### Crosswalk Table
Comparing the Commission on Collegiate Nursing Education’s (CCNE’s) Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (2009) and Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2013)

<table>
<thead>
<tr>
<th>Standard</th>
<th>2009</th>
<th>2013</th>
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</table>
| **Standard I:** The mission, goals, and expected aggregate student and faculty 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. | **Standard I:** The mission, goals, and expected program 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. | **I-A:** The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines. **I-A:** The mission, goals, and expected program outcomes are: 1. congruent with those of the parent institution; and 2. consistent with relevant professional nursing standards and guidelines. | **I-A:** The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines. **I-A:** The mission, goals, and expected program outcomes are: 1. congruent with those of the parent institution; and 2. consistent with relevant professional nursing standards and guidelines. | **I-B:** The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: 1. professional nursing standards and guidelines; and 2. the needs and expectations of the community of interest. **I-B:** The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: 1. professional nursing standards and guidelines; and 2. the needs and expectations of the community of interest. | **I-B:** The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: 1. professional nursing standards and guidelines; and 2. the needs and expectations of the community of interest. **I-C:** Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes. **I-C:** Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations. | **I-C:** Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations. **I-D:** Faculty and students participate in program governance. **I-D:** Faculty and students participate in program governance. | **I-D:** Faculty and students participate in program governance. **I-E:** Documents and publications are accurate. References to the program’s offerings, outcomes, accreditation/approval | **I-E:** Documents and publications are accurate. A process is used to notify constituents about changes in documents and
status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.

### I-F: Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

### I-G: There are established policies by which the nursing unit defines and reviews formal complaints.

#### Standard II: The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.

### II-A: Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

### II-B: Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

### II-C: The chief nurse administrator:
- is a registered nurse (RN);
- holds a graduate degree in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;
- is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.

I-F: Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are:
- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

See Key Element IV-G

Standard II: The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

II-A: Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

II-B: Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

II-C: The chief nurse administrator:
- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.
**II-D:** Faculty members are:
- sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

**II-E:** 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.

**II-F:** 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 faculty outcomes.

**Standard III:** The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.

**II-D:** Faculty are:
- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

**II-E:** Preceptors, when used by the program 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.

**II-F:** 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 faculty outcomes.

**Standard III:** The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**III-A:** The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program’s mission, goals, and expected aggregate student outcomes.

**III-B:** Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.
- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master’s program curricula incorporate professional standards and guidelines as appropriate.

**III-A:** The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program’s mission and goals, and with the roles for which the program is preparing its graduates.

**III-B:** Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).
- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master’s program curricula incorporate professional standards and guidelines as appropriate.
  a. All master’s degree programs incorporate *The Essentials of Master’s Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines.
a. All master’s programs incorporate the Graduate Core Curriculum of *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.

b. All master’s-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).

- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.
- DNP program curricula incorporate professional standards and guidelines as appropriate.
  a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and incorporate additional relevant professional standards and guidelines as identified by the program.
  b. All DNP programs that prepare nurse practitioners also incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).

III-C: The curriculum is logically structured to achieve expected individual and aggregate student outcomes.
- The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.
- Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.
- DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.

III-D: Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.

In the 2009 Standards, this requirement was addressed under III-E: The curriculum includes planned clinical practice.
| **Key Element III-B through the incorporation of the Essentials documents.** | experiences that:  
- enable students to integrate new knowledge and demonstrate attainment of program outcomes; and  
- are evaluated by faculty. |
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<td><strong>III-E:</strong> The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</td>
<td><strong>III-F:</strong> The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</td>
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<td><strong>III-F:</strong> Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</td>
<td><strong>III-G:</strong> Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</td>
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<td><strong>III-G:</strong> Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</td>
<td><strong>III-H:</strong> Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</td>
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<td><strong>Standard IV:</strong> The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.</td>
<td><strong>Standard IV:</strong> The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.</td>
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<td><strong>IV-A:</strong> Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.</td>
<td><strong>IV-A:</strong> A systematic process is used to determine program effectiveness.</td>
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<td><strong>Referenced in Key Element IV-A</strong></td>
<td><strong>IV-B:</strong> Program completion rates demonstrate program effectiveness.</td>
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<td><strong>Referenced in Key Element IV-A</strong></td>
<td><strong>IV-C:</strong> Licensure and certification pass rates demonstrate program effectiveness.</td>
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<td><strong>Referenced in Key Element IV-A</strong></td>
<td><strong>IV-D:</strong> Employment rates demonstrate program effectiveness.</td>
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<td><strong>IV-B:</strong> Aggregate student outcome data are analyzed and compared with expected student outcomes.</td>
<td><strong>IV-E:</strong> Program outcomes demonstrate program effectiveness.</td>
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<td><strong>IV-C:</strong> Aggregate student outcome data provide evidence of the program’s effectiveness in achieving its mission, goals, and expected outcomes.</td>
<td><em>Referenced in Key Element IV-E</em></td>
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<td><strong>IV-E:</strong> Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes.</td>
<td><strong>IV-F:</strong> Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</td>
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<td><strong>IV-F:</strong> Information from formal complaints is used, as appropriate, to foster ongoing program improvement.</td>
<td><strong>IV-G:</strong> The program defines and reviews formal complaints according to established policies.</td>
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<td><strong>IV-D:</strong> Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.</td>
<td><strong>IV-H:</strong> Data analysis is used to foster ongoing program improvement.</td>
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