

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

At the

NURSING EDUCATION COMMITTEE MEMBERS (2011-2012)

The following is a list of the members of the Nursing Education Committee for the period 2011-2012. The members are listed in alphabetical order of their last names. The members are: [List of names follows]

INTRODUCTION

The purpose of this report is to provide information regarding the activities of the Nursing Education Committee for the period 2011-2012. The committee was established in 2011 and its primary responsibility is to oversee the prelicensure program approval process. This report provides a detailed account of the committee's work during the reporting period, including the number of programs approved, the number of programs in review, and the number of programs that have been denied approval. It also provides information regarding the committee's budget, its financial needs, and its future plans.

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

CONTEXT OF THE BON PRELICENSURE PROGRAM APPROVAL PROCESS

... the ... process ...

2012 Surveys

... survey ...

... survey ...

Meetings with Accreditors and BONs

... meeting ...

... meeting ...

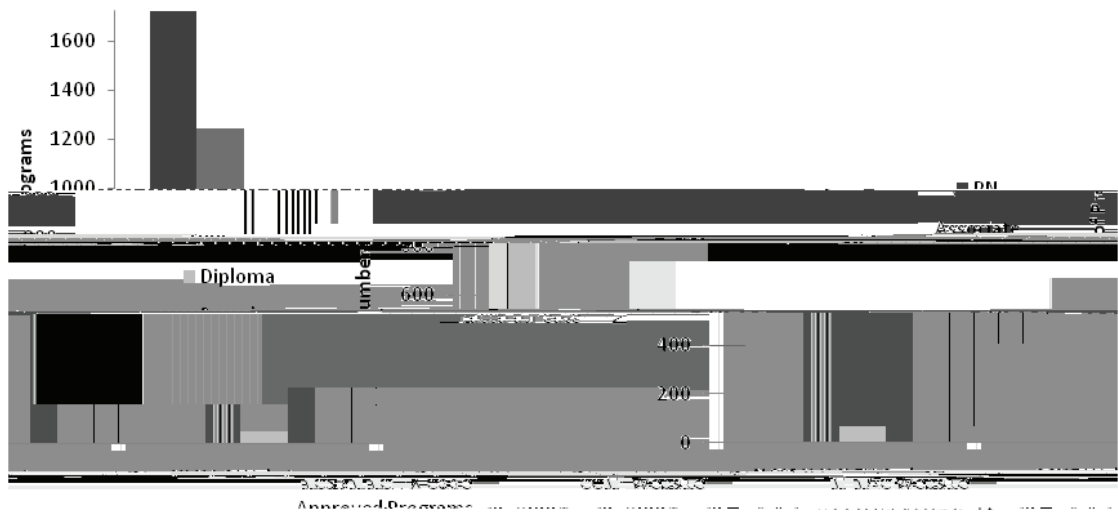
... meeting ...

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www.ncsbn.org

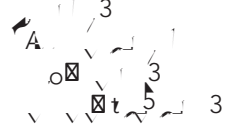
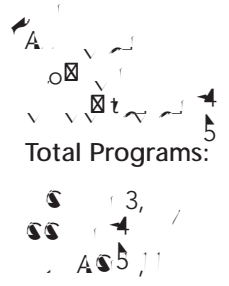
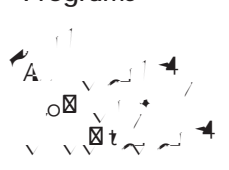
APPENDIX I: 2011 COMPARISON OF PRELICENSURE APPROVED AND ACCREDITED PROGRAMS



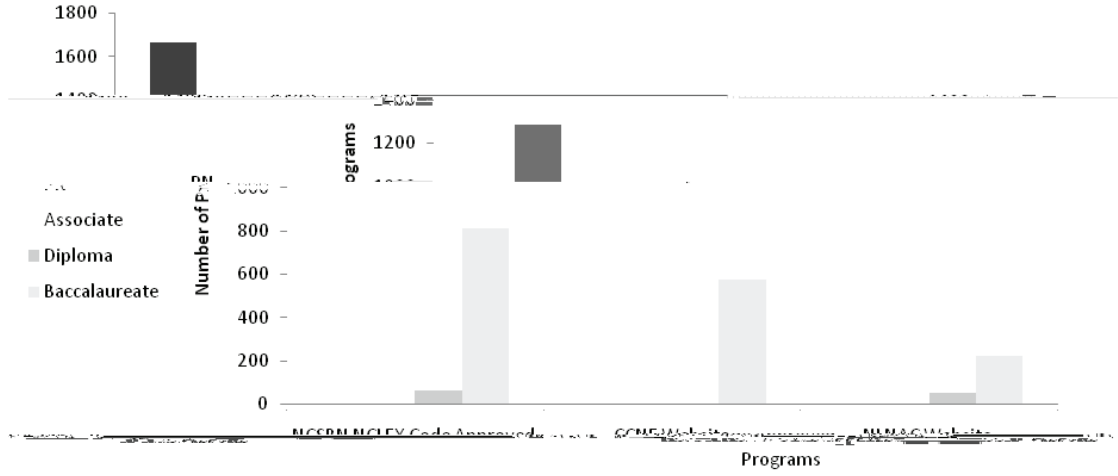
NCSBN NCLEX® Code Approved Programs

CCNE Website (2/2012)

NLNAC Website (2/2012)



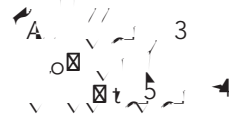
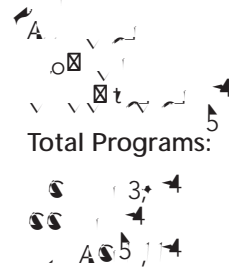
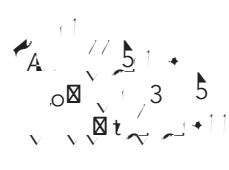
APPENDIX II: 2012 COMPARISON OF PRELICENSURE APPROVED AND ACCREDITED PROGRAMS



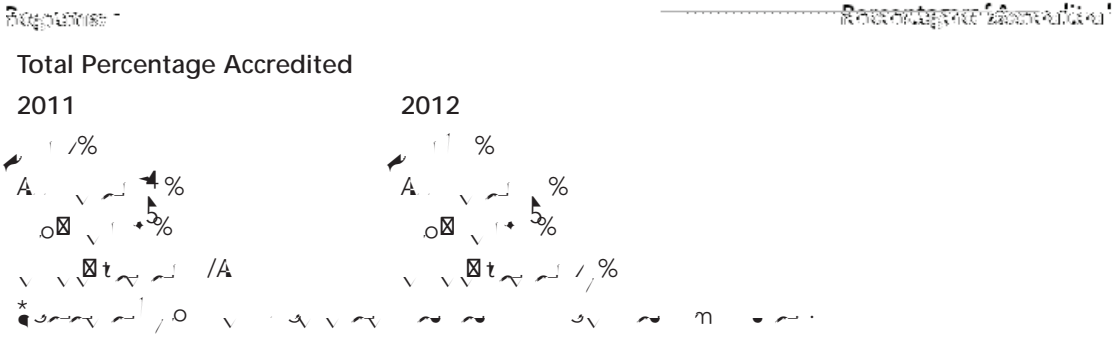
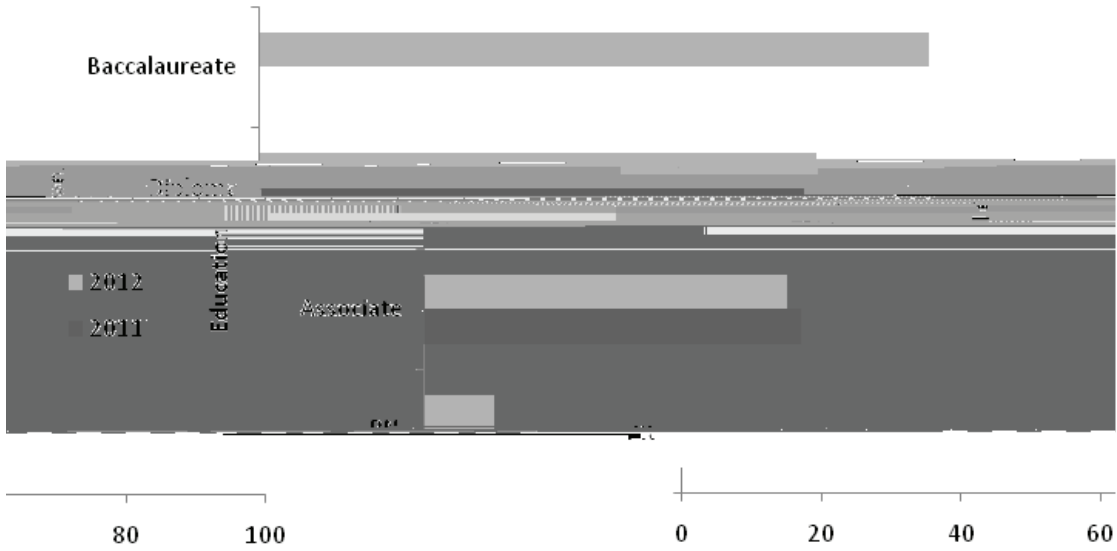
NCSBN NCLEX® Code Approved Programs

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 voluntary process, while BON approval is a mandatory process for all institutions. Accreditation is a peer-review process, while BON approval is a government process.

2. Accreditation is a continuous process, while BON approval is a one-time process. Accreditation requires regular self-studies and external reviews, while BON approval requires a one-time self-study and external review.

3. Accreditation is a national process, while BON approval is a state process. Accreditation is recognized by all states, while BON approval is only recognized by the state of North Carolina.

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APPENDIX V: REQUIRING NATIONAL NURSING ACCREDITATION: STRATEGIES FOR BON

[Faint, illegible text]

[Faint, illegible text]

1. *[Faint, illegible text]*

2. *[Faint, illegible text]*

3. *[Faint, illegible text]*

4. *[Faint, illegible text]*

APPENDIX VI: GUIDELINES FOR JOINT PRELICENSURE NURSING PROGRAM VISITS

Introduction:

The purpose of this document is to provide a framework for the joint prelicensure nursing program visits. The document is intended to be used as a guide for the visiting team and the program being visited. The document is organized into several sections: Introduction, Background, and the specific areas of focus for the visit. The document is intended to be used as a guide for the visiting team and the program being visited. The document is organized into several sections: Introduction, Background, and the specific areas of focus for the visit.

Background

The background of the nursing profession is a complex and ever-evolving one. The profession has grown significantly in size and scope over the past several decades. The background of the nursing profession is a complex and ever-evolving one. The profession has grown significantly in size and scope over the past several decades. The background of the nursing profession is a complex and ever-evolving one. The profession has grown significantly in size and scope over the past several decades.

... 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 of Teacher Education (NCATE).

APPENDIX VII: OVERVIEW OF THE CCNE ACCREDITATION PROCESS

Scope: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Purpose: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

General Process: Accreditation is a process that involves the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Annual Report

Self-study

Continuous Improvement Progress Report (CIPR)

Substantive Change Notification

Monitoring Process

Monitoring Process: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Reports: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Action Letter: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Annual Reports: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Continuous Improvement Progress Reports (CIPR): The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Self-study: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Special Reports: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Substantive Change Notification: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Team Reports: The Commission on Accreditation and Quality Improvement (CAQI) is the accrediting body for the Commission on Accreditation and Quality Improvement (CAQI) and the National Commission on Accreditation of Teacher Education (NCATE).

Systematic Review of Standards

- 1. The standards are based on the most current research and best practices in the field.
- 2. The standards are aligned with the state's educational goals and objectives.
- 3. The standards are developed by a diverse group of stakeholders, including educators, parents, and the community.
- 4. The standards are reviewed and updated regularly to reflect changes in the field.
- 5. The standards are implemented in a way that is equitable and effective for all students.

References

- 1. American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- 2. American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- 3. American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

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

The following information is provided to demonstrate compliance with the U.S. Department of Education standards:

Student achievement must:

- 1. Demonstrate growth in learning and achievement.
- 2. Meet or exceed state and national standards.
- 3. Show improvement in skills and knowledge.
- 4. Participate in meaningful learning experiences.
- 5. Demonstrate proficiency in all areas of learning.

Curriculum is developed, implemented and revised to:

- 1. Meet the needs of all students.
- 2. Be aligned with state and national standards.
- 3. Be reviewed and updated regularly.
- 4. Be implemented in a way that is effective and equitable.
- 5. Be revised based on student achievement data.

Faculty members are:

- 1. Highly qualified and experienced.
- 2. Engaged in ongoing professional development.
- 3. Collaborative and supportive.
- 4. Committed to student success.
- 5. Effective in their teaching practices.

Facilities: The school provides a safe and secure learning environment with modern facilities and resources.

Fiscal and Administrative Capacity: The school has sufficient resources and administrative support to ensure high-quality education.

The chief nurse administrator:

- 1. Is highly qualified and experienced.
- 2. Has a strong background in nursing and education.
- 3. Is committed to student health and safety.
- 4. Collaborates with faculty and staff.
- 5. Ensures compliance with all regulations.

Student Support: A...

Recruiting/Admissions/Grading: ...

