



Coordination



CAMES
CAMES



The 'F' Word

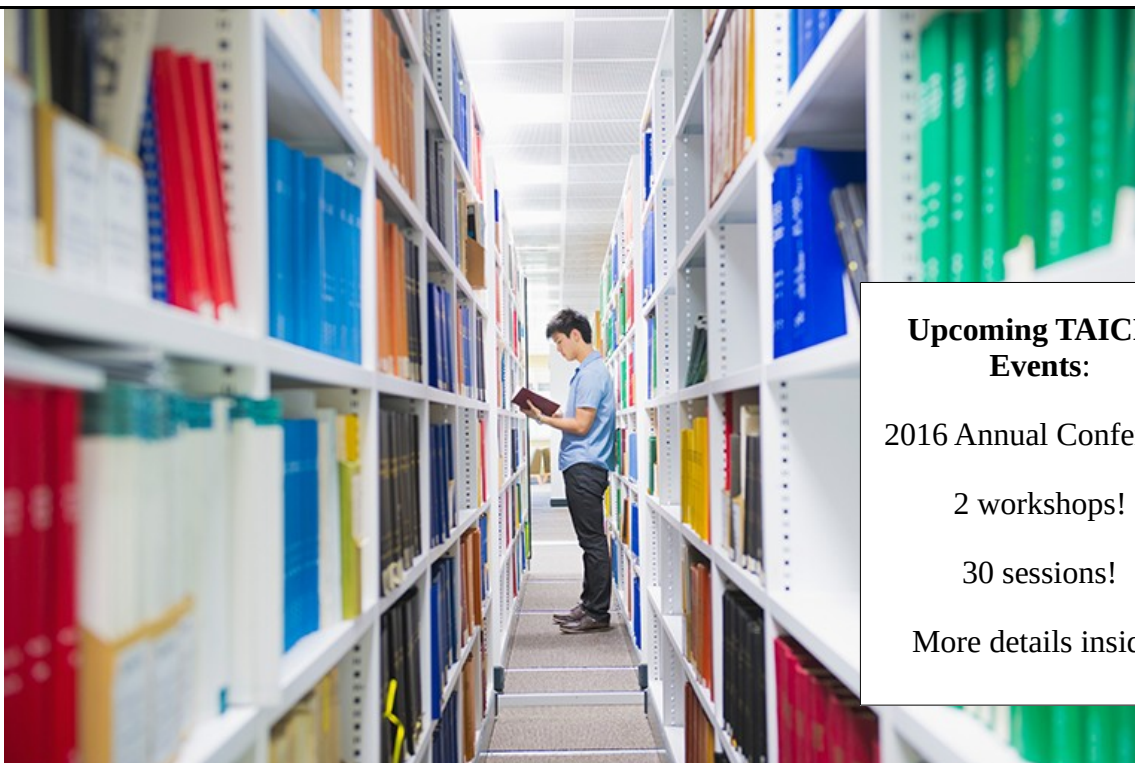


Special Tribute

TAICEP TALK

May 2016

Volume 2, Number 2



Upcoming TAICEP Events:

2016 Annual Conference

2 workshops!

30 sessions!

More details inside!

Table of Contents

President's Welcome.....	2	TAICEP News.....	17
TAICEP Committees and Their Chairs.....	3	Recent TAICEP Events.....	18
Coordination between Indian Universities and Professional Associations.....	4	2016 Annual Conference.....	19
Private Higher Education in French-Speaking Africa: Accreditation by the CAMES.....	8	From the TAICEP Website.....	24
The 'F' Word.....	12	Notes from the Field.....	24
Special Tribute to Alan Margolis.....	14	Add to Your Library.....	25
		Exhibit at the TAICEP Conference.....	25
		Sponsorship.....	26



President's Welcome

Dear TAICEP members, friends and sponsors,

It is with great pleasure, on behalf of the TAICEP board and all of our committees, that I welcome you to the fourth edition of *TAICEP Talk*!

Our professional development and conference committees have been hard at work putting together an excellent second conference, which will take place September 26-28, 2016 in Chicago. Thank you to all of you who submitted a session proposal!

You will hear more from the various committee chairs their news, but I thought I would highlight TAICEP's webinar on the Philippines by Bernard Ramos in April. In case you missed it, TAICEP members can still view it on-line behind TAICEP's password-protected site.

I'm also delighted to welcome David Haynes as TAICEP's new treasurer. In his position as President of International Education Evaluations, David has been an active TAICEP volunteer. With a background in accounting, David is in an excellent position to steer TAICEP's financial planning and management with the support of the governance and finance committee. I also want to take this opportunity to thank Michelle Moraes for her exceptional service to TAICEP over the past year as Treasurer, we will miss her sharp attention to detail and the big picture.

For all of you reading this newsletter, I look forward to seeing you at our next conference!

Warm regards,

Natasha Sawh, Canadian Information Centre for International Credentials
TAICEP President

TAICEP Committees and Their Chairs

TAICEP wants to extend a big “thank you” all of its committee chairs and committee members for their ongoing commitment to our profession as well as our organization. If you're interested in what's happening with a specific committee, or if you want to find out more about that committee's work and how you can help, they'll be glad to chat!

Governance and Finance Committee:

Margit Schatzman, Margit@ece.org

Standards Committee:

Rolf Lofstad, rolf.lofstad@nokut.no

Membership Outreach Committee:

Marshall Houserman, mhouserman@edperspective.org

Professional Development and Training Committee:

Jessica Stannard, stannard@epnuffic.nl

Resources for Members: .

Lou Nunes, drloununes@gmail.com

Conference Committee:

Jeremy Mixell, jmixell@indiana.edu



Coordination between Indian Universities and Professional Associations

This article explores the recent development of alliances between universities and professional associations in India. Although not recognized as degree-granting educational institutions in India, several professional associations offer training that has traditionally been recognized academically by the universities. This recognition has more recently led to individual partnerships between the two types of institutions. In this article, we will review the system of official recognition for higher education in India, the possible recognition of professional associations, and an example of coordination between a university and a well-known professional association.

Official recognition of higher education study in India

Section 22 of the University Grants Commission (UGC) Act of 1956 states the following regarding the degree-granting authority of universities in India: “The right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act, a Provincial Act or a State Act or an institution deemed to be a University under section 3 or an institution specially empowered by an Act of Parliament to confer or grant degrees.” Section 3 states the following regarding the degree-granting authority of non-universities in India: “The Central Government may, on the advice of the Commission, declare by notification in the Official Gazette, that any institution for higher education, other than a University, shall be deemed to be a University for the purposes of this Act, and on such a declaration being made, all the provisions of this Act shall apply to such institution as if it were a University ...”

Credential evaluators therefore generally consider the following Indian institutions to be the equivalent of institutions that have regional academic accreditation in the United States:

1. Universities established by Central or a State Government Act
2. Institutions of National Importance authorized by the Central Government, and listed by the Department of Higher Education
3. Deemed Universities as determined by the Central Government, and listed by the Department of Higher Education

The UGC maintains a list of recognized universities and institutions of national importance, and includes this information on its [website](#). These institutions award the formal academic degrees of bachelor, master, and doctor, as well as non-degree qualifications (certificate and diploma programs). Institutions in India not classified as one of the three types above do not have the authority to award the official degrees of bachelor, master, and doctor.

Non-universities in India do not have any form of direct recognition by the universities. However, one of the functions of the Association of Indian Universities (AIU) is to make recommendations to its members regarding the academic value of non-university instruction and training. This represents a form of indirect recognition by the universities. Examples of

indirect recognition are documented in printed resources (for example, the 1997 PIER World Education Series publication on India). Recognition by the AIU of programs offered by institutions without degree-granting authority is rare, and represents a very small percentage of all non-degree programs offered in India.

There are also programs of study offered by non-universities in India that have a form of accreditation or recognition for employment purposes. An example of this is the All India Council for Technical Education (AICTE). The AICTE was established by the Ministry of Human Resource Development, which oversees Indian education at all levels including higher education. An institution accredited by AICTE may or may not be officially recognized for academic purposes by the Ministry of Education or by the AIU, and non-degree programs (diploma, certificate, and Post Graduate Diploma) offered at these institutions may or may not be recognized by the AIU for academic purposes.

In addition to the three types of officially-recognized degree-granting institutions mentioned previously, there are other forms of indirect academic recognition of higher education study in India. If an institution outside of the university sector offers a program of study that is recognized by Indian universities (e.g., leads to transfer credit, advanced standing, or admission to a higher degree at a university in India), then that program may be considered for possible credit (the equivalent of study at an institution that has regional academic accreditation in the United States). Examples include Diplomas in Engineering awarded by state boards of technical education and training, Post Graduate Diplomas (PGDs) recognized by the AIU, and membership and examinations administered by professional associations that are recognized for academic purposes by the AIU. Identifying recognition of the Diplomas in Engineering is straightforward because the examination boards are state bodies, and the advanced standing granted by universities in their degree programs based on these Diplomas is standard and well documented. However, identifying recognition by AIU is more difficult. The AIU maintains a [list of recognized PGD in business](#), but does not provide lists for recognition of other non-degree programs, nor training completed through professional associations. The 1997 PIER publication includes several documented examples of AIU-recognized programs, and the AIU has responded to individual queries regarding the universities' position on a particular association. It is therefore recommended that credential evaluators confirm through resources or information provided by AIU whether or not a particular program or qualification is recognized for academic purposes.

Professional Associations

Professional associations in India were modeled after the professional associations in the United Kingdom, where many non-university vocational training and membership institutions have enjoyed long-standing academic recognition by the universities. As stated previously, professional associations in India represent one area of non-university education and training that may have indirect academic recognition through the Association of Indian Universities. While many training programs, examinations, and statuses of membership through associations are not academically recognized, there are also several that do have recognition documented by the AIU. Traditionally, recognized programs have been reported by AIU to represent degree-level study, or the basis for admission to a higher degree at

universities. Although recognized by universities, there has been little to no coordination between the universities and the professional associations in regard to course-by-course transfer of study or alignment of individual subjects. However, a recent example illustrates that this may be changing.



An example of university and professional association coordination: BU-ICAI Joint Degree Programme

The Institute of Chartered Accountants of India (ICAI) is one of the more well-known examples of a professional association that enjoys academic recognition by the AIU. On its website the ICAI provides information regarding university recognition of training completed there (http://www.icai.org/new_post.html?post_id=8378). The 1997 PIER World Education Series publication on India confirms that the Final Examination of the ICAI is recognized by the AIU as “Master’s Degree for higher studies if Bachelor’s Degree obtained first”, and that members of the ICAI are eligible for Ph.D. admission at many universities in India. Based on the AIU recognition, the placement recommendation of the National Council on the Evaluation of Foreign Educational Credentials (The Council) for the ICAI Foundation Examination and the Intermediate (now known as Integrated Professional Competence) Examination is “considered for undergraduate transfer credit”, and for the Final Examination is “considered for graduate admission.”

In an unusual coordination between an Indian university and a professional association, the ICAI signed a memorandum of understanding with Bharathiar University (BU) in December 2008. This agreement allows for mutual recognition of study/training as well as coordinated examination arrangements. ICAI examinations lead to direct exemptions in the BU business degree programs of Bachelor of Commerce (BCom), Bachelor of Business Administration (BBA), Master of Commerce (MCom), and Master of Business Administration (MBA). The ICAI website currently lists individual exemptions for the following:

- Holders of the ICAI entry level exam and Intermediate (IPC) examination are exempted from 12 of the 15 examinations in the three-year BCom
- Holders of the ICAI entry level exam and Intermediate (IPC) examination are exempted from 10 of the 15 examinations in the three-year BBA
- Holders of the ICAI Final examination are exempted from 7 of the 10 examinations in the two-year MCom
- Holders of the ICAI Final examination are exempted from 10 of the 15 examinations in the two-year MBA

BU and ICAI have determined the level and amount of study or knowledge overlap, but their determination might not match the judgment of credential evaluators outside of India. For example, even though the AIU has confirmed the academic recognition level of ICAI's Final Examination (which matches BU's assessment level), the admission requirements for ICAI training are variable, and therefore the corresponding level of academic study could be subject to debate. The following issues might be problematic to credential evaluators:

1. The training completed through ICAI represents a period of three to four years serving as an articled assistant. This is full-time work experience/training that traditionally required permission for concurrent (part-time) university study. The amount of part-time study through the professional association may not (by appearance) match the corresponding full-time study at the university for which it grants exemption.
2. The ICAI confirms that admission to the Common Proficiency Course (CPC) requires Standard X (grade 10), and that the CPC examination can be taken after the student finishes Standard XII, which represents complete upper secondary education in India. The student may then enroll in the IPC (also known as Intermediate) course after passing the Common Proficiency Test. Alternatively, a candidate may pursue the IPC without the Common Proficiency Test if holding a BCom degree with at least 55% marks. These two routes appear to contradict the entrance level with the exemption level: the student can be admitted to IPC with a BCom, or the student can gain credit in the BU BCom program based on IPC examinations.
3. The third year of a BCom or BBA would not appear to represent the same level as ICAI IPC examinations for which admission to part-time study is only Standard XII. IPC could be interpreted as study at the first or second year level of a university program.
4. The two-year Indian MCom and MBA programs often are considered to represent the United States equivalent of both undergraduate level (fourth year of university study) and graduate level (fifth year of university study). This may present a problem for reconciling the level of the ICAI Final Examination (noted above with placement recommendation of "may be considered for graduate admission").

These are issues which may challenge credential evaluators. However, the system of exemptions may also allow us to more clearly understand how the universities deem the level of training completed at ICAI, even if the quantity of study does not appear to match.

A statement of marks received from Bharathiar University from a student enrolled in the program described above confirms "(BU-ICAI Joint Programme)". This is an important notation, because the statement does not include the exempted courses, and might have otherwise appeared incomplete. A credential evaluator should therefore review the entire degree requirements (on the university's website or printed curriculum) to determine credit equivalencies.

BU and ICAI confirmed that MCom and MBA study is conducted by distance education mode. The examination results reported on the statements of marks are therefore based on distance study while the student completes the ICAI articleship. The "School of Distance Education" is indicated on the BU statements.

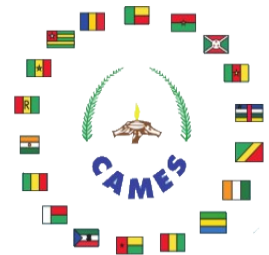
Indira Gandhi National Open University (IGNOU), which offers educational programs exclusively through distance learning, has also released a memorandum of understanding with ICAI in which IGNOU offers a specialized BCom program in Accounting. In this agreement IGNOU grants BCom subject exemptions based on successful ICAI examinations.

Although such agreements in India have been rare in the past, it is likely that due to competitive forces in higher education we will see more examples of Indian university and professional association coordination in the future. These agreements might challenge our evaluation judgments on level and quantity of study. Credential evaluators should apply the new information to their methodology with the understanding that even though cooperative efforts of educational institutions may provide insight, they can also present difficulties in determining equivalency.

James Meyers, Educational Credential Evaluators

Private Higher Education in French-Speaking Africa: Accreditation by the CAMES

Note to the reader: all references are provided in French, as it is the predominant language of the *CAMES* member countries.



The *Conseil Africain et Malgache pour l'Enseignement Supérieur* (*CAMES*)¹, or African and Malagasy Council for Higher Education, was created in 1968 to increase the mobility of higher education graduates within its members: Bénin, Burkina Faso, Burundi, Cameroun, Centrafrique, Congo, Côte d'Ivoire, Gabon, Guinée, Guinée Bissau, Guinée Équatoriale, Madagascar, Mali, Niger, République Démocratique du Congo, Rwanda, Chad, Sénégal, and Togo.

At that time, it was very common for a government to send students and civil servants to study in another country: engineering, national administration schools, etc. were in short supply in many countries of the area. Coming back to its own country, each and every graduate from abroad had to go to a formal and individual equivalency process, which was long and cumbersome. The *CAMES* was, and still is, located in Ouagadougou, the capital of Burkina Faso. While the *CAMES* has other programs besides the recognition of diplomas, in this article, we'll concentrate on that one.

In order to achieve such mobility, in 1972, a Convention about the legal validity of Higher Education Diplomas² was signed in Lomé; the outcome of the Convention was so that any diploma recognized by the *CAMES* was automatically accepted by every member country. Hundreds of diplomas from public universities were recognized³, mostly in the 1970's. But they were already recognized in the country of origin.

1 List of countries currently members: <http://www.lecames.org/index.php/2014-01-06-15-39-46/pays-membres>

2 <https://web.archive.org/web/20060518075259/http://www.cames.bf.refer.org/IMG/pdf/conventionequiv.pdf>

3 <https://web.archive.org/web/20060518075254/http://www.cames.bf.refer.org/IMG/pdf/repequivalence.pdf>

From a credential assessor point of view, it started to get interesting in the late 1990's. According to the legend, the first private institution to present its diplomas to be recognized by the *CAMES* was the *Institut supérieur d'informatique et de gestion* (ISIG)⁴, also located in Ouagadougou, Burkina Faso. That happened in 1997. In any case, as nothing prohibited the recognition of Private Higher Education (PHE) diplomas, in 2003, the *CAMES* started to evaluate them and recognize some. In order to avoid confusion around the word recognized, (see the box below), let's use the terms accreditation and accredited for the *CAMES* recognized PHE diplomas.

It was a resounding success. At the next Convention in 2005, almost 50 Private Higher Education Institutions (PHEI) presented more than 140 diplomas, of which around 80% received the *CAMES* accreditation. At the 2007 Convention, more than 160 PHE diplomas were presented, with a success rate of about 75%.

The *CAMES* databank of recognized diplomas (http://www.lecames.org/diplome_cames/) contains all of them up to 2015.

Terminology: for the PHE in the region, the word recognition refers to many levels of public supervision and is in fact meaningless. The usual levels of recognition are *création, ouverture, fonctionnement, agrément, habilitation* or *homologation*. There may be less or even more depending of the country. Those last two are the ones we're looking for, corresponding to accreditation in our own vocabulary. Except for the inevitable exceptions, that is. But don't worry, we're not alone.⁵

Why seek the *CAMES* accreditation?

Now, some context. The number of PHEI grew at an incredible rate in the 1990's and the 21st century. Many factors contributed to that growth, among them, an increasing irrelevance of the programs offered in the public universities, as many curricula weren't revised in the previous 20 years. In many cases, the graduates of these programs were not what the labour market required. The number of students successful at the *diplôme de baccalauréat de l'enseignement secondaire* grew quickly as well, and they were guaranteed access to Higher Education. This led to a critical overcrowding of the public institutions that did nothing to improve the quality of life of the students or the quality of the education they received.

As there was also a huge demand for diplomas in business administration or new technology, which were rarely offered in the public higher education, the private sector rushed in. And some Ministries of Higher Education were sending students to the private institutions. Publicly-funded subventions were sometimes offered to students enrolled in PHEI⁶. In some cases, the diplomas were not accredited, i.e. the students could not pursue studies at a public institution or be accepted in the civil service. The former is called academic accreditation, while the latter is administrative accreditation, and they're not always granted together.

4 https://www.facebook.com/permalink.php?story_fbid=566063490157043&id=155638017866261

5 http://www.lecames.org/attachments/article/2/EtatLieuxAQ_EUMOA_Ed2014.compressed.pdf (page 14, 1st paragraph)

6 http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/AFTHD_WPS103.pdf (page 20, «Subvention (frais de scolarité) milliards FCFA» in the table 1)

To make matters even worse, most countries in the region didn't have relevant regulations for the PHE sector. In some countries, the regulation used was from the 70's and had been designed for private primary and secondary schools. Most countries have adopted new regulations since then, but in many places, the structures needed to regulate and accredit PHEI were created in the last few years. In others, the new structures are not yet operational.

Some countries did rather well in that field. Côte d'Ivoire, Democratic Republic of Congo (RDC), Madagascar, and Mali maintain lists (more or less complete, though often not up-to-date) of PHE diplomas that received the *habilitation*. In Cameroon, PHEI are supervised (*tutelle*) by public universities: these public universities also issue the diplomas.

Other countries were late bloomers. Sénégal just started to accredit PHE education diplomas. The first session took place in 2014, and only a handful of diplomas were accepted⁷. In other countries, such as Guinée, the relevant structures are not even created to my knowledge. In those countries, there are little options for a PHEI other than to be accredited by the *CAMES*.

No wonder the *CAMES* seemed the way to go for many PHEI. Please note that most PHEI seeking the *CAMES* accreditation are essentially located in the following countries: Bénin, Burkina Faso, Côte d'Ivoire, Sénégal and Togo.

Were the documents you're assessing issued by a public or a private institution?

New institutions are constantly appearing in Africa. Mostly private ones, but some do come from the public sector. And they're not yet listed in any of our resources, especially the private ones. If you have the diploma, it should be easy. On a public issued diploma, you might see a reference to the legal texts defining the program, or the ink stamp and signature of the Minister of Education, Higher Education or Health. On a private issued diploma, there should be references to the legal texts recognizing the institution or the program: *autorisation d'ouverture, de création, de fonctionnement, agrément des filières*, etc. Once again, *agrément* doesn't mean accreditation in most countries, the RDC being a notable exception.

If only an *attestation de réussite* and mark transcripts are available, there's not much to see when issued by the public sector. For the private sector, there are often references to an *autorisation de création, de fonctionnement*, etc. Other clues are the mention of a bank account or the acronym S.A.R.L, meaning *Société anonyme à responsabilité limitée*. I've never seen (yet) a bank account number on a public higher education document.

Boundaries of the *CAMES* accreditation

The *CAMES* issued a pretty comprehensive guide about the academic requirements to gain its accreditation a few years ago⁸. It's harder to get information on the administrative requirements.

⁷ http://www.anaqsup.sn/?page_id=17

⁸ <http://www.lecomes.org/attachments/article/35/REFERENTIELS.pdf>, adopted in 2014

EXPIRATION OF AN ACCREDITATION.

Originally, the *CAMES* was designed for public institutions, so its accreditation was intended to last forever. No mechanism was created to periodically review the recognition of diplomas. With the arrival of PHEI, changes were introduced in 2009. Accreditation is now limited to five years⁹. Institutions accredited before 2009 also had five years to renew accreditation.

But 2014 came and went, without any removal of older accredited institutions or programs in the databank (http://www.lecames.org/diplome_cames/). It seems only three cases of renewal were submitted in 2014¹⁰. As long as there is no indication of the expiration of an accreditation, I would consider them still valid. I'll revisit that statement once we begin to see evidence of expired accreditation being removed from the databank.

RETROACTIVE ACCREDITATION.

Unfortunately, I have never found anything official about retroactive accreditation. What I learned from answers I received from some PHEI, is that one of the administrative requirements is that a program seeking accreditation must actually be offered at the PHEI, and have had students graduate from the program. It seems that in the 90's, five graduations were required, three in the next decade, and since 2008¹¹, at least one graduation.

This is an important point because I've seen quite a few diplomas issued by PHEI after accreditation was granted for studies that were completed before the accreditation. Some of the answers I received confirmed it was normal, so I see it as a legitimate practice. I used to consider acceptable such diplomas if the studies were completed within three years before the accreditation was granted. Now, though, I consider only the most recent graduation cycle prior to accreditation, as long as the diploma is issued after the accreditation of the *CAMES*.

STATUS OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN COUNTRY OF ORIGIN.

According to the documentation, the PHEI must be *habilité* in the country where it is located to be considered by the *CAMES*. In fact, it seems that only an *accord de création* or *de fonctionnement* was enough to obtain de *CAMES* seal of approval.

There are indications that the requirement of a *habilitation* is being revisited¹². Sénégal¹³ now makes it compulsory for a PHEI to obtain *accréditation* (homologation) at the national level before being allowed to seek the *CAMES accréditation*.

9 http://ridepes-cames.org/wp-content/uploads/2015/10/PRED-CAMES07052015_SG_VF-1.pdf (pages 18-20)

10 http://www.lecames.org/diplome_cames/artsuit.php?lire=1

11 Source: conclusions du; CAMES, Relevé des principales conclusions du séminaire d'évaluation du programme reconnaissance et équivalence des diplômes, July 2008, no longer available online.

12 http://www.lecames.org/attachments/article/35/GuideConstitutionDossierPRED_CAMES_Pieces1.pdf (First point of page 4; it contradicts point 1.4 on first page, but page 4 is a lot more precise, so I believe that is the correct one.)

13 <http://www.senepius.com/article/%E2%80%98%E2%80%99d%C3%A9sormais-tout-dipl%C3%B4me-doit-%C3%AAtre-reconnu-et-accr%C3%A9dit%C3%A9-par-1%E2%80%99anaq-sup-avant-qu%E2%80%99il-n%E2%80%99aille>

My last point focuses on the special case of the *Brevet de Technicien Supérieur* (BTS). The BTS is unique, as the accreditation is given by the national authorities individually to graduates of the program. The student must be successful on the State Examination. If so, a *diplôme d'État de BTS* is awarded to the student. If not, the student gets nothing, except a worthless mark transcript from the PHEI. As always, there are exceptions to this rule, such as if the PHEI was granted accreditation by the State or the *CAMES*.

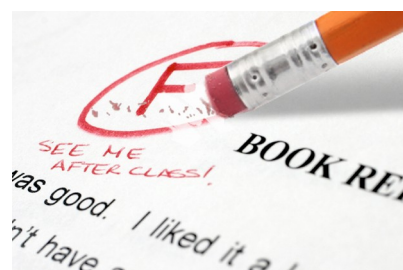
There is a difference between *attestation d'admissibilité* and *attestation d'admission*. The first one is obtained after successfully doing the written examinations, but the student still have to submit his internship report or his diploma project. The second one means that all the conditions for graduation have been met. Unlike the *attestation d'admissibilité*, the *attestation d'admission* has the same value as the final diploma.

Further reading: a very interesting document on the state and the future of higher education in Africa, already presented in footnote 5: *État des lieux dans les pays de l'UEOMA* (Union économique et monétaire Ouest-africaine): http://www.lecames.org/attachments/article/2/EtatLieuxAQ_EUMOA_Ed2014.compressed.pdf Especially pages 29 to 50. Note that some numbers are way off, for example the number of *autorisations d'ouverture* and of *homologations* (habilitations) in Côte d'Ivoire during the 2007-2012 period (page 38). According to official documents I have, the number of *homologations* (by diploma) granted in this period was more than 50.¹⁴

Michel Bédard, *Ministère de l'Immigration, de la Diversité et de l'Inclusion*

The 'F' Word

Everyone has done it, given it, or received it at some point in their lives. In international education, we have come to accept it as normal. Ask a regular to explain it, however, and they may have difficulty doing so. But we should expect evaluators among other professionals to have a better understanding and perhaps train others to understand it as well.



Failure is difficult and evaluating it can be complicated. There are many elements, reasons, and considerations that form a credential's equivalency that may not seem obvious to an outsider. Factors such as grading scales and grade interpretation, course credits and weights, the curriculum and plan of studies, the type of institution and the program's intent, and many other components affect the equivalency of a credential. A good solution for an evaluator to keep their sanity in check is to come up with a consistent standard that is based on sound research and preferably backed by logical reasons. In this case, failed courses and an analysis

14 <http://www.enseignement.gouv.ci/files/LISTE%20DES%20ETABLISSEMENTS%20BTS%20OCTOBRE%202013.pdf> Incomplete list. More *homogolations* have been granted since. No information about expired *homogolations*.

of failure can surely generate a great debate among credential holders, evaluators, educational institutions, and other stakeholders to determine its intended purposes and how we as evaluators are supposed to interpret them. But before we get there, are we asking the right questions when crafting and molding internal standard evaluation policies? This is not a presentation of an education theory nor will it have any statistical data to present, but rather a thinking piece to challenge and re-challenge the notion of a failed course in the grand scheme of things.

Is failure a mechanism to punish or to perfect?

Grades or marks are indicators that reveal the level of a student's performance in class. The expectation is to obtain high marks at the satisfactory level or higher. In other words, can the student be proficient in the subject matter with an acceptable grade after one try? And what is an acceptable grade? On the other end of the conversation, can one or more failed courses allow the student to perfect the subject matter by learning from their mistakes or rather, their failures? Then, when, and how many failed courses are 'enough?'

In the United States, when a student fails a course it appears on the official transcript, given a grade of 'F,' assigned with zero quality points, and counted as part of the overall grade average. The more failed courses, the lower the mean score. Evidently, a low score can affect the student's direction in their educational or professional life. Worse, low scores and many failures can lead to suspension, expulsion, withholding of the credential, or all of the above. In some countries, they treat failure as a means to an end where it is acceptable to fail and, to some extent, fail multiple times as long as the student subsequently passes the course with a passing grade or higher. The ultimate passing grade in a series of failures would be the sole mark that gets counted towards the overall grade calculation, and failed courses would not be counted at all. In other countries, a different approach to failed courses exists where the overall semester or annual grade average is calculated first, before an actual course with a failing score is interpreted as a failed course. In this case, the conversation shifts from proficiency and mastery of the subject matter, or perfection or punishment to redefining failure as a conditional, condoned, or marginal pass. *Your poor performance is reflected on your failing score. Oh, just kidding! You actually passed it because your overall average among your other courses was okay.* Then, there is another system where failure does not even show up on official academic records, and, therefore, they are not open to interpretation for further scrutiny. Lastly, to make matters more complicated, some countries and institutions even award failure grades to those with attendance issues or other circumstances that do not necessarily address the student's proficiency per se.

Apples to apples and oranges to cherries

So how do you apply comparative education where the intention and outcome of a failed course in the native country may not necessarily have a similar meaning or have the same rationale in the host country? As one of the interpretations of failure suggests above, is it possible to fail courses multiple times and come out unscathed with an overall grade average that is at least at the passing grade or surprisingly very good? Whose context should you

consider when determining how you would interpret failed courses? Should policy be influenced by all stakeholders or none at all? For practice sake, when evaluating failed courses, should you apply your own methodology onto a system that is different from yours? Is it fair to 'fail' them multiple times and count those failures now when they were a non-issue in their native country at the time of enrollment? Or, should you apply the same methodology they used in their native country and incorporate it in your evaluation policy? If that is the case, what exactly will you be 'evaluating?'

The morning after

So your office has decided on a policy. Now, even the inclusion of failed courses in an evaluation can invite unwanted or unwarranted outcomes. To the credential holder and the recipient of the evaluation, not understanding an internal evaluation methodology or the policy in the host country may try to control or influence the direction of the results. For them, they may have the understanding of how their native country's treatment of failed courses, but they cannot necessarily say the same about their host country. This leads to an opportunity for them to try to outwit the system by altering their grades, erasing or omitting failed courses, or forgetting to include certain pages or important information. Why? Is it because they believe that they will be punished for their failures? And how should the evaluator address these concerns, policies and when?

When trying to craft consistent policies, to what extent do you delineate the line between the native country's interpretation and the applied methodology of the host country? Where is the line between 'theirs' and 'ours,' and should there be? Certainly, there will be many interpretations and approaches to evaluating failures, and the same can be said about determining a credential's equivalency, so the discussion of failure and failed courses is either the elephant in the room or the tip of an interesting iceberg.

Bernard Ramos, Educational Perspectives, nfp

Special Tribute to Alan Margolis

Alan Margolis, a leader in the field of international admissions and international credentials evaluation, died on February 17, 2016. His contributions to the field, including authoring several volumes on foreign educational systems and serving in the leadership of professional associations, were profound, and he will be deeply missed. Here are some memories and thoughts from his friends and colleagues:

- It is hard for me to focus on what to say about Alan Margolis. He had so many great qualities that made an impact on those who had the privilege to work with him. He had a keen mind, a strong sense of professional responsibility, an understanding of when to push for improved performance and when to ease up, and a great sense of humor.

I interacted with Alan in many ways. He was a strong leader in the early years of World Education Services, Inc., for which I was the first full-time employee. He served on many committees of the American Association of Collegiate Registrars and Admissions Officers [AACRAO], the National Association for Foreign Student Affairs [NAFSA] (now known as NAFSA: Association of International Educators), and the National Council on the Evaluation of Foreign Educational Credentials [Council].

Alan left many large holes in the profession of international educational credential evaluation when he retired. He will long be remembered with fondness by those of us who had the privilege to know him. *Jim Frey (Educational Credential Evaluators, Inc., retired)*

- So privileged to have known him and to recall his wisdom and fun. *Sandy Gault (University of Missouri, Kansas City)*
- To me, he was a giant in our profession. He knew so much and loved to share it. *Linda Heaney (Linden Educational Services, retired)*
- When I first became involved with international admissions in the late 70's, Alan was the only person I knew who had information on Nigeria, and I had more Nigerians than I knew what to do with. Alan was always helpful and accessible. I haven't seen him since the Milwaukee Symposium, I think, but I remember him well and will miss him. *Brian Bates (Arizona International Credential Evaluators)*
- Another loss this year in the admission profession (Stan Berry in January). Alan was an excellent colleague to work with; bright, witty and competent. *David Horner (Michigan State University, retired)*
- Alan was one of the most intelligent, articulate and downright hilarious professionals I've had the privilege of knowing and learning from. *Johnny Johnson*
- Alan was such a joyful person. Although I haven't seen him in years, I will always remember him. *Karen Lukas*
- Alan was a wonderful man and indeed a giant in the international ed field. The very first AACRAO committee I served on was the World Education Series committee with Alan as chair. Those were the days when we did three publications a year with financial support and guidance from the Feds. I learned so much from Alan. It was through him that I was encouraged to continue to participate in AACRAO. We were lucky to have a professional like him. My condolences to his family. *Gloria Nathanson, (UCLA, retired)*
- Reading everyone's heartfelt messages and memories, I realize that...oh dear. Here we are. Longstanding colleagues and friends gathering together via email to mourn the loss of yet another admired member of our international admissions community.

Like many of you, I haven't seen or communicated with Alan for a long time. And like you, Brian, it may have last been at the Milwaukee Symposium. I remember the deep honesty and emotion of Alan. His sense of humor and fairness. His willingness to share with us his research, opinions and advice. And to give to all of us the gifts of what he knew and the questions he still wanted to ask. The affection he had—for his beloved family and for us. Alan's death diminishes us all. *Caroline Langen*

- So many nice things have been said about Alan. I would like to add that he was a generous colleague. He was the person who called me to tell me that a good job was open at Columbia University. I might still be commuting from New York to Boston but for his kindness. I was lucky to see him occasionally in New York so was able to thank him in person. *Joann Stedman (Columbia University, retired)*
- Alan was one of the faces on the Mount Rushmore of foreign educational credential evaluation. I saw him present sessions at my first NAFSA and AACRAO conferences, watched him debate the merits of educational systems, credentials and references and – after he retired – I worked closely with Alan as copy editor to the NAFSA wRAP Up newsletter on which he served as editor.

From that experience, I learned of other talents (some may say “quirks”) that he had. For one, he was very careful to say that his edits were often opinions and could/should be overruled if anyone saw fit. And he almost always forgot to send attachments when he intended to.

Here are some quotes from our time working together:

On an article he edited for the newsletter: Here it is with only a very few suggestions. It is a good article and struck a positive reaction in me--rather hard to do!

On a biography of someone recently named to a new position: I've made a few suggestions. I am wondering, however, whether it might be possible to have this redesigned so that it doesn't sound (at least to me) like an obituary.

On using his emailed opinion of the demise of “The Council” as a “Letter to the Editor”: If this is how it will be used, call me anonymous; however, you can use my initials!

Alan was thorough, competitive—some might even say argumentative—but he cherished our profession and our standards. If he felt that an evaluation, paper or presentation lacked research and sound methodology, he never hesitated to call it out.

I have missed him over the last ten or so years, and even more so now. He leaves a very large legacy. Alan made us all better at what we do. *Marjorie Smith (University of Denver)*

A scholarship fund in Alan's name has been established to support international students from Africa who have financial needs. It will be housed at the City University of New York. To donate to the Alan Margolis Scholarship Fund, send a check payable to "The City University of New York" with "Alan Margolis Scholarship Fund" on the memo line or on a separate note. The check should be sent to Carlos Flynn, University Dean for Institutional Advancement, Invest in CUNY Campaign Office, 230 West 41st Street, 17th Floor, New York, NY 10036. Be sure to include your contact information with the check to receive a formal acknowledgment from CUNY.

Kate Freeman, SpanTran: The Evaluation Company

TAICEP News

NEW! Verification Sources for Educational Documents

The Resources for Members Committee is pleased to announce the completion of resources available for verifying the authenticity of academic credentials submitted to various institutions and agencies around the world. We thank all committee members as well as all those who contributed to this project. This resource includes information on online resources, and email and physical addresses where to send requests. The information is listed per country indicating institutions and agencies for secondary and post-secondary levels of education that would provide said verification. This feature has been identified as a necessary one that can ease the process for all parties involved and it has been greatly anticipated. We have now uploaded it to our website, and it is currently available to TAICEP members!

<http://www.taicep.org/taiceporgwp/professional-development/resources/reference-materials/verification-sources-for-educational-documents/>

Please find this exciting feature that allows you to verify the authenticity of documents submitted for evaluation. It will help in our fight against fraudulent documents while preserving the integrity of all parties involved, the institutions issuing the documents, the agencies conducting the evaluations, and the institutions receiving the evaluations. TAICEP is very proud of offering this unique feature exclusively to its members! Many thanks to Dr. Lou Nunes, Annetta Stroud, and the rest of the Resources for Members Committee for bringing the project to fruition!

Again, a sincere thanks for our committee members: Erik Johansson, Peggy Bell Hendrickson, LesLee Eicher, Annetta Stroud, David Haynes, and Anu Soim, who have been highly committed and dedicated to the work we have been doing!

Regards,

Lou Nunes, Academic Evaluation Services, Inc.
Resources for Members Committee Chair



Country Database – We Need Your Help!

The Resources for Members Committee is currently working on our long-term project of setting up a Country Database exclusively for TAICEP members. We are in the process of identifying members as well as non-members who would like to contribute to the project as co-authors, starting with China and India. Anyone interested is welcome to contact the Committee's Chair at drloununes@gmail.com.

501(c)3 Status

Great news! For our US colleagues, TAICEP is now exempt from U.S. federal income tax under the U.S. Internal Revenue Code (IRC) Section 501(c) (3). Sponsors may deduct contributions made to TAICEP under IRC Section 170.

Recent TAICEP Events

Webinar: Revamping an Education System: An Overview of Changes in the Philippines due to the ASEAN Integration

We hope you were able to attend the recent TAICEP webinar on *Revamping an Education System: an Overview of Changes in the Philippines due to the ASEAN Integration*. Like our previous webinars, this web-based training was available free of charge to TAICEP members and for a nominal fee to non-members. A recording of the April webinar has been made available to members at: <http://www.taicep.org/taiceporgwp/professional-development/webinars/webinars-for-members/> You can also access our previous webinars on the educational system of Columbia and educational documentation expectations from Egypt, Syria, Iraq, Nigeria, Cameroon, and Rwanda.

Please follow us on social media to keep abreast of upcoming training opportunities including future webinars. TAICEP's high quality webinars are just one more reason to become a TAICEP member if you haven't already!

Brown Bag Lunch at AACRAO

More than 25 people attended the TAICEP brown bag lunch at the AACRAO annual conference in Phoenix in March. This lunch was an opportunity for current and prospective TAICEP members to get an update on TAICEP activities, including the 2016 conference in Chicago, future webinars, and other projects. Of special interest to the participants was TAICEP's goal of creating a certification or certificate program. Participants were very supportive of this initiative.



TAICEP's membership subcommittee, chaired by Marshall Houserman, is coordinating similar lunches and meeting opportunities at other conferences, when possible.

Brown Bag Information Session at NAFSA

At NAFSA in June, we also held an open session for current members and anyone interested in learning more about TAICEP – our professional membership organization dedicated solely to serving and supporting the international credential evaluation profession!

This Brown Bag Information Session was lead by Jeanie Bell, Vice-President of Membership and Marshall Houserman, Chair of the Committee for Membership Outreach



Questions? Email us at membership@taicep.org

2016 Annual Conference

From the 2016 Conference Planning Team

TAICEP has been hard at work on making arrangements for the 2016 Annual Conference!

Conference dates:
9/26/16 – 9/28/16

The University of Chicago Gleacher Center
450 North Cityfront Plaza Drive
Chicago, IL 60611

The committee is looking forward to seeing you in Chicago!



Brief conference details:

September 26, 2016

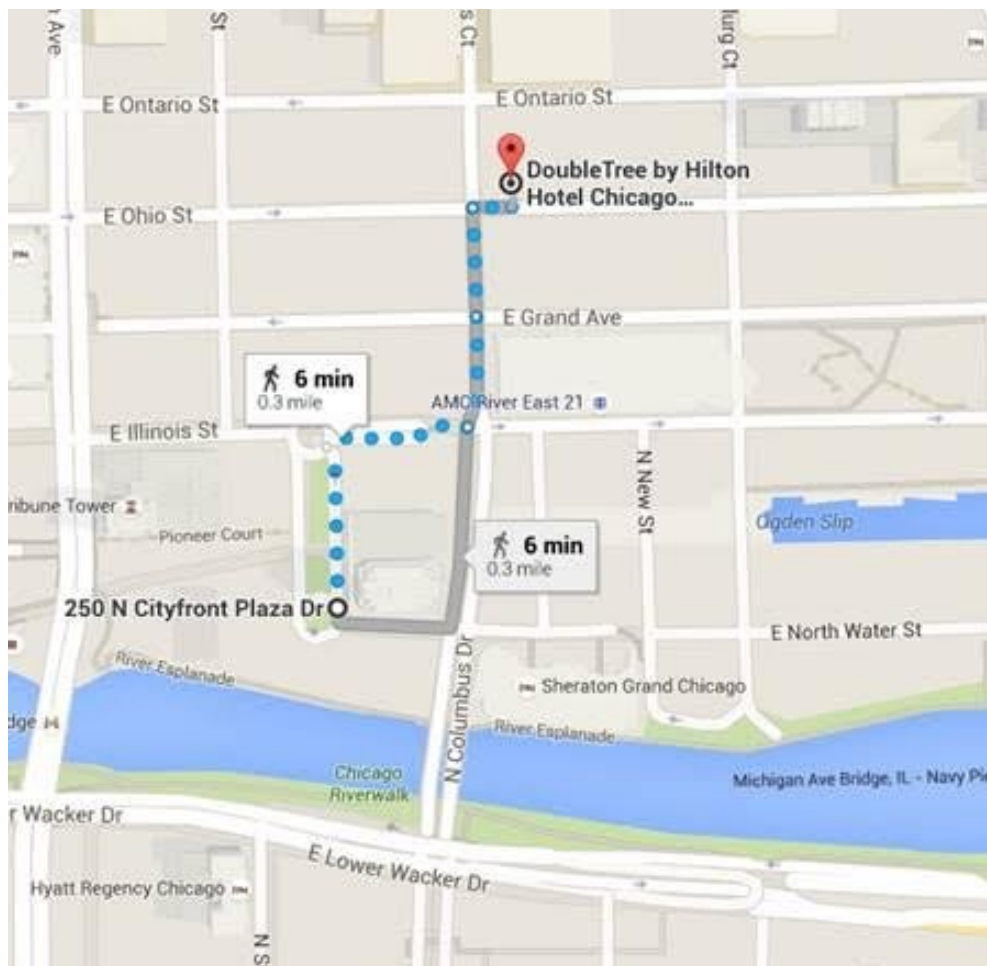
TAICEP will host pre-conference workshops from 1:00 pm-5:00 pm at the Gleacher Center
TAICEP will host a reception from 6:30p-8:30p.

September 27 and 28, 2016

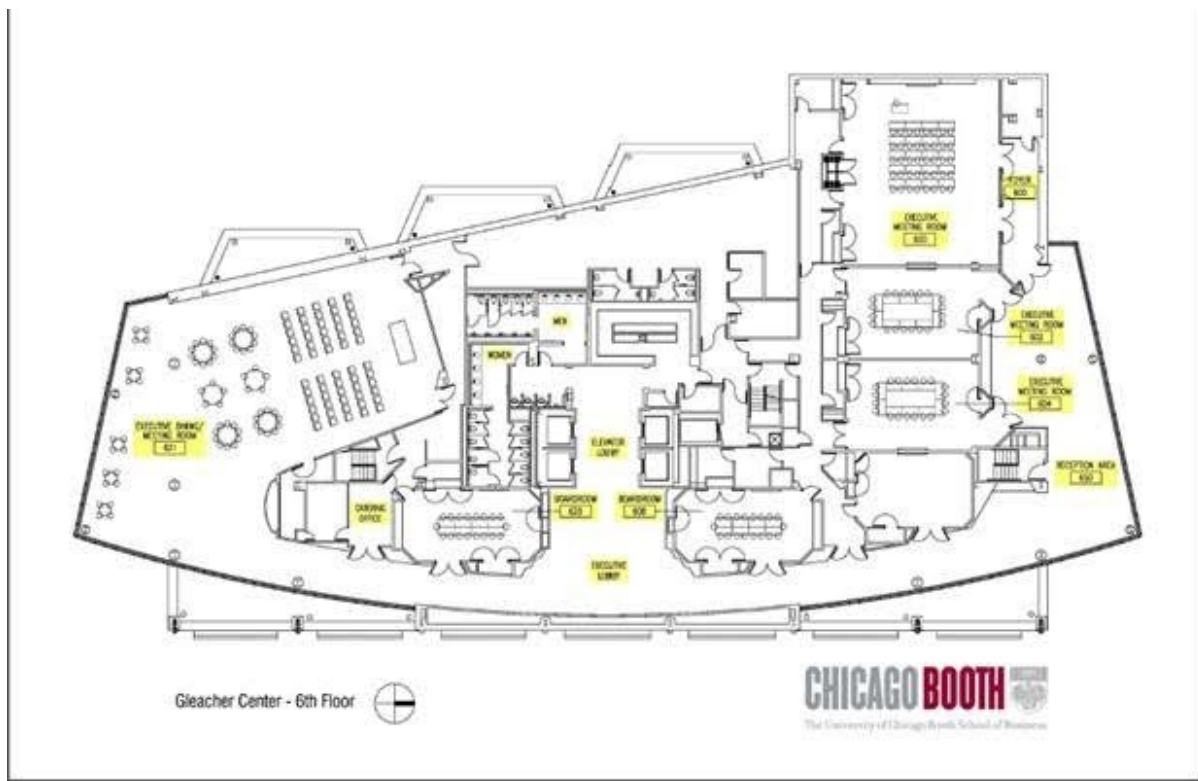
TAICEP will provide breakfast and lunch at the Gleacher Center.
TAICEP will host all breakout sessions/workshops at the Gleacher Center.

We have already published a great deal of information about the upcoming conference on our website, but I wanted to highlight a few important developments:

TAICEP has secured a *limited* number of rooms with the DoubleTree-Magnificent Mile for the duration of the conference at a steeply discounted rate of \$189.00 per night. The DoubleTree-Magnificent Mile is a short 6 minute walk from the University of Chicago Gleacher Center (please see map below). We encourage you to reserve your room early! Please visit the [Housing](#) section of our website for more information about how connect with staff at the DoubleTree directly.



The TAICEP 2016 Conference Planning committee is excited for the opportunity to have space available for exhibitors. The University of Chicago Gleacher Center offers the perfect venue to promote your projects and services, to share information vital to the field of international credential evaluation, and to network with colleagues and peers. Exhibitors will be located within the Executive Lobby just outside the Executive Dining/Meeting Room 621, which will serve as our “home base” throughout the conference (please see map below). Exhibitors will be able to set-up prior to the official opening of the conference on September 27, and are perfectly situated to maximize exposure to TAICEP conference participants. In addition, we are planning to set aside time specifically dedicated to exhibitors to help maximize member contact. Those interested in exhibiting should visit the [Exhibitor Information](#) section of our website for more information. Anyone with questions regarding exhibiting at the TAICEP 2016 Annual conference should contact the 2016 Conference Planning Chair, Jeremy Mixell (jmixell@indiana.edu).



The TAICEP Conference Planning committee is looking to connect with individuals and/or organizations with an interest in sponsoring the 2016 Annual Conference. The success of any association is due in no small part to the sponsors who support their vision and goals. Sponsorship of our annual conference can support the costs of meals, supplies, guest presenters, and facilitate our initiatives to build the association and develop standards and resources for the profession. Sponsorship Co-coordinators, Karin Christoph Brown (eval@oneearthevaluations.org) and Natalie Kauntz (nkauntz@wlu.ca) are working diligently to connect with those able to support the efforts of TAICEP. For more information about how to sponsor the 2016 TAICEP Annual conference, please visit the [Sponsorship Opportunities](#) section of our website, read further in this newsletter, or email Karin or Natalie directly.

Pre-Conference Workshops

We are excited to announce the availability of two concurrent pre-conference workshops on the afternoon of September 26. Workshops will take place from approximately 1:00pm-5:00pm at the University of Chicago Gleacher Center, leaving plenty of time for members to prepare for the official TAICEP 2016 Conference Reception at The DoubleTree-Magnificent Mile, which begins at 6:30pm later that evening. Work is ongoing to finalize our conference schedule overall, including our pre-conference workshops. You can visit the [Pre-Conference Workshops](#) section of our website for more details on the two pre-conference workshops: *Evaluating International Credentials in 10 Steps* and *Evaluating Refugee Credentials*.



Sessions

TAICEP's second annual conference is THE place to be for credential evaluators from all over the world to learn new skills, get up to date on the latest information, and of course, exchange and discuss ideas with colleagues in the same field. In addition to the two pre-conference workshops on evaluating foreign credentials and evaluating refugee qualifications, the two days of the conference will be filled with approximately **30 sessions** (!) that will provide food for thought long after you have returned home. You'll want to have more than one person attending from your organization to attend as many sessions as possible! There will be something for everyone, for both new evaluators as well as more seasoned professionals.

Here is a preliminary list of sessions (subject to change):

- Issues in Ukrainian Credential Evaluation: Overview, Recognition, and Fraud
- The Twilight Zone of Evaluation: What are the Boundaries of Recognition?
- Increasing Pre-Arrival Support for Internationally Educated Professionals in a Culture of Openness and Transparency
- Methodology for Credentials Evaluation: The Big Picture, Grade Scales and Determining Legitimacy
- Evaluating Credentials with a Global Mindset
- Evaluating American Credentials: Issues and Challenges
- People on the move need recognition on the move: European responses to the unprecedented influx of migrants
- Credential Evaluation: Differences in perspectives of evaluation agencies and educational institutions
- The Bahá'í Institute of Higher Education (BIHE) – To Recognize or Not to Recognize?
- From Argentina to Zimbabwe: A New Evaluator's Guide to Credential Evaluation

- Building Practical Skills on Documentation and Security Features
- Looking West: Building a Higher Education Area in Central Asia
- In-House vs Out-sourcing Evaluations
- Certification of Credential Evaluators-What are the Options?
- Introduction to the Russian Style Secondary Educational System
- The 10-point grading system: Changes in Indian University Grading
- Medical Education in the Caribbean: Accreditation and Quality Issue
- How Confident are we in Assessing Credentials from Syria?
- The Transfer Credit/PLAR Boundary
- A Comprehensive Guide to A Level and GCSE Changes in the UK and Globally
- Demystifying Technical and Vocational Education: a Thorough Look at BTEC and University Progression
- International Credential Evaluation in Educational Institutions
- International Credential Evaluation – Let’s Start From the Beginning
- Approximately 3 sessions on Chinese credentials and evaluation (TBA)
- Education System in Iraq, including documentation, accreditation and quality assurance
- Credentials Evaluation Jeopardy
- Credential Evaluation for International Student-Athletes
- Getting Comfortable with the F Word: Eliminating the Stigma and Embracing the Meaning of a Failing Grade
- Exploring Education in the Southern Cone: Argentina, Chile and Uruguay

Be sure to check our [Sessions](#) page on our website for more information about the sessions, presenters, and more information. Also, later this year, we will provide a special pre-conference edition of the *TAICEP Talk Newsletter* to provide even more information!

For general questions or concerns about the upcoming TAICEP 2016 Annual conference, please email taicepconference@gmail.com. Wendy Loat, a member of the 2016 Conference Planning committee, has agreed to respond to your inquiries.

Registration for the 2016 TAICEP Annual Conference is now available!

<https://www.eventbrite.com/e/taicep-2016-annual-conference-registration-21537009776>

Michaela Huth, a member of the 2016 Conference Planning committee has agreed to help coordinate the intake of our registration information. If there are any questions or concerns regarding your registration, Michaela will reach out to you directly.

As additional information becomes available, we will update our [Conference Overview](#) website. Please check back for regular updates.

Jeremy Mixell, Indiana University-Bloomington
2016 Conference Planning Chair

From the TAICEP Website

Professional Development Opportunities

The *Compendium for Professional Development Opportunities* is managed by the Professional Development and Training Committee. The *Compendium* was revised in February 2016 and is available online at <http://www.taicep.org/taiceporgwp/professional-development/resources/compendium/>

TAICEP Job Board

Looking for a new job? Want to post a job? Three new jobs have been posted in the past month on the TAICEP Jobs Board: <http://www.taicep.org/taiceporgwp/jobs/>

Notes from the Field



Additional Readings in the Field:

Global Flow of Tertiary-Level Students: <http://tinyurl.com/chdsrh3>

Axact Scandal: <http://tinyurl.com/gwch9wd>

Nigeria Forex ban: <http://tinyurl.com/jgeg12b>

European University Association Refugee Chart: <http://tinyurl.com/gtzmjk7>

France: merger of elite universities: <http://tinyurl.com/h9azdbl>

Transnational Education: <http://tinyurl.com/hedz8gd>

African and Malagasy Council for Higher Education (CAMES): <http://tinyurl.com/z62x5r9>

Visa Mill, Fake Grades, and Falsified Documents: <http://tinyurl.com/hgn4wng>

US Visa Sting with Fake University: <http://tinyurl.com/hojhvpu>

Vietnamese Education Reform: <http://tinyurl.com/ztz74k3>

Emerging Trends in International Education Markets: <http://tinyurl.com/gql2tx5>

Higher Education in South Sudan: <http://tinyurl.com/gmu63nv>

Refugee qualifications: European Guidelines: <http://tinyurl.com/z5favos>

Nordic-Baltic Admission Manual: <http://tinyurl.com/zojl5sg>

Ethiopia Entrance Exam Cancellation: <http://tinyurl.com/zyyfuoa>

Russian Plagiarism App: <http://tinyurl.com/hedzpc>

Accreditation in the US: <http://tinyurl.com/hv43gsx>

WAEC Certificates on Demand for Private Candidates: <http://tinyurl.com/jcsgnp8>

Fraud, Diploma Mills, Gronigen: <http://tinyurl.com/z3bdkyy>

Add to Your Library

Here are just a few of the exciting resources available in our brand-new, members-only Verification Sources database!

Cote d'Ivoire *Baccalaureat* results: <http://www.education-ci.org/portail/index.php/formations/dob/orientation-en-seconde>
Egypt's Helwan University: http://www.helwan.edu.eg/English/?page_id=346

France *Baccalaureat* results:
<http://www.education.gouv.fr/cid4914/les-resultats-baccalaureat.html>

Guatemala database of *Titulos*:
http://www.mineduc.gob.gt/SEGUIMIENTO_IMP_TITULOS_GE/

Lesotho Examinations Council: <http://www.examsCouncil.org.ls/symb.aspx>

Romania *Baccalaureat* results: <http://www.ebacalaureat.ro/rezultate/>

Sri Lanka A level exam results: <http://www.doenets.lk/result/alexamresult.jsf>



Our database includes more than 1100 webpages, email addresses, telephone or fax numbers, and/or addresses to help you confirm the authenticity of the credentials you're evaluating. We know there are more resources out there that we haven't yet discovered, though, so please feel free to send new or updated information to our resident resource junkie, peggy@transcriptresearch.com

Exhibit at the TAICEP Conference

Dear Colleagues,

We cordially invite you to join us as an exhibitor for the 2016 TAICEP Second Annual Conference! This year's conference will be held on September 26-28, 2016 at the University of Chicago Gleacher Center, 450 North Cityfront Plaza Drive, Chicago, IL 60611.

The Association for International Credential Evaluation Professionals (TAICEP) is an international professional association that has the single purpose of supporting and serving the profession of international credential evaluation. The primary goals of TAICEP are to identify and develop theories, methodologies, and best practices used in international credential evaluation and to be an advocate for the profession. The operational principals of TAICEP are collaboration, volunteerism, inclusiveness, and international orientation.

Each exhibit space is \$550.00 on or before June 15, 2016 and includes one complimentary conference registration. A six-foot table, two chairs, electricity and Internet connections will be available. We encourage you to register early, as space is limited.

The University of Chicago Gleacher Center offers the perfect venue to promote your products and services, to share information vital to the field of international credential evaluation, and to network with colleagues and peers. Exhibitors will be located within the Executive Lobby just outside Executive Dining/Meeting Room 621, which will serve as our “home base” throughout the conference (see attached Gleacher Center floorplan). Exhibitors are able to set-up prior to the official opening of the conference on September 27th and 28th, and are perfectly situated to maximize exposure to TAICEP conference participants throughout the day. In addition, we are planning to set aside time specifically dedicated to exhibitors to help maximize your member contact. TAICEP will provide storage space on the evening of September 27th for exhibitors to leave items of limited value. Exhibitors will need to exit the Gleacher Center no later than 4:45pm each day.

For more information regarding sponsorship opportunities please contact our TAICEP Sponsorship Co-coordinator, Karin Christoph Brown at: taicepconference@gmail.com or visit our website at: <http://www.taicep.org/taiceporgwp/>

Thank you, in advance, for your support. We look forward to seeing you in Chicago!



BECOME A SPONSOR

Sponsorship

We cordially invite you to sponsor the 2016 TAICEP Second Annual Conference to be held on September 26-28, 2016 at the University of Chicago Gleacher Center, 450 North Cityfront Plaza Drive, Chicago, IL 60611.

The Association for International Credential Evaluation Professionals (TAICEP) is an international professional association dedicated exclusively to supporting and serving the profession of international credential evaluation. Our primary initiatives are to facilitate communication between international credential evaluators, to advocate and establish standards for the profession, and to identify and develop methodologies and resources that will support its’ practice. As a professional association, TAICEP was founded on the governing principles of collaboration, volunteerism, inclusiveness, and international orientation.

The success of any association is due in no small part to the sponsors who support their vision and goals. We would like to invite you to participate in all of the exciting opportunities TAICEP has to offer. Your sponsorship of our annual conference can support the costs of meals, supplies, and guest presenters, and facilitate our initiatives to build the association and develop standards and resources for the profession. As the work of international credential evaluators grows and becomes more complex, your sponsorship will help promote, educate and sustain the Association. We are proud to offer several different types of sponsorship opportunities:

Welcome Reception - \$5,000 (1*)

Support the event that sets the tone for the conference, allowing our attendees to relax, mingle, and network with other like-minded professionals.

Breakfasts or Lunches - \$2,500 (4*)

Our daily breakfast and lunch options are well-attended and provide opportunities for participants to connect over a shared meal while they reenergize, thanks to your sponsorship.

Breaks - \$1,500 (4*)

Your contribution will support brief breaks throughout the conference, a welcome chance for attendees to stretch their legs between sessions and regroup with refreshments.

Conference Brochure - \$1,500 (1*)

Forget which session you're headed to next? Wondering what time lunch begins? The conference brochure holds the answers. The roadmap for attendees to reference throughout the event has space to feature your logo.

Workshop Session Rooms - \$1,500 (8*)

Support the spaces for information exchange that drive the conference, bringing together presenters and listeners to share the best practices of International Credential Evaluation.

Operating Expenses & Supplies - \$500 (10*)

Opt for a versatile sponsorship option by supporting the behind-the-scenes work that makes this conference possible.

Other Sponsorship Opportunities - Promotional Materials

There are many different ways that our sponsors can participate in our annual conference. Each year we accept donations of promotional materials such as pens, lanyards, notepads, etc. from our sponsors. These promotional materials are included in our conference registration packages which are provided to each registered participant.

Whether your logo hangs by the doorway of a meeting room or next to break-time coffee carafes, your tax exempt** support will be visually and verbally acknowledged throughout the conference.

We are grateful for your contribution.

For more information regarding sponsorship opportunities please contact our TAICEP Sponsorship Co-coordinator, Karin Christoph Brown at: taicepconference@gmail.com or visit our website at: <http://www.taicep.org/taiceporgwp/>

* Available sponsorships

** TAICEP is exempt from U.S. federal income tax under the U.S. Internal Revenue Code (IRC) Section 501 (c) (3). Sponsors may deduct contributions made to TAICEP under IRC Section 170.

Are you interested in joining the TAICEP Newsletter Team?
Do you want to write for TAICEP Talk?
Contact peggy@transcriptresearch.com

