Sample Continuing Education Program Process Documentation

This document is an example of what your organization's process documentation might look like. The format and content should be customized to meet your organization's needs.

The following table of contents includes areas where your organization might have policies, processes, and procedures. You should customize the contents to suit your needs.

Example Table of Contents

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Event Prep Process

Example Process Template

Title:	Name of Process or Task
Description:	Include important details about the "why" or other information that those who may complete this task need to understand what needs to be done.
Responsible Parties:	Who is involved in this task and who is ultimately responsible for ensuring it is completed.
Timeline:	When will this task be completed (may reflect both internal and ASHA CE deadlines).
Steps:	Outline what is involved in completing this task. Provide as much detail as needed so that someone with less knowledge of the process would be able to pick up and complete it, if needed. May include login information, details about where to find the information needed to complete the task, when and who to ask about the budget, etc.
Resources:	May include internal and external resources to assist with the task, including relevant ASHA resources. Resources may also be included as hyperlinks within the steps.

The following are example process documentation entries. These are intended as illustrations of what might be included and should be customized to your organization's unique needs.

Policies

Cancellation and Refunds

Description: These are the policies shared with learners that describe when and how they can cancel course registration and how refunds are handled. This should include both when the course is cancelled

by the organization and when the learner cancels.
Responsible Parties: CEA, CEO, Marketing
Timeline: Reviewed annually
Steps:

1. Review data on cancellations and refund requests to date, as well as any confusion learners may have reported (located at XXX).
2. Determine if changes should be made to policy or how the policy is communicated to learners.
3. Make changes and share with relevant parties.

Course Planning

Needs Assessment

Description: To ensure high-impact programming, instructional needs of the community must be identified prior to planning any course content. On a quarterly basis, the Planning Committee members will meet to conduct the needs assessment process to determine what courses will be implemented in the FOLLOWING quarter (i.e. Q2 Needs Assessment meeting will determine Q3 courses).
Responsible Parties: Planning Committee Members
Timeline: First Friday each quarter
Steps: The needs assessment conversation consists of the following:

1. Prior to meeting, Committee members will review all program evaluation surveys from the previous quarter's courses to identify patterns of possible topics to cover. The data can be found in this survey document (be sure you are on the correct tab of the spreadsheet).
2. Committee may request involvement from the Data Analyst, Program Director/CE Administrator, or subject matter experts during the meeting. Be sure to submit the Request Form at least 1 week prior to the Needs Assessment meeting.
3. During the meeting, the Planning Committee chair will review the findings of the committee members and fill out the Needs Assessment form with analysis and decisions on which topics will be pursued.
    - Depending on budget cycle, please select between 3 and 5 topics to create courses for—see budgeting guidance here
4. Once topics have been identified, Needs Assessments forms must be submitted to the Program Director/CE Administrator for review. Once approved, Needs Assessments are stored in the corresponding quarterly folder in Google Drive.

Course Content

Learning Outcomes

Description: Learning Outcomes form the basis for the instructional design and content covered. They are informed by the results of the needs assessment.
Responsible Parties: Planning Committee Members + Program Director/CE Administrator
Timeline: At least 60 days prior to planned event
Steps: For each course, the Planning Committee members and Program Director will do the following.

1. Pull the Needs Assessment form for the course in question and review the "Potential Subtopics to cover" section.
2. On the Course Planning form, work each appropriate subtopic into a discreet, measurable-and-observable, Learning Outcome with the following format: "As a result of this course, learners will be able to_____".
    a. Outcomes should be concrete, explicit, and descriptive
    b. Outcomes MUST use measurable/observable verbs such as "Describe", "List", "Explain", etc. Please refer to Bloom's Taxonomy for other appropriate words.
        i. Outcomes using poor verbs like "Understand" or "Learn" will be rejected by the Program Director/CE Administrator.

Instructional Personnel

Instructor Disclosures

Description: To provide transparency in course content and design, all relevant relationships for course planners and instructors must be identified, mitigated, and disclosed to learners.
Responsible Parties: Instructors and CEA
Timeline: Process begins at least 6 months prior to the start of the course. Must be completed by one month before the course to be included on promotional materials.
Steps:

1. Include disclosure form (located at XXX) to course planners and instructors with speaker agreement.
2. CEA to review returned forms and discuss any potential conflicts with personnel.
3. Determine which relationships are relevant to course content or design.
    a. Resolve any relevant relationships.
        i. Determine if disclosing to learners is a sufficient resolution.
        ii. If not, determine what is needed to resolve the conflict of interest.
            1. Alter control of course content or design.
            2. Engage in peer review of content.
            3. Disqualify the planner or instructor.
            4. Other.
    b. If none exist or none are deemed relevant, no resolution process is needed.
4. Draft disclosure statements that will be shared with learners prior to course registration.
    a. Share with personnel for review and approval.
    b. Include disclosures on promotional materials submitted to ASHA CE.
    c. Remind instructors that disclosures must be shared at the start of the course.
5. Store disclosure forms and other related documentation at XXXX.
    a. Documents must be kept for at least 4 years after the date of the final course offering for ASHA CEUs.

Resources:

- Transparency and Disclosure

Course Implementation

Reporting Learners to ASHA CE

Description: Learners who indicate a desire to earn ASHA CEUs and grant permission for their information to be sent to ASHA CE must be included in course reporting. Reporting for each course offering can be submitted only once, so all learners should be included.
Responsible Parties: Course instructor and CEA
Timeline: Must be submitted no later than 45 days after the end of the course offering.
Steps:

1. Log into LMS and navigate to course offering.
    a. Log in URL:
    b. Password:
2. Export learner information into Excel.
3. Review information to ensure that all required information is there and in the correct format.
4. Log into CE Provider Portal and upload reporting.

Resources:

- See CE Portal Guide for more information on reporting.