



# **WELCOME TO THE** **2017 AICE** **SYMPOSIUM**

Setting the Standard for Graduate Admissions: Three-year degrees  
and other admissions dilemmas

**April 5 – 6, 2017**

**Millennium Hotel**  
in Avenue 1 & 2  
1313 Nicollet Mall  
Minneapolis, MN



## **INSIDE:**

- **Welcome from AICE President and Chair**
- **Symposium Schedule**
- **Meet the Experts**
- **Modules 1, 2, 3**
- **Learn more about AICE and Membership Opportunities**



# Welcome to Minneapolis!

**From AICE President Jasmin Saidi-Kuehnert and AICE Chair Alexander Agafonov, Ph.D.**

Dear Colleagues,

It is with great pleasure that we welcome you to the 2017 AICE Symposium in Minneapolis!

The Symposium will feature several distinguished panels of international education specialists whose perspectives will encourage each of us to reflect on the Symposium theme, *Setting the Standard for Graduate Admissions: Three-year Degrees and Other Challenges*. This year's Symposium continues with the spirit of past Symposia highlighting our Association's steadfast commitment to activate and reinforce dialogue on international credential evaluation standards, methodologies and practices. AICE is proud to have contributed to promoting best practices and collaboration for academic excellence and to strengthen communication among international educators from academia and professional organizations, laying a strong foundation for the development of long-term sustainable partnerships and networks.

The symposium would not be a reality without the creativity and unwavering commitment of many. We express our deep appreciation and gratitude for the enormous contributions of our panelists, presenters, sponsors, Symposium Planning Committee, and our Endorsed Members and Affiliates.

Thank you for joining us at the 2017 AICE Symposium. We hope that you will find your participation in the Symposium and connecting with new and familiar colleagues enriching and productive.



Jasmin Saidi-Kuehnert  
President and Treasurer  
Association of International  
Credential Evaluators (AICE)



Alexander Agafonov, PhD  
Chair  
Association of International  
Credential Evaluators (AICE)

# 2017 AICE Symposium Schedule

## Wednesday, April 5, 2017

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### **Opening Reception 6:00 – 8:00 PM**

Mission American Kitchen and Bar  
77 N 7th St, Minneapolis, MN 55402

## Thursday, April 6, 2017

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### **Welcome and Introductions 9:00 – 9:30 AM**

Symposium Moderator: Alexander Agafonov

### **Module 1: Bologna-Patterned Three-year Degrees 9:30 – 10:45 AM**

Moderator: Aleksander Morawski  
Panel of Experts: Melanie Gottlieb, Robert Watkins

### **BREAK 10:45 – 11:00 AM**

### **Module 2: Three-Year Bachelor's Degree: South Asia (India, Pakistan, Bangladesh, Sri Lanka) 11:00 AM – 12:15 PM**

Moderator: Jasmin Saidi-Kuehnert  
Panel of Experts: Ujjaini Sahasrabudhe, Annetta Stroud, Johnny K. Johnson

### **LUNCH 12:15 – 1:15 PM**

Sponsored by: **Shorelight Education** 

### **Module 3: Beyond South Asia and Bologna: Three-year degrees from Australia, South Africa, and Israel 1:15 – 2:30 PM**

Moderator: Beth Cotter  
Panel of Experts: Ann M. Koenig, Josh Trevers, Stephanie Ingvaldson

### **BREAK 2:30 – 2:45 PM**

### **Breakout Groups 2:45 – 3:30 PM**

### **Breakout Groups Report and Wrap-Up 3:30 – 4:30 PM**

**All attendees are invited to a post-Symposium Happy Hour Cash Bar!**

*All events on Thursday will be held in Avenue 1 and 2 of the Millennium Hotel.*

## Meet the Experts



**Symposium Moderator:  
Alexander Agafonov,  
Ph.D.**  
GLOBE LANGUAGE SERVICES

Alexander Agafonov, Ph.D. is the Executive Vice President and Chief Operating Officer of Globe Language Services, Inc. He holds a Ph.D. in Educational Administration and Policy Studies from the University at Albany (SUNY), M.S. in Higher Education Administration from the University at Albany (SUNY) and B.A. in Foreign Languages/ Linguistics from Murmansk State Humanities University in Russia. He has worked in education for more than 20 years as a teacher, administrator, researcher and consultant.

Prior to joining Globe Language Services Dr. Agafonov served as Provost and Senior Vice President for Academic Affairs at ASA College in NYC. His extensive experience in the field of International Education includes advising international students, serving as PDSO (Primary Designated School Official), developing articulation agreements and dual-degree/ degree completion programs with US and foreign institutions, evaluating foreign credentials, and doing research in the field of comparative education. Dr. Agafonov served on accreditation and program review teams for Middle States Commission on Higher Education and New York State Education Department. He currently serves as Chair of the Association of International Credential Evaluators, Inc (AICE).

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## MODULE 1: Bologna-Patterned Three-year Degrees 9:30 – 10:45 AM



**Moderator:  
Aleksander Morawski**  
FOREIGN CREDITS, INC.

Aleks is Director of Evaluation Services at Foreign Credits, Inc., and is an experienced international enrollment management professional with an extensive background in credential evaluation, university admissions, and management. He also serves as chair of the AICE Scholarship and Publications committee.

Morawski completed his bachelor's degree at Marquette University and master's degree at San Diego State University, both in political science with a focus on international relations. He is an active and experienced trainer and member of NAFSA Trainer Corps, presently serving as workshop dean of the credential evaluation curriculum. He has served as the NAFSA Admissions and Credential Evaluation network leader, and is a regular presenter at local, national, and international conferences.

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**Panel Expert:  
Melanie Gottlieb**  
AACRAO

Melanie Gottlieb joined the staff as Deputy Director of AACRAO in 2015. She came to the national office with 18 years as an AACRAO member, with experience in Records & Registration, Enrollment Management and International Recruitment and Credential Evaluation.

She has served the association in a variety of leadership roles throughout her career, most recently as Vice President for International Education on the AACRAO Board of Directors. Melanie earned an MA in Information Science from the University of Missouri - Columbia and a BA in History /American Studies from Marlboro College in Vermont.

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**Panel Expert:**  
**Robert Watkins**  
UNIVERSITY OF TEXAS AT  
AUSTIN

Robert Watkins has been in the field of international admissions and credential evaluation for 40 years all of it at The University of Texas at Austin where he is Assistant Director of Admissions in the Graduate and International Admissions Center. A member of NAFSA, AACRAO and EAIE, he has presented frequently on international credentials at annual meetings of all three organizations.

He is former Chair of the Admissions Section (ADSEC) now known as International Enrollment Management (IEM), former Vice President for International Education on the AACRAO Board of Directors, and served as Chair of the International Student Records Committee of the NCAA (2002-11). He served on and then chaired the former National Council on the Evaluation of Foreign Educational Credentials (1992-2000) as a NAFSA representative and was co-author of the PIER Canada Workshop (1989) and PIER Philippines Workshop (2001) and now serves on the AACRAO International Education Standards Council (IESC) which formulates the Credential Advice in AACRAO EDGE.

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**MODULE 2: Three-Year Bachelor's Degree: South Asia (India, Pakistan, Bangladesh, Sri Lanka) 11:00 AM – 12:15 PM**



**Moderator:**  
**Jasmin Saidi-Kuehnert**  
ACADEMIC CREDENTIALS  
EVALUATION INSTITUTE, INC.

Jasmin Saidi-Kuehnert is the founder, President and CEO of Academic Credentials Evaluation Institute, Inc. (ACEI), incorporated in the State of California since 1994. She has authored the Country Guide Series Reports on Senegal (2000) and Cameroon and co-authored the 1998 book on the system of education of Hong Kong. She has contributed to PIER Reports on the systems of education of Central America (1987), Canada (1987), and the United Kingdom (1990). She served as Chair of the Admission-Section (ADSEC) Committee of NAFSA (National Association of Foreign Student Advisors: Association of International Educators) from 1999 to 2001,

as Chair of NAFSA's Region XII Southern District committee from 1995 to 1999, and served on AACRAO's Publication and Reviews Committee from 1990-1993.

She has provided training and made frequent presentations on foreign educational systems and the recognition of international credentials at conferences and symposiums in the United States and abroad. She is frequently called on by US government, academic institutions, state licensing boards, private enterprise as well as institutions and educational ministries abroad for assistance with international academic credentials. She holds the BA in Political Science from the University of San Diego and MBA from Pepperdine University. She is currently serving on the International Education Standards Council (IESC) of AACRAO and is President and Treasurer of the Association of International Credential Evaluators, Inc.

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**Panel Expert:**  
**Ujjaini Sahasrabudhe**  
UNIVERSITY OF SOUTHERN  
CALIFORNIA

Ujjaini Sahasrabudhe is the director of the Office of Graduate Admission at University of Southern California. She is responsible for coordinating with academic programs and managing graduate

admission-related operations for the university.

She holds master's degrees in human development and family studies, as well as social and multicultural foundations of education. She has presented at conferences such as NAFSA, NAGAP, Association for the Study of Higher Education and Comparative and International Education Society. She also serves as the managing editor for NAFSA's IEM Spotlight e-newsletter.

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**Panel Expert:**  
**Annetta Stroud**  
AACRAO

Annetta Stroud began working with AACRO in 2008 in the role of Senior Evaluator and Training Coordinator, and is currently the Associate Director for Training and Program Development. She has worked in the field of international education for over 15 years in both public and private institutions in various positions in international admissions and credential evaluation, student services and academic management.

Her current role with AACRAO allows her to engage in the research of international comparative education and support the training of professional in the field, and has presented at various conferences including both AACRAO and NAFSA annual and regionals and the Education USA MENA Forum. Annetta holds a B.A. in Music from the University of New Mexico, M.A. in Adult Education from San Francisco State University, and an Ed.M. in Human Resource Development from the University of Illinois Urbana-Champaign.

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**Panel Expert:**  
**Johnny K. Johnson**  
FOREIGN CREDENTIALS EVALUATION  
SERVICES OF AMERICA

Johnny K. Johnson has had 45 years in international education which includes administrative and teaching positions at two-year and four-year colleges and universities, both public and private, in the United States, Asia and the Caribbean.

He has consulted with colleges, universities, government and private sector organizations, and has written or edited 33 publications and made more than 120 conference presentations in the fields of international education and student affairs. Research, conference presentations, and business and leisure travel have taken Mr. Johnson to more than 80 countries.

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**MODULE 3: Beyond South Asia and Bologna: Three-year degrees from Australia, South Africa, and Israel** 1:15 – 2:30 PM



**Moderator:**  
**Beth Cotter**  
FOREIGN CREDENTIAL  
EVALUATIONS, INC.

Beth Cotter has been President and CEO of Foreign Credential Evaluations, Inc. since 2000. Beth received her B.A. degree in German from Wake Forest University and her M.B.A. degree in Finance from Georgia State University.

She had eight years of teaching and educational administration experience in curriculum development at the post-secondary level prior to joining FCE in 1997. She has been a member of NAFSA: Association of International Educators since 1999, where she has presented at State and Regional Conferences. Beth is currently the Chair of the AICE Membership Committee. FCE has been an Endorsed Member of AICE since 2006.

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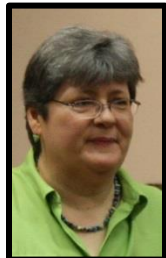


**Panel Expert:**  
**Josh Trevers**  
**GLOBE LANGUAGE SERVICES**

Josh Trevers has been Director of Evaluation Services at Globe Language Services since 2004 and Translation Coordinator since 2014. Prior to joining Globe, he was a credential evaluator and area specialist at World Education Services.

He specializes in education systems of Western Europe, the Middle East, East Asia and Francophone Africa. He has represented Globe on numerous occasions at both NAFSA, where he presented a workshop on secondary level education, and the American Immigration Lawyers Association (AILA). Josh holds a bachelor's degree from the State University of New York at Albany and a Master's Degree from George Washington University.

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**Panel Expert:**  
**Ann M. Koenig**  
**AACRAO**

Ann M. Koenig has been an associate director with AACRAO International since 2002. Her career in international education spans more than 25 years, including foreign credential evaluation in professional evaluation services, and campus-based work in international undergraduate and graduate admissions, student records management, academic advising and transfer credit evaluation, at Cardinal Stritch University in Milwaukee, a University of Maryland University College program in Germany, Golden Gate University in San Francisco, and the University of California, Berkeley.

Ann has done in-depth research on education in several countries. She is the author of the ECE monograph An Overview of the Educational System of Albania (1993),

co-author of the PIER workshop report on Poland (1992) and AACRAO Country Guide The Educational System of the Russian Federation (2008), and contributor to NAFSA's A Guide to Educational Systems Around the World (1999), the AACRAO EDGE online database, AACRAO's Guide to Bogus Institutions and Documents (2006), The AACRAO International Guide (2010 and 2016 editions), AACRAO's Transfer Handbook (2015), and AACRAO's quarterly journal College & University.

A frequent workshop trainer and conference presenter, Ann specializes in sharing information on country educational systems, best practices in international academic record review and admissions, and academic credential fraud awareness. She has presented at professional development and training events sponsored by AACRAO, NAFSA, NAGAP, EAIE, and other organizations in the U.S. and Europe.

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**Panel Expert:**  
**Stephanie Ingvaldson**  
**CALIFORNIA STATE UNIVERSITY,  
FRESNO**

Stephanie Ingvaldson has close to a decade of experience in enrollment management and evaluation, working at UCLA Undergraduate Admissions with both domestic and international students, and most recently at California State University, Fresno, where she is involved with the recruitment, admission, and enrollment steps of both undergraduate and graduate international students.

Ms. Ingvaldson oversees the International Student Services and Programs office at Fresno State and serves as the current Network Leader for the Admissions and Credential Evaluation Knowledge Community of NAFSA.

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## MODULE 1: Bologna-Patterned Three-year Degrees 9:30 – 10:45 AM

The Bologna process of 1999 reformed higher education in much of Western Europe. Before the reforms, most countries' higher education systems (with some notable exceptions) were structured to include a long-cycle first university degree which granted access to doctoral programs. The reforms mandated the development of a 3+2 structure, consisting of a three-year first degree, typically referred to as a Bachelor, and a two-year graduate level degree, typically referred to as a Master.

The European three-year Bachelor degree brings about several challenges. Fundamentally, it does not meet the number of years required (four) to be equivalent to a US Bachelor's degree. However, many European countries have or had thirteen-year or longer secondary school programs, which, it can be argued, makes up the difference. Furthermore, graduates of the European three-year Bachelor are often equally advanced in their field of study as their US counterparts because most curricula place a greater emphasis on subjects within the major.

Credential evaluators consider a US bachelor's degree to consist of four years of study. As such, Bologna bachelor's degrees do not meet the minimum standard and are typically evaluated as three years of undergraduate study. Autonomous universities are not held to this mandate. Some admit holders of Bologna bachelor's degrees directly to graduate programs. Others require completion of a bridge program. Others still deny admission to anyone not holding the minimum of a four-year degree.

In this session, the panel will address the issues of secondary preparation, specialization, academic rigor and employment opportunities within the context of three-year Bologna degrees. This discussion will provide guidance to graduate admissions officers and attempt to establish the standards for graduate admissions in the United States.



### TOPICS

Bologna Process overview and historical context (introduction)

- *Include admission requirements and components of a Bologna bachelor's degree*

Does the 13+ of secondary education make up the deficit between US Bachelor's degree and Bologna Bachelors?

- *Not all European secondary programs are 13+ years, and increasingly they are transitioning to 12 years. Theoretically, all graduates from secondary school in any Bologna signatory secondary program are eligible for admission.*

There is a greater focus on the major subject in Bologna bachelors.

- *Does this equal to the fourth year of study in the major subject of a US Bachelor's degree?*

European students generally claim to be stronger academically in their field of specialization than their American counterparts.

- *Does this make up for the shorter duration of Bologna bachelor's?*

The perception of a three-year Bologna bachelor's degree is lower than the previous 5-year first degree in the employment market, leading most students to pursue Master's degrees for similar employment opportunities.

- *Does this have any effect on academic evaluation in the US?*

## MODULE 2: Three-Year Bachelor's Degree: South Asia (India, Pakistan, Bangladesh, Sri Lanka) 11:00 AM – 12:15 PM

The three-year degree debate from countries in South Asia (India, Pakistan, Bangladesh, Sri Lanka) is one that continues to persist given the steady number of international students seeking graduate degrees at U.S. institutions of higher education. As the second largest exporter of international students to the U.S. after China and its leading source from South Asia, India's three-year bachelor's degree is of particular interest.

India's three-year Bachelor's degree in arts and sciences has been typically a three-year program patterned after the British system. Attempts were recently made by some Indian universities to champion the idea of expanding the three-year program by another year to include a research component and additional courses at the advanced level, particularly in the sciences. These institutions viewed this move as essential if India intends to be competitive globally, especially in scientific research and development.

This push toward expanding the three-year into a four-year degree was met with strong resistance from the University Grants Commission (UGC), India's higher education regulatory and funding body. The conflict between some key public universities and the UGC concerning the four-year bachelor's degree came to a head in September 2014. The UGC ordered those institutions that had either embarked on offering the four-year bachelor's degree or were already offering them, to abandon the program and revert to the standard three-year programs or lose their funding altogether.

On the other hand, Pakistan, India's neighbor, is taking steps to adopting the four-year bachelor's



degree, and reforming its two- and three-year degree programs. Some universities in Sri Lanka, India's other neighbor, are beginning to offer four-year bachelor's degree.

The proponents of India's four-year bachelor's degree, like their counterparts in Pakistan and Sri Lanka, see the additional year as a more holistic approach to teaching and learning, allowing for broad-based training in the humanities and sciences. The abrupt dismissal of the four-year program by the UGC is seen by many of the educators and the institutions in India as shortsighted and lacking any serious academic discussion supported by convincing facts and arguments. Many foresee that the UGC's resistance toward the four-year degree will only push students away from studying sciences, pursuing careers in sciences and stymieing India's chances in scientific innovation.

While educators in India grapple with the weaknesses and global competitiveness of their three-year Bachelor degree as compared to the four-year Bachelor, a cursory search of graduate admissions requirements of U.S. institutions of higher education show variations in the acceptance of the Indian three-year degree. The three-year Indian bachelor's degree appears to be viewed by some universities as sufficient preparation for admission to graduate school while regarded as insufficient by others. There are U.S. graduate schools and credential evaluation services that consider the three-year Indian degrees from select universities as equivalent to the U.S. bachelor's degree, while others recommend three years of undergraduate credit equivalence.

## MODULE 2: Three-Year Bachelor's Degree: South Asia (India, Pakistan, Bangladesh, Sri Lanka) cont. 11:00 AM – 12:15 PM

### TOPICS

#### Indian Institution Ranking

Some U.S. institutions and credential evaluation services are considering three-year bachelor degrees as U.S. equivalent based on the ranking of the institution in India.

- *Does the rank of the Indian institution in the country's education hierarchy play a factor in the eligibility of a three-year bachelor's degree holder for graduation admission?*
- *Who determines the ranking of universities in India? And, what are the criteria to determine the ranking of institutions? How is quality control enforced?*

#### U.S. Perspective on Indian Degrees

Some U.S. institutions and credential evaluators, recognize the three-year Bachelor's degree from India as sufficient preparation for admission to graduate studies.

- *Is the General Education course component of U.S. bachelor degree programs applied to the three-year bachelor degrees from India (given its absence from the Indian bachelor's degree and the argument from some Indian universities supporting its inclusion as part of a "more holistic approach to teaching and learning")?*
- *Is focus to be placed on the Major-specific coursework of the three-year bachelor degree?*
- *Why are the Indian three-year bachelor's degrees assessed based on institution ranking and degree classification, when the same is not true of three-year degrees from other countries?*

#### Indian Universities Perspective on their 3- year degree

Some institutions of higher education in India (as cited above) have argued on the limitations of the three-year degree and in favor of expanding the degree to four years.

- *If the three-year bachelor degree is seen by some institutions in India as inadequate preparation for graduation school, should this be the deciding factor in determining graduation admission eligibility at U.S. institutions?*
- *Is the UGC's order for universities to revert back to 3yr programs primarily a funding issue?*
- *Are the 3-year Bachelor degrees treated differently than the 4-year degree holders in India? Is the quality of the 3-year Bachelor considered to be less than the 4-year Bachelor degrees in India?*
- *Are holders of 3-year Indian Bachelor degrees at a disadvantage in the employment market compared to holders of 4-year Bachelor degrees?*

#### Three-year bachelor degree classification

Some U.S. institutions and credential evaluation services are considering three-year bachelor degrees as U.S. equivalent based on the classification of the degree. For example, a three-year bachelor degree First Class with Distinction/Division I is required for admission to some graduate schools.

- *Is the classification of the three-year degree conferred considered a criterion for admission to the graduation school?*

## MODULE 3: Beyond South Asia and Bologna: Three-year degrees from Australia, South Africa and Israel 1:15 – 2:30 PM

Three-year bachelor degrees in Australia and South Africa are modeled after the UK educational system. Australian Bachelor's (pass or ordinary) degrees require three years of full-time study or the part-time equivalent. These qualifications include Bachelor of Arts, Science and Commerce, i.e., BA, BSc. and BCom; Bachelor of Applied Science (BAppSc) and Bachelor of Business Administration (BBusAdmin). In Australia, four-year Bachelor's degrees exist in professional fields like Engineering, Education, Law, etc. An Honours degree usually follows an (Ordinary) three-year Bachelor's degree. It comprises one year of study in an area of specialization. Students are typically selected to pursue the honours degree based on academic achievement. The three-year Bachelor's degree is often accepted for access to higher education degrees. An Honours Degree is normally required for access to higher research degrees.

A major part of the history of education in South Africa has to do with apartheid which was first established in 1949. Apartheid became dismantled between 1990 and 1993 and the years since have allowed for all racial groups to play "catch-up" with education. Admission into Bachelor's degree programs is traditionally based on completion of year 12 (standard 10). Students sit for the Senior Certificate Examination (an external examination) as they approach the end of standard 10. The results of these examinations will determine whether one may be admitted into a Bachelor's degree program. In South Africa Bachelor's degrees require three years of full-time study or the part-time equivalent. These qualifications include Bachelor of Arts, Science and Commerce, i.e., BA, BSc. and BCom and the Bachelor of Social Science (BSocSc) degrees. Four to six-year bachelor degrees exist in professional fields like engineering, law, architecture and medicine. An Honours degree usually follows a three-year Bachelor's degree. It comprises one year of study in an area of specialization. Students are selected to pursue the Honours degree based on academic achievement.

In Israel, admission to higher education requires the Matriculation Certificate (Teudat Bagrut) and the



Psychometric Exam, which bears resemblance to the SAT in the USA. Historically, only universities could offer Bachelor's level programs, but that option has long since been extended to colleges. Bachelor's Degree programs in Israel are typically three years in length. Exceptions to this are Bachelor's Degrees in Nursing, Pharmacy, Education and Engineering, which are four years in length and medical and dental degrees which take six years. Degrees are heavily focused on the major field of study, often with little time remaining for electives in unrelated subjects. However, pursuit of double majors is quite common. In contrast to three-year degrees in Europe and South Asia, Israeli three-year Bachelor's Degrees are widely recognized as equivalent to four-year bachelor's degrees in the US. One reason for this assessment is the level of study required to earn the Bagrut certificate at the end of High School. The Bagrut can be considered to be on the level of the UK's A-Level exams. Undergraduate transfer credit is awarded in the US for Bagrut exams in academic subjects completed at the level of 3 or higher (on a scale of 1 to 6). As such, students entering Israeli universities can be considered to have already completed one year of undergraduate level study, covering the typical general education requirements of US universities. In addition, academic requirements in Israel tend to be rigorous. Students are typically older than their peers abroad due to mandatory military service and the common practice of taking time off to work or travel prior to matriculation. In addition, the number of courses taken per year is generally higher than at US institutions and summers are often spent preparing for exams or writing term papers.

## MODULE 3: Beyond South Asia and Bologna: Three-year degrees from Australia, South Africa and Israel cont. 1:15 – 2:30 PM

### TOPICS

#### Australia

Graduates from 3-year Bachelor's degrees are often admitted into Master's programs in Australian universities. This is almost universal for non-research based Master's programs.

- *Should the same practice be true for US institutions with non-research based Master's programs?*

What are the employment implications for graduates of Australian 3-year Bachelor's programs in Australia and in the USA?

- *Australian Bachelor's degrees vary in duration depending on the area of study.*
- *Are the graduates of 3-year Bachelor's degrees (Arts, Commerce, etc.) prepared to enter the workforce or should these degrees be considered preparatory for the additional training (either an Honours degree or a Master's degree)?*

#### South Africa

Since admission to Bachelor's degree programs is based on successful passing of external examinations, better prepared students are admitted.

- *Would this external examination serve as an extra level of college preparation (such as A-levels in the UK) or as a compensation for uneven level of secondary education in secondary schools (such as CXC exams in the Caribbean)?*
- *Are graduates of 3-year Bachelor's programs accepted into Master's programs by South African universities?*
- *What are employment implications for graduates of South African 3-year Bachelor's degrees in South Africa and in the USA?*

#### Israel

Should the grades on Bagrut exams be taken into account when deciding whether these exams should be equivalent to college-level academic work?

- *Should 3-year Bachelor's degrees from Israel be treated differently from 3-year degrees from other countries? Why or why not?*
- *What are employment implications for graduates of Israeli 3-year Bachelor's programs in Israel and in the USA?*





## Mission

AICE promotes best practices in international education through collaboration among a variety of stakeholders. AICE Endorsed Members are specifically dedicated to providing high-quality international educational credentials evaluation services to individuals, schools, colleges, universities, professional licensing boards, government agencies, private and public enterprises and any other entities seeking such services.

## Membership



Benefits of **Endorsed Membership** include:

- Help shape credential evaluation standards
- Serve on Board of Directors and voting privileges
- Representation and participation for any number of individuals within Endorsed Member Organization
- Inclusion on Endorsed Member list (advertisement)
- Access to members for networking
- Attend annual business meeting
- Invitation to the AICE Monthly Credential Forum
- Participate in Joint research and publication efforts
- Serve as AICE Consultant
- Access to Online Country Database

Benefits of **Affiliate Membership** (for educational institutions) include:

- Take part in monthly AICE Credential Forum discussions
- Inclusion on the AICE Affiliate List
- Access to members-only resources on the AICE website
- Networking opportunities with AICE members and Affiliates
- Attend Annual AICE Symposium with membership discount
- Participate in joint research and publication efforts
- Retain the services of AICE Consultant

## Interested in Membership?

AICE membership provides access to information, research and experts in the comparative education field and allows you to take part in the advancement of international credentials evaluation.

Members of AICE are dedicated to providing high-quality services in the evaluation of international educational credentials to individuals, schools, colleges, universities, professional licensing boards, government agencies, private and public enterprises and any other entities seeking such services. AICE members are expected to maintain high standards of professional conduct and accept and adhere to the principles of good practice.

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## Notes



AICE Minneapolis Symposium 2017