

# HOW FREQUENTLY SHOULD ACCREDITATION STANDARDS CHANGE?

CYNTHIA A. DAVENPORT pdf

## 1: Programmatic Approvals & Accreditation | Purdue Global

*Institutional changes and the revision of accreditation standards are being considered in the light of an increased emphasis on the shared responsibilities for student learning.*

This is the first of a series in which we hope to debunk some of the more popular myths surrounding certification practices, and provide you with some strategies that you can implement to maintain best practices. While this is a fairly common practice, there is no hard and fast timeline to adhere to. Much depends on the job, and how quickly the job description evolves. Changes in specific bits of knowledge can be handled by writing new questions. Thus, for a taxi-driver certification, changes in street names might be covered in the item bank. But what if the advent of GPS changes the degree to which a taxi driver needs to know obscure street names? As the job description changes, the need for a new or revalidated JTA increases. In short, JTAs should be revalidated with enough frequency to ensure the competency requirements being assessed reflect current practice. Enterprises legal entities offering certification may not offer training or education programs. This is a commonly discussed myth among CBs, especially those seeking accreditation. Like many myths, then, this one is grounded in some facts. But there is no blanket prohibition on offering training and education programs. CBs reflect many organizational structures; they may be separately incorporated stand-alone, part of a parent corporation, or sponsored by a professional membership association or society. Some strategies for separating church and state include: Enterprises may find many opportunities to create revenue streams and to offer conveniences to candidates and certified persons in offering exam prep materials or renewal CEs without compromising impartiality or creating a conflict-of-interest. CBs must administer assessments to at least candidates in order to obtain reliable data on item performance. This myth may originate with a good-faith concern that the data you rely on should, in fact, be reliable. Accrediting bodies must understand, however, that some CBs may administer only a few exams. So how does a CB know if it has enough reliable data? While candidates does provide more stable statistics than say 75, 50 or 30 candidates, is not a magic number. I asked my colleague Reed Castle, Ph. He noted that a good way of evaluating the accuracy or stability of statistics is to look at standard error estimates for p-values difficulty and point biserial estimates discrimination for different numbers of candidates. The chart below tracks the standard error estimate for items with a p-value of 0. Looking at the standard error for the p-value, there is not a dramatic difference in the standard error when the sample size is 50 or The pitch of the decrease in the standard error lines is steepest when samples sizes are less than 30 or Consideration should be given to standard error of any statistic when interpretations are made and p-values appear to be more stable than correlation-based discrimination indices. Working with their psychometric consultants, CBs dealing with small numbers of candidates should develop strategies to mitigate concerns associated with interpreting statistics with small sample sizes. Working with their psychometric consultants, CBs dealing with small numbers of candidates should develop strategies to mitigate concerns with reliability. For example, where a CB with larger numbers may flag items with a point biserial correlation below 0. The myths discussed in this first installment may have originated from a desire to summarize thoughtful discussions into bite-sized rules. Yes, there are issues around training and certification that require care; but there is no prohibition on enterprises being involved in both with proper safeguards. Yes, statistics derived from smaller numbers of candidates require greater care in their interpretation; but they can be used. Certification best practices are based on concerns for fairness, impartiality, and credibility. They cannot and do not, however, ignore the real-life needs and circumstances of certification bodies.

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*Suggests that standards should change often enough to be responsive to members of the accrediting body, but not so often as to be burdensome or intrusive. (SLD) Descriptors: Accreditation (Institutions), Accrediting Agencies, Educational Change, Higher Education, Standards, Surveys.*

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at any time. IPEX at Davenport University is not responsible for travel or related costs under any circumstances. Course refunds are issued under the following conditions: If you remove any seals or packaging from your course materials you will not receive a refund. Costs for online content or assessments also cannot be refunded once accessed. All withdrawals after the course start date will not be issued a refund unless under special circumstances that will be evaluated on a case-by-case basis. Any refund issued under the given circumstances will not include textbook and material fees. Do not remove any packaging, including shrink wrapped plastic, until you are certain you will remain enrolled in the class. What is the process for transferring funds to another professional development course instead? Transfer requests must be sent in writing to ipex davenport. If the participant would like to transfer to a program of higher monetary value, then they are responsible to pay any overages. Do you offer any tuition discounts or scholarships? We do not offer any scholarships; however, there are many discounts to take advantage of. Please email us at ipex davenport. We will identify discount options and send you a coupon code to use on your registration. What is included in the professional development course enrollment fee? The program fee includes tuition, all academic course materials, and catering breakfasts, lunches, and snacks. Accommodation and travel is not included in the fee. The Institute for Professional Excellence at Davenport University is committed to a process that provides for prompt and equitable resolution of all student complaints and issues to the satisfaction of both the member of the University community and the University. The Issue Resolution Procedure is designed to provide the University community with both an informal and formal process whereby a member of the University community may request the review and resolution of a concern if satisfactory resolution has not been reached by way of the daily problem-solving activities which, in most cases, should result in immediate resolution. Members of the University community are encouraged to address any concerns immediately with the supervisor of the area the issue or complaint lies; timely and candid discussions best assures that a minor problem does not develop into a major one. If the problem is not resolved the student is encouraged to submit an Issue Resolution request via the following web link: [Logistical Questions](#) Where are professional development courses held? IPEX professional development programs are held at three campus locations: Grand Rapids, Lansing and Livonia. Programs are held in our modern classrooms. Contact Us to learn more. What is the daily schedule of a professional development course? All of our professional development courses are offered on weekdays only. The daily teaching schedule for all courses is from 9am to 5pm. Coffee and refreshments will be available each day at 8: Lunch and morning and afternoon breaks are also included. Classes start promptly at 9am and end at 5pm daily. What is the recommended attire for class days? Business casual attire is appropriate during all IPEX professional development programs. We recommend dressing in layers to accommodate temperature variances in the classrooms and common areas. How can I continue to stay in touch with fellow participants from the course? We encourage participants to join our Institute for Professional Excellence at Davenport University LinkedIn network after completion of their course to connect with other training participants and stay up to date on IPEX events. [Click here to view our LinkedIn page.](#) [Click here to follow us on Twitter.](#)

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## 3: Debunking a Few Myths About Certification - Professional Testing Blog

*CYNTHIA A. DAVENPORT is executive director of the Association of Specialized and Professional Accreditors. Ad Join ResearchGate to find the people and research you need to help your work.*

Attorney s appearing for the Case Ricky R. Klinker, Omaha, for appellee. Supreme Court of Nebraska. Davenport, a minor, by and through his guardians and next friends, Francis E. Stanek and Sally A. Stanek, petitioned the district court for Douglas County to legally change his surname from Davenport to Stanek. Leave was denied by the district court. Because we conclude that the district court erred in denying Ricky leave to intervene, we reverse the decision of the district court and remand the cause with directions consistent with this opinion. The record also reflects that Ricky is incarcerated at the Nebraska State Penitentiary. According to the record, he would initially be eligible for parole in approximately In March , pursuant to Neb. On June 28, , Edward, through his guardians, filed a petition seeking to change his surname from Davenport to Stanek, which surname he had continued to use despite the amendment to his birth certificate. On August 15, Ricky filed a petition to intervene in the namechange proceeding pursuant to the intervention statute, Neb. Any person who has or claims an interest in the matter in litigation, in the success of either of the parties to an action, or against both, in any action pending or to be brought in any of the courts of the State of Nebraska, may become a party to an action between any other persons or corporations, either by joining the plaintiff in claiming what is sought by the petition, or by uniting with the defendants in resisting the claim of the plaintiff, or by demanding anything adversely to both the plaintiff and defendant, either before or after issue has been joined in the action, and before the trial commences. In his petition to intervene, Ricky alleged, inter alia, that he was the biological father of the minor child Edward, that his parental rights had not been terminated, that he had an interest in the litigation, and that he opposed the name change sought by Edward. In an order filed August 29, the district court denied Ricky leave to intervene. Edward, Francis, and Cynthia testified at the hearing. Ricky was not present and did not participate in the hearing. In an order filed September 5, the district court granted Edward the relief sought in his petition and changed his surname from Davenport to Stanek. See, also, In re Interest of Kayle C. On a question of law, an appellate court is obligated to reach a conclusion independent of the determination reached by the court below. Ruzicka, supra; In re Estate of Mecello, Neb. See, In re Interest of Destiny S. In re Interest of Destiny S. An indirect, remote, or conjectural interest in the result of a suit is not enough to establish intervention as a matter of right. The intervention statutes are to be liberally construed. Ruzicka, supra; Wightman v. City of Wayne, Neb. Ruzicka, supra; In re Interest of Kayle C. In re Change of Name of Andrews, Neb. While we have recognized that in dissolution proceedings, "patrimonial control of surnames has virtually disappeared," Cohee, Neb. It is undisputed in the instant case that Ricky is the biological father of the minor child Edward. Although he is a noncustodial parent, his parental rights have not been terminated. There is an indication in the record that he writes to Edward, talks with him on the telephone, and sends him presents. See In re Interest of Destiny S. Ricky has such an interest in the instant case.

## 4: FAQs | Davenport University

*From consensus standards to evidence of claims: assessment and accreditation in the case of teacher education / Frank Brush Murray How frequently should accreditation standards change? / Cynthia A. Davenport.*

## 5: Gibson, Hotchkiss, Roach & Davenport | BBB Accreditation Status | Better Business Bureau® Profile

*How Frequently Should Accreditation Standards Change? Cynthia A. Davenport; View. Public Policy for Academic Quality: Analyses of Innovative Policy Instruments Navigating similarities and.*

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### 6: Law Enforcement Program: The Standards | CALEA®

*ASPA Executive Director, Cynthia Davenport's chapter, How Frequently Should Accreditation Standards Change?, was included in the Jossey-Bass Sourcebook "How Accreditation Influences Assessment. This sourcebook, Number in the New Directions for Higher Education series, was published in late Spring*

### 7: How accreditation influences assessment | Search Results | IUCAT

*New Directions for Higher Education How Frequently Should Accreditation Standards Change? (pages ) Cynthia A. Davenport.*

### 8: Davenport Service Company | BBB Accreditation Status | Better Business Bureau® Profile

*IUCAT is Indiana University's online library catalog, which provides access to millions of items held by the IU Libraries statewide.*

### 9: Online Accredited Career College Accreditation | Daymar College Online

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