ASHA CE PROVIDER PROCESS DOCUMENTATION WORKSHEETS – SUPPLEMENTAL GUIDING QUESTIONS

How to Use This Resource

This resource supplements the *ASHA CE Provider Process Documentation Worksheets*, which help Providers outline and add detail to their processes. The *ASHA CE Provider Process Documentation Worksheets* contain three worksheets—each focusing on a specific aspect of CE program implementation. The questions contained in this document will help you to complete the open fields in each worksheet.

Each section of this document provides a series of questions to guide completion of those steps outlined in the three worksheets. Specifically, the guiding questions will prompt specific response regarding the "who," "when," and "how" columns for each step listed in the three worksheets.

| Guiding Questions for Worksheet 1: Ongoing CE Program Processes | Guiding Questions for Worksheet 2: Course Planning Procedures | Guiding Questions for Worksheet 3: Course Reporting and Post-Course Procedures |

Guiding Questions for Worksheet 1: Ongoing CE Program Processes

Who	When	How
Review organizational chart and CE unit staffing		
Who are the primary contacts for the organization and within ASHA CE?	How often is this review completed?	Where is this information stored? What is the process to ensure accuracy, make updates, and alert ASHA CE of changes?
Review CE course budget		
Who is responsible for setting and approving the budget?	How often or when in the budget year is the review completed?	Where is the budget information stored? Who has access? How are budget requests made?
Review and update organization's CE policies		
Who is involved in review?	How often is this task review and update completed?	How are updates made? Where are policies stored and how are they accessed and shared?
Review and update organization's CE course planning and reporting procedures		
Who is involved?	How often is this task review and update completed?	How are updates made? Where are policies stored and how are they accessed and shared?

Who	When	How
Incorporate changes in ASHA CE Standards and Policies into organization's processes and procedures		
Who will monitor changes in standards and policies to make updates?	How soon after being alerted to changes are they made in the organization's documentation?	How is the CEA alerted to changes (what communication methods, where should the CEA look)? How are changes incorporated and by whom? How are others in the CE program alerted to changes?
Review CE Administrator and CE Content Consultant (if applicable) qualifications		
Who reviews? This should be someone other than the CEA or CECC.	How often is this review completed?	What information is reviewed? Where is the information stored and review results recorded? What is the process for making changes to personnel with ASHA CE, if needed?
Review CE program quality data to make quality improvements		
Who conducts this review?	How often is this review conducted?	What information is reviewed? This may include results from needs assessments, learner assessments, course evaluations, and other feedback.

Guiding Questions for Worksheet 2: Course Planning Procedures

Who	When	How
Conduct a needs assessment		
Who leads the needs assessment?	How far in advance of a course start date is this completed?	How are needs assessments typically done? Who needs to be contacted and how (survey, focus group, etc.)? Where are results stored?
Establish learning outcomes (LOs)		
Who drafts the learning outcomes? Who reviews or approves the learning outcomes?	How far in advance/at what stage of course development does this occur?	Where and how are learning outcomes captured and stored (course submission document, Google form, other)? What resources exist to assist with developing measurable and observable learning outcomes?
Manage financial and in-kind support, exhibits, and advertising		

Who	When	How
Who is responsible for recruiting advertisers, exhibitors, other support? Who needs to sign off?	How far in advance?	How are support, ads, etc. solicited? Who is contacted? What contracts/paperwork is needed? Where are these documents stored?
Propose planning staff and instructor(s)		
Who reaches out to solicit or vet proposed personnel?	How far in advance of course will this occur?	Is there a speaker pool? What information is shared with them at this point (contract, etc.)? What information is reviewed (CV, resume, speaking experience, etc.)?
Identify, review, and resolve course planners' and instructional personnel's relevant relationships		
Who is responsible for the review (cannot be the instructor or planner)?	How far in advance?	What documentation is required? How is it shared with planners and instructors? How are questions or decisions communicated? Where is the information stored?
Make final selections of planner(s) and instructor(s)		
Who makes decision?	How soon after the review will this occur?	How are planners and instructors notified? What is sent (contract, agreement, etc.)? Where is information stored?
Establish course content and instructional methodology		
Who is responsible for content? Who reviews content? Who is responsible for instructional design?	What is the deadline for having the content and design drafted? What is the deadline for having the content and design completed?	How is course content collected? Are there instructor guidelines? Where is information stored?
Identify and select appropriate and accessible facilities or online platform(s), as appropriate		
Who does facility reviews? Who is the digital expert who can identify appropriate online platforms and tools?	How far in advance?	Are there typical facilities used? How are facilities identified and assessed? Is there any documentation needed? Is there a typical software program or platform used?

Who	When	How
		Are modifications to the software needed?
		Is training needed for planners or instructors to use software?
Determine learning resources needed to accomplish the learning outcomes		
Who determines this? Is there a review process?	How far in advance?	What resources are needed and how will they be obtained or developed? Are there costs that must be approved?
Establish satisfactory completion requirements for course		
Who is responsible?	How far in advance?	Are satisfactory completion requirements used across courses? Where is information stored? How will this information be communicated to learners?
Establish how attendance will be documented		
Who sets up attendance systems? Who makes sure attendance is taken and recorded?	How far in advance of the course is this determined?	What materials are needed (sign in sheets, computer set ups, etc.)? What software is needed/is training required to use it? Where are materials located? How is software accessed?
Determine learning assessment and course evaluation procedures		
Who determines the learning assessment?	How far in advance?	Do learners have to complete an evaluation? Who will create this and how will it be shared and completed? Is a test or quiz required? Who will create this? Is a demonstration required? Who will establish criteria? What is needed to launch test/quiz or manage demo? Who needs to ensure that tests/quizzes printed/uploaded/entered? Who needs to ensure materials are collected and ready for demos?
Develop schedule, time-ordered agenda, or record of runtime or word count		
Who develops the agenda? Who reviews the agenda for completeness and accuracy?	How far in advance?	What is the best way to calculate learning time for the course? If pilot studies are needed, who is responsible for managing this (and what are the procedures used to complete pilot studies)?
Calculate number of ASHA CEUs		

ASHA CE PROVIDER PROCESS DOCUMENTATION WORKSHEETS – SUPPLEMENTAL GUIDING QUESTIONS

Who	When	How
Who completes calculation and checks for accuracy?	How far in advance?	How is this information incorporated into promotional materials and other communication vehicles?
Determine if partial credit will be allowed and establish criteria		
Who is involved in decision?	How far in advance?	What are the criteria for earning partial credit? How is credit captured for each participant? Is there a double check or other verification system to ensure accuracy for each participant?
Produce promotional materials that comply with ASHA CE Standards and Policies		
Who designs promotional materials? Are there others needed to support (web, IS, etc.)?	How far in advance—remembering that these must be submitted to ASHA CE at least 15 days prior to the course start date?	How are materials produced? If printed, where? What are the procedures for requesting print jobs? If online, who does information need to be sent to for posting? Are there organizational or technical limitations or requirements? What checks exist to ensure that all required elements are present?
Account for learner needs and accommodations		
Who reviews requests and is responsible for ensuring needs are met?	How much lead time is needed to make needed accommodations?	How are learner needs and accommodations requests collected? How are needs accommodated based on requests? Who needs to sign off on any costs or other permissions?
Submit course in the Course Registration and Reporting Portal		
If CEA is not the person submitting the course, who is?	How is deadline tracked to ensure timeliness?	Where do you keep a link to the CE Provider Portal Guide and any other instructions you have developed for registering courses? How do people log into the Portal? Who is allowed access? If the CEA is not the one entering the information, how does the CEA review for accuracy and completeness prior to submission? How and where are dates and deadlines for course and offering registration recorded and tracked?

Guiding Questions for Worksheet 3: Course Reporting and Post-Course Procedures

Who	When	How
Verify attendance and satisfactory completion for those requesting ASHA CEUs		
Who monitors attendance and reviews completion records?	How soon after the course ends does this occur?	How is attendance managed (paper, online reports, etc.)? Where is this information collected and stored? How is this information pulled from software, if used? How is intent to earn ASHA CEUs indicated and captured? What is done if there is information missing?
Prepare course reporting (Excel spreadsheet, .csv file, etc.)		
Who prepares reporting? Is there a second check? By whom?	How soon after the course ends/how far ahead of the 45-day reporting deadline?	What format is typically used? How is the required information compiled into the correct format? What steps must be taken to locate, export, review and finalize data? Where are reporting files stored?
Submit reporting within deadlines (no more than 45 days after the course end date for most reporting)		
Who is responsible for submitting reporting and verifying submission is complete?	How soon after the course ends/how far ahead of the 45-day reporting deadline?	What are the steps required to find the file and submit it to ASHA? Are there specific naming conventions for the files? How are reporting deadlines tracked and checked when completed?
Review course roster from CE Registry once received		
Who reviews the roster?	How soon after receipt/ahead of 45-day deadline?	How can one find the rosters? What information is used to compare to roster? What steps are taken if changes are needed?
Maintain course participation records as required by ASHA CE Standards and Policies and any other record retention requirements		
Who ensures that records are stored and retained?	What is the organization's record retention schedule?	Where are records stored? What systems are in place to ensure privacy and security?
Provide instructor(s) with feedback on performance		
Who compiles the feedback and sends to instructor?	How soon after the course does this occur?	How is feedback provided? How do instructors access this information? Is this information used for any other purposes or shared with others in the organization?
Analyze course evaluation data		

Who	When	How
Who compiles the information to be analyzed? Who is involved in the analyses?	How soon after the course does this occur?	How is this data analyzed? Where is this information stored? What are steps that may be taken as a result of the analysis and to whom is this communicated?