
Implementation of the APRN Consensus Model From the Accreditation Perspective

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Foundational Requirements for Accreditation of Education Programs

*Consensus Model for APRN Regulation:
Licensure, Accreditation, Certification &
Education (July 7, 2008), page 15*

<http://www.aacn.nche.edu/education/pdf/APRNReport.pdf>

Accreditors will:

- “be responsible for evaluating APRN education programs including graduate degree-granting and post-graduate certificate programs;
- through their established accreditation standards and process, assess APRN education programs in light of the APRN core, role core, and population core competencies;”

Accreditors will:

- “assess developing APRN education programs and tracks by reviewing them using established accreditation standards and granting pre-approval, pre-accreditation, or accreditation prior to student enrollment;”

Accreditors will:

- “include an APRN on the visiting team when an APRN program/track is being reviewed; and
- monitor APRN educational programs throughout the accreditation period by reviewing them using established accreditation standards and processes.”

What This Means for CCNE

- To be consistent with the *APRN Consensus Model*:
 - Need to develop a pre-approval process for APRN programs
 - Need to develop an accreditation process for post-graduate APRN certificate programs

What This Means for CCNE

- A CCNE APRN Task Force was established in the fall of 2010 to propose processes that will enable CCNE to:
 - Pre-approve APRN programs prior to student enrollment
 - Accredite post-graduate APRN certificate programs
- CCNE's goal is to have these processes in place by 2013 (consistent with the timeline in the *Model* for full implementation by 2015)
- Constituent feedback will be solicited

Special Considerations for CCNE

- Pre-Approval of APRN Programs
 - Timing of this so that decision can be made prior to student enrollment per the *Consensus Model*
 - Differences that might exist in pre-approval of a new *program* versus pre-approval of a new *track* within an existing APRN program
 - Commitment to develop an online tool for submission of pre-approval application
 - What information to require in the application so that only what is needed is collected

Special Considerations for CCNE

- Pre-Approval of APRN Programs (continued)
 - Create a process that focuses on NP and CNS programs so as not to create redundancies for CRNA and CNM programs, which already are monitored by their respective specialized accrediting agencies
 - Study how pre-approval interfaces with CCNE's current *New Applicant* and *Substantive Change Notification* policies

Special Considerations for CCNE

- Accreditation of Post-Graduate APRN Certificate Programs
 - Whether the certificate program should be separately accredited or included as part of the accreditation status of the existing graduate degree program
 - The process for certificate programs to apply for accreditation
 - Whether this fits with CCNE's current policy of only accrediting programs within the "nursing unit"

Special Considerations for CCNE

- Accreditation of Post-Graduate APRN Certificate Programs (continued)
 - Whether there should be a different process for certificate programs when a similar track does not exist (in that APRN role and population focus) in the degree program
 - How the accreditation standards need to be modified to assure quality in these programs

Transition of Educational Programs

- CCNE *expects* that educational programs are making the necessary changes to be consistent with the *APRN Consensus Model*
- The CCNE Board has determined that a substantive change notification is not required for programs that are making such transitions, for example:
 - Merging or expanding adult-gero NP or CNS programs as required by the *Model*

Thank you!
