latina.* Unesco 1987.
18. Inventory of Educational Research on Higher Education Problems Under taken by Higher Education Institutions (Preliminary Version). Unesco 1987, ED-86/WS/122 Rev.
19. *Jagbans K Balbir, Aspects of Training and Research in Higher Education with Case Studies on India and Venezuela.* Unesco 1987.
20. L'Enseignement supérieur et le Monde du Travail. Table ronde Unesco-Federation internationale syndicale d'enseignement (FISE).
21. Mobilité et échanges universitaires en vue de favoriser la formation et la coopération internationales. Table ronde Unesco-Association des universités partiellement ou entièrement de langue française (AUPELF)
22. Fonctions et taches condition et statut du professeur d'université dans les société de progrès. Table ronde Unesco-Association internationale des professeurs et maîtres de conférences des universités (IAUPL).
23. *Rene Ochs, The Recognition of Studies and Diplomas of Higher Education: the Contribution of Unesco. La Reconnaissance des études et des diplômes de l'enseignement supérieur: l'apport de l'Unesco.*
24. Enseignement supérieur et interdisciplinarité: problèmes et perspectives. Table ronde Unesco-Federation internationale des universités catholiques (FIUC)
25. La Responsabilité des femmes dans la conduite de leur carrière et Enseignement supérieur. Table ronde Unesco-FIFDU. Unesco 1987.
26. *R. Lallez, C. Tahiri-Zagret, A. Robinson, L. D'Hainaut, Perspectives de l'évolution des systèmes de formation et des pratiques pédagogiques dans le cadre de la coopération internationale. Table ronde Unesco-Association internationale de pédagogie universitaire (AIPU) Unesco 1988, ED-88/WS/31.*
27. *Braga, Meyerson, Noguchi, Nemoto, Serafimov* The Impact of Satellite Technology on University Teaching and Research. Unesco-IAU, Unesco 1988, ED-88 WS/44.
28. Higher Level Distance Education and the Needs of Developing Countries. Round Table Unesco-International Council for Distance Education (ICDE). Unesco 1988, ED-88 WS/46.

29. The Challenge for the University: providing education and meeting economic requirements . Round Table: Unesco-International Union of Students (IUS), Unesco
30. Les Responsabilités internationales du professeur d'Universités. Table ronde: Unesco-IAUPL, Unesco, 1988.
31. Higher Education: Problems and challenges for what future? Final Report, Unesco-NGO Collective Consultation 1988. (English and French versions), Unesco 1988.
32. Project Copernicus: Co-operation Programme in Europe for Research on Nature and Industry through Co-ordinated University Study. Round Table: Unesco Standing Conference of Rectors, Presidents and Vice Chancellors of the European Universities (CRE), Unesco 1989.
33. Enseignement supérieur scientifique et technique: Nouvelles technologies de l'information et de la communication. Table ronde: Unesco-Association des Universités partiellement ou entièrement de langue française (AUPELF), Unesco 1989.
34. R. *Aspeshlagh*, .D. *Chitoran*, A. *Nastase*, Educational and Research Programmes 4 Universities and Research Institutes in the Europe region devoted to international understanding, co-operation, peace and to respect for Human Rights. Unesco 1989, ED-89/WS/76.
35. L'enseignement supérieur entre démographie et sociologie: diversifications institutionnelles et variations sociales—Polymnia Zagefka.
36. Higher Education Learning Resource Materials, Books and Journals: the Needs of Universities in Developing Countries. Round Table: Unesco-Association of Commonwealth Universities (ACU)