



International Credential Evaluation in North America – Past, Present and Future

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International Credential Evaluation in the United States

- **International credential evaluation** is the professional process of researching, authenticating, analyzing, and comparing educational qualifications earned in one country with the educational system or requirements of another country.

01

International
Credential
Recognition

02

Credential
Evaluation

03

Comparative
Education
Research

History & Evolution

International Credentials Evaluation in the U.S.

- → 1919: Foreign Credentials Evaluation Service (FCES)
- → 1956: National Council for the Evaluation of Foreign Educational Credentials
→ **Milwaukee Symposium – 1996**
- → 1969: International credential evaluation **agencies** (e.g. IERF)
- → 1987: Voluntary **professional associations** (e.g., NACES & AICE)



- → Today:
 - Independent nonprofit and public-benefit agencies
 - Private credential evaluation companies
 - Institution-based evaluation units
 - Specialized or sector-specific evaluators
 - Emerging platform-based models

Who Holds Authority?

- **Centralized systems**
 - Credential evaluation is often conducted or overseen by a government agency or other centralized authority.
- **The U.S. system**
 - No single authority oversees education or international credential evaluation.
 - Institutions make independent recognition and placement decisions.
 - There is no single prescribed approach to credential evaluation.
- **Key takeaway:** Decentralization makes professional collaboration essential.



Professional Ecosystem



- **Research**

- Study global education systems and emerging developments.
- Assess institutional and program recognition.
- Document benchmark credentials and grading practices.

- **Standards**

- Develop shared guidance for placement recommendations.
- Support consistent credit and grade conversions, including GPA calculations.

- **Collaboration**

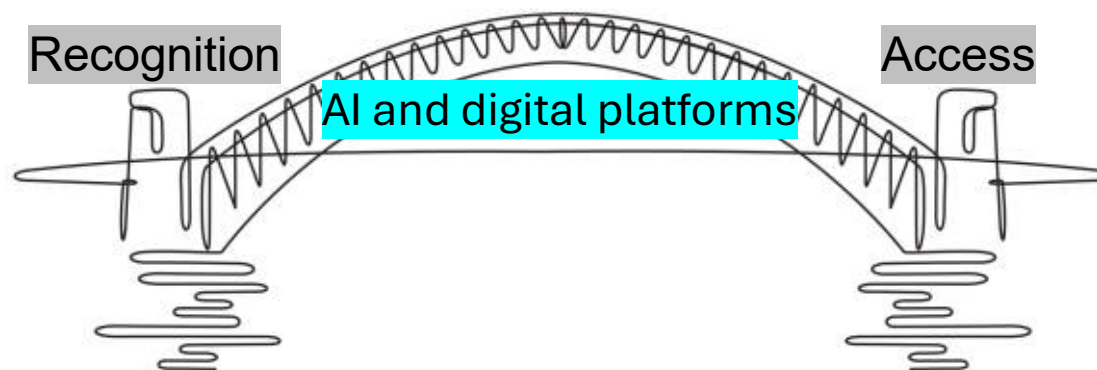
- Exchange research and resources through professional associations and peer review.
- Consider international agreements and national regulations.
- Strengthen consistency while respecting institutional autonomy.

- **Key takeaway:** Professional collaboration supports consistency within a decentralized system.

Technology Transformation & Collaboration Opportunities

AI, Digital Platforms, and the Changing Needs of Credential Evaluation

- Digital Transformation of Credential Evaluation
- Responsible Use of AI and Automation
- International Collaboration and Trusted Record-Sharing Networks



Challenges & Unmet Needs

Technology, Policy, and Education

- Technology and AI Companies
- Education and Recognition Authorities
- Higher Education Leaders

Mobility, Workforce, and Public Policy

- Mobility and Cultural Exchange Organizations
- Employers and Workforce Partners
- Government Agencies

Digital Student Data Then and Now

- **1980s: Mainframe databases**
- **1990s: EDI – server-to-server file exchange**
- **2000s: More flexible formats**
 - PESC (1997)
 - Clearinghouses
 - PDF Delivery
- **2010s: CLR**s
 - Digital Wallets
 - Verifiable Metadata
 - Data ownership
- **Pandemic Catalyst**
 - No longer an option
- **2022: ChatGPT**

Storage to Transfer to Analysis

- Reading
- Mapping
- Translating
- *Predictive Analysis*
- Eliminates data entry
- Curriculum analysis
- Language, data conversion (credits and grades)
- *Is this the next step?*

What about Privacy, Security, and Fraud detection?



- NO more data entry
- Streamlined research
- Database building and maintenance



AI vs. Traditional Search

- **Search:** Finds relevant sources
- **AI:** Synthesizes sources into answers
- **Search:** Human evaluates and connects information
- **AI:** Connects information across sources
- **Search:** Results are easier to inspect directly
- **AI:** Faster for follow-up and contextual research

Who was the registrar of university of buea in 2019?

There were **two Registrars at the University of Buea during 2019**, because the position changed hands during the year:

- **Prof. Roland N. Ndip** — Registrar from 2014 until **August 27, 2019**. A University of Buea recruitment notice dated **February 19, 2019** identifies him as Registrar. 
- **Prof. Ernest L. Molua (Ernest Lytia Molua)** — appointed Registrar on **August 27, 2019**, replacing Roland Ndip.  +1 The University's own October 2019 publication identifies “**Ernest L. Molua, PhD** — Registrar.” 

So, if you're authenticating a University of Buea document dated before August 27, 2019, Prof. Roland N. Ndip would be the expected Registrar; for a document dated after that date, Prof. Ernest L. Molua would be expected.

This is particularly useful for checking a 2019 transcript, attestation, or degree certificate, because the date on the document can be compared against the Registrar's signature/name.

“AI search” is increasingly built into traditional search engines

Consistency

- **Five AI models, five different answers**
 - **Training for positive/negative outcomes**
 - **Human Error**
- 
- **Maintains the need for professional evaluators**
 - Credential = person
 - **Human makes the judgment call**
 - **Automates routines, flags anomalies, identifies precedent**

- **Overcoming language barriers**
- **Lowering the costs**
- **Digital tools for non-digital documents**
- **Expanding evaluator capacity**
- **Improving access to information**



A Note on Credential Fraud

AI integrity checks can be applied to non-digital documents for detail analysis



Document Integrity Check

2025/1_859780_tq.pdf

Document Integrity Check

93 High Risk

0 5 65 75 100

[Hide details](#)

The submitted materials contain clear internal contradictions about the awarded qualification: the photographed diploma purports to confer a bachelor's degree after graduate studies, while the transcript claims a Master of Science. The impossible date of June 32, repeated in the translation, together with serious wording/template defects and implausibly uniform grades, provides strong evidence that the records are unreliable and likely fabricated or materially altered.

HIGH The purported diploma contains the impossible printed date "İSTANBUL, 32 HAZİRAN 2025." The accompanying English translation repeats this as "İSTANBUL, JUNE 32, 2025," confirming a substantive source-document error rather than a translation-only issue.

HIGH The diploma states that the holder completed graduate studies but confers "LİSANS" (Bachelor's degree). This directly conflicts with the accompanying academic transcript, which states "DEGREE AWARDED: MASTER OF SCIENCE" and identifies a graduate-level cybersecurity program.

HIGH The English translation itself renders the degree as "BACHELOR'S DEGREE," despite translating text that says completion of graduate studies and despite the transcript claiming a Master of Science. This is an internal cross-document contradiction concerning the central credential.

MEDIUM The transcript has multiple conspicuous textual quality defects inconsistent with a formal university record, including "MASER OF SCIENCE" instead of "MASTER OF SCIENCE," plus an unusual U.S.-style records/admissions template and generic transcript-key language that does not visually align well with the Turkish university context.

MEDIUM Every listed course across four terms is assigned an A and every semester/cumulative GPA is exactly 4.00. Although possible, the uniformly perfect pattern across the entire record is statistically unusual and is cumulative with the document's other substantive defects.

MEDIUM The transcript shows an issue date of 05 June 2025 while stating a degree/graduation award date of 12 June 2025 and including Spring 2025 completion results. This chronology is questionable, particularly alongside the impossible date and degree-type contradictions.

Advisory analysis only — not an authoritative determination of authenticity.

Where are we now

- **Can anyone be a credential evaluator?**
- **Universities, and oversight bodies unprepared for new technology**
 - [Artificial Intelligence and Credential Evaluation](#) (NACES)
 - [Use of Artificial Intelligence in Credential Evaluation: A Principled Approach](#) (AICE)
- **The new frontier**

DISCUSSION

- What **guidance, policies, or governance frameworks** shape the responsible use of AI in credential evaluation at your organization?
- What **safeguards** should credential evaluation organizations put in place to promote transparency, protect applicant information, reduce bias, and maintain meaningful human oversight when using AI?
- What **benefits and challenges** have you encountered—or do you anticipate—in developing and applying AI governance frameworks in your regional or professional context?
- What are some challenges in **working with US-based stakeholders**?
- How can credential evaluation agencies **use, assess, or contribute to AI** while continuing to uphold professional standards, consistency, fairness, and public trust?
- **How can GDN help** connect credential evaluation agencies, educational institutions, technology providers, and professional associations to support responsible AI practices and shared standards?

Thank You & Stay in Touch

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