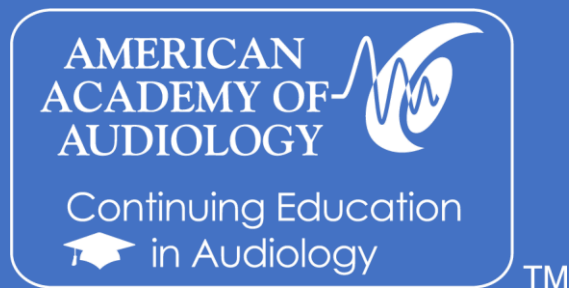


# American Academy of Audiology

CE Provider Course Application Requirements  
and Guidelines



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# American Academy of Audiology

## CE Provider Course Application Requirements and Guidelines

### General Information

The purpose of continuing education is to ensure the professional development through expansion of knowledge that allows an individual to enhance, refine or develop knowledge, skills or competencies necessary for contemporary clinical practice, stay current with respect to advances in the profession or related fields, and/or implement changes to practice based on information acquired. In addition to the acquisition of knowledge, skills and competencies, continuing education allows audiologists to maintain licensure and maintain clinical certification (e.g., American Board of Audiology® Certified).

Continuing education units are approved by the American Academy of Audiology as a means to document the contact (educational) hours, to ensure that the activity has the content, processes, and learning outcomes appropriate for and applicable to the audiology community, and as an acknowledgment that the activity meets the standards of the Academy. The Academy's responsibility is to uphold the trust of patients and colleagues by ensuring the approval of continuing education is meaningful and contributes specifically to the growth of the individual within the scope of practice of an audiologist. With this in mind, audiology professional development for the purpose of achieving an Academy-approved CEU is defined as an educational activity in which the content enhances the audiologist's knowledge, skills, competence, and effectiveness at providing audiological services.

### Approval Process

Each course application must follow the Academy CE Algorithm.

-  [CE Algorithm](#)

If a course application is not in alignment with these documents, the course will not be approved for Academy CEUs.

The content of approved courses should be consistent with the Academy's position statements, guidelines, reports, Scope of Practice and Standards of Practice, as these are key strategic documents essential to the Academy and the audiology profession. [Click Here](#) to view these documents. The content of all course applications is reviewed by the Academy, and the Academy reserves the right to deny an application if any presentation is found to be inconsistent with the above documents.

All applications must be submitted through the online portal, any information submitted via email, mail or fax will not be considered.

## Deadlines for Course Fees

- All course applications must be submitted 30 days before the start of the course. If a course is submitted after the 30-day deadline, there is a late fee.
- Participant lists of approved applications must be submitted within 30 days of completion of the course. If submitted after the 30-day deadline, there is a late fee.

To view the fee structure, [Click here](#).

Below is the outline of information required in the online application.

## CE Provider Information

- **CE Provider Name**  
List name submitted in the annual registration form
- **CE Provider Contact Name**  
List primary contact submitted on the annual registration form
- **CE Provider Contact email**  
List email submitted on the annual registration form
- **Today's Date**  
List the current date

## Course Information

- **Title**  
The title listed is how it will appear on the official Academy transcripts.
- **Instructional Level**  
Select the appropriate instructional level for the program.
  - Fundamental:** developed for attendees seeking education in basic principles and concepts.  
Emphasis is placed on the development of fundamental knowledge, skills, and/or procedures. Previous knowledge of the content area is not essential.
  - Intermediate:** developed for attendees seeking review of fundamentals with emphasis placed on the development of new knowledge in applied applications, skills, and/or procedures. Emphasis is placed on reviews of the current literature and practices for those with working knowledge and experience in the content area.
  - Advanced:** developed for attendees seeking in-depth and critical discourse of a practice area or topic. Emphasis is placed on application and review of current techniques,

research findings, and future directions. Attendees with substantial experience in the content area will update and expand their current domain knowledge.

- **Format**

Select the appropriate format of the session:

**In-person**

**Live/online** (live streaming webinar or online meeting)

**Online on-demand** (prerecorded content)

**Self-directed** (ex: journal)

- **Program Focus**

Identify program focus:

**Knowledge** - information: delivered primarily in a lecture/presentation format

**Skills** - application of information: primarily "hands-on" training

- **Type of Training**

Identify the type of training:

**Product Training**

**Clinical**

**Practice Management**

**Other**

- **Needs Analysis**

Explain how the needs analysis was conducted.

A needs analysis is a method by which one determines the requirements, needs or expectations of a learner prior to a learning experience, event or program. Needs analysis methods may include: focus groups; questionnaires; surveys; participants' comments and suggestions; records; reports; tests; self-assessments; print media; observations; work samples; industry requirements, customer requests.

- **Purpose of the Program**

Describe the purpose of the program using the relevance and takeaways this offering will provide.

How does this course enable audiologists and others in the audiology field to better serve their patients?

- **Relevance:** For research applications, we are looking for sessions with solid study design, good methodology and easily recognized conclusions. Clinical-based applications should demonstrate the benefit in day-to-day operations and have practical applications. For applications which are non-clinically focused, skills should be identified which assist: 1) facilities to evolve and grow 2) office managers to become more

effective 3) doctors to be more efficient or 4) researchers to become better able to share information in a non-scientific setting.

- **Substance and Concrete Takeaways:** Does the program offer concrete takeaways for the learner? Are there practical tips or techniques that an attendee can apply on their return to the workplace?

- **Verifying Participant Attendance**

Providers will list how participant attendance will be verified. Program providers must verify each participant's attendance. A Program Report Form must be submitted along with accompanying materials within 30 days following each live offering. For all courses approved solely as on-demand/recorded offerings, a program participant list must be submitted in regular monthly or quarterly intervals throughout the calendar year. This includes a final program or brochure, the program approval number, and a list of participants desiring Academy CEUs, and the number of CEUs each participant earned. You do not need to send course evaluations or any other materials to the Academy.

- **Types of Learning Support Materials**

Describe the type of learning support materials that will be available during the program (e.g., audio visual aids, handouts, etc...).

- **Education Facilities**

Describe the type of education facility that will be provided.

Proper education facilities, reference materials, instructional aids, and equipment should be provided.

The environment must be conducive to learning.

## Course Details

- **Number of CEUs**

List the total number of CEUs requested on this application.

*Definition:* One CEU (1.0) = ten contact hours of participation in organized continuing education/training experience under responsible qualified direction and instruction. One hour of instruction is equivalent to 0.1 CEU.

*Calculating the Number of CEUs*

When calculating the number of CEUs for an activity, figures should be based on instructional time, **excluding** breaks, meals, and other non-educational events. When calculating CEUs, concurrent sessions can only be counted for the maximum amount of CEUs that can be earned and should not be totaled. A continuing education activity must be 30 minutes in length, courses smaller in duration may be combined and submitted as a half-hour CE activity (i.e. 2 – 15-minute sessions). Any fraction of an hour will be rounded down to the nearest ½ hour. For instance, if an activity totals 7.8 hours in length, it would be worth 7.5 contact hours or 0.75 CEUs.

*The following information is designed to help evaluate appropriate learning opportunities for Academy approved CEUs.*

Acceptable content areas for Audiology professional development include:

-Direct patient care activities including education opportunities that enhance the understanding, diagnosis and/or treatment of auditory and/or vestibular conditions.

-Indirect patient care topics including educational opportunities related to the practice of audiology that enhance service delivery, professional practice, and/or patient care (e.g., counseling techniques, legal and/or business aspects of audiology clinical practice, broader understanding of the healthcare environment, cultural sensitivity and diversity in the setting of practicing audiology, ethics, coding to ensure compliance and audiology practice viability).

Content areas for continuing education that are not considered appropriate for Academy CEUs are topics for which the proposed content is not directly related to the practice of audiology (e.g., employee benefits, money management, physical fitness), or topics that are clearly and primarily focused on a target audience other than audiologists. In addition, the following are not considered appropriate for Academy CEUs: Courses provided for academic credit, committee or leadership meetings, entertainment and recreation activities, tours, travel, or work experiences.

A timed outline should be provided listing course content. A maximum of 25% of time may be allotted for introductions and an unstructured Question/Answer period. Planned panel sessions that are structured and guided by a moderator, in which extended Question/Answer portions are encouraged, can be submitted for approval so long as the session has specific learner objectives and is able to evaluate learners' progress and provide learners with feedback.

*CEUs from courses with similar titles or subject matter offered by the same CE Provider may only be earned once within a transcript calendar year period. Duplicate courses may be removed from the Academy's official transcript. This includes topics with multi-hour offerings – e.g. Coding for 2 hours, Coding for 5 hours. The Coding for 2 hours would be removed in this case.*

- **Start Date**

List the start date of the offering.

If the course is offered multiple times live in person or live online, the start date should be the date of the first time it is offered.

For online on-demand courses, please enter the date the offering will first be available.

- **End Date**

List the end date of the offering.

If the course is only one day, enter the end date as the same date listed above for the start date. If the course is submitted for various offering dates, the end date should be the last day of the calendar year.

- **Location**

List the City and State the offering will be taking place.

If the course is offered multiple times, please type the word “various.” If the offering is online or self-directed list as either.

- **Target Audience**

Select the target audience of this application.

-Audiologist

-Hearing Aid Dispensers

-Students

-Other (if ‘Other’ please describe)

- **Instructional Type**

Select the instructional type of learning.

-Self-directed

-Led by an Instructor

## Agenda and Learner Outcomes

### **Agenda and Learner Outcomes Template**

Providers will use the [Agenda and Learner Outcomes Template](#) as part of their CE application. CE Providers will input the agenda, learner outcomes, descriptions/abstracts and a breakdown of CEUs. This completed template will be uploaded as part of the CE application process.

#### ***Agenda***

The Agenda must list every session for which the application is applying to earn CEUs. The agenda must list the title of the session, the amount of time the session will be offered, start time, end time, the number of CEUs the session is applying for, the instructors for the session, a session description/abstract and the learner outcomes associated with the session.

#### ***Learner Outcomes***

Learner outcomes are clear statements of the anticipated results to be achieved through an educational activity, focusing primarily on what participants are expected to learn as a result of attending that specific educational activity and how it relates to the practice of audiology. If a link between learner outcomes and audiology practice cannot be shown, the activity cannot be approved for CEUs by the Academy. Learner outcomes describe an observable behavior that the learner will be able to demonstrate as a result of the learning experience.



Learner outcomes should complete the following sentence: "After this course, participants will be able to..." To complete this sentence, follow with a measurable action verb (based on Bloom's Taxonomy) such as: describe, demonstrate, solve, identify, compare, contrast, evaluate, prepare, summarize, and write. Verbs to avoid: know, understand, learn, comprehend, and believe.

- If offering multiple sessions, each session is required to have learning objectives, this includes posters, panel and roundtables. They must be listed separately with each session.
- Learning objectives should be written to reflect the highest level of performance the learner will be able to achieve within a given timeframe.
- Begin each objective with a measurable action-verb that describes the (behavior) performance of the learner. Apply, describe, analyze, evaluate, assess, choose, or demonstrate are a few verbs that illustrate performance.
- Learning objectives should reflect the instructional level of the session. For example, a beginning-level session may use more knowledge-based action verbs: list, identify, define, etc. An advanced level session would include a higher-level action verb to describe the learning that is taking place: solve, analyze, classify, etc.
- DO NOT start your learning objective with an immeasurable action verb such as understand, learn or know.

## Required Academy Logo and Paragraph

As part of the application process, CE Providers must agree that all brochures and promotional/marketing materials will include the American Academy of Audiology continuing education logo and required promotional paragraph, which can be [downloaded by clicking here](#).

### **Appropriate Terminology for Promotional Materials**

In addition to the required logo and paragraph, CE Providers often reference the type(s) of approved continuing education being offered for the course. When offering Academy CEUs, it is appropriate to state, for example, "0.2 AAA CEUs" or "0.2 AAA Continuing Education Units". It is not appropriate to use the terms "credits" or "accredited." If you have questions on the text for your materials or need the CE Logo visit the Academy website.

## Marketing Materials

Applications must include an upload of all marketing materials showing use of the promotional paragraph and logo.

## Assessment Tool

Assessment of learning refers to specific processes through which learners demonstrate the attainment of learning outcomes. In every learning event for which CEUs are awarded, the CE Provider has the obligation to require learners to demonstrate that they have attained learning outcomes. Learners should be advised in advance what will be required.

As part of the online application, providers will be asked to describe their method for measuring and assessing that learning took place during the CE activity. Assessments may take diverse forms, including but not limited to performance demonstrations under real or simulated conditions, written or oral examinations, written reports, completion of a project, or self-assessment. Because the assessment method depends on the intended learning outcomes, they must be measurable or observable, clearly stated, and focused on the performance of the learner. A general question and answer period at the end of the activity is not considered an assessment of learning.

## Evaluation Tool

Applications must include an upload of a copy of the evaluation tool that will be used for the offering. Program evaluation tool refers to the structured collection of information about the activities, characteristics and outcomes of an offering to make judgment about the offerings effectiveness and/or guide decisions about the future of the offering. Evaluation findings should include questions used to make decisions about the offering implementation during the beginning, middle, during and after the event.

## Instructor(s)

All instructor information can be manually entered into the application or uploaded to the additional Instructors Biographies and Disclosures Task. Qualified instructors should be chosen. The instructor's bio should indicate and support his/her qualifications to present on this topic. A qualified instructor means an individual whose training and experience adequately prepares him or her to present on the chosen audiology topic. If an instructor has a financial or other relationship in any organization that may have a direct interest in the subject matter of the educational program, the audience must be aware of the relationship in print in advance of the presentation. In this way, any potential conflict of interest will be identified openly so attendees will have full disclosure of the facts and may form their own judgments about the presentation. Conflicts of interest may be real or perceived, and any potential for financial gain deriving from the reported work may constitute a conflict of interest. It is the responsibility of the submitter(s) to report any real or perceived financial conflict of interest.

## Instructor(s) Financial/Non-Financial Disclosure(s)

The Financial/Non-Financial Disclosure(s) information must be completed for all instructors as part of the online application.

In addition, financial disclosures or other relationships (non-financial disclosures) in any organization that may have a direct interest in the subject matter of the presented session must be made available in print to the audience in advance of the presentation. In this way any potential conflict of interest will be identified openly so attendees have full disclosure of the facts and may form their own judgments about the presentation. Conflicts of interest may be real or perceived, and any potential for financial or personal gain deriving from the reported work may constitute a conflict of interest. It is the responsibility of the CE Provider to report any real or perceived financial or non-financial conflict of interest

## Additional Instructors Biographies and Disclosures

Applications must include an upload of any additional instructor biographies or disclosures for the application.

## Registration Information

- **Is there a registration fee associated with this application?**
- **List the amount of the fee if applicable.**
- **List registration website for registration.**

## CE Provider Agreement

### **American Academy of Audiology CE Provider Warranties and Covenants**

CE Provider makes the following representations, warranties, and covenants and understands that the Academy reserves the right to withdraw approval at any time for failure to abide by these requirements. All information submitted in any course application by a CE Provider must be true and correct and is not false or misleading in any respect. For each application the CE providers must represent and agree to the following:

- CE Provider will abide by all rules, regulations, guidelines, procedures and policies of the American Academy of Audiology regarding the continuing education program (the 'Program'), as amended from time to time.
- Activities requesting Tier 1 CE hours will adhere to the guidelines. CE Provider has sufficient financial resources to sustain the development and implementation of its courses for the current year.
- CE Provider will make a mid-year and end-of-year payment due to the Academy for the total number of courses submitted to/approved by the Academy for CEUs throughout the year, regardless if the courses are offered or not. The CE Provider also agrees to pay any incurred fees associated with late course submissions or late payments.

- CE Provider hereby indemnifies, defends, and holds the American Academy of Audiology, its successors and assigns, and its directors, committee members, officers, employees, members, representatives, affiliates and agents, harmless from and against any and all loss, liability, damage, claim, suit, demand and expense, including, but not limited to, taxes, fines, penalties, court costs and attorney’s fees, arising in connection with or related to the Program, CE Provider's continuing education courses, programs and services and/or any act or omission of CE Provider or its employees or agents.
- CE Provider will not offer any in person continuing education opportunities that conflict with the American Academy of Audiology’s annual conference. Sessions being offered over the same dates and in the same city as the annual conference will not be accepted.

## Tier 1 CE Approval Information & Requirements

A continuing education (CE) course, seeking Tier 1 CE approval, must also meet the Academy [course approval requirements and guidelines](#).

### Who Needs Tier 1 CE Hours?

As stated by the American Board of Audiology:

*Tier 1 continuing education (CE) hours apply only to participants that are certified by the American Board of Audiology. American Board of Audiology requires its certificants to earn 5 Tier 1 CE hours annually.*

### Tier 1 CE Hours must meet the following requirements

Tier 1 CE hours are interactive, continuing education activities that are:

- A minimum duration of one (1) hour (smaller sessions may NOT be combined to meet the 1-hour requirement.) [i.e., 2- 30 minute, 4- 15 minute]
- Focused on one subject-area or various aspects of one subject.
- The instructional level of content presented must be intermediate or advanced.
  - Intermediate: Developed for attendees seeking review of fundamentals with emphasis placed on new knowledge in application, skills, and/or procedures. Reviews of current literature and practices for those with working knowledge and experience in the content area.
  - Advanced: Developed for attendees seeking in-depth discourse of a practice area or topic. Emphasis placed on application and review of current techniques, research findings, and future directions. Attendees with substantial experience in the content area will update and expand their current domain knowledge.
- Include interactivity. Examples of interactivity may include, but are not limited to, audience polling (hand raising/Poll Everywhere), demonstration or explanation of technique throughout the program, online programmable instructional activities, or a Tier 1 assessment. A “question and answer” period following the presentation does not qualify as interactivity. See examples below.

Note - Industry courses may be considered for Tier 1 CEUs when the course has substantive intermediate or advanced information with minimal product specificity and predominantly addresses

diagnosis, treatment, rehabilitation, and normal/abnormal diagnostic findings. Manufacturer “How To” Instructional Courses do not qualify for Tier 1 designation.

## Tier 1 Fee

**Tier 1 Fee: \$150.** Any course applying for Tier 1 approval must pay this fee, in addition to other required fees.

## Submitting Tier 1 CEUs to the Academy

- Participants must indicate to the CE Provider that they are ABA certified and are seeking Tier 1 credits by providing their Academy ID.
- The CE Provider must submit a participant list within 30 days following the offering via the Program Report Form indicating Tier 1 CEUs earned.

## Definition of an Interactive Activity

Interactive CE activities are focused and active, rather than passive, in which the delivery of the material incorporates learning assessment(s) in real-time. The presenter can immediately evaluate a learner’s knowledge of the material being presented throughout the presentation by polling participants, or in a hands-on, clinical learning format where participants are assessed through demonstration of an activity. The presenter’s role in an interactive activity is to: teach, review, assess and repeat that throughout the presentation.

## Program Formats Eligible for Tier 1 Designation

- Live presentations with interactive activity, either in person or online
- Online recordings of live, in person presentations with interactive activity (the learner still participates and benefits from the exchange of the interactive information)
- Online, on-demand presentations with an interactive activity

## Examples of Tier 1 Interactive Activities

- Polling:
  - *Teach, Review, Assess* by including a minimum of 2-3 polling questions per presentation.
  - Questions must be given throughout the lecture, not at the end of the lecture.
  - When polling participants, read each poll question and the answer choices aloud.
  - Follow up each polling question with the correct answer, discuss and/or answer any further questions.
- Clinical/Hands-On:
  - *Teach, Review, Assess* by offering participants an opportunity to demonstrate and review throughout the presentation and should include demonstration/practice activities for the participants: 1) perform, 2) demonstrate, or 3) explain.
  - Examples:
    - A participant demonstrates or practices the activity just learned from another participant (if appropriate) and explains how to perform the task.

- A participant demonstrates or explains a particular technique to the presenter by working with another participant (if appropriate), utilizing the technology and techniques that were taught.
- Assessment:
  - *Teach, Review, Assess* by including appropriate content related questions for a traditional graded assessment or a self-assessment/knowledge check.

### **Required Format of Polling Questions and Assessments**

- Questions must be given in a multiple-choice format, with no more than four (4) answer options.
- "All of the Above" or "None of the Above" are not permissible answers.
- True or False is not a permissible question type.

***Note – If any of the above requirements are not completed, the Academy has the right to rescind Tier 1 approval.***

# Appendix A - Suggested Assessment Tools

## In-Person Programs

In-person programs 1-2 hours in length:

- Participants complete a multiple-choice test (at least 5 questions per hour); after participants record their responses, provide answers for self-scoring.
- Participants write down concepts (at least 2 per hour) that were new or that are better understood as a result of the course.
- Participants answer open-ended questions (at least 1 per hour) related to the topic covered during the session. The responses can be written or given orally.
- Participants write/share how they will implement what they have learned once they return to work.

In-person programs 3 hours or greater (but less than a full day):

- Participants complete a multiple-choice test (4 questions per hour); after participants record their responses, provide answers for self-scoring.
- Participants complete a written exercise with open-ended questions (at least 1 question per hour) related to the learning outcomes.
- Participants engage in a simulation mimicking a situation participant may encounter in which they would need to apply what they learned during the session.
- Participants analyze a case study. Provide participants guidelines on the specific tasks that should be accomplished related to the study.

In-person programs one day or more:

- Participants complete a written test.
  - The answers can be a combination of multiple-choice and short answer (a minimum of three questions per hour).
  - Participants can be tested orally.
  - You can score participants or provide the answers for participants to score themselves.
- Participants work in small groups preparing a short presentation where they summarize a specific topic covered during the program. Each group is assigned a different topic.
- Participants engage in a simulation mimicking a situation participant may encounter in which they would need to apply what they learned during the session.
- Participants analyze a case study. Provide participants guidelines on the specific tasks that should be accomplished related to the study.
- Participants write down concepts (at least 2 per hour) that were new or that are better understood as a result of the course.

## Virtual Programs

Virtual programs 1-2 hours in length:

Participants complete a multiple-choice test (at least 8 questions per hour); after participants record their responses, provide answers for self-scoring.

- Participants write down concepts (at least 3 per hour) that were new or that are better understood as a result of the course.
- Participants answer open-ended questions (at least 2 per hour) related to the learning outcomes.
- Participants write how they will implement what they have learned once they return to work.

Virtual programs 3 hours or greater (but less than a full day):

- Participants complete a multiple-choice test (6 questions per hour); after participants record their responses, provide answers for self-scoring.
- Participants complete a written exercise with open-ended questions (at least 2 question per hour) related to the learning outcomes.
- Participants analyze a case study. Provide participants guidelines on the specific tasks that should be accomplished related to the study.

Virtual programs one day or more:

- Participants complete a written test; after participants record their responses, provide answers for self-scoring.
  - The answers can be a combination of multiple-choice and short answer (a minimum of five questions per hour).
- Participants analyze a case study.
- Provide participants guidelines on the specific tasks that should be accomplished related to the study.