

CROSSWALK TABLE
Comparing the Commission on Collegiate Nursing Education's (CCNE's)
Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2003) and
Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (2008)

2003	2008
<p>STANDARD I: The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.</p>	<p>STANDARD I: The mission, goals, and expected <u>aggregate student and faculty</u> outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.</p>
<p>I-A: The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.</p>	<p>I-A: The mission, goals, and expected <u>student</u> outcomes are congruent with those of the parent institution and consistent with <u>relevant</u> professional nursing standards and guidelines for the preparation of nursing professionals.</p>
<p>I-B: The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional nursing standards and guidelines.</p>	<p>I-B: The mission, goals, and expected <u>student</u> outcomes are reviewed periodically and revised, as appropriate, to reflect:</p> <ul style="list-style-type: none"> ▪ professional nursing standards and guidelines; and ▪ the needs and expectations of the community of interest.
<p>I-C: The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.</p>	<p>I-C: <u>Expected faculty outcomes in teaching, scholarship, service, and practice</u> are congruent with the mission, goals, and expected <u>student</u> outcomes.</p>
<p><i>(see Key Element II-F in 2003 Standards)</i></p>	<p>I-D: <u>Faculty and students participate in program governance.</u></p>
<p>I-D: Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.</p>	<p>I-E: Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.</p>
<p>I-E: Documents and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.</p>	<p>I-E: Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, <u>recruitment and</u> admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.</p>

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<p>I-F: Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, and published and are reviewed and revised as necessary to reflect ongoing program improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.</p>	<p>I-F: <u>Academic</u> policies of the parent institution and the nursing program are congruent. These policies support <u>achievement of the</u> mission, goals, and expected <u>student</u> outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to <u>foster</u> program improvement. These policies include, but are not limited to, those <u>related</u> to student recruitment, admission, retention, <u>and progression</u>.</p>
<p><i>(see Key Element IV-E in 2003 Standards)</i></p>	<p>I-G: <u>There are established policies by which the nursing unit defines and reviews formal complaints.</u></p>
<p>STANDARD II: The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.</p>	<p>STANDARD II: The parent institution demonstrates ongoing commitment and support <u>for the nursing program</u>. The institution makes available resources to enable the program to achieve its mission, goals, and expected <u>aggregate student and faculty</u> outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected <u>aggregate student</u> outcomes.</p>
<p>II-A: The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes of the program.</p>	<p><i>(see Key Element II-F in 2008 Standards)</i></p>
<p>II-B: Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.</p>	<p>II-A: Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. <u>Adequacy of resources is reviewed periodically and resources are modified as needed.</u></p>
<p>II-C: Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</p>	<p>II-B: Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</p>
<p>II-D: The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.</p>	<p>II-C: The chief nurse administrator:</p> <ul style="list-style-type: none"> ▪ <u>is a registered nurse (RN);</u> ▪ <u>holds a graduate degree in nursing;</u> ▪ is academically and experientially qualified to accomplish the mission, goals, and expected <u>student and faculty outcomes;</u> ▪ is vested with the <u>administrative</u> authority to accomplish the mission, goals, and expected <u>student and faculty</u> outcomes; and ▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected <u>student and faculty</u> outcomes.

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<p>II-E: Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.</p>	<p>II-D: Faculty members are:</p> <ul style="list-style-type: none"> ▪ sufficient in number to accomplish the mission, goals, and expected <u>student and faculty</u> outcomes; ▪ <u>academically prepared for the areas in which they teach</u>; and ▪ <u>experientially prepared for the areas in which they teach</u>.
<p>II-F: The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the program.</p>	<p><i>(see Key Element I-C in 2008 Standards)</i></p>
<p><i>(not in 2003 Standards)</i></p>	<p>II-E: <u>When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</u></p>
<p><i>(see Key Element II-A in 2003 Standards)</i></p>	<p>II-E: The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected <u>faculty</u> outcomes.</p>
<p>STANDARD III: The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.</p>	<p>STANDARD III: The curriculum is developed in accordance with the mission, goals, and expected <u>aggregate student</u> outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. <u>Teaching-learning practices are congruent with expected individual student learning outcomes, and expected aggregate student outcomes.</u> The environment for teaching-learning fosters achievement of <u>individual student learning outcomes</u>.</p>
<p>III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program's mission, goals, and expected outcomes.</p>	<p>III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected <u>individual</u> student learning outcomes that are congruent with the program's mission, goals, and expected student outcomes.</p>

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<p>III-B: The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates.</p> <ol style="list-style-type: none"> 1. The baccalaureate curriculum incorporates knowledge and skills identified in <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998). 2. The master's curriculum incorporates knowledge and skills identified in <i>The Essentials of Master's Education for Advanced Practice Nursing</i> (AACN, 1996). Any specialty standards adopted for the master's program are incorporated into the curriculum. In addition, nurse practitioner curricula demonstrate incorporation of the NTF <i>Criteria for Evaluation of Nurse Practitioner Programs</i>. 	<p>III-B: <u>Expected individual student learning outcomes</u> are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect <u>relevant</u> professional nursing standards and guidelines, which are clearly evident within the curriculum, expected <u>individual student</u> learning outcomes, <u>and expected student outcomes</u>.</p> <ul style="list-style-type: none"> ▪ Baccalaureate <u>program</u> curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998). ▪ Master's <u>program</u> curricula incorporate <u>professional standards and guidelines as appropriate</u>. <ol style="list-style-type: none"> a. <u>All master's programs incorporate the Graduate Core Curriculum of <i>The Essentials of Master's Education for Advanced Practice Nursing</i> (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.</u> b. <u>All master's-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of <i>The Essentials of Master's Education for Advanced Practice Nursing</i> (AACN, 1996). In addition, nurse practitioner programs incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2008).</u> ▪ <u>Graduate-entry program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998) and appropriate graduate program standards and guidelines.</u> ▪ <u>DNP program curricula incorporate professional standards and guidelines as appropriate</u>. <ol style="list-style-type: none"> a. <u>All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and incorporate additional relevant professional standards and guidelines as identified by the program.</u> b. <u>All DNP programs that prepare nurse practitioners also incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2008).</u>

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<p>III-C: The curriculum is logically structured to meet expected program outcomes.</p> <ol style="list-style-type: none"> 1. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. 2. The master's curriculum builds on the baccalaureate level foundation. 	<p>III-C: The curriculum is logically structured to <u>achieve</u> expected <u>individual and aggregate student</u> outcomes.</p> <ul style="list-style-type: none"> ▪ The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. ▪ Master's curricula build on <u>a foundation comparable to baccalaureate level nursing knowledge</u>. ▪ DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
<p>III-D: Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p><i>(see Key Element III-G in 2008 Standards)</i></p>
<p>III-E: The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.</p>	<p>III-D: Teaching-learning practices <u>and environments</u> support the achievement of <u>expected individual</u> student learning outcomes.</p>
<p>III-F: The curriculum and teaching learning-practices consider the needs and expectations of the identified community of interest.</p> <p><i>(see Key Element IV-A in 2003 Standards)</i></p>	<p>III-E: The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p> <p>III-F: <u>Individual</u> student performance is evaluated by the faculty and reflects achievement of expected <u>individual student learning</u> outcomes. <u>Evaluation policies and procedures for individual student performance</u> are defined and consistently applied.</p>
<p><i>(see Key Element III-D in 2003 Standards)</i></p>	<p>III-G: Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>
<p>STANDARD IV: The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.</p>	<p>STANDARD IV: The program is effective in fulfilling its mission, goals, and expected <u>aggregate student and faculty</u> outcomes. Actual <u>aggregate</u> student outcomes are consistent with the mission, goals, and expected <u>student</u> outcomes. <u>Actual</u> alumni satisfaction <u>data</u> and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual <u>aggregate</u> faculty outcomes are consistent with the mission, goals, and expected <u>faculty</u> outcomes. Data on program effectiveness are used to foster ongoing <u>program</u> improvement.</p>
<p>IV-A: Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Grading policies are defined and consistently applied.</p>	<p><i>(see Key Element III-F in 2008 Standards)</i></p>

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<p>IV-B: Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and job placement rates, as appropriate.</p>	<p>IV-A: Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. <u>Collected</u> data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and <u>employment</u> rates, as appropriate.</p>
<p>IV-C: Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.</p>	<p>IV-B: <u>Aggregate student</u> outcome data are analyzed and <u>compared with expected student outcomes</u>.</p> <p>IV-C: <u>Aggregate student</u> outcome data provide evidence of the program's effectiveness <u>in achieving its mission, goals, and expected outcomes</u>.</p> <p>IV-D: <u>Aggregate student</u> outcome data are used, <u>as appropriate</u>, to foster ongoing program improvement.</p>
<p>IV-D: Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes, and enhance program quality and effectiveness.</p>	<p>IV-E: <u>Aggregate</u> faculty outcomes <u>are consistent with and contribute to</u> achievement of the program's mission, goals, and expected <u>student</u> outcomes.</p>
<p>IV-E: The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.</p>	<p><i>(see Key Element I-G in 2008 Standards)</i></p> <p>IV-F: <u>Information from formal complaints</u> is used, <u>as appropriate</u>, to foster ongoing program improvement.</p>