

2019 AICE SYMPOSIUM

APRIL 3-4
2019

Los Angeles, CA

Module 1

"Legacy" Systems

Module 2

Institutional & Privately-owned
Digital Platforms

Module 3

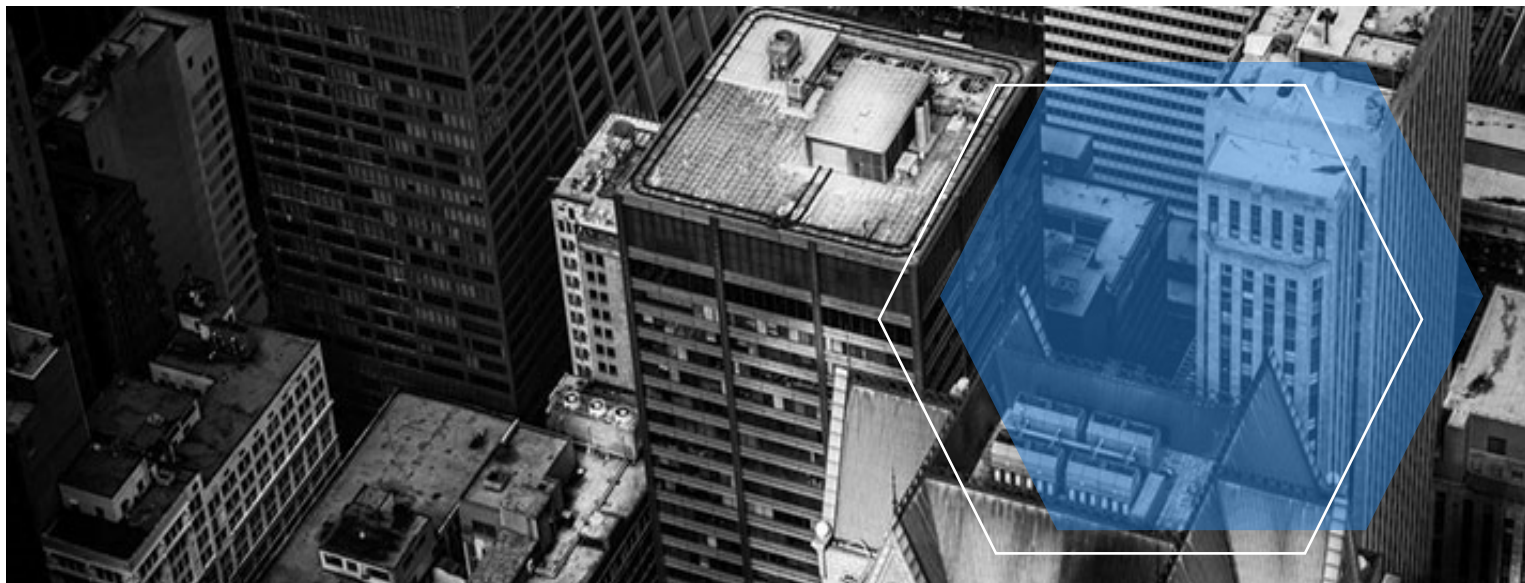
Government-owned Digital
Platforms



THE FUTURE IS DIGITAL

EFFECTIVELY USING TECHNOLOGY WHILE MAINTAINING
CREDENTIAL EVALUATION STANDARDS.

The Association of International Credential Evaluators, Inc. (AICE) invites you to its 2019 Symposium in Los Angeles, CA. Collaborate with experts and peers as we discuss standards for using digital documents in the admissions and credential evaluation process.

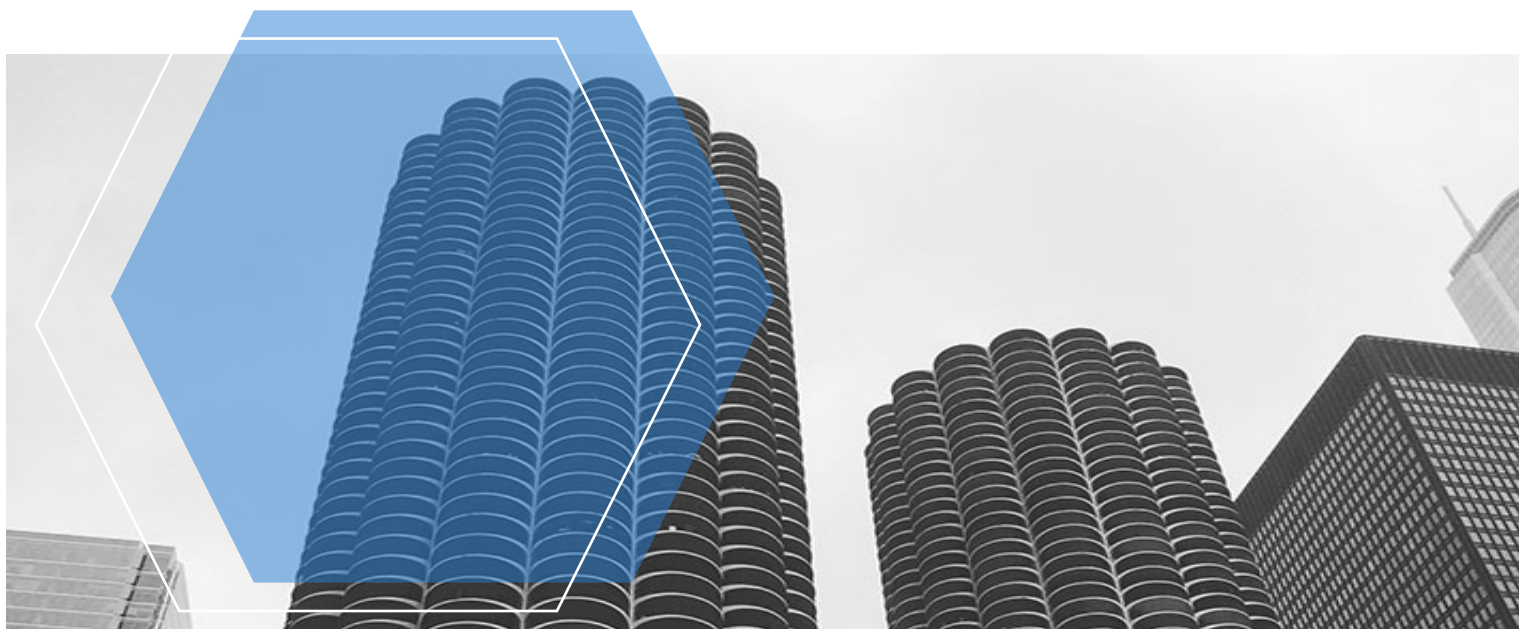


AICE 2019 SYMPOSIUM

THE FUTURE IS DIGITAL...ARE YOU?

In today's rapidly changing technological age, international credential evaluators face new challenges that require an understanding of innovations and standardizations in digital credentials. Digitalization is changing teaching, learning, credential evaluation processes and related services in higher education. We view digitalization not as an obstacle, but as a powerful means to meet existing challenges for higher education. In other words, technologies should not drive solutions, instead, the solution should inform the technology.

The symposium will address the many stakeholders involved in the digital document process: the universities, governments, and third-party platforms, while delving into the existing eco-system, security and reliability of the current digital systems and discussing the available tools for digital credential verification. The goal of this symposium is to seek digital solutions that promote data security and protection as we move toward a paper-free environment.





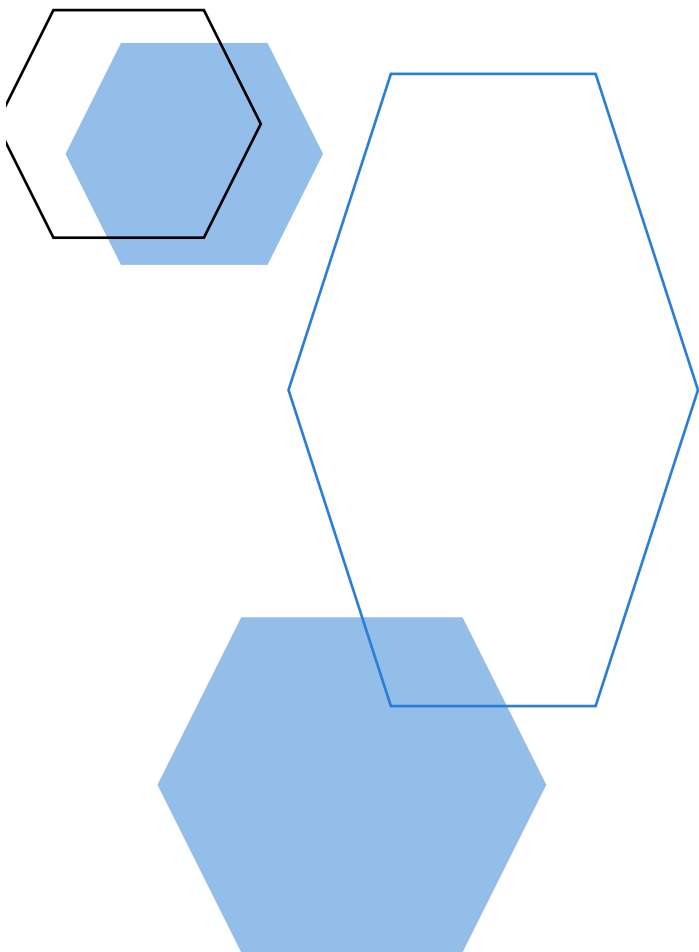
MODULE 1

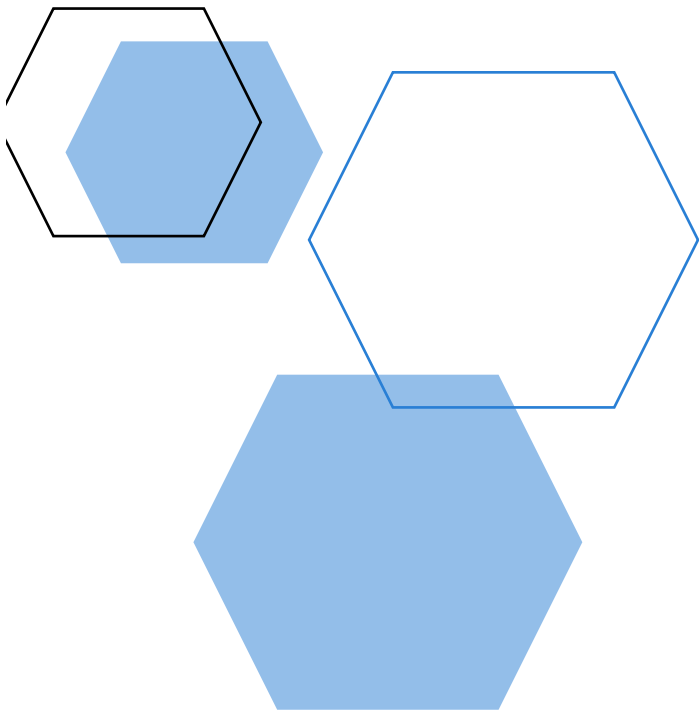
INTRODUCTION TO EXISTING DIGITAL ACADEMIC RECORDS: PRACTICES & SYSTEMS (“LEGACY” SYSTEMS)

To understand what the future holds one needs to understand the past. This module will review “legacy” systems of electronic transmission of typed and hand-written academic documents as well as the introduction of the first truly digital education records, which were created, stored and transmitted electronically. Handling of international academic records was initially patterned after policies and procedures that were used for domestic document.

This module will address the following questions:

1. What are the traditional types of electronic transmission of paper-based academic credentials (i.e., facsimile, e-mail, shared drives, etc.)?
2. What are the Pros and Cons of various electronic transmission methods?
3. What are the issues surrounding the transition to all-digital documents (technological advancements, improved computer hardware and software, etc.)?
4. How have technological advances affected storage and transmission of academic credentials and the movement toward the use of databases?
5. What are security issues of digital documents? How scary can it become?
6. How do regions and countries of the world differ, and how are these differences reflected in the “digital divide?”
7. What is the current state of digital academic records around the world and the implications for the future?





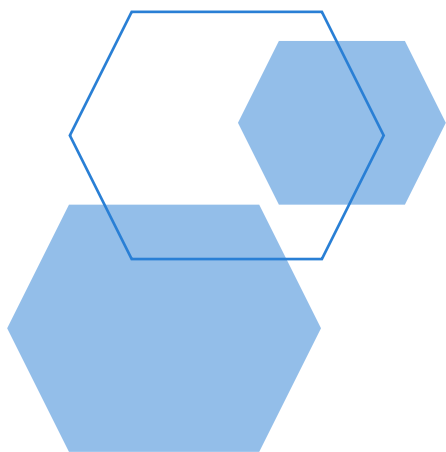
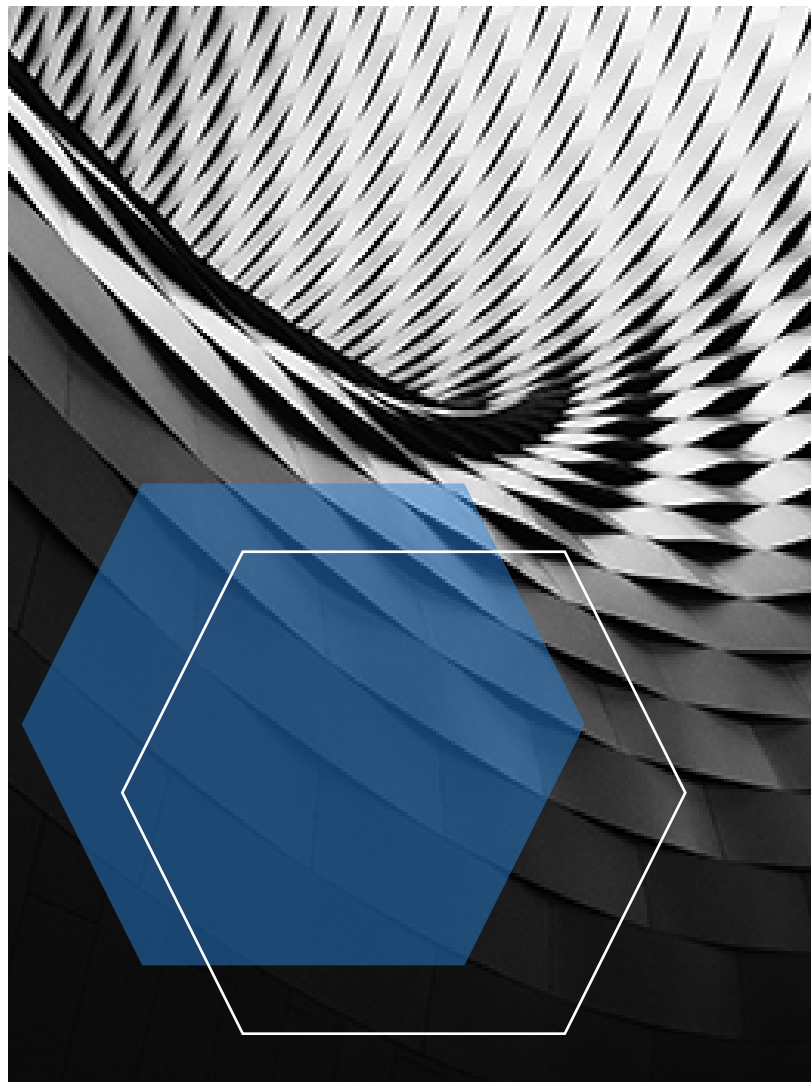
MODULE 2

DIGITAL PLATFORMS SET BY UNIVERSITIES AND THIRD-PARTY PROVIDERS

This module will explore digital platforms set up by universities (e.g. MyeQuals, HEAR) and platforms set up by private providers (e.g. National Student Clearinghouse, Parchment, eScrip Safe).

Universities set up electronic document transfer platforms to establish a more efficient means of inter-institutional document transfer to maintain credential integrity and increase efficiency in the admissions process. When adopted reciprocally by two institutions or by larger groups of institutions at a regional or national scale, these systems allow universities to digitally transfer credentials directly to a receiving institution at the request of the studies. These systems have largely replaced paper-based credentials, making the need to issue official printed documents an archaic process. This module examines the following factors pertaining to electronic documents from university-based origins:

1. What are the regional documentation standards where institutions issuing digital documents are located?
2. How do these initiatives to go digital get started?
3. What is the availability of official paper-based credentials when an electronic system is implemented?
4. What security features are implemented to ensure credential integrity and fraud protection?
5. What rights does the credential holder (student) have to his/her documents when electronic document platform is in place?
6. What is the availability of electronic documents to entities outside of the region – credential evaluation agencies, foreign universities, regional and foreign licensing boards, etc.? Can any third party receive the electronic documents securely?

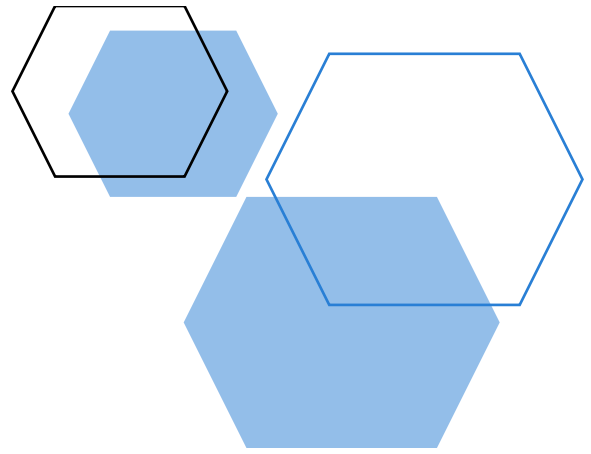


MODULE 3

DIGITAL PLATFORMS SET UP BY GOVERNMENTS

Many government organizations initiated the digitization of academic documents. Some do this through bodies that oversee the education sector, such as Moldova, while others do this to regulate professional qualifications gained through academic means. In this module, the panelists will demonstrate a selection of government-sponsored or hosted platforms and demonstrate how the range of information available this way affects how useful it is for credential evaluation. Like regional academic recognition, electronic data platforms originating from governmental organizations can be considered to be trustworthy, but panelists will discuss the challenges of using these platforms based on the range of data available, in consideration if it is an adequate replacement for paper documents.

1. How are government-sponsored digital document platforms defined, and what are some examples?
2. What prompted governments to adopt electronic/digital platforms for document transmission?
3. What is the range of information available from government-sponsored platforms? How does the purpose of the platform dictate how useful it is for credential evaluation purposes?
4. Are these posing any challenges to individuals to participate in the digital platform depending on their political status?
5. How does the technology used by these governments limit or aide the nature of the data and its use in credential evaluation?



ROUNDTABLE

ELECTRONIC VERIFICATION

How can electronic verification tools augment and assist in accepting digital/unofficial documents? This module will break into small groups examining various electronic verification results to determine how they can be used to enhance documentation policies.

1. Participants will share perceived benefits and limitations of electronic verification
2. Discuss sources of online verification and how to search for new ones
3. What do you look for when you verify the authenticity of digital transcripts? Why do you do it that way?

Association of International Credential Evaluators, Inc. (AICE)

Setting the Standard

AICE is a not-for-profit professional membership association recognized by the U.S. Department of Education for those involved in international credential evaluation and comparative education research.

Established in 1998, AICE is dedicated to advancing the international credential evaluation profession by developing standards that ensure consistency and accuracy based on expert research. AICE continuously reviews and updates the standards through ongoing dialogue amongst professionals in the field, and annual symposiums. AICE also provides a forum that connects the many organizations in the U.S. dedicated to enhancing dialogue about international credential evaluation methodology and placement recommendations. The results of these ongoing discussions have culminated in the AICE Standards; a detailed and transparent [set of guidelines](#) agreed and approved by AICE's members.

We believe the better informed the education community is about the philosophies and principles used in evaluating international educational credentials, the more confident and mindful it will be in demanding the highest standard in selecting a credential evaluation service provider. www.aice-eval.org