DRAFT

School of Nursing Glossary

COEHP Assessment Council

Academic Policies

Published rules that govern the implementation of the academic program, including, but not limited to, policies related to admission, retention, progression, graduation/completion, grievance, and grading. Academic Support Services: Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services.

Advanced Nursing

Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master's, doctoral, or post-graduate APRN certificate level.

Advanced Practice Registered Nurse (APRN)

The title given to a nurse who has obtained a license to practice as an APRN in one of the four APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP).

APRN Education Program

A master's degree program in nursing, a Doctor of Nursing Practice (DNP) program, or a post-graduate certificate program that prepares an individual for one of the four recognized APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). The education program must also prepare the individual in one of six population foci:

- family/individual across the lifespan
- adult-gerontology
- pediatrics

- Neonatal
- women's health/gender-related
- psychiatric/mental health

Chief Nurse Administrator

A registered nurse with a graduate degree in nursing, and a doctoral degree if a graduate nursing program is offered, who serves as the administrative head of the nursing unit.

Clinical Practice Experiences: Planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice.

Community of Interest

Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. The community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, the community/public). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

Curriculum: All planned educational experiences that facilitate achievement of expected student outcomes. Nursing curricula include clinical practice experiences.

Distance Education

As defined by the Higher Education Opportunity Act of 2008:

"(A) Education that uses one or more of the technologies described in subparagraph (B)—

(i) to deliver instruction to students who are separated from the instructor; and

(ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously.

(B) INCLUSIONS.—For the purposes of subparagraph (A), the technologies used may include—

(i) the Internet;

(ii) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(iii) audio conferencing; or

(iv) video cassettes, DVDs, and CD–ROMs, if the cassettes, DVDs, or CD–ROMs are used in a course in conjunction with any of the technologies listed in clauses (i) through (iii)" [The Higher Education Opportunity Act of 2008, Pub. L. No. 110-315, § 103(a)(19)].

Formal Complaint
A statement of dissatisfaction that is presented according to a nursing unit's established procedure.

Goals
General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.

Mission
A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.

Nursing Program
A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master's, doctorate) or certificate level (for post-graduate APRN certificate programs).

Nursing Unit
The administrative segment (e.g., college, school, division, or department of nursing) within an academic setting in which one or more nursing programs are conducted.

Outcomes
Indicators of achievement that may be quantitative or qualitative, broad or detailed.

> **Student Outcomes:** Statements, including those focused on learning, explicitly describing the characteristics or attributes attained by students as a result of program activities.
>
> **Faculty Outcomes:** Statements explicitly describing the achievements attained by faculty as part of their participation in the program.
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> **Program Outcomes:** Statements of levels of achievement, which encompass student achievement, faculty achievement, and other program-selected indicators of achievement. Program outcomes may be expressed in the form of overall program goals, end-of-program outcomes, curricular outcomes, and/or faculty outcomes.
>
> **Expected Outcomes:** Statements of desired and predetermined levels of student, faculty, and program achievement.
>
> **Actual Outcomes:** Results describing real student, faculty, and program achievement.

Parent Institution

The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Department of Education that has overall responsibility and accountability for the nursing program.

Post-Graduate APRN Certificate Program
A post-master's or post-doctoral certificate program that prepares APRNs in one or more of the following roles: certified registered nurse anesthetist (CRNA), certified nurse midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). CCNE only reviews certificate programs that prepare APRNs. Although other types of nursing certificates may be offered by an institution, they are outside CCNE's scope of review.

Preceptor
An experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise.

Professional Nursing Standards and Guidelines
Statements of expectations and aspirations providing a foundation for professional nursing behaviors of graduates of baccalaureate, master's, professional doctoral, and post-graduate APRN certificate program. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

CCNE requires that pre- and post-licensure baccalaureate and graduate pre-licensure programs in nursing use The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008); that master's degree programs use The Essentials of Master's Education in Nursing (AACN, 2011); that DNP programs use The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and that nurse practitioner programs including post-graduate APRN certificate programs use Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program.

Program Improvement

The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.

Teaching-Learning Practices
Strategies that guide the instructional process toward achieving expected student outcomes.

Retrieved from: Commission on Collegiate Nursing Education (CCNE), Standards for Accreditation of Baccalaureate and Graduate Nursing Programs

The glossary is a "live document" which means that it is continually edited and/or updated as needed. Please contact one of the following COEHP Assessment Council Members if you wish to submit a new term or provide editing suggestions.

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