Activities With Alternative Educational Delivery Methods

The ASHA Continuing Education Board (CEB) recognizes the growing trend of delivering all or part of an activity’s instruction outside the traditional speaker-led, classroom setting. Examples of such alternative educational delivery methods include:

- self-study: journals, newsletters, videotapes, audiotapes, computer packages, web-based;
- group activities: field experiences, laboratory assignments, assigned work outside the classroom or activity, web-based events;
- other evolving delivery mechanisms;
- independent study.

In these types of delivery formats, the amount of time required for the completion of learning activities varies from one learner to another.

Calculating CEUs for Alternative Educational Delivery Methods

When submitting activities for which the method of educational delivery does not lend itself to easy translation of 1.0 CEU for 10 contact hours, Providers must conduct a pilot study of the learning activity with a minimum of 10 participants who are representative of the activity’s target audience.

Once the pilot study is completed, the Provider is expected to review the pilot study data carefully. The Provider then submits the activity and the pilot study data using the Pilot Study Report form along with the Activity Registration Form and all required attachments. (See “Procedures for Planning CE Activities with Alternative Educational Delivery Mechanisms” and “Instructions for Completing the Pilot Study Report.”)

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

Conducting Activities with Alternative Educational Delivery Mechanisms

Providers use an array of mechanisms for delivering continuing education. The CEB has established requirements and procedures to assist Providers using alternative educational delivery mechanisms in maintaining the standards upon which the ASHA CEU is based.

March 2004
The requirements that follow apply to activities (e.g., manuals, journals, field experience, assigned work outside of the classroom, e-learning, etc.) where the delivery method is different from the traditional classroom setting. Providers must adhere to the 11 CEB Requirements (see “Requirements for ASHA CE Provider Approval” in section 2) when planning, promoting, implementing, evaluating, and reporting on activities with alternative educational delivery mechanisms.

Procedures for Planning CE Activities with Alternative Educational Delivery Mechanisms

In addition to the “General Procedures for Planning and Reporting Provider-Planned CE Activities,” the ASHA CE administrator should use the following administrative procedures to plan, promote, conduct, and report on activities with alternative educational delivery mechanisms for ASHA CEUs.

Prior to registering the activity for ASHA CEUs:

- Conduct a pilot study with at least 10 participants who are drawn from the product/activity’s intended target audience. *Do not include peer reviewers in your piloting pool.* Be sure to:
  - Explain the purpose of the pilot (i.e., to establish the typical amount of time it takes a learner to complete the activity) to each participant. Provide each pilot participant with the complete CE product (be sure to include learner assessment and program evaluation) and a tool to record their time. (See sample participant time log in Appendix Q. You may modify to suit your product.)
  - Establish a date by which the pilot participants should complete the CE product and submit their time log.
  - Have the pilot study participants track, in minutes, the time required to complete each element of the product/activity where an alterative educational delivery mechanism is employed (e.g., reading, case study, field experience, asynchronous discussion, research, assessment of learning, program evaluation, etc.). (See “Sample Participant Time Log.”)
  - Complete the Pilot Study Report form (see Appendix Q). In this report, the Provider explains the pilot study’s methodology, provides raw data, and explains the study’s analysis and ASHA CEU calculation. (See “Instructions for Completing the Pilot Study Report” in section 4.)
    - For periodicals only—Establish a formula for periodical CE products (e.g., journals, newsletters) based on word count, learner assessment and activity evaluation completion times from the initial pilot study. (See “Table II: Periodical Enduring Materials Formula” in Appendix Q.)
Apply the formula to subsequent issues of the periodical (assuming no substantive changes in delivery, format, or content of the product). The rationale for ASHA CEUs offered must be provided when registering any subsequent issue of the periodical. (See “Instructions for Completing the Pilot Study Report/Table III: Future Journal/Newsletter CEU Calculation” in section 4)

Registering the activity for ASHA CEUs:

- Submit the Pilot Study Report along with the Activity Registration Form and required attachments no less than 30 days prior to your intended start date.

- Do not advertise the CE activity for ASHA CEUs until receiving notification from the CEB that your method for calculating ASHA CEUs has been approved. You will receive a response from the CEB within 2 weeks of receipt of the Activity Registration Form and Pilot Study Report by the ASHA National Office.

- Upon approval of the CEU amount and peer reviews (if applicable), you may advertise the activity for ASHA CEUs.

- Conduct a new pilot study if there are any substantive changes to the delivery, format, or content of the CE product/activity.
Pilot Study Report Form

Providers must submit a Pilot Study Report Form when registering group (live) or self-study activities that use a delivery mechanism that does not easily equate 10 hours of contact to 1.0 ASHA CEUs (e.g., manuals, journals, web-based activities, field experience, assigned work outside of the classroom, etc.).

In the Pilot Study Report, the Provider lists the activity’s alternate educational delivery components that were piloted, and provides data and analysis to justify the number of ASHA CEUs for the activity. Pilot study data must reflect the product you intend to register in the future. If there are significant changes in the product’s delivery, format, or content, the Provider must submit new pilot study data or evidence as to how/why the existing pilot data remains a true measure of the time required to complete the product.

Instructions for Completing the Pilot Study Report Form

Date of report

Fill in the date the Pilot Study Report Form was completed.

Provider code

Enter the four-letter Provider code (assigned by ASHA) in the boxes provided.

Activity number

Write in the activity number used on the Activity Registration Form in the four boxes provided.

Title of activity

Provide title of activity. There is a limit of 60 characters, including letters, numbers, spaces, and punctuation marks.

A. Methodology

- Start/End date of pilot: Indicate the date the pilot began and the date the pilot ended. The pilot study must be conducted in the 12 months prior to registration of the product.

- Number of pilot testers: Indicate the number of pilot testers. The Provider must have a minimum of 10 individuals (drawn from the product’s intended target audience) participate in the pilot study. Do not include peer reviewers in your pilot study pool.

- Activity components piloted: Indicate each component that the participants piloted.
B. Activity/Product description

*Periodical:* Describe the periodical by checking the appropriate boxes for page size, number of columns, and provide word count. Be sure to complete Table II: Periodical Enduring Materials Formula.

*All other activities:* Check off the applicable component(s) of the activity.

C. Data /Analysis/CEU calculation

**Table I: Summary of Pilot Data**

*If you are using the electronic form and have Excel software, double click on the Excel grid to enter your pilot study data. Otherwise provide data, analysis and CEU calculation in a similar format.*

**Data**
- Provide each pilot testers name.
- For each pilot tester, enter the number of minutes spent completing each component (i.e., reading time, discussion board, etc.) piloted.
- Total the minutes for each pilot testers.

**Analysis**

Calculate the mean, median and mode in minutes for product. Mean, median and mode are requested to ensure the appropriate measure of central tendency is used to calculate the CEUs. If using the electronic form, just enter you data into the Excel spreadsheet and the mean, median, mode and CEU amount will be calculated for you.

*Mean* is the summary statistic obtained by adding up all the data values and then dividing by the number of participants. Mean is the preferred measure of central tendency when your data are symmetrical.

*Median* is the summary statistic obtained by finding the middle value of your data set. Median is the preferred measure of central tendency when your data contains outliers. Outliers affect the distribution because they are extreme scores.

*Mode* is the summary statistic obtained by finding the most frequent value.

**CEU calculation**
- Determine whether you will use the mean (data is symmetrical) or median (data contains outliers) to reflect the true average product completion time.
- Take either the mean or median for the product and divide that number by 60.
- To convert number of hours to ASHA CEUs, divide the number of hours by 10.
- Round down: Round the number calculated down to the nearest tenth (0.1).
Table II: Periodical Enduring Materials Formula

For journals or newsletters, the initial pilot study results are used to establish a formula that is used to determine the number of ASHA CEUs for subsequent issues of the periodical with similar instructional level and content.

Establish formula:

1. Words per minute: Calculate the mean or median words read per minute based upon pilot study data.
2. Learner assessment questions per minute: Calculate (if applicable) the mean or median number of minutes per learning assessment question based upon pilot study data.
3. Activity evaluation questions per minute: Calculate the mean or median number of minutes per activity evaluation question based upon pilot study.

D. Confirmation and Signature

In this section, the ASHA CE administrator verifies that all information submitted on the Pilot Study Report is correct and complete. The ASHA CE administrator must sign and date the Pilot Study Report.

Completing Table III: Future Journal/Newsletter CEU calculation

If you register subsequent issues of the periodical, use this procedure to calculate ASHA CEUs for that issue. Be sure to provide your calculations when registering the periodical:

1. Calculate the number of minutes needed to read the subsequent issue by dividing the number of words in the current issue of the periodical by the previously calculated words per minute average.

2. Calculate the number of minutes needed to complete the learning assessment by dividing the number of multiple-choice questions in the current learning assessment by the previously calculated learner assessment questions per minute average.

3. Calculate the number of minutes needed to complete the activity evaluation by dividing the number of questions in the current activity evaluation by the previously calculated activity evaluation questions per minute average.

4. Add the total minutes reading time, the total minutes learning assessment time and total minutes for activity evaluation time to arrive at the total number of minutes required to complete the product.

5. Divide the total number of minutes needed to complete the product by 60 to get the proposed number of hours to complete the product.
6. Finally, divide the proposed number of hours needed to complete the product by 10 to calculate the proposed CEUs for this product. Round number down to the nearest tenth (0.1).

**Example of How to Complete Table III**
**Calculating ASHA CEUs for Journals/Newsletters**

**Step 1 – Periodical Enduring Materials Formula.** Based on your pilot study report, you will receive an approval letter from the CEB containing the following information:
- Words per minute average
- Learner assessment questions per minute average
- Activity evaluation questions per minute average

This information is used to calculate the CEUs for subsequent issues of that newsletter or journal. An example of how to use this information to calculate the ASHA CEUs for the next issue of that newsletter or journal follows:

If your pilot study data reflected:
- Words per minute average = 153.6 words per minute
- Questions per minute average = 1.38 questions per minute
- Activity evaluation questions per minute average = 2.5 questions per minute

**Step 2 – Calculate ASHA CEUs.** If, for example, your next issue contains 16,750 words, 25 learner assessment questions, and 7 activity evaluation questions—your calculations would look like this:

<table>
<thead>
<tr>
<th>Step</th>
<th>Formula</th>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A= Number of words in journal/newsletter</td>
<td>16,750 words</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>B= Divide the number of words in journal/newsletter “A” by established words per minute average</td>
<td>16,750/153.6</td>
<td>109 minutes</td>
</tr>
<tr>
<td>C</td>
<td>C= Number of questions in learning assessment</td>
<td>25 questions</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D= Divide the number of questions in learning assessment “C” by established questions per minute average</td>
<td>25/1.38</td>
<td>18.1 minutes</td>
</tr>
<tr>
<td>E</td>
<td>E= Number of activity evaluation questions</td>
<td>7 questions</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>F= Divide the number of activity evaluation questions in “E” by established activity evaluation questions per minute average</td>
<td>7/2.5</td>
<td>2.8 minutes</td>
</tr>
<tr>
<td>G</td>
<td>G= Add the number of minutes calculated in step “B” to the number of minutes calculated in step “D” and to “F”</td>
<td>109 + 18.1 + 2.8</td>
<td>129.9 minutes</td>
</tr>
<tr>
<td>H</td>
<td>H= Divide the number calculated in step “G” by 60 to arrive at average number of hours to complete the activity</td>
<td>129.9/60</td>
<td>2.16 hours</td>
</tr>
<tr>
<td>I</td>
<td>I= Divide the average number of hours calculated in “H” by 10</td>
<td>.216</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>J= Round number calculated in “I” down to the nearest tenth (0.1)</td>
<td>.2 ASHA CEUs</td>
<td></td>
</tr>
</tbody>
</table>

Total number of ASHA CEUs (J) = 0.2. Example indicates 0.2 ASHA CEUs for the issue.

**Step 3 – Provide calculations when registering the new activity.**
**Pilot Study Report Form**  
American Speech-Language-Hearing Association  
Continuing Education Registry

**Instructions:** The Pilot Study Report Form along with the Activity Registration Form and required attachments must arrive at the ASHA CE Registry no fewer than 30 calendar days prior to the proposed start date of the group activity or self–study. See *Procedures for Planning CE Activities with Alternative Delivery Mechanisms* pp. 124-2 and 124-3 for information on conducting a pilot study and *Instructions for Completing the Pilot Study Report* pp. 144-1 – 144-4 for instructions for completing this report.

Note: *The CEB reserves the right to adjust CEU amounts after reviewing the data and analysis provided. The self-study or group activity may not be advertised for ASHA CEUs until the Provider receives an acceptance letter from the Continuing Education Board (CEB).*

**Date of report:**  
**Provider code:** /__ /__ /__ /__/ **Activity number:** /__/__/__/__/  
**Title of activity:** ________________________________

---

**A. Methodology**

<table>
<thead>
<tr>
<th>Start date* of pilot:</th>
<th>End date* of pilot:</th>
</tr>
</thead>
</table>

**Number of pilot testers (no fewer than 10):**

<table>
<thead>
<tr>
<th>Activity components piloted (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Reading time</td>
</tr>
<tr>
<td>✅ Assessment of learning</td>
</tr>
<tr>
<td>✅ Other (please specify):</td>
</tr>
</tbody>
</table>

* Pilot study must be conducted within 12 months prior to registration of non-periodical products.

---

**B. Activity/Product description**

<table>
<thead>
<tr>
<th>If a periodical (newsletter/journal)*</th>
<th>All other activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page size (check one)</td>
<td>Activity/Product includes (check all that apply)</td>
</tr>
<tr>
<td>✅ 8½ X 11</td>
<td>✅ Videotape</td>
</tr>
<tr>
<td>✅ 11 X 14</td>
<td>✅ Audio cassette</td>
</tr>
<tr>
<td>✅ Other (please specify):</td>
<td>✅ Electronic slide show</td>
</tr>
<tr>
<td>Number of columns per page (please specify):</td>
<td>✅ Manual</td>
</tr>
<tr>
<td>Number of words in issue (please specify):</td>
<td>✅ CD-ROM</td>
</tr>
<tr>
<td></td>
<td>✅ Electronic threaded discussion</td>
</tr>
<tr>
<td></td>
<td>✅ Learner assessment</td>
</tr>
<tr>
<td></td>
<td>✅ Participant activity evaluation</td>
</tr>
<tr>
<td></td>
<td>✅ Other (please specify):</td>
</tr>
</tbody>
</table>

*Complete and submit Table II: Periodical Enduring Materials Formula*
C. Data/Analysis/CEU Calculation

Table I: Summary of Pilot Data
If using electronic version, double click on Excel grid below. Enter pilot participants’ names and his/her pilot data (in exact minutes). The mean, median and mode and ASHA CEUs automatically calculate. If you prefer, you may manual fill in the information requested below or attach your data, analysis and ASHA CEUs in a similar format.

<table>
<thead>
<tr>
<th>Name</th>
<th>Reading Time</th>
<th>Exercise completion</th>
<th>Assessment of learning</th>
<th>Participant evaluation</th>
<th>Other</th>
<th>Total minutes per participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean for product 0
Mode for product 0
Median for product 0

CEU Calculation

Table II: Periodical Enduring Materials Formula
Complete only when piloting periodicals

Use the process below to establish a formula for calculating CEUs for future issues of your newsletter or journal.

A. Number of words in journal or newsletter you piloted A=
B. Mean or median reading time B=
C. Divide the total in step “A” by the number in step “B” C=

Words per minute average “C”= _____________________________

A. Number of questions in learning assessment A=
B. Mean or median learning assessment completion time B=
C. Divide the total in step “A” by the number in step “B” C=

Learner assessment questions per minute average “C”= ____________
A. Number of questions in activity evaluation A=
B. Mean or median activity evaluation completion time B=
C. Divide the total in step “A” by the number in step “B” C=

Activity evaluation questions per minute time average “C”= ________

D. Confirmation and signature

I have reviewed the Pilot Study Report and ensure implementation according to the requirements established by the Continuing Education Board.

<table>
<thead>
<tr>
<th>ASHA CE administrator’s name (please print or type)</th>
<th>Original signature of the ASHA CE administrator</th>
</tr>
</thead>
</table>

Date

---

Table III: Future Journal/Newsletter CEU calculation

Use the process below to calculate the number ASHA CEUs the next time you register an issue of this journal or newsletter. These calculations must be provided when registering the subsequent issue of the journal/newsletter.

<table>
<thead>
<tr>
<th>A. Number of words in journal/newsletter</th>
<th>A=</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Divide the number of words in journal/newsletter “A” by established words per minute average</td>
<td>B=</td>
</tr>
<tr>
<td>C. Number of questions in learning assessment</td>
<td>C=</td>
</tr>
<tr>
<td>D. Divide the number of questions in learning assessment “C” by established questions per minute average</td>
<td>D=</td>
</tr>
<tr>
<td>E. Number of activity evaluation questions</td>
<td>E=</td>
</tr>
<tr>
<td>F. Divide the number of activity evaluation questions in “E” by established activity evaluation questions per minute average</td>
<td>F=</td>
</tr>
<tr>
<td>G. Add the number of minutes calculated in step “B” to the number of minutes calculated in step “D” and to “F”</td>
<td>G=</td>
</tr>
<tr>
<td>H. Divide the number calculated in step “G” by 60 to arrive at average number of hours to complete the activity</td>
<td>H=</td>
</tr>
<tr>
<td>I. Divide the average number of hours calculated in “H” by 10</td>
<td>I=</td>
</tr>
<tr>
<td>J. Round number calculated in “I” down to the nearest tenth (0.1)</td>
<td>I=</td>
</tr>
</tbody>
</table>

Total number of ASHA CEUs “J”= ______________________
Sample Participant Time Log

Instructions for Provider: Modify the following log to suit your activity. Distribute it to at least 10 individuals drawn from the product’s intended target audience. Do not include peer reviewers in your piloting pool. Do not submit time logs to ASHA CE. This form offers a suggested format for collecting data from your pilot testers.

Participant name: ______________________________________________________________

Date: _________________________________________________________________________

Activity title: __________________________________________________________________

Instructions for the participant: Keeping an accurate account of your time is critical to the purpose of this study. You are not expected to complete this activity in one session. Keep track of your time for each element separately. Each time you begin to work on the activity, go to that element, log in the date, the activity you are completing and your start time. Log in an end time each time you stop work, even if it is only for a short break. Log in an end time when you finish one article or part of an article and begin another. When you return to work, begin a new line with a new start time. You may have several time entries for the same date.

I. Reading time

<table>
<thead>
<tr>
<th>Date</th>
<th>Start time</th>
<th>End time</th>
<th>Number of minutes</th>
</tr>
</thead>
</table>

II. Exercise completion

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Start time</th>
<th>End time</th>
<th>Number of minutes</th>
</tr>
</thead>
</table>

III. Participation in electronic discussion

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion question</th>
<th>Start time</th>
<th>End time</th>
<th>Number of minutes</th>
</tr>
</thead>
</table>

IV. Other (please specify):

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Start time</th>
<th>End time</th>
<th>Number of minutes</th>
</tr>
</thead>
</table>

V. Assessment of learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Start time</th>
<th>End time</th>
<th>Number of minutes</th>
</tr>
</thead>
</table>

VI. Participant activity evaluation

<table>
<thead>
<tr>
<th>Date</th>
<th>Start time</th>
<th>End time</th>
<th>Number of minutes</th>
</tr>
</thead>
</table>
Frequently Asked Questions: Conducting Pilot Studies

Q. What is the purpose of conducting a pilot study?

A. To determine the number of ASHA CEUs for an activity when seat time, viewing time or listening time can not be used to calculate CEUs. See CEB Manual “Calculating CEUs for Alternative Educational Delivery Methods” page 124-1.

Q. When do I need to conduct a pilot study?

A. For any group (live) or self-study activity, where the ASHA CEU amount can not be calculated using seat time, viewing time, or listening time.

Q. What’s the difference between self-studies and activities with alternative delivery mechanisms?

A. Self-study refers to a learning experience where a learner interacts with an educational product. A self-study with readings, assignments, projects, etc., may need a pilot study to determine the appropriate number of ASHA CEUs. Alternative educational delivery mechanism refers to how the product is delivered, e.g., web-based, manual, newsletter. Anything that is not instructor-led classroom delivery is considered an alternative delivery mechanism. Both group (live) and self-study activities may be delivered through alternative mechanisms.

Q. How many people need to pilot my product?

A. At least 10 individuals must pilot the product. However, the larger the pilot group, the more accurate and generalizable the results. See CEB Manual “Procedures for Planning CE Activities with Alternative Educational Delivery Mechanisms” page 124-2.

Q. Will all my newsletters be worth the same amount of CEUs as my initial pilot?

A. Not necessarily. Based on the results of the initial pilot study, you will:
   - Establish a reader words-per-minute average
   - Establish a reader learner assessment questions-per-minute average
   - Establish an activity evaluation questions-per-minute average

Then the words-per-minute, learner assessment questions-per-minute, and activity evaluation questions-per-minute formulas established in the initial pilot are used to determine the CEUs for subsequent issues of the newsletter or journal. See CEB Manual “Completing Table III: Future Journal/Newsletter CEU Calculation” page 144-3 for step-by-step instructions and the example of how to complete Table III found on page 144-4.