



ICE News
Summer 2010

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President and Executive Director's Report

Message from ICE's President and Executive Director: How Are We Doing?

It is hard to believe, but we're already halfway through 2010! With that in mind, we thought we would take a look at what we have accomplished so far this year and highlight ICE's plans for the remainder of the year. Our accomplishments are presented below as they relate to ICE's overall strategic initiatives:

Engage in Cooperative Efforts

- For the first time, ICE collaborated with the [Association Forum of Chicago](#) (Forum) on two very successful educational events in May attracting almost 100 participants. The first day was focused on social media and its value in the credentialing community. The second day covered governance practices. We cannot say enough about how positive the experience

was to work with the Forum team. Stay tuned for future ICE/Forum collaborative events and please be sure to visit the Forum website if you have interest in participating in the Forum Certification SIG.

- ICE and its members have been cooperating with the [Bill and Melinda Gates Foundation](#) and the [US Department of Education](#) in developing and obtaining information related to certification programs and their impact on the workforce and post-secondary education. Currently, ICE members are assisting by providing access to certificants to help validate a survey designed to define and count industry-recognized certifications and state licenses among the general US adult population.
- In fulfillment of its commitment to ensuring public input into the development and maintenance of certification programs, ICE is continuing its strong relationship with the [Citizen Advocacy Center](#) (CAC). ICE and CAC were proud to announce earlier this year that public members, accompanied by the Executive Director/CEO of the certification body that they serve, will be able to attend the 2010 ICE Annual Educational Conference for free.
- ICE Executive Director Jim Kendzel has been participating on an International Organization for Standardization (ISO) working group developing revisions to ISO 17024. The public review draft will be out shortly and will be available for comment to all ICE members. All member comments will be incorporated into a final report to be considered for incorporation into the U.S. position on the proposed revisions.

Increased Quality Programs and Services

- The ICE Advisory Council developed a new accreditation program for certificate providers based on the **ICE 1100 – Assessment Based Certificate Providers** and will launch a pilot program in July. Numerous programs have either committed or expressed a strong interest in participating in the pilot. A training program for reviewers will also be occurring in July; these individuals are being trained to be able to provide a competent review of the applications and provide recommendations to the Advisory Council for accreditation.
- The **ICE Academy** continued its focus on development of new educational offerings for the credentialing community. In addition to offering ongoing Webinar programs and education events, the *Academy* is in the final stages of completing an on-line training program for marketing your certification programs. Designed to help non-marketing professionals communicate the value of their credentialing programs, this new online offering will be an excellent complementary addition to the Certification 101 training program launched in 2009.
- A brand new [Vendor Partnership](#) program was implemented that brings financial benefits through discounted services to ICE members through agreements reached with vendors providing services to the credentialing community.

Ensure Adequate Resources and Structure

- A key accomplishment of the ICE Board in the first half of 2010 was the implementation of the *Policy Governance™* model into ICE governance. The Board developed clear policies that define: ends to be achieved; executive limitations; interface of the board and management; and governance practices. This work has also led to revisions to the ICE Bylaws, which will be forthcoming to the membership for consideration later in 2010.

While there are organizations that would consider the above achievements significant for a full year, ICE still has several more exciting projects that are nearing completion:

Research and Development

The Research and Development Committee continued its tremendous efforts in 2010. We will begin to see the results of those efforts in the second half of this year. Below are some of the products coming:

- Value of Certification Tool: A recently completed tool designed to assist credentialing bodies in determining the value of their credentialing programs. This tool is currently in the pilot evaluation phase.
- Setting Passing Standards for Performance-Based Certification and Licensure Examinations: ICE's document on performance-based standards is in the process of being updated. Prior to final publication, the proposed updates will be put out for public review and comment.
- Best Practices: A report identifying best practices for the development and management of quality professional certification programs.
- Certification Best Practices - This task force is developing a report of best practices based on the NCCA Standards and certification organization management, developed through ICE focus groups. The findings will be shared at a Town Hall-meeting type presentation during the 2010 ICE pre-conference workshop.

Accreditation Services

In a continuous effort to improve the NCCA accreditation process and infrastructure, while maintaining the highest level of quality and integrity, ICE is in the process of working with SmithBucklin to develop an online application process. Moving the application online will significantly increase efficiencies for both the applicant organization and the application reviewers. We anticipate completion of the online application in early 2011.

The ICE Board and staff are committed to ensuring that ICE remains the leading organization in providing value to the credentialing community in education, accreditation, and advocacy. We hope you agree that, so far in 2010, we are fulfilling that commitment.

Thanks to all the volunteers who continue to be the foundation of ICE and the basis for achieving such a high level of success.

Sincerely,

Paul Grace, MS, CAE
President

James Kendzel, MPH, CAE
Executive Director

Headline Articles

What is Your Certification Program's Pass/Fail Rate?

Bhaskar Dawadi, Ph.D., Psychometric Program Director, Schroeder Measurement Technologies, Inc. (SMT)

One of the main purposes of licensure or certification is to protect the public. Organizations that offer certification and licensure examinations have the responsibility to assure the public that those who are certified or licensed have acquired an adequate level of knowledge and skill to practice competently in a particular field. One way to ensure that candidates entering into a profession are competent to practice in the field is by taking a well developed examination. When an exam is offered, some candidates will pass the exam and some will fail. A commonly asked question in the certification business is, "What percentage of candidates taking an exam should pass?" What is an acceptable pass/fail rate for a certification examination?

Is There a Standard?

There are no set standards within the field or body of literature indicating what percentage of candidates should pass a particular certification exam. In a certification industry survey conducted by the Institute of Credentialing Excellence (ICE), the average passing percentage for first-time test takers was 73 percent.¹ The same survey reported an average passing percentage of 66 and 74 percent for first-time test takers in Business and Administrative Services and Health Care

related certification programs respectively. However, since a certification examination is a criterion-referenced test in which an individual's test score is referenced to a well-defined criteria or domains of behaviors, candidates who are competent in those criteria or candidates who are fully knowledgeable in the identified domain of behaviors should pass, even if that is 100 percent of test takers. If candidates are not competent in those criteria or not knowledgeable in the domains of behavior, 100 percent of candidates should fail the exam, theoretically. If candidates fail the exam, the first thing that comes to mind is that they were not well prepared. However, in reality, if the majority of candidates fail the test, it cannot be blamed solely on candidate preparation.

Candidates who are interested in getting certified are fully aware that certification and licensing examinations are high stakes, meaning they are fully aware that their livelihood depends on whether or not they get certified. Many candidates select the area of practice they want to be in or the career they would like to develop with careful consideration. That is why those who prepare to sit for a certification examination spend a considerable amount of time and money in planning and preparing for the exam. Under these circumstances, when candidates sit for the exam and the majority fails, it can be surmised that it is not simply the candidates' fault; there could be something else influencing the candidates' performance on the examination.

Exam Validation

The organization offering the examination has a responsibility to review its examination-related policies and the testing program to make certain that the organization is doing all it can to help candidates succeed, and to make sure that competent candidates pass the exam and incompetent candidates fail the exam. How candidates perform on an exam is influenced by many factors. Examples include eligibility requirements, domains of behavior identified through a valid job analysis, clarity and comprehensiveness of the exam blueprint, ease of candidate access to the exam blueprint, availability of study materials, quality of test items, severity on cut score, and testing time allocated.

One of the most important factors for the organization to consider is the candidate eligibility requirements. The organization should particularly review the scope of the eligibility requirements if all domains of knowledge being tested are covered by the requirements. For example, certain domains of knowledge identified by the job analysis for a particular certification program are taught only in undergraduate courses. However, if the minimum eligibility requirement to write the certification exam is only an associate degree, candidates may not test well because these candidates might not have been familiar with the content being tested.

The tasks to be performed and the knowledge and skills necessary to perform those tasks are identified by conducting a detailed job analysis. Defining the level of eligibility requirements necessary to perform those tasks identified by the job analysis can be challenging. What is the requisite level of candidate education in order to perform those tasks competently? Is it necessary for candidates to have a certain number of years of work experience before they come to take the exam? Defining eligibility requirements in a way where the public is protected by only certifying competent professionals in the field, but not impeding competent candidates from being eligible by overly-restrictive eligibility requirements is critical. Eligibility requirements should not be set as an unreasonable barrier to entry into a profession. The Joint Standards for Educational and Psychological Testing (AERA, APA, and NCME, 1999) state:

Standard 14.17

The level of performance required for passing a credentialing test should depend on the knowledge and skills necessary for acceptable performance in the occupation or profession and should not be adjusted to regulate the number or proportion of persons passing the test.

The cut-score is another factor that has a large influence on whether candidates pass or fail an examination. In a certification and licensing exam, the cut-score is determined by a panel of subject matter experts (SMEs). These SMEs should be knowledgeable about the target

population for the examination and should understand the content material being covered by the examination. SMEs must set the passing standard by being objective, fair and unbiased to the minimally competent group of candidates. It is easy for experts to forget what knowledge and skills they possessed when they first entered the field. Experts have many years of experience that have not only provided new knowledge and skills, but also improved upon others. It is important that SMEs set cut-scores based upon the eligibility requirements with entry-level candidates in mind, which may take some reminding and careful thought.

Moreover, the organization should actively disseminate information about the exam, such as the exam blue print and the domain weights, informing candidates of the relative importance of each area and also directing them to the proper study materials.

The quality of items will also impact how candidates perform on the examination. It is always a good idea to pre-test new items by including these items in an actual examination. Statistical analysis conducted using the data received from a group of candidates taking the actual examination could help improve the quality of the items. Next, the time allotted to take the examination could have an impact on candidates' performance on the examination. Do candidates have enough time to respond to all items presented on the test? Candidates should be given enough time to complete the exam; at least 90 percent of candidates should complete the exam in the allotted amount of time. Otherwise, test speediness can occur (candidates run out of time and are not given the opportunity to answer all the questions), which is a threat to the validity of the exam. Lastly, the organization should monitor the performance of candidates for an extended period of time to assure that examinations are performing as expected.

When the organization offering the exam considers the aforementioned activities, it will help ensure that competent candidates succeed on the certification exam. Most importantly, it will help protect the safety and well-being of the public and will provide a fair pass rate on the exam.

Please send comments regarding this article to the author at bdawadi@smttest.com.

Dr. Bhaskar Dawadi is the Psychometric Program Director for Schroeder Measurement Technologies, Inc. Dr. Dawadi is fluent in four languages, holds three Masters Degrees and a Ph.D. in Measurement and Statistics from Florida State University. Prior to joining SMT, Dr. Dawadi's experience included the Nuclear Medicine Technology Certification Board (NMTCB), the Georgia Examination Development and Testing Unit and the Florida Department of Business and Professional Regulation (DBPR).

Footnotes

¹ "Certification Industry Operating Ratios and Benchmarking Statistics" 1st edition. Institute for Credentialing Excellence (ICE). Washington, DC.

ICE Academy to Include Marketing Course

ICE will be offering *Credentialing Marketing for Non-Marketing Professionals*, a new course designed to help credentialing professionals effectively communicate the value of their programs to the marketplace. Geared for credentialing professionals who are responsible for marketing their own programs, the course will help participants understand the basics behind identifying a unique value proposition, developing a strategic and tactical marketing plan, and measuring success. The 90-day course's blended-learning approach combines real-time Webinars, online learning modules, and coursework to provide optimal learning opportunities. Attendees will be provided practical templates and resources, an interactive workbook, and on-demand coursework.

Courses are scheduled to begin in fall of 2010. ICE members receive discounted registration rates. Watch for registration details later this summer!

Credentialing Marketing for Non-Marketing Professionals is part of the ICE Academy family of educational offerings, designed to help credentialing organizations deliver high quality programming and successfully manage administrative operations.

The Legal Report

Tax Exemption Issues for Certification Bodies

Jefferson Glassie, Esq., Pillsbury, Washington, DC

There are limitations on activities organizations can conduct based on their specific tax exempt status under Section 501(c)(3) or Section 501(c)(6) of the Internal Revenue Code, respectively. Section 501(c)(3) organizations must be organized and operated primarily for charitable, educational, religious, or scientific purposes. Section 501(c)(6) organizations must be organized and operated to advance a type of business or profession as a whole. It is important to determine whether development and implementation of standards, assessments, and certification programs are consistent with Section 501(c)(3) purposes or Section 501(c)(6) purposes.

Under the Internal Revenue Code and IRS regulations, educational purposes relate either to “the instruction or training of the individual for the purpose of improving or developing his capabilities; or ... the instruction of the public on subjects useful to the individual and beneficial to the community.” Treas. Reg. 1.501(c)(3)-1(d)(3). Examples of educational organizations include schools with regularly scheduled curriculums, museums, and organizations that present public discussion groups, forums, panels, lectures or similar programs. In a series of revenue rulings, the IRS has provided further guidance on what types of activities are considered “educational” for these purposes.

Pure instructional programs that provide training directly to individuals are of course considered educational in nature (see, e.g., Rev. Rul. 77-272, 1977-2 C.B. 191, providing apprenticeship training programs to Native Americans furthers educational purposes), as are organizations that publish and disseminate informational material which confers a benefit on the public as a whole (see, e.g., G.C.M. 38459, July 31, 1980, publication of weekly periodical and scholarly articles furthers educational purposes). In addition, the IRS has found that an engineering society qualified for exemption under Section 501(c)(3), because its research was conducted for the benefit of, and distributed freely to, the general public. Rev. Rul. 71-506, 1971-2 C.B. 232.

However, activities that primarily benefit the members of a given profession rather than the community at large will generally not be considered educational within the meaning of Section 501(c)(3). For example, in Rev. Rul. 76-366, 1976-2 C.B. 144, an association of investment clubs did not further educational and charitable purposes, because “many of the activities [of the organization were] directed in whole or in part to the support and promotion of the economic interests of the investment clubs that comprise its membership.” Also, in Rev. Rul. 74-553, 1974-2 C.B. 168, a nonprofit organization that administered peer review boards was not operated exclusively for charitable and educational purposes, because “its primary objective is to maintain the professional standards, prestige, and independence of the organized medical profession and thereby furthers the common business interest of the organization’s members.” Likewise, in Rev. Rul. 73-567, 1973-2 C.B. 178, a medical specialty board that devised and administered examinations to physicians did not qualify as a Section 501(c)(3) exempt organization, because the organization’s activities were directed primarily to serving the interests of the profession.

In Rev. Rul. 71-505, 1971-2 C.B. 232, a city bar association conducted many bona fide educational activities, such as sponsoring educational seminars, publishing articles, maintaining speaker panels, and providing legal assistance to indigent individuals. However, the association

also conducted activities that were “directed at the promotion and protection of the practice of law” and furthered the common business purposes of the members, and the IRS found that the existence of these non-educational purposes precluded designation of the association as a Section 501(c)(3) organization. Similarly, the IRS held in Rev. Rul. 71-504, 1971-2 C.B. 231, that a medical society that engaged in a variety of educational activities, but also provided a patient referral service and conducted public relations activities for the profession, was not operated exclusively for educational and charitable purposes.

Specifically, IRS officials have often interpreted standard setting and certification activities (even when conducted in conjunction with legitimate educational and training activities) as primarily advancing the business interests of a particular industry or of the individuals credentialed more consistent with a Section 501(c)(6) organization rather than one dedicated to the public interest under Section 501(c)(3). For example, in Rev. Rul. 70-187, 1970-1 C.B. 131, product testing and certification activities were considered self-regulatory measures to prevent trade abuses in an industry and consistent with Section 501(c)(6) status. In P.L.R. 8315046, a testing, inspection, and certification program for products was considered an activity in furtherance of improvement of business conditions and found to be consistent with Section 501(c)(6) status. Further, the IRS has challenged certification programs as inconsistent with Section 501(c)(3) status, whether or not the certification activities are substantial in relation to the organization’s budget. Thus, any formal testing and certification program traditionally could provide grounds for the IRS to revoke or deny Section 501(c)(3) status, or require that certification activities be “spun off” to a Section 501(c)(6) organization.

However, a recent ruling by the IRS signaled a change in its position. P.L.R. 200439043 involved a large Section 501(c)(3) organization that conducted numerous activities, including operation of a professional certification program. Consistent with prior holdings, the IRS found that the certification activities were not “substantially related” to exempt purposes under Section 501(c)(3). The IRS took the position that an activity might be consistent with, appropriate for, and related to Section 501(c)(6) activities, but nonetheless would not be “substantially related” to Section 501(c)(3) exempt purposes.

The IRS also found, however, that the certification program was “insubstantial” in comparison with the extensive activities of the organization and would not jeopardize its Section 501(c)(3) status. This appears to be a significant departure from previous IRS positions, in which any sort of a substantial or significant certification program would be held inconsistent with 501(c)(3) status and, thus, not appropriate to be conducted by such an organization. As a result, many Section 501(c)(3) organizations had spun off certification programs into Section 501(c)(6) entities as a reasonable way to protect the tax exempt status of the main organization.

Because the program was also considered a “regularly carried on” trade or business, the IRS further held that revenues from the certification program would be considered unrelated business income subject to tax (“UBIT”)¹ to a Section 501(c)(3) organization. It is likely that many Section 501(c)(3) organizations have not been treating revenues from such exclusively-(c)(6) activities as UBIT, but rather considering them simply insubstantial although not taxable. In addition, the ruling is noteworthy because it concludes that an insubstantial professional certification program will not jeopardize the main organization’s Section 501(c)(3) status. The ruling does not discuss what specific factors led the IRS to conclude that the program was insubstantial, i.e., whether revenues, budget amounts, size of staff, etc. were determinative. The IRS does not, however, direct that such a program be carved out and separated from the Section 501(c)(3) organization.

This position has important implications for any Section 501(c)(3) organizations conducting activities that might be characterized as predominantly in furtherance of (c)(6) but not (c)(3) purposes, including not only certification, but also other peer review activities, professional

referral programs, industry advocacy efforts, etc. It should be emphasized, too, that a Private Letter Ruling such as this one is explicitly not considered to be “precedent” binding upon other exempt organizations beyond the one for which the ruling was issued.

Another important yet unique aspect of the legal analysis involves certification programs that have been developed pursuant to a direct or indirect governmental mandate. Where the activity arguably “lessens the burdens of government,” the IRS has traditionally granted Section 501(c)(3) status. An important case in this regard is *Indiana Crop Improvement Assn. v. Commissioner of Internal Revenue*, 76 T.C. 394 (1981), in which an Indiana university, which previously had performed agricultural regulatory functions on behalf of the state, delegated to a private nonprofit association the responsibility of seed certification in accordance with Indiana and federal law. The association also conducted research and educational activities.

The court found that the association’s certification activities were in furtherance of an exempt charitable purpose under Section 501(c)(3), because the association lessened the burdens of government. See also G.C.M. 37222 , August 19, 1977 (preparation of test format to be used by state registration boards does not involve the instruction or training of individuals and is not “educational” within the meaning of Section 501(c)(3), but constitutes “lessening the burdens of government” provided the organization’s governing documents reflected such purposes and the organization was not formed to support another non-Section 501(c)(3) organization). So, where a certification program is developed and conducted pursuant to requirements of federal or state law, it will be reasonable to take the position that such program lessens the burdens of government and should be consistent with Section 501(c)(3). It should be noted, however, that lessening the burdens of government as a ground for supporting Section 501(c)(3) status has not, as a general matter, been recently favored by the IRS.

It is important for professional certification organizations to be cognizant of the IRS position on these issues. While many organizations with Section 501(c)(3) status may conduct professional certification programs, either as a significant or insignificant portion of their overall activities, proactively considering these issues would be advisable to avoid controversy with the IRS at some point in the future.

Footnotes

Tax exempt organizations are subject to tax on net revenues considered to be unrelated to their exempt purpose and function, i.e., UBIT. To determine whether an organization has UBIT, three factors must be present. The income must be (i) from a trade or business, (ii) that is regularly carried on, and (iii) that is unrelated to the organization’s exempt purpose. While a comprehensive analysis of UBIT is beyond the scope of this article, excessive amounts of UBIT (for example, over perhaps forty percent of the organization’s budget) will jeopardize tax exempt status.

NCCA Update

Recent Accreditation Activity

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

Academy of Clinical Research Professionals (ACRP)

- Clinical Research Associate (CRA)
- Clinical Research Coordinator (CRC)

American Health Information Management Association (AHIMA)

- Certified Coding Associate (CCA)

American Academy of Healthcare Providers in the Addictive Disorders (AAHPAD)

- Certified Addiction Specialist (CAS)

Oncology Nursing Certification Corporation (ONCC)

- Certified Breast Care Nurse (CBCN)

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

American Board for Certification in Orthotics Prosthetics, and Pedorthics (ABC)

- Certified Pedorthist (C. Ped)

Board of Certified Safety Professionals (BCSP)

- Occupational Health and Safety Technologist/Certified Loss Control Specialist (OHST/CLCS)
- Safety Trained Supervisor (STS)
- Construction, Health, and Safety Technician (CHST)

Commission on Rehabilitation Counselor Certification (CRCC)

- Certified Rehabilitation Counselor (CRC)

National Board of Surgical Technology and Surgical Assisting (NBSTSA)

- Certified Surgical Technologist (CST)
- Certified First Assistant (CFA)

Oncology Nursing Certification Corporation (ONCC)

- Advanced Oncology Certified Nurse Practitioner (AOCNP)
- Advanced Oncology Certified Clinical Nurse Specialist (AOCNS)
- Advanced Oncology Certified Nurse (AOCN)
- Certified Pediatric Oncology Nurse (CPON)
- Oncology Nurse Certified (ONC)

Standard Interpretation Issued

The Commission has approved an interpretation of Standard 6, Essential Element B related to confidentiality policies and when a candidate's score information may be released. Please [click here](#) to download a copy of this recent interpretation.

Member News

ICE Welcomes the Following New Members:

Alpine Testing Solutions, Inc
Association of Certified E-Discovery Specialists
Direct Care Alliance
Institute of Certified Management Accountants
Academy of Clinical Sleep Disorders Dentistry
FiTOUR
American Academy of Healthcare Providers in the Addictive Disorders
Professional Photographic Certification Commission
American Board of Urgent Care Medicine
Academy of General Dentistry

Applied Measurement Professionals Achieves PCI DSS Compliance

Applied Measurement Professionals (AMP) is proud to have achieved PCI DSS Compliance status. This achievement highlights AMP's commitment to providing the highest security for client and candidate payment card data. The PCI compliant distinction certifies that we have met more

than 400 specific security requirements and pass periodic comprehensive third-party electronic security scans.

Applied Measurement Professionals Program Director Receives Doctorate

Michael Clark, Applied Measurement Professionals (AMP) Program Director, has been conferred a Doctorate in Quantitative Psychology from the University of Kansas. Mike joined AMP in 2005 and provides clients with psychometric direction for the technical aspects of their examination programs including job analysis activities, item writing training, standard setting studies, scoring and analysis.

ICE President-Elect Receives Medal of Honor

ICE President-Elect Melissa Murer Corrigan has been named as the 2010 recipient of Drake University's Lawrence C. and Delores M. Weaver Medal of Honor. The Weaver Medal is the highest honor presented by Drake's College of Pharmacy and Health Sciences. It recognizes a select individual's dedication to and impact on the pharmacy profession.

"Melissa Murer Corrigan is a visionary in the profession of pharmacy. She recognized, early on, that pharmacy technicians play a key role in improving pharmacy service in our country," said Dan Jorndt, retired Walgreen Co. Chairman and CEO. "Before there was a Pharmacy Technician Certification Board, Melissa was advocating for pharmacy technicians to be trained and certified."

Murer Corrigan has served as the Executive Director and CEO for PTCB, the largest NCCA accredited national certification program for pharmacy technicians, since its inception in 1995. She directs the overall conduct of the pharmacy technician program which has certified over 360,000 pharmacy technicians nationwide. In her role with PTCB, Murer Corrigan is responsible for the leadership of the highly successful certification program, management of testing for PTCB's high volume Pharmacy Technician Certification Examination (PTCE), marketing and new business development, and acting as public spokesperson for the organization.

New Software from Assessment Systems Corporation

Assessment Systems Corporation (ASC) has released two new landmark software systems. [Iteman 4](#) enables anyone, even non-psychometricians, to produce high-quality formal psychometric reports. [FastTEST Web](#) is an online test development and delivery system designed for professionals, including full support for item response theory (IRT).

NAHRO Grows New Certification Program

NAHRO is up to 226 certificants in its new certification program, which is the result of intensive planning and development of a system for housing and redevelopment officials. NAHRO is continuing to build towards NCCA Accreditation with the creation of Assessment Boards, which are being filled by leaders in the industry.

NCCCO Developing Certification for Crane Inspectors

The National Commission for the Certification of Crane Operators will develop a certification program for crane inspectors that will test the knowledge necessary to inspect and certify cranes in a cooperative venture with the Crane Certification Association of America (CCAA).

New Organization Focuses on Computer Adaptive Testing

The International Association for Computerized and Adaptive Testing (IACAT.org) was formed this year. Membership is currently free and has elected a board of directors and international regional representatives to serve in managing and directing the organization's activities. IACAT supplies information on CAT research, operational issues for implementing CAT, provides access to experts, and sponsors research. Visit <http://iacat.org/> for more information.

Key Features Problems for Assessing Clinical Competence

Roberta Chinn of Comira presented a paper at the Ottawa 2010 conference in Miami, Florida, about an innovative item type called a Key Features Problem (KFP). KFPs require candidates to

prioritize key elements to resolve clinical problems. Each KFP includes a case scenario and two or more questions regarding diagnosis and recommendations.

Upcoming ICE Events

ICE Academy Web Seminars

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

June 30 - Using Internet-based Testing

Speaker: Rodney A. McCloy, Ph.D., Human Resources Research Organization (HumRRO)

July 28 - Minutes, Electronic Voting, and Other Board Meeting Matters

Speaker: Hugh Webster, Webster, Chamberlain & Bean

August 25 - General Overview of Certification Program Accreditation

Speaker TBA

September 8 - Alternative Item Types

Speakers: Nikki Eatchel, Prometric and Kathy Gialuca, Pearson VUE

September 29 - International and Legal Issues

Speaker TBA

ICE 2010 Annual Educational Conference

November 16-19

Atlanta, GA

Watch for the registration brochure!

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 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

