Defense Health Agency J-7
Continuing Education Program Office
Activity Development Guidance Document

For further information, please contact:
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Continuing Education Program Office (CEPO)
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Overview

The Defense Health Agency J-7 Continuing Education Program Office (CEPO) is the accredited continuing education provider for Military Health System (MHS) professionals who support veterans, uniformed service members, and service members' families. The events supported by CEPO are available free of charge to learners. This document is provided to assist you, the CE Planner, in developing and applying for accreditation for your continuing education (CE)/continuing medical education (CME) and Certificate of Attendance (CA) activities.

CE/CME Accreditation: Interdisciplinary Audience

Interprofessional Continuing Education (IPCE) activities are designed to foster collaborative learning among military healthcare professionals from different disciplines, enhancing their ability to work effectively as a team to deliver exceptional care. Whenever possible, the educational content should focus on interconnected practice gaps of the team, incorporate interactive learning elements such as discussions, groups exercises and hands-on training and emphasize how different professions can work in tandem to contribute to comprehensive care.

Below is a listing of the available accreditations and the corresponding professions that are supported. The logos displayed are representative of the accrediting organizations that have granted us permission to use their branding. Through **Joint Accreditation**, CEPO provides continuing education for the following 15 accreditors:

Accrediting Organization	Professions
Accreditation Council for Continuing Medical Education (ACCME)	Physicians
Accreditation Council for Pharmacy Education (ACPE)	Pharmacists & Pharmacy Technicians
American Academy of Physician Associates (AAPA)	Physician Associates/Physician Assistants
American Board of Anesthesiology (ABA)	Physicians
American Board of Pediatrics (ABP)	Physicians
American Board of Surgery (ABS)	Physicians
American Board of Internal Medicine (ABIM)	Physicians
American Dental Association Continuing Education Recognition Program (ADA CERP)	Dentists, Dental Hygienists, Dental Technicians
American Nurses Credentialing Center (ANCC)	Nurses
American Psychological Association (APA)	Psychologists
Association of Regulatory Boards of Optometry's Council on Optometric Practitioner Education (ARBO/COPE)	Optometrists
Association of Social Work Boards (ASWB)	Social Workers
Board of Certification for the Athletic Trainer (BOC)	Athletic Trainers
Commission on Dietetic Registration (CDR)	Registered Dietitians & Dietetic Technicians
International Accreditors for Continuing Education and Training (IACET)	Interprofessional audiences, including those not served by profession-specific credit types

In addition, CEPO is **directly accredited or approved** by the following nine accreditors or organizations:

Accrediting Organization	Professions
American College of Healthcare Executives (ACHE)	Healthcare Executives
American Health Information Management Association (AHIMA)	Health Information Professionals
American Occupational Therapy Association (AOTA)	Occupational Therapists & Occupational Therapy Assistants
American Physical Therapy Association (APTA)	Physical Therapists & Physical Therapist Assistants
American Speech Language Hearing Association (ASHA)	Audiologists, Speech Language Pathologists & Assistants
The Commission	Case Managers
Council on Professional Standards for Kinesiotherapy (COPSKT)	Kinesiotherapists
National Board of Certified Counselors (NBCC)	Certified Counselors
Project Management Institute (PMI)	Project Management Professionals

Important Information Regarding CEPO's Accreditation

- **Eligibility for Specific Accreditations:** Please note that due to the diverse requirements stipulated by various accrediting bodies, not all educational activities will be eligible for all CE/CME accreditations offered.
- **Award Contingency and Official Accreditation Confirmation:** The award of CE/CME credits is contingent upon the satisfactory completion of the educational activity and full compliance with all applicable CE/CME standards and requirements. There is no guarantee of credit until these conditions are met. Formal accreditation for a CE/CME activity is confirmed exclusively through the issuance of an official email by the designated CEPO Subject Matter Expert (SME) and the How to Obtain CE Document.
- **Activity Monitoring:** The CEPO reserves the right to conduct surveillance and periodic monitoring of CE/CME activities to ensure adherence to all applicable accreditation standards.
- **Exclusivity of Accreditation Support:** The CEPO is unable to provide CE/CME accreditation support for any educational activity that is simultaneously receiving CE/CME accreditation support from another provider. This policy is in place to maintain accreditation integrity.
- **Retroactive Accreditation:** The CEPO's policy does not allow for the provision of retroactive CE/CME credits. Please ensure activities are approved *before* the commencement of the activity if credits are desired.
- **Certificate of Attendance:** Other healthcare professionals who do not fall into the above professions, who complete a CEPO-supported activity will be issued a certificate of attendance, indicating participation and the number of hours of continuing education credit. This may be used for submission to licensing boards for satisfaction of CE/CME requirements.

- **Requesting Support for New Professional Accreditations:** If your professional accreditation is not currently supported or accredited by CEPO, you can email your request to obtain CE accreditation to either the Branch Chief Ms. Alna Gopez (alnamilagros.a.gopez.civ@health.mil) or the Chief of EXCEL Dr. Felicia Truong (felicia.r.truong.civ@health.mil). Please include the accreditation name, the estimated number of professionals affected, all associated fees, and a designated SME to support the process.

Special Note for Continuing Pharmacy Education (CPE) Credits

For a given Universal Activity Number, CEPO will upload each learners' National Association of Boards of Pharmacy (NABP) e-profile ID number, month and date of birth, and date of participation within 60 days of completing their evaluation and posttest into CPE Monitor®.

Special Note for Association of Regulatory Boards of Optometry (ARBO/COPE) Credits

As a Jointly Accredited Provider, CEPO is only responsible for providing learners qualified to receive ARBO/COPE accredited CE/CME hours, a CE/CME certificate. The learner is then solely responsible for submitting their CE/CME certificates to their State Board or to ARBO for uploading to the ARBO/COPE OE Tracker.

Special Note for Social Workers Licensed in Oklahoma Only

Please use "1001" as the "ACE provider number" in the Oklahoma Board online system for all CEPO approved courses that offer ACE credits.

Special Note for All Other Social Workers

If the Joint Accreditation Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) credit statement is not accepted on your Certificate of Completion by your state licensing board, please contact us at: dha.ncr.j7.mbx.continuing-education-office@health.mil for further assistance.

Special Note for Participants for JA CEU (IACET)

Acceptance of CEUs is determined by employers, credentialing bodies, or regulatory authorities, as applicable.

To see a list of known entities that recognize Continuing Education Units (CEUs) issued under an ANSI/IACET-aligned framework, visit the CEU Acceptance Directory: https://iacet.org/ce-t-accreditation/who-recognizes-iacet-accreditation/. This directory is provided for informational purposes only and is not exhaustive. Inclusion does not guarantee automatic acceptance of CEUs, as recognition may be subject to additional review or conditions established by a specific employer, credentialing body, regulatory board, or organization.

Special Note for Maintenance of Certification (MOC)

Maintenance of Certification (MOC), also known as Continuing or Continuous Certification, is the process by which a physician who has initially become board certified in the specialty practice of their choice maintains their board certification status.

To view, obtain, and receive MOC credit, learners must add the MOC specialty board(s) to their CMS account profiles and provide identifier information, including their date of birth (month and day) and unique board ID to enable accurate tracking and reporting.

Special Note for Physical Therapists (PTs) and Physical Therapist Assistants (PTAs)

CEPO is required to submit each participant's APTA Identification number to award credit. Please obtain an APTA Identification number at the following link: https://www.apta.org/AptaLogin.aspx. APTA CEs are accepted by most state PT licensing boards. Learners are encouraged to check with their local chapter or state board to ensure that they accept APTA accredited courses for licensure renewal.

Special Note for The Commission Credits

Apart from Clinical Communities Speaker Series events, CEPO will only award The Commission credit for live activities pending leadership approval. For single and multi-day activities requesting CE credit for The Commission – Certified Case Managers, the submission deadline is 60 days.

To claim The Commission CCM credit for multi-session activities, complete the evaluation and posttest for each session you completed, THEN log in to your dashboard at http://www.yourcomission.org to report your TOTAL credits.

Special Note for Speech Language Pathologists and Audiologists

CEPO submits participants' ASHA ID, email, address, and name to award credit to ASHA CE office.

CE/CME Key Principles

CE/CME for healthcare professionals consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance that a healthcare professional uses to provide services for patients, the public, or the profession.

CE/CME for healthcare professionals assist in carrying out their responsibilities within their scope of practice more effectively and efficiently. Each CE/CME activity should **address certain key principles as delineated below**. These principles are designed to enhance the knowledge, skills and performance that a clinician needs to provide quality services to patients.

Bridge Professional Practice Gaps

CE/CME activities should be designed to address s**pecific professional practice gaps** identified within the healthcare team. These gaps represent the difference between the healthcare team's current practice and the potential for improvement achievable through the integration of current evidence-based knowledge. **The goal of these activities is to bridge these gaps and enhance healthcare delivery, quality, and patient outcomes**.

Meet Educational Needs

CE/CME activities should aim to **address knowledge, strategy, skills and performance**, with the goal of improving competencies where team members currently lack knowledge or demonstrated mastery. It should **address the team's lack of awareness in specific areas**, to contribute to enhanced patient outcomes and a more effective healthcare system.

Achieve Improved Results

CE/CME activities must clearly state their intended impact on improving outcomes. This involves specifying the targeted area of change, whether it's increasing knowledge, impacting processes, facilitating implementation, or enhancing the delivery of care. The activity's design should directly address how it will lead to these specific, measurable improvements in professional practice.

Fair Balance

CE/CME activities and materials must prioritize healthcare quality improvement and avoid promoting specific commercial interests. Content must present products and services fairly and in a balanced manner compared to similar options, providing a balanced view of therapeutic alternatives. Faculty must primarily use scientific or generic names. If a trade name is necessary, all similar products within that class must also be mentioned. Activities that favor a specific brand, device, treatment, or trade name will not be accredited.

Conflict of Interest

Conflicts of Interest (COI), where personal or financial considerations could compromise professional judgment, are a significant concern in CE/CME due to the potential for bias from commercial interests. To mitigate this, CEPO employs a stringent process to ensure owners and employees of ineligible companies have no influence on activity decision-making. This includes utilizing the CE Disclosure Form to collect information on financial relationships with ineligible companies over the past 24 months from anyone who could influence educational content. There are only three exceptions that allow for owners and/or employees of ineligible companies to participate as planners or faculty in accredited continuing education. Please see the Appendix 2: Flowchart for Identifying & Mitigating Conflicts of Interest for further clarification. Activities are not accredited by CEPO if decisions are found to be subject to such influence or involvement.

Content Validation

Information addressing clinical medicine in a CE/CME activity are based on evidence that is within the profession's scope of practice. All scientific research referred to, reported, or used in CE/CME in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, and analysis.

Guidance on the Responsible Use of Artificial Intelligence (AI) in Accredited CE/CME

Stakeholders using AI tools to support accredited CE/CME content should follow the same Standards for Integrity and Independence as human-developed work, ensuring AI does not introduce commercial bias, promotional language, or influence from ineligible companies, and that the CE Planner retains full control and accountability for content decisions. When AI is used beyond routine spelling/grammar, CE Planners/faculty should disclose meaningful use (e.g., tool name/version/date, purpose, learner notification, and ideally confirmation of human verification and whether prompts/outputs were stored externally).

AI Usage Language Template: "Portions of this activity were developed with assistance from **[AI tool name, version]** on **[date]** for **[purpose]**. All AI-assisted outputs were reviewed and verified by **[name/role]** for accuracy, balance, and independence prior to release. **[Prompts/outputs were (or were not)]** stored outside the organization."

Operationally, AI-assisted outputs must have human oversight. Fixed materials (slides/handouts/assessments) should always be reviewed/approved by qualified individuals, fact-checked for hallucinations, screened for bias, and controlled with versioning/traceability. Dynamic, real-time AI use during learning requires rigorous faculty oversight and reminders that faculty remain responsible for decisions. Faculty must also protect privacy by refraining from sharing identity/data with third parties, avoiding share of PHI/PII in AI tools, using only institution-approved platforms, and limiting high-risk uses while establishing governance (approved tool lists, training, logging/review, secure systems, and explicit permissions for proprietary/unpublished materials).

Required Presenting Faculty and Content Reviewer Credentials

To ensure the quality and integrity of CE/CME activities, all presenting faculty and content reviewers must demonstrate appropriate qualifications and expertise.

General Requirements:

Education and Training:

- **Presenting Faculty and content reviewers:** Master's degree required; Doctorate preferred
- **Other Presenters:** Bachelor's degree with relevant experience or co-presentation with a faculty member holding an advanced degree

Relevant Experience:

If you do not have an advanced degree, a minimum of ten years of experience in the field of expertise is required.

Subject Matter Expertise:

Presenters and reviewers must possess documented experience, education, and training directly relevant to the activity's objectives. Expertise is demonstrated through a combination of:

- Prior teaching experience
- Extensive clinical experience
- Publications in the relevant subject area

Professional Conduct:

All presenters must adhere to the Standards of Professional Conduct/Practice as defined by their regulatory organizations, exhibiting commitment, integrity, professional diligence, and avoiding conflicts of interest and bias.

Unique/Specific Qualifications:

Clinical Coding Content: Faculty presenting clinical coding content must possess an AHIMA credential or be an active AHIMA Approved ICD-10 Trainer.

Contractors: Contractors presenting activities must partner with a Government/Military lead presenter.

Content Review Requirements:

Independent Review: Each presentation must undergo review by at least one subject matter expert independent from the planning/presenting team.

Accreditation Alignment: Content reviewers must be from one of the 20 disciplines for which CEPO is accredited to award CE/CME. Reviews from disciplines outside this scope (e.g., Radiology Technician) will not be accepted.

Target Audience Representation: For multi-session activities, content reviews should be diversified to reflect the target audience of each session.

CE/CME Event Planners Responsibilities

Government/military personnel must be the sponsor of the planned CE/CME activity, who submits the CE Application to initiate the support request (https://www.dhaj7-cepo.com/content/cepo-ce-activity-application). An event must be no less than 60 minutes in duration, which may include a question-and-answer portion. Application resources can be located at the CEPO Resources link: https://www.dhaj7-cepo.com/content/resources.

CE Planners are requested to attend the Interprofessional Continuing Education (IPCE) Planning Meeting. This meeting is an opportunity to discuss upcoming CE/CME events, accreditation updates and promote discussions of lessons learned with input from a variety of healthcare professionals and federal agencies. These meetings result in a variety of learning opportunities across the MHS and for the greater global medical community. If a member is unable to attend a meeting, a representative must attend on their behalf. IPCE meetings are held on the first Monday of every other month from 9:30 AM to 11:00 AM ET. If you would like to be added to our invite, please email dha.ncr.j7.mbx.continuing-education-office@health.mil.

To ensure healthcare team members can learn with, from, and about each other, CEPO's IPCE activities incorporate the perspective of each profession in the target audience. CE Planners must demonstrate an integrated planning process that includes healthcare professionals during the planning, assessing, and implementation phases who are reflective of the target audience. CE Planners draw on collaborators, content reviewers, and peer-reviewed literature to incorporate the team-based needs of each profession in the target audience into the activity. This will demonstrate the reason the different credit types should be awarded, and can be achieved through a combination of the following three methods:

- **Planning Committee:** Involve members of the target audience (specific professions or roles) in the planning of the activity as part of a planning group or committee. (see **Appendix 5: Event Faculty List**)
- **Additional Content Reviews:** One content review is required for all events, however it may be appropriate to have representatives of the target audience provide additional content reviews and feedback for the activity, to ensure that the needs of their profession, as it pertains to their role in the IPCE team, are reflected
- **Literature review:** Design activities in the context of literature specific to the team-based needs of the different professions in the target audience
    - Scholarly resources should be within the reference list in the content or in an external reference list for filing

Required Faculty Documentation

All Planning Committee Members, content reviewers, presenting faculty, or other contributors are encouraged to set up an account in CEPO's Continuing Education Management System (CMS) (www.dhaj7-cepo.com). For password assistance or account set up assistance email: dha.ncr.j7.mbx.cepo-cms-support@health.mil

The following items are required and should be submitted to CEPO according to the faculty role:

ROLE	CV/Professional Resume	Disclosure of Potential Conflicts of Interest	CE Agreement	Content Review Form
Planning Team/Content Creator	✓	✓	✓	N/A
Presenter	✓	✓	✓	N/A
Content Reviewer	✓	✓	N/A	✓

CE/CME Material Requirements

The CEPO application (https://www.dhaj7-cepo.com/content/cepo-ce-activity-application) and all CE/CME materials are due **45 calendar days prior to the date of the activity**. For multi-day

conferences (2 or more days) the submission **deadline is 60 days**. For single and multi-day activities requesting CE credit for The Commission – Certified Case Managers, the submission **deadline is also 60 days**. The CE application guidance chart (https://www.dhaj7-cepo.com/content/ce-application-guidance-chart) is a quick reference tool that provides a clear overview of submission deadlines and key requirements. When a complete application is submitted, a CEPO SME is assigned to conduct a thorough review. If revisions are requested by CEPO, a Content Reviewer or Public Affairs Office, then the final edits must be submitted at least **seven days** prior to event.

If you are using Power Point slides for your presentation, please follow the submission guidance below:

- For large files, please submit presentation slides through Department of Defense (DoD) https://safe.apps.mil
- If you do not have a CAC, please request that CEPO "Request a Drop-off" via DoD SAFE
- Files are automatically deleted from DoD SAFE seven days following upload

Presenters are responsible for obtaining legal permissions from your local legal office when presenting content that is not your own.

Public Affairs Office/Branding

Public Release Approval is Mandatory: Presentation content and promotional materials must be approved by the DHA Public Affairs Office (PAO) before they are shared publicly (e.g., on a website).

PAO Review Focus: The DHA's PAO review ensures compliance with regulations, specifically checking for:

- Implied U.S. Government endorsement
- Branding issues
- Copyright violations

Health-Related Content: Presentations covering health-related topics may require additional review by DHA SMEs to ensure alignment with DHA policies and procedures.

Proof of Approval: You must have written documentation proving that the PAO approved your material.

Presentation Template:

- DHA presenters **must** use the approved DHA slide presentation template.
- Guest presenters (non-DHA) may use their own organization's template, but it must be consistent throughout the presentation.

Promotional Material Requirements for CE/CME Programs

To download a sample promotional flyer please visit: https://www.dhaj7-cepo.com/sites/default/files/Sample-Promotional-Flyer.pptx
To ensure learners can make decisions about whether a course meets their professional needs, accrediting organizations require that promotional materials for CE/CME programs disseminate the following information before enrollment:

Essential Information for Learners:

- **Learning Objectives:** Clearly state what the learner will gain in knowledge or skills.
- **Target Audience & Instructional Level:** Describe the intended audience (e.g., nurses, physicians) and the instructional level (introductory, intermediate, or advanced).
  Please do not advertise offering of MOC credit until the activity is fully approved by CEPO.

- **Schedule:** Provide a detailed schedule of the program, including dates, times, and topics covered.
- **Cost & Policies:** Clearly state the total cost of the program, including all fees, refunds and cancellation policy.
- **Faculty Information:** List all presenting faculty members, including their:
    - Credentials (e.g., MD, PhD, RN)
    - Relevant professional degree(s) and discipline(s)
    - Disclosures regarding any conflicts of interest or commercial support (see next section below).
- **CE/CME Credits:** Specify the number of CE/CME credits offered for each activity within the program. Clearly indicate any activities within the program for which CE/CME credit is *not* offered.
- **Instructions for Credit:** Provide clear instructions on how to obtain CE/CME credit, including deadlines (e.g., "Complete the online post-test and evaluation within 14 days of the activity").

Disclosure of Commercial Support & Conflicts of Interest:

Promotional materials must clearly disclose *before* registration:

- Any known commercial support for the CE/CME program or presenting faculty
- Any other relationships that could be reasonably construed as a conflict of interest for the presenting faculty

If there are no conflicts of interest or commercial support, this *must* be explicitly stated. (See **Figure 1** for examples).

Required Statement:

All promotional materials (e.g., flyers, brochures, website copy) *must* include the following statement: **"This Continuing Education (CE) activity is provided through DHA J-7 CEPO."**

Ethics CE (The Commission Specific):

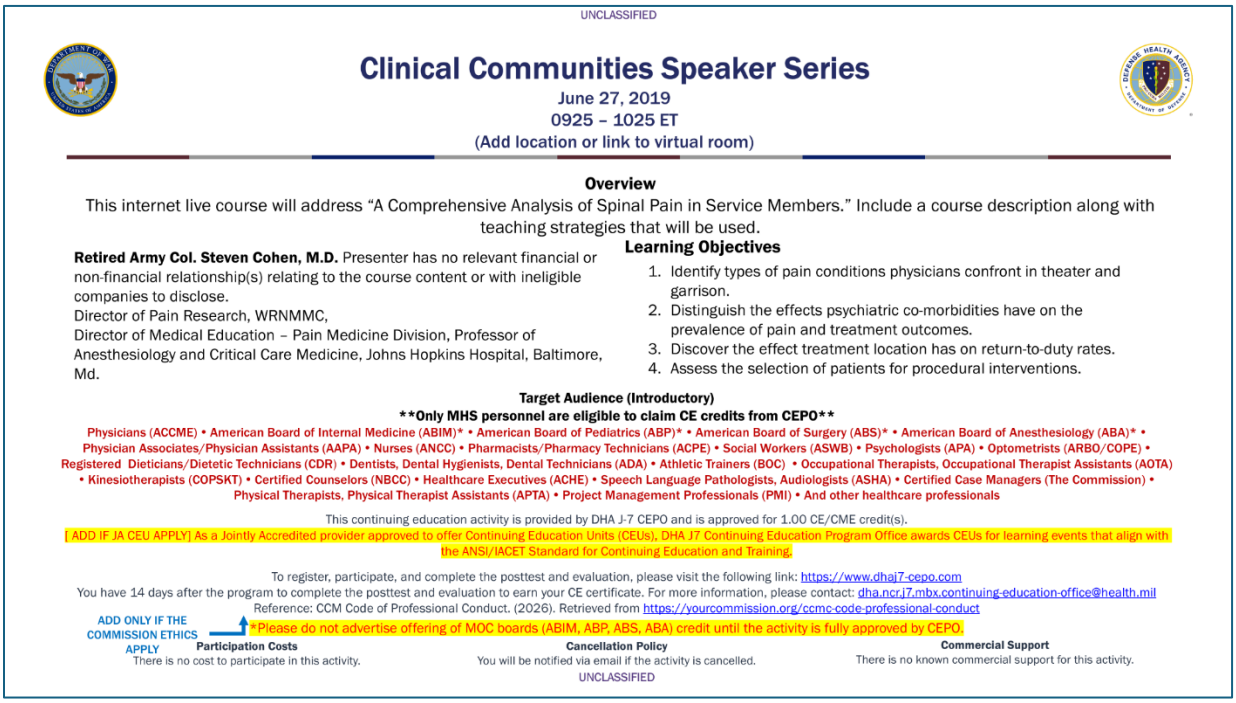
If seeking Ethics CE through The Commission the "The Commission Code of Professional Conduct for Case Managers" must be:

- Included and referenced within the body of the program content.
- Noted in the promotional materials. (See **Figure 1**)

Registration Information:

To be eligible for CE/CME credit, learners must register in CEPO's CMS (www.dhaj7-cepo.com). CEPO is not responsible for providing event planners with specific participant registration information. However, registration and evaluation metrics for your course can be provided upon request.

Figure 1: Sample Promotional Material



UNCLASSIFIED

Clinical Communities Speaker Series

June 27, 2019
0925 – 1025 ET
(Add location or link to virtual room)

Overview

This internet live course will address "A Comprehensive Analysis of Spinal Pain in Service Members." Include a course description along with teaching strategies that will be used.

Retired Army Col. Steven Cohen, M.D. Presenter has no relevant financial or non-financial relationship(s) relating to the course content or with ineligible companies to disclose.
Director of Pain Research, WRNMMC,
Director of Medical Education – Pain Medicine Division, Professor of Anesthesiology and Critical Care Medicine, Johns Hopkins Hospital, Baltimore, Md.

Learning Objectives

1. Identify types of pain conditions physicians confront in theater and garrison.
2. Distinguish the effects psychiatric co-morbidities have on the prevalence of pain and treatment outcomes.
3. Discover the effect treatment location has on return-to-duty rates.
4. Assess the selection of patients for procedural interventions.

Target Audience (Introductory)
****Only MHS personnel are eligible to claim CE credits from CEPO****

Physicians (ACCME) • American Board of Internal Medicine (ABIM)* • American Board of Pediatrics (ABP)* • American Board of Surgery (ABS)* • American Board of Anesthesiology (ABA)* • Physician Associates/Physician Assistants (AAPA) • Nurses (ANCC) • Pharmacists/Pharmacy Technicians (ACPE) • Social Workers (ASWB) • Psychologists (APA) • Optometrists (ARBO/COPE) • Registered Dieticians/Dietetic Technicians (CDR) • Dentists, Dental Hygienists, Dental Technicians (ADA) • Athletic Trainers (BOC) • Occupational Therapists, Occupational Therapist Assistants (AOTA) • Kinesiotherapists (COPSKT) • Certified Counselors (NBCC) • Healthcare Executives (ACHE) • Speech Language Pathologists, Audiologists (ASHA) • Certified Case Managers (The Commission) • Physical Therapists, Physical Therapist Assistants (APTA) • Project Management Professionals (PMI) • And other healthcare professionals

This continuing education activity is provided by DHA J-7 CEPO and is approved for 1.00 CE/CME credit(s).
[ADD IF JA CEU APPLY] As a Jointly Accredited provider approved to offer Continuing Education Units (CEUs), DHA J7 Continuing Education Program Office awards CEUs for learning events that align with the ANSI/IACET Standard for Continuing Education and Training.

To register, participate, and complete the posttest and evaluation, please visit the following link: https://www.dhaj7-cepo.com
You have 14 days after the program to complete the posttest and evaluation to earn your CE certificate. For more information, please contact: dha.ncr.j7.mbx.continuing-education-office@health.mil
Reference: CCM Code of Professional Conduct. (2026). Retrieved from https://yourcommission.org/ccmc-code-professional-conduct

ADD ONLY IF THE COMMISSION ETHICS APPLY
*Please do not advertise offering of MOC boards (ABIM, ABP, ABS, ABA) credit until the activity is fully approved by CEPO.

Participation Costs
There is no cost to participate in this activity.

Cancellation Policy
You will be notified via email if the activity is cancelled.

Commercial Support
There is no known commercial support for this activity.

UNCLASSIFIED

Compliance Slides and CEPO Standards

To download the DHA PowerPoint Template with the CEPO compliance slides please visit: https://www.dhaj7-cepo.com/sites/default/files/DHA-CE-PowerPoint-template_0.pptx. The following slides (**Figures 3-9**) are required slides and must be included in your presentation in the specified sequence. See the figures on the pages that follow.

- **Title slide:** Include the title, date and time of the activity. (First slide)
- **Presenting Faculty/Author(s):** List the name(s) and affiliation(s) of the presenter(s). (Second slide)
- **Disclosures** (Third slide)
- **Learning Objectives:** Provide a minimum of three learning objectives per day. (Fourth slide)
    - PLEASE NOTE: If you are applying for APA credit for a multi-session activity, please submit at least two learning objectives per session
    - If Ethics CEs are requested, make sure this is reflected in the title and learning objectives.
    - When writing learning objectives, keep the following important points in mind (see **Figures 2 & 6** for examples):
        - **Measurable:** Use action verbs that demonstrate observable outcomes. Examples include "differentiate," "compare," and "explain."
        - **Aligned:** Ensure learning objectives directly support the overall purpose of the learning activity.
        - **Action-Oriented:** Use a variety of clear action verbs, avoiding repetition.
        - **Use Concise Verbs:** Steer clear of verbs that are open to interpretation, such as "know," "comprehend," "understand," "learn," "appreciate," and "believe."
        - **Numbered:** Number each learning objective for clarity and organization.
- **Key Takeaways:** At the end of the presentation, include a slide summarizing the most important information the audience should remember in three to five bullet points.

- **References:** (Following the Key Takeaways slide): Adhere to the American Psychological Association's (APA) style guide (Publication Manual of the American Psychological Association, Seventh Edition) for formatting, references, and citations style. Reference lists must include a minimum of five references published within the last ten years, unless older sources are historically relevant. Presentations that do not adhere to APA style publication manual will be returned for correction. (See **Figures 8, 10 & 11**).
    - **Important:** Include on-slide citations for all photos, graphics and tables
- **How to earn CE credit slide** (Last slide) The CEPO SME will provide this slide with registration information and an access code (if required) once the accreditation requirements are complete. It is the CE Planner's responsibility to share this with the attendees.

Figure 2: Suggested Verb List for Writing Measurable Learning Objectives

Remembering
Defines, Describes, Identifies, Labels, Lists, Matches, Names, Outlines, Recalls, Reproduces, Selects

Understanding
Converts, Defends, Distinguishes, Estimates, Explains, Extends, Gives an Example, Infers, Interprets, Paraphrases, Predicts, Rewrites, Summarizes, Translates

Applying
Applies, Changes, Computes, Constructs, Demonstrates, Discovers, Manipulates, Modifies, Operates, Predicts, Prepares, Produces, Relates, Shows, Solves, Uses

Analyzing *
Analyzes, Breaks down, Compares, Contrasts, Diagrams, Deconstructs, Differentiates, Discriminates, Distinguishes, Identifies, Illustrates, Infers, Outlines, Relates, Selects, Separates

Evaluating *
Appraises, Compares, Concludes, Contrasts, Criticizes, Critiques, Defends, Describes, Discriminates, Evaluates, Explains, Interprets, Justifies, Relates, Summarizes, Supports

Creating *
Categorizes, Combines, Compiles, Composes, Creates, Devises, Designs, Explains, Generates, Modifies, Organizes, Plans, Rearranges, Reconstructs, Relates, Reorganizes, Revises, Rewrites, Summarizes

*When possible, please use the critical thinking action verbs in the categories of Analyzing, Evaluating, and/or Creating.

(Ruhl, 2025)

Figure 3: Sample Title Slide (First slide)

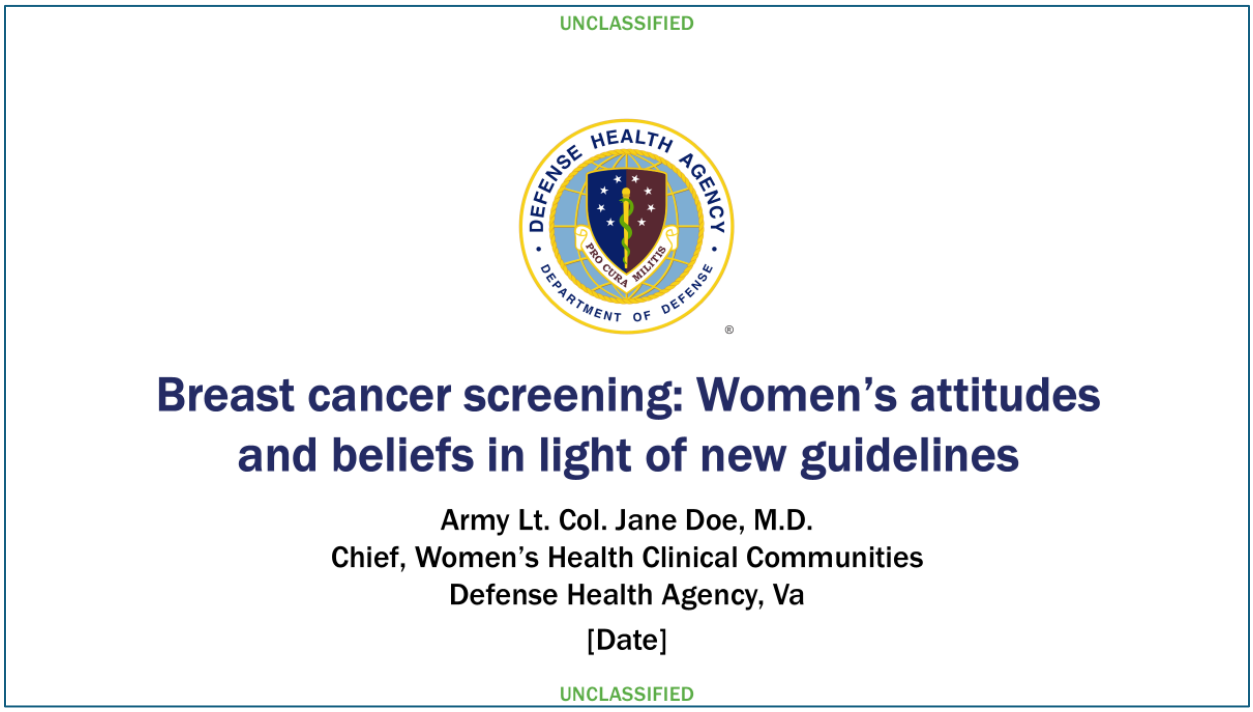


Figure 4: Sample Presenting Faculty Slide (Second slide)

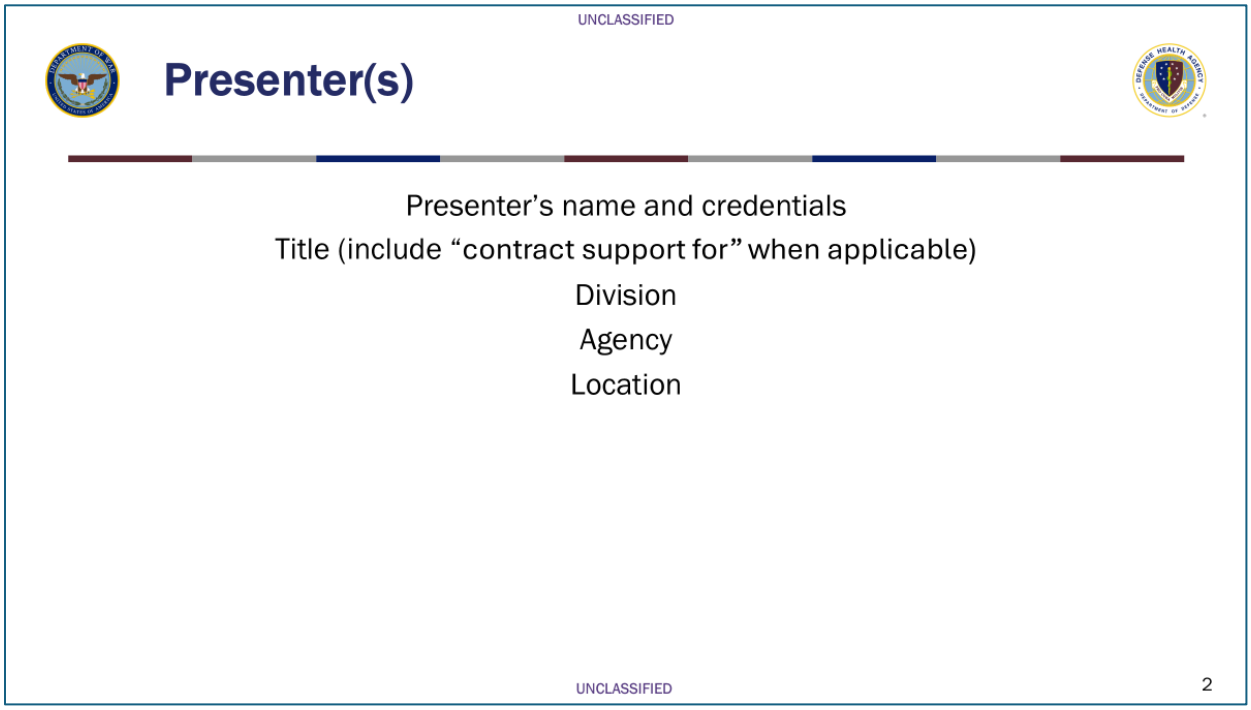


Figure 5: Sample Disclosure Slide (Third slide)

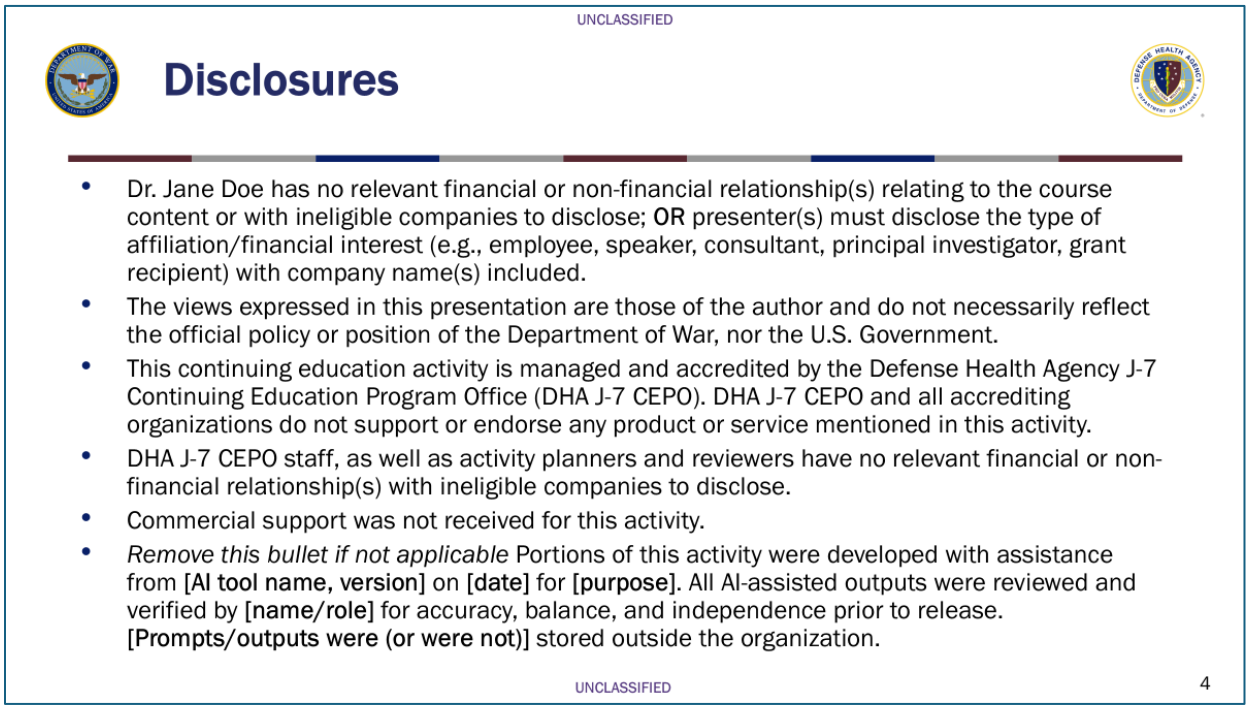


Figure 6: Sample Learning Objectives Slide (Fourth slide)

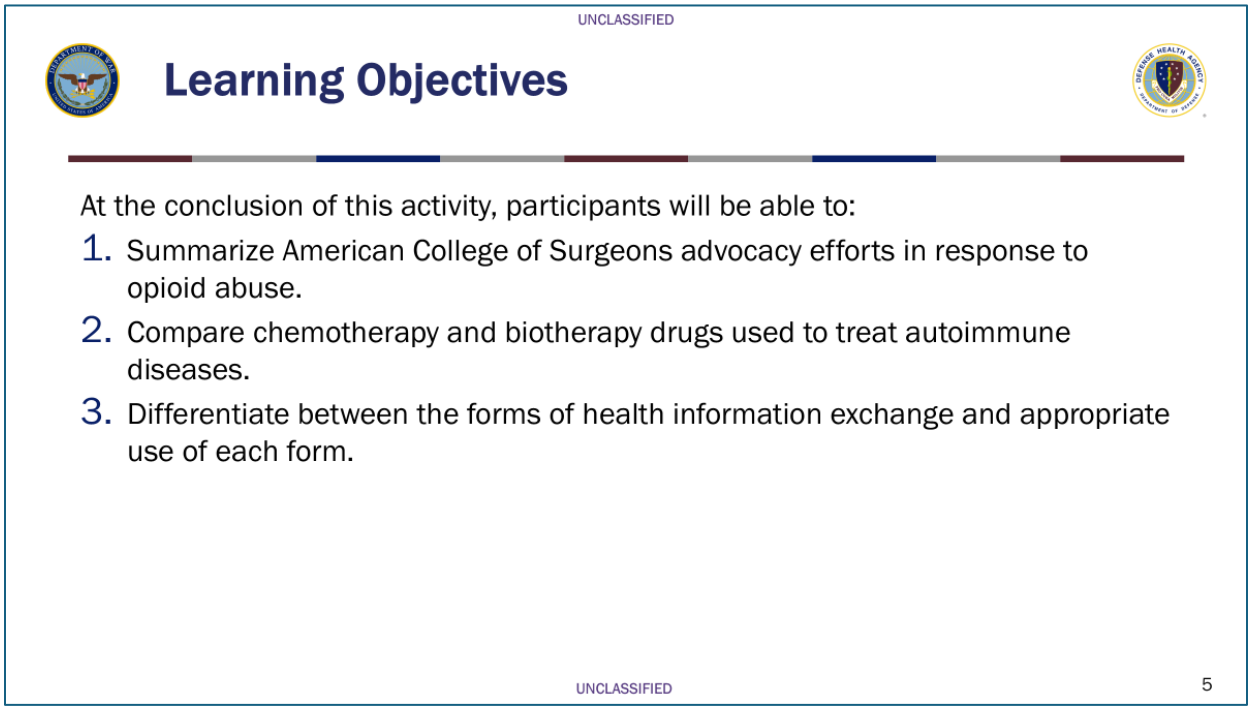


Figure 7: Sample Key Takeaways Slide (At end of the presentation)

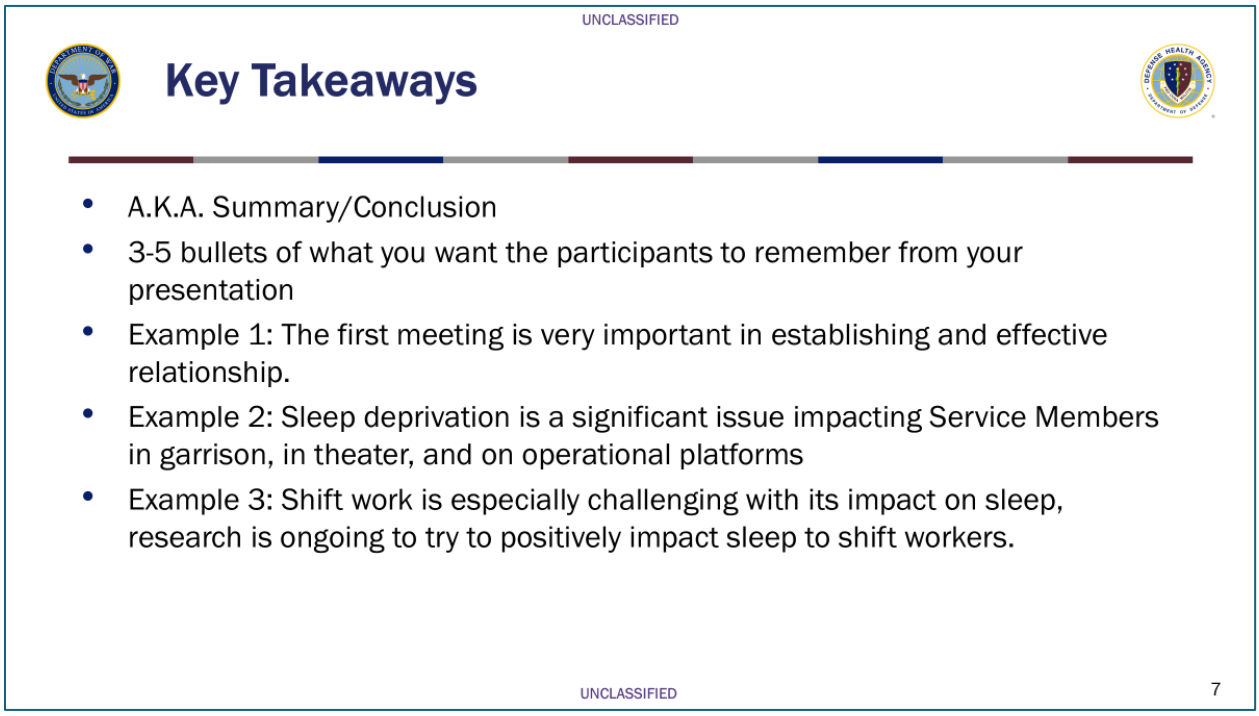
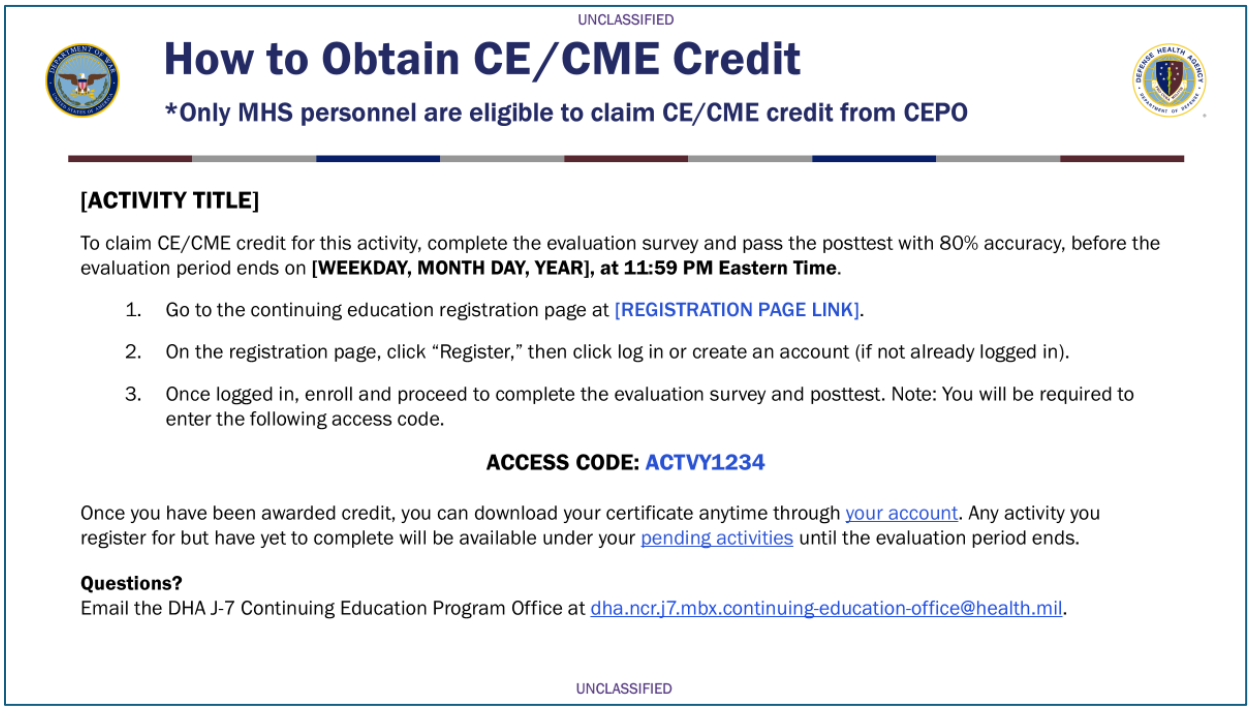


Figure 8: Sample References Slide – APA 7th edition required (Follows Key Takeaways slide)



Figure 9: Sample How to Obtain CE/CME Credit Slide (Last slide)



UNCLASSIFIED

How to Obtain CE/CME Credit

***Only MHS personnel are eligible to claim CE/CME credit from CEPO**

[ACTIVITY TITLE]

To claim CE/CME credit for this activity, complete the evaluation survey and pass the posttest with 80% accuracy, before the evaluation period ends on **[WEEKDAY, MONTH DAY, YEAR], at 11:59 PM Eastern Time**.

1. Go to the continuing education registration page at [REGISTRATION PAGE LINK].
2. On the registration page, click "Register," then click log in or create an account (if not already logged in).
3. Once logged in, enroll and proceed to complete the evaluation survey and posttest. Note: You will be required to enter the following access code.

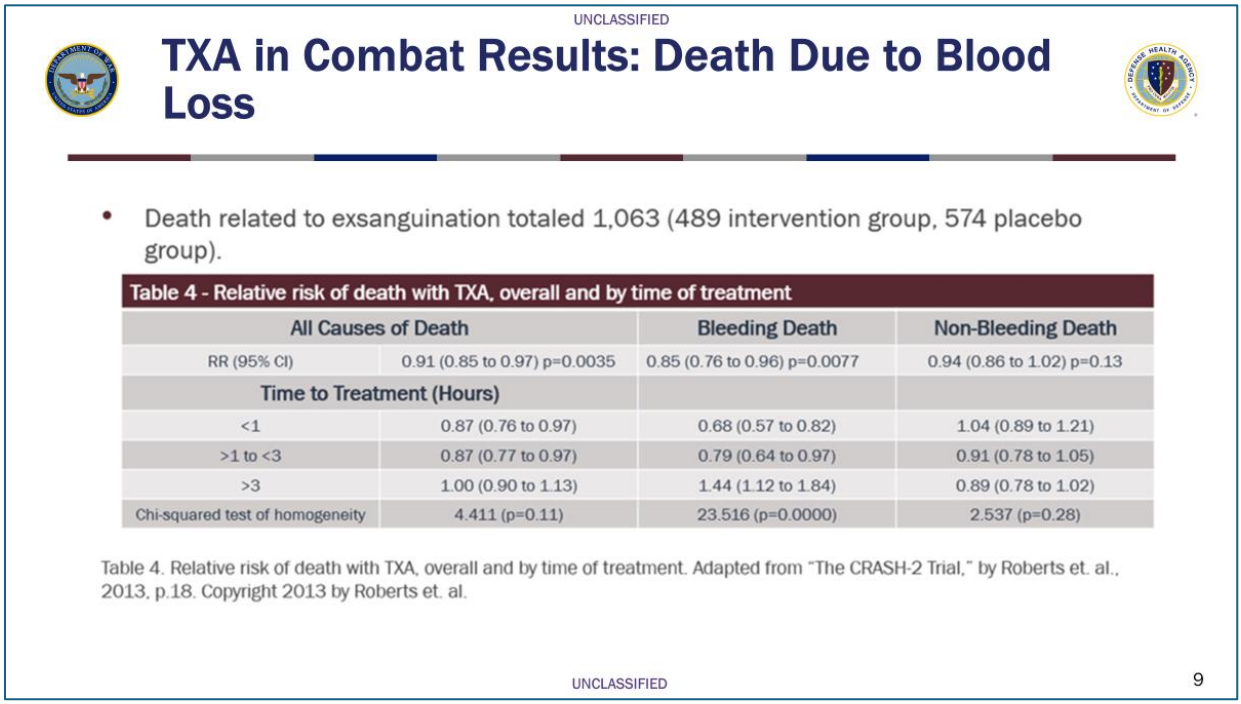
ACCESS CODE: ACTVY1234

Once you have been awarded credit, you can download your certificate anytime through your account. Any activity you register for but have yet to complete will be available under your pending activities until the evaluation period ends.

Questions?
Email the DHA J-7 Continuing Education Program Office at dha.ncr.j7.mbx.continuing-education-office@health.mil.

UNCLASSIFIED

Figure 10: Sample Table Citation Slide



UNCLASSIFIED

TXA in Combat Results: Death Due to Blood Loss

- Death related to exsanguination totaled 1,063 (489 intervention group, 574 placebo group).

Table 4 - Relative risk of death with TXA, overall and by time of treatment			
All Causes of Death		**Bleeding Death**	**Non-Bleeding Death**
RR (95% CI)	0.91 (0.85 to 0.97) p=0.0035	0.85 (0.76 to 0.96) p=0.0077	0.94 (0.86 to 1.02) p=0.13
Time to Treatment (Hours)			
<1	0.87 (0.76 to 0.97)	0.68 (0.57 to 0.82)	1.04 (0.89 to 1.21)
>1 to <3	0.87 (0.77 to 0.97)	0.79 (0.64 to 0.97)	0.91 (0.78 to 1.05)
>3	1.00 (0.90 to 1.13)	1.44 (1.12 to 1.84)	0.89 (0.78 to 1.02)
Chi-squared test of homogeneity	4.411 (p=0.11)	23.516 (p=0.0000)	2.537 (p=0.28)

Table 4. Relative risk of death with TXA, overall and by time of treatment. Adapted from "The CRASH-2 Trial," by Roberts et. al., 2013, p.18. Copyright 2013 by Roberts et. al.

UNCLASSIFIED

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Figure 11: Sample Image Citation Slide



Controlled Unclassified Information (CUI)

To determine if your content qualifies as CUI, check the information against the DoD CUI Registry. If your information is CUI:

- **Mark your PowerPoint slides:** Add the "CUI" notation to the header and footer of each slide.
- **Important:** Slides marked "CUI" cannot be reviewed by the Public Affairs Office (PAO) for public release.

If you plan to release the material to the public do not mark the slides as "CUI."

Required Attendance List/Participation Roster

Attendance Tracking for Live Events

For all live events (both in-person and virtual), the CE Planner is responsible for recording learner attendance. Please submit attendance sheets within 24 business hours after the event. A sample sign-in sheet is available in **Appendix 4: Sample Live Sign-In Sheet**.

- **Virtual Events:** Platforms like MS Teams can automatically track attendance.
- **In-Person Events:** A sign-in sheet or attendance roster is required.
- **Events with Breakout Sessions:** If CE/CME credits are awarded independently for each breakout session, attendance must be recorded for each individual session.

Please Note: For CE/CME activities offering fewer than eight credit hours, initiating and/or maintaining CEPO CE support requires at least 10 learners and/or completions of the post activity CE requirements to obtain CE/CME credit. For activities offering eight or more credit hours, at least 20 learners and/or completions are required to initiate and/or maintain CEPO CE support. CEPO will perform a level of effort assessment on all reoccurring courses before granting CE/CME approval to ensure that there is sufficient learner engagement to warrant continuation of the course.

APA Credit Requirements: For activities seeking APA credits, CE Planners must ensure attendance for the overall event and each session (sign-in/sign-out sheets, room monitors).

Ensuring Accurate Attendance Records: Acceptable methods include sign-in/sign-out sheets and room monitors. Attendance sheets can be in any format (e.g., Excel, Word document).

Posttest

The course application must include posttest questions to assess knowledge acquisition. Learners must score **at least an 80% or higher** on the posttest to earn CE/CME credit.

Composition requirements:

- Multiple choice questions, with four answer choices (with one correct answer)
- Please indicate the correct answer with an (*) or highlight
- Questions must come directly from the information presented: learners should be able to find the correct answer within the slides, article, or video segment
- No more than 10% true/false or yes/no response questions are permitted (one per 60-min)
- **Activities offering MOC credit:** Must include rationales or and/or relevant citations for each correct answer choice.

Guidance on amount of posttest questions:

- **In-person/Virtual/Hybrid Activities:** A minimum of ten questions is required for each day that includes at least one CE/CME hour.
- **Enduring activities:** A minimum of ten questions is required.
- **Multi-session (A la carte) Activities:** Events that last more than one day require a minimum of two questions per session, with no less than ten posttest questions for the whole event.
- **Activities that will only award PMI:** A minimum of two questions is required.

Activity Evaluation

In accordance with accreditation guidelines, learners must complete a post-activity evaluation to earn CE/CME credits and measure how effective the educational activity was in closing the identified learning gaps, improving competence, performance, and patient care practices. Every identified learning objective will be evaluated separately (e.g., eight learning objectives will result in eight evaluation questions). All identified presenting faculty and authors may be evaluated separately.

The activity evaluation information enables CE planners to identify both positive aspects and shortcomings of the educational activity or barriers to implementing changes that learners experienced to address these in future CE/CME activities.

CEPO's evaluation is written to fit the needs of the accrediting organizations. CEPO encourages CE Planners to create evaluations and surveys that are tailored to the needs of their organization and utilize the evaluation information gathered through CEPO's webpage as a template to design an evaluation/survey or as supplemental data.

Unique Course Format/Structure Considerations

This section outlines specific requirements and processes for different types of CE/CME activities managed by CEPO.

Clinical Communities Speaker Series (CCSS) and Special Feature Webinars

For presenters participating in CCSS events or Special Feature Webinars where CEPO provides logistical support, the following materials are required, in addition to standard faculty documents (CV, CE Agreement, and Disclosure form):

- **Professional Photo:** Submit a professional-quality photo. Active military personnel must submit a photo in uniform.
- **Biographical Statement:** Submit a biographical statement of no more than 150 words. This statement must include:
  - Full name
  - Credentials
  - Job title
  - 3-5 sentences highlighting relevant experience and training

Home Study Courses (Enduring Activities)

Content Hosting: For enduring activities not hosted by J-7, course content must be hosted on a platform other than CEPO's CMS. Acceptable platforms include the Joint Knowledge Exchange Online or MS Teams.

Evaluation and Post-Test: Learners will complete their course evaluation and/or post-test through the CEPO's CMS, even though the content is hosted elsewhere.

Application Submission: The application for enduring courses must include a complete transcript of the recorded audio.

CEPO Review: It is highly recommended that course content be reviewed by a CEPO SME before recording to identify and incorporate any necessary edits.

Calculating Credit for Written Enduring Material:

- Credit for written materials is calculated using the Mergener Formula, which considers word count, number of post-test questions, and difficulty level. A Mergener Formula calculator is available at: www.touchcalc.com/calculators/mergener
- The CE Planner is responsible for providing the total word count, excluding titles, author information, references, and other non-content elements.
- For activities seeking ASHA or NBCC credit, guidelines from those organizations will be used to calculate credit.

Home Study Renewals:

To renew a home study course, submit the following materials at least **30 days** before the renewal date:

- Renewal CEPO CE Activity Application: https://www.dhaj7-cepo.com/content/request-cepo-accreditation-your-next-activity
- Updated Content Review
- Updates to presentation materials, references, and speakers (as needed)

CE/CME Approval for Events with Multiple Offerings and Presenters

If you are applying for CE/CME for an event that will be conducted at several locations across the MHS by several different presenters utilizing the **same course** content, you must submit:

- One CE Application that initiates the CE support request, 45 days prior to the first offering date. The application should include all the above elements, in addition to:

    - Agenda of future offering dates
    - Submit all future CE/CME planners and faculty documents (CV/resume, CE Disclosure and CE Agreement forms)
- Faculty documents (CV/resume, CE Disclosure and CE Agreement forms) for each presenter.
- An updated flyer for the event (See CE Guidance Document section for detailed information of requirements) with Date, Time/Time Zone, and location of the event.

Once the course material is approved the How to Obtain CE slide(s) will be issued. The How to Obtain CE Slide will contain an access code, which will allow learners to register for the course, then complete the evaluation and posttest to earn CE/CME.

Multiple Offering Event Renewals

To renew a CE/CME Event with multiple offerings and presenters, a renewal application must be submitted with:

- A new Content Review to ensure the material is still up to date and best practice.
- A list of the presenters teaching the course to CEPO along with their updated/current CV's, CE Agreements and CE Disclosure forms upon renewal of the course unless directed otherwise by the CEPO SME.

Tabletop Exercise/Case Presentations/Simulation Activities

In the case of a tabletop exercise or case presentation activity, provide the following information in a Facilitator/Learner Guide document:

- Title with Author(s)/ Presenting Faculty name(s) and affiliation(s)
- Disclosures
- Purpose and Scope
- Learning Objectives
- Exercise Scenario
- List of Questions regarding the scenario that address the learning objectives
- Key Takeaways
- Reference List
- How to earn credit

Grand Rounds Activities

Grand Round events are considered regularly scheduled events (e.g. monthly) in which the content and presenter(s) will vary each time. To request CE/CME support from CEPO for Grand Rounds the following is required:

- An initial application (https://www.dhaj7-cepo.com/content/cepo-ce-activity-application) to commence the Grand Rounds CE/CME support request, 45 days prior to the first activity. If approved the CE/CME support request is valid for one calendar year
- The applicant can either submit a Facilitator/Learner Guide or a presentation with the compliance slides (See **Figures 3-9**)
- Subsequent submissions must be provided 30 days prior to the event (deadline is dependent on credit types requested)
- Formal accreditation for a CE/CME activity is confirmed exclusively through the issuance of an official email by the designated CEPO SME and the How to Obtain CE Document.

Ethics Course Requirements

If you wish to grant specific Ethics CEs, the request must be indicated on your initial CE/CME Application

All Ethics course content must be prepared and presented by an Ethics SME. In addition to CEPO presentation requirements, Ethics presentations should include the following:

- "Ethics" should be included within the title of the presentation
- Ensure the learning objectives are written to include ethical principles the learner will gain after attending the course
- Content should include case studies addressing ethical principles and implications on clinical practice

AHIMA Multi-session Activity Course Requirement

Applications requesting AHIMA accreditation for a multi-session activity must include an agenda that contains the following information per session (please note, no session can be less than 30 minutes):

- Time
- Title
- Duration
- Faculty (name, credentials, and affiliation)
- Learning objectives
- Description
- Health Information Management (HIM) Domain (Refer to AHIMA HIM Domain Guidance at the following link: https://www.ahima.org/education-events/academic-center/resource-pages/him-curricula/)

NBCC Course Requirement

CE Applications requesting National Board of Certified Counselor (NBCC) Credits must follow specific guidance when creating learning objectives, event publications and classifying credit. Please refer to the document entitled, "Guidance for Offering NBCC Credit Hours" that can be located by following the steps outlined below:

- Go to: https://www.dhaj7-cepo.com/content/resources
- Scroll to the bottom of the page
- This document can be found under the section, "Guidance for Credit Types"

PMI Course Requirement

Applications requesting PMI Professional Development Units (PDUs) must include the following information per session in addition to the other required questions in the CE application. Times should be noted in 0.25 increments, after the first 60 minutes. A maximum of 60 hours may be requested. When submitting a CE Application for an event that will only offer PMI, the fields on the tabs titled "Activity Details," "Audience and Credits" and "Upload Files" must be completed. The "Gap Analysis" and "Faculty Forms" tabs are not required and "N/A" maybe entered for all inquiries when completing those sections.

- Name and briefly describe the qualification of the primary author(s) or learning experience.
- Select at least one of the following five **key topics:**
  - Relationship Building
  - Collaborative Leadership
  - Strategic Thinking
  - Creative Problem Solving
  - Advanced Resource and Project Management Software
- Select at least one of the **highly desirable or market-driven project skills** the activity addresses:
  - Aligning projects and organizational strategy
  - Automation, blockchain, AR/VR technologies
  - Data analytics for data-driven project management

    - Demand for emotionally intelligent leaders, focus on soft skills, mental health
    - Focus on change management
    - Generative AI
    - Hybrid project management
    - Hybrid ways of working, including remote/co-located teams and cloud-based approaches
    - Implementing strong cybersecurity measures
    - Other topics (Please provide a reference, source, or reason.)
- **PMI Talent Triangle® Areas** (Refer to the PMI Talent Triangle at the following link: https://www.pmi.org/certifications/certification-resources/maintain/talent-triangle)

508 Compliance

To ensure everyone can access and understand our presentations, we must follow 508 compliance guidelines. This means designing electronic information with people of all abilities and disabilities in mind.

Key Resources:

- **Appendix 3:** 508 Compliance Procedures: This appendix provides specific guidance on the 508 standards applicable to different presentation types.
- **DHA's 508 Awareness Training Video:** For a more comprehensive understanding of 508 compliance, please watch this video: https://www.section508.gov

Specific Guidelines for Electronic Presentation Materials:

When creating presentations and materials for electronic distribution, please adhere to the following accessibility guidelines:

- **Content Structure and Organization:** Every slide must have a clear and concise Title.
- **Font and Text Formatting:**
    - **Accessible Fonts:** Use one of the following fonts: Arial, Calibri, Tahoma, Trebuchet, or Verdana.
    - **Font Size:** PowerPoint font size should be a minimum or 14 pt. (bold) or 18 pt. (normal). For MS Word and Excel, font size should be a minimum 11 pt.
    - **Contrast:** Ensure high contrast between text color and background color (e.g., light text on a dark background, or dark text on a light background).
- **Visual Elements:**
    - **Backgrounds:** Use simple, uncluttered backgrounds.
    - **Images:** Use clear, crisp images.
    - **Alternative Text (Alt-Text):** Provide a brief description for all images, tables, charts, and algorithms. Enter this description in the "Notes" section of the relevant slide. This description will be used as the Alt-Text for screen readers.
- **Animation and Transitions:**
    - **Slide Transitions:** Avoid using animated transitions between slides.
    - **Slide Animation:** Do not use animation on slides unless it is "On-Click." This ensures that text or graphics appear quickly when the mouse is clicked, rather than automatically.

Appendix 1: References

Accreditation Council for Continuing Medical Education. (2026). ACCME CME for MOC Program Guide https://accme.org/resource/cme-for-moc-program-guide/

Accreditation Council for Continuing Medical Education. (2020). Standard 4: Manage Commercial Support Appropriately. https://www.accme.org/accreditation-rules/standards-for-integrity-independence-accredited-ce/standard-4-manage-commercial-support-appropriately

Accreditation Council for Continuing Medical Education. (2024). Standards for Integrity and Independence in Accredited Continuing Education Toolkit. https://accme.org/resource/standards-for-integrity-and-independence-accredited-continuing-education-toolkit/

Accreditation Council for Pharmacy Education. (n.d.). https://www.acpe-accredit.org/

American Academy of Pediatrics. (n.d.). *Defining needs assessment, learning gaps and the outcomes measurement process*. https://pedialink.aap.org/File%20Library/About%20AAP%20CME/Gaps-and-Needs-Assessment-Information.pdf

American Dental Association Continuing Education Provider Recognition. (2024). *Guidance for jointly accredited providers offering continuing dental education credit*. https://jointaccreditation.org/wp-content/uploads/2021/09/CERPGuidanceforJointlyAccreditedProviders2024Feb.pdf

American Health Information Management Association. (2024). Approved Continuing Education Provider Program 2024 Guidebook. https://www.ahima.org/certification-careers/certifications-overview/for-employers/continuing-education-provider-program/

American Nurses Credentialing Center. (2023). ANCC NCPD Accredited Provider Policy and Operations Manual. https://www.nursingworld.org/organizational-programs/accreditation/publications-products-promotional-materials/manual-updates/

American Physical Therapy Association. (n.d.). American Physical Therapy Association (APTA) Approval of APTA Courses for State License Renewal. https://learningcenter.apta.org/ContentPage.aspx?PageID=499ab660-f326-37af-1d7a-79ebafbab5da

American Psychological Association. (n.d.). *Standards and criteria for approval of sponsors of continuing education for psychologists*. http://www.apa.org/ed/sponsor/resources/approval-standards.pdf

American Speech- Language-Hearing Association (n.d.). American Speech-Language Hearing Association (ASHA) CE Providers Resource Page. https://www.asha.org/ce/for-providers/admin/

Association of Regulatory Boards of Optometry's Council on Optometric Practitioner Education. (n.d.). https://www.arbo.org/

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International Accreditors for Continuing Education and Training. (2026). CEU Issuance Guidance Information for Jointly Accredited Providers. www.iacet.org

John S. McCain National Defense Authorization Act for Fiscal Year 2019, Pub. L. 115-232. (H.R. 5515). https://www.congress.gov/115/plaws/publ232/PLAW-115publ232.pdf

Joint Accreditation. (2023). *Joint Accreditation Criteria*. https://jointaccreditation.org/accreditation-process/requirements/criteria/

Joint Accreditation. (n.d.). *Joint Accreditation standards for commercial interest and definitions*. http://www.jointaccreditation.org

National Defense Authorization Act for Fiscal Year 2023, Pub. L. 118–31, Stat. https://www.govinfo.gov/content/pkg/PLAW-118publ31/pdf/PLAW-118publ31.pdf

National Defense Authorization Act for Fiscal Year 2020, Pub. L. 116–92, 1790 Stat. https://www.congress.gov/116/plaws/publ92/PLAW-116publ92.pdf

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Project Management Institute. (n.d.) *Continuing Certification Requirements Handbook*. https://www.pmi.org/-/media/pmi/documents/public/pdf/certifications/ccr-certification-requirements-handbook-new.pdf

Project Management Institute. (n.d.). *PMI Talent Triangle*. https://www.pmi.org/certifications/certification-resources/maintain/talent-triangle

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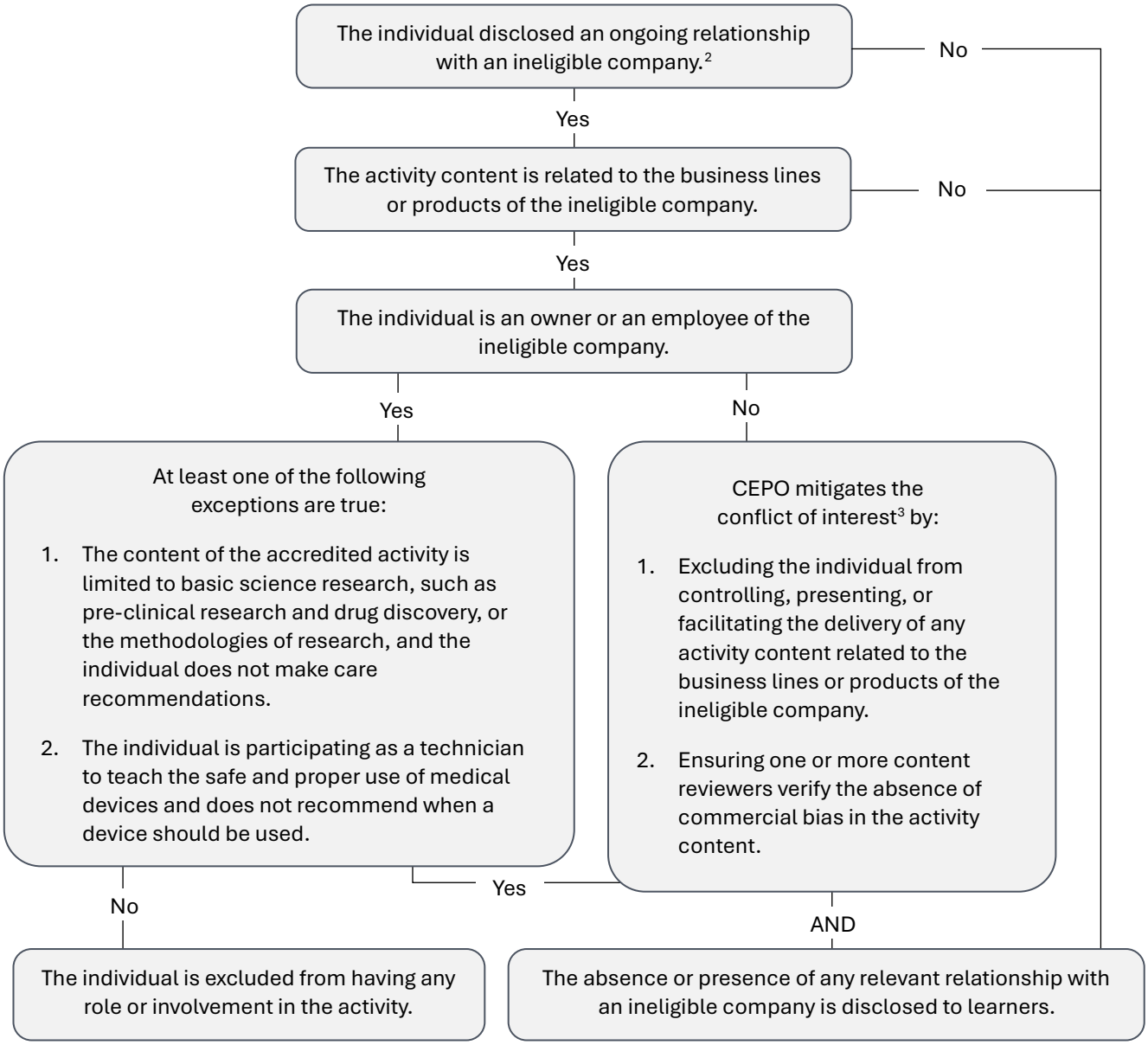
The Commission. (2026). *Providers*. https://yourcommission.org/education-workforce-resources/providers

Tufts University School of Medicine: Office of Continuing Education. (2018). *Continuing Education Policies*. https://medicine.tufts.edu/education/continuing-education/policies

United States Office of Information and Regulatory Affairs. (n.d.). *Guide to the Paperwork Reduction Act*. *https://pra.digital.gov/*

Appendix 2: Flowchart for Identifying & Mitigating Conflicts of Interest

After CEPO receives your disclosure information, we will review it to determine whether your financial relationships are relevant to the education. Please note: the identification of relevant financial relationships does not necessarily mean that you are unable to participate in the planning and implementation of this educational activity. Rather, the accreditation standards require that relevant financial relationships are mitigated before you assume your role in this activity.[1]



[1] ACCME. (2024). Standards for Integrity and Independence in Accredited Continuing Education Toolkit. https://accme.org/resource/standards-for-integrity-and-independence-accredited-continuing-education-toolkit.

[2] Ineligible company: Any entity whose primary business is producing, marketing, selling, reselling, or distributing healthcare products used by or on patients.

[3] Conflict of interest: A financial or non-financial relationship with an ineligible company that has business lines or products related to the content of the activity.

Appendix 3: 508 Compliance Procedures and Checklist

Requirements for 508 Compliance in Presentations

In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities (29 U.S.C § 794 (d)). Pursuant to the updated 508 standards that went into effect January 2018, all educational or training materials are required to be 508 compliant whether they will be used internally or externally. [1]

Type of event and requirements for compliance

- Onsite/in person & no electronic version of the presentation or materials will be available before, during, or after the event:
    - Presenting Faculty: Be open to diversity in your audience and any accessibility issues; speak clearly into the microphone and describe pertinent visuals in your presentation.
    - Organizer: Allow for learners to convey any accessibility needs for the event. For example, include a question regarding requirements on registration forms for events or in an email/calendar invite sent to learners.
    - Presentation: Only a visual check is required before PAO review for:
        - Font should be 14 pt. and bold or 18 pt. normal weight or larger & should not be decorative/fancy. Arial, Calibri, Helvetica, Tahoma, Verdana, and similar are considered compliant fonts.
        - Use a high contrast between background color and font color[2]
        - Do not use color as the only means to convey information[3]
        - Graphics should be sharp and not blurry
- Broadcast over VTC/internet or a combination of in person and broadcast:
    - A visual check (numbered list above) for compliance should be performed on the presentation before PAO review.
    - If offering the presentation and/or other materials for download before, during, or after the live event: all PowerPoint, Word, Excel, or similar file types must be 508 compliant; all PDFs must be tagged for accessibility and should be created from the final PAO reviewed version. All files should adhere to the WCAG 2.2 standards and be checked for compliance by a 508 SME.
    - The live event must include closed captioning or comparable access for learners with hearing impairment.[4]
- Pre-recorded video of the event that will be made available over the internet or intranet:
    - Must include closed captioning and audio description [5] of—or comparable access to—pertinent visuals displayed in the presentation that are not covered by the narration. This includes any intro text added at the start of the video or credits added to the end of the video.

CEPO Checklist: Compliance with 508 Standards for Accessibility

Follow these guidelines to make your PowerPoint content accessible to a wide range of learners. For best results, use the pre-approved DHA template; its layout is simple, and its fonts are easy on the eyes.

Document Structure

- Make sure that the slides are numbered, starting with the second slide (slide 2). The slide numbers should be added to the presentation's "Slide Master" instead of placed on each individual slide.

Slide Structure

- Every slide must have a unique title. Do not reuse a title from a previous slide. Example: References; References, continued; or: References (1 of 3); References (2 of 3); References (3 or 3).
- For each slide, use the Reading Order Pane to specify the order in which a screen reader is to read the objects on the slide. Note: Make sure that no object obstructs the view of other objects because of changing the reading order.

Style:

- Use a sans-serif font (e.g. Franklin Gothic, Arial, Helvetica, Tahoma). Avoid using multiple font styles and colors.
- Choose font colors that have a high contrast with their background. If you place text on top of a colored background (including shapes in charts and graphs), then make sure that the color scheme does not obstruct learners from reading the text. You can test the contrast of your text and background colors at: https://webaim.org/resources/contrastchecker/.

  Use white text over dark colors (i.e. DHA Dark Blue)

  Use dark (i.e. black, dark gray) text over light colors

- To make your document accessible to individuals with colorblindness, avoid placing red or green text over a gray background (or vice versa).

Graphics (Images, tables, graphs and charts)

- Each image must have "alternate text" that describes the content of the image.
- A photo or illustration should not include embedded text; screen readers cannot access text that is embedded in an image. Instead, retype the text in a text box. Crop the original image to hide the embedded text or replace the original image (and add alternate text to the new image).
- Tables, graphs, and charts should be created in PowerPoint or copied and pasted directly from Microsoft Excel or Word so that screen readers can interpret them. Avoid including images (e.g. jpeg, gif, png) of tables, graphs or charts. If you must use an image file because you do not have access to the original source file, then you must include detailed "alternate text" that describes the graph, table, or chart.
- A table should be designed simply, with the same number of cells in each row and in each column. Do not merge or split cells within a table.

Links

- Each link must have a descriptive name that indicates the link's destination. Do not use generic links such as "Click here". Instead, write: "Visit the DHA J-7 Continuing Education Management System"

Accessibility Check in PowerPoint

In PowerPoints' "Review" menu ribbon, click the "Check Accessibility" button. The "Accessibility" panel will open at right. PowerPoint will conduct an inspection and identify graphics that are missing alt text and slides that have missing or duplicate titles. The inspection results will also include warnings about low color contrast and duplicate slide titles.

508 References

Board, U. S. (2017). *Text of the standards and guidelines*. https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-ict-refresh/final-rule/text-of-the-standards-and-guidelines

(1) E205.3 Agency Official Communication. Electronic content that is not public facing shall conform to the accessibility requirements specified in E205.4 when such content constitutes official business and is communicated by an agency through one or more of the following:

H. Educational or training materials

E205.4 Accessibility Standard. Electronic content shall conform to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 (incorporated by reference, see 702.10.1)

W3C. (n.d.). *How to Meet WCAG 2.2*. https://www.w3.org/WAI/WCAG22/quickref/

(2) 1.4.3 Contrast (Minimum) – Level AA

The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:

- **Large Text:** Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;
- **Incidental:** Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.
- **Logotypes:** Text that is part of a logo or brand name has no minimum contrast requirement.

(3) 1.4.1 Use of Color – Level A

Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

(4) 1.2.4 Captions (Live) – Level AA

Captions are provided for all live audio content in synchronized media.

(5) 1.2.2 Captions (Prerecorded) – Level A

Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.

(5) 1.2.3 Audio Description or Media Alternative (Prerecorded) – Level A

An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such.

Prepared by Marilyn Anderson, Section 508 Coordinator for DHA J-9.

Appendix 4: Sample Live Sign-In Sheet

DHA J-7 Continuing Education Program Office
Live Event Sign-In Sheet

Event Title		Event Date		Total # of Participants	

Please return this completed and signed document within 24 hours post event to your DHA J-7 CEPO representative.

#	Printed or Typed Name	Email address	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

The undersigned certifies the above learners attended the training and attests to their participation. You may create copies for additional participants.

_____ _____

Printed name of the Government Event POC *Government Event POC signature & date*

Appendix 5: Event Faculty List

DHA J-7 Continuing Education Program Office

Event Faculty List

The Event Planning Committee professions of the planners, should reflect the desired Target Audience Credit Types. This can be inclusive of the Content Reviewer's profession. (i.e. If the Credit Type for a Dietitian (CDR) was selected, this profession is represented in the Event Planning Committee).

Name	Email	Role	Healthcare Profession
		<select>	<select>
		<select>	<select>
		<select>	<select>
		<select>	<select>
		<select>	<select>
		<select>	<select>
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		<select>	<select>

Appendix 6: Version Control

*Each time the CE Activity Guidance Document is updated with new language, the CEPO Team lists the new version number, date of the change, who modified the document and a description of the modification in the table below.

VERSION	DATE	MODIFIED BY	DESCRIPTION OF MODIFICATION
VF	11/5/2026	SMEs	Added language for submitting The Commission credits for multi-session events
VF	7/24/2026	SMEs	Updated language to reflect the transition to remove the use of the Accreditation Statement from the CE approval process. Updated images to reflect current DHA PowerPoint Template.
VF	4/21/2026	SMEs	Added language to address new accreditations (JA CEU (IACET) and MOC) and updates to reflect changes to CCMC, now The Commission throughout the document. For single and multi-day activities requesting CE credit for The Commission – Certified Case Managers, the submission deadline is now 60 days prior to the activity due to increased accreditation preapproval timelines.
VF	2/5/2026	SMEs	Added language to address requesting additional accreditations (p. 5), provide AI guidance (p. 8) and minimum audience/completion language (p. 20)
VF	10/7/2025	SMEs	Added PMI Information throughout document. Updated language throughout document to reflect vocabulary usage from the JA Reaccreditation Self-Study. Updated PPTX Sample images. Removed file retention direction to CE Planners. p. 4 & 5 Updated accreditation chart p. 9 Added link to new CE Application Guidance chart p. 26 Updated Appendix 2: Flowchart for Identifying and Mitigating Conflicts of Interest
4.1	22 APR 2025	SMEs	p. 3 Updated to physician associates/physician assistants for AAPA p. 6 Updated the language in the "Required Presenting Faculty and Content Reviewer Credentials" section p. 11 Updated References requirement to be published within the last ten years p. 19 Updated AHIMA requirements for per session Updated the DHA PowerPoint template slides throughout
3.18	20 NOV 2024	SMEs	Updated images of logos from accrediting organizations on p.4
3.17		SMEs	Updated the DHA PPTX slide template photos on p. 11-15 Reorganized document to streamline the content of the document. On p. 16 Activity Evaluation description language was revised
3.16	17 MAY 2024	SMEs	On p. 9 Posttest guidance clarified to include events that are longer than one day. On p. 3 Added CEPO surveillance language
3.15	1 NOV 2023	SMEs	On p. 6 Content Review requirement was moved under "Required Presenting Faculty and Content Reviewer Credentials" header. On p. 7 provided expanded guidance to demonstrate IPCE audience justification. On p. 8 expanded on Monthly Interprofessional Continuing Education Planning Meeting description Added Appendix 6 with an image of the updated Event Faculty List
3.14	14 AUG 2023	SMEs	Added note that MOC is not available and clarification that accreditation is only confirmed when the Accreditation Statement is issued by the CEPO SME on p. 3. On p. 9 the MOC posttest requirement was removed. Added clarification for accreditation confirmation for Grand Rounds on p. 16. Added 508 Checklist on p. 25.
3.13		SMEs	Added clarification that CEPO supported events must be free of charge to learners on p. 3. Updated logo imagery on p. 4. Added CMS web link on p. 6. Added guidance on calculating credit for written enduring material p. 10.
3.12	2 NOV 2022	Catherine McKiernan	Updated email address links to health.mil. Updated How to Obtain CE Slide on p. 15 and Promotional Material Sample on p. 27.
3.11	19 OCT 2022	SMEs	Removed the MHS portal language from the top of p. 3.
3.10	9 JUN 2022	SMEs	Updated p. 7 to reflect new guidance for capturing attendance. Updated the References Slide on p. 15.

VERSION	DATE	MODIFIED BY	DESCRIPTION OF MODIFICATION
		Kelly Parr	
3.9	30 MAR 2022 & 12 APR 2022	Kelly Parr	Added Maintenance of Certification (MOC) to p.3 where it lists the accreditations. Added a table summary to the Version Control section on p. 28 to align with 508 compliance.
3.8	11 MAR 2022	SMEs	Updated posttest section to include MOC specific requirements on p. 9.
	17 MAR 2022	Tech Team	The tech team made two minor updates regarding closed captioning on p. 23 after reviewing the associated standard, (29 U.S.C § 794 (d)).
3.7	1 MAR 2022	SMEs	Updated the Content Review language on p.6, defined some Posttest language on p. 9, and inserted the requirements for Home Study course renewal on p. 10.
3.6	27 JAN 2022	Melissa Campbell SMEs	On p.10, CEPO replaced the table with a more accessible text box. On p.22, CEPO replaced the original flowchart (three pieces grouped together) with a single, reworked flowchart. All graphics now have alternative text for 508 compliance. The links on p. 3, 18, 19 and 20 have been updated to abide by 508 compliance.
3.5	11 JAN 2022	Kelly Parr	Updated the PPTx slide template photos with the new DHA approved slides on p.12-15, also re-created the sample slides on p.17 with the new DHA PPTx template.
3.4	17 NOV 2021	Kelly Parr	Updated the PPTx slide template photos with the interim DHA approved slides on p.12-15.
3.3	20 OCT 2021	Kelly Parr	Updated the first asterisk on p. 8 with new language regarding presenting faculty and content reviewer form submission.
3.2	18 OCT 2021	Kelly Parr	Updated the language on p. 7 about POCs submitting CE/CME applications and creating an account in the CE Management System (CMS).
3.1	12 OCT 2021	Kelly Parr	Added the CE/CME Requirements information, added in the Compliance Slides language, added the CUI information into p. 10-12 and adjusted the Table of Contents to include these sub headings.
3.0	21 SEP 2021	Kelly Parr	Added the MHS Request Portal back into the CE Guidance Document on p. 3. Updated the AHIMA logo on p. 4.
2.30	9 SEP 2021	Jannelle Barrow	Added “Special Note for The Commission Credit on p. 4
2.29	7 SEP 2021	Kelly Parr	Added in the Board of Certification for the Athletic Trainer (BOC) accreditation on Page 4 and the BOC website link in the References Section. Updated the accreditation logos image to include BOC.
2.28	11 AUG 2021	Kelly Parr	Added the American Physical Therapy Association (APTA) Information into the CE Guidance Document, this includes a special note on Page 4 and the APTA website link in the References section.
2.27	20 JUL 2021	Jannelle Barrow	Removed the “Logistical Support Information” language on p.6.
2.26	6 JUL 2021	Catherine McKiernan	Revised Figure 2 Sample Title Slide on p.11 and Figure 4 Sample Disclosure Slide on p 12.
2.25	4 MAY 2021	Maureen Dawson	Added a new section, “Logistical Support Information” on p.6 with DSC summary support information and contact information.
2.24	2 APR 2021	Maureen Dawson	Added AHIMA to listing of accreditations and updated the accreditation logo picture at the bottom of p.3. Add note for ICD-10 AHIMA presenting faculty requirement in the “Required Presenting Faculty and Content Reviewer Credentials” section on p.7. Made revisions to Appendix 1 References by adding AHIMA, removing links not applicable and added NDAA 2020 and ASHA.
2.23	16 FEB 2021	Maureen Dawson	Removed the MHS portal language from the top of p. 3. Updated the accreditation logo picture at the bottom of p.3. Updated PAO approved language added to p.7-8 “CE/CME Material Requirements”. Reformatted some note sections.p.7-9.
2.22	12 JAN 2021	Maureen Dawson	MHS Portal requirement added to p. 3. “CE/CME Events POC Responsibilities” and “CE/CME Material Requirement” Contractor Language added to p. 6 and p. 8.
2.21	8 JAN 2021	Maureen Dawson	Added “Special Note for Social Workers Licensed in Oklahoma Only” and “Special Note for all other Social Worker on p.3.
2.20	30 OCT 2020	Maureen Dawson	Updated “Conflict of Interest” Section on p.4. and p. 5 and “Activity Evaluation Section” on p.5. Updated the Planning team requirements in the “CE/CME Event POC Responsibilities” on p. 6. Presenting faculty requirements in the “Required Presenting Faculty and Content Reviewer Credentials” section on p.7. Updated the “CE/CME Material Requirements” section on p. 7 and p. 8.

VERSION	DATE	MODIFIED BY	DESCRIPTION OF MODIFICATION
2.19	08 OCT 2020	Maureen Dawson	Revised "Required Presenting Faculty and Content Reviewer Credentials" and "Required Faculty Documentation" on p. 5-6.
2.18	09 SEP 2020	Maureen Dawson	Added Case Management (CCMS) ethics language under Promotional Materials on p. 8.
2.17	27 AUG 2020	Maureen Dawson	Updated the accreditation listing on p.3 with CDR. Also updated the image block with the CDR logo on p.3. Replaced all "CE" with CE/CME throughout the document and removed white space.
2.16	13 JUL 2020	Maureen Dawson	Updated the accreditation listing with ASHA, the professions are in alphabetical order and updated the accreditations image on p. 3. "Monthly" replaced "Biweekly" for IPCE meeting on p.6. Figure 5 on p.11 and figure 7 on p.12. References updated to APA latest edition from p.16-18 and for 508 on p.20. Appendix 5 flyer was updated.
2.15	22 MAY 2020	Maureen Dawson	Updated the Learning Objective section on p.8, where APA specific language was added as a note.
2.14	5 MAY 2020	Maureen Dawson	Updated the References Section on p. 14 by adding in the language for how recent a reference needs to be.
2.13	24 APR 2020	Maureen Dawson	Added note to "Posttest" section on p. 8 that says, "Learners must score at least an 80% or higher."
2.12	14 APR 2020	Maureen Dawson	Added Dental Hygienists and Dental Technicians on p. 3.
2.11	06 APR 2020	Maureen Dawson	Removed Physical Therapy and revised the non-physician credit listing to ACCME Non-Physician CME Credit on p. 3. Updated the accreditation logo image of p. 3. Revised the Posttest section on p. 8, where the text reads, "please provide four answer choices only."
2.10	19 MAR 2020	Maureen Dawson	Added "Special Note for Clinical Communities Speaker Series (CCSS) Live Event Unanswered Q&A Questions" on p.5. Added a note to "CE Events POC Responsibilities" section regarding 10 or more faculty. Removed presenting faculty requirement in "Promotional Materials" section for positions and proof of expertise on p. 8.
2.9	13 MAR 2020	Maureen Dawson	Added ADA CERP to the list of accreditations section & also to the accreditation images on p. 3. Added "Special Note for ARBO/COPE Credits" on p.4. Updated Content review in "CE Events POC Responsibilities" on p. 5-6. Updated the "method for submitting presentation" on p. 6, where DoD SAFE is listed, as well as "Presentation Requirements" on p.11. Removed accreditation presenting Faculty requirements on p. 6 and simplified the "Required Faculty Documentation" section and revised posttest in "CE Material Requirements" section on p. 7. Added requirement to set up an account in CMS for "CE Events POC Responsibilities" on p. 6 & "Required Faculty Documentation" on p. 7. Added PAO review for DHA and two Notes in "CE Material Requirements" on p. 7. Added ethics The Commission language to promotional on p. 8. Revised learning objectives on p. 8. Added Grand Rounds to p. 13. Moved "Ethics Course Requirements" to p. 14. Moved "Compliance Information" section on p. 9. Updated Figure 8 on p. 13. Updated Appendix 1 with ADA CERP, Updated Appendix 4 with totals option.
2.8	3 JAN 2020	Maureen Dawson	Updated Figure 5 on p. 14, Figure 7 on p. 15 with APA 7th Edition reference/citation rules.
2.7	18 & 26 DEC 2019 30 DEC 2019	Maureen Dawson	Added minor edits & Cross Reference links to Appendices text throughout document. Updated "Special Note for CPE credit" on p. 3. Added "Special Note for Enduring (also known as Home Study Activities" on p.5. Added requirement for presenting faculty to set up an account in CMS for "CE Events POC Responsibilities" on p. 6 & "Required Faculty Documentation" on p. 9. Revised text for the following sections: "CE Key Principles" on p.4, "Content Validation," "Activity Evaluation," and "CE Events POC Responsibilities" on p.5, "Required Presenting Faculty Credentials" on p. 6-8, "Required Faculty Documentation" on p. 9, "CE Material Requirements" on p. 9-10, "tabletop exercises" on p. 16, and "References & Citations" on p.17. Updated Figure 4 on p. 13, and Figure 8 on p. 15. Updated Appendix 1 (references) in compliance with APA 7th Edition & Appendix 5 (flyer) with required The Commission ethics language. Replaced presenter/speaker with "presenting faculty".
2.6	20 NOV 2019	Maureen Dawson	Updated Figure 8 image with current new CMS access instructions. Updated the Promotional section on p.10 with PLEASE NOTE registration language. Updated

VERSION	DATE	MODIFIED BY	DESCRIPTION OF MODIFICATION
			promotional flyer example, Appendix 5. Updated Content Review language on p. 5.
2.5	23 OCT 2019	Maureen Dawson	Added "Ethics Course Requirements" on p.12. Updated "CE Accreditation" section on p. 3 with Non-Physician ACCME AMA PRA Category 1 Credit, as well as Physical Therapists and Non-Physicians listed as professions. Updated the "method for submitting presentation" on p. 6", where DoD SAFE is listed. Updated "CE Material Requirements" section on p.10 with conference 60 day. Updated Figure 4 image with correct language.
2.4	12 SEP 2019	Maureen Dawson	Updated the "CE Events POC Responsibilities" and the "Required Faculty Documentation" sections on pages 6 & 9 for "*" and sign-in sheet. Updated Figure 8 image new LMS instructions.
2.3	21 AUG 2019	Maureen Dawson	Updated the "Presentation Requirements" section on p.12, where DOD SAFE replaces all previous file sharing links. Updated the Promotional section with revised language (removed approved for # of CE credits). Fixed bullet point formatting issues.
2.2	12 AUG 2019	Maureen Dawson	Updated the CE Events POC Responsibilities section with required presenting faculty documents, file naming conventions, and presentation material submission instructions
2.1	31 JUL 2019	Maureen Dawson	Updated Figure 7 image with the correct slide title.
2.0	31 JUL 2019	Maureen Dawson	Updated accreditation offerings and removed ProCert from the document. Updated the Promotional section with required language. Updated promotional flyer example, Appendix 5.