

Requirements for ASHA CE Provider Approval

The following requirements for initial ASHA CE Provider approval, as well as for ongoing ASHA Approved CE Provider status. Guidelines clarify and interpret the requirement. Required Practices are mandatory. Additional Effective Practices are suggested but not mandatory.

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Requirement 1: Organization

The Provider (organization) must have an identifiable continuing education group or unit with assigned responsibility for administering continuing education courses.

Guidelines

The continuing education group or unit is clearly identified within the Provider's organizational structure. The courses of the group/unit should support the organization's mission. This support may be evidenced by the group's/unit's own mission statement or by a similar document that defines the group's/unit's responsibilities.

Large complex organizations in which continuing education is conducted by various parts of the organization may choose to seek initial and ongoing Provider approval for specific divisions, departments, colleges, or units, rather than for the entire organization. Whenever an applicant seeks ASHA Approved CE Provider status for more than one group/unit in an organization, it is the responsibility of the applicant to clearly identify the units and their relationship (fiscal, human, and physical resources) to each other and the entire organization.

Required Practices

- 1.1 The administrative group/unit responsible for continuing education is clearly identified within the organization.
- 1.2 Assigned responsibilities of the continuing education group/unit support the organization's mission.
- 1.3 The group/unit administers continuing education programs as indicated in the group's/unit's mission statement or similar document.
- 1.4 There is a sense of stability and permanence to the organization and the continuing education group/unit.

- 1.5 The organization has sufficient fiscal, human, and physical resources to support the continuing education group/unit and program, as well as its continued improvement.
- 1.6 The organization and its staff demonstrate high standards of professional conduct and respect the rights and worth of the individuals served.
- 1.7 The organization has established written policies concerning the criteria for (a) refund of fees in the event a program is canceled or rescheduled by the Provider, (b) refund of fees when a participant cancels, and (c) the resolution of complaints from individuals not satisfied with the organization's continuing education services/programs. These policies should be stated clearly to participants (e.g., in promotional materials, in course handouts).
- 1.8 The organization has a system in place to retain all information related to CE course planning and registration for a period of 7 years.

Requirement 2: Responsibility and Control (Administration)

The Provider (organization), through its continuing education group/unit, ensures that the Continuing Education Board (CEB) requirements and procedures are followed.

Guidelines

Written internal policies should clearly show that the continuing education (CE) group/unit has the authority and responsibility to establish and implement review procedures that ensure that CE courses continually meet the ASHA Continuing Education Board's requirements. In jointly offered programs, assurance that requirements are met is the responsibility of the ASHA Approved CE Provider.

There should be designated professionals within the organization who have authority to administer and coordinate an organized schedule of CE courses. Sound administrative practices are a prerequisite for maintaining and continuously improving the quality of CE courses.

The organization will designate one person from the organization as the ASHA CE administrator. The CE administrator is the liaison and contact person between the Provider organization and the CEB. The professional designated by the organization as the CE administrator is responsible for seeing that all CEB requirements and procedures are followed.

If the CE administrator is neither an ASHA member nor a holder of one of the ASHA Certificates of Clinical Competence (i.e., certified by ASHA), the organization must designate a CE Content Consultant who is an ASHA-certified speech-language pathologist; audiologist; speech, language, or hearing scientist; and/or ASHA member. The CE Content Consultant must be involved in all continuing education course planning, implementation, and evaluation.

Required Practices

- 2.1 Internal policies of the organization clearly indicate that there is a review process, with oversight by the ASHA CE administrator that ensures adherence to the CEB's requirements, including deadlines for submission of reports, forms, participant credit, etc.
- 2.2 The review process, authority, and responsibility for adherence to CEB requirements is conducted by an individual who has sound working knowledge of the CEB requirements and the professions of speech-language pathology and audiology.
- 2.3 The individual designated as the ASHA CE administrator should be an ASHA-certified speech-language pathologist, audiologist; speech, language, or hearing scientist; and/or ASHA member. If the CE administrator is neither an ASHA member nor certified by ASHA, the organization must designate a CE Content

Consultant who is a certified speech -language pathologist; audiologist; speech, language, or hearing scientist; and/or an ASHA member. The CE Content Consultant must be involved in all CE course planning, implementation, and evaluation and designated as the CE Content Consultant.

- 2.4 The review process incorporates the latest revisions in CEB requirements, policies, procedures, and guidelines.
- 2.5 If an ASHA Approved CE Provider agrees to offer a course with an organization that is not an approved provider, the Approved Provider must ensure adherence to the 12 CEB requirements. Such assurance requires that the Provider be significantly and directly involved in the planning, promotion, implementation, evaluation, and reporting of that course.

(See Provider Requirements/Responsibilities Related to Cooperative CE Offerings in Section 3).

Additional Effective Practices (encouraged)

- The designated CE administrator has previous experience using the CEB requirements and other individuals involved in the review process are trained in and/or experienced in using the CEB requirements.
- The review process examines the use of additional practices beyond those spelled out in the CEB requirements to enhance program quality.
- Efforts toward program improvement are evident, including the use of data from needs assessments, learner assessments, and program evaluations from previous programs.

Requirement 3: Transparency in Course Planning, Delivery, and Marketing

The Provider (organization) must focus their courses on scientific and professional education, not product or service promotion. The Provider must have processes to resolve and disclose conflicts of interest. These processes must also address the management and disclosure of financial and in-kind support of CE courses. Additionally, the Provider must appropriately manage exhibits and advertising associated with CE courses.

Guidelines

The purpose of having processes to manage financial and in-kind support, exhibits/advertising, and conflicts of interest is to ensure that learners are informed of situations that might influence the content or presentation of courses. Disclosure contributes to a transparent relationship between providers and presenters of continuing education and consumers of that education.

Required Practices

3.1 The Provider must ensure that CE course content and the presentation focus on the science and/or contemporary practice of speech -language pathology and/or audiology. Attempts to persuade organizations and individuals involved in planning, implementing, or evaluating the course to favor, recommend, purchase, use, or promote a particular product, equipment, device, or service are not permitted. Likewise, attempts to persuade learners of the same are not permitted in courses offered for ASHA CEUs.

3.1.a The Provider must ensure that the sale or promotion of products or services are not the focus of CE course content and related materials.

Product and service promotion should not influence the following decisions:

- (a) Identification of learning needs;
- (b) Determination of learner outcomes;
- (c) Selection and presentation of content;
- (d) Selection of all persons and organizations that will be in a position to control the content of the course;
- (e) Selection of educational methods;
- (f) Assessment of learning outcomes;
- (g) Evaluation of the course;
- (h) Selection of facilities.

3.1.b Providers who offer courses about products or services or jointly plan courses with an organization that has products or services:

- (a) Must provide information in a scholarly manner regarding (1) theoretical aspects related to the product or service and/or (2) the details of operation.
- (b) Must disclose prior to the course that there will be limited or no information provided about similar products or services when a course is focused on a

specific product or service. Conversely, when a specific product or service is not presented, the use of trade and product names from several companies will be considered.

3.2 The Provider must have a written process in place to (1) identify relevant conflicts of interest, (2) determine if the existence of those conflicts of interest disqualifies an individual from being involved in the course planning and delivery, and (3) disclose conflicts of interest to learners. *Conflicts of interest* in continuing education arise when financial and/or nonfinancial considerations, relevant to the course content, compromise or have the potential to compromise professional judgment.

3.2.a The Provider must document that each individual developing and/or delivering course content has disclosed, prior to and during course planning, all existing and relevant financial and nonfinancial relationships.

3.2.b The Provider must have a process to identify relevant financial and nonfinancial relationships that have developed after course planning and prior to course delivery.

3.2.c Any individual involved in developing and/or delivering course content who refuses to disclose relevant financial and nonfinancial relationships will be disqualified and cannot have control of, or responsibility for, the planning, management, presentation, or evaluation of the CE course.

3.2.d The Provider must have a process to determine whether relevant conflicts of interest disqualify the individual from participation in course planning and/or delivery or if the conflicts may be resolved through disclosure.

3.2.e The Provider must have a process for disclosing relevant conflicts of interest for all instructional personnel.

3.2.f The Provider must ensure that instructional personnel disclosure is available to potential registrants in promotional efforts and at the start of the course.

3.2.g The Provider must ensure that the following information is disclosed to learners:

- The name of the instructional personnel;
- Relevant financial relationship(s): Listing the name of the organization and the type of financial relationship; and/or
- Relevant nonfinancial relationship(s): Listing the name of the organization and the type of nonfinancial relationship; or
- No relevant financial or nonfinancial relationships exist.

3.3 The Provider must manage and disclose all financial and in-kind support given by other organizations that is used to pay all or part of the costs of the CE course.

3.3.a The Provider must make all decisions regarding the allocation and disbursement of funds received from other organizations.

3.3.b The Provider must be able to produce accurate and detailed written documentation of:

- Names of organizations that provided financial and/or in-kind support,
- Dollar amount received from each organization,
- Monetary value and description of in-kind support received,
- How the money and in-kind support were used.

3.3.c As a condition of receiving financial and in-kind support, a Provider is not required to accept advice or services from contributing organizations concerning planners, instructional personnel, learners, course content, planning, implementation, or evaluation.

3.3.d If payment for planners and instructional personnel is involved, it must come directly from the Provider or cooperative party (or parties) involved in course content development, not from the other organization(s) providing financial or in-kind support for the CE course.

3.3.e The Provider may use financial or in-kind support received from other organizations to pay for travel, lodging and other expenses for learners. The Provider must manage the disbursement of this assistance.

3.3.f The names of other organizations contributing financial and in-kind support must be disclosed to learners prior to the beginning of the CE course.

3.4 The Provider must appropriately manage exhibits and advertisements associated with a CE course.

3.4.a The Provider controls decision making over placement of exhibits and advertisements and the time and place of social events or meals.

3.4.b Promotional activities, such as exhibits, commercial presentations, and printed or electronic advertisements, are prohibited in the physical or virtual location where CE courses are conducted. Likewise, promotional activities are prohibited as part of the instructional portion of CE courses. For example:

- Live, face-to-face CE courses: Display or distribution of advertisements and promotional materials is prohibited in the instructional space where the CE course is conducted.
- Print-based CE courses: Advertisement and promotional materials are prohibited within the pages of the CE content. Advertisements and promotional materials may face the first or last pages of printed CE content.

- Web/computer-based CE courses: Advertisements and promotional materials are prohibited on the screen, the web page, or as “pop -ups” where the CE content is displayed.
- Recorded CE courses: Advertisements and promotional materials are prohibited within the CE course. There will be no “commercial breaks.”

3.4.c Providers must ensure that products, equipment, or devices used in conducting the course are not sold or marketed as part of the instructional portion of the CE course.

3.4.d Print or electronic information distributed about the CE course that is not directly related to the transfer of education to the learner, such as schedules and content descriptions, may include product, service, or organizational promotion or product-specific advertisements.

3.4e Print or digital course descriptions, promotional materials or advertisements must adhere to the following requirements:

- When referencing the credit offered, the specific type of CEUs, credit, or hours must be identified. For example, use ASHA CEUs not CEUs.
- Advertising cannot include the phrase *free ASHA CEUs*, or any language implying or suggesting the awarding of ASHA CEUs is free.
- The word *free* may be used when advertising a course that has no registration fee.
- If course registration is free, but the purchase of an item related to the course is required to participate in the course—for example, a book or a device—this must be disclosed to the learner prior to their registering for the course.
- The acronym “CEU” should not be used to mean “course.” For example, say *New courses for ASHA CEUs* not *New CEUs*.

Requirement 4: System for Offering and Verifying Continuing Education Units

The Provider (organization) has an established procedure to identify participants who meet requirements for satisfactory completion of the course and who are qualified to earn ASHA Continuing Education Units (CEUs). There is also a system for maintaining permanent participant records for a period of at least 2 years.

Guidelines

The ASHA CE administrator verifies and reports that each participant has (or has not) met the specified requirements for satisfactory completion of the course and is (or is not) eligible to be awarded ASHA CEUs. Only learners who successfully complete a program or course are awarded ASHA CEUs.

This information, verified by the ASHA CE administrator, is reported to the CEB.

The Provider is expected to retain a record of each participant who successfully completes a course for ASHA CEUs and the number of CEUs earned. The record may be copies of the ASHA CEU Participant Forms (originals are submitted to ASHA), attendance rosters, typed or handwritten lists, or other documentation developed by the Provider to maintain the names of participants earning ASHA CEUs and the number of CEUs to be awarded.

Records must be maintained for a minimum of 2 years from the completion date of the course offering. These records are used by the Provider to verify and check the course roster sent to the Provider by the ASHA CE Registry. The system also ensures that back-up records are available in the event that original CEU Participant Forms are damaged, incorrect, or in the event that they never reach the ASHA CE Registry.

Required Practices

- 4.1 The Provider uses the internationally recognized quantitative measure, the Continuing Education Unit (CEU), to record learner participation.
- 4.2 The Provider has a process for calculating the number of CEUs available for each course. Sixty minutes or 1 clock hour is equal to 0.1 ASHA CEU. Ten clock hours equal one (1.0) ASHA CEU. Increments of less than an hour are rounded down to the nearest half-hour or hour when computing the total number of CEUs for a course.
- 4.3 In courses in which the method of educational delivery does not lend itself to easy translation to 1.0 CEU for 10 contact hours, the method of assigning credits should be described, and the Provider must justify the method of determining the number of CEUs for that

course. The CEB reserves the right to evaluate and determine the appropriateness of the number of ASHA CEUs offered.

- 4.4. If a Provider initiated course is to be offered for ASHA CEUs, the Provider shall submit a Course and Offering Registration Form to the CEB that arrives no less than 15 days before the starting date of the first offering of the course. Subsequent offerings of the course must be registered via the Additional Offerings List no less than 3 days prior to the start date of the offering. See required practices 4.5 and 4.6 if the course is a cooperative offering, or requires peer review and/or a pilot study
- 4.5 If a cooperative offering course is to be offered for ASHA CEUs, the Provider shall submit a Course and Offering Registration Form to the CEB that arrives no less than 30 days before the starting date of the course.
- 4.6 If a course requiring a pilot study is to be offered for ASHA CEUs, the Provider shall submit a Course and Offering Registration Form to the CEB that arrives no less than 15 days before the starting date of the course.
- 4.7 The course description included on the Course and Offering Registration Form should include the key learning outcomes for the course. Because the course description will appear on a CE participant's official transcript after the course is completed, the description should be written in the past tense. Also, person - first language should be used in the course description and title (e.g., children with hearing impairments vs. hearing-impaired children). (See "Requirements for Writing Course Descriptions" in Section 4.)
- 4.8 The primary promotional materials for courses offered for ASHA CEUs must include the ASHA Approved CE Provider Brand Block and a required CEU sentence that indicates the number of CEUs to be offered for successful completion of the course and the instructional level and content area of the course. The Brand Block identifies the Provider as Approved to offer ASHA CEUs. (See "Requirements for Promoting ASHA Continuing Education Courses," Section 4.)
- 4.9 The Provider has a systematic process for verifying attendance and identifying individuals who satisfactorily complete a course and are eligible to earn ASHA CEUs.
- 4.10 If earning CEUs is dependent on participant attendance, the Provider has an appropriate system in place to track and monitor participant attendance, especially with large conferences and conventions. For programs such as conventions and large conferences, the Provider has a system to track, calculate, and offer variable credit to participants who do not attend the entire course.

- 4.11 The Provider has a system in place to disseminate and collect information required on the ASHA CEU Participant forms at courses.
- 4.12 The Provider will submit a Course Offering Report Form for each course initially submitted to the ASHA CE Registry on the Course and Offering Registration Form. The Course Offering Report Form must be received by the CEB no more than 45 days after the completion date of the course. The Course Offering Report Form is required even if a course offering is canceled or no participants earned ASHA CEUs.
- 4.13 The Provider will verify and submit all ASHA CEU Participant Forms, accompanied by the Course Offering Report Form and all supplementary information, for receipt by the CEB no more than 45 days after the completion date of the course offering. (See Section 4 for instructions on completing the forms.)
- 4.14 The Provider has a permanent record-keeping system for retaining participants' names and ASHA CEUs earned for a minimum of 2 years from the completion date of the course offering.
- 4.15 The Provider has a system to ensure the privacy and security of participants' records.
- 4.16 The Provider has a system in place to review the ASHA CE Registry course offering record (i.e., offering roster) to ensure the accuracy and completeness of the offering participants' names and CEUs. Corrections to the ASHA CE Registry course offering record must be received by the roster correction deadline (see Correcting the Course Offering Roster in Section 3).
- 4.17 The Provider may not offer ASHA CEUs retroactively; however, Provider records can be used to correct ASHA CE Registry records if participant credit is incorrectly recorded by the Registry.

Additional Effective Practices (encouraged)

- A reasonable degree of security is used to ensure that necessary requirements have been met for satisfactory completion.
- Criteria for successful completion are compatible with learning outcomes of each course.
- Additional information, such as current address, telephone number, identification number, and assessment scores, are part of the records maintained by Provider.

Requirement 5: Needs Identification

The Provider (organization) ensures that continuing education courses are planned in response to identified needs of a target audience.

Guidelines

The purpose of identifying learning needs is to determine the difference between an existing condition and a desired condition. The gap between the existing and desired condition is the foundation for any continuing education course. Once needs have been identified, a needs analysis is used to determine if continuing education is an appropriate method of intervention to narrow the gap. The failure to correctly identify the reason for the gap may result in an ineffective education course that has little or no impact.

The need for continuing education may arise from a variety of factors, such as new legislation or regulations; new performance expectations or deficiencies; and changes in information, skills, attitudes, processes, systems, organizations, occupations, and professions. Product and service promotion should not influence the identification of learning needs. Each individual continuing education course does not require a separate needs assessment; however, the rationale and planning for each course should be the result of needs that have been identified and documented by some assessment method(s).

Required Practices

- 5.1 The Provider has an established process for systematically identifying and updating needs.
- 5.2 Needs assessment data provide the basis for continuing education course planning and development.
- 5.3 Each continuing education course topic and its content originate from identified needs.
- 5.4 The Provider defines the potential participants for each continuing education course and should specify the target audience and any prerequisites in all promotional efforts.

Additional Effective Practices (encouraged)

- "Needs" versus "interests" are identified.
- Potential learners are involved in identifying and/or verifying needs.
- Multiple sources of information are tapped for needs assessments.
- Needs reflect differences between existing levels and desired levels of knowledge, skills, or attitudes.

- Needs are based on objective data.
- Needs are documented.

Requirement 6: Learning Outcomes

The Provider (organization) has clear and concise written statements of intended learning outcomes (e.g., behavioral or performance objectives) that are based on identified needs for each continuing education course.

Guidelines

Intended learning outcomes are synonymous with behavioral and performance objectives. Unlike program objectives that identify the instructional goals of the presenter, learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience. Learners should be informed of these intended learning outcomes before and during the course. Learning outcomes should be published in promotional materials about the course. If publication of learning outcomes is not possible, information should be available to prospective participants upon request. Learning outcomes are the foundation for planning, instruction, measuring progress, obtaining periodic feedback, and making final assessment.

Required Practices

- 6.1 Written learning outcomes that reflect what learners will be able to demonstrate are established for each continuing education course. Product and service promotion should not influence the determination of learning outcomes.
- 6.2 When learning outcomes are established for a large course such as a convention, each session within that course must be keyed to one or more of the overall course outcomes, or each individual session must have its own learning outcomes.
- 6.3 Learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience.
- 6.4 Written learning outcome statements are clear, concise, measurable, observable (when applicable), and focused on the performance of the learner.
- 6.5 Planned learning outcomes are based on identified needs.
- 6.6 The number of planned learning outcomes is limited and reasonable.
- 6.7 Learners are informed of intended learning outcomes.

Additional Effective Practices (encouraged)

- Learning outcomes serve as an outline for curriculum development.
- References to outcomes during courses serve as feedback to learners regarding their

progress.

- Identified needs, learning outcomes, and assessment methods are directly linked throughout program planning and delivery.

Requirement 7: Planning and Instructional Personnel

The Provider (organization) ensures that qualified individuals are directly involved in determining the continuing education course's purpose, developing intended learning outcomes, and planning and conducting each course.

Guidelines

Continuing education course development may require a team approach involving the ASHA CE administrator, program development experts, and content experts. The ASHA CE administrator has oversight responsibilities and also should be directly involved in this phase of course development. The quality of a continuing education course and its value to the participant rests heavily on the course's planners, the instructors' competence in the subject matter, and the ability of both to communicate and facilitate learning. It is the joint responsibility of the Provider (represented by the ASHA CE administrator) and of the planner(s) and instructor(s) to ensure that the learning experience results in the intended learning outcomes.

Decisions about course planning and development should be made by individuals who:

- are competent in the subject matter,
- understand the program purpose and intended learning outcomes,
- have knowledge and skill in instructional methodologies and learning processes, and
- have the ability to communicate to participants at an appropriate level.

Continuing education courses should be for scientific and professional educational purposes and not for promoting products or services. Conflicts of interest disclosure is required of each individual developing and/or delivering a course. Individuals who participate in CE courses have the right to know of any conflicts of interest an instructor or planner may have. Providers must comply with Required Practice 3.2 in the selection of all planning and instructional personnel in a position to control course content.

Required Practices

- 7.1 The Provider ensures that individuals involved in program planning and instruction are qualified by virtue of their education and/or experience.
- 7.2 Planning and instructional personnel are identified and screened using a systematic process. This process must include the identification and resolution of conflicts of interest .
- 7.3 Expertise in course content and instructional methodologies is used in developing courses.
- 7.4 Individuals involved in program planning understand and use learning outcomes in program planning and development.
- 7.5 Planning and instructional personnel are reasonably and consistently effective in meeting learning outcomes and learner expectations.
- 7.6 Planning and instructional personnel demonstrate high standards of professional conduct and will not discriminate against participants on the basis of gender, age, socioeconomic or ethnic background, sexual orientation, or disability.
- 7.7 The Provider ensures that conflicts of interest are disclosed to learners. Providers must comply with Required Practices 3.2.e, 3.2.f, and 3.2.g when disclosing relevant conflicts of interest to learners.
- 7.8 Instructors are provided feedback on their performance.

Additional Effective Practices (encouraged)

- Effectiveness of program planning and delivery is evaluated.
- Information on educational processes is provided to instructors.
- Program content and educational methodologies are well balanced.

Requirement 8: Learning Environment and Support

The Provider (organization) ensures that appropriate educational facilities, resource or reference materials, and instructional aids and equipment are consistent with the purpose, design, and intended learning outcomes of each course.

Guidelines

The design and use of facilities should enhance teaching and learning. For example, lighting, sound, seating, visual aids, reference materials, and other needed resources should be appropriate and available to enhance learning.

The facilities, resources, and reference materials should be accessible to all individuals, including participants with disabilities.

In learning formats such as self-study, journal study, computer-based instruction, and distance learning with audio, video, and television, the Provider may not be able to control the learning environment. In such cases, the Provider should consider other ways to support learners and enhance learning.

Promotional activities, such as exhibits, commercial presentations, and printed or electronic advertisements, cannot be in the same physical or virtual location where the CE course is conducted. Providers must comply with Required Practice 3.4 in the management of exhibits and advertisements associated with a CE course.

Required Practices

- 8.1 The facilities are appropriate and adequate to the content and method of delivery of the course and should enhance learning.
- 8.2 The facilities, learning experience, and resource materials are accessible to all individuals, including participants with disabilities.
- 8.3 Educational services and equipment are available to support learning in a manner consistent with the organization's mission and with the course's learning outcomes. Products, equipment or devices used in conducting the course should not be sold or marketed as part of the instructional portion of the CE course.
- 8.4. If it is recommended or required that the learner purchases a product or service in order to participate in a course, this must be communicated to the learner prior to registration.

Additional Effective Practices (encouraged)

- The facilities accommodate varied instructional techniques, such as small -group discussion, experiential learning, and interactive learning.
- The facilities enhance the transfer of learning by replicating workplace

conditions in which new knowledge and skills will be applied.

- A learning atmosphere is promoted.
- Light, sound, seating, and physical conditions are appropriate for skill building.
- Learners have access to resources, such as job aids, reference materials, hardware, software, and subject matter experts

Requirement 9: Content and Methodology

The Provider (organization) ensures that content and instructional methodologies are consistent with stated learning outcomes, are appropriate for learning, and permit opportunities for learners to participate and receive feedback.

Guidelines

Selected content logically supports statements of intended learning outcomes. Both learners and instructor(s) understand intended outcomes and how they will be achieved.

Content is organized in a logical manner, proceeding from basic to advanced levels. Instructional methodologies should permit learners to interact and to receive feedback that reinforces learning.

Certain products and services are effective in speech, language, and hearing assessment, treatment, and research. Many of these products and services are complex in their operation or administration and require substantial training in their use. Therefore, it is appropriate that Providers offer instruction in the theory and operation or administration of products and services. However, the sale or marketing of products and services in the instructional portion of the CE course is prohibited .

Required Practices

- 9.1 The course's content is directly related to learning outcomes. The content and learning outcomes should be related to the sciences and/or the contemporary practice of speech-language pathology, audiology, and/or speech/language/hearing sciences. Promotion of products and services should not influence the development and delivery of the course content.
- 9.2 Course content that includes reference to products and services must focus on scientific and professional education, not product or service marketing and promotion. Selling or marketing specific products or services during the instructional portion of a course is prohibited in courses offered for ASHA CEUs. Providers must comply with Required Practice 3.1.
- 9.3 The content and instructional methodologies are based on, and appropriate to, the stated learning outcomes of the continuing education course.
- 9.4 The content is organized in a logical manner.
- 9.5 All content as well as supplemental learning materials (audiovisuals, handouts, etc.) are current, suitable, and appropriate for the course.
- 9.6 The content of the continuing education course is designed to explore one subject or a group of closely related subjects. If the course involves multiple components, such as a lecture series, all segments should be devoted to integrally related subjects. (Refer to “ASHA CE Registry Subject Codes” in Appendix K to determine integrally related subjects. Also see “Filing Courses in a Series” in Section 3.)
- 9.7 The continuing education course is of sufficient duration to achieve the stated

learning outcomes. A course offering may not last longer than 12 months and must start and end in the same calendar year.

- 9.8 The Provider will specify the instructional level of each course in all promotional efforts. The instructional level should be classified as Introductory, Intermediate, Advanced, or Various, according to the definition of instructional levels described in Section 3.
- 9.9 The Provider will specify the content area of each course in all promotional materials. The content area should be specified as Basic Communication Processes Area (B), Professional Area (P), or Related Area (R), according to the definition of content areas described in Section 3.
- 9.10 Learner interaction, instructor feedback, and reinforcement of learned knowledge and skills are used to reinforce learning.
- 9.11 Varied instructional methodologies are used to accommodate various learning styles.
- 9.12 Provider has established policies and procedures to address intellectual property rights.

Additional Effective Practices (encouraged)

Instructors rely on learning outcomes for guidance in selecting content and instructional methodologies.

- The instructional methodologies that are used represent effective educational practices.
- Content includes an appropriate balance between instructor and learner activities.
- Content is based on principles of evidence-based practice.

Requirement 10: Requirements for Satisfactory Completion

The Provider (organization) ensures that satisfactory completion requirements are established for each course. These requirements are based on the purpose and intended learning outcomes. Participants should be informed of the requirements before participating in the course.

Guidelines

Satisfactory completion requirements are established before the beginning of the course. Requirements may be based on demonstrated learning, a predetermined level of attendance, or a combination of performance and attendance.

Requirements for performance levels should be based on the intended learning outcomes. When participant attendance is used to determine satisfactory completion, attendance requirements should be high and documented on rosters, sign-in sheets, or some other reliable documentation method.

Participants should be informed of requirements in advance and should know that only those who meet those requirements will earn ASHA CEUs.

Required Practices

- 10.1 Satisfactory completion requirements are established for each planned course.
- 10.2 Satisfactory completion requirements are based on the course's purpose and planned learning outcomes.
- 10.3 Participants are informed of the satisfactory completion requirements before the course.
- 10.4 Special attention is given to verifying satisfactory completion for participants in large conferences and conventions with multiple sessions.
- 10.5 Learners are notified if they have not met satisfactory completion requirements (e.g., learner will not be recommended for ASHA CEUs).

Additional Effective Practices (encouraged)

- Methods of verifying satisfactory completion are well defined and executed.

Requirement 11: Assessment of Learning Outcomes

The Provider (organization) ensures that achievement of the course's intended learning outcomes is assessed using procedures established during the course's planning.

Guidelines

Learning assessment refers to the measurement of individual performance or behavior in relation to intended learning outcomes. Assessments may be made during and at the conclusion of the course. Learning assessment made during the course may help reinforce learning and provide a point of reference for the learner's progress.

The learning assessment procedure, its timing, and its application are part of the planning process. Because the learning assessment procedure depends on the intended learning outcomes, the outcomes must be measurable, observable (when applicable), clearly stated, and focused on the performance of the learner. If satisfactory completion of the course and/or the earning of ASHA CEUs is based on satisfactory completion of a learning assessment, then the assessment is considered "formal," and participants must be informed about the nature of the required assessment before the start of the course.

Learning assessments may take diverse forms, such as performance demonstrations under real or simulated conditions, written or oral examinations, a question -and-answer session, written reports, completion of a project, self-assessment, or locally or externally developed standardized examinations. A self-examination may be used to elicit participants' opinions about the degree to which learning took place. For example, questions may be developed to ask participants if they learned new information, how they intend to use the information, and so forth. Learning assessments may be made during, at the conclusion of, or sometime after the learning experience.

Required Practices

- 11.1 Learning assessment procedures are established during course planning.
- 11.2 Learning assessment procedures measure intended learning outcomes achieved.
- 11.3 Participants are informed in advance when formal learning assessment procedures are to be used to determine satisfactory completion of the course and/or the earning of CEUs.

Additional Effective Practices (encouraged)

- Learning assessments are used throughout the course to monitor learner progress and to reinforce learning.
- Varied learning assessment methods are used.
- Results of formal learning assessments are made available to individual learners.

Requirement 12: Program Evaluation

The Provider (organization) ensures that in the planning stage of the continuing education course, an evaluation process is established to examine various aspects of the course, such as the needs assessment, logistical and instructional planning, selection and preparation of instructors, course implementation, and extent to which intended learning outcomes are achieved.

Guidelines

Program evaluation is a measurement of the quality of the program or course as a whole, whereas learning assessment refers to the measurement of individual learning outcomes.

Using only participant-reaction surveys will not yield the data needed for an adequate evaluation of learning experiences. Program evaluations should be designed to capture specific information that will allow Providers to make continuous improvements in their offerings.

Program evaluation is a coordinated process that examines all parts of the course planning and delivery process. It consists of gathering data about the course that is based on established criteria and observable evidence. Program evaluation, which takes into account the program planning process and the decisions made in the process, provides information aimed at answering the following questions:

- Was the input of the potential learners fully understood and communicated during the needs analysis and identification phase of the course's planning process?
- Was there a clear relationship between the educational needs of the learners and the stated purposes of the course?
- Was the course's content associated with the learning outcomes?
- Were the intended learning outcomes learner-focused and stated in measurable and observable (when applicable) terms?
- Were the intended learning outcomes appropriate for the stated purpose of the course and for the learners involved?
- Did the learning experience and the instructional methods used result in individual behavioral or performance change, that is, the intended learning outcomes?
- Were the Provider's philosophy, mission, structure, functions, and processes effective and efficient in producing the learning outcomes intended for the course?
- Were conflicts of interest and commercial support managed in a way that fostered transparency and openness?

Continuous quality improvement of learning experiences is enhanced through long - range, systematic evaluation of what is intended in relation to what actually occurs. The difference can be used as the basis for whatever change is needed to ensure that intended learning outcomes are attained. Providers should find evaluation results a useful tool when accounting for the results of their programming efforts.

Required Practices

- 12.1 Program evaluation procedures are established during course planning.
- 12.2 Each course is evaluated. (For large courses with multiple components, such as conventions, program evaluations are not required for each component within the course.)
- 12.3 Program evaluation results are incorporated into program improvements.

Additional Effective Practices (encouraged)

- Program evaluation methods are comprehensive, well planned, and appropriately administered.
- A tracking system incorporating past evaluations is used to monitor program improvements.
- Tangible commitment to the process of evaluation is evident. Varied evaluation techniques are used.

