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# Accreditation Council for Continuing Medical Education (ACCME®) 2014 Annual Report

## ADDENDUM

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This addendum provides information broken out by ACCME-accredited providers and by state-accredited providers, offering an overview of the CME system at both the national and state levels. ACCME-accredited providers offer CME primarily to national or international audiences of physicians and other healthcare professionals. State-accredited providers, which are accredited by a state/territory medical society that is recognized by the ACCME as an accreditor, offer CME primarily to learners from their state or contiguous states.

The main 2014 ACCME Annual Report presents combined data from all accredited providers in the ACCME System. It includes Tables 1-11 and Figures 1-11 and is [available here on the ACCME website](#).

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**CME Presented by ACCME-Accredited Providers Only**  
**Table 12. Size of the CME Enterprise - 2014**  
**n=683 Providers**

<b>Directly provided</b>	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician interactions<sup>1</sup></b>	<b>Other learner<sup>2</sup> interactions<sup>1</sup></b>	
Courses	29,170	225,439	1,148,420	898,329	
Regularly scheduled series	9,868	280,121	2,809,614	1,298,555	
Internet (live)	2,793	5,551	37,686	92,664	
Test-item writing	75	670	1,033	23	
Committee learning	243	862	2,884	540	
Performance improvement	271	5,309	33,646	3,330	
Internet searching and learning	54	531	196,487	10,780	
Internet (enduring materials)	22,517	50,553	3,561,009	4,928,386	
Enduring materials (other)	6,330	36,951	1,039,202	689,741	
Learning from teaching	18	228	918	47	
Journal CME	3,911	5,734	990,695	466,045	
Manuscript review	65	254	33,232	2,403	
<b>Total</b>	<b>75,315</b>	<b>612,201</b>	<b>9,854,826</b>	<b>8,390,843</b>	
<b>Jointly provided</b>					
Courses	17,499	96,596	387,787	337,746	
Regularly scheduled series	1,604	34,262	263,820	179,941	
Internet (live)	919	1,970	14,418	43,452	
Test-item writing	12	143	1,036	2	
Committee learning	31	96	423	39	
Performance improvement	80	1,485	16,857	184	
Internet searching and learning	4	2	654	149	
Internet (enduring materials)	9,895	11,088	714,363	621,440	
Enduring materials (other)	582	5,960	48,042	31,318	
Learning from teaching	4	20	597	17	
Journal CME	471	729	168,272	158,499	
Manuscript review	5	15	874	1,119	
<b>Total</b>	<b>31,106</b>	<b>152,366</b>	<b>1,617,143</b>	<b>1,373,906</b>	
<b># Providers</b>					
<b>Grand total 2014</b>	<b>683</b>	<b>106,421</b>	<b>764,567</b>	<b>11,471,969</b>	<b>9,764,749</b>
<b>Grand total 2013</b>	677	96,247	707,901	11,518,856	8,960,044
<b>Grand total 2012</b>	681	92,092	688,617	11,952,246	8,521,479
<b>Grand total 2011</b>	687	88,178	667,081	11,351,125	7,938,497
<b>Grand total 2010<sup>3</sup></b>	694	81,543	660,690	11,433,737	7,855,897
<b>Grand total 2009</b>	707	95,062	689,768	10,780,093	6,782,681
<b>Grand total 2008</b>	728	100,935	769,613	10,678,562	6,571,594
<b>Grand total 2007</b>	736	113,003	741,261	8,698,299	5,177,299
<b>Grand total 2006</b>	729	93,582	712,163	8,255,017	4,577,078
<b>Grand total 2005</b>	716	79,820	678,528	7,650,207	3,683,749
<b>Grand total 2004</b>	716	71,564	692,673	6,516,564	3,235,562
<b>Grand total 2003</b>	697	66,788	704,077	6,037,395	3,041,998
<b>Grand total 2002</b>	686	55,967	624,824	5,415,945	2,692,971
<b>Grand total 2001</b>	674	51,048	583,449	5,178,883	2,159,312
<b>Grand total 2000</b>	680	49,451	551,739	5,093,595	1,883,811
<b>Grand total 1999</b>	655	47,129	585,446	4,436,197	1,760,504

<sup>1</sup>Accredited providers report the number of participants at each activity. In this report, the participant numbers are referred to as interactions. The data represents aggregate numbers of interactions and not the number of unique participants. Participants attending multiple activities are counted multiple times.

<sup>2</sup>Effective with the 2014 reporting year, other learners replaces the term nonphysician participants. This category continues to include activity participants other than MDs and DOs.

<sup>3</sup>The implementation of the Program and Activity Reporting System (PARS) in 2010 has enabled the ACCME to better ensure that providers submit data in accordance with the ACCME's definitions and terms. This resulted in significant changes in reporting for various activity formats.



## CME Presented by ACCME-Accredited Providers Only

**Table 13. Activities by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	13	83	14	35	252	24	134	128	<b>683</b>
<b>Directly provided</b>									
Courses	4,732	6,180	1,843	665	4,945	805	2,886	7,114	<b>29,170</b>
Regularly scheduled series	172	2,860	0	77	15	61	37	6,646	<b>9,868</b>
Internet (live)	1,526	211	55	112	433	70	276	110	<b>2,793</b>
Test-item writing	0	0	0	0	74	0	0	1	<b>75</b>
Committee learning	7	17	213	0	6	0	0	0	<b>243</b>
Performance improvement	0	58	6	0	109	0	26	72	<b>271</b>
Internet searching and learning	0	6	0	3	5	0	33	7	<b>54</b>
Internet (enduring materials)	331	1,953	277	687	4,778	763	11,373	2,355	<b>22,517</b>
Enduring materials (other)	325	218	81	55	1,225	1	3,971	454	<b>6,330</b>
Learning from teaching	1	2	0	0	3	0	1	11	<b>18</b>
Journal CME	56	88	6	89	3,113	70	440	49	<b>3,911</b>
Manuscript review	0	2	0	0	63	0	0	0	<b>65</b>
<b>Total</b>	<b>7,150</b>	<b>11,595</b>	<b>2,481</b>	<b>1,688</b>	<b>14,769</b>	<b>1,770</b>	<b>19,043</b>	<b>16,819</b>	<b>75,315</b>
<b>Jointly provided</b>									
Courses	405	754	43	917	9,673	51	1,805	3,851	<b>17,499</b>
Regularly scheduled series	157	185	0	42	61	1	27	1,131	<b>1,604</b>
Internet (live)	32	97	18	116	189	2	217	248	<b>919</b>
Test-item writing	0	0	0	0	11	0	0	1	<b>12</b>
Committee learning	0	0	17	0	2	0	0	12	<b>31</b>
Performance improvement	0	4	0	1	28	0	11	36	<b>80</b>
Internet searching and learning	0	1	1	0	0	0	0	2	<b>4</b>
Internet (enduring materials)	87	221	1	272	684	19	2,384	6,227	<b>9,895</b>
Enduring materials (other)	8	16	0	24	60	7	232	235	<b>582</b>
Learning from teaching	0	2	0	1	1	0	0	0	<b>4</b>
Journal CME	0	1	0	0	200	1	224	45	<b>471</b>
Manuscript review	1	1	0	0	2	0	0	1	<b>5</b>
<b>Total</b>	<b>690</b>	<b>1,282</b>	<b>80</b>	<b>1,373</b>	<b>10,911</b>	<b>81</b>	<b>4,900</b>	<b>11,789</b>	<b>31,106</b>
<b>Grand total</b>	<b>7,840</b>	<b>12,877</b>	<b>2,561</b>	<b>3,061</b>	<b>25,680</b>	<b>1,851</b>	<b>23,943</b>	<b>28,608</b>	<b>106,421</b>



### CME Presented by ACCME-Accredited Providers Only

**Table 14. Hours of Instruction by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	13	83	14	35	252	24	134	128	<b>683</b>
<b>Directly provided</b>									
Courses	37,189	33,946	3,830	7,373	57,995	4,582	19,564	60,959	<b>225,439</b>
Regularly scheduled series	3,167	69,403	0	945	706	2,157	1,027	202,717	<b>280,121</b>
Internet (live)	2,314	480	59	201	870	99	1,022	507	<b>5,551</b>
Test-item writing	0	0	0	0	660	0	0	10	<b>670</b>
Committee learning	84	189	537	0	52	0	0	0	<b>862</b>
Performance improvement	0	1,160	100	0	2,314	0	520	1,215	<b>5,309</b>
Internet searching and learning	0	8	0	2	3	0	497	23	<b>531</b>
Internet (enduring materials)	675	2,327	345	601	20,006	1,277	19,893	5,431	<b>50,553</b>
Enduring materials (other)	521	937	135	117	10,477	1	18,500	6,264	<b>36,951</b>
Learning from teaching	8	6	0	0	62	0	3	149	<b>228</b>
Journal CME	56	151	6	104	4,470	82	771	95	<b>5,734</b>
Manuscript review	0	6	0	0	248	0	0	0	<b>254</b>
<b>Total</b>	<b>44,012</b>	<b>108,612</b>	<b>5,011</b>	<b>9,342</b>	<b>97,861</b>	<b>8,198</b>	<b>61,796</b>	<b>277,369</b>	<b>612,201</b>
<b>Jointly provided</b>									
Courses	4,384	7,315	339	5,154	33,394	464	14,235	31,310	<b>96,596</b>
Regularly scheduled series	4,634	4,619	0	729	1,167	2	544	22,568	<b>34,262</b>
Internet (live)	115	114	18	177	339	3	698	507	<b>1,970</b>
Test-item writing	0	0	0	0	133	0	0	10	<b>143</b>
Committee learning	0	0	60	0	18	0	0	18	<b>96</b>
Performance improvement	0	90	0	20	560	0	130	685	<b>1,485</b>
Internet searching and learning	0	1	1	0	0	0	0	1	<b>2</b>
Internet (enduring materials)	301	298	3	554	2,905	62	2,418	4,547	<b>11,088</b>
Enduring materials (other)	45	80	0	94	546	78	3,231	1,887	<b>5,960</b>
Learning from teaching	0	5	0	10	5	0	0	0	<b>20</b>
Journal CME	0	3	0	0	294	3	269	161	<b>729</b>
Manuscript review	3	3	0	0	6	0	0	3	<b>15</b>
<b>Total</b>	<b>9,482</b>	<b>12,527</b>	<b>420</b>	<b>6,737</b>	<b>39,366</b>	<b>611</b>	<b>21,525</b>	<b>61,696</b>	<b>152,366</b>
<b>Grand total</b>	<b>53,494</b>	<b>121,139</b>	<b>5,431</b>	<b>16,079</b>	<b>137,227</b>	<b>8,810</b>	<b>83,321</b>	<b>339,065</b>	<b>764,567</b>

Note: Totals may be off due to rounding.



### CME Presented by ACCME-Accredited Providers Only

**Table 15. Physician Interactions by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	13	83	14	35	252	24	134	128	<b>683</b>
<b>Directly provided</b>									
Courses	19,019	100,225	27,845	28,385	608,952	8,338	119,884	235,772	<b>1,148,420</b>
Regularly scheduled series	28,726	775,491	0	15,915	4,784	19,496	7,435	1,957,767	<b>2,809,614</b>
Internet (live)	5,493	2,997	855	4,691	18,297	121	2,728	2,504	<b>37,686</b>
Test-item writing	0	0	0	0	926	0	0	107	<b>1,033</b>
Committee learning	70	408	2,333	0	73	0	0	0	<b>2,884</b>
Performance improvement	0	1,389	146	0	29,284	0	1,595	1,232	<b>33,646</b>
Internet searching and learning	0	49,974	0	64	9,338	0	136,927	184	<b>196,487</b>
Internet (enduring materials)	15,247	148,774	49,622	92,841	857,682	53,105	2,230,745	112,993	<b>3,561,009</b>
Enduring materials (other)	40,932	10,908	11,060	2,268	215,253	1	729,647	29,133	<b>1,039,202</b>
Learning from teaching	137	125	0	0	149	0	94	413	<b>918</b>
Journal CME	1,134	42,443	618	4,468	879,535	461	61,214	822	<b>990,695</b>
Manuscript review	0	850	0	0	32,382	0	0	0	<b>33,232</b>
<b>Total</b>	<b>110,758</b>	<b>1,133,584</b>	<b>92,479</b>	<b>148,632</b>	<b>2,656,655</b>	<b>81,522</b>	<b>3,290,269</b>	<b>2,340,927</b>	<b>9,854,826</b>
<b>Jointly provided</b>									
Courses	3,992	27,477	766	18,598	149,459	1,489	61,669	124,337	<b>387,787</b>
Regularly scheduled series	40,649	20,428	0	6,350	9,569	4	12,324	174,496	<b>263,820</b>
Internet (live)	38	756	219	175	2,852	33	1,793	8,552	<b>14,418</b>
Test-item writing	0	0	0	0	685	0	0	351	<b>1,036</b>
Committee learning	0	0	246	0	38	0	0	139	<b>423</b>
Performance improvement	0	282	0	3	7,378	0	55	9,139	<b>16,857</b>
Internet searching and learning	0	77	11	0	0	0	0	566	<b>654</b>
Internet (enduring materials)	383	15,077	1	12,477	100,473	5,473	169,146	411,333	<b>714,363</b>
Enduring materials (other)	8	4,537	0	122	6,955	331	24,781	11,308	<b>48,042</b>
Learning from teaching	0	155	0	424	18	0	0	0	<b>597</b>
Journal CME	0	6	0	0	11,549	85	154,825	1,807	<b>168,272</b>
Manuscript review	21	520	0	0	48	0	0	285	<b>874</b>
<b>Total</b>	<b>45,091</b>	<b>69,315</b>	<b>1,243</b>	<b>38,149</b>	<b>289,024</b>	<b>7,415</b>	<b>424,593</b>	<b>742,313</b>	<b>1,617,143</b>
<b>Grand total</b>	<b>155,849</b>	<b>1,202,899</b>	<b>93,722</b>	<b>186,781</b>	<b>2,945,679</b>	<b>88,937</b>	<b>3,714,862</b>	<b>3,083,240</b>	<b>11,471,969</b>



**CME Presented by ACCME-Accredited Providers Only**

**Table 16. Other Learner Interactions by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	13	83	14	35	252	24	134	128	<b>683</b>
<b>Directly provided</b>									
Courses	64,587	116,737	5,411	60,114	300,172	18,625	102,725	229,958	<b>898,329</b>
Regularly scheduled series	17,666	445,720	0	7,346	3,587	383	3,634	820,219	<b>1,298,555</b>
Internet (live)	30,319	2,499	1,316	18,800	20,686	3,185	10,288	5,571	<b>92,664</b>
Test-item writing	0	0	0	0	23	0	0	0	<b>23</b>
Committee learning	0	376	135	0	29	0	0	0	<b>540</b>
Performance improvement	0	35	11	0	1,251	0	803	1,230	<b>3,330</b>
Internet searching and learning	0	2,041	0	89	15	0	8,594	41	<b>10,780</b>
Internet (enduring materials)	142,625	104,810	2,469	490,217	528,483	135,314	3,408,801	115,667	<b>4,928,386</b>
Enduring materials (other)	308,897	3,958	42	2,458	48,582	348	302,826	22,630	<b>689,741</b>
Learning from teaching	29	2	0	0	0	0	0	16	<b>47</b>
Journal CME	1,289	2,320	19	9,846	319,456	376	132,391	348	<b>466,045</b>
Manuscript review	0	221	0	0	2,182	0	0	0	<b>2,403</b>
<b>Total</b>	<b>565,412</b>	<b>678,719</b>	<b>9,403</b>	<b>588,870</b>	<b>1,224,466</b>	<b>158,231</b>	<b>3,970,062</b>	<b>1,195,680</b>	<b>8,390,843</b>
<b>Jointly provided</b>									
Courses	6,613	23,041	3,304	21,735	112,237	1,446	50,241	119,129	<b>337,746</b>
Regularly scheduled series	20,490	35,709	0	2,666	8,185	9	3,356	109,526	<b>179,941</b>
Internet (live)	547	2,594	2,385	1,981	14,764	431	10,167	10,583	<b>43,452</b>
Test-item writing	0	0	0	0	2	0	0	0	<b>2</b>
Committee learning	0	0	0	0	0	0	0	39	<b>39</b>
Performance improvement	0	46	0	0	17	0	5	116	<b>184</b>
Internet searching and learning	0	21	18	0	0	0	0	110	<b>149</b>
Internet (enduring materials)	5,323	18,231	0	11,386	17,527	1,921	360,972	206,080	<b>621,440</b>
Enduring materials (other)	53	664	0	708	1,586	34	24,604	3,669	<b>31,318</b>
Learning from teaching	0	0	0	7	10	0	0	0	<b>17</b>
Journal CME	0	6	0	0	211	5,344	152,882	56	<b>158,499</b>
Manuscript review	1	1,117	0	0	0	0	0	1	<b>1,119</b>
<b>Total</b>	<b>33,027</b>	<b>81,429</b>	<b>5,707</b>	<b>38,483</b>	<b>154,539</b>	<b>9,185</b>	<b>602,227</b>	<b>449,309</b>	<b>1,373,906</b>
<b>Grand total</b>	<b>598,439</b>	<b>760,148</b>	<b>15,110</b>	<b>627,353</b>	<b>1,379,005</b>	<b>167,416</b>	<b>4,572,289</b>	<b>1,644,989</b>	<b>9,764,749</b>



**CME Presented by ACCME-Accredited Providers Only**

**Table 17. Income and Expense<sup>1</sup> - 2014**

**Total providers = 683**

	<b>Total income</b>	<b>Income from other sources<sup>2</sup></b>	<b>Total monetary commercial support</b>	<b>Advertising and exhibits income</b>	<b>Total expense</b>
Average	\$ 3,722,402	\$ 2,253,925	\$ 974,982	\$ 493,495	\$ 2,746,832
First Quartile <sup>3</sup>	\$ 343,275	\$ 152,302	\$ -	\$ -	\$ 284,651
Second Quartile (Median)	\$ 1,111,874	\$ 560,916	\$ 72,701	\$ 51,090	\$ 914,338
Third Quartile	\$ 3,348,501	\$ 1,726,716	\$ 539,410	\$ 332,900	\$ 2,540,672
Total	\$ 2,542,400,582	\$ 1,539,430,934	\$ 665,912,809	\$ 337,056,839	\$ 1,876,086,163
Providers reporting data > \$0	\$ 667	\$ 635	\$ 474	\$ 468	\$ 674

<sup>1</sup> The ACCME asks providers to report the income and expenses for their individual activities and their overall CME programs. The ACCME does not ask providers to calculate profit. Due to the variety of organizational types and their accounting systems, readers cannot accurately determine or make assumptions about the profitability of CME or cost per participant or interaction based on this data.

<sup>2</sup> Income from other sources represents income other than commercial support and advertising and exhibits income. Examples of Income from other sources include participant registration fees, government grants, private donations, and allocations from a provider's parent organization or other internal departments.

<sup>3</sup> More than a quarter of ACCME-accredited providers reported no monetary commercial support or advertising and exhibit income. Therefore the first quartiles for these categories is zero.





**CME Presented by ACCME-Accredited Providers Only**

**Table 18. Income and Expense<sup>1</sup> by Organization Type - 2014**

Organization type	# of Providers	Total income	Income from other sources <sup>2</sup>	Total commercial support with monetary value of in-kind commercial support included (2010 and earlier) <sup>3</sup>	Total commercial support with monetary value of in-kind commercial support excluded (2011 and after) <sup>3</sup>	Advertising and exhibits income	Total expense
Government or military	13	\$ 105,378,940	\$ 104,768,215	Not reported	\$ 600,525	\$ 10,200	\$ 105,247,795
Hospital/health care delivery system	83	\$ 106,965,656	\$ 62,960,136	Not reported	\$ 28,507,282	\$ 15,498,237	\$ 106,919,732
Insurance company/managed-care company	14	\$ 4,067,136	\$ 3,424,407	Not reported	\$ 288,862	\$ 353,867	\$ 5,964,962
Nonprofit (other)	35	\$ 125,037,761	\$ 66,493,363	Not reported	\$ 49,852,610	\$ 8,691,788	\$ 93,431,819
Nonprofit (physician membership organization)	252	\$ 1,022,982,056	\$ 660,917,368	Not reported	\$ 115,344,846	\$ 246,719,842	\$ 676,248,842
Other	24	\$ 31,690,145	\$ 26,060,233	Not reported	\$ 3,563,656	\$ 2,066,255	\$ 22,927,624
Publishing/education company	134	\$ 747,335,865	\$ 412,581,544	Not reported	\$ 311,263,845	\$ 23,490,476	\$ 525,168,398
School of medicine	128	\$ 398,943,023	\$ 202,225,668	Not reported	\$ 156,491,182	\$ 40,226,173	\$ 340,176,993
<b>Grand total 2014</b>	<b>683</b>	<b>\$ 2,542,400,582</b>	<b>\$ 1,539,430,934</b>	<b>-</b>	<b>\$ 665,912,809</b>	<b>\$ 337,056,839</b>	<b>\$ 1,876,086,163</b>
<b>Grand total 2013</b>	<b>677</b>	<b>\$ 2,414,728,980</b>	<b>\$ 1,442,060,323</b>	<b>Not reported</b>	<b>\$ 649,454,548</b>	<b>\$ 323,214,108</b>	<b>\$ 1,814,601,238</b>
<b>Grand total 2012</b>	<b>681</b>	<b>\$ 2,339,219,985</b>	<b>\$ 1,359,718,054</b>	<b>Not reported</b>	<b>\$ 662,286,926</b>	<b>\$ 317,215,005</b>	<b>\$ 1,793,274,750</b>
<b>Grand total 2011</b>	<b>687</b>	<b>\$ 2,217,641,822</b>	<b>\$ 1,184,865,469</b>	<b>Not reported</b>	<b>\$ 736,425,714</b>	<b>\$ 296,350,640</b>	<b>\$ 1,721,114,043</b>
<b>Grand total 2010</b>	<b>694</b>	<b>\$ 2,242,328,250</b>	<b>\$ 1,134,827,543</b>	<b>\$ 830,849,917</b>	<b>Not Reported</b>	<b>\$ 276,650,791</b>	<b>\$ 1,754,738,724</b>
<b>Grand total 2009</b>	<b>707</b>	<b>\$ 2,184,353,716</b>	<b>\$ 1,045,554,218</b>	<b>\$ 856,098,804</b>	<b>Not Reported</b>	<b>\$ 282,700,694</b>	<b>\$ 1,740,412,915</b>
<b>Grand total 2008</b>	<b>728</b>	<b>\$ 2,367,173,663</b>	<b>\$ 1,050,078,719</b>	<b>\$ 1,039,718,350</b>	<b>Not Reported</b>	<b>\$ 277,376,594</b>	<b>\$ 1,871,779,672</b>
<b>Grand total 2007</b>	<b>736</b>	<b>\$ 2,539,198,656</b>	<b>\$ 1,053,819,894</b>	<b>\$ 1,211,345,204</b>	<b>Not Reported</b>	<b>\$ 274,033,556</b>	<b>\$ 1,943,285,741</b>
<b>Grand total 2006</b>	<b>729</b>	<b>\$ 2,384,581,430</b>	<b>\$ 940,262,229</b>	<b>\$ 1,199,405,519</b>	<b>Not Reported</b>	<b>\$ 244,913,684</b>	<b>\$ 1,820,708,534</b>
<b>Grand total 2005</b>	<b>716</b>	<b>\$ 2,250,468,669</b>	<b>\$ 899,150,373</b>	<b>\$ 1,115,597,071</b>	<b>Not Reported</b>	<b>\$ 235,721,224</b>	<b>\$ 1,717,466,541</b>
<b>Grand total 2004</b>	<b>716</b>	<b>\$ 2,052,577,784</b>	<b>\$ 784,480,073</b>	<b>\$ 1,071,064,979</b>	<b>Not Reported</b>	<b>\$ 197,032,732</b>	<b>\$ 1,612,476,355</b>
<b>Grand total 2003</b>	<b>697</b>	<b>\$ 1,774,516,395</b>	<b>\$ 620,122,700</b>	<b>\$ 971,100,098</b>	<b>Not Reported</b>	<b>\$ 183,293,597</b>	<b>\$ 1,539,686,438</b>
<b>Grand total 2002</b>	<b>686</b>	<b>\$ 1,596,198,865</b>	<b>\$ 662,855,683</b>	<b>\$ 746,015,426</b>	<b>Not Reported</b>	<b>\$ 187,327,756</b>	<b>\$ 1,327,042,030</b>
<b>Grand total 2001</b>	<b>674</b>	<b>\$ 1,393,926,271</b>	<b>\$ 665,203,517</b>	<b>\$ 568,767,299</b>	<b>Not Reported</b>	<b>\$ 159,955,455</b>	<b>\$ 1,179,631,684</b>
<b>Grand total 2000</b>	<b>680</b>	<b>\$ 1,271,189,580</b>	<b>\$ 635,353,431</b>	<b>\$ 466,971,749</b>	<b>Not Reported</b>	<b>\$ 168,864,400</b>	<b>\$ 1,053,684,130</b>
<b>Grand total 1999</b>	<b>655</b>	<b>\$ 1,110,482,468</b>	<b>\$ 574,621,568</b>	<b>\$ 387,619,740</b>	<b>Not Reported</b>	<b>\$ 148,241,160</b>	<b>\$ 920,897,968</b>
<b>Grand total 1998</b>	<b>632</b>	<b>\$ 888,544,752</b>	<b>\$ 457,694,461</b>	<b>\$ 301,949,112</b>	<b>Not Reported</b>	<b>\$ 125,901,179</b>	<b>\$ 842,061,037</b>

<sup>1</sup> The ACCME asks providers to report the income and expenses for their individual activities and their overall CME programs. The ACCME does not ask providers to calculate profit. Due to the variety of organizational types and their accounting systems, readers cannot accurately determine or make assumptions about the profitability of CME or cost per participant or interreaction based on this data.

<sup>2</sup> Income from other sources represents income other than commercial support and advertising and exhibits income. Examples of Income from other sources include participant registration fees, government grants, private donations, and allocations from a provider's parent organization or other internal departments.

<sup>3</sup> Through 2010, ACCME-accredited and state-accredited providers reported the monetary value of in-kind commercial support they received, and included that amount in their total commercial support numbers. Beginning in 2011, due to a modification in ACCME commercial support reporting requirements, accredited providers no longer included the monetary value of in-kind support and reported only the dollar values for funds actually received. The nature (required) and source (optional) of in-kind commercial support is now reported qualitatively. Examples of in-kind commercial support include equipment, supplies, facilities, and other nonmonetary resources provided by a commercial interest in support of the CME activity.



**ACCME-Accredited Providers Only**  
**Table 19. Providers by Organization Type from 1998-2014**

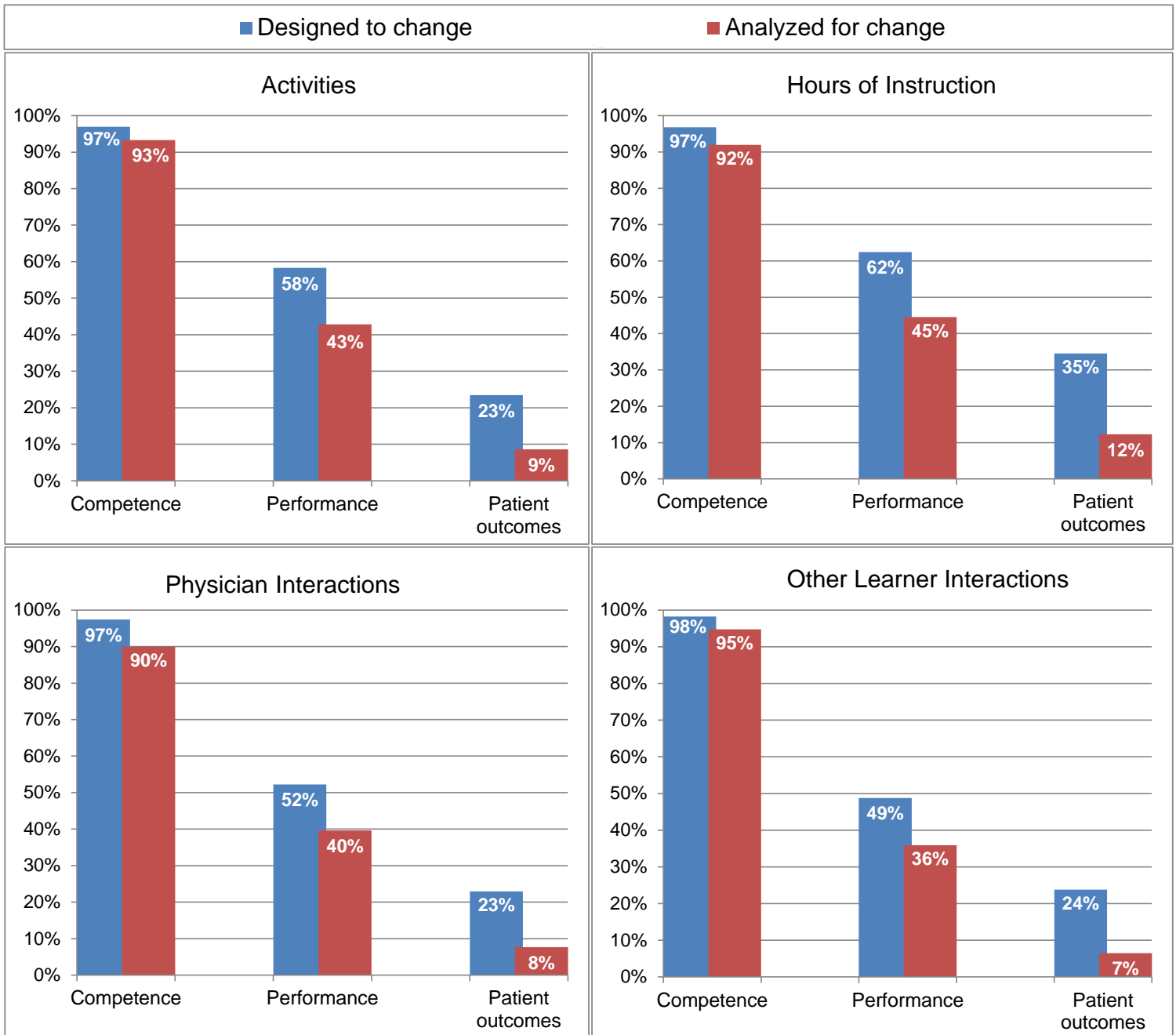
Organization Type	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Government or military	12	15	15	15	16	15	16	16	16	15	14	14	14	15	15	13	13
Hospital / health care delivery system	72	77	76	77	77	77	90	91	93	93	90	88	85	83	82	84	83
Insurance company / managed-care company	1	9	11	11	7	9	13	11	14	14	15	15	14	14	13	13	14
Nonprofit (other)	56	67	69	63	60	60	30	31	34	38	38	35	35	33	36	35	35
Nonprofit (physician membership organization)	221	222	228	227	230	232	273	270	267	270	270	265	258	254	253	251	252
Other	114	58	61	61	61	60	26	25	29	33	32	31	35	37	18 <sup>1</sup>	23	24
Publishing / education company	41	90	102	104	118	126	146	148	154	150	144	135	130	127	138	132	134
School of medicine	115	117	118	116	117	118	122	124	122	123	125	124	123	124	126	126	128
<b>Total</b>	<b>632</b>	<b>655</b>	<b>680</b>	<b>674</b>	<b>686</b>	<b>697</b>	<b>716</b>	<b>716</b>	<b>729</b>	<b>736</b>	<b>728</b>	<b>707</b>	<b>694</b>	<b>687</b>	<b>681</b>	<b>677</b>	<b>683</b>

The number of ACCME-accredited providers grew steadily until 2007. The total number of ACCME-accredited providers has declined by 53 (7%) since 2007, but there was an increase of six ACCE-accredited providers in 2014. Most of the decrease since 2007 has been in the following provider types: hospital/health care delivery systems, nonprofit physician membership organizations, and publishing/education companies. The numbers of government or military providers, insurance/managed-care companies, nonprofit other organizations, and schools of medicine, have remained stable. When providers voluntarily withdraw their ACCME accreditation, the ACCME ascertains the reason whenever possible. The most common reason providers give is corporate changes, such as mergers and acquisitions. In addition, providers sometimes withdraw because they have decided to offer CME through partnerships (joint providerships) with other accredited providers. For that reason, the consolidation does not necessarily represent a reduction in access to CME. As illustrated in Table 12, the number of activities, hours of instruction, and interactions has generally increased since 2010.

<sup>1</sup> For the 2012 Annual Report, the ACCME changed the name of the organizational type "Not classified" to "Other." The ACCME reviewed ACCME-accredited providers that had previously been categorized as "Not classified" and, when appropriate, reclassified them according to their business model.



**CME Presented by ACCME-Accredited Providers Only**  
**Figure 12. Percentages Designed/ Analyzed for Change in**  
**Competence, Performance, or Patient Outcomes - 2014**



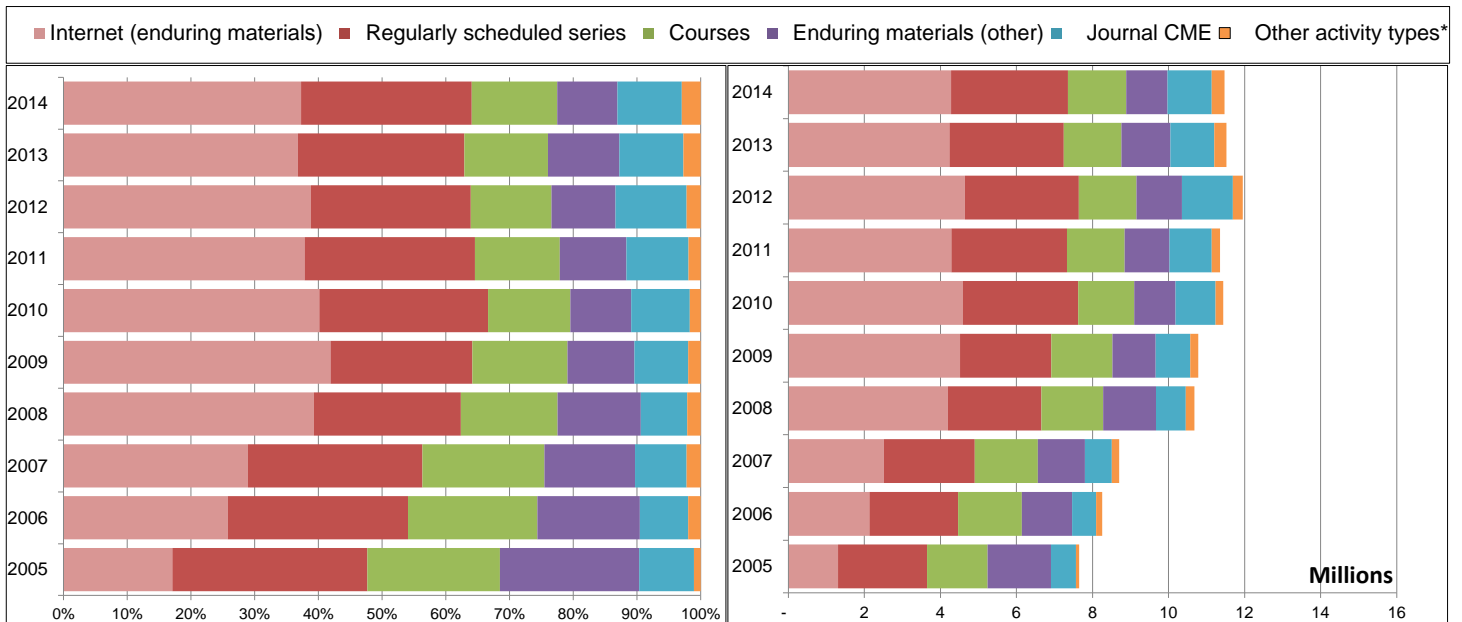
The ACCME's Accreditation Criteria require providers to produce educational activities that are designed to change competence, performance, or patient outcomes. Providers are then required to analyze the changes that were achieved as a result of the activities.

Figure 12 illustrates the percentage of CME provided in 2014 that was designed and/or analyzed for changes in competence, performance, and/or patient outcomes.



## CME Presented by ACCME-Accredited Providers Only

### Figure 13. Physician Interactions by Activity Types, 2005-2014



#### \*Other activity types (shown as a group in the graphs above and in detail in the graphs below)

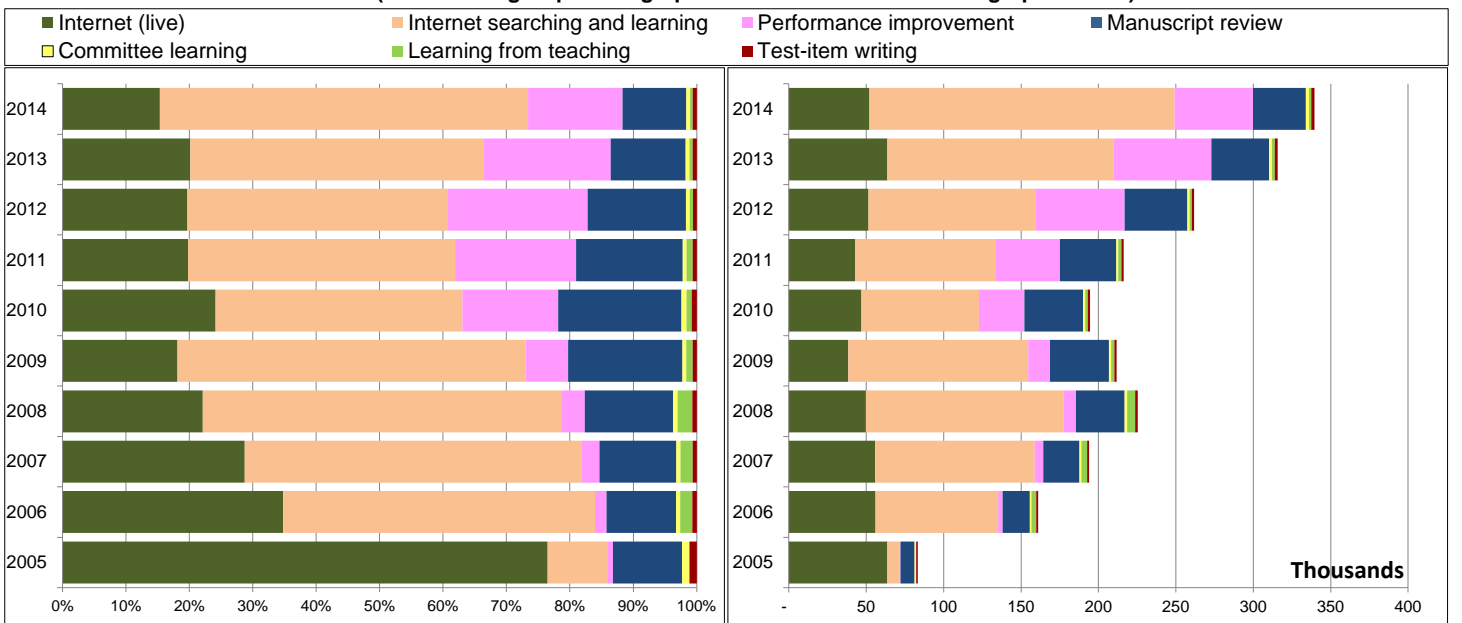
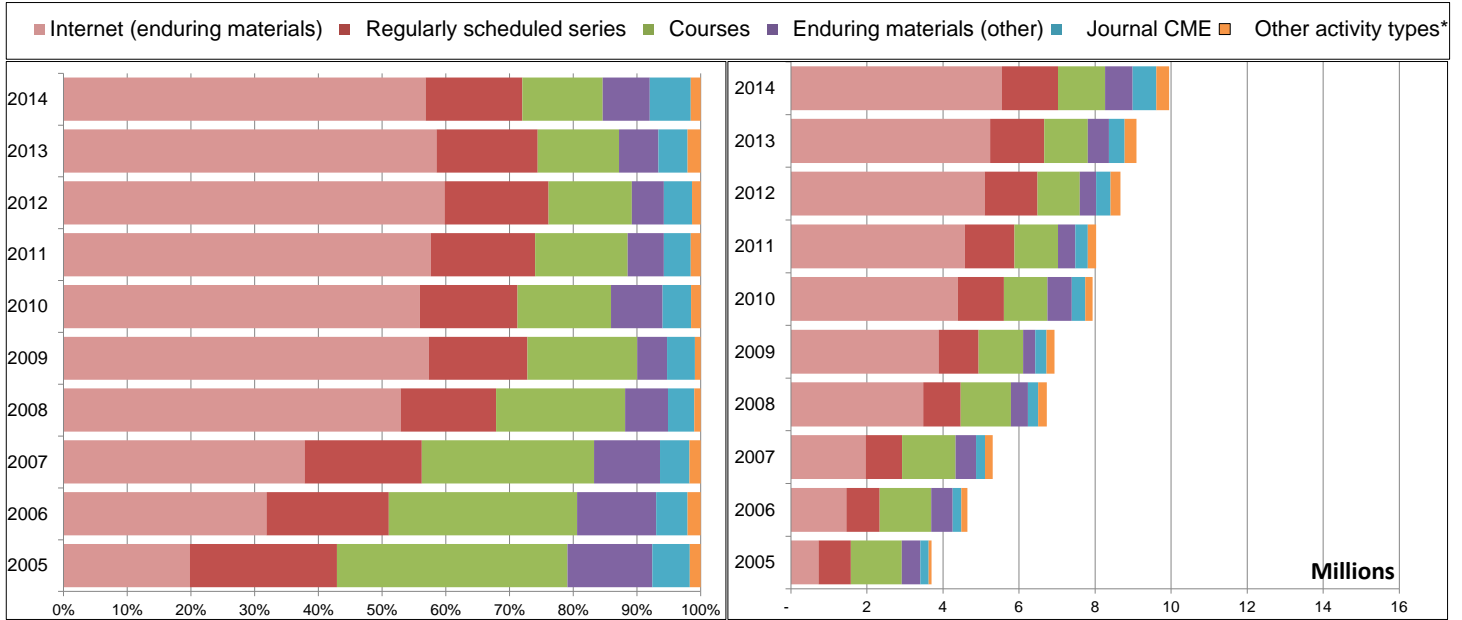


Figure 13 above shows the trend in physician interactions by activity type for CME presented by ACCME-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, the activity type that has shown the greatest increase in the numbers of physician interactions is Internet enduring materials, which accounted for 37% of all physician interactions in 2014; followed by regularly scheduled series, which accounted for 27%. Among the activity types with fewer interactions (the bottom pair of graphs) there has been general growth with Internet searching and learning and performance improvement showing the largest increases. Collectively, the "other activity types" have increased from 1% of physician interactions in 2005 to 3% in 2014.



**CME Presented by ACCME-Accredited Providers Only**  
**Figure 14. Other Learner Interactions by Activity Types, 2005-2014**



**\*Other activity types**  
**(shown as a group in the graphs above and in detail in the graphs below)**

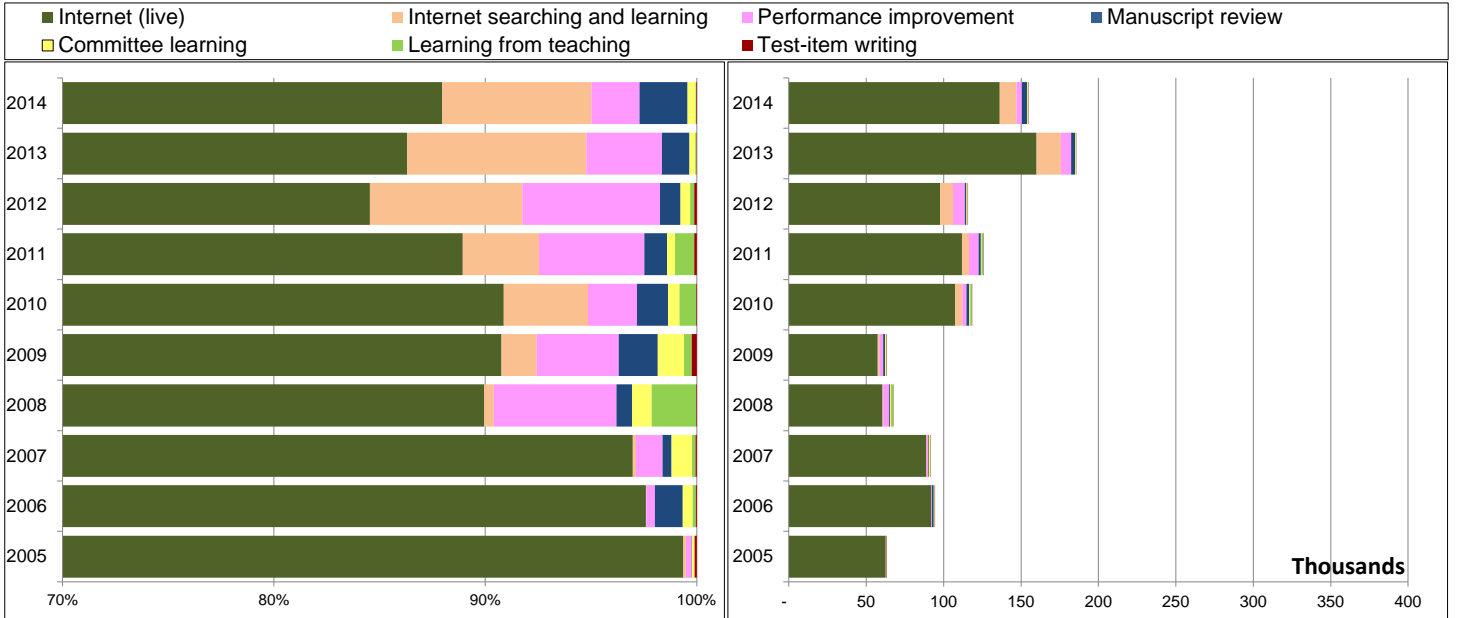
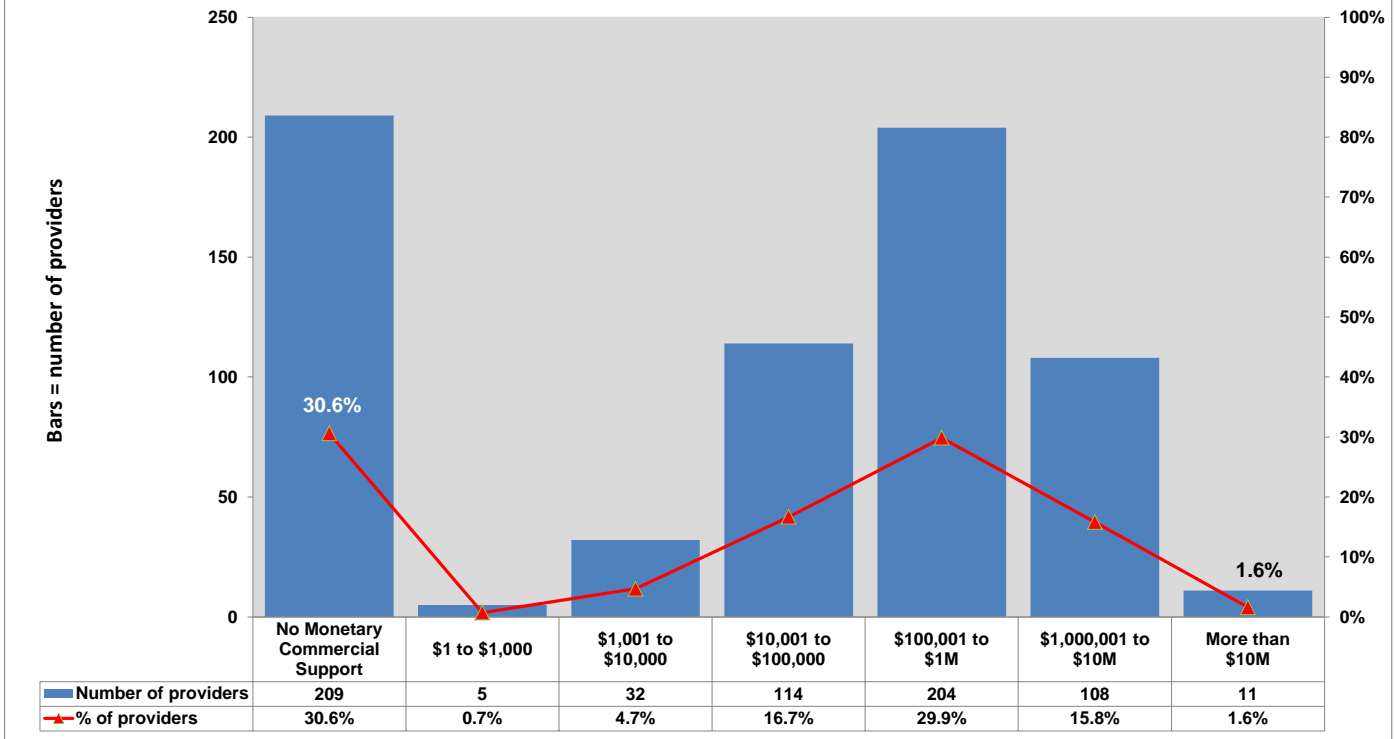


Figure 14 above shows the trend in other learner interactions by activity type for CME presented by ACCME-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, the activity type that has shown the greatest increase in the numbers of other learner interactions is Internet enduring materials. Among the activity types with fewer interactions (the bottom pair of graphs), Internet live activities remain the dominant format for other learners.



**CME Presented by ACCME-Accredited Providers Only**  
**Figure 15. Distribution of Monetary Commercial Support - 2014**



The majority of ACCME-accredited providers (82.6%) received \$1 million or less of commercial support in 2014, with 52.7% receiving \$100,000 or less and 30.6% receiving none at all. More than \$1 million per year in commercial support was received by 17.4%, with the smallest percentage of those (1.6%) receiving \$10 million or more.

<sup>1</sup>There were 20 ACCME-accredited providers that received only "in-kind" commercial support and they are counted in the "No Monetary Commercial Support" group.



**CME Presented by ACCME-Accredited Providers Only**

**Table 20. Total Numbers of Activities, Hours, and Interactions - 2014**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician Interactions</b>	<b>Other learners Interactions</b>
Courses	46,669	322,035	1,536,207	1,236,075
Regularly scheduled series	11,472	314,383	3,073,434	1,478,496
Internet (live)	3,712	7,522	52,104	136,116
Test-item writing	87	812	2,069	25
Committee learning	274	958	3,307	579
Performance improvement	351	6,794	50,503	3,514
Internet searching and learning	58	533	197,141	10,929
Internet (enduring materials)	32,412	61,641	4,275,372	5,549,826
Enduring materials (other)	6,912	42,911	1,087,244	721,059
Learning from teaching	22	248	1,515	64
Journal CME	4,382	6,463	1,158,967	624,544
Manuscript review	70	269	34,106	3,522
<b>Total</b>	<b>106,421</b>	<b>764,567</b>	<b>11,471,969</b>	<b>9,764,749</b>

**CME Presented by ACCME-Accredited Providers Only**

**Table 21. Numbers of Activities, Hours, and Interactions without Commercial Support - 2014**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician participants</b>	<b>Other learners</b>
Courses	38,449	257,400	817,075	748,006
Regularly scheduled series	11,273	308,877	2,975,723	1,430,296
Internet (live)	3,112	6,673	33,835	98,606
Test-item writing	86	796	2,058	25
Committee learning	274	958	3,307	579
Performance improvement	305	6,049	46,516	2,369
Internet searching and learning	52	526	194,592	9,883
Internet (enduring materials)	26,853	55,256	3,020,227	4,148,397
Enduring materials (other)	6,410	41,574	1,008,680	683,099
Learning from teaching	21	243	1,497	54
Journal CME	3,866	5,896	962,131	320,319
Manuscript review	70	269	34,106	3,522
<b>Total</b>	<b>90,771</b>	<b>684,516</b>	<b>9,099,747</b>	<b>7,445,155</b>

**CME Presented by ACCME-Accredited Providers Only**

**Table 22. Numbers of Activities, Hours, and Interactions with Commercial Support - 2014**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician participants</b>	<b>Other learners</b>
Courses	8,220	64,634	719,132	488,069
Regularly scheduled series	199	5,506	97,711	48,200
Internet (live)	600	849	18,269	37,510
Test-item writing	1	17	11	0
Committee learning	0	0	0	0
Performance improvement	46	745	3,987	1,145
Internet searching and learning	6	7	2,549	1,046
Internet (enduring materials)	5,559	6,385	1,255,145	1,401,429
Enduring materials (other)	502	1,336	78,564	37,960
Learning from teaching	1	5	18	10
Journal CME	516	567	196,836	304,225
Manuscript review	0	0	0	0
<b>Total</b>	<b>15,650</b>	<b>80,050</b>	<b>2,372,222</b>	<b>2,319,594</b>



**CME Presented by State-Accredited Providers Only**  
**Table 23. Size of the CME Enterprise - 2014**  
**n=1,225 Providers**

<b>Directly provided</b>	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician interactions<sup>1</sup></b>	<b>Other learner<sup>2</sup> interactions<sup>1</sup></b>	
Courses	21,383	70,027	418,913	368,362	
Regularly scheduled series	11,210	161,239	1,426,007	910,205	
Internet (live)	290	508	7,875	11,351	
Test-item writing	-	-	-	-	
Committee learning	298	677	4,801	2,288	
Performance improvement	112	1,399	2,514	1,787	
Internet searching and learning	24	98	549	25	
Internet (enduring materials)	1,521	3,083	54,367	347,740	
Enduring materials (other)	1,472	2,878	38,205	20,883	
Learning from teaching	114	379	1,378	973	
Journal CME	197	452	2,941	2,239	
Manuscript review	-	-	-	-	
<b>Total</b>	<b>36,621</b>	<b>240,738</b>	<b>1,957,550</b>	<b>1,665,853</b>	
<b>Jointly provided</b>					
Courses	2,995	14,679	62,203	77,015	
Regularly scheduled series	745	12,609	93,378	72,249	
Internet (live)	61	106	705	2,656	
Test-item writing	-	-	-	-	
Committee learning	3	8	112	6	
Performance improvement	7	92	48	116	
Internet searching and learning	-	-	-	-	
Internet (enduring materials)	73	454	8,603	2,789	
Enduring materials (other)	68	239	4,546	1,651	
Learning from teaching	13	44	162	314	
Journal CME	17	81	411	120	
Manuscript review	-	-	-	-	
<b>Total</b>	<b>3,982</b>	<b>28,310</b>	<b>170,168</b>	<b>156,916</b>	
	<b># Providers</b>				
<b>Grand total 2014<sup>3</sup></b>	<b>1,225</b>	<b>40,603</b>	<b>269,049</b>	<b>2,127,718</b>	<b>1,822,769</b>
<b>Grand total 2013<sup>3</sup></b>	1,273	41,949	302,400	2,246,040	1,969,173
<b>Grand total 2012<sup>3</sup></b>	1,319	41,528	299,591	2,367,442	1,685,758
<b>Grand total 2011</b>	1,392	44,590	285,655	2,390,496	1,620,292
<b>Grand total 2010</b>	1,450	46,337	293,514	2,380,631	1,608,998
<b>Grand total 2009</b>	1,518	48,212	299,845	2,483,827	1,569,361
<b>Grand total 2008</b>	1,601	49,435	322,238	2,551,540	1,601,348
<b>Grand total 2007<sup>4</sup></b>	1,663	49,866	344,306	2,679,753	1,627,279
<b>Grand total 2006</b>	1,684	56,302	349,696	3,136,610	1,682,420
<b>Grand total 2005</b>	1,606	54,901	358,402	2,704,253	1,637,699

<sup>1</sup> Accredited providers report the number of participants at each activity. In this report, the participant numbers are referred to as interactions. The data represents aggregate numbers of interactions and not the number of unique participants. Participants attending multiple activities are counted multiple times.

<sup>2</sup> Effective with the 2014 reporting year, other learners replaces the term nonphysician participants. This category continues to include activity participants other than MDs and DOs.

<sup>3</sup> In 2012, 21 of the 43 state medical societies recognized as accreditors by the ACCME chose to use the Program and Activity Reporting System (PARS) for collecting data from their accredited providers, representing 576 of the 1,319 state-accredited providers. In 2013 PARS use increased to 29 of 43 accreditors representing 764 of the 1,273 state-accredited providers. In 2014 all 42 accreditors used PARS. The implementation of PARS enabled the accreditors to better ensure that providers submit data in accordance with the ACCME's definitions and terms. This resulted in significant changes in reporting for various activity formats.

<sup>4</sup> The grand total number of activities decreased significantly from 2006 to 2007 due to clarification of ACCME's definitions related to regularly scheduled series (RSS). Prior to 2007 providers reported each session within the series as an activity; since then they have reported each series (comprising multiple, ongoing sessions) as an activity. Please see the glossary at the end of this report for more information.





**CME Presented by State-Accredited Providers Only**

**Table 24. Activities by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	23	999	13	62	90	33	4	1	1,225
<b>Directly provided</b>									
Courses	357	18,908	226	616	416	745	87	28	21,383
Regularly scheduled series	104	10,773	0	197	58	29	37	12	11,210
Internet (live)	10	231	1	2	20	25	0	1	290
Test-item writing	0	0	0	0	0	0	0	0	0
Committee learning	1	296	0	0	1	0	0	0	298
Performance improvement	0	107	0	5	0	0	0	0	112
Internet searching and learning	0	23	0	1	0	0	0	0	24
Internet (enduring materials)	100	1,014	50	236	66	55	0	0	1,521
Enduring materials (other)	10	1,296	31	10	1	123	1	0	1,472
Learning from teaching	0	102	0	0	1	11	0	0	114
Journal CME	0	195	0	0	0	2	0	0	197
Manuscript review	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>582</b>	<b>32,945</b>	<b>308</b>	<b>1,067</b>	<b>563</b>	<b>990</b>	<b>125</b>	<b>41</b>	<b>36,621</b>
<b>Jointly provided</b>									
Courses	55	2,009	35	380	342	169	2	3	2,995
Regularly scheduled series	0	543	0	93	84	5	0	20	745
Internet (live)	0	30	6	21	2	2	0	0	61
Test-item writing	0	0	0	0	0	0	0	0	0
Committee learning	0	3	0	0	0	0	0	0	3
Performance improvement	0	5	0	2	0	0	0	0	7
Internet searching and learning	0	0	0	0	0	0	0	0	0
Internet (enduring materials)	4	39	0	25	1	4	0	0	73
Enduring materials (other)	0	39	0	20	1	8	0	0	68
Learning from teaching	0	8	0	0	0	5	0	0	13
Journal CME	0	16	0	1	0	0	0	0	17
Manuscript review	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>59</b>	<b>2,692</b>	<b>41</b>	<b>542</b>	<b>430</b>	<b>193</b>	<b>2</b>	<b>23</b>	<b>3,982</b>
<b>Grand total</b>	<b>641</b>	<b>35,637</b>	<b>349</b>	<b>1,609</b>	<b>993</b>	<b>1,183</b>	<b>127</b>	<b>64</b>	<b>40,603</b>



### CME Presented by State-Accredited Providers Only

**Table 25. Hours of Instruction by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	23	999	13	62	90	33	4	1	1,225
<b>Directly provided</b>									
Courses	1,155	58,257	425	4,333	2,159	2,956	658	85	70,027
Regularly scheduled series	2,258	153,326	0	4,007	684	569	383	12	161,239
Internet (live)	12	401	1	46	20	27	0	2	508
Test-item writing	0	0	0	0	0	0	0	0	0
Committee learning	18	652	0	0	7	0	0	0	677
Performance improvement	0	1,339	0	60	0	0	0	0	1,399
Internet searching and learning	0	97	0	1	0	0	0	0	98
Internet (enduring materials)	138	2,266	97	381	146	55	0	0	3,083
Enduring materials (other)	24	2,462	42	102	4	238	7	0	2,878
Learning from teaching	0	332	0	0	2	46	0	0	379
Journal CME	0	448	0	0	0	4	0	0	452
Manuscript review	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>3,603</b>	<b>219,580</b>	<b>565</b>	<b>8,928</b>	<b>3,022</b>	<b>3,895</b>	<b>1,047</b>	<b>99</b>	<b>240,738</b>
<b>Jointly provided</b>									
Courses	423	9,594	145	2,193	1,496	801	15	12	14,679
Regularly scheduled series	0	9,558	0	1,730	1,215	86	0	20	12,609
Internet (live)	0	61	6	34	3	2	0	0	106
Test-item writing	0	0	0	0	0	0	0	0	0
Committee learning	0	8	0	0	0	0	0	0	8
Performance improvement	0	56	0	36	0	0	0	0	92
Internet searching and learning	0	0	0	0	0	0	0	0	0
Internet (enduring materials)	10	259	0	168	10	8	0	0	454
Enduring materials (other)	0	94	0	49	10	86	0	0	239
Learning from teaching	0	38	0	0	0	6	0	0	44
Journal CME	0	59	0	22	0	0	0	0	81
Manuscript review	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>433</b>	<b>19,726</b>	<b>151</b>	<b>4,231</b>	<b>2,734</b>	<b>989</b>	<b>15</b>	<b>32</b>	<b>28,310</b>
<b>Grand total</b>	<b>4,036</b>	<b>239,306</b>	<b>715</b>	<b>13,160</b>	<b>5,756</b>	<b>4,884</b>	<b>1,062</b>	<b>130</b>	<b>269,049</b>

Note: Totals may be off due to rounding.



**CME Presented by State-Accredited Providers Only**

**Table 26. Physician Interactions by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	23	999	13	62	90	33	4	1	<b>1,225</b>
<b>Directly provided</b>									
Courses	4,482	355,309	7,274	14,666	28,169	8,117	463	433	<b>418,913</b>
Regularly scheduled series	6,201	1,379,323	0	34,276	2,648	1,449	1,982	128	<b>1,426,007</b>
Internet (live)	1,937	2,699	116	659	531	1,928	0	5	<b>7,875</b>
Test-item writing	0	0	0	0	0	0	0	0	<b>0</b>
Committee learning	97	4,584	0	0	120	0	0	0	<b>4,801</b>
Performance improvement	0	1,968	0	546	0	0	0	0	<b>2,514</b>
Internet searching and learning	0	514	0	35	0	0	0	0	<b>549</b>
Internet (enduring materials)	3,474	21,197	8,173	5,346	707	15,470	0	0	<b>54,367</b>
Enduring materials (other)	35	32,241	1,366	774	0	3,604	185	0	<b>38,205</b>
Learning from teaching	0	1,356	0	0	2	20	0	0	<b>1,378</b>
Journal CME	0	2,922	0	0	0	19	0	0	<b>2,941</b>
Manuscript review	0	0	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	<b>16,226</b>	<b>1,802,113</b>	<b>16,929</b>	<b>56,302</b>	<b>32,177</b>	<b>30,607</b>	<b>2,630</b>	<b>566</b>	<b>1,957,550</b>
<b>Jointly provided</b>									
Courses	511	36,219	1,140	10,200	10,685	3,419	15	14	<b>62,203</b>
Regularly scheduled series	0	71,917	0	7,120	13,434	433	0	474	<b>93,378</b>
Internet (live)	0	342	138	205	13	7	0	0	<b>705</b>
Test-item writing	0	0	0	0	0	0	0	0	<b>0</b>
Committee learning	0	112	0	0	0	0	0	0	<b>112</b>
Performance improvement	0	47	0	1	0	0	0	0	<b>48</b>
Internet searching and learning	0	0	0	0	0	0	0	0	<b>0</b>
Internet (enduring materials)	14	8,186	0	313	48	42	0	0	<b>8,603</b>
Enduring materials (other)	0	3,367	0	737	26	416	0	0	<b>4,546</b>
Learning from teaching	0	159	0	0	0	3	0	0	<b>162</b>
Journal CME	0	346	0	65	0	0	0	0	<b>411</b>
Manuscript review	0	0	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	<b>525</b>	<b>120,695</b>	<b>1,278</b>	<b>18,641</b>	<b>24,206</b>	<b>4,320</b>	<b>15</b>	<b>488</b>	<b>170,168</b>
<b>Grand total</b>	<b>16,751</b>	<b>1,922,808</b>	<b>18,207</b>	<b>74,943</b>	<b>56,383</b>	<b>34,927</b>	<b>2,645</b>	<b>1,054</b>	<b>2,127,718</b>



**CME Presented by State-Accredited Providers Only**

**Table 27. Other Learner Interactions by Organization and Activity Type - 2014**

Organization type	Government or military	Hospital / health care delivery system	Insurance company / managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing / education company	School of medicine	Grand total
<b># of Providers</b>	23	999	13	62	90	33	4	1	<b>1,225</b>
<b>Directly provided</b>									
Courses	12,659	309,659	1,461	19,908	8,095	12,235	2,814	1,531	<b>368,362</b>
Regularly scheduled series	5,820	878,893	0	16,366	3,590	1,453	1,612	2,471	<b>910,205</b>
Internet (live)	1,998	4,971	0	265	717	3,388	0	12	<b>11,351</b>
Test-item writing	0	0	0	0	0	0	0	0	<b>0</b>
Committee learning	0	2,168	0	0	120	0	0	0	<b>2,288</b>
Performance improvement	0	1,241	0	546	0	0	0	0	<b>1,787</b>
Internet searching and learning	0	25	0	0	0	0	0	0	<b>25</b>
Internet (enduring materials)	40,976	25,661	674	261,821	152	18,456	0	0	<b>347,740</b>
Enduring materials (other)	505	17,731	111	219	1	2,230	86	0	<b>20,883</b>
Learning from teaching	0	957	0	0	0	16	0	0	<b>973</b>
Journal CME	0	2,239	0	0	0	0	0	0	<b>2,239</b>
Manuscript review	0	0	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	<b>61,958</b>	<b>1,243,545</b>	<b>2,246</b>	<b>299,125</b>	<b>12,675</b>	<b>37,778</b>	<b>4,512</b>	<b>4,014</b>	<b>1,665,853</b>
<b>Jointly provided</b>									
Courses	3,187	53,427	610	10,165	6,779	2,769	11	67	<b>77,015</b>
Regularly scheduled series	0	58,999	0	5,554	7,549	134	0	13	<b>72,249</b>
Internet (live)	0	545	790	1,307	5	9	0	0	<b>2,656</b>
Test-item writing	0	0	0	0	0	0	0	0	<b>0</b>
Committee learning	0	6	0	0	0	0	0	0	<b>6</b>
Performance improvement	0	115	0	1	0	0	0	0	<b>116</b>
Internet searching and learning	0	0	0	0	0	0	0	0	<b>0</b>
Internet (enduring materials)	463	1,214	0	642	15	455	0	0	<b>2,789</b>
Enduring materials (other)	0	1,128	0	378	37	108	0	0	<b>1,651</b>
Learning from teaching	0	310	0	0	0	4	0	0	<b>314</b>
Journal CME	0	120	0	0	0	0	0	0	<b>120</b>
Manuscript review	0	0	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	<b>3,650</b>	<b>115,864</b>	<b>1,400</b>	<b>18,047</b>	<b>14,385</b>	<b>3,479</b>	<b>11</b>	<b>80</b>	<b>156,916</b>
<b>Grand total</b>	<b>65,608</b>	<b>1,359,409</b>	<b>3,646</b>	<b>317,172</b>	<b>27,060</b>	<b>41,257</b>	<b>4,523</b>	<b>4,094</b>	<b>1,822,769</b>



**CME Presented by State-Accredited Providers Only**  
**Table 28. Income and Expense<sup>1</sup> - 2014**  
**Total providers = 1,225**

	<b>Total income</b>	<b>Income from other sources<sup>2</sup></b>	<b>Total monetary commercial support</b>	<b>Advertising and exhibits income</b>	<b>Total expense</b>
Average	\$ 102,631	\$ 80,345	\$ 8,163	\$ 14,123	\$ 113,168
First Quartile <sup>3</sup>	\$ 4,450	\$ 1,825	\$ -	\$ -	\$ 14,571
Second Quartile (Median) <sup>3</sup>	\$ 38,461	\$ 28,142	\$ -	\$ -	\$ 48,031
Third Quartile	\$ 107,105	\$ 86,047	\$ 800	\$ 5,280	\$ 118,917
Total	\$ 125,723,146	\$ 98,422,211	\$ 10,000,029	\$ 17,300,906	\$ 138,630,521
Providers reporting data > \$0	\$ 1,005	\$ 967	\$ 316	\$ 396	\$ 1,164

<sup>1</sup>Accreditors ask providers to report the income and expenses for their individual activities and their overall CME programs. Accreditors do not ask providers to calculate profit. Due to the variety of organizational types and their accounting systems, readers cannot accurately determine or make assumptions about the profitability of CME or cost per participant or interaction based on this data.

<sup>2</sup>Income from other sources represents income other than commercial support and advertising and exhibits income. Examples of Income from other sources include participant registration fees, government grants, private donations, and allocations from a provider's parent organization or other internal departments.

<sup>3</sup>More than half of state-accredited providers reported no monetary commercial support or advertising and exhibit income. Therefore the first and second quartiles for these categories is zero.



## CME Presented by State-Accredited Providers Only

### Table 29. Income and Expense<sup>1</sup> by Organization Type - 2014

Organization type	# of Providers	Total income	Income from other sources <sup>2</sup>	Total commercial support with monetary value of in-kind commercial support included (2010 and earlier) <sup>3</sup>	Total commercial support with monetary value of in-kind commercial support excluded (2011 and after) <sup>3</sup>	Advertising and exhibits income	Total expense
Government or military	23	\$ 2,978,045	\$ 2,768,498	Not reported	\$ 18,755	\$ 190,792	\$ 3,722,524
Hospital/health care delivery system	999	\$ 86,569,030	\$ 70,646,416	Not reported	\$ 5,492,541	\$ 10,430,073	\$ 103,435,397
Insurance company/managed-care company	13	\$ 3,477,966	\$ 3,477,816	Not reported	-	\$ 150	\$ 3,957,050
Nonprofit (other)	62	\$ 13,002,688	\$ 10,320,825	Not reported	\$ 1,393,996	\$ 1,287,867	\$ 12,258,301
Nonprofit (physician membership organization)	90	\$ 15,371,040	\$ 8,130,264	Not reported	\$ 2,377,154	\$ 4,863,622	\$ 11,585,162
Other <sup>4</sup>	34	\$ 3,475,467	\$ 2,309,332	Not reported	\$ 667,581	\$ 498,554	\$ 2,921,226
Publishing/education company	4	\$ 848,909	\$ 769,060	Not reported	\$ 50,000	\$ 29,849	\$ 750,861
<b>Grand total 2014</b>	<b>1,225</b>	<b>\$ 125,723,146</b>	<b>\$ 98,422,211</b>	<b>-</b>	<b>\$ 10,000,029</b>	<b>\$ 17,300,906</b>	<b>\$ 138,630,521</b>
<b>Grand total 2013</b>	<b>1,273</b>	<b>\$ 128,449,621</b>	<b>\$ 101,326,949</b>	<b>Not reported</b>	<b>\$ 10,499,015</b>	<b>\$ 16,623,657</b>	<b>\$ 134,993,974</b>
<b>Grand total 2012</b>	<b>1,319</b>	<b>\$ 135,108,114</b>	<b>\$ 108,282,109</b>	<b>Not reported</b>	<b>\$ 12,460,190</b>	<b>\$ 14,365,815</b>	<b>\$ 140,150,346</b>
<b>Grand total 2011</b>	<b>1,392</b>	<b>\$ 131,938,459</b>	<b>\$ 103,392,044</b>	<b>Not reported</b>	<b>\$ 15,980,924</b>	<b>\$ 12,565,491</b>	<b>\$ 134,087,088</b>
<b>Grand total 2010</b>	<b>1,450</b>	<b>\$ 132,656,699</b>	<b>\$ 105,200,358</b>	<b>\$ 15,332,751</b>	<b>Not Reported</b>	<b>\$ 12,123,590</b>	<b>\$ 132,159,587</b>
<b>Grand total 2009</b>	<b>1,518</b>	<b>\$ 140,361,616</b>	<b>\$ 108,234,553</b>	<b>\$ 20,766,501</b>	<b>Not Reported</b>	<b>\$ 11,360,562</b>	<b>\$ 136,700,374</b>
<b>Grand total 2008</b>	<b>1,601</b>	<b>\$ 154,566,826</b>	<b>\$ 113,149,705</b>	<b>\$ 29,884,624</b>	<b>Not Reported</b>	<b>\$ 11,532,497</b>	<b>\$ 150,423,958</b>
<b>Grand total 2007</b>	<b>1,663</b>	<b>\$ 145,923,641</b>	<b>\$ 98,146,454</b>	<b>\$ 37,579,668</b>	<b>Not Reported</b>	<b>\$ 10,197,519</b>	<b>\$ 145,604,957</b>
<b>Grand total 2006</b>	<b>1,684</b>	<b>\$ 134,499,284</b>	<b>\$ 84,883,370</b>	<b>\$ 39,415,446</b>	<b>Not Reported</b>	<b>\$ 10,200,468</b>	<b>\$ 136,454,743</b>
<b>Grand total 2005</b>	<b>1,606</b>	<b>\$ 105,183,296</b>	<b>\$ 60,237,710</b>	<b>\$ 37,588,680</b>	<b>Not Reported</b>	<b>\$ 7,356,906</b>	<b>\$ 120,181,807</b>

<sup>1</sup> Accreditors ask providers to report the income and expenses for their individual activities and their overall CME programs. Accreditors do not ask providers to calculate profit. Due to the variety of organizational types and their accounting systems, readers cannot accurately determine or make assumptions about the profitability of CME or cost per participant or interaction based on this data.

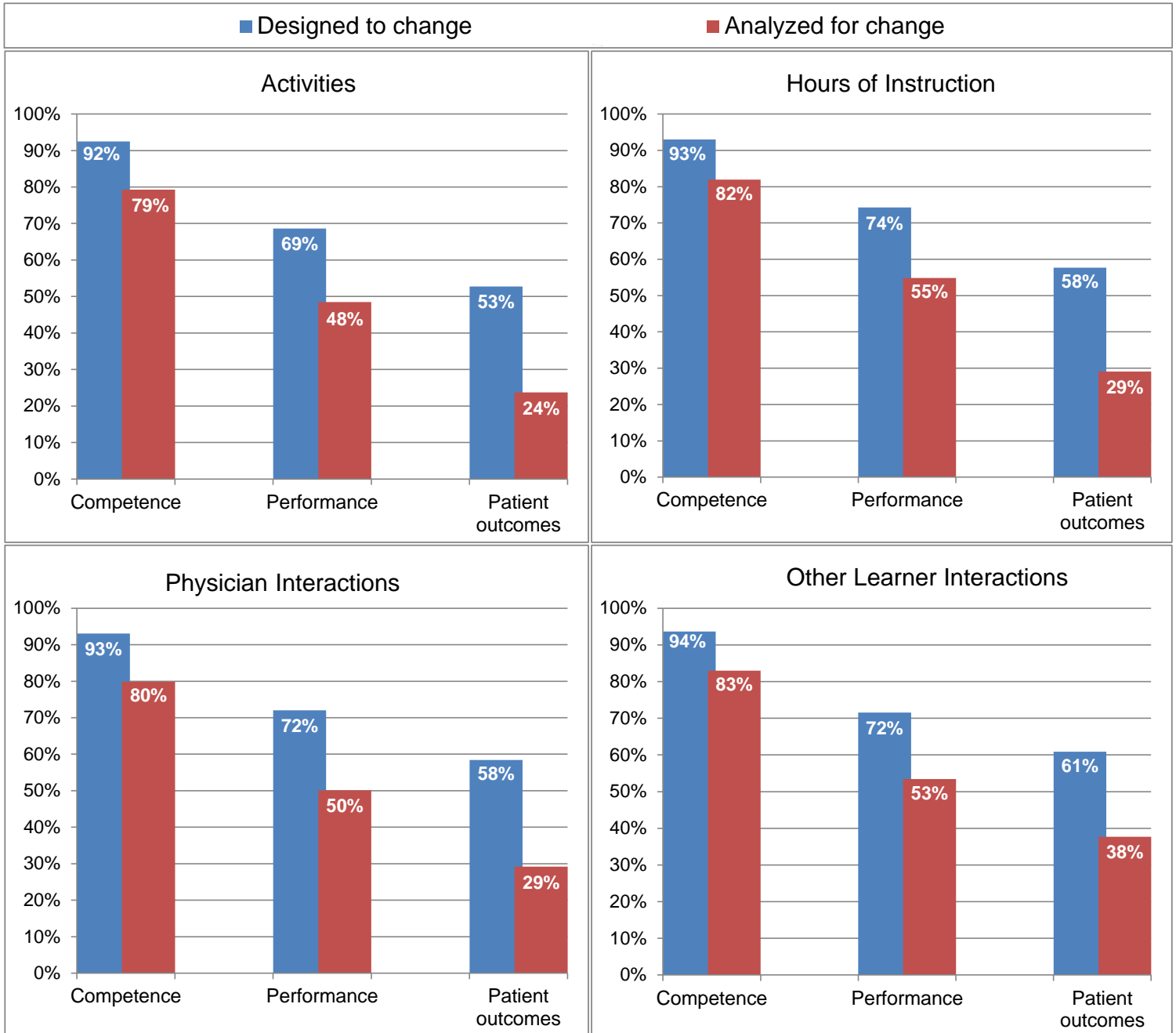
<sup>2</sup> Income from other sources represents income other than commercial support and advertising and exhibits income. Examples of Income from other sources include participant registration fees, government grants, private donations, and allocations from a provider's parent organization or other internal departments.

<sup>3</sup> Through 2010, ACCME-accredited and state-accredited providers reported the monetary value of in-kind commercial support they received, and included that amount in their total commercial support numbers. Beginning in 2011, due to a modification in ACCME commercial support reporting requirements, accredited providers no longer included the monetary value of in-kind support and reported only the dollar values for funds actually received. The nature (required) and source (optional) of in-kind commercial support is now reported qualitatively. Examples of in-kind commercial support include equipment, supplies, facilities, and other nonmonetary resources provided by a commercial interest in support of the CME activity.

<sup>4</sup> For this table, Other includes schools of medicine.



**CME Presented by State-Accredited Providers Only**  
**Figure 16. Percentages Designed/ Analyzed for Change in**  
**Competence, Performance, or Patient Outcomes - 2014**

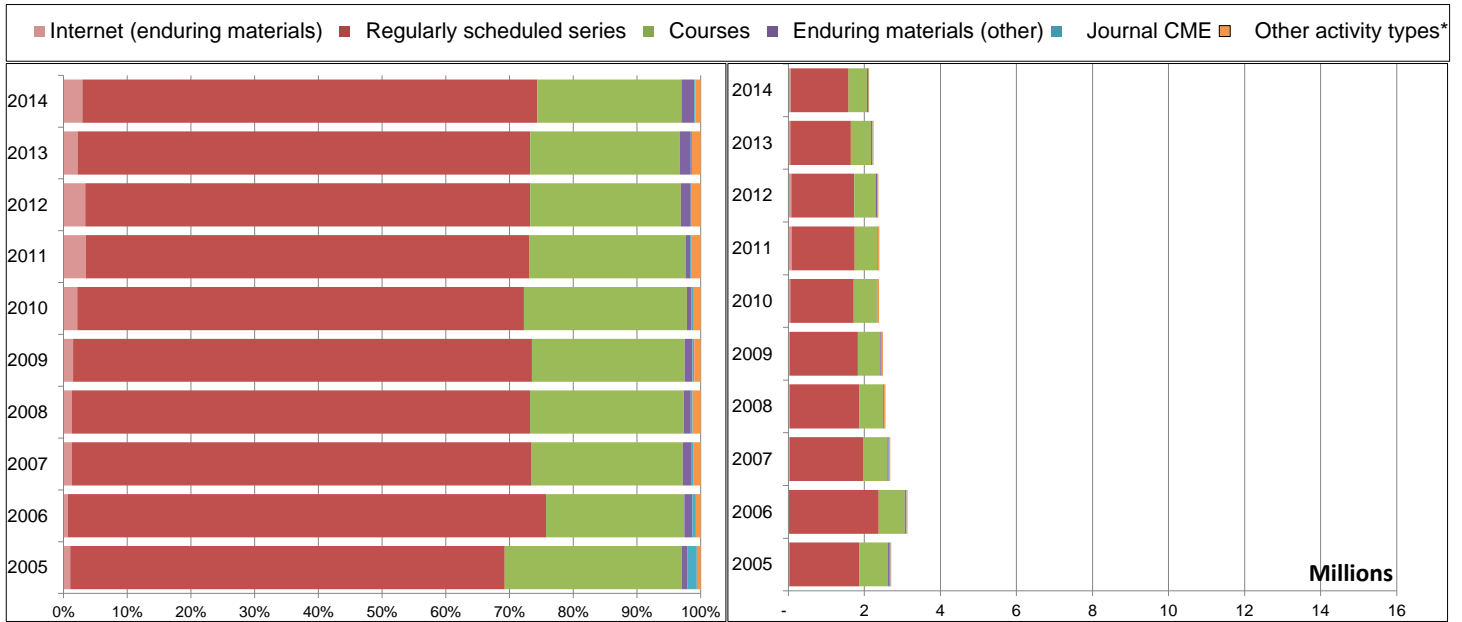


The ACCME's Accreditation Criteria require providers to produce educational activities that are designed to change competence, performance, or patient outcomes. Providers are then required to analyze the changes that were achieved as a result of the activities.

Figure 16 illustrates the percentage of CME provided in 2014 that was designed and/or analyzed for changes in competence, performance, and/or patient outcomes.



**CME Presented by State-Accredited Providers Only**  
**Figure 17. Physician Interactions by Activity Types, 2005-2014**



**\*Other activity types**  
**(shown as a group in the graphs above and in detail in the graphs below)**

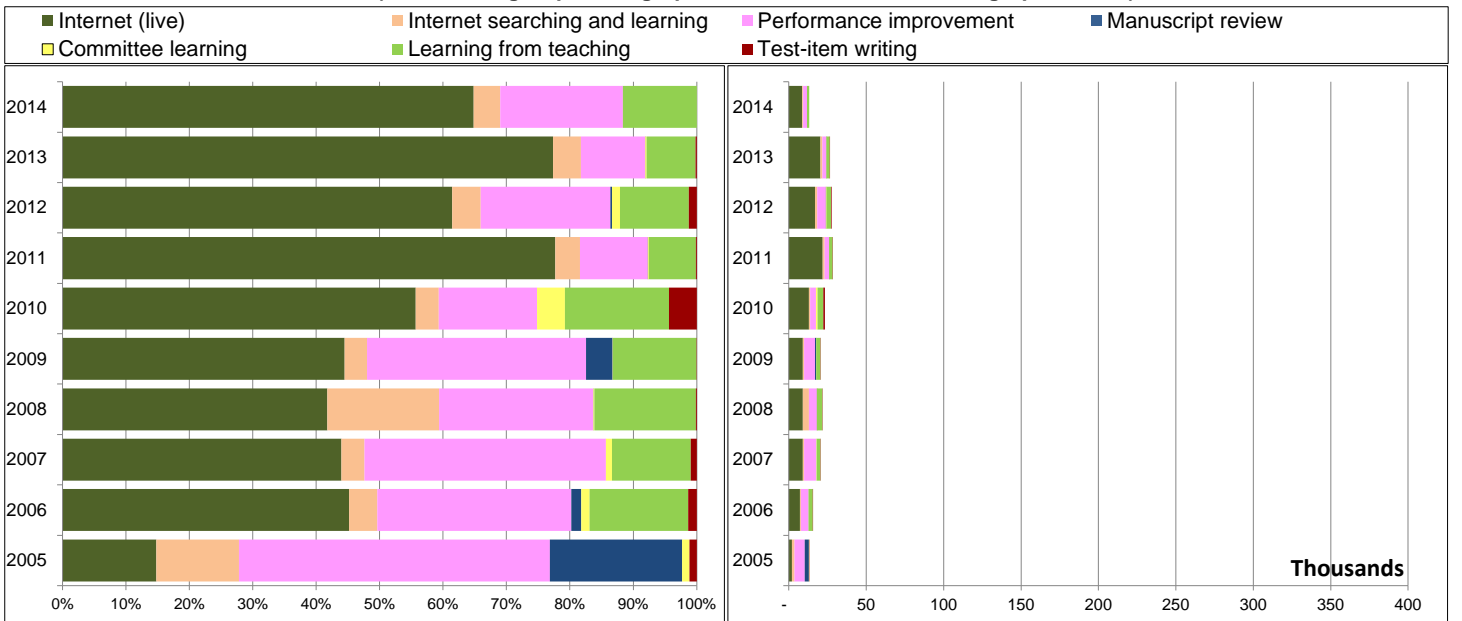
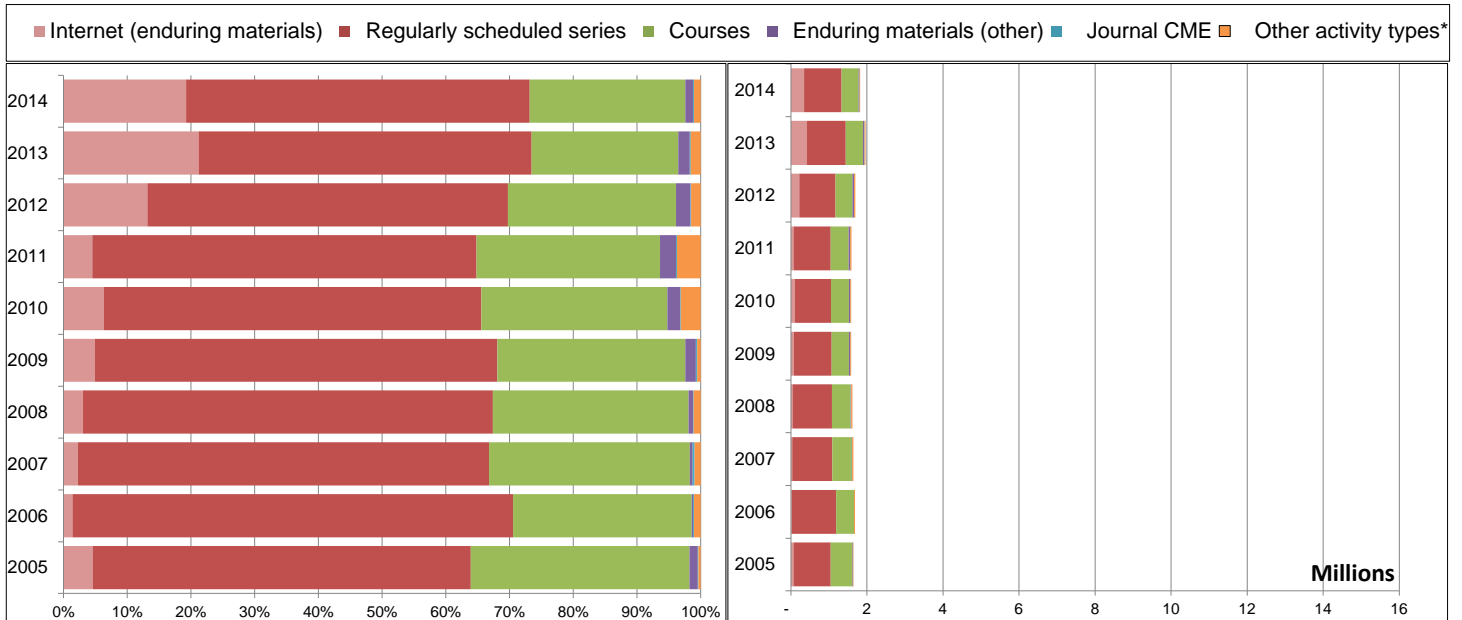


Figure 17 above shows the trend in physician interactions by activity type for CME presented by state-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, the activity type that has consistently had the greatest number of physician interactions is regularly scheduled series which accounted for over 71% of all physician interactions presented by state-accredited providers in 2014, followed by courses with nearly 23%. Among the activity types with fewer interactions (the bottom pair of graphs) Internet live activities have the most physician interactions, followed by performance improvement.





**CME Presented by State-Accredited Providers Only**  
**Figure 18. Other Learner Interactions by Activity Types, 2005-2014**



**\*Other activity types**  
**(shown as a group in the graphs above and in detail in the graphs below)**

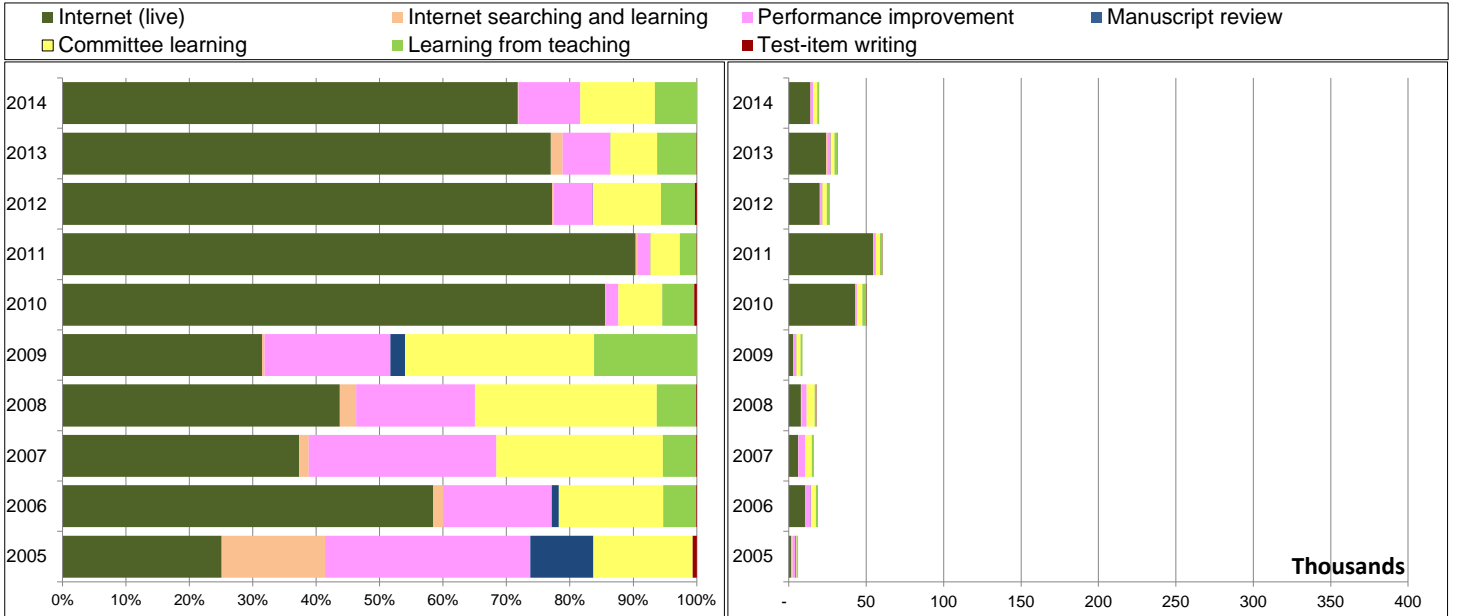
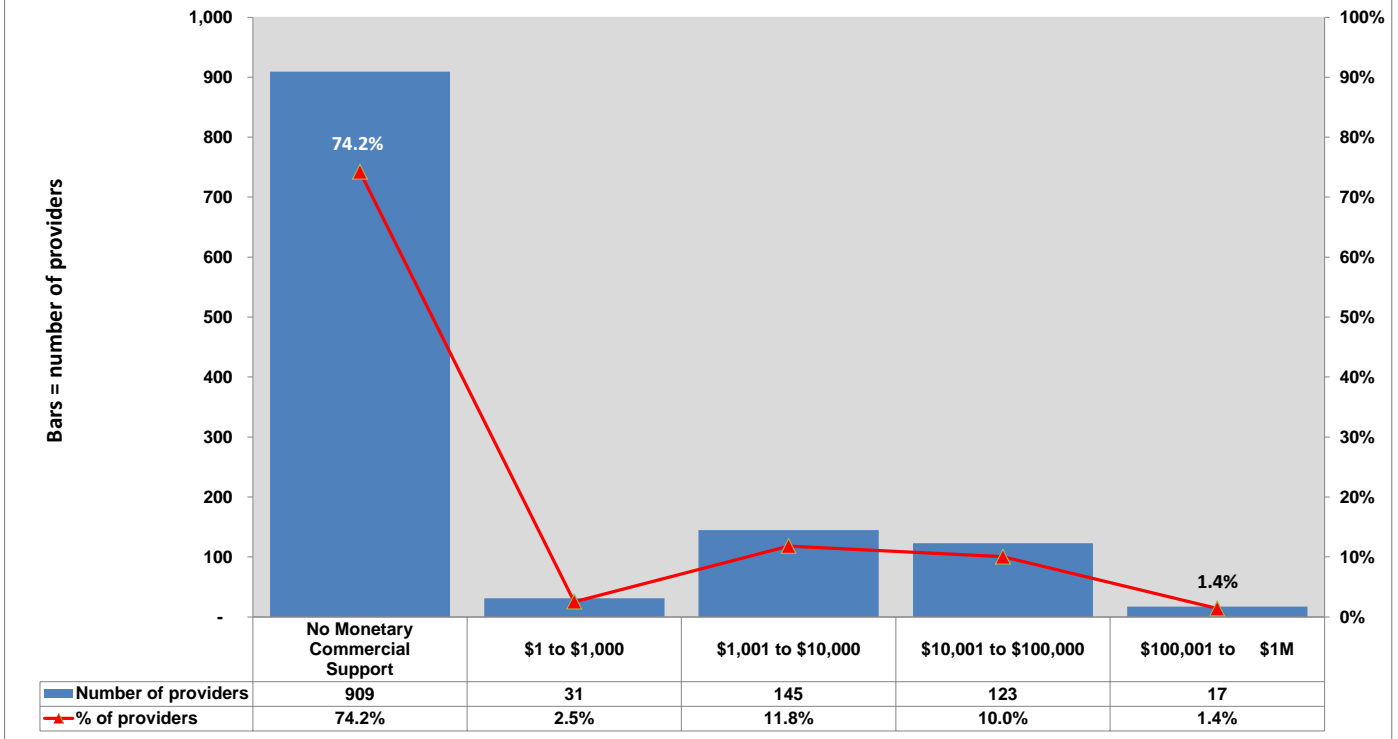


Figure 18 above shows the trend in other learner interactions by activity type for CME presented by state-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, the activity type that has consistently had the greatest number of other learner interactions is regularly scheduled series which accounted for about 54% of all other learner interactions presented by state-accredited providers in 2014. This is followed by courses with about 24%, and Internet enduring materials with about 19%. Among the activity types with fewer interactions (the bottom pair of graphs) Internet live activities have the most other learner interactions.



**CME Presented by State-Accredited Providers Only**  
**Figure 19. Distribution of Monetary Commercial Support - 2014**



In 2014, 98.6% of state-accredited providers received \$100,000 or less in commercial support, with 88.6% receiving \$10,000 or less and 74.2% receiving none at all. 1.4% of state-accredited providers receive between \$100,000 and \$1 million in commercial support.

<sup>1</sup>There were 15 state-accredited providers that received only "in-kind" commercial support and they are counted in the "No Monetary Commercial Support" group.



**CME Presented by State-Accredited Providers Only**

**Table 30. Total Numbers of Activities, Hours, and Interactions - 2014**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician Interactions</b>	<b>Other learners Interactions</b>
Courses	24,378	84,705	481,116	445,377
Regularly scheduled series	11,955	173,847	1,519,385	982,454
Internet (live)	351	614	8,580	14,007
Test-item writing	0	0	0	0
Committee learning	301	685	4,913	2,294
Performance improvement	119	1,492	2,562	1,903
Internet searching and learning	24	98	549	25
Internet (enduring materials)	1,594	3,537	62,970	350,529
Enduring materials (other)	1,540	3,117	42,751	22,534
Learning from teaching	127	423	1,540	1,287
Journal CME	214	533	3,352	2,359
Manuscript review	0	0	0	0
<b>Total</b>	<b>40,603</b>	<b>269,049</b>	<b>2,127,718</b>	<b>1,822,769</b>

**CME Presented by State-Accredited Providers Only**

**Table 31. Numbers of Activities, Hours, and Interactions without Commercial Support - 2014**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician Interactions</b>	<b>Other learners Interactions</b>
Courses	23,539	79,705	445,140	405,070
Regularly scheduled series	11,778	171,976	1,491,960	960,139
Internet (live)	347	610	6,890	10,675
Test-item writing	0	0	0	0
Committee learning	300	678	4,793	2,174
Performance improvement	113	1,430	1,910	1,357
Internet searching and learning	24	98	549	25
Internet (enduring materials)	1,576	3,497	57,810	338,080
Enduring materials (other)	1,535	3,099	42,443	21,976
Learning from teaching	124	407	1,457	1,084
Journal CME	214	533	3,352	2,359
Manuscript review	0	0	0	0
<b>Total</b>	<b>39,550</b>	<b>262,029</b>	<b>2,056,304</b>	<b>1,742,939</b>

**CME Presented by State-Accredited Providers Only**

**Table 32. Numbers of Activities, Hours, and Interactions with Commercial Support - 2014**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician Interactions</b>	<b>Other learners Interactions</b>
Courses	839	5,001	35,976	40,307
Regularly scheduled series	177	1,872	27,425	22,315
Internet (live)	4	4	1,690	3,332
Test-item writing	0	0	0	0
Committee learning	1	7	120	120
Performance improvement	6	62	652	546
Internet searching and learning	0	0	0	0
Internet (enduring materials)	18	40	5,160	12,449
Enduring materials (other)	5	18	308	558
Learning from teaching	3	17	83	203
Journal CME	0	0	0	0
Manuscript review	0	0	0	0
<b>Total</b>	<b>1,053</b>	<b>7,019</b>	<b>71,414</b>	<b>79,830</b>

# ACCME® ANNUAL REPORT

## GLOSSARY

<p>The terms and descriptions below only refer to organizations, programs, and activities within the ACCME Accreditation System. For more information, visit <a href="http://www.accme.org">www.accme.org</a>.</p>	
<a href="#">ACCME-accredited provider</a>	An organization accredited by the ACCME as a provider of continuing medical education. ACCME-accredited providers represent a range of organizational types and offer CME primarily to national or international audiences of physicians and other health care professionals. See also <i>state-accredited providers</i> .
<a href="#">Advertising and exhibits income</a>	Advertising and exhibits are promotional activities and not continuing medical education. Therefore, monies paid by commercial interests to providers for these promotional activities are <b>not</b> considered to be <a href="#">commercial support</a> .
<a href="#">CME activity</a>	A CME activity is an educational offering that is planned, implemented, and evaluated in accordance with the ACCME Accreditation Criteria, Standards for Commercial Support, and policies.
<a href="#">Commercial interest</a>	A <a href="#">commercial interest</a> , as defined by the ACCME, is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The ACCME does not consider providers of clinical service directly to patients to be commercial interests. A commercial interest is not eligible for ACCME accreditation.
<a href="#">Commercial support</a>	<a href="#">Commercial support</a> for a CME activity is monetary or <a href="#">in-kind</a> contributions given by a commercial interest that is used to pay all or part of the costs of a CME activity. The requirements for receiving and managing commercial support are explained in the <a href="#">ACCME Standards for Commercial Support</a> <sup>SM</sup> . Advertising and exhibit income is <b>not</b> considered commercial support.
<a href="#">Committee learning</a>	<a href="#">Committee learning</a> is a CME activity that involves a learner's participation in a committee process addressing a subject that would meet the <a href="#">ACCME definition of CME</a> if it were taught or learned in another format.
<a href="#">Course</a>	A <a href="#">course</a> is a live CME activity where the learner participates in person. A course is planned as an individual event. Examples: annual meeting, conference, seminar.  For events with multiple sessions, such as annual meetings, accredited providers report one activity and calculate the hours of instruction by totaling the hours of all educational sessions offered for CME credit. To calculate the numbers of learners, accredited providers report the number of learners registered for the overall event. Accredited providers are not required to calculate participant totals from the individual sessions.  If a course is held multiple times for multiple audiences, then each instance is reported as a separate activity.
<a href="#">Directly provided</a>	A <a href="#">directly provided activity</a> is one that is planned, implemented, and evaluated by the accredited provider. This definition includes co-provided activities (offered by 2 accredited providers) reported by the accredited provider that awards the credit.

<p><a href="#">Enduring material (other)</a></p>	<p>An <a href="#">enduring material</a> is an activity that is printed or recorded and does not have a specific time or location designated for participation. Rather, the participant determines where and when to complete the activity.</p> <p>Sometimes providers will create an enduring material from a live CME activity. When this occurs, ACCME considers the provider to have created 2 separate activities—1 live activity and 1 enduring material activity. Both activities must comply with all ACCME requirements.</p> <p>Enduring materials can be available for less than a year, a year, or multiple years. Each enduring material is counted as 1 activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners who participated during the year, as well as the required financial information related to the activity for that year. Accredited providers do not report cumulative data for an enduring material activity spanning multiple years. When reporting the number of participants for an enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ACCME would not consider individuals that only received the enduring material activity but did not actually complete all or a portion of it to be participants.</p>
<p><a href="#">Expenses</a></p>	<p>Expenses are the total cost of goods, services, and facilities allocated to support the accredited provider's CME program. Examples: amounts spent for CME staff salaries, faculty honoraria, and meeting space.</p> <p>Effective with the 2015 reporting year, the ACCME will no longer collect information about CME program expenses.</p>
<p><a href="#">Hours of instruction</a></p>	<p><a href="#">Hours of instruction</a> represents the total hours of educational instruction provided. For example, if a 1-day course lasts 8 hours (not including breaks or meals), then the total hours of instruction reported for that course is 8.</p> <p><a href="#">Hours of instruction may or may not correspond</a> to the number of credits designated for the American Medical Association Physician's Recognition Award. For activities taking place through the 2014 reporting year, accredited providers have the option to report the number of <b>AMA PRA CATEGORY 1 CREDITS™</b> designated for activities. Effective with the 2015 reporting year, providers are required to report the number of credits, if AMA PRA Category 1 Credit is offered.</p>
<p><a href="#">In-kind commercial support</a></p>	<p><a href="#">In-kind contributions</a> are nonmonetary resources provided by a commercial interest in support of a CME activity. Examples of in-kind support include equipment, supplies, and facilities.</p>
<p><a href="#">Internet (enduring materials)</a></p>	<p>An <a href="#">Internet enduring material activity</a> is an "on demand activity," meaning that there is no specific time designated for participation. Rather, the participant determines when to complete the activity. Examples: online interactive educational module, recorded presentation, podcast.</p> <p>Internet enduring materials can be available for less than a year, a year, or multiple years. Each Internet enduring material is counted as 1 activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners who participated during the year, as well as the required financial information related to the activity for that year. Accredited providers do not report cumulative data for an Internet enduring material activity spanning multiple years. When reporting the number of participants for an Internet enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ACCME would not consider individuals that only downloaded or accessed the activity but did not actually complete all or a portion of it to be participants.</p>

<a href="#">Internet (live)</a>	<p>An <a href="#">Internet live activity</a> is an online course available via the Internet at a certain time on a certain date and is only available in real-time, just as if it were a course held in an auditorium. Once the event has taken place, learners may no longer participate in that activity unless it is again presented on a specific date and time and is only available in real-time. If an Internet live activity is presented on multiple occasions, each event is counted as one activity. Example: webcast.</p>
<a href="#">Internet searching and learning</a>	<p><a href="#">Internet searching and learning CME</a> is based on a learner identifying a problem in practice and then researching the answer online using sources that are facilitated by an accredited provider. For the purposes of ACCME data collection, the ACCME includes Internet point-of-care learning, as defined by the American Medical Association, in the category Internet searching and learning.</p> <p>Providers that offer Internet searching and learning CME aggregate their data from all learners and report it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the Internet searching and learning CME activity. The number of participants equals the total number of persons who participated in Internet searching and learning as a CME activity. Each participant is counted once, regardless of how many times they participated or how many pages they viewed.</p> <p>For example, a provider offers Internet searching and learning CME and 50 physicians participate. Each physician spent 30 minutes participating in this activity. The accredited provider reports this as 1 Internet searching and learning CME activity with 50 physician participants and .5 hours of instruction.</p>
<a href="#">Jointly provided</a>	<p>A <a href="#">jointly-provided activity</a> is planned, implemented, and evaluated by the accredited provider and a nonaccredited entity.</p>
<a href="#">Joint Accreditation for Interprofessional Continuing Education™</a>	<p>Joint Accreditation offers organizations the opportunity to be simultaneously accredited to provide medicine, pharmacy, and nursing continuing education activities through a single, unified application process, fee structure, and set of accreditation standards. Joint Accreditation is a collaboration of the ACCME, the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC).</p>
<a href="#">Journal-based CME</a>	<p>A <a href="#">journal-based CME</a> activity includes the reading of an article (or adapted formats for special needs), a provider stipulated/learner directed phase (that may include reflection, discussion, or debate about the material contained in the article(s), and a requirement for the completion by the learner of a pre-determined set of questions or tasks relating to the content of the material as part of the learning process.</p> <p>The ACCME does not consider a journal-based CME activity to have been completed until the learner documents participation in that activity to the provider.</p> <p>Each article is counted as one activity. To calculate hours of instruction, the accredited provider specifies the amount of time required to complete the activity. The number of participants reported by the accredited provider equals the total number of individuals who completed the activity. Each participant is counted once, regardless of how many times they worked on the activity.</p> <p>For example, an accredited provider produces a journal that contains an article that is designated as a journal-based CME activity. In total, 20 physicians read the article, reflect on the content, and complete questions related to the content of the article. The physicians spend 1 hour on this activity. The provider would report this as one journal-based CME activity with 20 physician participants and 1 hour of instruction.</p>

<a href="#">Learning from teaching</a>	<p><a href="#">Learning from teaching activities</a> are personal learning projects designed and implemented by the learner with facilitation from the accredited provider. The ACCME does not have special requirements for this activity type. The ACCME developed the learning from teaching label as a corollary to the <b>AMA PRA CATEGORY 1 CREDITS™</b> awarded directly to physicians for "Teaching at a live activity."</p> <p>To report learning from teaching CME, accredited providers aggregate the data from all learners and count it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the learning from teaching CME activity. The number of participants equals the number of individuals who participated in this CME activity. Each participant is counted once, regardless of how many times they worked on the activity.</p> <p>For example, an accredited provider created a learning from teaching activity for 10 physicians. Each physician completed the CME activity in 2 hours. The accredited provider reports this as 1 learning from teaching CME activity with 10 physician participants and 2 hours of instruction.</p>
<a href="#">Manuscript review</a>	<p><a href="#">Manuscript review CME</a> is based on a learner's participation in a manuscript's pre-publication review process.</p> <p>When calculating the number of <b>manuscript review CME activities</b>, accredited providers report each journal for which the manuscript(s) is being reviewed as 1 activity regardless of the number of manuscripts or reviewers. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the manuscript review CME activity. The number of participants equals the total number of learners engaged in reviewing manuscripts as CME. Each participant is counted once regardless of how many manuscripts they reviewed.</p> <p>For example, an accredited provider publishes 1 journal. During the course of the year, 25 physicians reviewed manuscripts for this journal. Each physician spent 2 hours on the review. The accredited provider reports this as 1 manuscript review CME activity with 25 physician participants and 2 hours of instruction.</p>
<a href="#">Nonphysician participants</a>	<p>Please see <i>other learners</i>.</p>
<a href="#">Other income</a>	<p><a href="#">Other income</a> includes all income the accredited provider received for its CME activities and CME program that does not fall under <a href="#">commercial support</a> or advertising and exhibit income. The most common examples of other income include activity registration fees, grants from government agencies or independent nonprofit foundations, and allocations from the accredited provider's parent organization or other internal departments to pay for the CME unit's expenses.</p>
<a href="#">Other learners</a>	<p>Beginning with the 2014 ACCME Annual Report, other learners replaces the term non-physician participants. This category continues to include activity participants other than MDs and DOs. Residents are included in this category.</p>

<a href="#">Performance improvement</a>	<p><a href="#">Performance improvement CME</a> is based on a learner’s participation in a project established and/or guided by a CME provider. A physician identifies an educational need through a measure of his/her performance in practice, engages in educational experiences to meet the need, integrates the education into patient care, and then re-evaluates his/her performance.</p> <p>To report performance improvement CME, accredited providers count each learning project as 1 performance improvement CME activity, regardless of whether it is created for an individual physician or a group of physicians. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the performance improvement CME activity. The number of participants equals the total number of learners who participated in the learning project. Each participant is counted once, regardless of how many times they worked on the activity.</p> <p>For example, an accredited provider established a performance improvement learning project. Three physicians participated; each completed the learning project in 20 hours. The accredited provider reports this as 1 performance improvement CME activity with 3 physician participants and 20 hours of instruction.</p>
<a href="#">Physician participants</a>	<p><a href="#">Physician participants</a> are activity participants who are MDs or DOs. Residents are <b>not</b> included in this category. They are included as <i>other learners</i>.</p>
<a href="#">Regularly scheduled series</a>	<p>The ACCME defines a regularly scheduled series (RSS) as a course that is planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly; and is primarily planned by and presented to the accredited organization’s professional staff. Examples include grand rounds, tumor boards, and morbidity and mortality conferences.</p> <p>Accredited providers report each RSS as 1 activity. In addition, accredited providers follow the following guidelines:</p> <p>The cumulative number of hours for all sessions <b>within</b> a series equals the number of hours for that activity, and</p> <p>Each learner is counted as a participant for <b>each session</b> he/she attends in the series.</p> <p>For example: Internal Medicine Grand Rounds is planned for the entire year as 1 series. Participants meet weekly during the year for 1 hour each week. The accredited provider reports the series as <b>1 activity</b> with 52 hours of instruction. If 20 physicians participated in each session, total physician participants would be 1,040 (20 physicians per session multiplied by 52 sessions) for that <b>single</b> activity.</p>
<a href="#">State-accredited provider</a>	<p>State-accredited providers are accredited by a state/territory medical society that is recognized by the ACCME as an accreditor. State-accredited providers offer CME primarily to learners from their state or contiguous states as opposed to ACCME-accredited providers, which offer CME primarily to national or international audiences.</p>



<a href="#">Test-item writing</a>	<p><a href="#">Test-item writing</a> is a CME activity based on a learner’s participation in the pre-publication development and review of any type of test item. Examples: multiple choice questions, standardized patient cases.</p> <p>Test-item writing CME activities may consist of either of the following processes:</p> <p>When questions are written for an item pool and are later used to build a variety of tests, then building the questions for a single pool is counted as 1 activity. Examples: the Pediatric Item Writing Committee of the National Board of Medical Examiners, or the second-year clerkship exams at a medical school.</p> <p>When questions, items, or cases are created for 1 specific test, then each test is counted as a separate CME activity. Example: multiple choice questions for the 2012 clerkship exam in pediatrics.</p> <p>For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the test-item writing CME activity. The number of participants should equal the total number of persons who engaged in the test-item writing CME activity. Each participant is counted once regardless of how many test items they write.</p> <p>For example, an accredited provider planned a CME activity where 5 physicians wrote test items for an American Board of Medical Specialties (ABMS) member board certification examination question pool. Each physician completed the test-item writing CME activity in 10 hours. The accredited provider reports this as a test-item writing CME activity with 5 physician participants and 10 hours of instruction.</p>
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