



Definitions of Continuing Educational Activity Types

1. Enduring Material

An **Enduring Material** is an educational activity that is **accessible over a specified period of time**, rather than occurring at a specific, scheduled time. The learner participates **independently and at their own pace**.

Key Characteristics:

- Content remains available for repeated use during a defined release period
- No real-time interaction required with faculty
- Learner engagement is typically asynchronous
- May include evaluation/assessment components
- Must have a clearly defined **expiration date**

Examples:

- Printed monographs
 - Recorded lectures
 - Educational PDFs
 - Case-based learning modules
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2. Enduring Material – Internet

An **Enduring Material – Internet** is a subtype of Enduring Material that is **delivered and accessed online**.

Key Characteristics:

- Hosted on websites, learning management systems (LMS), or mobile apps
- Available on-demand at any time during the activity period
- May include interactive elements (e.g., quizzes, branching scenarios, multimedia)

- Requires mechanisms for tracking participation and completion

Examples:

- E-learning modules
 - Web-based case simulations
 - On-demand video libraries with CE credit
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3. Live Course

A **Live Course** is an educational activity that occurs **at a specific, scheduled time** where learners and faculty **interact in real time**.

Key Characteristics:

- Delivered in person or virtually (synchronously)
- Requires attendance at a designated time
- Allows for direct interaction (e.g., Q&A, discussion)
- Can include lectures, panel discussions, or workshops

Examples:

- Conferences
 - Symposia
 - Grand rounds (if not regularly scheduled)
 - Live webinars
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4. Internet Live Course

(Optional but commonly used in Joint Accreditation taxonomy)

An **Internet Live Course** is a **live educational activity conducted via the internet**, where participants engage in real-time without being physically present.

Key Characteristics:

- Occurs at a scheduled date and time
- Delivered via web conferencing platforms

- Includes real-time interaction with faculty
- Participation tracked electronically

Examples:

- Live webinars
- Virtual conferences
- Real-time online panel discussions

5. Regularly Scheduled Series (RSS)

A **Regularly Scheduled Series (RSS)** is a **recurring live educational activity** that occurs on a consistent schedule and is **primarily planned by and for the organization's professional staff**.

Key Characteristics:

- Ongoing series (e.g., weekly, monthly)
- Designed to address practice gaps within a specific clinical environment
- Typically led by internal faculty or rotating presenters
- Focused on continuous professional development and quality improvement

Examples:

- Grand Rounds
- Tumor Boards
- Morbidity & Mortality (M&M) Conferences
- Journal Clubs

6. Other / Blended Learning

Other / Blended Learning refers to educational activities that **combine multiple instructional formats**, often integrating both **asynchronous and synchronous elements**.

Key Characteristics:

- Combines two or more activity types (e.g., Enduring + Live)

- Requires completion of components in sequence or combination
- May include prerequisite learning followed by interactive sessions
- Designed to enhance engagement and reinforce learning

Examples:

- Online pre-course modules followed by live workshop
 - Flipped classroom models
 - Hybrid conferences with on-demand and live components
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ANCC Activity Type Definitions

1. Learner-Directed, Learner-Paced

In a **Learner-Directed, Learner-Paced** activity, the learner has primary control over both the content and the pace of the educational experience. The learner identifies their own learning needs, selects learning resources and strategies, and determines when and how quickly to complete the activity. The provider's role is limited to establishing criteria for awarding contact hours and verifying completion.

Characteristics:

- Learner identifies individual learning needs.
- Learner selects educational content and learning methods.
- Learner determines pace and timing.
- Often involves independent study, professional portfolios, or individualized learning projects.

Examples:

- Independent learning projects
- Portfolio-based learning
- Scholarly reading plans with reflective practice

- Individualized competency development activities
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2. Provider-Directed, Learner-Paced

In a **Provider-Directed, Learner-Paced** activity, the provider determines the educational design, including the professional practice gap, learning outcomes, content, engagement strategies, and evaluation methods. However, the learner decides when to participate and how quickly to progress through the material.

Characteristics:

- Provider controls the content and learning objectives.
- Learner controls the pace and timing.
- Usually asynchronous.
- Content remains consistent for all learners.

Examples:

- On-demand online courses
 - E-learning modules
 - Enduring materials
 - Recorded webinars
 - Journal articles with post-tests
 - Self-study courses
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3. Provider-Directed, Provider-Paced

In a **Provider-Directed, Provider-Paced** activity, the provider controls all aspects of the educational experience, including the content, learning outcomes, instructional methods, schedule, and timing. Learners participate according to the provider's established timetable.

Characteristics:

- Provider determines content, objectives, and learning activities.
- Provider establishes the schedule and pace.

- Learners participate in real time or according to a fixed agenda.
- Typically synchronous learning.

Examples:

- Live conferences
- In-person workshops
- Instructor-led classes
- Live webinars
- Grand rounds
- Nursing symposiums and seminars

Quick Comparison

Activity Type	Who Controls Content?	Who Controls Pace?	Typical Examples
Learner-Directed, Learner-Paced	Learner	Learner	Portfolio learning, independent study projects
Provider-Directed, Learner-Paced	Provider	Learner	Online modules, recorded webinars, journal CE
Provider-Directed, Provider-Paced	Provider	Provider	Live conferences, workshops, live webinars

A useful rule of thumb is: **the first term identifies who directs the learning design; the second term identifies who controls the timing and pace of participation.**