



Professional Acknowledgment for  
Continuing Education

Provider Manual



**ASCLS**

The American Society for  
Clinical Laboratory Science

**American Society for Clinical Laboratory Science**

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Rev. 12- 2024

**Professional Acknowledgment for Continuing Education (P.A.C.E. ®)** is an administrative system established to stimulate and serve as the quality assurance mechanism for continuing education programs offered to clinical laboratory professionals by ASCLS constituent societies, laboratory industry, government agencies, hospitals and educational organizations.

In 1977, P.A.C.E. ® was created to provide a mechanism for recording credits for medical laboratory professionals earned by attending continuing education programs to maintain and enhance their competence. P.A.C.E. ® serves as a quality assurance mechanism for program approval.

ASCLS sponsorship of continuing education credit granting programs was among the first implemented by a professional society, and P.A.C.E. ® has helped to maintain high standards of program quality and professional acceptability.

CLIA '88 recommendations, state licensure requirements, recertification requirements of the ASCP Board of Certification (BOC), and even laboratories' employment requirements, all have one thing in common: the need for continuing education credits. Clinical laboratory professionals need and use P.A.C.E. ® programs to gain continuing education credit for recertification and licensure renewal.

P.A.C.E. ® approved programs are accepted by the ASCP-BOC for recertification, and for license renewal in all licensure states. Please note that Florida has additional requirements in order to provide credits towards a Florida license. Separate provider fees for Florida are also required and are handled directly by CE Broker. As a P.A.C.E. ® provider, you may fall under the ASCLS' California Accrediting Agency number. See page 1-4 for a discussion of California and Florida continuing education approval.

The purpose of this manual is to provide information on the various aspects of the P.A.C.E. ® providership such as program procedures, billing policies, application procedures, and calculating contact hour credit.

## Goals of the P.A.C.E.®

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The goal of the P.A.C.E.® Program is to create a combined system of program review and documentation of continuing education for clinical laboratory professionals.

To meet this goal, the P.A.C.E.® Program will:

- approve Providers who meet P.A.C.E.® criteria and standards.
- offer contact hours as the basis for documenting attendance at continuing education activities.
- establish a means of assuring that P.A.C.E.® approved activities meet the needs of the profession.
- establish and maintain a network of approved Providers.
- require that each Provider verifies individual attendance at P.A.C.E.® programs.
- conduct a continuing review and evaluation of approved Providers and their programs.
- conduct a continuing review and evaluation of P.A.C.E.® Policies and Procedures
- publicize the program, approval criteria, and approval process.
- cooperate with other organizations, educational institutions, and commercial firms in matters related to the P.A.C.E.® Program.

## Objectives of the Manual

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After reading this P.A.C.E.® Manual, the Program Administrator/Provider will be able to:

- Prepare an application for providership
- Use the Manual as a reference document
- Prepare and evaluate a program for P.A.C.E.® approval
- Write measurable learning objectives
- Calculate contact hours
- Properly use the P.A.C.E.® forms
- Submit Quarterly Activity Reports in an efficient manner
- Describe revocation of providership procedures

## Types of Providership

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Any ASCLS constituent society, non-profit, institution or company may apply to become a P.A.C.E.® Provider. There are two types of providerships offered: annual, or single.

### *Annual Providership*

An Annual Providership permits an organization to offer an unlimited number of programs during the calendar year.

Depending on the number of programs planned during the year, an Annual Providership has the benefit of reducing the amount of administrative work, as well as the cost to the organization. Annual providers are only required to submit live presentations with their quarterly reports once a few of their initial offerings have been reviewed and approved.

Self-study programs must be reviewed prior to their initial offering.

### *Single Providership*

A Single Providership is for a single time program offering. A single program may be one session or one day of programming under a common theme. A Provider who hosts a multiday event is eligible to host such an event, but the fee must be paid for each day of programming.

The same program may be offered for a period of 30 days without submitting any additional fees. After that 30-day period, to offer the same program again, or a different program, the application process must be repeated, and the Provider Fee is paid with each submission.

### *California*

All P.A.C.E.® Providers will be included under the ASCLS P.A.C.E.® California Agency license unless they choose to obtain their own California Agency license. The California Department of Health Services will only accept P.A.C.E.® credits from Providers that include the CA Agency number on their certificates

Continuing education providers may seek California approval separately from P.A.C.E.®. For information on becoming an accredited agency for California, separate from the P.A.C.E.® Program, contact CA Department of Health Services, Laboratory Field Services - CE Office, by visiting their website <https://www.cdph.ca.gov/Programs/OSPHLD/LFS/Pages/Home.aspx>

### *Florida*

Approved Provider Status for the P.A.C.E.® Program does not automatically indicate that an organization is approved to offer continuing education credits valid for licensure renewal for the licensees of the state of Florida.

The ASCLS P.A.C.E.® Program does not have the authority to approve P.A.C.E.® Providers for Florida status. The Florida Board of Clinical Laboratory Personnel requires an application by each individual organization providing continuing education. To become an approved provider of continuing education for Florida, go to the website <https://www.cebroker.com>.

### *First Time Application or Single Providership Application*

For a first-time application, the following materials are to be submitted for review at least 30 days prior to the program to allow time for any necessary changes.

**It is recommended to submit all materials electronically to the ASCLS Director of P.A.C.E.® via email (andrea@ascls.org) or by providing a link to a file sharing website. The current version of the application can be found at [www.ascls.org/pace](http://www.ascls.org/pace)**

**Information to Submit:** The following forms can be found at [www.ascls.org/pace](http://www.ascls.org/pace). These are the forms required for a provider application and initial program approval.

1. **Application for Provider Status**
2. **Brief Curriculum Vitae of Program Administrator.**
3. **Program Advertising**
4. **Program and Speaker Information Worksheet**
5. **Program Evaluation**
6. **Sample certificate** of attendance or completion.
  - a. Note – this is not required for ASCLS constituent societies or other providers using CE Organizer. CE Organizer generates all participant certificates.
7. **Example or explanation of the Roster collection mechanism to be used.**

Once materials are received, the ASCLS Director of P.A.C.E.® or a P.A.C.E.® Committee member will review the application for accurate allocation of contact hours, educational content, measurable learning objectives, speaker qualifications, and advertisement content. Upon completion of the review, the applicant is notified of the outcome.

When the application review has been completed, the provider will be notified and assigned a P.A.C.E.® provider number if approved for providership.

For new annual providers, subsequent live programs do not need to be submitted for review prior to the presentation. Program information (flyer, program/speaker information) for these programs will be submitted with rosters and evaluation summaries in a quarterly report. All self-studies require prior approval before being offered.

Annual providers are required to have a designated program administrator. The Program Administrator position requires a working knowledge of educational methodology and program planning, as indicated by one or more of the following:

- is or has been a director or coordinator of an accredited program in the laboratory sciences;
- holds a degree in education or laboratory science;
- has sufficient teaching experience, or experience in educational program planning in the clinical laboratory sciences;
- has participated in a workshop or course in educational methodologies;

The P.A.C.E.® Administrator is responsible for reviewing program information for each presentation, including educational content, speaker credentials, contact hour calculation, level of instruction, correct wording of measurable objectives and correlation to level of instruction, and review of advertising content for compliance with P.A.C.E.® policies. In addition, the program administrator is responsible for filing Quarterly Reports and maintaining P.A.C.E.® documentation.

The P.A.C.E.® Administrator may identify a Program Coordinator who works closely with the administrator and assists with duties as assigned. It is expected that the administrator and coordinator work together and that ultimately the administrator is responsible for program content.

**Annual Provider Program Administrators, please remember the following P.A.C.E.® Policy:**

Providership is non-transferable, thus provider numbers may not be given or loaned to non-providers.

- P.A.C.E.® approved Providers may jointly host programs with non-providers and/or other P.A.C.E.® approved Providers provided that:
  - There is no intent on the part of the host or cohost to use the cohosted event as a mechanism for avoiding the payment of fees.
  - The host or cohost is responsible for providing credit for all educational sessions that occur on the event schedule.
    - Note: Events that occur at the same time and venue but have separate registration mechanisms are considered separate events.
  - The name of the approved Provider assuming responsibility for the programming must be clearly listed on the brochure by way of the P.A.C.E.® Statement.
  - If the P.A.C.E.® Provider is a professional organization, the event must be open and advertised to all members of said organization.
  - State Chapters, Constituent Societies or other subsidiary groups of professional organizations cannot fall under the umbrella of the national organizations' P.A.C.E.® Provider Number.
  - The P.A.C.E.® Provider has responsibility and oversight and control of the content and has the ability to make changes if directed to by the ASCLS Director of P.A.C.E.® or the P.A.C.E.® Committee.

### *Changing Program Administrator*

To change in Program Administrator, the new Program Administrator must notify the P.A.C.E.® Office and submit the Brief Curriculum Vitae or resume.



# P.A.C.E.® Provider Fee Schedule (Rev Sept 2024)

Fees for ASCLS Constituent Societies and state chapters of other professional organizations:

Event	Fee (includes CE Organizer)
Annual Provider, ≤ 18 contact hours offered annually <sup>1</sup>	\$500
Annual Provider, > 18 contact hours offered annually	\$750
Single Day Provider, 1-3 contact hours per day <sup>2</sup>	\$150
Single Day Provider, 4-6 contact hours per day <sup>2</sup>	\$225
Single Day Provider, > 6 contact hours per day <sup>2</sup>	\$300

Fees for non-profits (e.g. hospitals, government organizations, other national professional organizations):

Event	Fee (includes CE Organizer)
Annual Provider, ≤ 18 contact hours offered annually <sup>1</sup>	\$800
Annual Provider, > 18 contact hours offered annually	\$1200
Single Day Provider, 1-3 contact hours per day <sup>2</sup>	\$250
Single Day Provider, 4-6 contact hours per day <sup>2</sup>	\$375
Single Day Provider, > 6 contact hours per day <sup>2</sup>	\$500

Fees for for-profits (ie for-profit CE Providers, businesses or other industry partners):

Event	Fee	CE Organizer Add-on
Annual Provider, ≤ 18 contact hours offered annually <sup>1</sup>	\$2000	\$600
Annual Provider, 19-50 contact hours offered annually <sup>3</sup>	\$3000	\$750
Annual Provider, > 50 contact hours offered annually	\$4000	\$900
Single Day Provider, ≤ 6 contact hours per day <sup>2</sup>	\$1000	Included

Contact hours are calculated based on all available sessions offered, not by the maximum total amount of hours a participant can receive. If breakouts are offered, each session offered each hour is counted individually. For example, if you offer 3 session options at a conference in the 9AM-10AM hour block, that is counted as 3 contact hours.

<sup>1</sup>Includes up to three self-studies or single-recorded webinars where credit is issued for the recording for 1-year post.

<sup>2</sup>Single provider fees apply to EACH DAY of programming.

<sup>3</sup>Includes up to eight self-studies or single-recorded webinars where credit is issued for the recording for 1-year post.

## Program Types

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### *Live Presentations*

Any program in which there is live interaction with the presenter. The program can be distributed electronically, but the attendee must have the opportunity to interact with the presenter in some fashion. Having a chat window available when distribution is electronic serves this purpose.

Live webinars, onsite instrument training, conferences, symposiums, or wet workshops are all examples of live programs.

Live programs may be presented multiple times within a 30-day period, and still be considered the same course offering.

#### ***Notes on Instrument and Product Training:***

P.A.C.E. does not accredit elemental or basic instrument training to perform routine job duties such as loading of samples, reagent preparation and loading, calibration, linearities, quality control, interpretation of error codes and result flags, daily/weekly/monthly maintenance, and basic troubleshooting. However, P.A.C.E. will accredit programs for advanced or “super-user” training that supports the learner’s ability to perform in-depth problem assessment, comprehensive troubleshooting, or act as an expert resource for standard users. Instrument or product training may be offered by a provider only if the audience is composed of current customers.

No instrument or product training can be awarded more than 6 contact hours total per year to a participant for a particular instrument or product. Additionally, training is only to be offered to current customers of the provider whom also have purchased the product or instrument that is the subject of the session.

### *Recorded Live Presentations*

Live programs that have been previously P.A.C.E. ® approved may be presented in recorded form for P.A.C.E. ® credit, for a period of one year after the original presentation. After the one-year period, the archived program can become a self-study and must meet the Self-study requirements.

A mechanism to ensure the participant attended the entire program must be in place. Offering an attestation statement on the evaluation or tracking the screen viewing time are 2 of the ways one can accomplish this. Offering a simple posttest or requiring some form of participant interaction throughout the recording are other ways.

### *Self-study*

Self-studies must be reviewed and approved by the P.A.C.E. ® Committee before they are used. A Self-study is valid for two years from the time of committee approval. This expiration may be rounded to the

approval month's end for ease of tracking expirations. For example, a self-study program that is approved June 13, 2023 is approved through June 30, 2025. Self-studies will retain the same numbering for the entire two-year period.

Materials should be received 60 days prior to program distribution.

At the end of two years, self-studies must be thoroughly reviewed, revised, renumbered and resubmitted as a new program.

Self-study programs must include an exam for which the participant must achieve a minimum score of 70% or better. Self-studies may have any number of questions the author chooses. However, posttests must have at least five questions per contact hour being awarded.

The P.A.C.E. ® program uses contact hours as the measure of continuing education credit awarded. The smallest unit of continuing education that is P.A.C.E. ® approved is 0.5 contact hour. To qualify for 0.5 contact hour the program must be a minimum of 30 minutes in length. P.A.C.E. ® does not award approval for less than 0.5 contact hours. One-half contact hour equals a minimum of 30 minutes of participation in an organized continuing education experience, under responsible sponsorship, capable direction, and qualified instruction.

**For the first hour only, a 50-minute session may be rounded up to 1 contact hour. Other than the first hour, contact hours are rounded down to the nearest half hour increment. For example, a session that is 1 hour 15 minutes, will be awarded 1 contact hour for completion.**

Contact hours are to be awarded for *instructional and participant evaluation time (e.g. quiz)* only. Time for breaks, announcements, etc. is not counted as instructional time. Instructional time after the first hour is to be reported in half-hour increments. For programs which are focused around one main topic, contact hours are figured with the following formula:

Total Program Time (-) minus Non-Instructional Time (=) Total Instructional Time.

This figure is then rounded down to the nearest half hour to determine the number of contact hours.

Group activities within sessions can be counted towards instructional time as long as learning is actively occurring. Q&A immediately following a session can be counted towards the instructional time as long as it doesn't exceed 10 minutes per hour of instruction.

Sessions, such as role-playing, buzz sessions, product preparation, or "wet lab" sessions are calculated on the basis of one (1) hour of credit for every two (2) hours of activity. However, if there is a student: faculty ratio of 5 or less students per 1 instructor, or student: instrument ratio of 2 students or less per each instrument, then the activity may be calculated as one (1) hour of credit for every one (1) hour of activity.

### **Written Materials (online or hard copy)**

A modified version of the Mergener Formula will be used to calculate contact hours. A spreadsheet to use for this calculation can be found at [www.ascls.org/pace](http://www.ascls.org/pace). Only course content that is required to view can be counted in the calculation. For instance, a link to a webpage or document that is optional to review cannot be counted. The reference page, title, objectives, and posttest of the course cannot be counted towards the word count. Ungraded questions can be added to the word count in the formula but cannot be counted for the graded question entry of the formula.

### **Recorded Audio or Video**

To calculate the hours for audio and video recordings, the actual playback time at regular speed will be used. These recordings can be used to create the entire course or may be smaller sections within a written course. For courses that are fully audio or video recordings without any written text, you may add 5 minutes per hour of recording for the posttest. Ungraded questions are not to be given additional time beyond what is in the playback time.

### **Poster and Exhibit Exam Sessions**

Exhibitor and poster exams are not an acceptable offering for P.A.C.E.® credit.

However, credit for poster presentations can be awarded. Such sessions should meet all of the requirements for live presentations. Consideration should be made to combine several poster presentations into one allotted timeframe to meet the minimum CE time requirements.

## Criteria for Self-study Materials

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Each Self-study package must be reviewed and approved by the P.A.C.E. ® Committee **before** it can be used for P.A.C.E. ® credit. Each program must be thoroughly reviewed and “beta-tested” prior to submission to the P.A.C.E. ® committee.

If a provider chooses to let their Providership lapse, credits can no longer be awarded for self-study programming even if the course is not expired.

**A checklist for submission of self-studies can be found on the P.A.C.E.® webpage at [www.ascls.org/pace](http://www.ascls.org/pace) and is required to accompany all self-study submissions.**

The P.A.C.E. ® Committee ultimately will determine if the number of contact hours to be awarded for completion of a Self-study item is appropriate. Providers must submit a suggested number of contact hours to be earned by participating in the self-study program. Each item must take a minimum of thirty (30) minutes for a participant to complete. Self-study programs must include an exam or other mechanism to evaluate whether the participant has achieved the learning objectives. This can be estimated by “beta-testing” the product with 3-5 people who are similar in educational background to the expected participants.

- Self-study providers must comply with U.S. Copyright laws. Content not owned by providers must have appropriate permissions obtained and noted in the materials.
  - Material must be properly cited.
    - AMA format is recommended, but other formats are acceptable.
- If the material is a textbook, textbook chapter, journal article or other content, it is presumed to be presented in its entirety. Editing the material and presenting as your own or in partial form is unacceptable. Making minor edits or alterations to complete works and presenting them in a way that obscures original ownership is not acceptable.
- The material should be presented in its original form, in compliance with the intent of the author and/or publisher.
- Permission for use should be noted in the self-study.
- Self-studies should be reviewed by at least one subject matter expert prior to being sent to P.A.C.E. for review.
- A subject matter expert is a person who has a deep knowledge of the particular topic or discipline.
- The author (including post-test question author) and reviewer cannot be the same person.
- Authors should be prominently noted in the course materials, including those who are responsible for writing the post-test.

The multiple-choice item consists of two parts: (a) the **stem**, which identifies the question or problem and (b) the **response alternatives**. Learners are asked to select the one alternative that best completes the statement or answers the question.

For example:

**Item Stem:** Which of the following is a chemical change?

**Response Alternatives:**

- A. Evaporation of alcohol
- B. Freezing of water
- C. Burning of oil\*
- D. Melting of wax

### **Dos and Don'ts**

1. Don't use a multiple-choice question when there are limited distractors.
2. Use True/False, but do not make the entire posttest True/False questions.
3. Use a question format "Which of the following is the chemical used to ...?"
4. Use reasonable distractors even if you only have three options in your test question.
5. Make options the same length.
6. Use only one correct option.
7. Use correct grammar.
8. Avoid the following: only, always, never, negative questions, nonsense answers, all of the above, and none of the above.

## Speaker and Author Qualifications for All Programming

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Speakers should have a background and the experience necessary to teach the subject. Extensive CVs are not needed for documentation of speaker qualifications. Listing the speaker's academic credentials or job title is often sufficient to document that the speaker is qualified to present the program.

## Determining Level of Instruction

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The flyer or brochure is to include the level of instruction for the program. This assists the potential attendee determine if the program will be suitable for their level of experience with the subject.

**Basic:** Entry level; no prior knowledge of subject necessary

**Intermediate:** Refresher course; some basic knowledge required; for the experienced staff technologist with some years of experience

**Advanced:** Highly technical; for those with current skills/knowledge and extensive experience in a specialty area

**Note: when determining the level of instruction, it is important to consider your target audience.**



The program objectives should be made available to participants in at least one of the following manners:

- On the advertising for the program
- At the beginning of the educational session or activity
- As a part of the post-activity evaluation

There are four essential elements in a measurable learning objective:

1. **Audience:** for whom is the program intended?
2. **Action:** what is the participant supposed to be able to do as a result of the program?
3. **Conditions:** what initial set of criteria is the participant given?
4. **Degree:** how well is the participant expected to be able to perform the action at the end of the program?

Steps for developing measurable learning objectives are:

1. Determine level of instruction: basic, intermediate, advanced;
2. Identify what your audience should be able to do after the program;
3. Write specific measurable learning objectives in terms of actions, conditions, and degree to correlate with level of instruction the attendee is expected to attain;
4. Evaluate whether the program instruction satisfies the objectives.

### **Example Objectives:**

*At the conclusion of this session, the participant will be able to:*

*Discuss the advantages and disadvantages of X technology.*

*Explain why X technology is essential to effectively reduce turnaround time for test X.*

*Determine the correct utilization of test X in a pediatric population.*

**It is recommended to provide a minimum of three objectives for a one-hour program.**

A list of appropriate verbs that may be used to prepare measurable learning objectives is included in the appendices to assist P.A.C.E.® providers in developing acceptable objectives.

**Avoid non-measurable verbs: amplify, appreciate, be acquainted with, be aware, be(come) familiar with, explore, gain insight, improve, increase, know, learn, realize, understand.**

**The following verbs will help to write good learning objectives. This chart is based on Bloom's Revised Taxonomy**

<u>REMEMBERING</u>	<u>UNDERSTANDING</u>	<u>APPLYING</u>	<u>ANALYSING</u>	<u>EVALUATING</u>	<u>CREATING</u>
Cite	Arrange	Adapt	Analyze	Appraise	Arrange
Choose	Associate	Apply	Appraise	Approve	Assemble
Define	Clarify	Calculate	Audit	Argue	Build
Draw	Classify	Catalogue	Break down	Assess	Combine
Label	Convert	Chart	Calculate	Choose	Compile
List	Demonstrate	Choose	Categorize	Conclude	Compose
Locate	Describe	Classify	Certify	Confirm	Conceive
Match	Diagram	Compute	Compare	Criticize	Construct
Memorize	Draw	Construct	Contrast	Critique	Create
Name	Discuss	Consolidate	Correlate	Debate	Design
Recall	Estimate	Demonstrate	Criticize	Decide	Devise
Recite	Explain	Develop	Deduce	Defend	Discover
Recognize	Express	Employ	Defend	Diagnose	Draft
Record	Generalize	Extend	Detect	Discuss	Forecast
Repeat	Identify	Extrapolate	Diagram	Estimate	Formulate
Reproduce	Interpret	Generalize	Differentiate	Evaluate	Generate
Select	Locate	Illustrate	Discriminate	Judge	Integrate
State	Outline	Infer	Distinguish	Justify	Invent
Tell	Paraphrase	Interpolate	Examine	Prioritize	Make

Write	Relate	Interpret	Identify	Prove	Manage
	Report	Make	Infer	Rank	Organize
	Restate	Manipulate	Inspect	Rate	Plan
	Review	Modify	Investigate	Recommend	Predict
	Sort	Order	Question	Research	Prepare
	Summarize	Predict	Reason	Resolve	Propose
	Transfer	Prepare	Separate	Revise	Reorder
	Translate	Produce	Solve	Rule on	Reorganize
	Visualize	Relate	Subdivide	Select	Set up
		Show	Survey	Support	Structure
		Sketch	Take apart	Validate	Synthesize
		Solve	Test	Verify	
		Submit	Uncover	Weigh	
		Tabulate	Verify		
		Transcribe			
		Use			
		Utilize			

## Program Content

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P.A.C.E.® Credit can be awarded for programming that relates to any section of the medical laboratory including workplace relations and personal safety in the laboratory setting. This also includes sessions on Diversity, Equity, Inclusion, and Accessibility (DEIA), relationships with colleagues, and mental health issues in the workplace.

Sessions must advance the participants knowledge of subjects included in professional curriculum, for their professional well-being or have a clear correlation to the medical laboratory. For instance, a session on autism for the lay public would not be eligible for P.A.C.E. credit. However, a session that provides an overview of new potential blood tests for autism or how to make accommodations in a medical laboratory or educational institution for a person on the Autism Spectrum would qualify for P.A.C.E. credit.

The following activities do not qualify for P.A.C.E.® credit:

- Association Membership or Certification Programs
- Committee or Forum Meetings
- Academic Credit Programs
- Entertainment and Recreation
- Sales or Marketing Presentations
- Student Bowl judging
- Programs that do not adhere to the ASCLS Commercial Bias Policy
- Presentations that focus on the history of a specific entity (including ASCLS)
- Speakers CANNOT claim P.A.C.E.® credit for their own session.

P.A.C.E. programming should be presented without commercial bias. Commercial bias is defined as an unbalanced presentation of educational materials with the goal of swaying opinions in favor of a particular commercial product or business. In accordance with this, the following policies apply:

1. Presentations that directly promote a provider's products or services shall generally not be eligible to provide P.A.C.E. credit.
2. Presentations shall not be eligible to provide P.A.C.E. credit when the presenter has a direct financial stake in the topic being presented. Typically, a direct financial stake would be represented by royalties, intellectual property rights, or investment or ownership stakes. In cases where speakers are employees or company sponsored (including when receiving salaries or honoraria) the presentations are eligible for P.A.C.E. credit, though presenters should ensure to clearly disclose the relationship and potential conflict of interest.
3. Presentations about a device, procedure, or testing methodology must be balanced when multiple devices, procedures or testing methodologies exist. The presentation should make mention of what is available, even when not the focus of the presentation.
4. Presentations designed to provide instrument training are generally eligible to provide P.A.C.E., including when the presenter has a direct financial stake. The presenter is obligated to disclose the nature of that financial stake (e.g. employment, paid spokesperson, etc.) even under any such circumstances.
5. The Director of P.A.C.E. at the direction of the P.A.C.E. committee has the authority to waive this policy when they believe it is necessary to provide high quality presentations. Such waivers should include a review of the proposed presentation that finds the presentation covers important educational content, the presenter has appropriate (and where applicable, unique) qualifications and expertise, and that all conflicts of interest are thoroughly disclosed.
6. Branding of slides is explicitly acceptable; however presentations are expected to prioritize the content of the program over inclusion of branding.

The P.A.C.E. ® criteria for a program advertising include **all** of the following for **each** session:

1. Speaker name with credentials and/or title
2. Description of program content and/or measurable learning objectives \*
3. Level of instruction
4. Number of contact hours to be awarded
5. Date and location
6. **The P.A.C.E. ® statement: “(Organization’s Name) is approved as a provider of continuing education programs in the clinical laboratory sciences by the ASCLS P.A.C.E. ® Program.”**

\*If measurable learning objectives are not in the advertising, they must be made available to participants before or during the session.

A certificate of attendance or completion that is given to a participant after a P.A.C.E.® approved program must contain the following required elements.

1. Participant's name
2. Name and address of the P.A.C.E.® provider
3. Program date
4. Title
5. P.A.C.E.® Program number in proper format.
6. Number of contact hours, separate and total
7. Name and address of the national P.A.C.E.® Office (note: this does not have to be a prominent item on the certificate)
8. Signature of the Program Administrator or designee
9. P.A.C.E.® Seal
10. California Accrediting Agency Info

### *Timeframe to claim credit:*

No credit will be awarded to individuals greater than 6 months after the completion of the event.

If a course is purchased before the expiration date of the course, a participant will be allowed up to 90 days after the expiration to complete said course.

Participants should be given a minimum of 45 days to claim electronic certificates in CE Organizer.

Providers may modify the certificate example templates as long as the required elements are included. A sample certificate is to be included with the P.A.C.E.® application.

The P.A.C.E.® seal is provided by the P.A.C.E.® Office, only should be placed on Certificates as proof of attendance. The seal is only available in an electronic form. P.A.C.E.® seals are dated so a new file must be obtained from the ASCLS Director of P.A.C.E.® each year.

**NOTE: All certificates sent electronically must be in PDF or other format that makes editing by the recipient hard.**

### *CE Organizer*

All ASCLS constituent societies are now required to use CE Organizer as of January 1st 2015. Training materials and login information will be provided by the ASCLS Director of P.A.C.E.®. Any Provider that uses CE Organizer does not need to submit paper rosters. Program information and a summary of the evaluations are still required with your post program reporting or quarterly report in the case of annual providers.

## Provider Number and Program Numbers

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Upon approval of an organization for providership, a provider number is assigned. This is an identification number and does not change. Include this provider number on all correspondence with P.A.C.E.®.

Providers assign a program number to each program they offer. A program number must be in the format shown below:

\_\_\_ \_\_\_ \_\_\_ ---    \_\_\_ \_\_\_ \_\_\_ ---    \_\_\_ \_\_\_  
Provider Number      Session ID              Year

**Provider Number:** the first three digits of ALL Program Numbers are the assigned Provider Number.

**Session Identifier Number:** the middle digits will be the unique number that the

P.A.C.E.® Provider will assign to each program or course offered in a particular year. This number must be a minimum of 3 digits in length, but more can be used if the provider chooses. If the same course is offered more than once, it should be given the same Program Number each time it is offered. Providers may choose to begin numbering the first program 001, and continue numbering each program consecutively, i.e. 002, 003, 004, etc. As long as the numbers are unique, it does not matter if they go in sequence or not. Organizations may choose to assign a group of numbers to a particular event.

For providers that offer the same course year after year such as instrument training, the same middle digits may be used year after year if the provider wishes. The terminal two digit year must be updated to the current year in the case of any live program. For instance a course on Packaging and Shipping that is offered by a government agency that is given the number 123-101-23 in 2023, could be repeated in 2024 as course 123-101-24.

**Year:** The last two digits indicate the year the program was presented. Any program offered in the calendar year of 2023 receives the number 23. The program number for Self-study materials retains the same year throughout the two year life of the material. For example, a self-study program with the program number 123-456-14 will be identified by that number until the program expires in 2016.

**If a multiday session program consists of several different disciplines, all sessions must be given a different program number.**

**If all sessions in a day of program fall under the same discipline, one number for the entire days' worth of sessions can be used.**



### *Rosters*

P.A.C.E. ® requires that a mechanism must be in place to document a participant's attendance at the event. The method of attendance documentation is up to the provider. Steps should be taken to reduce, as much as possible, the opportunity for falsely claiming credit.

Rosters must include at minimum a participant's name as the primary identifier and email or mailing address as the second identifier. It is not necessary to include all three identifiers.

### *Evaluations*

The evaluation tool aids the provider in improving the specific program or in preparing for future events.

Evaluation forms must rate the following using a **5-point** rating scale:

- **the speaker(s) in terms of knowledge, organization and effectiveness.**
- **overall satisfaction with the program content.**
- If the given objectives were met.

A provider may ask additional evaluation questions, including whether the session was presented without commercial bias.

Providers may design their own evaluation tool if it contains the required elements and identifies the program being evaluated. The participants must complete the evaluations at the end of the program to receive P.A.C.E. ® credit. A summary of the required evaluation questions must be included in the quarterly report for annual providers or final report for single providers.

## Post Program P.A.C.E. ® Reporting

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Quarterly reports and post-program reporting for single events must be submitted using the appropriate template found at [www.ascls.org/pace](http://www.ascls.org/pace). Columns should not be rearranged or deleted.

Record in chronological order each session the organization has presented on the most current revisions of the Quarterly Report Spreadsheet Template found at [www.ascls.org/pace](http://www.ascls.org/pace). Record only those programs given in that specific quarter. **Self-study programs are reported in the quarter in which the participant finished the program.**

Quarterly Reports are due within thirty (30) days of the end of the quarter. The closing dates for the quarters are:

First Quarter, March 31	Report due April 30
Second Quarter, June 30	Report due July 30
Third Quarter, September 30	Report due October 30
Fourth Quarter, December 31	Report due January 30

Annual providers: if no programs were held during a particular quarter, please send a note or email stating that there was no activity.

Single providers: reports are due thirty (30) days after the program has been presented.

Quarterly reports are to be sent to the ASCLS Director of P.A.C.E.®. **Electronic submission is required and can be sent to [andrea@ascls.org](mailto:andrea@ascls.org) or shared online via an online file sharing service.** Hard copies are not accepted.

Quarterly reports are reviewed for compliance with P.A.C.E.® policies. Additionally the attendance rosters may be used to verify an individual's attendance, if the participant is audited by a standards, accrediting, licensing, certification or regulatory agency.

### Record Retention

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The provider is to keep all relevant files for five years.

### *Fiscal Year*

The fiscal year of the P.A.C.E.® program and Annual Providership is January 1 to December 31.

### *Fees for Programming*

P.A.C.E.® credits are not a commodity. When offering credits, the fees charged to the participants are to be included in the cost of the programming. There should not be a separate tier just for those claiming P.A.C.E.® credits.

### *Confidentiality*

All personal facts and individual activities recorded for participants and Providers are held in confidence. Data may be released by P.A.C.E.® in summary as long as it does not identify specific individuals. Final authority for release of data and the negotiation of fees rests with the ASCLS Executive Vice President in consultation with the ASCLS Board of Directors. All of the following conditions must be met before anonymous personal data will be released:

- A statement of intent must be reviewed by the P.A.C.E.® Committee;
- A copy of the report using the data must be submitted to the Chair for approval prior to the publication of the final draft; and
- The proper fee as negotiated with ASCLS must be received.

### *Program Audits*

P.A.C.E.® reserves the right to conduct on-site audits of approved programs. Continuing education credits received for participation in a program sponsored by an approved provider shall not be denied as a result of information obtained by an audit. Programs sponsored by P.A.C.E.® approved providers may be audited by members of the P.A.C.E.® Committee or individuals designated by the Committee. Program sponsors and faculty may or may not be told that an audit is in progress. Auditors are to be granted courtesy admission to the program, as they are attending at the request of the P.A.C.E.® Committee. The auditor will prepare and send a written audit report to the P.A.C.E.® Committee for review. It will not be given verbally at the time of the program. A copy of the audit report will be sent to the program administrator after the Committee review.

## Revocation of Provider Status

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Approved Provider Status may be revoked if any of the following conditions occur:

- Provider fails to follow the policies and procedures as outlined in this manual.
- Complaints have been filed with the ASCLS National Office and the P.A.C.E.® Committee has made a recommendation to revoke status after investigation into the matter.

### *Revocation Procedures*

The Program Administrator will be notified in writing of the non-compliance or unsatisfactory evaluations. A written response from the Program Administrator is to be received by the P.A.C.E.® Office within thirty (30) days, outlining corrective action to be taken. If there is no response within 30 days, a second notice will be sent and a follow up phone call made.

After the P.A.C.E.® Committee evaluates the written response the Committee may recommend one of the following:

- continue Approved Provider Status;
- Probationary Status during which the Provider must develop and implement a plan of corrective action to the satisfaction of the Committee;
- Revoking Provider Status.

If no response is received from the second attempt of notification, the Provider Status is automatically revoked and the Program Administrator will receive written notification. Notification will also be sent to agencies that accredit P.A.C.E.®. If the Committee recommends Revocation of Provider Status, the Provider may appeal the decision to the ASCLS Board of Directors. The decision of the Board will be final.

### *Complaint Resolution*

The Complaint Resolution process is designed to communicate potential problems or complaints. The process may be initiated by: a Provider, licensing agency, certifying agency, or the P.A.C.E.® Office.

In the event that a problem or concern arises with a P.A.C.E.® approved program, a Complaint Resolution form is to be completed and sent to the P.A.C.E.® Office. Notice will be sent to the Program Administrator for a response. Program Administrators are to respond within thirty (30) days. Complaints will be investigated. The form, including the response and any additional documentation will be placed in the Provider File. Providership could be jeopardized if the Program Administrator fails to respond or if too many complaints are filed against a Provider.

## **P.A.C.E. ® Operational Procedures Modifications**

The P.A.C.E. ® Operational Procedures may be modified by agreement between the P.A.C.E. ® Chair and/or Committee and the P.A.C.E. ® Office. The P.A.C.E. ® Committee periodically submits changes and modifications of the policies to the ASCLS Board of Directors. Submit suggestions and questions for policy or procedural changes to the P.A.C.E. ® Office.