



## CROSSWALK TABLE

### Comparing the Commission on Collegiate Nursing Education's (CCNE's) *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2013)* and *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018)*

2013	2018
<p><b>STANDARD I:</b> 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.</p>	<p><b>STANDARD I:</b> 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.</p>
<p><b>I-A:</b> The mission, goals, and expected program outcomes are:</p> <ul style="list-style-type: none"> <li>▪ congruent with those of the parent institution; and</li> <li>▪ consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</li> </ul>	<p><b>I-A:</b> The mission, goals, and expected program outcomes are:</p> <ul style="list-style-type: none"> <li>▪ congruent with those of the parent institution; and</li> <li>▪ reviewed periodically and revised as appropriate.</li> </ul>
<p><b>See Key Element I-A.</b></p>	<p><b>I-B:</b> The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p>
<p><b>I-B:</b> The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:</p> <ul style="list-style-type: none"> <li>▪ professional nursing standards and guidelines; and</li> <li>▪ the needs and expectations of the community of interest.</li> </ul>	<p><b>I-C:</b> The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.</p>

<b><u>I-C:</u></b> Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.	<b><u>I-D:</u></b> The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.
<b><u>I-D:</u></b> Faculty and students participate in program governance.	<b><u>I-E:</u></b> Faculty and students participate in program governance.
<b><u>I-E:</u></b> Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	<b><i>See Key Element I-H.</i></b>
<b><u>I-F:</u></b> 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: <ul style="list-style-type: none"> <li>▪ fair and equitable;</li> <li>▪ published and accessible; and</li> <li>▪ reviewed and revised as necessary to foster program improvement.</li> </ul>	<b><u>I-F:</u></b> Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: <ul style="list-style-type: none"> <li>▪ fair and equitable;</li> <li>▪ published and accessible; and</li> <li>▪ reviewed and revised as necessary to foster program improvement.</li> </ul>
<b><i>See Key Element IV-G.</i></b>	<b><u>I-G:</u></b> The program defines and reviews formal complaints according to established policies.
<b><i>See Key Element I-E.</i></b>	<b><u>I-H:</u></b> Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.
<b><u>STANDARD II:</u></b> 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.	<b><u>STANDARD II:</u></b> 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 and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.
<b><u>II-A:</u></b> 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.	<b><u>II-A:</u></b> Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.
<b><i>See Key Element II-A.</i></b>	<b><u>II-B:</u></b> Physical resources and clinical sites enable the program to

	fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.
<b>II-B:</b> Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	<b>II-C:</b> Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.
<b>II-C:</b> The chief nurse administrator: <ul style="list-style-type: none"> <li>▪ is a registered nurse (RN);</li> <li>▪ holds a graduate degree in nursing;</li> <li>▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing;</li> <li>▪ is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;</li> <li>▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and</li> <li>▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</li> </ul>	<b>II-D:</b> The chief administrator of the nursing unit: <ul style="list-style-type: none"> <li>▪ is a registered nurse (RN);</li> <li>▪ holds a graduate degree in nursing;</li> <li>▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing;</li> <li>▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and</li> <li>▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</li> </ul>
<b>II-D:</b> Faculty are: <ul style="list-style-type: none"> <li>▪ sufficient in number to accomplish the mission, goals, and expected program outcomes;</li> <li>▪ academically prepared for the areas in which they teach; and</li> <li>▪ experientially prepared for the areas in which they teach.</li> </ul>	<b>II-E:</b> Faculty are: <ul style="list-style-type: none"> <li>▪ sufficient in number to accomplish the mission, goals, and expected program outcomes;</li> <li>▪ academically prepared for the areas in which they teach; and</li> <li>▪ experientially prepared for the areas in which they teach.</li> </ul>
<b>II-E:</b> 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.	<b>II-F:</b> Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.  <i>This key element is not applicable to a degree or certificate program that does not use preceptors.</i>
<b>II-F:</b> The parent institution and program provide and support an environment that encourages faculty teaching, scholarship,	<b>II-G:</b> The parent institution and program provide and support an environment that encourages faculty teaching, scholarship,

<p>service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	<p>service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>
<p><b>STANDARD III:</b> 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.</p>	<p><b>Standard III:</b> 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.</p>
<p><b>III-A:</b> 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.</p>	<p><b>III-A:</b> The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:</p> <ul style="list-style-type: none"> <li>▪ are congruent with the program’s mission and goals;</li> <li>▪ are congruent with the roles for which the program is preparing its graduates; and</li> <li>▪ consider the needs of the program-identified community of interest.</li> </ul>
<p><b>III-B:</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).</p> <ul style="list-style-type: none"> <li>▪ Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</li> <li>▪ Master’s program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> <li>a. All master’s degree programs incorporate <i>The Essentials of Master’s Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.</li> <li>b. All master’s degree programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012).</li> </ul> </li> <li>▪ Graduate-entry program curricula incorporate <i>The</i></li> </ul>	<p><b>III-B:</b> Baccalaureate 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 <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</p> <p><i>This key element is not applicable if the baccalaureate degree program is not under review for accreditation.</i></p>

<p><i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines.</p> <ul style="list-style-type: none"> <li>▪ DNP program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> <li>a. All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.</li> <li>b. All DNP programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012).</li> </ul> </li> <li>▪ Post-graduate APRN certificate programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012).</li> </ul>	
<p><b>See Key Element III-B.</b></p>	<p><b>III-C:</b> Master’s 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).</p> <ul style="list-style-type: none"> <li>▪ Master’s program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> <li>a. All master’s degree programs incorporate <i>The Essentials of Master’s Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.</li> <li>b. All master’s degree programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).</li> </ul> </li> <li>▪ Graduate-entry master’s program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate</li> </ul>

	<p>program standards and guidelines.</p> <p><i>This key element is not applicable if the master's degree program is not under review for accreditation.</i></p>
<p><b>See Key Element III-B.</b></p>	<p><b>III-D:</b> DNP 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).</p> <ul style="list-style-type: none"> <li>▪ DNP program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> <li>a. All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.</li> <li>b. All DNP programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).</li> </ul> </li> <li>▪ Graduate-entry DNP program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines.</li> </ul> <p><i>This key element is not applicable if the DNP program is not under review for accreditation.</i></p>
<p><b>See Key Element III-B.</b></p>	<p><b>III-E:</b> Post-graduate APRN certificate program 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). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner</i></p>

	<p><i>Programs</i> (NTF, 2016).</p> <p><i>This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.</i></p>
<p><b>III-C:</b> The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> <li>▪ Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.</li> <li>▪ Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.</li> <li>▪ DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.</li> <li>▪ Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.</li> </ul>	<p><b>III-F:</b> The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> <li>▪ Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.</li> <li>▪ Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge.</li> <li>▪ DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.</li> <li>▪ Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.</li> </ul>
<p><b>III-D:</b> Teaching-learning practices and environments support the achievement of expected student outcomes.</p>	<p><b>III-G:</b> Teaching-learning practices:</p> <ul style="list-style-type: none"> <li>▪ support the achievement of expected student outcomes;</li> <li>▪ consider the needs and expectations of the identified community of interest; and</li> <li>▪ expose students to individuals with diverse life experiences, perspectives, and backgrounds.</li> </ul>
<p><b>III-E:</b> The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> <li>▪ enable students to integrate new knowledge and demonstrate attainment of program outcomes; and</li> <li>▪ are evaluated by faculty.</li> </ul>	<p><b>III-H:</b> The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> <li>▪ enable students to integrate new knowledge and demonstrate attainment of program outcomes;</li> <li>▪ foster interprofessional collaborative practice; and</li> <li>▪ are evaluated by faculty.</li> </ul>
<p><b>III-F:</b> The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	<p><b>See Key Element III-G.</b></p>
<p><b>III-G:</b> Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual</p>	<p><b>III-I:</b> Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student</p>

student performance are defined and consistently applied.	performance are defined and consistently applied.
<b>III-H:</b> Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	<b>III-J:</b> The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.
<b>STANDARD IV:</b> 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.	<b>STANDARD IV:</b> 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.
<b>IV-A:</b> A systematic process is used to determine program effectiveness.	<b>IV-A:</b> A systematic process is used to determine program effectiveness.
<b>IV-B:</b> Program completion rates demonstrate program effectiveness.	<b>IV-B:</b> Program completion rates demonstrate program effectiveness.  <i>This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.</i>
<b>IV-C:</b> Licensure and certification pass rates demonstrate program effectiveness.	<b>IV-C:</b> Licensure pass rates demonstrate program effectiveness.  <i>This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.</i>
<b>See Key Element IV-C.</b>	<b>IV-D:</b> Certification pass rates demonstrate program effectiveness.  <i>This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.</i>
<b>IV-D:</b> Employment rates demonstrate program effectiveness.	<b>IV-E:</b> Employment rates demonstrate program effectiveness.  <i>This key element is not applicable to a degree or certificate</i>



	<i>program that does not yet have individuals who have completed the program.</i>
<b>See Key Element IV-H.</b>	<p><b>IV-F:</b> Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.</p> <p><i>This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).</i></p>
<b>IV-E:</b> Program outcomes demonstrate program effectiveness.	<b>See Key Element IV-I.</b>
<b>IV-F:</b> Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.	<b>IV-G:</b> Aggregate faculty outcomes demonstrate program effectiveness.
	<b>IV-H:</b> Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.
<b>IV-G:</b> The program defines and reviews formal complaints according to established policies.	<b>See Key Element I-G.</b>
<b>IV-H:</b> Data analysis is used to foster ongoing program improvement.	<b>See Key Elements IV-F and IV-J.</b>
<b>See Key Element IV-E.</b>	<b>IV-I:</b> Program outcomes demonstrate program effectiveness.
<b>See Key Element IV-H.</b>	<b>IV-J:</b> Program outcome data are used, as appropriate, to foster ongoing program improvement.