

A large, stylized leaf graphic in shades of gray is positioned on the left side of the page, extending from the top to the bottom. The leaf has a central vein and several smaller veins branching off it. The background of the entire page is white with faint, light gray curved lines.

ANCC NCPD Accredited Approver Policy and Operations Manual

Nursing Continuing Professional Development Accreditation

 American Nurses Credentialing Center

NCPD Accredited Approver Policy & Operations Manual, Version 1.0 (2nd Ed.), July 1, 2025

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Nursing Continuing Professional Development Accreditation

 American Nurses Credentialing Center

ANCC NCPD ACCREDITED APPROVER POLICY AND OPERATIONS MANUAL

Published by American Nurses Credentialing Center, 8403 Colesville Road, Suite 500, Silver Spring, MD 20910

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DISCLAIMER

Adhering to all of the processes within the *ANCC NCPD Accredited Approver Policy and Operations Manual* facilitates organizational accreditation but does not, in and of itself, guarantee achievement of accreditation.

NOTICE

Changes may be made to the ANCC NCPD Accreditation Program criteria and the *ANCC NCPD Accredited Approver Policy and Operations Manual*. Accredited organizations must confirm that they are using the most current edition of the *ANCC NCPD Accredited Approver Policy and Operations Manual* and other up-to-date resources to ensure that they are demonstrating adherence to the current ANCC NCPD Accreditation™ standards.

REFERENCE

ANCC. (2025). *NCPD accredited approver policy and operations manual: Version 1.0 (2nd Ed.)*. American Nurses Enterprise.

EFFECTIVE DATE – JULY 1, 2025

Accredited organizations are to use this manual effective immediately. All other manuals and memos are to be archived.

PREFACE

It is a distinct honor to present the updated Policy and Operations Manual for the American Nurses Credentialing Center (ANCC) Nursing Continuing Professional Development (NCPD) Accreditation Program™ for Accredited Approvers, developed in collaboration with the Commission on Accreditation in Nursing Continuing Professional Development (COA-NCPD). This policy and operations manual outlines the most current Nursing Continuing Professional Development Accreditation policies and operational expectations for Accredited Providers. While the format and presentation have been refreshed, including the new American Nurses Enterprise branding, the foundational elements of the accreditation process remain grounded in evidence-based standards.

The ANCC Accreditation Program is governed by the volunteer COA-NCPD, whose members bring diverse expertise from academia, professional associations, government, educational organizations, and the interprofessional healthcare community, both domestically and internationally. This governance structure ensures strategic direction, oversight, and the continuous advancement of criteria that respond to the needs of today's nursing workforce.

The ANCC COA-NCPD has completed a comprehensive review of the current ANCC Nursing Continuing Professional Development Accreditation™ criteria and requirements for Accredited Providers. Following this review, the COA-NCPD has approved significant revisions to the criteria, including updates to individual activity requirements. These updates are designed to enhance the quality and relevance of the continuing professional development provided by organizations approved as providers and individual activities approved by Accredited Approvers, thereby benefiting both the providers and the nurses they serve. This is the first substantive update to the criteria since 2015.

This manual includes a dedicated chapter on the educational design process, emphasizing the structure, processes, and quality outcomes that shape activity planning and contribute directly to improvements in nursing practice and patient or system outcomes.

On behalf of the COA-NCPD and the ANCC Accreditation Program team, we would like to express our gratitude for your unwavering commitment to excellence and for being an integral part of this vibrant community of practice. The Power of Nursing™ is about leading learning—today, tomorrow, and always.

JENNIFER GRAEBE, DrPH, MSN, RN, NEA-BC, FAAN

Senior Director, Nursing Continuing Professional Development Accreditation and Joint Accreditation™ Programs, American Nurses Credentialing Center

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Guiding Considerations:

- What was one of the expected results related to changes in knowledge, skill, and/or practice that your Approved Provider aimed to achieve during the approval term (shared in SC1)?
- What metrics did you use to measure the achievement of the expected results?
- What initiatives or activities were implemented to achieve the expected results?
- How did you analyze the data collected to assess the achievement of the expected results?
- What conclusions were drawn based on the analysis?

Q02: The provider evaluates its operations as an Approved Provider and its overall effectiveness, including identifying the metrics used to measure success.

Required Elements:

- Identify at least one operational quality improvement outcome for the NCPD program during the approval term.
- Describe the metric(s) by which you measured the achievement of the outcome.
- Describe the operational quality improvement initiative implemented to reach this outcome during the approval term.
- Describe how the results were analyzed and conclusions reached in relation to the achievement of the operational quality improvement initiative.

Guiding Considerations:

- What was one operational quality improvement (QI) initiative for the NCPD program that occurred during the approval term?
- What metrics did you use to measure the achievement of the QI initiative?
- What initiatives or activities were implemented to achieve the QI initiative?
- How did you analyze the data collected to assess the achievement of the QI initiative?
- What conclusions were drawn based on the analysis?

ACTIVITY FILE DOCUMENTATION REQUIREMENTS:

The following section outlines the documentation requirements for the activity file or performance in practice files. For more information, for each element, beyond documentation requirements, see the Educational Design Process Chapter.

Activity Types:

- **Live:** Live activities can be in person or web-based and have no expiration date. The provider is expected to periodically evaluate repeated live activities to determine if the practice gap still exists and ensure the underlying educational need remains applicable to the target audience. Content should be evaluated regularly to ensure it is the most current evidence. Live activities may be repurposed into enduring activities. If they are repurposed, they will need to have an expiration date. The NP will also need to consider learner engagement and evaluation strategies that might be different with the transition from live to enduring formats.
- **Enduring:** Enduring material is provider-directed and learner-paced. Enduring materials should have an expiration date based on the content of the material. Providers must review content of any enduring material at least every three years or more frequently if there are new developments in the content field.
- **Blended:** Blended activities involve a “live” component in combination with a provider-directed, learner-paced component. The learner-paced component can be an integral part of the blended activity or can exist on its own as enduring material.

NCPD Activity File Requirements

- Title of activity
- Location of activity
- Type of activity format (e.g., live vs. enduring)
- Nurse Planner name and credentials
- Date live activity was presented OR for ongoing enduring activities, date first offered and subsequent review dates
- Identify the target audience
- Description of professional practice gap **(EDP1)**
- Evidence that validates the professional practice gap **(EDP1)**
- Educational need(s) that underly the professional practice gap (knowledge, skill, and/or practice) **(EDP2)**
- The established professional competency(ies) and the professional source that developed the competency(ies) **(EDP3)**
- Desired learning outcome(s) **(EDP4)**
- Description of the assessment method **(EDP5)**
- Active learning strategies used **(EDP6)**
- Description of the evidence-based content **(EDP8 Standard 1)**
- References or resources used to support the evidence-based content **(EDP8 Standard 1)**
- Attestation that the activity meets the expectations of all three elements of Standard 2 **(EDP8 Standard 2)**
- Number of contact hours awarded for the activity, including the method of calculation
 - If the activity is longer than three hours, an agenda must be provided for the entire activity
- Documentation of completion and/or certificate:
 - Title of the educational activity
 - Date of the educational activity
 - Name and address of the provider of the educational activity (web address or email address is acceptable)
 - Number of contact hours awarded
 - Approval statement
 - Space for learner's name

- Demonstration of identification and mitigation of financial relationships with ineligible companies for all individuals in a position to control content (planners, presenters, faculty, authors, and/or content reviewers) **(EDP8 Standard 3)**
 - If applicable, include:
 - Name of individual
 - Evidence that the individual is provided with the definition of an ineligible company
 - A list of financial relationships, within the past 24 months, in any amount that exists between the individual and the ineligible company (if any)
 - If not applicable (due to exceptions outlined in the Standards for Integrity and Independence in Accredited Continuing Education Standard 3):
 - Include a statement in planning documentation that financial relationships were not identified and mitigated because the educational activity was exempt
 - Provide a list of the names and credentials of all individuals in position to control
- Evidence of mitigation of relevant financial relationships with ineligible companies (if applicable) **(EDP8 Standard 3)**
- Commercial support agreement with date (if applicable) **(EDP8 Standard 4)**
- Evidence of disclosures to learners:
 - Approval Statement of the provider awarding contact hours
 - Criteria for awarding contact hours statement
 - Presence or absence of relevant financial relationships for all individuals in a position to control content (if applicable) **(EDP8 Standard 3)**
 - Expiration date statement (if applicable, for enduring education only)
 - Joint Providership statement (if applicable)
 - Commercial Support (if applicable) **(EDP8 Standard 4)**
- Summative Evaluation **(EDP7)**
 - Note: A summative evaluation is not required for Individual Activity Applicants.

| NCPD ACTIVITY FILE REQUIREMENT | REQUIRED ELEMENTS |
|--|---|
| TITLE OF ACTIVITY | |
| Location of activity | <input type="checkbox"/> In-person events: Include city, state, country <input type="checkbox"/> Virtual and online enduring: Indicate “online” for the activity location. |
| Type of activity format | Indicate if the activity is live, enduring, or blended. |
| Nurse Planner name and credentials | <input type="checkbox"/> Nurse Planner name <input type="checkbox"/> Credentials of Nurse Planner |
| Date or date range | <input type="checkbox"/> If live, it must include the date the activity was first offered and subsequent offering dates, if applicable. <input type="checkbox"/> If an enduring activity, it must include the date the activity was first offered, subsequent review dates, and the expiration date. |
| Identify the target audience | <input type="checkbox"/> The target audience must include the registered nurse, but may also include other members of the healthcare team. |
| Description of professional practice gap | <input type="checkbox"/> What is the problem or opportunity that needs to be addressed by this activity? |
| Evidence that validates the professional practice gap | <input type="checkbox"/> What data (quantitative, qualitative, anecdotal) supports the need for this educational activity? <input type="checkbox"/> Data can come from a number of sources, including, but not limited to: <ul style="list-style-type: none"> — Survey data from stakeholders, target audience, and subject matter experts — Input from stakeholders (learners, managers, healthcare team) — Evidence from quality studies and/or performance — Improvement activities to identify opportunities for improvement — Evaluation data from previous activities — Trends in literature — Direct observation <p>◆ It is not sufficient to state that the evidence to support the professional practice gap is that there was a “request” or that the education is “mandated.”</p> |

| NCPD ACTIVITY FILE REQUIREMENT | REQUIRED ELEMENTS |
|--|---|
| <p>Educational needs that underlie the professional practice gap</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Indicate the underlying educational need: Knowledge, skill, and/or practice. <ul style="list-style-type: none"> — What do the learners not know (knowledge)? — What do the learners not know how to do (skill)? — What are the learners unable to implement or integrate into their practice setting (practice)? |
| <p>The established professional competencies and the professional source that developed the competencies.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify the professional competencies that have been identified from a professional source (i.e., a specialty organization, ANA scopes and standards, a state practice act). <input type="checkbox"/> Identified competencies must align with the professional practice gap and the underlying educational need(s). <input type="checkbox"/> Identify the professional source that developed the competencies. |
| <p>Desired learning outcome(s)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Provide a measurable learning outcome that demonstrates what learners should know, show, or do upon completing the activity. <input type="checkbox"/> Learning outcome(s) must align with the professional practice gap, underlying educational need(s), and identified competencies. An outcome must be identified to address each underlying educational need. ◆ Learning outcomes are distinct from learning objectives. |
| <p>Description of the assessment method</p> | <ul style="list-style-type: none"> <input type="checkbox"/> A description of the method that will be used to assess/measure achievement of the learning outcome(s) and demonstrate a change in knowledge, skills, and/or practice as a result of the educational offering. <input type="checkbox"/> Assessment methods must align with the professional practice gap, underlying educational need(s), identified competencies, and learning outcome(s). An assessment method must be selected to measure each outcome. ◆ The intent to change practice is not an acceptable short-term or long-term assessment method for measuring impact or change in practice. |
| <p>Active learning strategies used</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Provide the active learning strategies that were incorporated into the educational activity. <input type="checkbox"/> Active learning strategies must be congruent with the activity format and the underlying educational need. ◆ Q&A is not considered an active learning strategy. |

| NCPD ACTIVITY FILE REQUIREMENT | REQUIRED ELEMENTS |
|--|--|
| Description of the evidence-based content | <ul style="list-style-type: none"> <input type="checkbox"/> Describe the content of the educational activity. <input type="checkbox"/> May use a table, an outline format, an abstract, a detailed agenda, or a narrative response. |
| References or resources used to support the evidence-based content | <ul style="list-style-type: none"> <input type="checkbox"/> Identify and include the best available evidence reference(s) that support the content of the educational activity. <input type="checkbox"/> References are not required to be provided in APA format. However, references should include adequate detail to ensure that the information referenced can be located (i.e., page number, date, standards number). ◆ External URL links to resources are not acceptable. ◆ Having an expert speaker is not sufficient to support evidence-based content. Published references must also be present. |
| Attestation that the activity meets the expectations of all three elements of Standard 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Provide an attestation statement within the activity documentation that states the activity meets the requirements outlined in Standard 2. |
| Number of contact hours awarded for the activity, including the method of calculation | <ul style="list-style-type: none"> <input type="checkbox"/> Provide the number of contact hours awarded, and the method of calculation must be defensible. ◆ If the activity is longer than three hours, an agenda must be provided for the entire activity. |
| Documentation of completion and/or certificate | <ul style="list-style-type: none"> <input type="checkbox"/> Title of the educational activity <input type="checkbox"/> Date of the educational activity (if enduring, include the actual date that the learner has completed the activity) <input type="checkbox"/> Name and address of the provider of the educational activity (web address or email address is acceptable) <input type="checkbox"/> Number of contact hours awarded <input type="checkbox"/> Approval statement <input type="checkbox"/> Space for the learners name ◆ Initial applicants must submit a sample certificate of completion for each educational activity, that includes the accreditation statement to be used once accreditation is attained. The certificate should include all the required elements outlined above. |

| NCPD ACTIVITY FILE REQUIREMENT | REQUIRED ELEMENTS |
|---|---|
| <p>Demonstration of identification and mitigation of financial relationships with ineligible companies for all individuals in a position to control content as outlined in Standard 3</p> | <ul style="list-style-type: none"> <input type="checkbox"/> <i>If applicable, for each individual</i> in a position to control content, include: <ul style="list-style-type: none"> ▪ The names of individuals and their roles in planning the activity. ▪ A list of financial relationships, within the past 24 months, in any amount that exists between the individual and the ineligible company (if any). ▪ The form, tool, or mechanism used to collect information regarding financial relationships. ▪ The form/tool/mechanism must include: <ul style="list-style-type: none"> – Evidence that the individual is provided with the definition of an ineligible company. – Evidence of the financial relationships with ineligible companies that has been collected for the past 24 months. <input type="checkbox"/> <i>If not applicable</i> (due to exceptions outlined in Standard 3): <ul style="list-style-type: none"> ▪ Include a statement in planning documentation that financial relationships were not identified and mitigated because the educational activity was exempt. ▪ Provide a list of the names and roles of all individuals in a position to control content. |
| <p>Evidence of mitigation of relevant financial relationships with ineligible companies as outlined in Standard 3 (if applicable)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> If a relevant financial relationship is identified, document the mitigation strategy implemented. |
| <p>Commercial support agreement with date as outlined in Standard 4 (if applicable)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, provide a dated copy of the commercial support letter of agreement (LOA) with the ineligible company that was executed prior to the start of the accredited education. <input type="checkbox"/> The commercial support agreement must align with the requirements outlined in Standard 4. |
| <p>Evidence of appropriate management of ancillary activities in conjunction with the activity, as outlined in Standard 5 (if applicable).</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Marketing materials associated with the activity in which advertising or marketing for or on behalf of ineligible companies is permitted. <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence to demonstrate that the accredited education is separated in space and/or time from nonaccredited ancillary activities (i.e., exhibits or nonaccredited education). |

| EVIDENCE OF DISCLOSURES TO LEARNERS: | |
|---|--|
| Approval Statement of the provider awarding contact hours | <ul style="list-style-type: none"> <input type="checkbox"/> Must be written as outlined in Chapter 3. |
| Criteria for awarding contact hours statement | <ul style="list-style-type: none"> <input type="checkbox"/> Clearly outline what is expected of the learners in order to earn contact hours. |
| Presence or absence of relevant financial relationship identification and mitigation statement as outlined in Standard 3 (if applicable) | <ul style="list-style-type: none"> <input type="checkbox"/> If a relevant financial relationship is identified, the statement includes: <ul style="list-style-type: none"> ▪ Name of individual with relevant financial relationship ▪ Name of ineligible companies with which they have a relevant financial relationship(s) ▪ The nature of the relationship(s) ▪ A statement that the relationship has been mitigated <input type="checkbox"/> If a relevant financial relationship is not identified, the statement includes: <ul style="list-style-type: none"> ▪ A statement indicating no relevant financial relationships were identified for all individuals in a position to control content. |
| Enduring activity expiration date statement (if applicable) | <ul style="list-style-type: none"> <input type="checkbox"/> The expiration date must be shared with learners and cannot be more than three years from the initial date the activity was offered. |
| Joint Providership statement (if applicable) | <ul style="list-style-type: none"> <input type="checkbox"/> A statement that the activity is jointly provided, which includes the names of the organizations engaged in joint providership. |
| Commercial Support statement as outlined in Standard 4 (if applicable) | <ul style="list-style-type: none"> <input type="checkbox"/> The name(s) of the ineligible company(ies) that gave commercial support. <input type="checkbox"/> The nature of the commercial support, if it was in-kind. Disclosure must not include the corporate or product logos, trade names, or product group messages for ineligible companies. |

EVIDENCE OF DISCLOSURES TO LEARNERS:

For all disclosure statements:

- The activity file documentation must include evidence of how the disclosures were provided to learners.
- Initial applicants must prepare and submit sample disclosures to learners for each educational activity that contains the accreditation statement, to be used once accreditation is attained. The disclosures must include all the applicable disclosure statement requirements.

Summative Evaluation

Note: A summative evaluation is not required for Individual Activity Applicants

- A post-activity analysis of the educational activity assessment data that demonstrates if the educational activity successfully changed the knowledge, skill, and/or practice of the learners.
- An analysis of individual educational activity assessment data to guide future activities.

Approval Decisions:

Upon completion of the application process, the Accredited Approver Program Director (AA-PD) will make an approval decision. The decision will be communicated to the Primary Nurse Planner. Types of accreditation decisions are detailed below.

Approved with Distinction

Applicants that provide exemplary narratives and full compliance to the Approved Provider Accreditation with Distinction criteria will be awarded Approval with Distinction (starting July 1, 2026).

Approved

Applicants that demonstrate compliance with the NCPD accreditation criteria will be awarded Approval.

Approval with a Progress Report

Applicants that have not fully demonstrated compliance in their self-study and activity file documentation will be approved with a progress report. The Approved Provider will be required to submit documentation to reflect changes that have been made within the organization to bring the organization into full compliance with the ANCC NCPD Accreditation criteria. If an organization cannot be fully approved, a progress report may be requested, which may result in an inability to award contact hours.

Provisional Approval with Progress Report

Applicants that have provided sufficient evidence to demonstrate partial compliance with the accreditation criteria and/or activity file documentation will receive provisional approval for 12 months with a required progress report. The provisionally approved organization will be required to submit evidence to demonstrate that changes have been made within the organization to bring the organization into full compliance with ANCC NCPD Accreditation criteria. The AA-PD will re-assess provisional status following review of the requested documentation and make a determination for full approval, approval with progress report, or denial of approval at that time. If an organization cannot be fully approved, a progress report may be requested, which may result in an inability to award contact hours.

Denial

Applicants that do not provide sufficient evidence to demonstrate compliance with the accreditation criteria will be denied. Applicant organizations may reapply once they have addressed deficiencies and can provide sufficient evidence to demonstrate compliance with ANCC NCPD Accreditation Program criteria.

This section outlines eligibility and requirements for Accredited Approvers to approve applicants for individual NCPD activities. Individual educational activities may be approved for up to two years.

SECTION TWO: APPROVING INDIVIDUAL ACTIVITY APPLICANTS

Eligibility For Approval Of Individual NCPD Activities

The Individual Activity Applicant is defined as an individual, organization, or part of an organization submitting an educational activity for approval from an Accredited Approver. The Individual Activity Applicant must have a registered nurse who holds a current, unrestricted nursing license and a baccalaureate degree or higher in nursing (or international equivalent) who functions as the Nurse Planner for the activity. The Nurse Planner is responsible for ensuring that the educational activity is developed according to the ANCC NCPD Accreditation criteria.

Those interested in submitting an NCPD activity for approval from an Accredited Approver must complete the eligibility verification process and meet all eligibility requirements. The Accredited Approver is responsible for assessing whether the applicant is eligible to apply. To be eligible to apply for activity approval, the applicant must:

- Not be an ineligible company as defined by the Standards for Integrity and Independence in Accredited Continuing Education.
- Be in compliance with all applicable federal, state, and local laws and regulations that affect the organization's ability to meet ANCC accreditation criteria.
- Be in compliance with all educational design requirements as noted by the Accredited Approver .
- The organization applying to provide the activity and award the contact hours must be geographically located in the United States or in a United States Territory.
 - Accredited Approvers may not accept applications from organizations outside of the United States and should refer International Activity Applicants to the ANCC NCPD Accreditation Program team.
- Have one Nurse Planner who is operationally responsible for coordinating the process of planning, implementing, and evaluating the activity.

A Nurse Planner must:

- Be a registered nurse who holds a current, unrestricted nursing license (or international equivalent); this means that they have an active RN license with no practice restrictions;
- Hold a baccalaureate degree or higher in nursing (or international equivalent); and
- Be competent in applying the evidence-based educational design process to independently plan, implement, and evaluate NCPD activities for the Approved Provider.

Nurse Planner Role and Responsibility Competencies

- Demonstrates a thorough understanding of the ANCC NCPD Accreditation Program criteria.
- Ensures all educational activities adhere to the standards for planning, implementing, and evaluating continuing professional development activities.
- Maintains documentation to support compliance with accreditation requirements.
- Identifies professional practice gaps and analyzes the underlying causes.
- Selects appropriate established competencies from professional sources that align with the professional practice gap and underlying educational need of an educational activity.
- Develops measurable learning outcomes aligned with the identified practice gaps, underlying educational needs, and identified professional competencies.
- Designs and implements assessment methods to assess learning outcomes and program effectiveness.
- Analyzes evaluation data to identify impact on professional practice and identify opportunities for improvement for future activities.
- Demonstrates a comprehensive understanding of the Standards for Integrity and Independence in Accredited Continuing Education and effectively incorporates these standards into the planning and implementation of accredited educational activities.

Approval Decision(s)

Upon completion of the application process, the Accredited Approver Program Director (AA-PD) will make an approval decision. The decision will be communicated to the Nurse Planner. Types of accreditation decisions are detailed below.

Approved

Applicants who demonstrate FULL compliance with the NCPD accreditation criteria for activity files will be awarded Approval. See Activity File Documentation Requirements in Section 1 of this chapter.

Denial

Applicants that do not provide sufficient evidence to demonstrate FULL compliance with the accreditation criteria will be denied. Applicant organizations may reapply once they have addressed deficiencies and can provide sufficient evidence to demonstrate compliance with Accreditation Program criteria.

GLOSSARY

| | |
|---|--|
| accountability | Responsibility for adherence to the ANCC NCPD Accreditation criteria as they apply to providing quality NCPD. |
| accreditation | 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). |
| accredited approver | <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> |
| accredited approver program director (AA-PD) | 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. |
| active learning | An activity in which the learner participates in or interacts with the learning process instead of passively taking in the information. |
| active learning strategies | 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. |
| best available evidence | Choosing evidence based on an evidence hierarchy, with higher levels of the hierarchy consistent with a stronger evidence base (Polit and Beck, 2008). |
| bias | Tendency or inclination to cause partiality, favoritism, or influence. |

| | |
|--|--|
| commercial bias | Favoritism or influence shown toward a product or company in relation to an educational offering. |
| commercial support | 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. |
| commission on accreditation in nursing continuing professional development (COA-NCPD) | 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. |
| commitment | Duty or responsibility of those approving continuing education to meet learner needs, promote quality NCPD, and support the Accredited Approver goals and improvements. |
| competence | The foundational abilities required for nursing practice in a given context. |
| competency | 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. |
| competency statement | 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. |
| contact hour | A unit of measurement that describes 60 minutes of an organized learning activity. |
| content | Subject matter of an educational activity that is based on the best available evidence and reflects the desired learning outcomes. |
| content reviewer | 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. |
| continuing education unit (CEU) | 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). |

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| credentialing | 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. |
| eligibility | 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. |
| enduring materials | 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. |
| evaluation — formative | 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). |
| evaluation — summative | A method of assessing the worth of a program at the end of the program activities. A summative evaluation focuses on outcomes. |
| evidence-based practice | 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 (www.ahrq.gov/topics/evidence-based-practice.html). |
| financial commercial support | 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). |
| gap analysis | The method of identifying the difference between current knowledge, skills, and/or practices and the desired best practices. |
| ineligible company | Organizations whose primary business is producing, marketing, selling, reselling, or distributing healthcare products used by or on patients (ACCME, 2020). |

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| in-kind commercial support | Materials, space, or other nonmonetary resources or services from an ineligible company used by a provider to conduct an educational activity, which may include but are not limited to human resources, marketing services, physical space, equipment such as audiovisual components, and teaching tools such as anatomic models (ACCME, 2020). |
| interprofessional continuing education | Education that occurs when members from two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes (www.jointaccreditation.org). |
| interprofessional education | “When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010). |
| joint providership | Planning, development, and implementation of an educational activity by two or more organizations or agencies. The Approved Providers and Individual Activity Applicants are responsible for ensuring adherence to ANCC NCPD Accreditation criteria. |
| jointly provided activities | Educational activities planned, developed, and implemented collaboratively by two or more organizations or agencies. The Approved Providers and Individual Activity Applicants are responsible for ensuring adherence to ANCC NCPD Accreditation criteria. |
| leadership | The provision of direction and guidance to individuals involved in the process of assessing, planning, implementing, and evaluating NCPD activities in adherence to the ANCC NCPD Accreditation criteria. |
| learner-directed, learner-paced activity | An educational activity in which the learner takes the initiative in identifying learning needs, formulating learning goals, identifying human and material resources for learning, choosing, and implementing appropriate learning strategies, and evaluating learning outcomes. The learner also determines the pace at which the learner engages in the learning activity. |
| multifocused organization | An organization that exists for more than the purpose of providing NCPD. |
| needs assessment | The process by which a discrepancy between what is desired and what exists is identified. |
| nurse peer reviewer | A registered nurse who holds a current, unrestricted nursing license (or international equivalent) and a baccalaureate degree or higher in nursing (or international equivalent) who is actively involved in evaluating each Approved Provider or Individual Activity Applicant within an Accredited Approver to evaluate adherence to the ANCC criteria. |

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| nurse planner | 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. |
| nursing activity reporting system (NARS) | The online platform utilized to store accurate demographic information for the Accredited Approver and utilized to complete the annual reporting activity data requirements annually. |
| nursing continuing professional development (NCPD) | A specialized nursing practice that facilitates the professional development and growth of nurses and other healthcare personnel along the continuum from novice to expert. |
| nursing continuing professional development (NCPD) activities | 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 |
| outcome | The impact of structure and process on the organization as a provider and the value/benefit to nursing professional development. |
| outcome assessment | The process of observing, describing, and quantifying the predefined indicator(s) of performance after an intervention is designed to impact the indicator. |
| planning committee | 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. |
| position description (approver) | Description of the functions specific to the roles of Accredited Approver Program Director and Nurse Peer Reviewer that relate to the Accredited Approver. |
| primary nurse planner | 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. |
| progress report | 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.

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