

## **Activity Promotion Requirements**

ASHA Approved CE Providers are required to provide potential participants in their activities with written information that identifies the Approved CE Provider of the activity as well as the activity's CEUs, content area, and instructional level. This information is contained in a standard promotional paragraph that must be used in all promotional material related to the activity. The promotional paragraph must be used as written. In addition to the required promotional paragraph, the Provider must use the ASHA Approved CE Provider logo. This logo helps individuals identify activities that are offered for ASHA CEUs by an ASHA Approved CE Provider. See the Section 4, p. 119, "Requirements for Promoting ASHA Continuing Education Activities," for more details about promotional requirements, the required paragraph, and the ASHA Approved CE Provider logo.

## **Activity Components Identified in the Promotional Paragraph**

To provide a reliable basis for participants to select quality continuing education activities to meet their personal learning needs, the Continuing Education Board has Providers categorize continuing education activities by content area, instructional level, and number of CEUs--all of which are described further below.

### **Content Area**

CE activities offered for ASHA CEUs must fall within one or more of the three content areas described below. Activities that do not fit in one or more of the content areas are not appropriate to be offered for ASHA CEUs.

1. **Basic Communication Processes (B).** Information (beyond the basic ASHA certification requirements) applicable to the normal development and use of speech, language, and hearing—that is, (a) anatomic and physiological bases for the normal development and use of speech, language, and hearing; (b) physical bases and processes of the production and perception of speech, language, and hearing; (c) linguistic and psycholinguistic variables related to normal development and use of speech, language, and hearing; and (d) technological, biomedical, engineering, and instrumentation information (such as computer programming and microprocessor adaptations) that enable expansion of knowledge in the basic communication processes.
2. **Professional (P).** Information pertaining to disorders of speech, language, and hearing—for example, (a) various types of disorders of communication and their manifestations, classifications, and causes; (b) evaluation skills, including procedures, techniques, and instrumentation for assessment; and (c) management procedures and principles in habilitation and rehabilitation of communication disorders.
3. **Related (R).** Study pertaining to the understanding of human behavior, both normal and abnormal, as well as services available from related professions that apply to the contemporary practices of speech-language pathology and/or audiology—for example, (a) theories of learning and behavior; (b) services available from related professions that also deal with persons who have disorders of communication; (c) information from these professions about the sensory, physical, emotional, social, and/or intellectual status of a child or adult; and (d) such other areas as program management, economics of professional practice, legislative issues, professional ethics, clinical supervision, counseling and interviewing, application of computers, and modern technology and statistics.

## Instructional Level

Instructional levels are described as follows:

1. **Introductory.** This level assumes the participant has little or no knowledge within the area covered. The focus of the activity is on general orientation and increased awareness of the participant.
2. **Intermediate.** This level assumes that the participant has a general familiarity with the literature and professional practice within the area covered. The focus of the activity is on increased understanding and application by the participant.
3. **Advanced.** This level assumes the participant has familiarity with knowledge and professional practice within the area covered. The focus of the activity is on increasing familiarity with findings in the current literature and may also include future directions, theoretical information, and the clinical and research applications.
4. **Various.** Some continuing education activities comprise two or more levels of instruction. If more than half of the activity falls within the Introductory, Intermediate, or Advanced level of instruction, the activity should be classified in that level. If the activity is made up of many sessions (e.g., convention or conference), all at various levels, then the activity should be classified as Various.