

CCNE Compliance with U.S. Department of Education Standards

This is a brief summary of the elements of nursing education that CCNE reviews when accrediting programs.

Student achievement must:

- Be congruent with those of the parent institution;
- Reflect professional nursing standards and guidelines;
- Provide graduation rates within the expected time rate;
- Provide NCLEX-RN® Examination pass rates;
- Consider the needs and expectations of the community of interest; and
- Provide employment rates and employer satisfaction.

Curriculum is developed, implemented and revised to:

- Include a foundation of the arts, sciences and humanities;
- Incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice;
- Contain relevant professional nursing standards and guidelines; and
- Reflect ongoing efforts to improve program quality.

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;
- Experientially prepared for the areas in which they teach;
- Participate in program and in the ongoing efforts to improve program quality; and
- Supported in teaching, scholarship, service and practice in keeping with the mission, goals and expected faculty outcomes

Facilities: Physical resources are sufficient to enable the program to fulfill its expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

Fiscal and Administrative Capacity: Periodic review and subsequent support ensures fiscal resources available to program to fulfill its mission, goals and expected outcomes.

The chief nurse administrator:

- Is a registered nurse (RN);
- Holds a graduate degree in nursing; and
- Is academically and experientially qualified, is vested with the administrative authority, and provides effective leadership to accomplish the mission, goals and expected student and faculty outcomes.

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

Recruiting/Admissions/Grading: Institutional documents and publications accurately describe the nursing program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and that fees are accurate.

Program Length: Length is sufficient for the students to meet the nine Essentials of Baccalaureate Education for Professional Nursing Practice.

Student Complaints: There are established policies by which the nursing unit defines and reviews formal complaints. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.

Compliance with Title IV: Institution must be accredited by an approved program of the Department of Education and maintain Title IV eligibility. CCNE is not a gatekeeper for Title IV.

References

CCNE. (n.d.). CCNE standards & professional nursing guidelines. Retrieved from, <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards>

Personal Communication with Jennifer Butlin, executive director, CCNE.

©2012 The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose members include the boards of nursing in the 50 states, the District of Columbia and four U.S. territories — American Samoa, Guam, Northern Mariana Islands and the Virgin Islands. There are also twelve associate members.

Mission: NCSBN provides education, service and research through collaborative leadership to promote evidence-based regulatory excellence for patient safety and public protection.



National Council of State Boards of Nursing
111 E. Wacker Dr., Suite 2900 Chicago, IL 60601
312.525.3600 | Fax: 312.279.1032 | www.ncsbn.org