Competency Development Driven by DATA— Why an Occupational Analysis Is Important

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•2. Thesis: An occupational analysis/job-task analysis/role delineation study/practice analysis is just as important for developing the curriculum requirements of accreditation standards for a health profession as it is for developing a content outline of a licensing or certification examination for a health profession.

•3. ICE white paper, "Interfaces between Professional Certification and Academic Accreditation: A Non-Technical Legal Perspective," Donald A. Balasa, JD, MBA, Institute for Credentialing Excellence (ICE), November 2008

• 4. Definition—practice analysis: An investigation of a certain occupation or profession to obtain descriptive information about the activities and responsibilities of the occupation or profession and about the knowledge, skills, and abilities needed to engage successfully in the occupation or profession.

•5. Accreditation Board for Specialty Nursing Certification, *Accreditation Standards* (Revised 9-2014)

•STANDARD 7—VALIDITY The certifying organization has conducted validation studies to assure that inferences made on the basis of test scores are appropriate and justified.

• 6. National Commission for Certifying Agencies (NCCA), Standards for the Accreditation of Certification Programs (Revised November 2014)

• Standard 14: Job Analysis The certification program must have a job analysis that defines and analyzes domains and tasks related to the purpose of the credential, and a summary of the study must be published.

•7. "DACUM (Develop a Curriculum) A structured brainstorming process, led by a trained facilitator, is at the core of the DACUM (Norton, 1985) method for conducting practice analysis.

•8. Chad W. Buckendahl, Ph.D., Director of Education, Licensure, and Professional Certification Services, Alpine Testing Solutions