

<b>commercial bias</b>	Favoritism or influence shown toward a product or company in relation to an educational offering.
<b>commercial support</b>	Financial or in-kind contributions given by an ineligible company that are used to pay for all or part of the costs of NCPD activity. Providers of commercial support may not be providers or joint providers of an educational activity.
<b>commission on accreditation in nursing continuing professional development (COA-NCPD)</b>	Appointed by and accountable to the ANCC Board of Directors, this body is responsible for the ANCC NCPD Accreditation decisions and criteria development. The COA-NCPD is composed of at least nine members selected from NCPD stakeholder communities and represents expertise from across the field of continuing education, including academia, educational companies, domestic and international nursing associations, and governmental organizations.
<b>commitment</b>	Duty or responsibility of those approving continuing education to meet learner needs, promote quality NCPD, and support the Accredited Approver goals and improvements.
<b>competence</b>	The foundational abilities required for nursing practice in a given context.
<b>competency</b>	The ability to apply knowledge, skills, and/or abilities, including intellectual behaviors that are required to meet performance and outcomes in professional nursing practice in a given context.
<b>competency statement</b>	The description of an expected level of performance that results from an integration of knowledge, skills, abilities, and judgment; the description is objective and measurable.
<b>contact hour</b>	A unit of measurement that describes 60 minutes of an organized learning activity.
<b>content</b>	Subject matter of an educational activity that is based on the best available evidence and reflects the desired learning outcomes.
<b>content reviewer</b>	An individual selected to evaluate an educational activity during the planning process or after it has been planned but prior to delivery to learners for content quality, bias, and any other aspects of the activity that may require evaluation.
<b>continuing education unit (CEU)</b>	The ANCC NCPD Accreditation program does not utilize this term when referring to the NCPD unit of measurement. The CEU is an educational measurement utilizing criteria of the International Association for Continuing Education and Training (IACET).

# GLOSSARY

---

<b>accountability</b>	Responsibility for adherence to the ANCC NCPD Accreditation criteria as they apply to providing quality NCPD.
<b>accreditation</b>	The voluntary process by which a nongovernmental agency or organization appraises and grants accredited status to institutions and/or programs or services that meet predetermined structure, process, and outcome criteria (time-limited).
<b>accredited approver</b>	<p>An eligible organization credentialed by ANCC NCPD Accreditation program after having submitted to an in-depth analysis to determine its capacity to approve quality continuing education over an extended period of time.</p> <p>The Accredited Approver comprises the members of an organization who support the approval of approved providers and/or individual activities that provide nursing continuing professional development activities.</p>
<b>accredited approver program director (AA-PD)</b>	A registered nurse who holds a current, active license with no practice restrictions (or international equivalent) and a graduate degree, with either the baccalaureate or graduate degree in nursing (or international equivalent), who has the authority within an Accredited Approver to ensure adherence to the ANCC NCPD Accreditation Program criteria in the provision of NCPD.
<b>active learning</b>	An activity in which the learner participates in or interacts with the learning process instead of passively taking in the information.
<b>active learning strategies</b>	Evolving beyond engagement strategies, active learning strategies engage students in the learning process, encouraging them to participate actively in acquiring knowledge, developing skills, and practicing competencies.
<b>best available evidence</b>	Choosing evidence based on an evidence hierarchy, with higher levels of the hierarchy consistent with a stronger evidence base (Polit and Beck, 2008).
<b>bias</b>	Tendency or inclination to cause partiality, favoritism, or influence.

---

<b>credentialing</b>	A generic term for licensure, certification, and registration. It can also be used as a term for a voluntary recognition process under the auspices of private sector associations.
<b>eligibility</b>	An applicant's ability to meet the requirements established by ANCC as a prerequisite to evaluation for accreditation or reaccreditation in order to be considered qualified to apply for accreditation.
<b>enduring materials</b>	A non-live NCPD activity that lasts over time. Examples of enduring materials include programmed texts, audiotapes, videotapes, monographs, computer-assisted learning materials, and other electronic media that are used alone or with printed or written materials. Enduring materials can also be delivered via the Internet. The learning experience by the nurse can take place at any time and in any place rather than only at one time or in one place.
<b>evaluation — formative</b>	Systematic evaluation in the process of curricula construction, teaching, and learning for the purpose of improving any of these three processes (Bloom et al., 1971).
<b>evaluation — summative</b>	A method of assessing the worth of a program at the end of the program activities. A summative evaluation focuses on outcomes.
<b>evidence-based practice</b>	A way of providing healthcare that is guided by a thoughtful integration of the best available scientific knowledge with clinical expertise. This approach allows the practitioner to critically assess research data, clinical guidelines, and other information resources in order to correctly identify the clinical problem, apply the most high-quality intervention, and reevaluate the outcome for future improvement ( <a href="http://www.ahrq.gov/topics/evidence-based-practice.html">www.ahrq.gov/topics/evidence-based-practice.html</a> ).
<b>financial commercial support</b>	Money supplied by an ineligible company to be used by a provider for expenses related to the educational activity. Financial support may be provided as an unrestricted grant, an educational grant, a donation, or a scholarship (ACCME, 2020).
<b>gap analysis</b>	The method of identifying the difference between current knowledge, skills, and/or practices and the desired best practices.
<b>ineligible company</b>	Organizations whose primary business is producing, marketing, selling, reselling, or distributing healthcare products used by or on patients (ACCME, 2020).

<b>nurse planner</b>	A registered nurse who holds a current, active license with no practice restrictions and a baccalaureate degree or higher in nursing (or international equivalent) who is actively involved in all aspects of planning, implementing, and evaluating each NCPD activity. The Nurse Planner is responsible for ensuring that appropriate educational design principles are used and that processes are consistent with the requirements of the ANCC NCPD Accreditation Program.
<b>nursing activity reporting system (NARS)</b>	The online platform utilized to store accurate demographic information for the Accredited Approver and utilized to complete the annual reporting activity data requirements annually.
<b>nursing continuing professional development (NCPD)</b>	A specialized nursing practice that facilitates the professional development and growth of nurses and other healthcare personnel along the continuum from novice to expert.
<b>nursing continuing professional development (NCPD) activities</b>	Learning activities intended to build upon the educational and experiential bases of the professional RN for the enhancement of practice, education, administration, research, or theory development, with the end goal of improving the health of the public or an RN's pursuit of their professional goals
<b>outcome</b>	The impact of structure and process on the organization as a provider and the value/benefit to nursing professional development.
<b>outcome assessment</b>	The process of observing, describing, and quantifying the predefined indicator(s) of performance after an intervention is designed to impact the indicator.
<b>planning committee</b>	The people who are responsible for making planning decisions for the educational content of the activity. The Nurse Planner is the only required person on a planning committee.
<b>position description (approver)</b>	Description of the functions specific to the roles of Accredited Approver Program Director and Nurse Peer Reviewer that relate to the Accredited Approver.
<b>primary nurse planner</b>	A registered nurse who holds a current, unrestricted nursing license (or international equivalent) and a baccalaureate degree or higher in nursing (or international equivalent), and who has the authority with an approved provider to ensure adherence to the ANCC Accredited Approver and ANCC NCPD Accreditation Program criteria in the provision of NCPD.
<b>progress report</b>	A report submitted as required upon the accreditation decision that the Accredited Approver or Approved Provider must write to provide evidence of adherence to ANCC NCPD Accreditation criteria.

---

**provider-directed, learner-paced**

An educational activity in which the provider controls the content of the learning activity, including the learning outcomes based on a needs assessment, and chooses the content of the learning activity, the method by which it is presented, and the evaluation methods. Learners determine the pace at which they engage in the activity (examples include print articles and self-learning modules/independent study). The provider controls the time, pace, and place of content delivery.

---

**provider-directed, provider-paced**

An educational activity in which the provider controls all aspects of the learning activity. The provider determines the learning outcomes based on a needs assessment, and chooses the content of the learning activity, the method by which it is presented, and evaluation methods (examples include live activities and live webinars). The provider controls the time, pace, and place of content delivery.

---

**relevant financial relationship**

When an individual has a financial relationship with an ineligible company and the educational content is related to the business lines or products of the ineligible company (ACCME, 2020).

---

**resources**

Available human, material, and financial assets used to support and promote an environment focused on quality NCPD and outcome measures.

---

**specialty**

A concentration in an area of nursing that has standards and that reflects a well-defined base of knowledge within the overall discipline of nursing.

---

**specialty nursing organization (SNO)**

A national nursing body that has a majority of voting members who are RNs practicing in a specialized nursing area, as defined in the organization's governing documents.

---

**structure**

Characteristics of an organization, including commitment, accountability, and leadership, that is required to support the delivery of quality NCPD.

---

**target audience**

The specific registered nurse learners or healthcare team members the educational activity is intended to impact.

---

**virtual visit**

A conference between the applicant and the appraiser team via teleconference, telephone, or other electronic means to validate application findings. The appraiser team may request additional supporting evidence to seek clarification and verify compliance with accreditation criteria.

---

# REFERENCES

- Abruzzese, R. & Hinthorn, P. (1987). Credentialing. In B.E. Puetz (Ed.), *Contemporary Strategies for Continuing Education in Nursing*. Aspen Publishers, Inc.
- Accreditation Council for Continuing Medical Education. (2020). *The standards for integrity and independence in accredited continuing education*.
- American Nurses Credentialing Center's Commission on Accreditation. (2020). *The value of accreditation for continuing nursing education: Quality education contributing to quality outcomes*. American Nurses Credentialing Center.
- Bloom, B. S., Hastings, J. T., & Madaus, G. F. (1971). *Handbook on formative and summative evaluation of student learning*. McGraw-Hill.
- DeSilets, L. D. (1998). Accreditation of continuing education: The critical elements. *The Journal of Continuing Education in Nursing*, 29 (5), 204–210.
- Dodge, L., Bushway, D. J., & Long, C. S. (2018). *A leader's guide to competency-based education: From inception to implementation*. Taylor & Francis.
- Donabedian, A. (1966). Evaluating the quality of medical care. *The Milbank Quarterly*, 83 (4), 691–729.
- Graebe, J., & Roy, J. (2025). Incorporating Competencies into ANCC Nursing Continuing Professional Development Educational Activities. *The Journal of Continuing Education in Nursing*, 56 (6), 213–216. <https://doi.org/10.3928/00220124-20250509-02>.
- Moore, D. E., Green, J. S., & Gallis, H. A. (2009). Achieving desired results and improved outcomes: Integrating planning and assessment throughout learning activities. *Journal of Continuing Education in the Health Professions*, 29 (1), 1–15.
- Novakovich, E. M. (2017). Impact of accreditation standards on the quality of continuing nursing education activities as perceived by the learner. *The Journal of Continuing Education in Nursing*, 48(4), 157–164.
- Polit, D. F., & Beck, C. T. (2008). *Nursing Research: Generating and Assessing Evidence for Nursing Practice (8th ed.)*. Lippincott Williams & Wilkins.
- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24–31.
- Savin, M., Bordelon, C., Moss, C., & Baker, L. (2023). Using active learning to evaluate student competency beyond clinical skills. *The Journal for Nurse Practitioners*, 19 (5). <https://doi.org/10.1016/j.nurpra.2023.104596>.
- Theobald, E., Hill, M. J., Tran, E., Agrawal, S., Arroyo, E. N., ... Freeman, S. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math. *Proceedings of the National Academy of Sciences of the United States of America*, 117 (12), 6476–6483. <https://doi.org/10.1073/pnas.1916903117>.