

**Graduate Crosswalk Between ACEN Standards and Criteria
with Various Other Graduate Standards, Competencies, and Guidelines for APRN and Non-APRN Program Options**

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APRN Program Options

At the request of some graduate programs, information is being provided regarding select professional standards, guidelines, and competencies that are specific to APRN program options/tracks. APRN specialty organizations have addressed role-specific professional competencies as well as other aspects of a graduate nursing program (e.g., mission, stakeholders/communities of interest, faculty, students, resources, or outcomes).

For graduate nursing programs with APRN options, the faculty should still map the role-specific graduate competencies for each program option to the end-of-program student learning outcomes that apply to all program options (Criterion 4.1). Faculty should also pay attention to the certification examinations related to each program option. The curriculum of all APRN program options should be designed to facilitate the graduate's eligibility to sit for the certification examination (Criterion 4.1).

Some role-specific professional competencies may incorporate concepts such as information literacy or scholarship (Criterion 4.4), preparation to practice in a diverse environment (Criterion 4.5), research (Criterion 4.4 and Criterion 4.6) as well as interprofessional collaboration (Criterion 4.6). When this is applicable, the faculty should ensure that these concepts have been integrated throughout the program of study for the program option. For ACEN-accredited programs, regardless of the type(s) of program options, faculty should integrate the concepts of research, diversity, interprofessional collaboration, and current standards.

Graduate programs with APRN program options should also ensure that progression toward the achievement of role-specific professional competencies are assessed throughout the curriculum (Criterion 4.7) as well as the extent of actual achievement at or near the end of the program (Criterion 6.1). By mapping the role-specific professional competencies to the end-of-program student learning outcomes, a single set of data may be able to verify achievement of both.

ACEN Standards and Criteria	NTF Guidelines (2016)	Standards for Accreditation of Nurse Anesthesia Educational Programs (COA – 2019)	Accreditation Commission for Midwifery Education (ACME- 2020)	NACNS Statement on CNS Practice and Education (2019)
Standard I Mission & Administrative Capacity				
Criterion I.1		A1	Criterion IC, Criterion ID, Criterion II, Criterion IVA, Criterion IVB, Criterion IVC, Criterion VIA, Criterion VIE, Criterion VIF, Criterion VIG	Criterion I-1, Criterion I-2
Criterion I.2		A2, A5, A7	Criterion IIIM, Criterion IIIN, Criterion IIIN	
Criterion I.3		A7	Criterion VIB	
Criterion I.4		A3		
Criterion I.5	I.A, I.B	B1, B2, B3	Criterion IJ	Criterion I-3
Criterion I.6		B1, B2, B3	Criterion IJ	Criterion I-3
Criterion I.7	I.A, I.B	A6, B1, B2, B3, B4, B9, B10, B11, B12, B13, F3	Criterion IJ, Criterion IK	
Criterion I.8		A6, B4, B8	Criterion IJ, Criterion IK	
Criterion I.9		A8, A9, B7	Criterion IF, Criterion IIA, Criterion II I, Criterion IIQ, Criterion IIS, Criterion IIT	
Criterion I.10			Criterion I H	

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Standard 2 Faculty and Staff				
Criterion 2.1	I.A, I.B, V.A.2, V.B	B14, B15, B16, B17, B18, B19, B20, F5, F8	Criterion IIC, Criterion IID, Criterion IIE, Criterion IIF, Criterion IIG, Criterion IIO, Criterion IIV	Criterion 2-1a; Criterion 2-1b
Criterion 2.2	I.A, I.B, V.A.2, V.B	B14, B15, B16, B17, B18, B19, B20, F5, F8	Criterion IIC, Criterion IID, Criterion IIE, Criterion IIF, Criterion IIG, Criterion IIO, Criterion IIU, Criterion IIV	Criterion 2-1a; Criterion 2-1b
Criterion 2.3	V.B	B20		
Criterion 2.4	IV.B.3, IV.B.3a, IV.B.3b, IV.3.c, VI.A.7	F5, F8	Criterion IIU, Criterion IIV, Criterion VIK	Criterion 2-4; Criterion 2-5; Criterion 2-6; Criterion 2-7; Criterion 5-1; Criterion 5-6
Criterion 2.5	IV.B.1, V.A.1	A8, A10.4, F7	Criterion VA	Criterion 2-3; Criterion 2-4
Criterion 2.6	I.C, V.A.1, V.A.2, V.A.3, V.B	A9, B17, H1.3.3	Criterion IG, Criterion IIN, Criterion IIO	Criterion 2-2; Criterion 2-9
Criterion 2.7		A10.5	Criterion VB	
Criterion 2.8				
Criterion 2.9	VI.A.2	H1.2.2, H1.2.4, H1.2.5, H1.2.6, H1.3.3	Criterion IIK, Criterion IIP, Criterion IIR, Criterion VIJ, Criterion VIK	Criterion 5-5
Criterion 2.10	V.A.3	B17, H1.3.1	Criterion IG, Criterion IIN	Criterion 2-9; Criterion 5-1

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Standard 3 Students				
Criterion 3.1	II.A, II.B	C1, C2.1, C2.2, C2.3, C3.C5, G4, G5, G6, G8	Criterion IH, Criterion IN, Criterion IIB, Criterion IIIA, Criterion IIIB, Criterion IIIE, Criterion IVG, Criterion IVH, Criterion IVI, Criterion VIL	Criterion 3-3
Criterion 3.2		G2, G3.1, G3.2, G3.3, G3.4.1, G3.4.2, G3.4.3	Criterion IL, Criterion IM, Criterion IO, Criterion IIIC, Criterion IIID, Criterion IIIE	
Criterion 3.3				
Criterion 3.4	IV.A	A10.6, H1.2.8.1, H1.2.8.2,	Criterion IIIF, Criterion IIIG, Criterion IIIH, Criterion IIIR, Criterion VIB, Criterion VE	Criterion 2-10a; Criterion 5-1
Criterion 3.5	III.C.2	G1		
Criterion 3.6		A13		
Criterion 3.7		G7	Criterion IIIO	
Criterion 3.8		H1.2.8.1, H1.2.8.2		
Criterion 3.9		H1.2.8.1, H1.2.8.2	Criterion IVT	

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Standard 4 Curriculum				
Criterion 4.1	III.B, III.C.1	D1 through D51, E1, E2.1, E2.2	Criterion IVD, Criterion IVJ, Criterion IVK, Criterion IVQ, Criterion VIF	Criterion 3-1; Criterion 4-1
Criterion 4.2	III.C.1, III.D, III.F	E6	Criterion IVO	
Criterion 4.3	II.B, III.A, VI.A.1, VI.B	HI.3.2	Criterion IIG, Criterion IVD, Criterion IVL, Criterion IVU, Criterion VIF	Criterion 3-2; Criterion 5-3; Criterion 5-4
Criterion 4.4		E8		
Criterion 4.5			Criterion IVM	
Criterion 4.6		E12	Criterion IVN, Criterion IVP	
Criterion 4.7	VI.A.3, VI.A.4, VI.A.5	D1 through D51, HI.2.7, HI.2.8	Criterion IIG, Criterion IIII, Criterion IIIJ, Criterion IIIK, Criterion IVQ	Criterion 5-7
Criterion 4.8	III.C.1, III.D, III.E, III.F	A4, E4, E5	Criterion IP, Criterion IVG, Criterion IVH, Criterion IVI, Criterion IVV	Criterion 4-1; Criterion 4-2; Criterion 5-1
Criterion 4.9	III.E, III.F, IV.B, IV.B.2, VI.A.6	C4, E2.3, E9, E10, E11, F1, F4, F6, F9, HI.2.3	Criterion IIIQ, Criterion IVR, Criterion IVS, Criterion VC, Criterion VF, Criterion VIH, Criterion VII	Criterion 2-8; Criterion 5-6
Criterion 4.10	Vi.A.6	F2	Criterion IVS, Criterion VF, Criterion VII	
Criterion 4.11		E7		

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Standard 5 Resources				
Criterion 5.1	I.C, IV.A	A10.1, A11	Criterion IE, Criterion III	
Criterion 5.2	IV.A	A10.2, A11	Criterion III, Criterion III, Criterion VC	
Criterion 5.3	III.D, IV.A, IV.B	A10.3, A11	Criterion III, Criterion III, Criterion VD, Criterion VE	Criterion 2-10a
Criterion 5.4	IV.A	A10.1, A10.2, A10.3, A11	Criterion III, Criterion III, Criterion VC, Criterion VD	Criterion 2-10b

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Standard 6 Outcomes	VI.A	H1.1.1, H2.1, H2.2, H2.3, H2.4	Criterion VIA	Criterion 5-1
Criterion 6.1	VI.A, VI.A.3, VI.A.4, VI.C	D1 through D51, H1.6.4	Criterion VIB	Criterion 5-2; Criterion 5-7
Criterion 6.2	VI.C	H1.6.2	Criterion VID	Criterion 5-2
Criterion 6.3	VI.C	H1.6.1	Criterion VIC	Criterion 5-2
Criterion 6.4	VI.C	H1.6.3		Criterion 5-2
Other:	Employer and Alumni evals (VI.C)	Employer and Alumni evals (H1.4, H1.5)	Graduate surveys (VIB)	

Non-APRN Program Options

At the request of some graduate programs, information is being provided regarding select professional standards, guidelines, and competencies that are specific to non-APRN program options/tracks or that are generic in nature for graduate nursing programs. Unlike APRN specialty organizations, the specialty groups related to non-APRN program options have only addressed role-specific professional competencies and not other aspects of a graduate nursing program (e.g., mission, stakeholders/communities of interest, faculty, students, resources, or outcomes).

For graduate nursing programs with non-APRN options, the faculty should map the role-specific graduate competencies for each program option to the end-of-program student learning outcomes that apply to all program options (Criterion 4.1). Faculty should also pay attention to the certification examinations related to each program option, even if the student is not eligible to sit for those certification examinations until after attaining the required experiential hours. The curriculum of all non-APRN program options should be designed to facilitate the graduate's eligibility to sit for the certification examination (Criterion 4.1).

Some role-specific professional competencies may incorporate concepts such as information literacy or scholarship (Criterion 4.4), preparation to practice in a diverse environment (Criterion 4.5), research (Criterion 4.4 and Criterion 4.6) as well as interprofessional collaboration (Criterion 4.6). When this is applicable, the faculty should ensure that these concepts have been integrated throughout the program of study for the program option. For ACEN-accredited programs, regardless of the type(s) of program options, faculty should integrate the concepts of research, diversity, interprofessional collaboration, and current standards.

Graduate programs with non-APRN program options should also ensure that progression toward the achievement of role-specific professional competencies are assessed throughout the curriculum (Criterion 4.7) as well as the extent of actual achievement at or near the end of the program (Criterion 6.1). By mapping the role-specific professional competencies to the end-of-program student learning outcomes, a single set of data may be able to verify achievement of both.

Graduate programs may select from any current professional standards, guidelines and competencies; programs are not limited to those identified here. The following list provides some examples of role-specific professional competencies that could apply to specific program options.

List of Potential Role-specific Professional Competencies (note: list is not comprehensive):

- AONE Nurse Executive Competencies
- ANA Leadership Competencies
- Advanced Holistic Nurse Practice Core Competencies
- NLN Nurse Educator Competencies
- Nursing Informatics Competencies
- WHO Nurse Educator Core Competencies

General Competencies and Graduate Level Documents

Programs may also elect to use competencies that are generic. These may also be used to establish the end-of-program student learning outcomes that are specific to the overall program inclusive of all program options (e.g., APRN and non-APRN). These competency sets are specific to a graduate-prepared nurse and do not typically address other aspects of a graduate nursing program (e.g., mission, stakeholders/communities of interest, faculty, students, resources, or outcomes). All graduate level curricula should incorporate the role responsibilities of each program option as well as the concepts of information literacy and scholarship (Criterion 4.4), research (Criterion 4.4 and Criterion 4.6), cultural diversity (Criterion 4.5) and interprofessional collaboration (Criterion 4.6). The ACEN allows programs to select what professional standards, guidelines, or competencies are utilized to develop the curriculum. Faculty may elect to use a single professional standard or may incorporate multiple standards, guidelines, and competencies.

List of Potential Professional Standards, Guidelines, and Competencies to use at the Graduate Level (note: the list is not comprehensive):

- AACN DNP Essentials (2020)
- AACN MSN Essentials (2020)
- AACN QSEN Education Consortium – Graduate QSEN Competencies
- APRN Common Competencies (2018)
- Consensus Model (2008)
- NLN Competencies for Graduates of Nursing Programs (2012) - Master's, Clinical Doctorate, Research Doctorate

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