

ADA CERP Recognition Standards 2026 – Standard 3

December 2, 2025



COMMISSION FOR
CONTINUING EDUCATION
PROVIDER RECOGNITION

Commission on Continuing Education Provider Recognition

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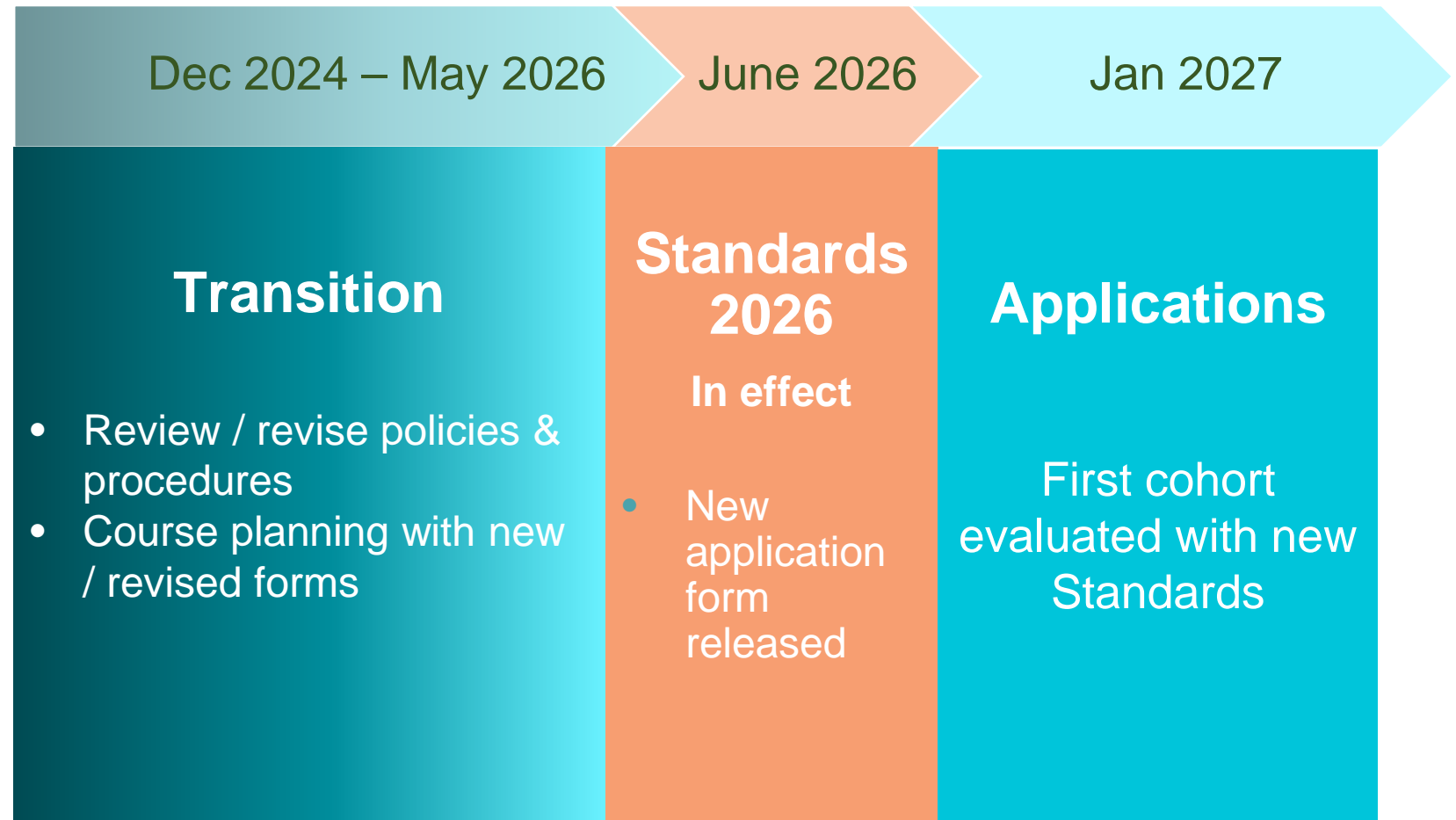
CCEPR.ADA.org

Today's session

- Overview of ADA CERP Standards 2026 – Standard 3
- What's new
- Transitioning
 - What will you need to change in your program?
 - When will you need to demonstrate compliance with new Standards?

Implementation timeline

- New Standards effective June 1, 2026
- Courses after June 1, 2026, meet new Standards
- Jan 2027 first cohort evaluated with new Standards
 - Providers with terms ending June 2027 and later



ADA CERP Recognition Standards 2026

Adopted September 26, 2024 for implementation June 1, 2026



STANDARD 3. INTEGRITY AND INDEPENDENCE

3.0 Integrity and independence

The provider develops CE activities that comply with the Accreditation Council for Continuing Medical Education's [Standards for Integrity and Independence in Accredited Continuing Education](#), which includes the responsibility to:

- a. Ensure content is valid.
- b. Prevent commercial bias and marketing in accredited continuing education.
- c. Identify, mitigate, and disclose relevant financial relationships.
- d. Manage commercial support appropriately (if applicable).
- e. Manage ancillary activities offered in conjunction with accredited continuing education (if applicable).

The ACCME Standards for Integrity and Independence in Accredited Continuing Education are published at [ACCME.org/rules/standards/](https://www.accme.org/rules/standards/) and are included at the end of this document.

Terminology

Ineligible company: ADA CERP considers the ACCME term "ineligible company" as equivalent to the ADA CERP term "commercial interest," defined as: (1) An individual or entity that produces, markets, resells or distributes health care goods or services consumed by, or used on, patients, or (2) an individual or entity that is owned or controlled by an individual or entity that produces, markets, resells, or distributes health care goods or services consumed by, or used on, patients. Providing clinical services directly to or for patients (e.g., a dental practice, dental lab, or diagnostic lab) does not, by itself, make an individual or entity a commercial interest.

Accredited: ADA CERP considers "accredited provider" as equivalent to "ADA CERP recognized provider," and "accredited continuing education" as equivalent to CE offered by an ADA CERP recognized provider.



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for Continuing Medical Education

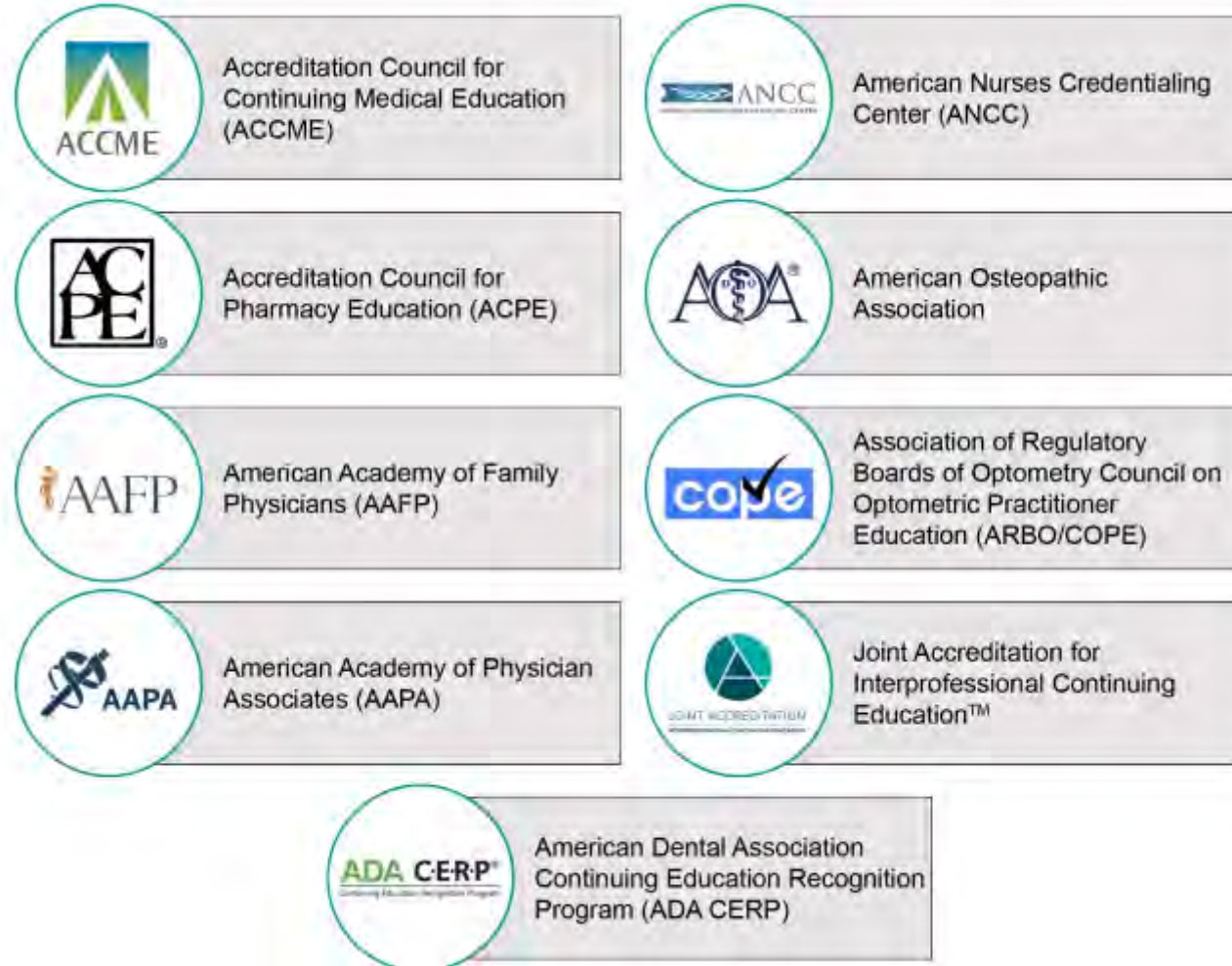
learn well

Standards for Integrity and Independence in Accredited Continuing Education

Released December 2020

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Accrediting bodies that have adopted the Standards for Integrity and Independence



Purpose of Standards for Integrity and Independence

- Ensure that accredited CE serves the needs of patients and the public.
- Present learners with only accurate, balanced, scientifically justified recommendations.
- Assure healthcare professionals that they can trust accredited CE to help them deliver safe, effective, cost-effective, compassionate care that is based on best practice and evidence.
- Create a clear separation between accredited CE and marketing and sales.

Terminology

ACCME	CERP	
Accredited CE	CE offered by ADA CERP recognized provider	
Ineligible company	Commercial interest	<ul style="list-style-type: none">(1) An individual or entity that produces, markets, re-sells or distributes health care goods or services consumed by, or used on, patients, or(2) An individual or entity that is owned or controlled by an individual or entity that produces, markets, re-sells or distributes health care goods or services consumed by, or used on, patients.

Examples

Commercial interests

- Dental product manufacturer
- Dental products distributor
- Medical/dental device manufacturer
- Pharmaceutical company
- Education company owned or controlled by commercial interest

NOT commercial interests

- Education company (unless owned or controlled by commercial interest)
- Dental lab (unless it markets a proprietary product)
- Dental practice
- Insurance company
- Dental school (for profit or not for profit)

3. Integrity and Independence

3.0 Integrity and independence

The provider develops CE activities that comply with the Accreditation Council for Continuing Medical Education's [Standards for Integrity and Independence in Accredited Continuing Education](#), which includes the responsibility to:

1. Ensure content is valid.
2. Prevent commercial bias and marketing in accredited continuing education.
3. Identify, mitigate, and disclose relevant financial relationships.
4. Manage commercial support appropriately (if applicable).
5. Manage ancillary activities offered in conjunction with accredited continuing education (if applicable).

ADA CERP Recognition Standards 2026

Standard 3

3.1. Ensure content is valid

Providers are responsible for ensuring that their education is fair and balanced and that any clinical content presented supports safe, effective patient care

3.1. Ensure content is valid

1. All recommendations for patient care must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
2. All scientific research referred to, reported, or used in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation.

3.1. Ensure content is valid

3. New and evolving topics need to be clearly identified as such within the program and individual presentations. Provider must ensure that practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning are not promoted or advocated in CE.
4. Providers whose CE programs advocate for unscientific approaches to diagnosis or therapy, or promote recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients may not be recognized/accredited.



Guidance for Planners, Authors, and Faculty: Ensuring that Clinical Content is Valid

For more information, visit
accme.org/standards



Note for Continuing Education Staff

Use this sample template to communicate expectations to planners, authors, and faculty about ensuring valid clinical content in accredited education. For more information about these expectations, see Standard 1 of the Standards for Integrity and Independence at accme.org/standards.

Dear **Prospective Planner/Faculty Member**:

As an important contributor to our accredited education, we would like to enlist your help to ensure that educational content is fair and balanced, and that any clinical content presented supports safe, effective patient care. This includes that:

- ✓ All recommendations for patient care in accredited continuing education must be based on current science and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
- ✓ All scientific research referred to, reported, or used in accredited education in support or justification of a recommendation must conform to the generally accepted standards of experimental design, data collection, and interpretation.
- ✓ Although accredited continuing education is an appropriate place to discuss, debate, and explore new and emerging topics, these areas need to be clearly identified as such within the program and individual presentations. It is the responsibility of accredited providers to facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
- ✓ Content cannot be included in accredited education if it advocates for unscientific approaches to diagnosis or treatment if the education promotes recommendations, treatment, or manners of practicing healthcare that are determined to be risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.

These expectations are drawn from **Standard 1** of the ACCME Standards for Integrity and Independence in Accredited Continuing Education. For more information, see accme.org/standards. If we can help you to understand and address these expectations to your education, please contact us at [<provider contact information>](#).



Please consider using these strategies to help us support the development of valid, high-quality continuing education.

Consider using the following best practices when presenting clinical content in accredited CE:

- ✓ Clearly describe the level of evidence on which the presentation is based and provide enough information about data (study dates, design, etc.) to enable learners to assess research validity.
- ✓ Ensure that, if there is a range of evidence, that the credible sources cited present a balanced view of the evidence.
- ✓ If clinical recommendations will be made, include balanced information on all available therapeutic options.

Although accredited CE is an appropriate place to discuss, debate, and explore new and evolving topics, presenting new topics or treatments with a lower (or absent) evidence base should include the following strategies:

- ✦ Facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
- ✦ Construct the activity as a debate or dialogue. Identify faculty who represent a range of opinions and perspectives. Presentations should include a balanced, objective view of research and treatment options.
- ✦ Teach about the merits and limitations of a therapeutic approach rather than how to use it.
- ✦ Identify content that has not been accepted as scientifically meritorious by regulatory and other authorities, or where the material has not been included in scientifically accepted guidelines or published in journals with national or international stature.

<https://accme.org/resource/tools-ensure-clinical-content-valid/>



Template for Peer Review: Ensuring that Clinical Content is Valid

For more information, visit
accme.org/standards

Please answer the following questions regarding the clinical content of the education.



Are recommendations for patient care based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options? [Standards for Integrity and Independence 1.1]

- Yes
 No

Comments:

Does all scientific research referred to, reported, or used in this educational activity in support or justification of a patient care recommendation conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation? [Standards for Integrity and Independence 1.2]

- Yes
 No

Comments:

Are new and evolving topics for which there is a lower (or absent) evidence base, clearly identified as such within the education and individual presentations? [Standards for Integrity and Independence 1.3]

- Yes
 No

Comments:

Does the educational activity avoid advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning? [Standards for Integrity and Independence 1.3]

- Yes
 No

Comments:

3.2. Prevent commercial bias and marketing in CE

Accredited continuing education must protect learners from commercial bias and marketing.

3.2. Prevent commercial bias and marketing in CE

1. The provider must ensure that all decisions related to the planning, faculty selection, delivery, and evaluation of accredited education are made without any influence or involvement from the owners and employees of an ineligible company.

New clarification

- Owners or employees of ineligible companies/commercial interests must not control content or participate as planners of CE.

3.2. Prevent commercial bias and marketing in CE

2. Accredited education must be free of marketing or sales of products or services. Faculty must not actively promote or sell products or services that serve their professional or financial interests during accredited education.

New clarification

- Explicit statement
- Includes promotion of any product or service, not only products or services that are used on patients
- Includes books, consulting services, etc.

3.2. Prevent commercial bias and marketing in CE

3. The accredited provider must not share the names or contact information of learners with any commercial interest/ineligible company or its agents without the explicit consent of the individual learner.

New requirement

Explicit consent of the learner

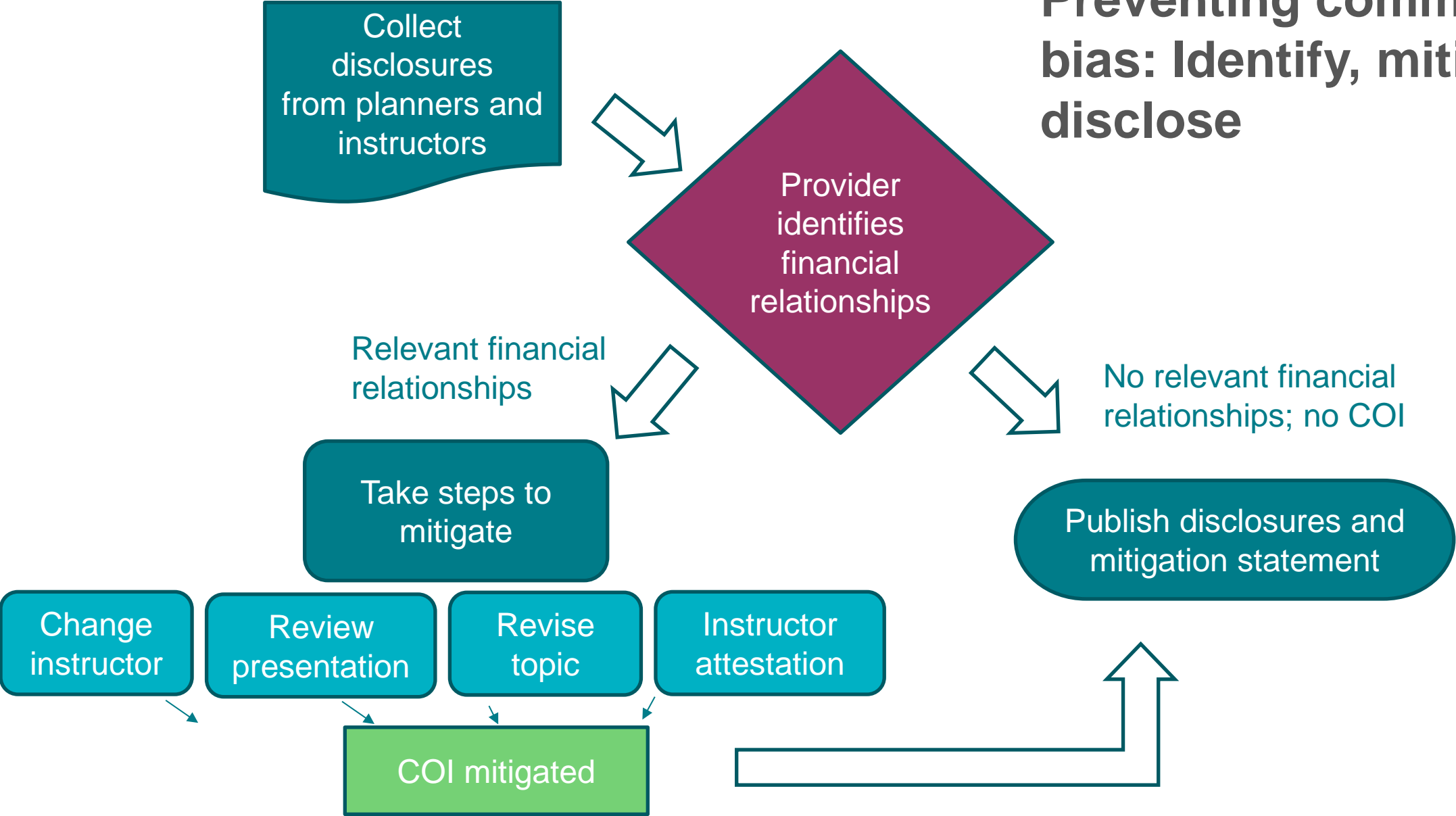
- The accredited provider is expected to explain to learners that you intend to share their information with an ineligible company. You can do that at registration; however, the learner must have the ability to opt out and still register for your activity. The consent statement must be clearly visible. If the statement is hidden in a long list of terms and conditions, that would not meet the expectation.

3.3. Identify, mitigate, and disclose relevant financial relationships

Many healthcare professionals have financial relationships with ineligible companies. These relationships must not be allowed to influence accredited continuing education. The accredited provider is responsible for identifying relevant financial relationships between individuals in control of educational content and ineligible companies and managing these to ensure they do not introduce commercial bias into the education. **Financial relationships of any dollar amount are defined as relevant if the educational content is related to the business lines or products of the ineligible company.**

- Accredited providers must take the following steps when developing accredited continuing education.

Preventing commercial bias: Identify, mitigate, disclose



3.3. Identify, mitigate, and disclose relevant financial relationships

Collect

1. **Collect information** from all planners, faculty, and others in control of educational content about *all* their financial relationships with ineligible companies within the prior 24 months. No minimum financial threshold; disclose all financial relationships with commercial interests, regardless of amount, with ineligible companies. Disclosure information must include:
 - a. The name of the ineligible company with which the person has a financial relationship.
 - b. The nature of the financial relationship.

Collecting relevant financial relationship info

- Providers must collect info from all in a position to control content (planners, staff, authors, reviewers, editors, instructors, etc.)
 - Providers may use collection method that best suits program
 - Disclosure of financial relationships in any dollar amount required
- No specific form required
 - May be online portal
 - Signatures not required
 - Verbal disclosure acceptable if captured in planning process
 - Provider must document that definition of commercial interest and information on relevant financial relationships was provided to authors, planners, etc.

Financial relationships with commercial interests that must be reported

- Employee
- Researcher
- Consultant, advisor
- Speaker
- Independent contractor (including contracted research)
- Royalties or patent beneficiary, executive role, and ownership interest
- Individual stocks and stock options (but not diversified mutual funds)
- Research funding (even if given to individual's institution)

New guidelines

- Types of relationships with commercial interests

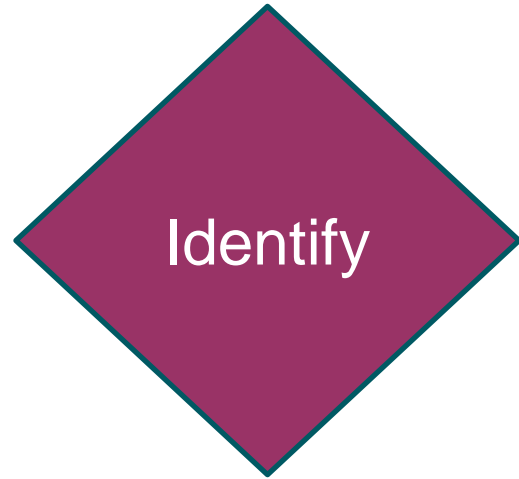
New requirement

- Relationships in the last **24** months

No longer required

- **Disclosure of immediate family members' financial relationships**

3.3. Identify, mitigate, and disclose relevant financial relationships



2. **Exclude owners or employees of commercial interests / ineligible companies** — Review the information about financial relationships to identify individuals who are owners or employees of ineligible companies. These individuals must be excluded from controlling content or participating as planners or faculty in accredited education.

There are three exceptions to this exclusion:

Exceptions

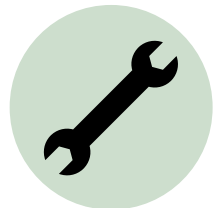
Owners or employees of commercial interests MAY participate as planners or faculty IF:



Content of the CE is not related to the business lines or products of their employer/company.



Content of the CE is limited to basic science research (e.g., preclinical research and drug discovery), methodologies of research, and no care recommendations are given.

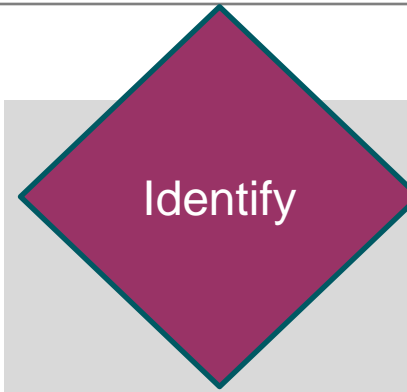


Participating as technicians to teach the safe and proper use of medical devices, do not recommend whether or when a device is used.

3.3. Identify, mitigate, and disclose relevant financial relationships

3. **Identify relevant financial relationships** — Review the information about financial relationships to determine which relationships are relevant.

Financial relationships are relevant if the educational content an individual can control is related to the business lines or products of the ineligible company.



- Provider implements process for identifying relevant relationships
 - Who conducts?
 - What steps are taken when there are relevant financial relationships?

3.3. Identify, mitigate, and disclose relevant financial relationships

Mitigate

4. **Mitigate relevant financial relationships** — Take steps to prevent those with relevant financial relationships from inserting commercial bias into content.
 - a. **Mitigate relationships prior to the individuals assuming their roles.** Steps for planners will be different than for faculty.
 - b. Document the steps taken to mitigate relevant financial relationships.

Mitigate relevant financial relationships

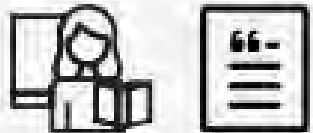
Before the person assumes their role in the CE activity, take steps to mitigate by preventing all those with relevant financial relationships from inserting commercial bias into content.

Planners, reviewers



Making decisions related to the scope and direction of the content, educational goals, identification of practice gaps and needs, selecting speakers, authors, reviewers

Faculty/teachers, authors



Teaching, writing, producing and delivering education

End the financial relationship

(including having ended the relationship within 24 months).

Recuse individual from controlling aspects of planning and content with which there is a financial relationship.

Peer review planning decisions and review determinations by persons without relevant financial relationships.

End the financial relationship

(including having ended the relationship within 24 months).

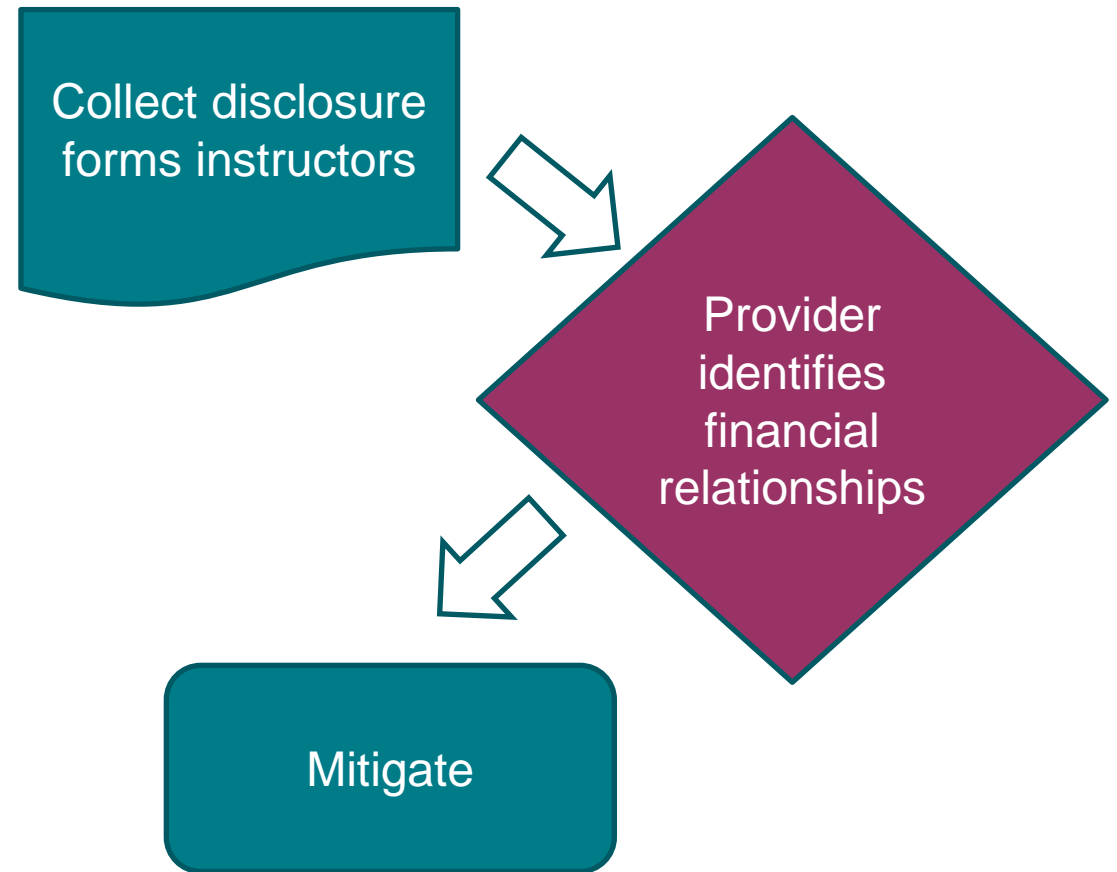
Recuse individual from controlling aspects of planning and content with which there is a financial relationship.

Peer review of content by persons without relevant financial relationships.

Attest that clinical recommendations are evidence-based and free of commercial bias (e.g., peer-reviewed literature, adhering to evidence-based practice guidelines).

Attestation regarding evidence-based clinical recommendations

- Instructors/authors only
- May not be done in lieu of instructor providing info on relevant financial relationships
- Provider collects and reviews info first, then chooses mitigation strategy
- Decision to mitigate via attestation based on relationship and content
- Some financial relationships may indicate other forms of mitigation, such as peer review



3.3. Identify, mitigate, and disclose relevant financial relationships

5. Disclose all relevant financial relationships to learners:

Disclose

- a. Names of individuals with relevant financial relationships
- b. Names of commercial interests
- c. Nature of the relationships with commercial interests
- d. Statement that all relevant financial relationships have been mitigated.

- Disclosure to learners must include company name only; may not include corporate or product logos, trade names, or messages.
- Disclose absence of relevant financial relationships: “No relevant financial relationships” individually or as a group.
- Disclosure must be available to learners before the activity; documentation will be required in CERP application.

Published disclosures

No relevant financial relationships

“Ruth Hopkins, Dr. Maryam Elbaz, and Ken Sanders, authors of this educational activity, have no relevant financial relationship(s) with ineligible companies to disclose.”

“None of the planners for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.”

Relevant financial relationships

Nicolas Garcia, faculty for this educational event, is on the speakers' bureau for XYZ Device Company.

Dr. Yvonne Gbeho, planner for this educational event, has received a research grant from ABC Pharmaceuticals.

All of the relevant financial relationships listed for these individuals have been mitigated.

3.3. Identify, mitigate, and disclose relevant financial relationships

Exception: Providers do not need to identify, mitigate, or disclose relevant financial relationships for CE that is non-clinical, such as leadership or communication skills training.

New exception

- Identification and mitigation process and disclosure not required for non-clinical topics



Case discussions

Case 1

You are planning a day-long CE workshop on Obstructive Sleep Apnea (OSA). Dr. Abernathy has been asked to present a section on the etiology and diagnosis of OSA.

On his disclosure form, Dr. Abernathy has indicated that in the last 24 months he has received research grants from ACME Corp., a medical and dental device manufacturer.

What are your next steps?

Case 2

You are planning a multi-day conference on advances in endodontics. Dr. Tan has been invited to present her work in a section devoted to cutting edge research and the future of dentistry.

Dr. Tan is an employee of Sidum, Inc., a bioresearch and technology company. Her research focuses on a naturally occurring protein called osteopontin (OPN) which has multiple effects on the body's response to injury and inflammation, including infections.

Can Dr. Tan participate in this CE session?

Case 3

You are putting together a CE continuum on dental implants for general dentists. Dr. Whitaker has been suggested as a qualified and engaging speaker on the use of digital technologies to enhance dental treatment planning and workflow.

Dr. Whitaker has disclosed that in the past 24 months he has received honoraria for speaking engagements from DigitDental, Inc., which markets its proprietary software for streamlining workflow.

What are your next steps?

3.4. Manage commercial support appropriately

Applies only to providers who accept commercial support for CE activities.

Providers that choose to accept **commercial support** (financial or in-kind support from ineligible companies) are responsible for ensuring that the education remains independent of the ineligible company and that the support does not result in commercial bias or commercial influence in the education.

The support does not establish a financial relationship between the ineligible company and planners, faculty, and others in control of content of the education.

3.4. Manage commercial support appropriately

1. **Decision-making and disbursement:** The provider must make all decisions regarding the receipt and disbursement of the commercial support.
 - a. Ineligible companies/commercial interests must not pay directly for any of the expenses related to the education or the learners.
 - b. The provider may use commercial support to fund honoraria or travel expenses of planners, instructors for those roles only.
 - c. The provider must not use commercial support to pay for learners' travel, lodging, honoraria, or personal expenses for CE activities.

The provider may use commercial support to defray or eliminate the cost of the education for *all* learners.

3.4. Manage commercial support appropriately

2. Agreement:

- The terms, conditions, and purposes of the commercial support must be documented in an agreement between the ineligible company and the provider.
- The agreement must be executed prior to the start of the accredited education.
- A provider can sign onto an existing agreement between a provider and a commercial supporter by indicating its acceptance of the terms, conditions, and amount of commercial support it will receive.

3.4. Manage commercial support appropriately

- 3. Accountability:** The provider must keep a record of the amount or kind of commercial support received and how it was used, and must produce that accounting, upon request, by the accrediting body or by the ineligible company that provided the commercial support.
- 4. Disclosure to learners:** The accredited provider must disclose to the learners the name(s) of the ineligible company(ies) that gave the commercial support, and the nature of the support if it was in-kind, prior to the learners engaging in the education. Disclosure must not include the ineligible companies' corporate or product logos, trade names, or product group messages.

3.5. Manage ancillary activities offered in conjunction with CE

Applies only when there is marketing by ineligible companies or nonaccredited education associated with the accredited continuing education.

Providers are responsible for ensuring that education is separate from marketing by ineligible companies—including advertising, sales, exhibits, and promotion—and from nonaccredited education offered in conjunction with accredited continuing education.

3.5. Manage ancillary activities offered in conjunction with CE

1. Arrangements to allow ineligible companies to market or exhibit in association with accredited education must not:
 - a. Influence any decisions related to the planning, delivery, and evaluation of the education.
 - b. Interfere with the presentation of the education.
 - c. Be a condition of the provision of financial or in-kind support from ineligible companies for the education.

3.5. Manage ancillary activities offered in conjunction with CE

2. The provider must ensure that learners can easily distinguish between accredited education and other activities.
 - a. **Live CE activities:** Marketing, exhibits, and nonaccredited education developed by or with influence from an ineligible company or with planners or faculty with unmitigated financial relationships **must not occur in the educational space within 30 minutes before or after a CE activity.** Activities that are part of the event but are not offered for CE must be clearly labeled and communicated as such.
 - b. **Print, online, or digital CE activities:** Learners must not be presented with marketing while engaged in the CE activity. **Learners must be able to engage with the education without having to click through, watch, listen to, or be presented with product promotion or product-specific advertisement.**

3.5. Manage ancillary activities offered in conjunction with CE

The provider must ensure that learners can easily distinguish between accredited education and other activities.

- c. **Educational materials that are part of CE** (slides, abstracts, handouts, evaluation mechanisms, or disclosure information) must not contain any marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.
- d. **Information distributed about CE that does not include educational content**, such as schedules and logistical information, may include marketing by or for an ineligible company.

3.5. Manage ancillary activities offered in conjunction with CE

3. Ineligible companies may not provide access to, or distribute, accredited education to learners.

Review

Q: The provider collects speaker disclosure information and instructs speakers that it is their responsibility to publish any relevant financial relationships in an introductory slide. Does this meet CERP requirements?

No. The provider must review disclosures and identify any relevant financial relationships, then take steps to mitigate potential conflicts of interest.

The provider is also responsible for ensuring that disclosures are published.

Review

Q: No commercial support was received for a CE activity. Are the instructors required to submit disclosure information?

Yes. Providers must collect disclosure information regardless of whether commercial support was received. The only time providers may skip collecting instructors' disclosure information is for non-clinical activities.

Review


Q. A provider receives a grant from a commercial interest for its CE activity. The instructors in that activity disclose that they have no financial relationships with the supporting company. Does this meet CERP requirements for disclosure?

No. Under the CERP Standards 2026 instructors must disclose ALL relevant financial relationships they may have had in the last 24 months.

Review

Q: You have developed an online, video-based self-study activity. DentalM, Inc. has given you a grant to help support production of the activity. Which of the following is an appropriate way to acknowledge this support?

By inserting:

- a. DentalM's logo on the launch page for the activity and after the activity title in the opening.
- b. A 30-second video about DentalM before the start of the activity.
- c. The following statement on the launch page for the activity:
Sponsored by Dental 
- d. The following statement on the activity web page with a link to the supporting company's web site:
Supported by a grant from DentalM, Inc.

Review

Q. You are putting on a week-long, hands-on course on dental implants. To help offset the costs for putting on this course, you have reached out to implant manufacturers to provide support. Which of the following types of support is acceptable?

Implant manufacturer offers to:

- a. Pay the honorarium for the lead instructor who you selected.
- b. Bring in lunch for course participants.
- c. Donate implant kits to you, the provider, for learners to use in the course.
- d. Give you a grant to provide expense stipends for selected learners.

ACCME Standards for Standards for Integrity and Independence: Resources

[Planning guide](#) (PDF and PPT)

[Toolkit](#)

- Step-by-step processes
- Templates, letters to planners and instructors
- Editable forms

[Video for instructors: Your Role in Maintaining Trust in CME](#)

[Additional resources](#)

The screenshot displays the ACCME logo at the top, followed by the title "Toolkit for the Standards for Integrity and Independence in Accredited Continuing Education". Below the title is a paragraph explaining the toolkit's purpose: "The ACCME is pleased to provide this toolkit of resources to assist accredited providers in transitioning to the new Standards for Integrity and Independence. For this initial collection of tools, we have focused on Standard 1: Ensure Content is Valid and Standard 3: Identify, Mitigate, and Disclose Relevant Financial Relationships. These two standards are applicable to all accredited providers. Use of these resources is completely optional. Many accredited providers have their own policies, procedures, forms, and mechanisms to facilitate the planning and delivery of accredited education—as you review your own practices, you may wish to check them against these resources to ensure you are positioned to meet expectations." A second paragraph states: "We look forward to working with the continuing education community to create and refine additional tools, as necessary. As always, we remain available for questions and assistance! Contact us at info@accme.org." Below this text are six resource cards, each with a thumbnail image and a brief description: "Key Steps" (Overview of the 3-step process to identify, mitigate, and disclose relevant financial relationships), "Sample Letter" (Language you can use to explain to prospective planners and faculty why financial relationship information is collected), "Template" (Compare your process or forms to this sample template to collect the right information about financial relationships), "Worksheet" (Step-by-step process for identifying and mitigating relevant financial relationships), "Examples" (Sample language that shows you how to communicate disclosure to learners), and "Guidance" (An example of how to enlist help from planners and faculty to ensure that clinical content is valid).

Transitioning to the CERP Standards 2026



- Develop a transition checklist and timeline
- Review your policies and procedures
- Consider a course planning form
- Maintain standardized course files

Suggested timeline for transitioning your program

Dec 2025

- Review Standards 2026
- Identify any needed changes to your policies / procedures / forms
- Begin using revised planning documents & forms for activities planned for June 2026 and later

Jan 2026-
May 2026

- Use revised planning documents & forms for all activities to be held June 2026 and later
- Finalize any changes to your mission statement / policies / procedures / forms
- Conduct overall program assessment

Jun 2026
onward

- All activities held after June 1, 2026 meet CERP Standards 2026

Transition checklist template

CERP Criteria	Requirement	Suggested Action	Target Date
1.1*	CE mission states expected results of program: changes in professional skills or performance, or patient outcomes.	<ul style="list-style-type: none"> Review/revise CE mission statement as needed Schedule meeting of advisors/stakeholders for input and adoption 	
1.2*	Provider collects and uses data to evaluate whether CE program is meeting mission.	<ul style="list-style-type: none"> Identify metrics to use (e.g. data points from learner feedback compared across multiple courses <u>offered</u>; patient chart audits, etc.) Set up process for periodically reviewing (who, when, how often) 	
1.3	Provider identifies, plans and implements changes to programming to better meet overall CE mission.	<ul style="list-style-type: none"> Conduct meeting to review overall CE program, including metrics you identified Summarize findings and any changes planned or implemented 	
1.4	Administrative authority responsible for ensuring that provider meets ADA CERP Standards.	Review/update program policies, guidelines, manuals, course planning documents as needed to support continuity in CE planning and delivery.	
1.5	Planning processes include input from healthcare professionals reflective of the target audience.	For each course, do you have a planner, instructor, author <u>or</u> reviewer reflective of audience? Do course planning documents/files capture this information?	

CE Planning Form

Gap statement:

Underlying educational needs:

How can this session help address the gap?

Desired outcomes (objectives):

After completing this activity the learner will be able to . . . (use SMART or TACT format)

Educational format:

What format will support desired outcomes?

- Hands-on skills practice
- Simulation
- Demonstration
- Live case presentations and discussion
- Live lecture with Q&A
- Panel discussion
- Recorded session with moderated chat
- Online text / article
- Other: _____

Active learning elements:

Select methods used to promote active learning:

- Breakout sessions
- Case presentation and discussion
- Live Q&A/chat
- Live polling
- Interactive quiz
- Problem-solving/treatment planning
- Other: _____

Recommended instructor(s):

Evaluation:

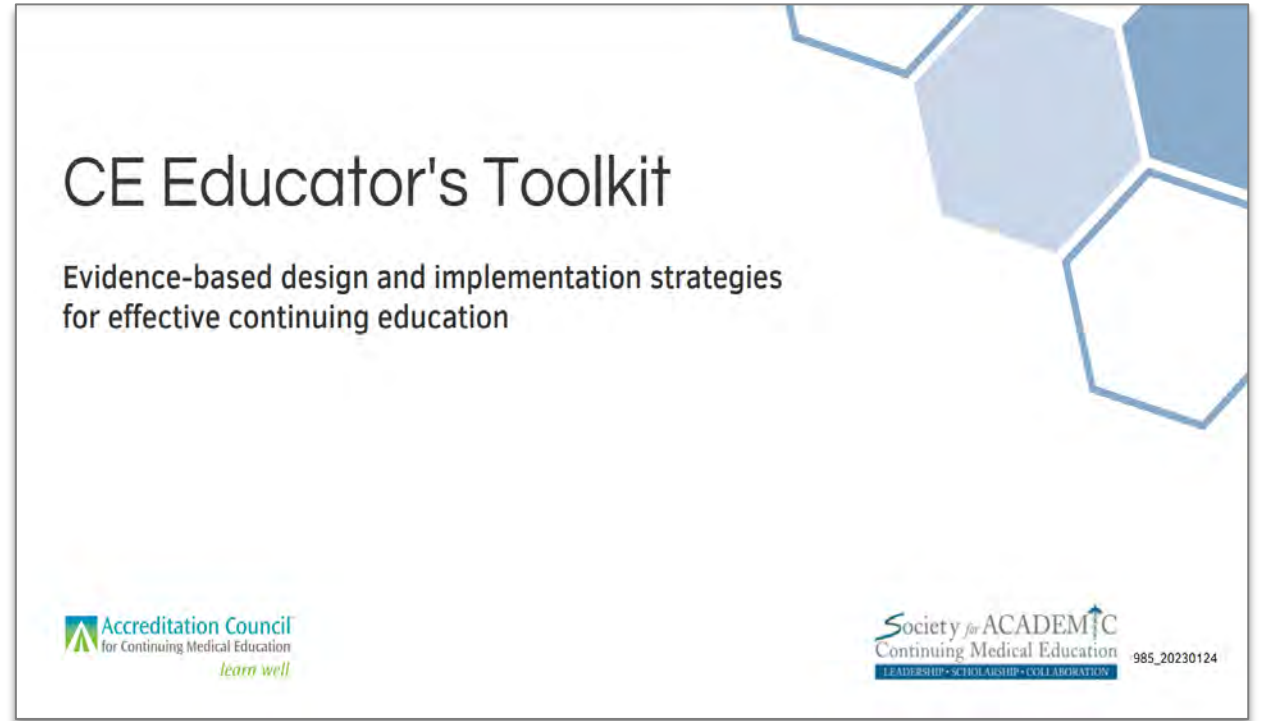
How will outcomes be measured?

- Post-course form with questions related to content
- Follow-up survey related to implementation of content and any barriers
- Learner reflections on what they will apply to practice
- Pre- and post-quiz with tracked results

CCEPR.ADA.org/resources-for-ce-providers

- Examples of documents for managing commercial COI
- ACCME CE Educator's Toolkit
- ACCME Standards for Integrity and Independence toolkit
- CERP Glossary

And more to come . . .



Reflect

Reflect

Thank you!

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