• **Global Talent Bridge** is an initiative of World Education Services (WES) that is dedicated to helping skilled immigrants fully utilize their talents and education in the United States. Global Talent Bridge works with institutional partners and community organizations to help skilled immigrants leverage their training, achieve their professional goals, and contribute their talents to their full potential.

• **World Education Services (WES)** is a non-profit organization founded in 1974 that has served nearly one million individuals from around the world. WES’s mission is to foster the integration of persons educated outside the U.S. into academic and professional settings. Its primary service is providing foreign credential evaluation reports so that academic credentials earned abroad are understood and fully recognized in the U.S.
Paul Feltman
Paul Feltman is the Director of the Global Talent Bridge initiative for World Education Services (WES), a non-profit organization that helps immigrants gain recognition of their academic qualifications earned abroad. He directs and develops Global Talent Bridge outreach and education programs, community partnerships, and policy initiatives designed to help immigrants successfully integrate into academic and professional settings in the U.S. Paul serves on numerous advisory boards and makes frequent presentations related to immigrant integration and credential recognition.

Lorinda Grogg
Lorinda Grogg has been a Regional Director with World Education Services, a not-for-profit organization dedicated to the mobility and integration of individuals educated outside the US, for 10 years. Regional Directors are the liaison between WES (policies/procedures/evaluation team) and the recipient/end user (university, employer, licensing board, etc.) Lorinda promotes the recognition of international academic credentials via webinars, on-site meetings, and state, regional and national conferences.
Today’s Agenda

• Foreign Credential Evaluation
  – What is it?
  – Why is it important?
  – What purpose(s) does it serve?

• Guidelines for obtaining an evaluation
• Using a credential evaluation
• Resources for advisors
Credential Evaluation Report

• A credential evaluation report is designed to help any reader familiar with education in the United States understand foreign academic credentials

• Each credential is validated, identified, described and given an equivalency in U.S. educational terms
  – Formal academic documents (HS diploma to PhD)

• Results are non-binding, advisory opinions
Benefits of a Credential Evaluation

• Empowers individuals and their advisors to make informed decisions
• Allows U.S. academic institutions, professional licensing boards and employers to understand the level and content of foreign education
• Helps skilled immigrants gain admission to academic programs, pursue professional licensing, qualify for employment or consider alternative career pathways
Who Needs an Evaluation?

Any individual with foreign education who is seeking:

• Employment
• Further education
• Professional licensing
• Career and academic planning
• Any combination of the above
Omar from Iraq

Omar is an engineer trained in Iraq. He recently arrived in the U.S. and would like to continue practicing his profession.

How can a credential evaluation help Omar achieve his goals?
Credential Evaluation in the U.S.

- U.S. has a decentralized system of credential evaluation: academic institutions, licensing boards and employers decide
  - whether and how to recognize foreign credentials
  - whether to do their own evaluations or rely on an outside service

If Omar emigrated to Italy, he could take his credentials to an agency designated by the Ministry of Education for evaluation. However, in the U.S., Omar has to research the requirements for each institution that will be reviewing his credentials.
What Purpose Does Evaluation Serve?

“Discounting of foreign credentials has been recognized as a serious problem”
- Migration Policy Institute, Uneven Progress, 2008

- Employers, admissions officers and licensing boards often don’t understand foreign education, which creates a substantial barrier for immigrants in building on previous education
- A credential evaluation report gives immigrants a way to demonstrate academic achievement — a tool for moving forward without “starting over.”
Selecting an Evaluation Service
Step #1

Start at the beginning...that is, who’s getting the report?

- Research the requirements of the *receiving institution or agency*
  - Does the institution:
    - Do its own evaluations?
    - Require a specific evaluation service?
    - Provide a list of acceptable or preferred providers?
  - What kind of evaluation is required?
  - What are their deadlines?
  - Any questions or concerns? Contact them to clarify their policies and requirements before proceeding.
Selecting an Evaluation Service
Step #2

If offered a choice, consider clients’ present and future needs – not all services are the same

- Documentation requirements
  - Official vs. original vs. unofficial

- Acceptance by receiving institutions
  - Reputation and experience (e.g. NACES)
    - Reports based on authenticated documents are more widely recognized

- Fees, processing time and service options

- Report types
Basic Evaluation Report

CREDENTIAL EVALUATION AND AUTHENTICATION REPORT

Name: SAMPLE, Accessxes
Date of Birth: July 29, 1970

Date: April 11, 2013
Ref #: 616330/
Page: 1 of 3

U.S. EQUIVALENCY SUMMARY

High school diploma and bachelor's degree in business administration from a regionally accredited institution

CREDENTIAL ANALYSIS

1. Credential Authentication: Official transcripts were sent directly by the institution
   Country: India
   Credential: Higher Secondary Certificate
   Year: 2000
   Awarded by: Maharashtra State Board of Secondary and Higher Secondary Education
   Admission requirements: Secondary School Certificate
   Length of program: Two years
   Major/Specialization: Science Stream
   U.S. Equivalency: High school diploma

2. Credential Authentication: Official transcripts were sent directly by the institution
   Country: India
   Credential: Bachelor of Commerce
   Year: 2004
   Awarded by: University of Pune
   Institution Status: Accredited
   Admission requirements: High school graduation
   Length of program: Three years
   Major/Specialization: Business Administration
   U.S. Equivalency: Bachelor's degree
## Detailed Evaluation Report

### COURSE-BY-COURSE ANALYSIS

**Name:** SAMPLE, Accesswos  
**Date of Birth:** July 29, 1970  
**Social Security #:**  
**Date:** May 25, 2007  
**Ref #:** 616330/  
**Page:** 3 of 3

### INSTITUTIONS - DATES - SUBJECTS

<table>
<thead>
<tr>
<th>U.S. Semester Credits</th>
<th>U.S. Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Pune</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td></td>
</tr>
<tr>
<td>(L) English Language I</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Accounting</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Business Economics I</td>
<td>6.0</td>
</tr>
<tr>
<td>Microeconomics</td>
<td></td>
</tr>
<tr>
<td>(L) Commercial Mathematics and Statistics</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Business Entrepreneurship</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Banking and Finance</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) English Language II</td>
<td>6.0</td>
</tr>
<tr>
<td>2002-2003</td>
<td></td>
</tr>
<tr>
<td>(L) Business Management</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Advanced Accounting II</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Business Economics II</td>
<td>6.0</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>(L) Costing</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Business Communication</td>
<td>6.0</td>
</tr>
<tr>
<td>(L) Marketing and Advertising I</td>
<td>6.0</td>
</tr>
<tr>
<td>2003-2004</td>
<td></td>
</tr>
<tr>
<td>(U) Mercantile and Industrial Law</td>
<td>6.0</td>
</tr>
<tr>
<td>(U) Advanced Accounting II</td>
<td>6.0</td>
</tr>
<tr>
<td>(U) Indian and Global Economic Development</td>
<td>6.0</td>
</tr>
<tr>
<td>(U) Business Taxation and Auditing</td>
<td>6.0</td>
</tr>
<tr>
<td>(U) Marketing and Advertising II</td>
<td>8.0</td>
</tr>
<tr>
<td>(U) Marketing and Advertising III</td>
<td>8.0</td>
</tr>
</tbody>
</table>

### SUMMARY

**Level of Study:** Undergraduate  
**US Semester Credits:** 120.0  
**GPA:** 3.58
Document Requirements

Requirements are country-specific

• The diploma or degree certificate
• The record of courses or grades, sometimes called a transcript or mark sheet
• Translations (if official documents are not in English)
• License to practice (may be required by licensing agencies or boards)
# Document Requirements for Iraq (WES)

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>How to Submit</th>
</tr>
</thead>
</table>
| 1. Clear, legible photocopies of all diplomas or degree certificates issued in English by the institutions attended  
   e.g. *Diploma, Higher Diploma, Bachelor, Master, Ph.D.*  
   AND                                                                 | To be submitted to WES by applicant.                                                                                                                                                                          |
| 2. Academic transcripts showing all subjects completed and all grades awarded for all post-secondary programs of study | Have copies of your academic transcript placed in a sealed envelope by the institution you attended. Please request that the institution's stamp be placed across the sealed flap of envelope and have it given to you to forward to WES.  
   -OR-  
   Have your academic transcript sent directly to WES by the institution you attended if this service is provided by your institution.  
   Please [click here](#) to download an academic transcript request form.                                                                                     |
| 3. For completed doctoral programs, a letter confirming the awarding of the degree | To be sent directly to WES by the institutions attended.  
   Please [click here](#) to download degree conferral request form.                                                                                                                                               |

Photocopies of precise, word-for-word, English translations are required for all foreign language documents. Please do not send original translation documents as they cannot be returned.
Challenges in Obtaining Official Documents

• In cases where clients are unable (or unwilling) to request documents from their home country:
  – Clients are not always up-to-date regarding availability of official documents – check with the evaluation service
  – Some NACES member organizations may evaluate credentials that your client has on hand
    • be advised that evaluations done by these services may not be as widely accepted because the documents are not authenticated
  – Advocate on client’s behalf: explore the receiving institution’s willingness to be flexible regarding documentation requirements
Utilizing Evaluation Reports

Someone like Omar may have a variety of goals over time for which an evaluation report will be useful:

- Education
- Professional Licensing / Certification
- Employment

In-depth information for advisors can be found in our Supporting Skilled Immigrants Toolkit available free at:
www.globaltalentbridge.org/toolkit
Using Evaluations for Education

Move *forward* with education

- High school: no need for GED
- Some college: eligible for transfer credit
- Bachelor’s degree: eligible for graduate study

Omar wants to go back to school to update his skills, so he needs to research the admissions requirements for each institution where he will apply
- (Hint: he may need to check the International Student page)

Omar should also consider visiting his local community college to explore short-term training or certificate programs
Using Evaluations for Licensing

- Licensing is state-regulated, with separate boards for each profession.
- In some professions, there is a national body that manages credential evaluation as well as other licensing requirements (e.g. exams, internships, etc.) on behalf of state boards.
- Evaluations for licensing are more likely to be “single-purpose”.

Omar wants to obtain his Professional Engineering license. In his profession, there is a national body (NCEES) that will evaluate his credentials for the purpose of licensing.

Note: Even though Omar is eager to become a licensed engineer, there are many positions available in the field that do not require licensure.
Using Evaluations for Employment

• Most employers are not familiar with credential evaluation at all
• Some employers may ask for a credential evaluation and have a preferred service

Omar has ambitious career goals, but he needs to find a “gateway” job so that he can support himself. A credential evaluation can help Omar by allowing employers to understand and recognize the value of his education in Iraq.

For employers unfamiliar with evaluation, Omar can highlight the equivalency on his resume and explain the concept of foreign credential evaluation.
Evaluation as a Tool for Advisors

• Establish realistic goals based on U.S. equivalency
  – Advise on employment options, including alternate career paths
  – Assess what further education and training may be required to meet licensing requirements
• Support and advocate for clients to use their evaluation results to build on their U.S. equivalency (moving forward, not repeating or going backward)
Tools for Advisors
Supporting Skilled Immigrants Toolkit

• Skilled Immigrants - Profiles and Barriers to Integration
• Critical Incidents and Exercises
• Adult ESL Classroom Strategies and Lesson Ideas
• Program Models and Best Practices
• Advocating for Skilled Immigrants
• Program and Resource Guide

www.globaltalentbridge.org/toolkit
On-line ‘look up’ to get a U.S. equivalency for foreign academic credentials

• Free service from WES at www.wes.org
• Based solely on degree, not coursework or grades
• Can help in assessing career and education options
• Not a substitute for a credential evaluation
  – Based solely on self-reported information
  – “Preview” results cannot used for official purposes
  – Individual’s own documents must be reviewed and evaluated

• NEW: WES iGPA Calculator
Key Points to Keep in Mind

- No single authority for credential evaluation in the U.S.
- Start with the purpose of the evaluation
- Check the requirements and preferences of the *receiving institution(s)*
- It is individual’s responsibility to understand and comply with document requirements
  - Vary by country/system of education
  - Know the deadlines and leave sufficient time for gathering documents
- Evaluation reports are advisory, non-binding
- Consider short-term and long term goals - report may serve multiple purposes
- Beware of evaluation scams: Use NACES, not Google
Contact Us

Paul Feltman, WES Global Talent Bridge
pfeltman@wes.org

Lorinda Grogg, WES Regional Director
lgrogg@wes.org

Download the Supporting Skilled Immigrants Toolkit:
www.globaltalentbridge.org/toolkit

WES Degree Preview www.wes.org
Thank You