



Institute for Credentialing Excellence

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Interviewee:

Sandy Greenberg, PhD

Vice President--Credentialing & Career Services at ACT

Interviewers:

Robin Jenkins, ICE-CCP, Chief Engagement Officer, CGFNS International, Inc.

Mark Poole, Product Manager, Prometric

Robin Jenkins ([00:01:35](#)):

Hello everybody. My name is Robin Jenkins and I am a member of the ice international credentialing task force. And I have with me today, another member of the task force Mark, introduce yourself, let us know.

Mark Poole ([00:20:16](#)): Mark Poole

My name is Mark Poole and I'm also a member of the task force.

Robin Jenkins ([00:20:21](#)): Robin Jenkins

Okay. And today we have here Dr. Sandy Greenberg, who is the Vice President of product and services division at ACT. And thank you, Sandy, for agreeing to have this conversation with us today regarding taking your credentials international, we are very thankful that you agreed to join us.

Sandy Greenberg ([00:20:46](#)): Sandy Greenberg

Thank you much, both Robin and Mark for the opportunity to chat today. And I recognize that the I.C.E. international certification commission committee is participating in this key I.C.E. project to provide various perspectives for organizations that are considering taking their credentials international. You asked me to focus on eligibility issues, and I think that's sort of an interesting question on a couple of fronts in general, and for me, in particular, from a defensibility point of view. Issues related to eligibility seem to be moving front and center. And I think that's after being put aside for, for a very long time in favor of issues related to the assessment, standard setting, continuing competency, etc. And the other part of the conversation is the fact that it focuses on eligibility. And I think that's also becoming very key right now. That is for a variety of reasons. Aside from the pandemic, we see a great deal of labor mobility. We see labor shortages in certain areas. We now have a focus on equity and fairness issues worldwide, and we have financial drivers that may be pushing groups to diversify their membership base. So for that reason, I look forward to the conversation and we can move forward.

Robin Jenkins ([00:22:15](#)): Robin Jenkins

Okay. I'm going to start with the first question. So what does it mean to take a credential international? Does that mean you need a passport?



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Sandy Greenberg ([00:22:27](#)): Sandy Greenberg

Great question. I have my vaccine passport and it's international and domestic. Okay. Let me define the terms. I'm going to talk about the *home country* of the credentialing organization as a domestic sponsor of your credential. For I.C.E. and its member organizations. (many of which are in the US or Canada), that refers to those home countries. Perhaps I.C.E. has members from a few other, basically English-speaking nations, Australia, United Kingdom, Ireland. I personally live in the United States. So for me, domestic credentials are those that have their point of origin in any of our 54 us jurisdictions or our territories or the federal government. If I were a Canadian, a domestic credential might be any of those sponsored in the 10 provinces or three territories or the federal government. And as an aside, in my experience, folks in the Northern parts of North America, that is to say, the U.S. and Canada may consider a credential as domestic if it originates in either nation.

Sandy Greenberg ([00:23:40](#)):

If it's either sponsored in the us or Canada, although you do need a passport, you go from one nation to the other. When we talk about taking what it means to take a credential international, I want to draw your attention back to the mission of your credential, because I think mission relates to its portability or export-ability as it were. If the mission of your credential is to instill best practices or to elevate and create a benchmark for practice, you must consider what the meaning of that credential will be to others in international locations: does possession of the credential mean that you're adhering to U.S. standards? Is that the claim being made? And. I'll you use the phrase us in lieu of U.S. and Canada, is there a chance that practice is very different in an international location so that your domestic credential is not quite relevant to practice in another location?

Sandy Greenberg ([00:24:48](#)):

This is a tricky one. Is it possible for practitioners in other parts of the world to actually practice in the manner described by your credential? And by that, I mean, are the structures of the accreditation, if that's relevant, or accreditation of professionals, technicians, para-professional, are those structures in place to assure that the credentialed practitioner is truly practicing as they would, if they were in the U.S. Iff you're thinking about taking your credential international, will it be possible to audit the actions of your credentialed practitioners if they're off shore? Will the credential be recognized as having value outside of the U.S. or Canada, or is it being acquired for the purpose of immigration to the U.S. or Canada. And finally, and I've seen this, if you're working for a multi-national employer, who's headquartered in the U.S., does your employer require the credential, the domestic credential, regardless of where you're working.

Sandy Greenberg ([00:26:07](#)):

And we've seen this with many large organizations. My comments today are going to really focus on the work of U.S. and Canadian credentialing organizations that offer their credentials in international locations. That credential may reflect an entry-level standard of practice, a specialty level standard, or an advanced level of practice. My experiences are with healthcare, allied healthcare, and non-healthcare so are really agnostic to industry. We know that our historical experiences have been with organizations that have conducted their job analyses on a worldwide basis to look at similarities and differences in the credential. In one case, the driver of the export of the credential was to create a Western benchmark for practice. That is to say, through the practice analysis, it was discovered that practice had similarities and



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differences throughout the world. But the sponsor said this practice is being held to a Western standard, and it's aspirational for individuals in other nations, perhaps, to seek the credential as a way to elevate their practice in a different case.

Sandy Greenberg ([00:27:40](#)):

The sponsor of the credential acknowledged that ethical practices were not the same all over the world. And they actually said it might be difficult for practitioners in some international locations to adhere to all of the US-based ethical standards. Although the candidates were actually required to attest to the fact that they did. So these organizations move their credential as is. They did not localize the credential to the nations where they were moving. And I think that that whole issue of taking your credential international is--are you moving it as is, are you localizing it? No, you don't need a passport, but you do have to measure the goodness of fit. And we could move on.

Sandy Greenberg ([00:28:32](#)):

This is great information to know that was my introduction. My goodness gracious. I'm going to talk a little bit about that components of eligibility. For stakeholder groups, you should think about the area of English proficiency and what that means. And I, I actually put on my slide, oh my God, are you talking about translating the exam and following that with the word *cost*? And you have a very short speech indeed. How do you recommend keeping these processes affordable and efficient? I am not going to be talking about verification processes, although I have a note about that at the end; there are agencies that can help you verify the bonafides of various groups.

Robin Jenkins ([00:29:15](#)):

And of course that's what my organization does.

Sandy Greenberg ([00:29:17](#)):

Can I give your organization a full credit, Robin?

Robin Jenkins ([00:29:21](#)):

Thank you. And, and also that we do also have another group talking about translating you know, credentials, but we'd like to hear your perspective as well.

Sandy Greenberg ([00:29:32](#)):

I'm going to have, I'm going to come in, not as the translator per se, but as taking a third- party look at the utility and validity of the translation. I think that's a special interest to me. So thank you for giving us the privilege of sharing that.

Speaker 5 ([00:29:47](#)):

Okay, Mark. So Mark, you can go to the next question

Mark Poole ([00:29:56](#)):



So Sandy, what is some of, what are the basic components of eligibility? Are there different considerations for international populations?

Sandy Greenberg ([00:30:05](#)):

Yes. Thank you, Mark. And I almost want to ask you where you're from originally, Mark, and where you're based, and what you consider to be domestic and international as a matter of perspective. Okay. by the way, on the slide, you'll see a note to 2020 chapter in the I.C.E.I Handbook and a quote regarding eligibility criteria. It's in the most recently published I C E handbook. So some of this material is drawn from that handbook chapter, other materials drawn from my own experiences. So somewhere back in the day when I was first was meeting with a group, I had a young lady in the group and she was a member of this organization seeking to establish a credential. And we were talking about who's the target audience? Who's the population that will be credentialed. And she literally uttered out loud, really very loud, oh, I get it now, three *E*'s make a *C*.

Sandy Greenberg ([00:31:09](#)):

And I looked at her and then she explained what she was talking about. She said, education plus experience plus examinations that defines the requirements for any credential. And by the way, since then we've added an *E*. This was back in the eighties before there was such a thing as a focus on ethics, but we've given it an *E* representing adherence to ethical considerations. Now I C E and almost every other group that we know has come to discuss eligibility in terms of the four *E*'s. And if I want to carry the analogy further--ongoing eligibility, otherwise known as continuing competence/ maintenance of certification is, another variant of the word eligibility in thinking about eligibility requirements. I do think about first education program requirements. And if I'm considering taking my credential to an international location, I have to remember that eligibility requirements may relate to the completion of an education or training program.

Sandy Greenberg ([00:32:19](#)):

Would it be supported by the local, by the country, the target the target nation, do they have those education and training programs? Can the submission of a transcript or an official copy of a diploma or a certificate of completion or any other relevant documentation, be used to identify the suitability of the education to meet your eligibility requirements? I didn't even mention the translation of those documents from whatever language they're in to English. If you have an experience requirement and most organizations do, that may relate to either a self attestation that you've completed experience, or it may relate to a supervisor's attestation that you've completed an experience. So the question is, is it possible for the candidate to complete the experience requirements; by the way, do they need a supervisor who's willing to sign an experience requirement?

Sandy Greenberg ([00:33:28](#)):

Do they need a credential practitioner? Is there anybody that can supervise them? Can the candidate be supervised virtually? So can they ask the supervisor to provide attestations; but to the degree that an attestation is an open-ended form that describes what they have done, it is subject to a difficult, complex evaluation process. So we suggest that if you're taking your experience requirements international, or even local, you would be well-served to develop a rubric or a checklist to operationalize the meaning of the experience requirement. What has the candidate done? The use of a standardized



rubric can probably make that evaluation more consistent and unbiased. Again, in international areas, you may be concerned with privacy requirements and the willingness, or the ability of others (such as HR or supervisors) to actually attest to your experience in terms of ongoing credentialing.

Sandy Greenberg ([00:34:41](#)):

If you have an a requirement that certification holders continue their learning or continue their professional development, you have to think about the ability of the international candidate to acquire those credits. Are professional development experiences available to international stakeholders in their native language? Are they available via the web, et cetera? Is there anything about the networking and the socialization that many candidates experience because of the credential that would not be available to an international candidate. And finally, as I mentioned before, is there anything in the code of conduct that may be at odds with practice in another geographic location? So again, all of these discussions are about your credential, not localizing it to other countries. if you do localize it, your job is going to deal to build all the policies and procedures to work in international locations. So basic components, the four E's. Thank you, Mark.

Robin Jenkins ([00:36:02](#)):

So Sandy, if the organization now has decided to take the credential international, I what are the key stakeholder groups that they need to consider?

Sandy Greenberg ([00:36:13](#)):

Great question. And I think in the past month, I've had more questions about the word stakeholders. And originally this was who are the key stakeholders. I'm not quite sure what is the difference between a key stakeholder and a primary or secondary stakeholder. But we do hear lots of interest in who do you have to listen to. And again, before I list the stakeholders, I believe are key, I'm going to ask you again, why are you taking the program international? What are the implications of your reasoning? If you believe that your credential has relevance for individuals performing the job or the role or the title and an international location, do you believe that, do you think that employers will value that credential for what it says about potential performance? Are you exporting your credential so you can help candidates in other countries distinguish themselves from non-credential holders in their home location. And in these cases, by the way, the idea of English language proficiency is not necessarily relevant because the practitioner is using the language of their Homeland.

Sandy Greenberg ([00:37:31](#)):

And that language may be English or any other language that is spoken. So that said, if you wish to explore the feasibility of exporting your credential, there should be some perspectives that you'd take advantage of. So let's talk about regulators and I put them first, because it may be the case that there are regulatory interest or regulatory concerns in the jurisdictions to which you're moving. You must investigate or evaluate if the content of your credential is regulated in any way in the international locations you plan to target. Does the government impose any limits on the scope of practice or establish any barriers to the use of the title or conversely, do they have their own titles t that are the competitor and are the movers for that area of practice. It is imperative that you have acknowledged the limitations that regulatory agencies may place on the scope.



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Sandy Greenberg ([00:38:41](#)):

And finally, and this is an interesting case we've experienced a few times, sometimes the scope of practice is wider in an international location than it is in either in the U.S. or Canada. In that case, your credential may not be really accounting for all areas of practice, and maybe making a statement about the practitioner that has unintended consequences. I think educators are key and that relates to eligibility. If you have specific academic requirements, including either formal education/ career training, or even coursework credit hours, do you have reason to assume that these international locations are providing education and training in a manner that is consistent with what you believe is the content of such training? Do you have established processes for accrediting these programs, and most especially, if they are provided in a language other than English, how the heck are you going to read those transcripts?

Sandy Greenberg ([00:39:46](#)):

It's very worth considering that the perspectives of educators can be used to determine if there are local considerations that would suggest that your academic requirements are irrelevant or not attainable. Excuse me. I also, we think should talk to employers, and this is key in taking your credential international. Do they know about your credential? Do they understand the hurdles that are required to earn it? Do they know the claims you're making about your credential holder?, Will they value the credential and establish a policy? Or demand that credential holders apply for jobs? Will they pay for and support the credential? Will they require it? That is the grand accomplishment—having employers require your credential. We also listed supervisors and HR directors. And again, that is most related to the experience requirement and their ability to attest to the candidates experience.

Sandy Greenberg ([00:40:54](#)):

Also, they know what the problems are of entry-level or of individuals at the level you're credentialing. And those problems are ones that appear or are key to to practice it in their nation. And finally, I think you should check with credential holders and potential candidates. And we have conducted a value proposition study, or a feasibility study—will moving your credential, exporting it to a nation, provide a return on investment for the potential candidates. And I say that in a couple of ways: unless the credential gains traction, it doesn't have an inherent value necessarily. It has to be worth it for the candidate. It has to be a known and established credential that either employers look for or that provides inherent benefits to the credential holder. The issue, of course, is very key in that cost that we charge in the U.S. may not be a realistic for individuals in other nations. So can they, can your credential holders afford the cost of your credential? Is maintaining the credential affordable? Is it within reason? Will there be a return on their investment? So lots of groups consider lots of perspectives. And I think most of it comes by way of exploring feasibility. Thank you.

Mark Poole ([00:42:26](#)):

So is English proficiency necessary for international testing, Sandy?

Sandy Greenberg ([00:42:32](#)):

That's a hard question. It's a hard question in New York and a tough question in every other city. So when Robin and you presented this list of questions, I thought about it. Well, where are we going? What



level of proficiency? Are we making statements that international candidates who might want to come to our country have to have a level of proficiency, English proficiency, that's above and beyond that expected of our own candidates. So let me step back for a second. So why are these international candidates taking the exam? If they're planning on practicing in their own geographic region, it's one thing, or are they moving to either the U.S. or Canada? and Mark, if we were smart, we would have been talking about English and French because we're talking about domestic credentials and I've already said, I'm speaking on behalf of two nations —the U.S. and Canada.

Sandy Greenberg ([00:43:37](#)):

I think we frequently forget that the question for Quebec would be is French proficiency necessary for practice. So let's talk about your mission of the credential and the claims you are making. If you're designing and exporting your credential to various nations, and people want to work in that nation, I don't believe there's a reason to require English-language proficiency. But that said, that begs the question. You have to translate everything. So the language of the country that you're moving to: are you offering your exam, plus all of your collateral in multiple languages? I'm going to hit the word *cost*. Cost is not a small issue. So we're going to be talking about translation in a moment, but if it's English proficiency, why would it be relevant to competency in another nation? And the other hand, are you offering the credential in an international location so that successful candidates can come here and practice? In that case, do you have reason to believe that English proficiency or French proficiency is essential for competent practice?

Sandy Greenberg ([00:44:57](#)):

And here it gets tricky. Are there communications skills that are not assessed within your credentialing examination, but which are essential to competent practice? In what ways do you explicitly test those English skills as part of your credential? And I'll get to a specific instance in a moment. Are international candidates who come onshore to the U.S. or to Canada less likely to provide effective services because of an English-language proficiency, not related to substantive knowledge?, the technical content? Can they get through your eligibility and exam requirements without having sufficient command of the language and still be able to communicate to clients, professionals, and employers. And if you have reason to believe *no*, does your assessment in any way build in that, does your English-based assessment build in that? Do you have any basis for setting an English language bar that applies to international candidates and not apply it to domestic candidates?

Sandy Greenberg ([00:46:17](#)):

So what assumptions are we making about the English competency of our domestic candidates. We are currently working with one group who has very specific rules for the English proficiency of their non-locally trained candidates. In no way do the locally trained candidates get tested on their English proficiency. In that regard, Is that a fairness issue? And it has been raised as an equity issue that there may be a higher bar being set for those candidates. We bring this up because that's the next question. Can you create a rationale for requiring an assessment of proficiency for international candidates, but not for all candidates? Can you build the assessment into the credentialing exam and be careful not to require a greater level of proficiency than is required in practice? We don't want you to be the grammar police, but you do have to communicate these issues, come up with communication skills, interpersonal skills, and competence.



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Sandy Greenberg ([00:47:30](#)):

Many of which are built around proficiency in language competencies that we know have led to failures in practice, in a variety of credentialed areas. Can you ensure that if these skills are necessary, they are directly assessed within the context of the assessments you give to all your candidates. So, Mark, it's a very roundabout response to an English language question that really has implications for domestic candidates, as well as international candidates. If we have reason to believe that these English language skills are central to practice, we should have talked about literacy rather than English proficiency in reading and interpreting information.

Robin Jenkins ([00:48:22](#)):

I like that distinction. And I think that that that's going to be helpful for people. And it's probably something most have not even thought about.

Sandy Greenberg ([00:48:31](#)):

I think that's going to be a greater and greater issue as our country becomes more diverse. Now I'm talking as both a New Yorker and someone from the United States. Again, as we become more and more diverse, the requirements for effective communication grow greater.

Robin Jenkins ([00:48:52](#)):

I agree. It's now saying they talk to us a little bit about translating and adapting the credentialing examination.

Sandy Greenberg ([00:49:00](#)):

So in this slide I have made a few comments about language, accommodation and adaptation--and that is about moving your materials from a source language to a target language. And I'm going to refer you to two sources. One is the ITC, and there's the reference, the International Test Commission, a favorite of mine. It's been recently updated. These are guidelines for translating and adapting tests. It's available free on the internet. And as you can see, they have a series of guidelines for best practices. I'm also going to state that the second resource for translating or adapting your test is available on the I.C.E. website. The I.C.E. website contains an industry partner directory where you can search for a vendor to assist you. And by the way, these vendors can be accredited by third parties, such as ISO.

Sandy Greenberg ([00:50:00](#)):

If I didn't say NCCA, it is because we're talking about international. So the international standards organization is most relevant. You want a vendor that is recognized as an expert in credentialing examinations. That is to say, the translation of high stakes examinations, not just a translation vendor, per se. And in this case, I want you to think of the many things that teach your committees about item writing; for example, the length of the distractors, the parallelism in construction. These are rules that are difficult to follow in English and must be adhered to during the translation process itself. So you're not just translating words. The ultimate goal of your translation is to ensure that the content of the source and of the target versions of the examination are comparable and equivalent. And again, this is for credentials that are moved, not localized. You're not changing the content of the examination from your English- or French-language version.



Sandy Greenberg ([00:51:10](#)):

You want to make sure that the items in the exams and any of the assessments you administer are measuring the constructs fairly and without bias. So, one thing that I personally would recommend is after your translation to actually conduct an independent validation of the process to evaluate the content, compatibility, and equivalency of the versions. Functionally identical, identical of course are very similar. So rather than review the guidelines, I'm going to just chat for a little, just a very short time about some of the problems we found in translations performed by very adequate translation companies. But I want you to be aware of these. You're not just looking for bilingual experts. You have to work very hard to find subject matter experts who know your profession and know your content area. Then, have them serve as both subject matter experts and bi-lingual experts equally comfortable in both languages.

Sandy Greenberg ([00:52:18](#)):

They should be reviewing the quality of your translation and creating an iterative process with your translators. In the United States, we can think of a translation to Spanish. If we're offering the exam in another language locally, don't assume that one version of the translation will be equally accessible to Spanish speaking candidates in California or New York. Spanish is spoken in Spain, South America, Central America. Terminology recognized in Puerto Rico or Mexico is not necessarily interchangeable. Now I'm not saying that speakers don't understand each other, but I am saying the test questions may not be comparable in content or difficulty. So we found lots of problems. Even in careful translation, the difficulty level of a question can change from one version to the other because of sentence construction; the content can lose some meaning.

Sandy Greenberg ([00:53:26](#)):

There are mistranslations and discrepancies. Some vocabulary is very difficult to translate. So you may have to create a glossary to handle terminology. Fluency is key. I think one of the most revealing experiences I had was seeing an exam being translated and only through the translation process, did we discover that the English language version wasn't quite as fluid or grammatically appropriate as it could have been. Localization issues comes up where one word is used in one country or one region. And another word is used in another region. So there are lots of differences that can emerge by a really thoughtful review of the adaptation process for your exam. By the way, after you translate the form, make sure you beta test it and review the results to consider the equivalency or account for differences in performance. This is a very iterative process, which may take a few versions back and forth between your verification and your translation. So that's the issue of translating and adapting. I'm looking forward to your other speaker. Who's focusing on that specifically.

Mark Poole ([00:54:57](#)):

Mark, what are some of the cost considerations? If you've decided to go international, what are the cost considerations?

Sandy Greenberg ([00:55:05](#)):

That's a great question. I think of money, money, money, and here, I'm not talking localization. I'm not talking about transferring your program to make it local to the nation; but I'm talking about the “*as-is*”



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export of the credential. The word affordable doesn't spring to mind when I think about taking your program international; that is not to say don't do it, but just make sure of a couple of things-- is the international location a place where practice is similar to that in the U.S. or Canada? And the costs may be reduced greatly. If the international location is a place where the official languages are other than English or French, be very prepared to conduct a feasibility study to gauge the size of your potential audience. Evaluate the results.

Sandy Greenberg ([00:56:01](#)):

Be very prepared to spend money marketing your credential to the two audiences: consider how you're going to target employers and how you are going to target on the B to C side individual members of the profession who may be attracted to the credential. If your credential has a worldwide reputation and has been offered it in a number of countries, it is a lot easier than the case wherein you are taking your credential to its first non-domestic location. And you're really building from the ground up. So thinking about where you are, make sure you do your practice analysis in a way that verifies the similar diversities and differences in practice. That means you have to expand your practice analysis and spend money on it. You have to conduct the analysis in such a way as to look at the cohorts from different regions of the country, be prepared.

Sandy Greenberg ([00:57:07](#)):

If you need to do audits of your credential holders, figure out how you're going to do this at distance. And if you have a disciplinary investigation or a complaint procedure, be prepared to figure out how it can be conducted remotely or how it can be conducted on the ground. How will you do that? If you're translating all the costs of translation are applicable. And then in terms of the item and test analyses, after you give those exams, I want you to think about performance on individual questions and identifying if performance is the same or different. If the exam is given either in English or in another language, and if the performance is different, is it because the question wasn't a fungible or if the question had an inherent bias in its translation. If the exam was translated, are performance differences due to the quality of the exam, or can they be attributed to differences in the education or experience. You have to eliminate these unintended courses of bias.

Sandy Greenberg ([00:58:24](#)):

These things cost money.. If the exam is administered in English, in an offshore location, are performance differences due to the focus of the education and experience requirements? Do local practices suggest a different correct response? Are the same answers correct and incorrect? And finally, are differences related to unintended bias. Again, there's expenses related to the statistical analysis, the translation, the maintenance of the program in terms of audit, disciplinary reviews, the building of the program from the practice analysis and your very first steps, feasibility, and marketing. You have to have a war chest to sustain the credential through its birth in another country. And we want to make sure you think about that. It may be some time till the credential gains momentum. And again, think about that financially. And I didn't note this, if you involve your international subject matter experts in meetings and in the development of your program, you may have high travel costs. I think we've all learned to live on the web and on Zoom and Go to Meeting, etc. but should there come a time when there are meetings face-to-face, high travel costs will be involved. Those costs can even be seen in things like annual meetings or board meetings, which may come back in favor. So I think it's expensive.



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It's certainly worthwhile. It certainly has proven worthwhile for many groups that have done their homework.

Robin Jenkins ([01:00:02](#)):

And it's certainly expensive if done just in the United States and in Canada. So absolutely it's a bear.

Sandy Greenberg ([01:00:10](#)):

I had a colleague say, if you're thinking of implementing something or other, just triple whatever estimate you originally make and then quadruple the time required. So I don't know that it's that high for this case, but I think that would be a very good I.C.E. poll question-- ask people how much it actually cost to translate their program or take it international. I did check about the NCCA guidelines specifically to see if there were any changes in eligibility requirements that would appear to be related to international certification; As of a week or two ago, there do not appear to be any planned changes in the NCCA guidelines for accreditation that might affect international certification.

Sandy Greenberg ([01:01:08](#)):

So I'm just going to say that I did provide two references. One and Robin, as you said, is to your home base. The mission of CGFNS, formerly known as the Commission on Graduates of Foreign Nursing Services, is to serve the global community through programs and services that actually validate and verify the credentials of healthcare professionals. You can go to their website very easily to find out more about them. I also picked one other group that I'm familiar with. This was not meant to be an advertisement for that one group, and it shouldn't be taken as such. That group is World Education Services. It operates in both the U.S. and Canada as a not-for-profit and again, their job is to evaluate international qualifications; they do support the evaluation of transcripts of written materials the validity and integrity of those materials.

Sandy Greenberg ([01:02:09](#)):

So they're quite well known; they have been around since 1974. For more than that, you can go to the I.C.E. industry partner directory where you will see lots of organizations that list international credentials in their list of services provided. That means they will be willing to help you. Mark, you are from an organization, Prometric, that represents one of these industry partners. So check the I.C.E. industry partner directory, or go to the internet and just search on credentials or verification services. Be aware that the word *credentials* represents far more than what we think of as in terms of *certifications* and *certificates*, but you can get through the lists pretty handily.

Robin Jenkins ([01:03:02](#)):

Absolutely. Absolutely. And thank you. Oh, further questions and follow up. So if there are further questions that you have here, we have some contact information for Dr. Greenberg and you can send your questions or you can send them to the I.C.E. task force through Doug. And I want to thank you, Dr. Greenberg, for being available to us today to have this discussion regarding eligibility considerations, when groups are thinking about taking their credentials international. And, and I think one of the things that stuck with me is first, they need to remember what the mission of doing this is all about. So that's your starting point, and that will help to guide or start the guideline for where they want to go.



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Sandy Greenberg ([01:03:59](#)):

Thank you so much. I guess the word international was exciting, especially during a pandemic, I'm sitting in my living room and got to think about taking my credentials to all these wild international locations. Thank you. I look forward to reviewing the questions and look forward to the other presentations in this series that you're doing.

Robin Jenkins ([01:04:22](#)):

It's going to be fabulous. We have some wonderful speakers, not as, as best as you, you are the absolute best.

Sandy Greenberg ([01:04:29](#)):

Oh, so I gave you, I gave you the \$2 and you got it this morning. It was in your Euros or Pesos. I don't know which. Mark, it was a pleasure.

Mark Poole ([01:04:40](#)):

Thank you very much, Sandy. That's great. Thank you.