

CCNE Standards mapped to solutions in the CORE Technology Suite

CCNE Standard:

CORE Technology Suite:

STANDARD I - Program Quality: Mission & Governance

Key Element I-A:

The mission, goals, and expected program outcomes are congruent with those of the parent institution. Elaboration: The program's mission, goals, and expected program outcomes are accessible to current and prospective students... [Read More >](#)

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Key Element I-G:

The program defines and reviews formal complaints according to established policies. Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. ... [Read More >](#)

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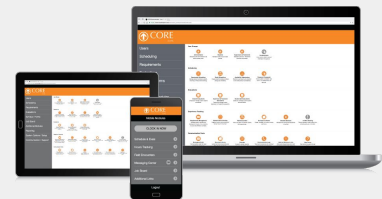


STANDARD II - Program Quality: Institutional Commitment and Resources

Key Element II-B:

Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. ... [Read More >](#)

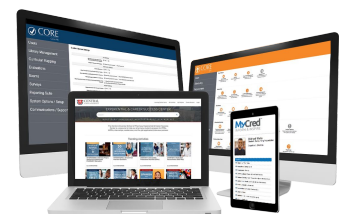
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Key Element II-C:

Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising... [Read More >](#)

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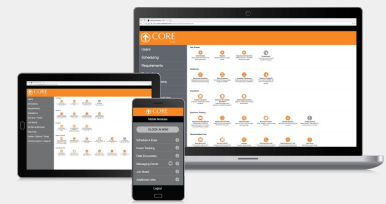
STANDARD II - Program Quality: Institutional Commitment and Resources (Con't)

Key Element II-E:

Faculty are sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach. Elaboration: The faculty for each degree are sufficient in number and qualifications...

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Key Element II-F:

Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role. Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:...

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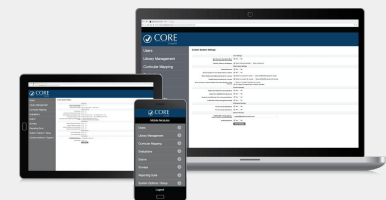
STANDARD III - Program Quality: Curriculum and Teaching-Learning Practices

Key Element III-A:

The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals are congruent with the roles for which the program...

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Key Element III-G:

Teaching-learning practices support the achievement of expected student outcomes consider the needs and expectations of the identified community of interest; and expose students to individuals with diverse life experiences, perspectives, and backgrounds. Elaboration: Teaching-Learning Practices...

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Key Element III-H:

The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes; foster interprofessional collaborative practice; and are evaluated by faculty. Elaboration: To prepare students for a practice profession, each track affords the student the ... [Read More >](#)

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CORE READINESS



Key Element III-I:

Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. Elaboration: Evaluation of student performance is consistent with... [Read More >](#)

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Key Element III-J:

The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement. Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes... [Read More >](#)

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STANDARD IV - Program Effectiveness: Assessment of Program Outcomes

Key Element IV-A:

A systematic process is used to determine program effectiveness. Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process is written, ongoing, and exists to determine... [Read More >](#)

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CCNE Standard:

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STANDARD IV - Program Effectiveness: Assessment of Program Outcomes (Con't)

Key Element IV-B:

Program completion rates demonstrate program effectiveness. This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program demonstrates achievement of required outcomes... [Read More >](#)

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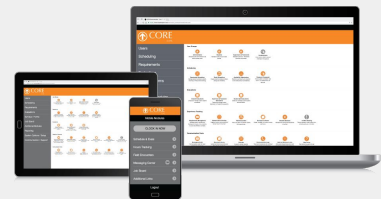


Key Element IV-F:

Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement. Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.

Discrepancies between actual and CCNE expected outcomes.... [Read More >](#)

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Key Element IV-J:

Program outcome data are used, as appropriate, to foster ongoing program improvement. Elaboration:

For program outcomes defined by the program: • Actual program outcomes are used to promote program improvement • Discrepancies between actual and expected outcomes inform areas for improvement... [Read More >](#)

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