



COURSE BY COURSE EVALUATION REPORT

Name:	Date:
Date of Birth:	Application ID: XXXX-434-XX3AOGT1
U.S. Equivalency:	GPA:

Purpose of Evaluation:	Further Education/Employment
Name of Awarding Institution:	
Institution Status:	
Country of Study:	Islamic Republic of Afghanistan
Admission Requirements:	Presentation of Academic Qualifications
Length of the Program:	
Field of Study:	(Even if the program was incomplete)
Language of Documents:	(all Florida schools)
Dissertation or Thesis:	(if applicable. Can use the Title)
Graduation Year:	
Professional Qualification:	
Access to Continuing Education:	Undergraduate/Graduate Program
Additional Notes:	(Any additional explanation can go here Italics)

COUNTRY OVERVIEW

Primary education in Afghanistan currently has a duration of six primary grades. Secondary education in Afghanistan currently has a duration of three lower secondary grades and three upper secondary grades. At the end of Grade 12, student receive the Upper Secondary School Diploma. The first undergraduate degree in Afghanistan is four to six years in length.

This evaluation is based on electronically submitted documents:

- **Archival Certificate – xxxxxxxx, issued by the xxxxxx. Date of issue: xxxxx.**

Evaluation Summary

It is the judgment of USCE, LLC. that: _____ **xxxxxx** _____
 Holds the U.S.A. equivalent of: xxxxxxxx awarded by regionally accredited Institutions in the United States.

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Evaluation Notes:

Evaluation reports, delivered by our agency, are advisory reports prepared by professional evaluators based on comprehensive research with deep understanding of different educational systems around the world and in accordance with best practices adopted by our agency. Our Evaluations reflect the current policies and standards within the educational environment as of the date of this evaluation. Evaluation reports, prepared by our evaluators, do not substitute any professional Licensure and/or Certifications in the United States.

This certification can be authenticated by contacting USCES at Support@usces.org or Operations@usces.org

This evaluation is advisory only and is in no way binding on any U.S.A. institution, agency, or organization, each of which has the authority to make decisions that it chooses in regard to the application of our educational equivalencies.

Assumptions:

- Conversion of foreign academic hours is calculated on the assumption that the average number of credits for one year of full-time academic study in the United States for the majority of accredited higher educational institutions varies from 30 to 34 semester hours.
- Grade Point Average is calculated by dividing the total number of grade points by the total number of credits.

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Signature of Evaluator,

Elena Baker
Senior Evaluator

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6510 Polaris Dr. Suite 2
Laredo, Texas 78041
415-310-3478
www.usces.org

USCE is a member of the following organizations

Organization	About
	<p>NAFSA is the largest association of professionals committed to advancing international higher education. The association provides leadership to through establishing principles of good practice and providing professional development opportunities. NAFSA encourages networking among professionals, convenes conferences and collaborative dialogues, and promotes research and knowledge creation to strengthen and serve the field. We lead the way in advocating for a better world through international education.</p>
	<p>AACRAO is a non-profit, voluntary, professional association of more than 11,000 higher education professionals. Its mission is to provide professional development, guidelines, and voluntary standards to be used by higher education officials regarding the best practices in records. The association provides relevant programs, professional development tools, and information resources necessary to chart the course for professional success.</p>
	<p>TAICEP was established to meet the goals of profession of international credential evaluation by:</p> <ul style="list-style-type: none"> • Define and promote the profession • Develop and promote common standards • Conduct research & disseminate information that supports the profession • Identify and develop theories, methodologies and best practices used in international credential evaluation • Promote cooperation with other groups involved in international education

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