

A Preferred Future for Prelicensure Program Approval: Part II. Strategies for Moving Forward

At the

NURSING EDUCATION COMMITTEE MEMBERS (2011-2012)

The following individuals served as members of the National Commission on Nursing Education's Nursing Education Committee (NEC) from 2011-2012. The committee members are listed below in the order in which they were appointed to the committee. The committee members are listed in the order in which they were appointed to the committee.

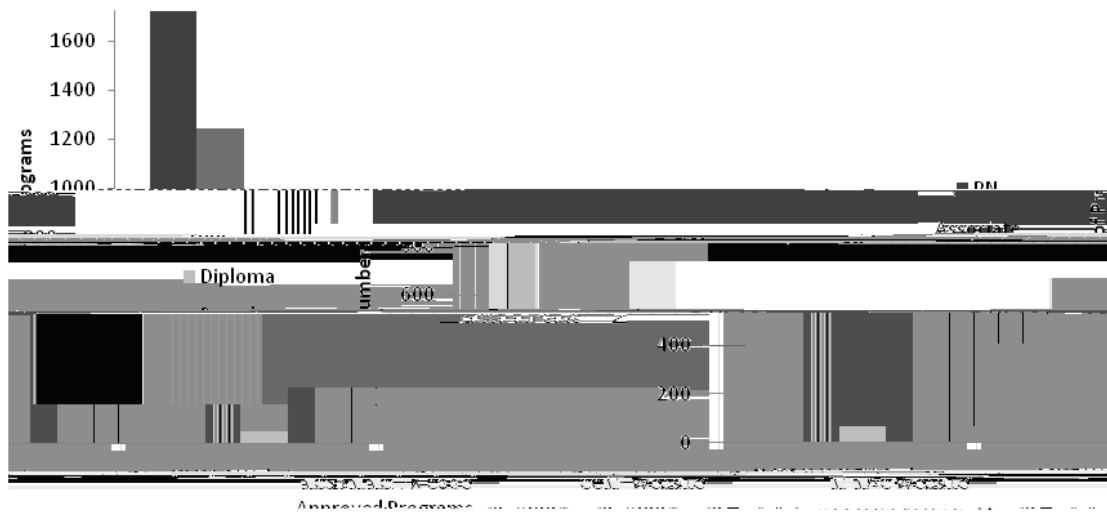
INTRODUCTION

The purpose of this document is to provide information to the nursing education community regarding the findings of the National Commission on Nursing Education's Nursing Education Committee. The committee was established in 2011 to study the current state of nursing education and to recommend changes to improve the quality of nursing education.

1. $\int_0^1 x^2 dx = \frac{1}{3}$ (area under the curve $y=x^2$ from $x=0$ to $x=1$)
 2. $\int_1^2 \frac{1}{x} dx = \ln 2$ (area under the curve $y=1/x$ from $x=1$ to $x=2$)
 3. $\int_0^1 x dx = \frac{1}{2}$ (area under the line $y=x$ from $x=0$ to $x=1$)
 4. $\int_0^1 x^3 dx = \frac{1}{4}$ (area under the curve $y=x^3$ from $x=0$ to $x=1$)
 5. $\int_1^2 x dx = \frac{3}{2}$ (area under the line $y=x$ from $x=1$ to $x=2$)

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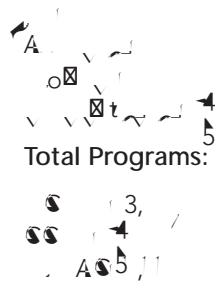
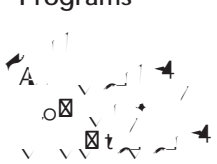
APPENDIX I: 2011 COMPARISON OF PRELICENSURE APPROVED AND ACCREDITED PROGRAMS



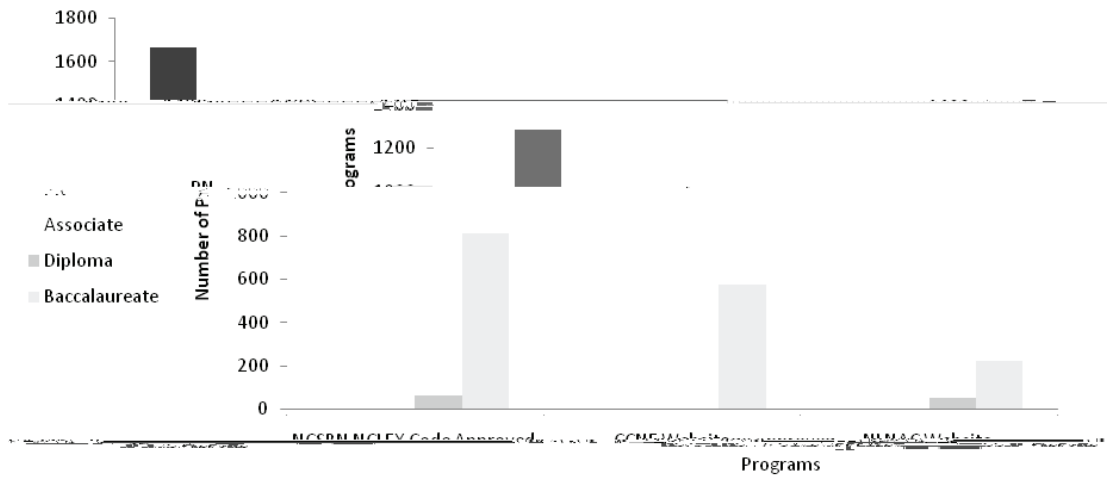
NCSBN NCLEX® Code Approved Programs

CCNE Website (2/2012)

NLNAC Website (2/2012)



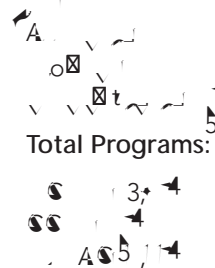
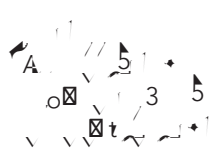
APPENDIX II: 2012 COMPARISON OF PRELICENSURE APPROVED AND ACCREDITED PROGRAMS



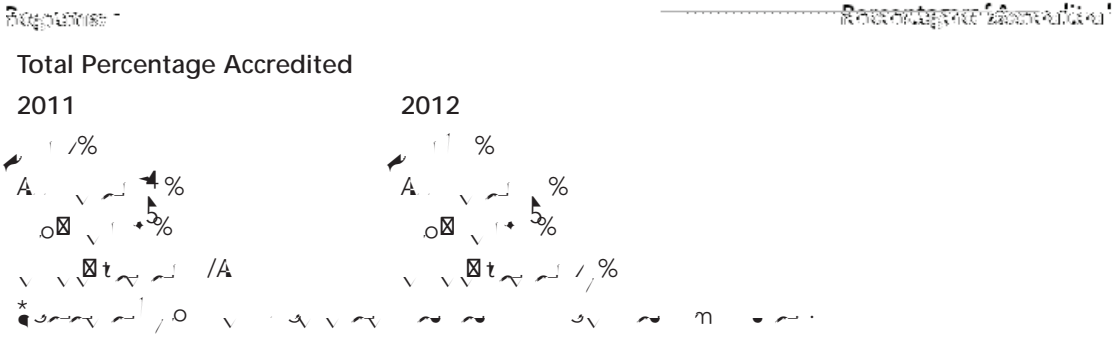
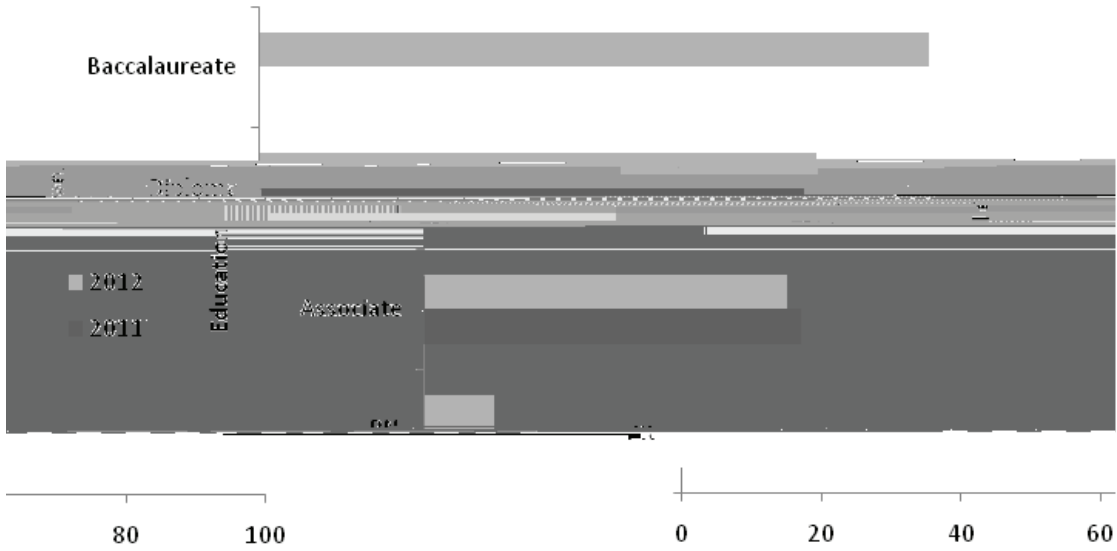
NCSBN NCLEX® Code Approved Programs

CCNE Website (2/2012)

NLNAC Website (2/2012)



APPENDIX III: 2011-2012 PERCENTAGE OF ACCREDITED PROGRAMS



APPENDIX IV: DIFFERENCES BETWEEN BON APPROVAL AND ACCREDITATION

1. Accreditation is a process that involves a third party (the accrediting agency) evaluating the institution's quality of education. Approval is a process that involves the state's higher education board evaluating the institution's compliance with state standards.

2. Accreditation is a process that is ongoing and requires regular self-study and external review. Approval is a process that is typically one-time and does not require ongoing external review.

3. Accreditation is a process that is voluntary, while approval is a process that is mandatory for all institutions of higher education in the state.

4. Accreditation is a process that is recognized by the federal government and other states, while approval is a process that is only recognized by the state.

5. Accreditation is a process that is based on a set of standards that are developed by the accrediting agency, while approval is a process that is based on a set of standards that are developed by the state's higher education board.

6. Accreditation is a process that is based on a set of standards that are developed by the accrediting agency, while approval is a process that is based on a set of standards that are developed by the state's higher education board.

7. Accreditation is a process that is based on a set of standards that are developed by the accrediting agency, while approval is a process that is based on a set of standards that are developed by the state's higher education board.

8. Accreditation is a process that is based on a set of standards that are developed by the accrediting agency, while approval is a process that is based on a set of standards that are developed by the state's higher education board.

9. Accreditation is a process that is based on a set of standards that are developed by the accrediting agency, while approval is a process that is based on a set of standards that are developed by the state's higher education board.

10. Accreditation is a process that is based on a set of standards that are developed by the accrediting agency, while approval is a process that is based on a set of standards that are developed by the state's higher education board.

*. Երկրորդ աստիճանի մասնաճյուղի ղեկավարները պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները:

APPENDIX V: REQUIRING NATIONAL NURSING ACCREDITATION: STRATEGIES FOR BON

Մասնաճյուղի ղեկավարները պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները:

Մասնաճյուղի ղեկավարները պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները:

1. Առաջին աստիճանի մասնաճյուղի ղեկավարները պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները:
2. Արժեքային մասնաճյուղի ղեկավարները պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները:
3. Երկրորդ աստիճանի մասնաճյուղի ղեկավարները պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները:
4. Երրորդ աստիճանի մասնաճյուղի ղեկավարները պետք է լինեն մասնաճյուղի ղեկավարները, որոնք պետք է լինեն մասնաճյուղի ղեկավարները:

APPENDIX VI: GUIDELINES FOR JOINT PRELICENSURE NURSING PROGRAM VISITS

Introduction:

The purpose of this document is to provide a clear and concise overview of the guidelines for joint prelicensure nursing program visits. This document is intended for use by all stakeholders involved in the process, including faculty, administrators, and students. The guidelines are designed to ensure that the visit is a productive and informative experience for all parties involved. The purpose of this document is to provide a clear and concise overview of the guidelines for joint prelicensure nursing program visits. This document is intended for use by all stakeholders involved in the process, including faculty, administrators, and students. The guidelines are designed to ensure that the visit is a productive and informative experience for all parties involved.

Background

The background of this document is rooted in the need for a standardized and transparent process for joint prelicensure nursing program visits. The purpose of this document is to provide a clear and concise overview of the guidelines for joint prelicensure nursing program visits. This document is intended for use by all stakeholders involved in the process, including faculty, administrators, and students. The guidelines are designed to ensure that the visit is a productive and informative experience for all parties involved.

... to ensure that the institution is in compliance with the standards of the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation and Quality Improvement (NCAQI).

APPENDIX VII: OVERVIEW OF THE CCNE ACCREDITATION PROCESS

Scope: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Purpose: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

General Process: Accreditation is a continuous process that involves self-study, peer review, and external evaluation. The process is designed to ensure that institutions of higher education are providing a high quality of education.

Annual self-study reports.

External peer review.

External peer review reports and recommendations.

External peer review reports and recommendations (AAS) and external peer review reports and recommendations (AAS).

External peer review reports and recommendations (AAS) and external peer review reports and recommendations (AAS).

External peer review reports and recommendations (AAS) and external peer review reports and recommendations (AAS).

Monitoring Process: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Reports: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Action Letter: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Annual Reports: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Continuous Improvement Progress Reports (CIPR): The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Self-study: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Special Reports: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Substantive Change Notification: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Team Reports: The Commission on Accreditation and Quality Improvement (CAQI) is responsible for the accreditation of all institutions of higher education in the United States.

Systematic Review of Standards

1. The standards are based on the following research:

- 1. The standards are based on the following research:
- 2. The standards are based on the following research:
- 3. The standards are based on the following research:
- 4. The standards are based on the following research:

References

1. American Association of Colleges of Nursing. (2016). *Essential competencies for nursing practice*. Washington, DC: American Association of Colleges of Nursing.

2. American Association of Colleges of Nursing. (2016). *Essential competencies for nursing practice*. Washington, DC: American Association of Colleges of Nursing.

APPENDIX IX: CCNE COMPLIANCE WITH U.S. DEPARTMENT OF EDUCATION STANDARDS

1. The standards are based on the following research:

Student achievement must:

- 1. The standards are based on the following research:
- 2. The standards are based on the following research:
- 3. The standards are based on the following research:
- 4. The standards are based on the following research:

Curriculum is developed, implemented and revised to:

- 1. The standards are based on the following research:
- 2. The standards are based on the following research:
- 3. The standards are based on the following research:

Faculty members are:

- 1. The standards are based on the following research:
- 2. The standards are based on the following research:
- 3. The standards are based on the following research:
- 4. The standards are based on the following research:

Facilities:

1. The standards are based on the following research:

Fiscal and Administrative Capacity:

1. The standards are based on the following research:

The chief nurse administrator:

- 1. The standards are based on the following research:
- 2. The standards are based on the following research:
- 3. The standards are based on the following research:

Student Support: [Academic Support](#), [Career Support](#), [Financial Aid](#), [Health Services](#), [Legal Services](#), [Mental Health Services](#), [Physical Therapy](#), [Recreational Therapy](#), [Social Work](#), [Tutoring](#), [Writing Center](#)

Recruiting/Admissions/Grading: [Admissions](#), [Financial Aid](#), [Grading](#), [Recruiting](#), [Scholarships](#), [Student Services](#), [Tutoring](#), [Writing Center](#)

