California Psychological Association
Office of Professional Development
CE Provider Approval System

Criteria Manual and Application Guide

May, 2016

Version date: 5/20/2016
Introduction

This document is intended to provide the support you will need to complete your application and remain in compliance with the requirements of CPA’s Provider Approval System. It is written as a guide to the application itself so that you are clear as to what CPA is looking for when formulating your answers.

This document is divided into seven sections, matching the seven focus areas of the application, plus appendices. Each focus area consists of multiple criteria; all application questions relate to at least one criterion within that focus area.

All responses will be assessed based on how completely they address how the organization or its CE Program meets the stated criteria.

This manual and guide includes several appendices that contain additional information on policies and practices, examples and sample forms. The frequently asked questions (FAQ) on the next page should answer most of your questions as you complete the application.

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Q. What are the most frequently made mistakes in completing the application?
A. There are four of them—and all of them will cause significant delays.
   • General Information (1) – if exempt, you must include proof of exempt status; i.e., IRS letter.
   • General Information (6) - the target audience is to be in percentages that add up to 100%.
   • Focus Area B (4) - there is a difference between proprietary (intellectual property) and confidential and both need to be addressed in your response.
   • Focus Area C - learning objectives must state exactly what the participant will be able to do following the workshop. See Appendix 3 of the Criteria Manual and Application Guide for specifics.

Q. I don’t know how many courses/activities we will present. What if my estimate is significantly off?
A. Not to worry. If you present more programs than expected, we will invoice you for the fee. If you present fewer programs, we will reimburse the additional fee.

Q. We are a government agency and do not have an IRS letter. Can we still be considered exempt?
A. Yes, just mark Community/Government Agency (General Info)

Q. Does the program administrator need to be a psychologist?
A. No. They just need to be organized and competent. (Focus Area B)

Q. What do you want when you ask for references and citations in Focus Area D?
A. If the material you intend to present is already well integrated into the practice of psychology, then general references to the foundational material is sufficient. (i.e., from the work(s) of . . . and the research of . . .)
If this is a newer area, particularly one that an application of theory/practice that has not received general acceptance in the field or is a new application of a methodology or approach, then the references need to be more specific, relevant and timely; the actual references and research citations would be needed to ground the material in the accepted body of psychological knowledge.

Q. What is considered an emerging rather than an established area for course content?
A. Any practice that is not clearly linked to established psychological theory/research. For example, the application of an established approach to a significantly different population or diagnosis or an evolving area of practice such as the impact of social media on practice. (Focus Area D)

Q. Are we required to use the sample evaluation form?
A. No. However, the information required for the after course report must be collected in such a way that it can be reported for our use. (Focus Area E)

Q. Can I use the same evaluation forms with the other professionals attending?
A. You can use a single evaluation for all attendees; however, we only want data from psychologists reported and for the required questions. (Focus Area E)

Q. Are simple calendar listings considered “advertisements” in terms of the required language and reporting?
A. No, however if they link to more detailed information, the linked information is considered to be advertising. (Focus Area G)

Q. Is there any way to shorten the required promotional materials statement?
A. No, but you can use a greatly reduced font size for this “fine print” information. (Focus Area G)

Q. How do I calculate a summary average score for the course report?
A. Use number of points scored divided by number of responses. e.g., objective 1 scores 1-1s; 2-2s; 2-3s; 10-4s; and 20-5s. Total score = 151. Total responses = 35. average (151/35) = 4.3
Focus Area A

Goals and Organization Overview

CRITERIA

A. 1. Providers must have a statement of goals for their CE program that clearly articulates the scope and purpose of the program.

A. 2. Providers must have a clearly defined and delineated organizational structure that supports their stated goals.
Focus Area B

Program Management

CRITERIA

B. 1. Providers must include the direct input of psychologists in all phases of the decision-making and program-planning process for the activities offered to psychologists for CE credit.

B. 2. Providers must have a clearly designated program administrator who is responsible for ensuring that the organization meets the administrative requirements of this program.

B. 3. Providers must obtain and retain administrative and educational records to include course descriptions, syllabi, learning objectives, instructor CV/expertise, attendance records and who was awarded credit for a period of five (5) years.

B. 4. Providers using proprietary information (e.g., testing or scoring materials) and/or identifiable clinical material must ensure the security and confidentiality of the materials, the individuals and the organizations involved.

B. 5. Providers must have written policy for addressing participant complaints in a reasonable, ethical, and timely fashion.

B. 6. Providers must manage their total program (instructor selection, course content and content development process and organizational operations) in a manner that respects cultural, individual, and role differences as well as addresses issues of diversity including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

B. 7. Providers must make all CE programs accessible to individuals with disabilities, according to the requirements of the Americans with Disabilities Act.

B. 8. Providers must adhere to all Standards in this document in all aspects of their CE program.
Focus Area C
Educational Planning and Instructional Methods

CRITERIA

C. 1. Providers must develop specific and measurable learning objectives for each course that clearly describe what participants are expected to learn.

C. 2. Providers must select instructors with expertise in the program content area and who are competent to teach this program content at a post-doctoral level of knowledge and skills.

C. 3. Providers must obtain documentation that clearly demonstrates the expertise of their instructors.
Focus Area D
Curriculum Content

CRITERIA

D. 1. Providers must ensure program content is offered at the post-licensure level in psychology and is designed to maintain, develop, broaden and increase competencies.

D. 2. Providers must demonstrate that the information and programs presented are intended to maintain, develop, and increase conceptual and applied competencies that are relevant to psychological practice, education, or science and have a direct consumer application in at least one of the following ways:

2.1 CE programs include content related to well-established psychological principles.

2.2 CE programs are based on content that extends current theory, methods or research, or informs current practice.

2.3 CE programs provide information related to ethical, legal, statutory or regulatory guidelines and standards that impact psychology.

2.4 CE programs whose content focuses on non-traditional or emerging practice or theory must be able to directly bridge course content to criteria 2.1.

Note: Demonstration must be through the use of:

• *established research as demonstrated by the involvement of the broader psychological practice, education, and science communities in studying or applying the findings, procedures, practices, or theoretical concepts;*

• *peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach;*

D. 3. Providers are to require that instructors inform attendees of the accuracy and utility of the materials presented, the limitations of the content being taught, and any known risks associated with the content.

D. 4. Providers must clearly disclose any commercial support for and/or known biases of the CE program, presentation, or instructor to program attendees at the time the CE program begins. Any other relationship that could be reasonably construed as a conflict of interest must also be disclosed at the beginning of the presentation.
Focus Area E
Program Evaluation

**CRITERIA**

E. 1. Providers must use a formal (written) evaluation tool to assess both attendee satisfaction and program effectiveness for psychologist attendees. *(see sample in Appendix 4)*

*Note:* For conferences, evaluations are required for each session granting CPA CE credit for psychologists.

E. 2. Evaluations must include CE participants’ overall satisfaction with their experience to include ancillary factors such as physical environment, accessibility and method of delivery.

E. 3. Evaluations must have questions assessing how well each educational objective was achieved. *(Likert scale meets minimum standard)* **Note:** *See Course Reporting requirement, Appendix 5.*

E. 4. Evaluations must have a question asking how much the participant learned from the program. *(Likert scale meets minimum standard)* **Note:** *See Course Reporting requirement, Appendix 5.*

E. 5. Providers must use the results of the evaluation process to improve and plan future programs.
Focus Area F

Standards for Awarding Credit

CRITERIA

F. 1. Providers must award CE credit for psychologists on the basis of one credit per sixty minutes of instructional time.
   1.1. Break time cannot be counted as instructional time.
   1.2. Partial credit for partial attendance cannot be granted. Full credit for full attendance is the only option.

F. 2. Providers must provide attendance verification (e.g., letters or certificates) to each participant that includes the CPA OPD approval statement, the name and date of the activity, the number of CE credits earned, and a signature or other verification from the sponsoring organization.

F. 3. Providers must be able to verify and provide subsequent verification to individuals who request it for at least five years after completion of the activity. Providers must agree to provide copies of CE attendance/credit confirmation document readily and at no fee.

F. 4. Distance/Independent Learning Providers must have a method of determining whether the person being awarded credit for the course was the individual who completed the course.
Focus Area G
Promotion and Advertising

CRITERIA

G. 1. Providers must have a readily accessible way that allows potential participants to obtain the following information prior to enrolling in a CE program:
   a. Learning objectives;
   b. A description of the target audience and the post-licensure instructional level of the activity (introductory, intermediate, or advanced);
   c. Start and end times;
   d. Cost, including all fees and the refund/cancellation policy;
   e. Instructor credentials, including relevant professional degree and discipline, current professional position, and expertise in program content;
   f. The number of CE credits offered for each activity;
   g. A clear indication of any activities within a program that are not offered for CE credit.

G. 2. Providers must disclose, prior to registration, any known commercial support for CE programs or instructors. Any other relationships that could be reasonably construed as a conflict of interest also must be disclosed.

G. 3. Providers must use the following statement as is in all promotional materials: (Note: Please insert your own organizational name where indicated.)

"(Organization name) is approved by the California Psychological Association to provide continuing professional education for psychologists. (Organization name) maintains responsibility for this program and its content."
APPENDICIES

Appendix 1
FEE STRUCTURE

The fee structure for CPA’s Provider Approval System is designed to level the playing field somewhat between exempt and non-exempt organizations (aka non-profit and for-profit) and between providers with larger and more active programs and those with smaller/less active programs.

- All organizations must submit an initial application fee with their application.
- Initial approval will be awarded for a two year period. Subsequent approvals will be for two or five year periods. At the end of the approval period, a new application must be submitted with the accompanying application fee.
- When an organization is approved, the provider will be invoiced and must remit annual payment, before approval becomes effective.
- There is an annual fee to maintain an approved provider’s status. This fee is based on the number of courses provided. (See fee structure below)
- There is no fee associated with filing the required individual after course reports.
- If a Provider exceeds their volume rate in any given year, they will be billed for the additional course fee(s).
- Invoices will be mailed in advance of annual expiration dates and are to be paid prior to the provider expiration date.
- Late fees will be applied to all late applications. Late fees are calculated at 10% but no less than $25.

ANNUAL FEE STRUCTURE

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Provider Rates</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Profit</td>
<td>For Profit</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$150</td>
<td>$300</td>
</tr>
<tr>
<td>Annual Fee (0 - 5 courses)</td>
<td>$400</td>
<td>$600</td>
</tr>
<tr>
<td>Annual Fee (6 -10 courses)</td>
<td>$600</td>
<td>$800</td>
</tr>
<tr>
<td>Annual Fee (11-15 courses)</td>
<td>$775</td>
<td>$975</td>
</tr>
<tr>
<td>Annual Fee (16-20 courses)</td>
<td>$850</td>
<td>$1050</td>
</tr>
<tr>
<td>Annual Fee (21-30 courses)</td>
<td>$950</td>
<td>$1150</td>
</tr>
</tbody>
</table>
Appendix 2

Application Checklist

This list is provided to assist in ensuring a complete application is sent, as incomplete applications may be returned.

Application Cover Sheet

☐ Completed

General Information

☐ Completed (Confirm target audience is expressed as percentages)

Focus Area A: Goals and Organization Overview

There are no attachments required for Area A.

Focus Area B: Program Management

☐ CVs of psychologists involved in program planning and development. (1.b)

☐ Response addresses both proprietary and confidential information. (B.4)

☐ Complaint and refund policy

☐ Disability response addresses both mobility and non-mobility disabilities.

☐ Written diversity and individual respect policy or statement, if available.

☐ List of collaborating organizations, program titles and dates (if applicable)

Focus Area C: Educational Planning and Instructional Methods

☐ Summary Data Chart, completed.

☐ Learning objectives meet met standard as described in Appendix 3.

☐ Full CVs of instructors listed in the summary data chart (if an instructor is also involved in program planning and development and a CV has already been provided, you do not need to provide a duplicate CV. (Please reference Focus Area B, Question 1.)

☐ Full CV for individual(s) responsible for distance/independent learning program and test preparation (if applicable)
Application Checklist, con’t

Focus Area D: Curriculum Content

☐ Cover sheet (checklist and narrative) for each course listed in the Summary Data Chart

Focus Area E: Program Evaluation

☐ Sample(s) of written evaluation forms used in your program.
☐ For the four programs listed on the chart in Focus Area C, you must provide a copy of the actual evaluation used and a quantitative summary of the evaluations from that program. (This does not apply to new providers who have listed proposed courses in the chart.)

Focus Area F: Standards for Awarding Credit

☐ Response confirms the use of a 60 minute educational hour and no break time is included in calculation of CE hours to be awarded.
☐ Sample of attendance verification (certificate)

☐ If offering distance/independent learning, attach a measure of achieved learning (e.g., post-test) for two previous or two planned distance/independent learning programs. Include the activity title and number of credits awarded for each program.

Focus Area G: Promotion and Advertising

☐ Promotional materials/announcements for all programs listed on the Summary Data Chart. (This does not apply to new providers.)

Contractual Agreement Page

☐ Signature
☐ Payment Information
Appendix 3

Tips on Writing Learning Objectives and Learning Assessments

Learning Objectives

Programs being offered for CE Credit for psychologists must include clearly stated objectives. The objectives should be written in **measurable, behavioral terms** and should state exactly what the participant will be able to do following the workshop.

As a guideline, a four-hour workshop should include three or four objectives while a seven-hour workshop should have five to seven objectives. Think in terms of **new skills or knowledge** the participant will have upon completion of the workshop.

**Verbs to consider**

- list, describe, recite, write, connect
- compute, discuss, explain, predict
- apply, demonstrate, prepare, use
- analyze, design, select, utilize, identify
- compile, create, plan, revise, develop
- assess, compare, rate, critique, differentiate

**Verbs to avoid**

≠ know, understand, approach, consider
≠ learn, appreciate, accept, encourage, ensure
≠ become aware of, become familiar with
≠ maintain, recognize, anticipate, respect

Example:

This workshop is designed to help you:

1. Describe various theoretical approaches to coaching.
2. Differentiate between the coaching relationship and the therapeutic relationship.
3. Identify steps to quickly build an effective coaching relationship and avoid potential pitfalls.
4. Demonstrate knowledge of ethical issues present in coaching relationships, using a case study example.
Assessment of Learning Outcomes

Your programs must also include a method of determining how well the program met the stated Learning Objectives.

The Assessment of Learning Outcomes:

1. determines whether or not the workshop participant learned what you set out to teach them,
2. provides feedback on how well you met the stated educational objectives,
3. allows for improvements for future programs.

The Assessment of Learning Outcomes should be based directly on the learning objectives set for the workshop where each educational objective is restated so that participants can rate them using the following scale:

Example

<table>
<thead>
<tr>
<th>Based on the content of this workshop, I am able to:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe at least 2 theoretical approaches to coaching relationships</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. State at least 2 differences between coaching and therapeutic relationships</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Employ at least 2 steps to build effective relationships or avoid pitfalls</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Apply ethical standards to a case study of a coaching relationship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix 4

Sample Forms

A. Sample Course Evaluation Form

B. Sample Attendance Confirmation

C. Sample Complaint Policy

Other samples and forms to be added as requested.
Sample Course Evaluation Form

Course Title: 
Course Date: 

Please identify license(s) held:

- Psychologist
- MD
- RN
- Post-Doc Intern
- MFT/LCSW/LEP/LPCC
- Other

Please assist us with determining the effectiveness of this program by completing the following evaluation.

A. This program met the stated Learning Objectives.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

B. Instructors were qualified to present this material.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

C. Course content was:

<table>
<thead>
<tr>
<th>Appropriate</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

D. Overall, you were satisfied with:

<table>
<thead>
<tr>
<th>Educational Experience</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Environment</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I learned something</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Comments
## Sample Attendance Confirmation

### Name of Organization / Logo

**Confirmation of Attendance**

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>CA License No: PSY ____________</th>
</tr>
</thead>
</table>

The above mentioned professional verifies that they attended, *in its entirety*, the following:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

CPA OPD Provider Code: ____________  Distance/Independent Learning: ____ (Y/N)

The **Name of Organization** is approved by the CPA OPD to sponsor continuing professional education for psychologists. **Name of Organization** maintains responsibility for this program and its content.

**Organization’s Authorized Signature**

**Name and Title**

**Options: Location/ Contact Information/ Mission Statement**
Complaint Policy Sample

[name of organization] is fully committed to conducting all activities in strict conformance with the American Psychological Association's Ethical Principles of Psychologists. [name of organization] will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content and in the treatment of program participants.

The monitoring and assessment of compliance with these standards will be the responsibility of the CPA PAS CE Program Director in consultation with (               ).

While [name of organization] works to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues which will require intervention and/or action on the part of (name of organization). This procedural description serves as a guideline for handling such complaints.

When a participant, either orally or in written format, files a grievance and expects action on the complaint, the following actions will be taken.

1. If the complaint concerns a speaker, the content presented by the speaker, or the style of presentation, the individual filing the complaint will be asked to put his/her comments in written format. The CE Program Director will then pass on the comments to the speaker, assuring the confidentiality of the grieved individual.

2. If the complaint concerns a workshop offering, its content, level of presentation, or the facilities in which the workshop was offered, the (CE Director) will mediate and will be the final arbitrator. If the participant requests action during a workshop or conference, the (CE Director or his/her representative) will:
   a. attempt to move the participant to another presentation or
   b. provide a credit for a subsequent presentation or
   c. provide a partial or full refund of the registration fee.

Actions 2b and 2c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.

3. If the grievance concerns the business practices of [name of organization] CE program, in a specific regard, the CE Program Director or Administrator will attempt to arbitrate.

Refund and Attendance Policy Sample

CANCELLATIONS are subject to a $50.00 processing fee and must be received 14 days prior to be eligible for a refund. IMPORTANT NOTICE: Those who attend this workshop in full and complete the appropriate evaluation form will receive CE credits. Please note that credit will only be granted to those who attend the entire workshop. Those arriving more than 15 minutes after the start time or leaving before the workshop is completed will not receive CE credit.
Appendix 5
Individual Course Report

- This report must be filed within 30 days (one month) of the presentation of any and all continuing education activities or presentations. Providers may request additional time in advance when preparing a report for a large conference.
  - Distance/Independent learning courses require an annual report 6 weeks prior to the date of the provider’s annual renewal.

- Evaluation summary responses are for psychologist attendees only. Please do not include other professions. Please do not send copies of the individual evaluations unless specifically requested, i.e., via a records audit.

- The report is intended to capture a calculated average score of the evaluations submitted by psychologists for each evaluation item.

- Attach a blank copy of the evaluation form (with objectives and instructor name(s) entered) that was used for this program.

- Attach copies of all advertising, marketing and/or announcements used to promote this program (including electronic media).

- If this is for a Distance/Independent learning course, attach a copy (blank) or a description of the learning assessment upon which credit was awarded.

- While there is no fee associated with filing these reports, failing to file or filing chronically late reports may put your provider approval status at risk.
CPA Office of Professional Development  
Individual Course Report

Provider Name: _____________________________________      Provider Code: _________

Course Title: ________________________________________________________________

Course End Date: ___________ # Credits: ______    Distance/Independent Learning: Y / N

# Total Attendees: _____________  % Licensed Psychologists: ____________

Instructors: ________________________________________________________________  
(please include full name and degree)

Summary of Evaluations:

A. This program met the stated Learning Objectives.  
   Summary Average Score
   1.  Objective 1
   2.  Objective 2
   3.  Objective 3
   4.  Objective 4

B. Instructors were qualified to present this material.  
   Summary Average Score
   1.  Instructor 1
   2.  Instructor 2
   3.  Instructor 3

C. Course content was:
   Summary Average Score
   1.  Appropriate for intended audience
   2.  Consistent with stated objectives

D. The attendees, overall, were satisfied with:
   Summary Average Score
   1.  Their educational experience.
   2.  The method of instructional delivery.
   3.  The physical environment of the experience.
   4.  Accessibility of the facilities.
   5.  I learned something useful from this program

Attachments:
- Blank Evaluation
- Advertising
- Learning Assessment & Attendance Verification method (DL/IL only)
Appendix 6
Audit and Non-Compliance Policy

The CPA Office of Professional Development expects that all Approved CE Providers abide by the requirements and meet the stated standards of this program in all focus areas.

As an assurance, providers will be occasionally asked to provide additional information and original documents that will be used as part of an internal audit process. Any request for documents will be based on the records that providers are required to obtain and maintain in order to meet program standards.

A request for documents can be random, or it can be triggered by a psychologist complaint or from information included as part of the standard course report or as a result of a change in program administration.

CPA will endeavor to work with providers to rectify procedural or administrative matters. Failure to fully respond to a request for additional information, however, can result in responses ranging from placing the non-responsive provider on immediate inactive status, probation or revoking approval.

Repeated inconsistency in applying course content standards can also result in probation or revocation of approval status.