Proposed CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs:

A Webinar for Constituents

November 9, 2023
1:30 - 3:00 pm ET
Welcome and Introduction of Presenters

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Chair, CCNE Board of Commissioners

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STANDARDS COMMITTEE MEMBERS

Committee co-chair

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Associate Dean of Graduate Studies, The University of Texas Health Science Center at Houston

Angela Taylor, PhD, RN
President, Sentara College of Health Sciences

Jane Voglewede, JD, ACTL
Former Legal Counsel, Stanford Health
CCNE BOARD’S CHARGE TO THE STANDARDS COMMITTEE

- Design and implement a process to review the standards, key elements, elaboration statements, supporting documentation, and the glossary

- Solicit input from the CCNE community of interest

- Consider comments from the CCNE community of interest

- Propose changes for consideration by the CCNE Board of Commissioners
WHERE ARE WE IN THE PROCESS?

- Survey results/data on Fall 2022 Call for Comments have been considered
- Key issues identified
- Big picture before details
- Determining whether changes are warranted and the content of those changes
- Discussions with content experts
- Proposed revisions were approved by the CCNE Board in October 2023
- Public comment period now open
STANDARDS REVISION TIMELINE

- CCNE anticipated a 12- to 18-month process for the review and revision of the accreditation standards and is on track.

- The CCNE Board is expected to approve the proposed standards by February/March 2024.

- In the past, CCNE has provided programs with advance notice (approximately 4-6 months) before new standards go into effect; however, programs receive even more notice since proposed revisions are circulated prior to Board approval.

- It is anticipated that the revised CCNE Standards, if approved by the Board in February/March 2024, will go into effect on January 1, 2025.
CONTINUED USE OF CCNE’S 2018 STANDARDS DURING 2024

- If hosting a CCNE on-site evaluation in 2024, the program will address CCNE’s (current) 2018 Standards.

- If submitting a Continuous Improvement Progress Report (CIPR) or other type of report to CCNE during 2024, the program will address CCNE’s (current) 2018 Standards.
CCNE WILL...

- Continue to accredit nursing programs at the baccalaureate, master’s, DNP, and post-graduate APRN certificate levels, acknowledging and respecting the autonomy of institutions within its community of interest and the diversity of nursing programs and their respective missions.

- Continue to accredit APRN programs offered at the master’s and DNP levels.

- Continue to accredit master’s level nursing programs that offer nurse educator tracks (direct care clinical component required).

- Consider a proposed change to accredit DNP programs with nurse educator tracks (direct care clinical component required).

- Continue to have four Standards (I through IV), each with Key Elements, Elaborations, and Supporting Documentation.
PUBLIC COMMENTS

- A Call for Comments on the proposed standards revisions was posted to CCNE’s website and broadly disseminated to constituents on October 26, 2023.

- Constituents are provided at least 21 days to comment on the proposed revisions, per CCNE policy.

- Please access and share the Call for Comments with your program’s community of interest (e.g., faculty, students, alumni, employers).

- The deadline to submit comments and/or complete the related CCNE survey is November 16, 2023.

- The Standards Committee will review and consider all comments and survey results.
SUBSTANTIVE CHANGES TO STANDARD I

- Changes regarding professional nursing standards and guidelines, e.g., removal of references to the “old” AACN Essentials and incorporation of three components from AACN’s 2021 The Essentials: Core Competencies for Professional Nursing Education (Key Element I-B):
  - the 10 “Domains for Nursing”
  - the 8 “Concepts for Nursing Practice”
  - the 45 “Competencies”

- Footnote is updated to reflect the revised 2022 Standards for Quality Nurse Practitioner Education [National Task Force on Quality Nurse Practitioner Education (NTF)].

- A program may select additional standards and guidelines (or components thereof) that are current and relevant to program offerings. A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education. (Key Element I-B)

- Added language regarding policies and publications related to clinical requirements and placements (Key Elements I-F and I-H).
SUBSTANTIVE CHANGES TO STANDARD II

- Creation of two distinct key elements related to physical resources and clinical sites (Key Elements II-B and II-C; previously combined in Key Element II-B).

- Clarification about process for regular review and improvement of academic support services, whether services are provided directly by the program, institution, or an online program manager (or other third-party vendor) (Key Element II-D).

- Clarification of and added flexibility regarding requirements for academic and experiential preparation of faculty teaching in the nursing program (Key Element II-F; formerly Key Element II-E).
Faculty teaching clinical in the baccalaureate program have a graduate degree or a baccalaureate degree. Those faculty who do not have a graduate degree have significant clinical experience and are enrolled in a graduate program or are otherwise qualified for the area(s) in which they teach. Evidence of such “other” qualification includes significant clinical experience and expertise (e.g., graduate-level courses or continuing education units, national certification) relevant to the clinical area(s) and meaningful engagement with and formal oversight by a graduate-prepared faculty member.
SUBSTANTIVE CHANGES TO STANDARD III

- Removal of references to the “old” AACN Essentials and incorporation of three components from AACN’s 2021 The Essentials: Core Competencies for Professional Nursing Education (Key Elements III-B, III-C, III-D, III-E):
  - the 10 “Domains for Nursing”
  - the 8 “Concepts for Nursing Practice”
  - the 45 “Competencies”

- Removal of references to the 2016 NTF Criteria for Evaluation of Nurse Practitioner Programs and acknowledgement of the revised 2022 NTF Standards for Quality Nurse Practitioner Education and its endorsement by 18 organizations in the Glossary.

- Expanded option to include nurse educator tracks in DNP programs, and clarification that DNP programs that have a direct care focus but are not APRN education programs incorporate graduate-level content addressing the APRN core (Key Element III-D).
SUBSTANTIVE CHANGES TO STANDARD III CONTINUED

- Separation of key elements related to teaching-learning practices and preparation of students to provide care to diverse individuals and populations (Key Elements III-G and III-H; previously Key Element III-G).

- Added content about expectations for clinical practice experiences and requirements for programs that prepare students for certification (Key Element III-I; previously Key Element III-H).

- Separation of key elements related to clinical practice experiences and planned experiences that foster interprofessional collaborative practice (Key Elements III-I and III-J; previously Key Element III-H).
STANDARD III-SUPPORTING DOCUMENTATION

- Examples of course content and/or assignments reflecting incorporation of the 10 “Domains for Nursing,” the 8 “Concepts for Nursing Practice,” and the 45 “Competencies” from *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).

- Examples of course content and/or assignments reflecting incorporation of additional professional nursing standards and guidelines selected by the program, as appropriate.

- Evidence of graduate-level content related to APRN core direct care tracks.

- Examples of didactic, simulation, and/or clinical practice experiences that prepare students to care for individuals and populations with diverse life experiences, perspectives, and backgrounds.
Clarification that the key element is applicable to programs that prepare individuals for the NCLEX-RN® or other nursing licensure examination (Key Element IV-C).

Added flexibility allowing a program to exclude test takers who completed the program more than two years before taking the licensure examination (Key Element IV-C).

Added flexibility allowing a program to exclude test takers who completed the program more than two years before taking the certification examination (Key Element IV-D).

An increase in CCNE’s expected level of achievement for employment rates from 70% to 80% (Key Element IV-E).
WHAT ASSISTANCE WILL CCNE PROVIDE?

- Workshops on writing self-studies
- Webinars for program officials and faculty
- Evaluator retraining/retooling
- Forums at conferences
- Notices announcing implementation
- Consultation with staff
QUESTIONS WELCOME!
Access the Call for Comments at


Submit written comments to
ccnestandards@ccneaccreditation.org and/or complete CCNE’s survey related to the proposed standards at

If you have questions about the CCNE standards revision process, please contact Dr. Daniel Scott Michalski, Director of Accreditation Services, at dmichalski@ccneaccreditation.org