



ACCREDITATION MANUAL

Glossary

GLOSSARY

Academically Qualified – See *Qualified, Academically*

Accreditation – See *Credentialing*

Administrative Capacity – The actual capabilities and resources available to the governing organization and nursing education unit that directly support the mission and purpose of the governing organization and the mission and purpose of a nursing education unit in the achievement of a nursing program’s end-of-program student learning outcomes and program outcomes.

Advanced Practice Registered Nurse (APRN) – A clinical nurse specialist, nurse practitioner, certified registered nurse anesthetist, or certified nurse midwife.

Alternative Methods of Delivery – Methods of delivering a nursing program, a nursing program option, and/or a nursing course that differ from traditional in-person/in-a-classroom instructional methods, including a variety of non-traditional means of student-faculty interaction, length required for a nursing program of study, and/or varying intervals of class and/or clinical schedules. Examples include, but are not limited to, instructional television (ITV), DVD/podcast learning packages, and online delivery. See distance education definitions below.

Approval – See *Credentialing*

Branch Campus – A location of an institution that is geographically separate from and independent of the main campus of the institution. A location is independent of the main campus if the location:

- is permanent in nature;
- offers courses in educational nursing programs leading to a degree, certificate, or other recognized educational credential;
- has its own faculty and administrative or supervisory organization; and
- has its own budgetary and hiring authority.

Candidate Status/Candidacy – Candidate status is granted after a review of the potential of a nursing program to achieve ACEN accreditation. Candidacy does not constitute pre-accreditation as defined by the U.S. Department of Education. See the ACEN Accreditation Manual – Section I General Information for additional information regarding the candidacy process.

Certification – See *Credentialing*

Chief Executive Officer (CEO) – The official who has the primary responsibility of carrying out the mission and purpose of the governing organization. In some circumstances there may be an overall governing organization CEO and a campus CEO (e.g., a chancellor of the overall institution and a president of a campus).

Clinical/Practicum Learning Experiences – Direct hands-on, planned learning activities with patients across the lifespan, interaction with the interprofessional team, and interaction with the patient’s family and friends that are sufficient and appropriate to achieve the end-of-

program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by qualified faculty who provide feedback to students in support of their learning.

Closing Report – A written plan developed by a governing organization/nursing education unit that provides for the equitable treatment of students if a governing organization/nursing education unit, or a nursing program location that provides 50% or more of a nursing program, ceases to operate before all students have completed their nursing program of study. The Closing Report may include, if required by the governing organization’s accrediting agency, a teach-out agreement between governing organizations/nursing education units. This applies to the closure of a governing organization, an off-campus instructional site, a branch campus, or a nursing program. The Closing Report requires ACEN approval in advance of implementation. See ACEN Policy #16 Program Closing for additional information and the procedures that must be followed.

Communities of Interest – A group of people that influence nursing program processes, decision-making of a nursing education unit, the end-of-program student learning outcomes, and the program outcomes of a nursing program. Examples include, but are not limited to, students, graduates, healthcare employer representatives, governing organization representatives, state regulatory agency representatives, and members of the public.

Competent – having the necessary and sufficient ability, knowledge, skill, and experience to do something successfully and/or achieve a purpose.

Complaints and Grievances – A formal allegation against a nursing program, typically expressed as a written, signed statement. A grievance is a wrong or hardship suffered that is the grounds for a complaint; the formal expression of a grievance is a complaint. A nursing education unit’s record of student complaints must include all complaints filed since initial accreditation or reaccreditation, whichever was the last accreditation site visit.

Contractual Agreement – Typically, one in which a nursing program enters an agreement for receipt of courses or portions of courses (e.g., general education courses, clinical training internships) delivered by another institution or service provider.

Consortia Relationship – Typically one in which two (2) or more governing organizations/nursing education units share the responsibility of developing and delivering nursing courses or a nursing program, in whole or part. This does not include clinical agreements for student learning experiences required by a nursing program. See ACEN Policy #30 Agreement for Education-Related Component from an External Source for additional information and the procedures that must be followed.

Contemporary Nursing Practice – Professional nursing knowledge, skills, and behaviors that are based on current research and professional standards of the present time.

Core Values – Those beliefs or ideals that form the foundation for the work of a governing organization and/or nursing education unit.

Credentialing

Accreditation – Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.

Approval – The term generally referred to by most state regulatory agencies for nursing to describe authorization of nursing education programs meeting minimal standards as defined in the state nurse practice act and/or rules and regulations.

Certification – The process by which an organization, association, voluntary agency, or state regulatory agency grants recognition that an individual possesses predetermined knowledge and/or skills specified for practice in an area of specialization.

Licensure – The process by which a governmental agency gives affirmation to the public that the individuals engaged in an occupation or profession have minimal education, qualifications, and competence necessary to practice in a safe manner.

Criteria – Statements that identify the elements that need to be examined in evaluation of a standard.

Currently Enrolled – In reference to a nurse administrator or nursing faculty member, continuously enrolled as a graduate student in good standing and successfully completing a minimum of six (6) to nine (9) semester credits per calendar year until the graduate degree is earned.

Curriculum Integrity – Demonstration of the soundness of a nursing program of study that develops from the mission/philosophy in an organized manner across a sequence of courses. The mission/philosophy and selected professional standards, guidelines, and competencies result in the faculty identifying end-of-program student learning outcomes that are specific and measurable and progress throughout the curriculum. The end-of-program student learning outcomes organize the curriculum, guide the delivery of instruction, direct learning activities, and are used to evaluate students.

Default Rate – The rate of student borrowers who fail to remain current on their loans.

Delivery Formats – Methods used to transfer knowledge, skills, and behavior from a faculty member to a student. Methods include, but are not limited to, traditional in-person/in-a-classroom techniques (e.g., lecture and “flipped classroom”) and the use of synchronous and asynchronous technologies (e.g., online and simulation).

Distance Education

See ACEN Policy #15 Distance Education for additional information and the procedures that must be followed.

Asynchronous Learning – Learning and instruction that do not occur in the same place or at the same time.

Distance Education – An educational process in which the majority of the instruction occurs when a student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ audio, video, and/or computer technologies and includes technology that is used to support regular and substantive interactions between the instructor and the students.

Distance Technology – Instructional methods that may include one-way or two-way transmissions, audio, video, the Internet, and/or computer technologies.

Hybrid/Blended Nursing Course – A nursing course whose content is delivered both in person/in a classroom and via distance education; 1% to 49% of the traditional in-person/in-a-classroom time is replaced with work via distance education, typically delivered asynchronously. The component delivered via distance education includes learning activities that reduce the time traditionally spent in the in-person/in-a-classroom component.

Hybrid/Blended Nursing Program – A nursing program is delivered both in person/in a classroom and via distance education; 1% to 49% of the credit hours or 1% to 49% of the clock hours of the nursing courses are delivered in person/in a classroom, and the remaining credit hours or clock hours are delivered via distance education, typically delivered asynchronously. The component delivered via distance education includes learning activities that reduce the time traditionally spent in the in-person/in-a-classroom component.

Online/Internet Nursing Course – A form of distance education whereby 50% to 100% of the nursing course content is delivered primarily online and asynchronously.

Online Nursing Program – A form of distance education whereby 50% to 100% of the credit hours or 50% to 100% of the clock hours of the nursing courses are delivered primarily online and asynchronously.

Synchronous Learning – Learning and instruction that occur at the same time and in the same place.

Diversity Concepts – Knowledge about persons, communities, regions, countries, cultures, and ethnicities other than one's own.

Due Process – A disciplined, analytical decision-making procedure in which relevant standards are applied by a properly constituted and authorized body using a method that is based on published rules of procedure and is free of improper influence.

Evidence-Based – Actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research.

Exclusive Faculty – See *Faculty*

Expected Level of Achievement – A measurable index that reflects a desired outcome.

Experientially Qualified – See *Qualified, Experientially*

Faculty, Non-Nursing – Non-nurses who teach and evaluate nursing students, are academically qualified, and are **assigned to teach a nursing course** such as a dietician, pharmacologist, or physiologist. Non-nurse faculty are not faculty members that teach general education courses. Non-nurse faculty are not guest speakers/invited presenters that teach selected topics in a nursing course.

Faculty, Nursing – Nurses who teach and evaluate nursing students, are academically qualified, and have experience in the content areas in which they teach. See definition of Nurse Administrator and Nursing Program Coordinator.

Full-time Faculty – Persons who teach and/or evaluate nursing students, have a full-time faculty employment status at the governing organization, and whose current primary workload responsibilities are teaching and/or evaluating students in a nursing program.

Part-time Faculty – Persons who teach and/or evaluate nursing students, have a faculty appointment that is less than a full-time status at the governing organization, and whose current primary workload responsibilities are teaching and/or evaluating students in a nursing program.

Exclusive Faculty – Persons who teach and/or evaluate nursing students in only one (1) nursing program within a nursing education unit, whether having a full-time or part-time employment status at the governing organization.

Shared Faculty – Persons who teach and/or evaluate nursing students in more than one (1) program within a nursing education unit or program/ department, whether having a full-time or part-time employment status at the governing organization.

Faculty Development – Activities that facilitate faculty maintenance or enhancement of expertise. Examples include, but are not limited to, certification, continuing education, formal advanced education, clinical practice, research, publications, and other scholarly activities.

Faculty Workload – Percentages of time that reflect the manner in which the governing organization and/or nursing education unit characterizes, structures, and documents the nature of faculty members' teaching and non-teaching responsibilities. Workload duties include, but are not limited to, teaching, advisement, administration, committee activity, service, practice, research, and other scholarly activities.

Full-time Faculty – See *Faculty*

Gatekeeper – A person or agency that is responsible for monitoring an institution's compliance with the Higher Education Reauthorization Act Title IV.

Geographic Region – In reference to the substantive change process, an area serving the same/similar population of students and communities as the original/main location of a nursing program, an off-campus instructional site, or a branch campus. See ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed.

Geographically Separate – An off-campus instructional site or branch campus that is located physically apart from the main campus of the governing organization.

Good Cause – Sufficient grounds to extend the accreditation at the conclusion of a nursing program’s maximum monitoring period, which results in Continuing Accreditation with Warning for Good Cause. A nursing program’s accreditation can be extended for good cause if a nursing program satisfies all of the principles for good cause. See ACEN Policy #4 Types of Commission Actions on Applications for Accreditation for additional information and the procedures that must be followed.

Governing Organization – The institution with overall responsibility and authority for a nursing education unit and a nursing program (e.g., university, college, hospital/medical center, career center).

Graduate Degree – A master’s degree or doctoral degree.

Inactivation of a Nursing Program: A period of time during wherein no new students are admitted into a nursing program; therefore, there will be no graduates from the nursing program for an intervening period of time.

A nursing education unit may inactivate a nursing program for a limited period of time per the schedule below:

Type of Program	Length of Time Program May be Inactive
Practical	Up to one (1) calendar year after the last graduate completes the nursing program
Diploma	Up to two (2) calendar years after the last graduate completes the nursing program
Associate	Up to one (1) calendar year after the last graduate completes the nursing program
Baccalaureate	Up to two (2) calendar years after the last graduate completes the nursing program
Master’s	Up to one (1) calendar year after the last graduate completes the nursing program
Doctorate of Nursing Practice	Up to one (1) calendar year after the last graduate completes the nursing program
Post-Master’s Certificate	Due to program length, inactivation is not applicable; nursing program must be in continuous operation or close

If a nursing education unit does not reactivate a nursing program within the period of time specified in the table above, then the nursing program is considered closed and removed from the list of accredited programs. To restart the nursing program, the nursing education unit must reapply for accreditation with ACEN.

Inactivation of an Off-Campus Instructional Site – A period of time during which a nursing education unit does not offer 1) a nursing program and the nursing courses for the nursing program or 2) a nursing program option and the nursing courses for the nursing program option at an approved off-campus instructional site for five (5) academic years. See

ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed.

Information Literacy – The ability to identify what information is needed for a specific purpose and to access, evaluate, and use all forms of information in achieving that goal.

Instructional Technology – The method(s) and delivery system(s) used by faculty to convey course content to students.

Interprofessional – Sharing of information among two (2) or more healthcare professionals working together as a team with a common purpose and mutual respect.

Job Placement Rate – Percentage of graduates employed in a position for which a nursing program prepared them.

Laboratory Personnel – Non-faculty persons who work in an on-campus skills/simulation laboratory with specified expertise that supports and/or facilitates student learning experiences.

Laboratory personnel with teaching and/or evaluating responsibilities in an on-campus skills/simulation laboratory must hold educational and experiential qualifications as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified for assigned responsibilities. In the absence of requirements set by the state and/or the governing organization's accrediting agency, the governing organization must set appropriate educational and experiential qualifications for assigned responsibilities in the on-campus skills/simulation laboratory.

Letter of Notification – A letter from the nurse administrator of a nursing program, or his/her designee, to the ACEN Chief Executive Officer summarizing a substantive change and pertinent information thereto appertaining. See ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed.

Licensure – See *Credentialing*

Location – Sites where a nursing program is delivered, in whole or part, including the main location, off-campus instructional site(s), and branch campus(es). See ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed when adding or closing an additional location. See *Branch Campus/Off-Campus Instructional Site*.

Mission/Philosophy – The governing organization and/or nursing education unit statement that designates fundamental beliefs and characteristics and provides guidance and direction for a nursing program(s) and services offered.

Nurse Administrator – The individual with responsibility and authority for the administrative and instructional activities of a nursing education unit and nursing program(s) within the governing organization (e.g., dean, chairperson, director). The ACEN does not consider the nurse administrator a faculty member regardless of the teaching responsibilities or classification by the governing organization.

Nursing Program Coordinator – A person(s) assigned a range of administrative/coordinating responsibilities to assist the nurse administrator in the fulfillment of the goals of the nursing education unit and achieving a nursing program’s end-of-program student learning outcomes and program outcomes. If a person’s workload of assigned administrative/coordinating responsibilities are 51% or greater, the ACEN does not consider this person a faculty member regardless of teaching responsibilities and classification by the governing organization.

Note: Governing organizations use a variety of terms to describe individuals that act in an administrative/coordinating capacity. Such titles include but are not limited to clinical coordinator, skills laboratory coordinator, simulation coordinator, associate nursing director, etc.

Single Nursing Education Unit – A unit within a governing organization that offers one (1) or more nursing programs; all nursing programs within a nursing education unit must be administered by a single individual with the responsibility and authority for all nursing programs. If a governing organization elects to have a different nurse administrator for one (1) or more nursing programs, then each nursing program with a different nurse administrator is a separate nursing education unit. The ACEN retains the right to determine whether a nursing education unit is a single nursing education unit.

Single Nursing Program – Determination of whether a nursing program is a single nursing program offered at different sites or actually multiple nursing programs depends on several factors as described below.

Method of Delivery

1. **Face-to-Face Mode of Delivery:** When 50% or more of the didactic component of a nursing program is offered in a traditional in-person/in-a-classroom mode of delivery and when 50% or more of the laboratory component (when applicable) of a nursing program is offered in a traditional in-person/in-a-laboratory mode of delivery, the nursing program and all locations where the nursing program is offered must be in the same state and under the jurisdiction of the same state regulatory agency for nursing. The ACEN retains the right to determine whether a nursing program is a single nursing program and whether a location at which a nursing program is offered must hold separate accreditation.
2. **Distance Education Mode of Delivery:** When 50% or more of the didactic component of a nursing program is offered through a distance education mode of delivery, it is possible for the nursing program and all locations where the nursing program is offered to be in the same state or in different states, and under the same or different state regulatory agency. If two (2) or more state regulatory agencies are involved, the nursing program must meet all the requirements set by each state regulatory agency for the nursing program (See definition of “the state”). The ACEN retains the right to determine whether a nursing program is a single nursing program and whether a location at which a nursing program is offered must hold separate accreditation.

A nursing program is a single nursing program when all of the following criteria are met:

- The nursing program is within a single governing organization that is accredited through an institutional accrediting agency recognized by the ACEN.
- The nursing program is located only on a governing organization's main campus and/or off-campus instructional site(s).
- A single degree, certificate, or diploma is awarded from the same governing organization to students who successfully complete the nursing program.
- There is a single NCSBN number for the nursing program offered by the single governing organization.
- There is one (1) nursing program of study for each nursing program option offered by the single governing organization.
- There is one (1) set of end-of program student learning outcomes and program outcomes utilized for the nursing program offered by the single governing organization.
- There is a systematic evaluation plan in place that addresses the end-of program student learning outcomes and program outcomes for the nursing program offered by the single governing organization.
- There is one (1) nurse administrator for the nursing program.
 - The nurse administrator must have continuous, active, daily, and personal responsibility and authority at all locations for the nursing program.
 - The nurse administrator must continually have adequate time and resources on a daily basis at all locations to administer the nursing program.
 - The nurse administrator must oversee the daily governing organization, nursing education unit, and nursing program matters such as, but not limited to, personnel matters, student matters, curricular matters, and resources matters.
- All nursing program and nursing education unit personnel at all locations must report to the nurse administrator.
- There is one (1) group of faculty members for the nursing program that continually function as a faculty of the whole on a daily basis within a set of established faculty policies through their organization and decision-making processes and continually have input into the curriculum development, delivery, and evaluation.
- There is a single set of policies governing all nursing students enrolled in the nursing program that is established by a single governing organization and a single nursing education unit.

The ACEN retains the right to determine whether a nursing program is a single nursing program and whether a location at which a nursing program is offered must hold separate accreditation.

Nursing Program Length – Total number of credit/quarter/clock hours required to complete the defined nursing program of study allocated over a specific number of academic terms (semester/trimester/quarter); the nursing program of study is inclusive of all prerequisite courses, general education courses, and nursing courses required.

Note: For undergraduate nursing programs, if first aid certification, cardiopulmonary resuscitation (CPR) certification, being a certified nursing assistant (CNA), or being a medical assistant (MA) is/are required pre-requisite(s) for admission, these requirements/courses do not count toward the total number of credit/quarter/clock hours for the defined nursing program of study, whether these requirements/courses are credit or non-credit. All other credit courses that are required pre-requisites and/or requirements for admission (e.g., general biology, medical terminology) do count toward the total number of credit/quarter/clock hours.

When first aid, CPR, and CNA certification are part of the defined nursing program of study or taken as elective courses that are part of the defined nursing program of study, these courses count toward the total number of credit/quarter/clock hours.

Nursing Program Option – Model of delivery designed for a subset of students within a nursing program. Nursing program options include, but are not limited to, pre-licensure options, post-licensure completion options, bridge options, traditional options, accelerated options, evening/weekend options, and specialized concentrations/tracks. See ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed when adding or closing a nursing program option.

Nursing Program Type – The clinical doctorate, master’s and post-master’s, baccalaureate, associate, diploma, and practical curriculum offered by a governing organization that leads to the awarding of a degree, diploma, or certificate.

Off-Campus Instructional Site – Any location that is physically apart from the main campus of the institution where a nursing program is offered, in whole or part. See definition of Branch Campus, which is not an off-campus instructional site. See ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed when adding or closing an off-campus instructional site.

Outcome – A statement that reflects the achievement of an identified goal.

Course Student Learning Outcomes/Course Objectives – Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.

Course student learning outcomes/course objectives

- must be aligned and linked to the end-of-program student learning outcomes;
- should have a single, measurable action;
- support students’ achievement of the end-of-program student learning outcomes and program outcomes;
- typically progress from “simple” to “complex” as students advance through the nursing program of study; and
- organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, selection of practice learning environments, etc.

Program Outcomes – Measurable indicators that reflect the extent to which the purposes of the nursing program are achieved and by which nursing program effectiveness is documented.

The ACEN specifies and requires the assessment of the following nursing program outcomes: licensure examination pass rate, program completion rate, and job placement rate for undergraduate programs, and licensure examination pass rate and/or certification examination pass rate, program completion rate, and job placement rate for graduate programs. The assessment of additional program outcomes is the choice of the governing organization and nursing education unit. See ACEN Policy #29 Advertising and Recruitment of Students Reporting for publishing student achievement data and ACEN Guidelines for

Publishing Student Achievement Outcome Data for additional information and the procedures that must be followed.

End-of-Program Student Learning Outcomes – Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the nursing program regardless of the nursing program option. End-of-program student learning outcomes must be consistent with standards of contemporary nursing practice.

End-of-program student learning outcomes

- are driven by established professional standards, guidelines, and competencies
- provide the framework for all curricular matters
- represent the point of transition from being a student to being an entry-level practitioner for the chosen level of nursing education

Partnership – An agreement (formal relationship) between a nursing education unit/governing organization and an outside agent/agency to accomplish specific objectives and goals over a period of time. This does not include clinical agreements for student learning experiences required by the nursing program.

Part-time Faculty – See *Faculty*

Pass Rates

Certification Examination Pass Rates – Annual performance on the certification examination for all first-time test-takers during the same 12-month period.

Licensure Examination Pass Rates – Annual performance on the licensure examination for all first-time test-takers during the same 12-month period.

Post-Master’s Certificate (PMC) – A selected series of courses that are a subset of courses within a master’s program specific to one (1) area of practice (e.g., certificates in nursing administration, certificates in nursing education, certificate as a family nurse practitioner) that are taken after an individual is already credentialed with a master’s degree in nursing in a different specialty. See ACEN Policy #3 Eligibility for Accreditation for additional information and the procedures that must be followed.

Practice Learning Environments – Settings that facilitate students’ application of knowledge, skills, and behaviors in the care of patients and support the end-of-program student learning outcomes and program outcomes. Settings include, but are not limited to, acute-care and specialty hospitals, long-term care facilities, ambulatory care centers, physician offices, community and home health care, and on-campus laboratory with low-fidelity, moderate-fidelity, and high-fidelity simulation.

Practice Learning Experiences – Commonly known as “clinical/practicum” and held in settings that facilitate students’ applying knowledge, skills, and behaviors in the care of patients and support the end-of-program student learning outcomes and program outcomes.

Preceptor – An academically and experientially qualified person who has received formal training to function as a resource and role model for nursing students. When specified, preceptors must meet the stated requirements for the level of nursing education offered. Examples include, but are not limited to, requirements set by a state regulatory agency for nursing or requirements set by the governing organization/nursing education unit.

Prerequisite Course – A course that is required prior to enrolling in another course.

Note: For undergraduate nursing programs, if first aid certification, cardiopulmonary resuscitation (CPR) certification, being a certified nursing assistant (CNA), or being a medical assistant (MA) is/are required pre-requisite(s) for admission, these requirements/courses do not count toward the total number of credit/quarter/clock hours for the defined nursing program of study, whether these requirements/courses are credit or non-credit. All other credit courses that are required pre-requisite(s) and/or requirements for admission (e.g., general biology, medical terminology) do count toward the total number of credit/quarter/clock hours.

When first aid, CPR certification, and CNA certification are part of the defined nursing program of study or taken as elective courses that are part of the defined nursing program of study, these courses count toward the total number of credit/quarter/clock hours.

Professional Standards/Guidelines for Nursing Practice – A set of guidelines approved by a nationally recognized nursing organization for use in the development and evaluation of a nursing curriculum. The most recent version/edition of the standards/guidelines must be used. The standards/guidelines include, but are not limited to:

- Consensus Model for APRN Regulation (APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Group)
- Core Competencies for Interprofessional Collaborative Practice© (Interprofessional Education Collaborative)
- Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)
- Essentials of Baccalaureate, Master’s, and Doctoral Education (American Association of Colleges of Nursing)
- Health Professions Education: A Bridge to Quality© (Institute of Medicine)
- NLN Competencies for Graduates of Nursing Education Programs© (National League for Nursing)
- Nurse Practice Standards for the Licensed Practical/Vocational Nurse (National Federation of Licensed Practical Nurses)
- Nursing: Scope and Standards of Practice© (American Nurses Association)
- Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs (National Association for Practical Nurse Education and Services)
- Statement on Clinical Nurse Specialist Practice and Education© (National Association of Clinical Nurse Specialists)
- Quality and Safety Education for Nurses (QSEN) Competencies

Program Completion Rate – Percentage of students who graduate within a defined period of time. The definition used by the ACEN for a nursing program completion rate is the number of students who complete the program in no more than 150% of the stated nursing program length, beginning with enrollment in the first nursing course, which can vary based upon a nursing program option.

Program Outcomes – See *Outcomes*

Public – Any individual or group with an interest in but no direct responsibility for the development or delivery of a nursing program (e.g., clients/patients, non-nursing students, non-nursing faculty, healthcare providers, and citizens).

Published Documents – All written forms of communication distributed by a nursing program and/or governing organization, including paper and electronic sources intended to inform the public.

Qualified, Academically – Documented current or recent direct engagement in a significant manner in the teaching of nursing and/or research in nursing; faculty members and nurse administrators must hold all educational qualifications required by the governing organization, the state, and the governing organization's accrediting agency; nurse administrators must hold all educational qualifications required by the governing organization, the state, the governing organization's accrediting agency, and the ACEN.

Qualified, Experientially – Documented current or recent direct engagement in a significant manner in clinical nursing experiences for those whose role includes teaching; for those engaged in administration, documented current or recent direct engagement in a significant manner in administrative functions in nursing education; faculty members and nurse administrators must hold all experiential qualifications required by the governing organization, the state, and the governing organization's accrediting agency.

Reactivation of a Nursing Program – After a period of inactivity, the process of admitting new students into a nursing program. If a nursing education unit does not reactivate a nursing program within the period of time specified by the ACEN, the nursing program is considered closed and removed from the list of accredited nursing programs. For a deactivated nursing program to be reactivated, the nursing education unit must reapply for accreditation with the ACEN. See ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed to reactivate a nursing program.

Reactivation of an Off-Campus Instructional Site – After a period of inactivity, the process of offering 1) a nursing program and the nursing courses for the nursing program or 2) a nursing program option and the nursing courses for the nursing program option at an approved off-campus instructional site. If a nursing education unit does not reactivate the off-campus instructional site within five (5) academic years of no students being enrolled and no nursing courses being offered at the off-campus instructional site, then the nursing program must follow the substantive change process to reinstate the off-campus instructional site. See ACEN Policy #14 Reporting Substantive Changes for additional information and the procedures that must be followed to reactivate an off-campus instructional site.

Resources, Fiscal – The financial support required for securing the personnel, supplies, materials, equipment, and services necessary to ensure the achievement of the end-of-program student learning outcomes and program outcomes.

Resources, Learning – The materials, activities, and technologies that facilitate the development of students' knowledge, skills, and behaviors necessary to ensure the achievement of the end-of-program student learning outcomes and program outcomes.

Resources, Physical – Equipment, classrooms, laboratories, offices, and other common spaces used by the students enrolled in a nursing program and the faculty teaching the nursing courses that are necessary to ensure the achievement of the end-of-program student learning outcomes and program outcomes.

Role-Specific Professional Competencies – Expected, measurable levels of graduate performance that integrate knowledge, skills, and behaviors. Competencies may include, but are not limited to, specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the graduate.

Scholarship – Activities that facilitate the enhancement of a nursing faculty member’s expertise and support the achievement of the end-of-program student learning outcomes and program outcomes. These include, but are not limited to, application of knowledge, teaching, service, practice, and research.

Shared Faculty – *See Faculty*

Simulation

High-fidelity simulation: Practice learning experiences that incorporate a full-body computerized patient simulator, standardized patient, and virtual reality that mimics the patient’s responses to student’s actions.

Moderate-fidelity simulation: Practice learning experiences that incorporate a computerized patient simulator with basic physiologic functions such as computer-based self-directed learning systems.

Low-fidelity simulation: Practice learning experiences that utilize static mannequins or task-trainers for basic nursing skills.

Skills/Simulation Laboratory – An on-campus setting that is designed to look, feel, and/or function as a real-world practice learning environment, offering real-world practice learning experiences, which may include the use of low- fidelity, moderate-fidelity, and/or high-fidelity simulation equipment.

Staff – Non-faculty personnel who facilitate the attainment of the goals and outcomes of a nursing education unit, including clerical and other support persons.

Standard – Agreed-upon expectations to measure quantity, extent, value, and educational quality.

Sufficient – enough or adequate for the purpose of achieving the end-of-program student learning outcomes and program outcomes.

Sufficient Full-Time Faculty - Typically reflected by (1) the ratio of the number of full-time faculty to the total number of full-time and part-time nursing students enrolled in all the nursing courses required for a nursing program or programs; (2) the required full-time faculty workload; (3) the number of full-time faculty on overload and amount of overload for each full-time faculty member; and (4) non-teaching responsibilities required by the governing organization and/or nursing education unit. When specified, ratios must meet the state requirements for the level of

nursing education offered. Examples include, but are not limited to, ratios set by a state regulatory agency for nursing or ratios set by the governing organization/nursing education unit.

Sustainability of Resources – The capacity of the governing organization to continue financial, human, and physical resources at the current level.

Systematic Plan for Evaluation – A written document emphasizing the ongoing, comprehensive assessment of the end-of-program student learning outcomes and program outcomes. See Standard 6 in the ACEN Standards and Criteria for details.

Teach-Out Agreement – A written agreement between governing organizations/ nursing education units that provides for the equitable treatment of students and a reasonable opportunity for students to complete their nursing program of study if a governing organization/nursing education unit, or a nursing program location that provides 50% or more of a nursing program offered, ceases to operate before all enrolled students have completed their nursing program of study. This applies to the closure of a governing organization, an off-campus instructional site, a branch campus, or a nursing program. A teach-out agreement requires ACEN approval in advance of implementation. See ACEN Policy #16 Program Closing for additional information and the procedures that must be followed.

“The state” – An entity or entities that has/have jurisdiction over a governing organization and/or nursing program. Examples include but are not limited to a state regulatory agency for nursing, state education department, and state higher education system.

Title IV Gatekeeper – A person or agency that is responsible for monitoring an institution’s compliance with the Higher Education Reauthorization Act Title IV.

Welfare of Faculty and Staff – Policies affecting faculty and staff promulgated by the governing organization and nursing education unit, including, but not limited to, those related to non-discrimination, appointment, rank, grievance, promotion, rights and responsibilities, salaries/benefits, and workload.