

California Association of Colleges of Nursing

**California Board of Registered Nursing (BRN) Approval and
Commission of Collegiate Nursing Education (CCNE) Accreditation
Joint Process Task Force Report**

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Documents presented/to be posted on CACN website

1. Summary and rationale
2. Crosswalk exemplar: BRN, CCNE, and WASC standards with exemplar using Biola University Program Evaluation Plan
3. Comparison Crosswalk: BRN to CCNE Standards and With Indicators, Evidence, and Elaboration Requirements

Summary and rationale:

1. The National Council of State Boards of Nursing (2012) has called for all prelicensure programs to have national accreditation by 2020. The Institute of Medicine (IOM) (2011) has called for 80% of all nurses to have a Bachelor of Science in Nursing (BSN) or higher degree by 2020. CCNE awards accreditation to BSN and higher degree programs only. CACN’s standard is for BSN or higher entry into nursing. Therefore, the Task Force document addresses a relationship between the BRN and CCNE accreditation.
2. The NCSBN (2012) states that CCNE and BRNs have the common goal “to graduate competent and safe nurses who are prepared to enter practice”. The NCSBN believes that by CCNE and the BRN working collaboratively, public protection can be reached through “shared goals, policy and guidelines, required accreditation, joint visits, seamless academic progression, and monitor[ing] [of] outcomes/measures of effectiveness”.

California BRN	CCNE
2708.1 Protection of the public shall be the highest priority for the BRN in exercising its licensing, regulatory, and disciplinary functions. (BRN, 2013)	Accreditation by CCNE is intended to accomplish at least five general purposes: 1. To hold programs to accountable to the community of interest- the nursing profession, consumers, employers, higher education, students and their families, nurse residents. 3. To assess the extent to which a nursing program meets accreditation standards. 5. To foster continuing improvement in nursing programs-and thereby, in professional practice. (CCNE, 2013).

3. CCNE does not require a specific self-study format (CCNE, 2013b, p. 8)so this will assist in combining the BRN and CCNE into one document. Specific differences between BRN and CCNE accreditation criteria need to be addressed when writing a self-study narrative and when providing and labeling appendices and exhibits. Programs will need to refer to specific expectations of each agency and clearly direct each group of reviewers to where each will find their required documentation. In many cases, the documentation is the same. Theoretical differences as stated by the NCSBN (2012) are:

1. The missions of national nursing accreditations and BONs approval differ. Accreditors assess quality and continuous quality improvement and program effectiveness while BONs, with their mission of public protection, evaluate and enforce standards.

2. BONs are strategically positioned to assure that all of these programs meet standards. BONs are particularly in close touch with developing programs.
3. BONs, by virtue of being state/jurisdiction-based, have the unique opportunity of being able to understand the nursing education issues in that specific jurisdiction, as compared to national accreditors.
4. National nursing accreditors do not have statutory authority to close nursing programs that don't meet standards, while BONs have this legal authority over nursing programs.
5. BONs are seeing increased numbers of new programs and routinely investigate fraudulent nursing programs, working closely with state agencies to issue cease and desist orders.
6. A BON's oversight of nursing education programs serves the public's best interest by curtailing programs that are shown to have high attrition and/or licensure exam failure rates.
7. BONs may share information about fraudulent programs through conference calls and webinars, and are able to communicate with each other about questionable programs through NCSBN's members-only, Web-based program, the Falsified Identity Tracking System (FITS). www.ncsbn.org 9
8. If there are sufficient grounds, BONs can act right away when there are problems with nursing programs. The national nursing accrediting agencies are reliant on their boards' of directors meeting twice a year to take action and therefore cannot act so quickly.

With the differences in mind, we do support the BRN direct control of any program/institution wishing to enter and/or establish a BSN or higher nursing program in California, whether such program/institution holds CCNE accreditation or not. The recommendation for a joint self-study and evaluation process would apply only to those California programs with established BRN approval.

4. Due to the dynamic influence and emerging standards of the Department of Education and regional institution accrediting bodies, the crosswalk includes the standards of the Western Association of Schools and Colleges Senior Colleges and Universities Commission (WASC) (2013). It anticipated that awareness and comparison of the WASC standards will assist the program leadership in documenting and evaluating how the nursing program contributes in meeting institutional accreditation standards.
5. Biola University program evaluation criteria statements are presented only as an exemplar. Individual program criteria, expected outcomes, benchmarks, timelines, and responsible parties would be substituted. As stated above, narratives in self-studies would provide the necessary data and analysis to validate how each criteria has been met and guide the BRN and CCNE reviewers to critical appendices and/or exhibits as required for specific agency documentation and validation.

References:

- Board of Registered Nursing (2013a). *California Nursing Practice Act, 2014 Ed.* USA: Matthew Bender & Company.
- _____(2013b). *Criteria and Guidelines for Self-Study.* California: Board of Registered Nursing.
- _____(2013c). *Consultant Approval Report for Continuing Approval Review.* California: Board of Registered Nursing.
- Commission of Collegiate Nursing Education (2013a). *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs.* USA: Commission of Collegiate Nursing Education.
- _____(2013b). *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs.* USA: Commission of Collegiate Nursing Education.
- Institute of Medicine of the Academies (2011). *The Future of Nursing: Leading Change, Advancing Health.* USA: Institute of Medicine.
- National Council of State Boards of Nursing (NCSBN) (2012). *A preferred future for prelicensure program approval: Part II. Strategies for moving forward.* NCSBN.org
- Western Association of Schools and Colleges (2013). *Handbook of Accreditation.* USA: Western Association of Schools and Colleges.