



**ICE News**  
Spring 2010

Thank you to our sponsors of this edition of ICE News:



**President and Executive Director's Report**

**New Accreditation Services for Certificate Programs - Doing the Right Thing**

Many of you have probably seen our [recent press release](#) announcing the exciting news that we are in the process of developing and launching a new accreditation service based on the requirements of the first American national standard for certificate programs, *ICE 1100 – Assessment Based Certificate Programs*. For over 30 years, ICE has led the credentialing industry with standards and accreditation services that represent the benchmark of quality on a global scale. We are so proud to be taking the unmatched credibility, integrity, respect, and reliance that our standards and ICE's NCCA accreditation program have achieved over the years and transferring those same values into our new ICE certificate accreditation program. A critical and valuable component of our efforts has been the involvement of members and non-members in our various credentialing schemes.

As noted in the press release, we are seeking individuals to review and evaluate the certificate program applications. Additionally, we are inviting certificate programs to participate in the pilot

program being launched in June, 2010. A number of certificate programs have already expressed an interest in being included in the pilot phase of our efforts, so we encourage you to contact us promptly if you are interested. See our [website](#) for more information.

As a result of the press release and through recent conversations with ICE members we have come to realize that there is still some confusion in the marketplace related to this new and exciting program. Specifically, there is confusion related to the accreditation program launched by ANSI based on the ASTM certificate standard, which was published following the publication of ICE-1100.

You can find more information on how the ICE Main Standard Committee developed the ICE 1100 standard and arrived at its decisions, in the [ICE background paper on the standard](#). In addition, the ICE Main Committee on Standards is always available to answer questions or provide interpretations of ICE 1100. Finally, if you would like to discuss this topic with either one of us please feel free to contact us at anytime.

ICE moved forward on the development of ICE 1100 with specific objectives in mind and we continue to work towards those objectives in the development of the accreditation programs. Certificate program standards and accreditation can help credentialing bodies to:

- Evaluate and improve the quality of certificate programs they offer;
- Increase the rigor and effectiveness of their programs by incorporating compliance to ICE 1100 in their continuing education requirements for initial certification recertification program; and,
- Educate their stakeholders on the distinctions between, and benefits provided by, various forms of credentialing programs (e.g., certificate of attendance/participation, assessment-based certification program, certification program).

ICE is excited about providing these benefits to the credentialing community and will be providing you with continued updates on the progress of our new certificate accreditation program.

Sincerely,

Paul Grace, MS, CAE  
President

James Kendzel, MPH, CAE  
Executive Director

**Headline Articles**

## **Creating a Unique and Compelling Candidate Experience for Certification**

*Sean Stowers, Pearson Learning Solutions*

### **Let's See Your Credentials!**

As unemployment rates continue to climb, the ability to demonstrate and display complex skills and specialization is more important than ever. Employers have a larger pool of job applicants to choose from. Setting yourself apart from the crowd can be difficult without the right credentials. Professionals from all different backgrounds and crafts are seeking out professional certifications to gain a competitive advantage in the workforce and position themselves for more lucrative and distinguished job opportunities.

Pearson Learning Solutions and other companies are partnering with associations to change the candidate's certification experience. In this article, I hope to share some insights and best practices for providing candidates with a unique and compelling certification preparation experience.

### **How Associations Are Using e-Learning**

First, it's important to recognize how associations are using e-Learning and blended learning environments that include both in-classroom and online engagement to reach those preparing for certification. These learning environments allow associations to deliver content in a new way and expand learning opportunities that are not available through a traditional textbook approach.

Highly respected organizations have helped bring e-Learning options to the candidate preparation and education component of their programs. The days of passive, static content delivery are being replaced with innovative virtual and blended course environments.

This means that today's certification preparation and education programs include discussion boards, online quizzes, pre- and post-testing, slideshows, and audio lectures offering audiences the flexibility to choose not only when and where, but how they want to learn. Members interact with each other and with subject matter experts, placing course content in a real-world context and enabling a broader base and breadth of understanding via a personalized learning experience.

### **The Momentum of e-Learning**

The age of e-Learning has arrived for associations and non-profits. Access to affordable, intuitive technologies means organizations previously unable to afford online learning can now pursue it and possibly reduce costs while creating a more effective result.

According to research by the American Society of Association Executives (ASAE) and the center for association leadership, associations planned to shift resources from face-to-face events to online learning and grow the e-Learning sector by as much as 27 percent ([citation](#)).

While e-Learning is growing as a viable resource for associations, it is still relatively new and may be uncharted territory for many. Associations new to e-Learning or planning to implement it in the near future should strive to expand the traditional learning model through the integration of a blended or online learning platform to positively impact the overall user experience and long-term relevance of their certification programs. This can be accomplished by:

1. **Creating a Comprehensive Text:** e-Learning can help marry familiar learning techniques with the accessibility and speed of features associated with online content. A single, comprehensive digital eBook expands upon the idea of the traditional course textbook by including features like searchable text to help candidates find exactly what they need, when they need it. eBooks are easily downloaded for candidates to access through a host of digital technologies and supported through a host of interactive features.

Creating a comprehensive text also helps sustain the longevity of the course and protect an association's intellectual property. Without an established, comprehensive text, associations can become dependent on individual instructors or subject matter experts for course content and risk losing this content if he or she decides to leave the program – i.e., where they go, so goes the content. With a comprehensive text established, the association itself owns and maintains the content irrespective of the instructor or subject matter expert, allowing the association to effectively preserve the integrity and longevity of the certification program. Additionally, thanks to the transparency inherent in online learning, instructors can learn what content and teaching styles work best for candidates and optimize classes accordingly without having to completely overhaul the curriculum.

The use of a comprehensive text on an interactive platform can also help boost the overall credibility of a certification program. If you can provide a comprehensive, successful program via an intuitive and innovative learning platform you can increase the adoption and validity of the certification itself. This can help an association's reputation and membership, as well as ensure the long term viability and success of the certification.

2. **Using a Single, Secure Platform:** Using a single platform for multiple courses can be beneficial to associations beginning to utilize online and blended learning environments. For certifications that require several exams over time, candidates can build a familiarity with the interface and how content is delivered for a more comfortable experience. A secure platform ensures only authorized users have access to certain data, only authorized authors are allowed to modify course material and all data is inaccessible to those outside of the program.
3. **Choosing the Right Environment:** Associations should work closely with their technology partners to tailor features and technologies used to the unique needs of their audiences. How a candidate audience utilizes technology is important to how they process information and ultimately critical to the certification preparation process.
  - a. **Blended Learning Environments:** A true blended environment requires much more than simply supplementing on-site classes with a webinar or online feature. Blended environments should be designed to provide candidates the optimum blend of in-classroom and online instruction. While blended environments require a more structured approach than “self-directed” fully-online courses, the in-person training can help keep candidates on track for a timely completion of the material and may be the preferred method based on the type of learning taking place.
  - b. **Fully Online Environments:** Choosing a fully-online environment can help cut traditional costs associated with course content. It allows for candidates to interact with course material whenever, where ever, and how ever they choose. Online courses can provide greater personalization in the end-user experience and increased engagement among your candidate audience. Providing instruction via the channels, media and pace that best align with the candidate's unique style of learning can bolster interaction and help candidates reach course goals. Through candidate data tracking and reporting, online programs can help evaluate a candidate's strengths and weaknesses and optimize content to address problem areas.
4. **Making Content Mobile:** Certification candidates are overwhelmingly full-time professionals. Since they are often on the go, content must be accessible via a wide range of peripherals. Having mobile content easy to download and easy to use will increase convenience, allow candidates to better manage time constraints and allow greater access to course materials.

5. **Ensuring Instructional Design:** Instructional design is about bridging the gap between communication and technology to provide an intuitive design and model that best facilitates learning. An intuitive navigation helps eliminate any confusion or fears the user may have about the technology. Instructional design organizes learning resources, content and features in a way that enables desired learning outcomes. Instructional design is essential to providing an effective framework for certification programs and ensuring their long-term success.
6. **Investing in Strategic Consulting:** Choosing a solutions provider that provides strategic consulting to identify technology and curriculum gaps is important to the longevity and ultimate success of the certification program. Strategic consulting assists associations in managing a curriculum and preparing the best delivery method possible to foster a deeper understanding of the course.

These are just a few of the best practices that associations are implementing to prepare certification candidates in a unique and interactive way. Bringing a truly compelling preparation and education experience to your candidates will increase your ability to target new members and help your association reach a larger audience of learners. Through these engaging models, associations will help better prepare today's professionals for the unique challenges ahead of them and ensure the long-term growth and success of your association's certification and education programs.

*Sean Stowers is the Director of Learning Services for Pearson Learning Solutions. He works with corporate and association clients to design and develop engaging solutions for their employees, candidates or members. Prior to joining Pearson Learning Solutions, Sean was a business development manager with Pearson's FT Knowledge business, which was a leading provider of training solutions to the financial services industry. He also spent 4 years at IBM in their Learning Services Division. If you have questions or comments regarding this article, you can email Sean at [sean.stowers@pearson.com](mailto:sean.stowers@pearson.com).*

## **Survey Finds That Cheating in the Testing Industry is Lower than People Perceive**

*Respondents are more than twice as likely to view actual cheating as a serious problem for the rest of the industry than for their own program*

A clear gap exists between the public perceptions surrounding cheating in the testing and assessment industry and the reality, according to a survey recently conducted by Prometric. The survey was designed to gauge perceptions about the prevalence of cheating across the professional testing industry, the reality of cheating as it exists in actual test programs, its real and perceived impact on the industry and the tactics and strategies employed by test sponsors to enhance the security of their testing programs.

When the data from this survey was viewed as a whole, the largest and most obvious conclusion was that respondents tend to perceive cheating as more prevalent than it actually is. Respondents overwhelmingly believe that their testing program is far more secure than the overall testing industry. Overall, respondents were more than twice as likely to view actual cheating as a serious problem (high) for the rest of the industry than for their own program. While perceptions of overall risk are based on industry 'buzz,' the respondents' views of their own program's risks are more informed and easily quantified, and this appears to account for the gap between the two numbers.

Other conclusions drawn from the data were:

- Almost all respondents agree that implementing and enforcing security measures of any kind helps maintain the value of a testing program. Differences arose when asked about perceptions surrounding various types of security measures.
- There is a direct correlation between the existence of security measures in a testing program and the level of confidence surrounding the security and safety of that testing program.
- The large majority of test sponsors take some type of action themselves to protect their content, separate and distinct from the protection provided by their test services provider as normal course of business.

The survey involved credentialing organizations, primarily within North America, and spanning a range of industries, including: Healthcare, Information Technology, Associations, Academic Institutions, Financial Services, Government Organizations and Professional/Corporate Services.

For more information visit [Prometric's Web site](#) and read the February 16, 2010 Press Release.

## **The Legal Report**

### **Registering Secure Tests with the US Copyright Office**

*Jefferson C. Glassie and Audra J. Heagney, Pillsbury Winthrop Shaw Pittman LLP*

Professional certification programs by nonprofit organizations take numerous factors into consideration when determining whether an individual meets the specified criteria, including academic qualifications, experience and knowledge in the profession or field, and compliance with a code of ethics. The main focus of many certification programs, however, is often the written examination. A significant effort is required to develop and administer a psychometrically valid and legally defensible examination. Often such development includes the preparation of job analysis and/or role delineation studies, careful development of an examination through question and answer item-writing workshops, and secure and objective administration of the exam. Following all of the work and effort expended in the development of the written examination, a credentialing agency should undertake efforts to secure and protect its rights in the examination to the extent possible.

Copyright rights will accrue in the questions and answers to exams under the law. Certification agencies should ensure that volunteers and consultants developing exams either grant a license to the materials created or assign them to the Agency. The latter requires a written document signed by the person transferring the copyright interests, and will constitute a "work for hire" under the copyright law. The certification body will own the exam as a compilation without notice or registration. However, it is advisable to include the proper copyright notice on the exam materials (year, Copyright or ©, and name of copyright holder). Registration is also recommended to maximize legal protection, such as the ability to seek statutory damages. However, registration with the U.S. Copyright Office normally mandates public disclosure so a secure system of registration for confidential tests and exams is available, as discussed below.

Under the U.S. Copyright Act, an examination also may be registered with the US Copyright Office as a literary work; and are referred to as "secure tests." A secure tests is defined as "a nonmarketed test administered under supervision at specified centers on specific dates, all copies of which are accounted for and either destroyed or returned to restricted locked storage following each administration. For these purposes a test is not marketed if copies are not sold but it is distributed and used in such a manner that ownership and control of copies remain with the test sponsor or publisher." 37 C.F.R. §202.20(b)(4). Typically, works registered with the Copyright Office become public documents; any individual wishing to access a registered work may do so in the Copyright Office records. However, the Copyright Office recognizes the confidential nature of

secure exams, and accordingly has established an alternative procedure for registering secure exams to ensure there is no public disclosure of exam items.

Copyright registration of a secure exam must be carried out in person at the Copyright Office in Washington, DC. It is necessary to contact the Copyright Office's Literary Division and schedule an appointment with a copyright registration specialist. The Copyright Office requires that several materials, referred to as deposits, be prepared and brought to the Copyright Office for purposes of registration. The deposit requirements vary based on the format of the secure exam.

In the case of a print format, in which both the secure test and the answer material exist in a print format, the deposit includes one complete copy of the test and a set of identifying material that does not include exam items. The complete copy of the test will not be retained by the Copyright Office, but is returned to the applicant after a brief physical inspection. The set of identifying material will be retained by the Copyright Office. The identifying material generally must include a copy of the title page of the test booklet, with the copyright notice, as well as a copy of the last page of the test which contains questions. This last page may be largely blanked out; only a strip of the text on the page must appear, but must be substantial enough to indicate that the page contains copyrightable material. Finally, the page number also must be visible on the last page of questions.

In the event that slides are either a part of the test material, or make up the entire test, the deposit must also include the following materials. First, the applicant must bring one complete copy of the slides, which will be returned to the applicant. The applicant must also provide identifying material, which will be retained by the Copyright Office. This material must consist of a written description of the materials set forth in the slides, and either a single slide from the set of slides showing a copyrightable illustration, or a slide with all but a narrow strip blanked out, with enough material remaining visible to demonstrate that the slide contains copyrightable material.

In the event that the secure test is either administered in computer based format, or in a traditional print copy booklet, whose contents are taken from a larger automated database, the applicant must bring the following materials to the Copyright Office. First, the applicant must provide one complete copy of the test or database, which will be returned to the applicant. Often this database will be of significant size or length. The Copyright Office permits an applicant to bring a CD-ROM containing the database, rather than a paper copy of the database. The applicant may also bring its own computer on which the CD-ROM may be read. Alternatively, the applicant may bring fifty unmasked, complete pages of the questions or contents of the test or database, which will also be returned to the applicant and not retained.

For computer based tests or databases the applicant must also provide identifying material, which will be retained by the Copyright Office. This identifying material may consist of either: a copy of the title page, with the copyright notice, and a copy of the last page of questions, with all but some copyrightable material and the page number blocked out; a photocopy of fifty masked or blocked out page of the questions of the test (these fifty pages must be the same fifty pages described above); or fifty unmasked, complete pages of the questions or contents.

If test formats do not fit into any of the categories above, different deposit requirements may be imposed. It is important that the applicant specify the type of test format that will be registered prior to arriving at the Copyright Office. The specialists at the Copyright Office will assist the applicant in determining what materials must be presented at the Copyright Office.

Once at the Copyright Office, the applicant will meet with a copyright registration specialist in a secure room. The specialist will examine the materials provided by the applicant, return the secure test to the applicant, and retain a copy of the identifying materials for the Copyright records. Once the registration is fully examined, the Copyright Office will issue a Certificate of Registration to the applicant. This Certificate will be mailed following the appointment at the Copyright Office. Each copyright registration must be accompanied by Copyright Form TX, as

well as the applicable registration fees. More information regarding the required forms, deposits, and fees may be found at the Copyright Office website at [www.copyright.gov](http://www.copyright.gov).

The Certificate of Registration is effective as of the date of the appointment at the Copyright Office, and evidences the applicant's rights, including copyright and all rights subsumed thereunder, in the secure exam. Further, as a result of the procedure described above, the contents of the secure exam remain confidential. In the event of changes to the exam, if the changes are substantial (essentially anything other than a minor change) and the applicant wants the changes to the exam to also be protected, ideally the exam would be registered every time the exam changes.

It can take some time to schedule an appointment with the Copyright Office. Those without offices in the Washington, D.C. area may travel to the Office and hand carry the exam materials. A law firm or other reliable agent may also accompany registration on behalf of a certification agency. In any event, it is important to take steps to preserve the confidentiality of the exams.

### **NCCA Report**

The National Commission for Certifying Agencies would like to congratulate the following organizations for achieving initial accreditation of these credentialing programs:

American Association of Critical-Care Nurses Certification Corporation

- Adult Acute Care Nurse Practitioner (AACNP)

American Society of Association Executives (ASAE)

- Certified Association Executive (CAE)

Crane Institute of American Certification (CIC)

- Basic Rigger/Signalperson Certification (BRSC)

National Board of Certification for Community Association Managers (NBC-CAM)

- Certified Manager of Community Association (CMCA)

Congratulations also go to the following organizations for achieving renewal accreditation of these credentialing programs:

American Association of Critical-Care Nurses Certification Corporation

- CCRN
- CCNS
- Progressive Care Certified Nurse (PCCN)

Certifying Board for Dietary Managers (CBDM)

- Certified Dietary Manager (CDM)

Certification of Disability Management Specialists Certification (CDMSC)

- Certified Disability Management Specialist (CDMS)

National Board for Certification of Hospice and Palliative Nurses (NBCHPN)

- Certified Licensed Practical/Vocational Nurse (CLPN)
- Certified Hospice and Palliative Nursing Assistant (NA)

National Certification Corporation for the Obstetric, Gynecologic, and Neonatal Nursing Specialties (NCC)

- Electronic Fetal Monitoring (C-EFM)
- Inpatient Obstetric Nursing (RNC-OB)

- Low Risk Neonatal Nursing (RNC-LRN)
- Maternal Newborn Nursing (RNC-MNN)
- Neonatal Intensive Care Nursing (RNC-NIC)
- Neonatal Nurse Practitioner (NNP-BC)
- Women's Health Care Nurse Practitioner (WHNP-BC)

National Council on Strength and Fitness (NCSF)

- Certified Personal Trainer (CPT)

Ophthalmic Photographers' Society Board of Certification (OPS)

- Certified Retinal Angiographer (CRA)

### **NCCA Annual Reports:**

As a reminder, all organizations with accredited programs must complete an annual report. The report form will be sent via e-mail to the primary contact for each member organization on April 1<sup>st</sup> and will be due back to the NCCA by June 1<sup>st</sup>. Please contact the NCCA headquarters if you have any questions.

## **Member News**

### **ICE Welcomes the Following New Members**

Rehabilitation Engineering and Assistive Technology Society of North America  
North American Board of Naturopathic Examiners  
International Society for Advancement of Cytometry  
National Association for Interpretation  
Interstate Renewable Energy Council  
California Association of School Business Officials  
Natural Therapies Certification Board  
Board of Ambulatory Surgery Certification

### **NCCCO First to Certify Operators of Knuckleboom Cranes and Material Loaders**

The National Commission for the Certification of Crane Operators officially launched its Articulating Crane Operator certification program. Articulating cranes and loaders are increasingly common, and this new credential shows that operators know how to use these specialized cranes safely. For more information, visit <http://www.nccco.org/>.

### **NBPHE Offers Certified in Public Health Exam**

The National Board of Public Health Examiners is preparing its third annual Certified in Public Health (CPH) exam. The voluntary certification exam elevates public health to the par of health professionals that already have a licensure, certification, or credential. CPH continuing education has been implemented for the Charter Class of CPH. For more information on the exam process, please visit [www.publichealthexam.org](http://www.publichealthexam.org).

### **CFRA Receives Recommendation from Financial Expert**

Author Dick Duff included a paragraph in his new book, "[Retirement Breakthrough: The Safe, Secure Way to Guaranteed Income You Can't Outlive-In Any Economy](#)," recommending the CRFA certification offered by the Society of Certified Retirement Financial Advisors and the training program for advisors who lack competence advising senior investors. For more information, visit <http://www.crfa.us/>.

### **Certifying One of the Fastest Growing Professions**

In January, IC&RC announced that its members now counted 40,000 professionals holding substance abuse and behavioral disorder related credentials. In its *Occupational Outlook Handbook, 2010-11 Edition*, the U.S. Department of Labor (DOL) has named substance abuse and behavioral disorder counselors as one of the fastest growing professions. In 2008, there were 86,100 substance abuse and behavioral disorder counselors across the country, and that number

is expected to grow by 21 percent over the next 10 years. "We're proud to reach that milestone, especially at such an exciting time in the organization's history," explains Mary Jo Mather, Executive Director of IC&RC. "It's even more remarkable when you look at those DOL statistics. If you do the math, that means that up to half of all substance abuse professionals hold IC&RC certificates." For more information, please click here: <http://www.icrcaoda.org/new.asp>

## **Sustaining Member in the Spotlight**

### **Agilutions – Creating Simplified Technical Solutions for Today's Credentialing Organizations**

Agilutions provides technical solutions to help clients build and improve their businesses. Working primarily with associations and credentialing organizations, they utilize a focused and flexible approach centered on achieving objectives. Since they have worked on both sides of the implementation process, Agilutions offers clients a seamless experience centered on success. Part of what makes them so unique is their process. They start with one-of-a-kind solution coaching to help credentialing clients identify how to best utilize netFORUM software. Once they know the details, they develop simplified solutions that focus on automating key processes. After each implementation, Agilutions' first-rate training and post-production support helps clients seamlessly optimize their operating systems so that their technology can grow with them as their needs change over time.

#### **Credentialing Technology Simplified**

When it comes to credentialing, Agilutions is proud to offer a best-in-class solution that centers on both organization accreditation and individual certification. Their expertise sets them apart from the competition because they understand clients' needs and can solve complex time-consuming challenges with easy and reliable solutions.

Specifically, their skilled approach allows credentialing organizations to turn cumbersome manual processes into automated ones. Data is kept in one central place, which makes it easy to access a real-time snapshot of activity. By simply logging in to a customized dashboard, users can better manage, measure and report on every aspect of their certification process.

And, since their solution is complete and scalable, it's effortless to keep track of applicants over time and possible to update existing requirements or add new certification steps. This changes the entire way credentialing-partners approach their certification by reducing the need for data entry, paperwork and phone banks, which frees up resources for other key tasks. To learn more about Agilutions proven approach, please head to [www.agilutions.com](http://www.agilutions.com).

## **Upcoming ICE Events and Educational Opportunities**

### **[Social Media for Credentialing Organizations](#)**

May 12, 2010, Chicago IL

### **[Governance Excellence for Certifying Organizations - Registration now open!](#)**

May 13, 2010, Chicago, IL

### **[Annual Educational Conference](#)**

November 16-19, Atlanta, GA

Call for Speakers is now open. **Proposals due April 5th!** [Please click here for more information](#)

### **[ICE Academy Web Seminars](#)**

ICE is offering 8 web seminars in 2010, with recordings of past Webinars available for purchase.

[Certification 101 Online Modules](#)

Six online training modules that cover the basics of certification for staff and volunteer leaders; online format allows for maximum flexibility

## **Upcoming Industry Events**

### **National Council on Measurement and Education**

April 29- May 3, 2010  
Denver, CO

### **Society for Human Resource Management**

June 27 -30, 2010  
San Diego, CA

### **National Conference of State Legislatures**

July 25-29, 2010  
Louisville, KY

### **ASAE**

August 21-24, 2010  
Los Angeles, CA

### **CLEAR**

September 23-25, 2010  
Nashville, TN

### **Citizen Advocacy Center Annual Meeting**

November 11-12, 2010  
Washington, DC

### **ICE Annual Educational Conference**

November 16-19, 2010  
Atlanta, GA