

Group Live Application Checklist

This checklist has been created as an aid for all applicants to use when preparing/developing a course for review and is based on the 2024 Statement on Standards. The checklist contains the main components used by the Registry team when considering a Group Live application. Additionally, helpful tips and hyperlinks are provided where applicable so that you can easily utilize all templates and resources provided on our website. Using this checklist prior to course submission will help ensure your program's compliance with the Standards.

1. Statement of Administrative Policies

The statement of administrative policies includes the following elements:

**Note that the administrative policies should be applicable to all courses and not solely specific to the course submitted for review.*

* Visit the Registry [website](#) for Group Live Templates or go directly to page 1 of the following link for further details concerning these guidelines: [Administrative Policies](#)

Record Retention Policy (Stds. 2.3 & 24)

Refund Policy

**Even if your course does not require a fee, there should still be a statement stating so in the administrative policies. This cannot just be, "There are no refunds."*

Ex: "Our courses do not require a fee; therefore, there are no refunds given."

Program Cancellation Policy

Complaint Resolution Policy

Course Update Policy (Std. 4)

2. Program Content Development

The program content development includes the following elements:

Standards for CPE Program Measurement, Standard No. 2-5

**Note that the program content development should be applicable to all courses and not solely specific to the course submitted for review.*

* Visit the Registry [website](#) for Group Live Templates or go directly to page 2 of the following link for further details concerning these guidelines: [Content Development Policies Guidance](#)

Program Content & Knowledge Level Policy

Content Development Policy

Content Review Policy

Learning Objective Policy

3. Course/Program List

The course/program list includes the following components:

**The course/program list should include all programs which you plan to offer in the year following your Group Live application approval. The CPE credit range represented on the course/program list should match the chosen range selected with your application fee. Following your approval, if you decide to offer more courses than those listed in the course/program list, contact your NASBA Registry account manager in order to seek compliance with this adjustment.*

*Visit the Registry [website](#) for Group Live Templates to locate the [Program List Instructions](#) as well as the Program List Template which can be used to enter your program offerings (click the link highlighted in yellow as shown in the screenshot below).

Group Live

- [Descriptive Promotional Material](#)
- [Certificate of Completion](#)
- [Course Evaluation Instructions & Templates](#)
- [Program List Template](#)
- [Program List Instructions](#)
- [Administrative Policies](#)
- [Program Content Development Policies](#)
- [Instructions & Examples](#)
- [Group Live Checklist](#)

<input type="checkbox"/>	Program/ Course Title
<input type="checkbox"/>	Delivery Method
<input type="checkbox"/>	CPE Credits
<input type="checkbox"/>	<p>Course Date</p> <p>*If the course date is unknown at the time of applying, it is acceptable to put “TBD” in this spot on the course/program list.</p>
<input type="checkbox"/>	<p>Field of Study</p> <p>*For an extensive breakdown of Fields of Study, visit our website or go to this direct link: Fields of Study Document</p>

4. Promotional Materials

Promotional materials contain the following components:

**Promotional materials should be an example of what would be given to a prospective learner for the course submitted for review.*

Standards for CPE Program Measurement, Standard No. 12

*Visit the Registry [website](#) for Group Live Templates or go directly to the following link:

[Descriptive/Promotional Materials](#)

<input type="checkbox"/>	INTERNAL Audience:
	<input type="checkbox"/> Learning Objectives
	<input type="checkbox"/> Type of delivery method <i>*This must say, "Group Live" in its entirety.</i>
	<input type="checkbox"/> Recommended CPE credit
	<input type="checkbox"/> Field of study <i>*If the course is being classified in more than one field of study, this must be broken down to show the number of CPE credits being awarded in each field of study. The total CPE credits given for the course should equal the sum of this breakdown.</i>
	<input type="checkbox"/> Prerequisites (or none) <i>*If there are no prerequisites required, please state so.</i>
	<input type="checkbox"/> Advance preparation (or none) <i>*If there is no advance preparation required, please state so.</i>
	<input type="checkbox"/> Program description (for optional internal course)

	<p><input type="checkbox"/> Program/Knowledge level (for optional internal course):</p> <p>*For best practices about knowledge level, follow this direct link to the Registry website and click on the drop down titled, "Program Knowledge Level and Prerequisite Education and Experience."</p> <p>* <u>A Note about Knowledge Level</u> In general, intermediate, advanced, and update courses are built upon previous knowledge and information. The previous education or experience in which these courses are built upon would be the course prerequisites and should be stated clearly for participants. Typically, basic and overview courses do not assume previous knowledge of the subject and should develop all concepts fully. Although these courses will not typically have prerequisite knowledge or experience in the subject matter, these levels may have prerequisites if there is assumed knowledge in another subject. Courses cannot have multiple knowledge levels; there should only be one knowledge level assigned per course.</p> <p><input type="checkbox"/> Basic</p> <p><input type="checkbox"/> Intermediate</p> <p><input type="checkbox"/> Advanced</p> <p><input type="checkbox"/> Overview</p> <p><input type="checkbox"/> Update</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/> EXTERNAL Audience:</p> <p><input type="checkbox"/> Learning Objectives</p> <p><input type="checkbox"/> Type of delivery method *This must say, "Group Live," in its entirety.</p> <p><input type="checkbox"/> Recommended CPE credit</p> <p><input type="checkbox"/> Field of study *If the course is being classified in more than one field of study, this must be broken down to show the number of CPE credits being awarded in each field of study. The total CPE credits given for the course should equal the sum of this breakdown.</p> <p><input type="checkbox"/> Prerequisites (or none) *If there are no prerequisites required, please state so.</p> <p><input type="checkbox"/> Advance prep (or none) *If there is no advance preparation required, please state so.</p> <p><input type="checkbox"/> Program description</p> <p><input type="checkbox"/> Program Registration Requirements *This can be a link to the registration page if desired. If this method is chosen, be sure that the link works properly. *If the course does not require the learner to register, there should be instructions given on how the learner can access the course.</p>

	<input type="checkbox"/> Refund Policy
	<input type="checkbox"/> Complaint Resolution Policy
	<input type="checkbox"/> National Registry Language <p>This statement must be present in its entirety and without any alteration: “(Sponsor name here) is registered with the National Association of State Boards of Accountancy (NASBA) as a sponsor of continuing professional education on the National Registry of CPE Sponsors. State boards of accountancy have final authority on the acceptance of individual courses for CPE credit. Complaints regarding registered sponsors may be submitted to the National Registry of CPE Sponsors through its website: www.nasbaregistry.org”</p>
	<input type="checkbox"/> Program/Knowledge level of the course: <p>*For best practices about knowledge level, follow this direct link to the Registry website and click on the drop down titled, “Program Knowledge Level and Prerequisite Education and Experience.”</p> <p>* <u>A Note about Knowledge Level</u> In general, intermediate, advanced, and update courses are building upon previous knowledge and information. The previous education or experience in which these courses build upon would be the course prerequisites and should be stated clearly for participants. Typically, basic and overview courses do not assume previous knowledge of the subject and should develop all concepts fully. Although these courses will not typically have prerequisite knowledge or experience in the subject matter, these levels may have prerequisites if there is assumed knowledge in another subject. Courses cannot have multiple knowledge levels; there should only be one knowledge level assigned per course.</p> <input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Overview <input type="checkbox"/> Update

5. Course Evaluation Form

The Evaluation Form contains the following components with wording as close as possible or verbatim to the following:

Standards for CPE Program Measurement, Standard No. 14

*Visit the Registry [website](#) for Group Live Templates or go directly to the following link for guidelines and an example: [Course Evaluation Instructions](#)

*For best practices about the evaluation form, follow this [direct link](#) to the Registry website and click on the drop down titled, “Course Evaluations.”

<input type="checkbox"/>	The stated learning objectives were met
<input type="checkbox"/>	The stated prerequisite requirements were appropriate and sufficient.
<input type="checkbox"/>	The program materials, including the qualified assessment, if any, were relevant & contributed to the achievement of the learning objectives.
<input type="checkbox"/>	The time allotted to the learning activity was appropriate.
<input type="checkbox"/>	If applicable, individual instructors were effective.

6. Certificate of Completion

The Certificate of Completion contains the following components:

*The certificate should be an example of what the learner will receive after completing the specific course in review.

Standards for CPE Program Measurement, Standard 23

*Visit the Registry [website](#) for Group Live Templates or go directly to the following link for guidelines and an example: [Certificate of Completion](#)

Group Live

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- [Program Content Development Policies Instructions & Examples](#)
- [Group Live Checklist](#)

*For best practices about the certificate of completion, follow this [direct link](#) to the Registry website and click on the drop down titled, “Certificate of Completion.”

<input type="checkbox"/>	<p>CPE program sponsor name *The sponsor name should match exactly the name given on the application.</p>
<input type="checkbox"/>	<p>Participant's name</p>
<input type="checkbox"/>	<p>Program title *Make sure the program title matches that of the course in review.</p>
<input type="checkbox"/>	<p>Program Field of Study *If the course is being classified in more than one field of study, this must be broken down to show the number of CPE credits being awarded in each field of study. The total CPE credits given for the course should equal the sum of this breakdown. <u>For example:</u> <u>Taxes: 1 CPE credit</u> <u>Specialized Knowledge: 1 CPE credit</u> <u>Total: 2 CPE credits</u></p>
<input type="checkbox"/>	<p>Date Offered</p>
<input type="checkbox"/>	<p>Location</p>
<input type="checkbox"/>	<p>Delivery Method: This should state that the Delivery Method is Group Live.</p>
<input type="checkbox"/>	<p>CPE Credit *This must be an exact amount of CPE credits and not a range. It must also match the CPE credit methodology submitted. <u>Example of Noncompliant CPE Credit: up to 7 CPE credits</u> <u>Example of Compliant CPE Credit: 7 CPE credits</u></p>
<input type="checkbox"/>	<p>Registry ID # *If this is an initial application and you are not a current sponsor with a Registry ID, you can just place this title on the certificate to mark where it will go upon and following your sponsorship approval.</p>
<input type="checkbox"/>	<p>Registry Time Statement * This statement must be present in its entirety and without any alteration: "In accordance with the Standards of the National Registry of CPE Sponsors, CPE credits have been granted on a 50-minute hour."</p>

7. Bio/Resumes of Instructors/Author & Content Reviewer

*In addition to the typical information included in the bios, applicants should also provide specific information regarding the following guidelines:

Standards for CPE Program Measurement, Standards 4, 5, 13 & 24

*For best practices about instructor/author/reviewer requirements, follow this [direct link](#) to the Registry website and click on the drop down titled, “Programs Designated as Accounting, Auditing or Taxes.”

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| <input type="checkbox"/> | The instructor/author/developer is a CPA (required for Fields of Study in accounting or auditing). |
| <input type="checkbox"/> | The instructor/author/developer or reviewer is a CPA (for the Field of Study of Taxes, this can also be an enrolled tax agent or tax attorney). |
| <input type="checkbox"/> | The instructor/author/developer is qualified in the subject matter. |
| <input type="checkbox"/> | The content reviewer is independent of the course development team. |
| <input type="checkbox"/> | The content reviewer is qualified in the subject matter. |

8. Program Materials *Standards for CPE Program Measurement, Standard 12*

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| <input type="checkbox"/> | Provide a copy of the program materials to be distributed to participants and/or slides or notes used by the instructor for the program you have selected to submit. |
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9. Evidence of Elements of Engagement *Standards for CPE Program Measurement, Standard 7*

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| <input type="checkbox"/> | A group live program must include at least one element of engagement related to course content during each credit of CPE (for example, group discussion, polling questions, instructor-posed question with time for participant reflection, or use of a case study with different engagement elements throughout the program). To properly document the elements of engagement you should record the number of activities used, when the activities were presented during the course, and the types of activities used. There are different ways to accomplish this task. Some sponsors include the description of the element of engagement in the program agenda, while others record the element of engagement within the instructor slides. If a Q&A session is planned as an element of engagement, the instructor must have questions prepared to prompt the audience in case the participants do not have any of their own questions. This ensures that interaction occurs among the instructor and audience. Please attach with the program materials the documentation that evidences the element of engagement during each credit of CPE planned for the group live program. |
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10. Attendance Monitoring Policy *Standards for CPE Program Measurement, Standard 16, 23*

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| <input type="checkbox"/> | Provide an explanation regarding how attendance is monitored. (Ex: use of attendance logs with additional space for participants to sign in/out.) Include the method used for keeping records of participation. The policy should include information about how your organization plans to monitor when attendees are late, leave early, etc. |
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