

Mississippi Nursing Degree Programs

Accreditation Standards



Effective June 15, 2023

Office of Academic and Student Affairs
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I. AUTHORITY

The revised "Accreditation Standards and Rules and Regulations for Mississippi Nursing Degree Programs" are promulgated in accordance with (a) and (b), Miss. Code (2008 Supp.) §37-129-1, et seq., which empowers and requires the Board of Trustees of State Institutions of Higher Learning (the Board) to:

- a) Establish by rules and regulations and promulgate uniform standards for accreditation of schools of nursing in the state of Mississippi (1) in so far as concerns the eligibility of graduates of such schools to take the examination prescribed by law to become registered nurses authorized to practice the profession of nursing as registered nurses in Mississippi, and (2) in so far as concerns student nurses attending such schools being eligible to participate in any student nurse scholarship program or other program of assistance now existing or hereafter established by legislative enactment;
- b) Issue to such schools of nursing upon an annual basis certificates of accreditation as may be proper under such standards.

The Board, in recognizing that each unit in nursing offering nursing degree programs has individual characteristics and goals, maintains that each shall implement its own philosophy, purposes, and objectives. All programs in nursing shall be based on sound educational principles under the guidance of a competent faculty. The total program of nursing education shall meet the required standards of accreditation as prescribed by the Board. Mississippi nursing schools (units in nursing) should prepare students for nursing careers according to the type of program that they offer. Rigid conformity to a specific and fixed curriculum is not expected. Rather, the Board approves programs which are of superior caliber and encourages creative and intelligent experimentation based on sound principles.

II. PURPOSES FOR ACCREDITATION

The purposes for accreditation of nursing education programs are:

1. To set minimum standards for educational programs preparing nurses for practice at all levels.
2. To grant official recognition to new and established nursing education programs that meet established standards.
3. To ensure that graduates are prepared for safe, current, and appropriate scope of practice relative to type of nursing education program and state laws governing nursing.
4. To encourage continuing program improvement through assessment, evaluation and consultation.

III. STANDARDS FOR ACCREDITATION

All Nursing Education Programs must be located in or otherwise accredited as a post-secondary educational institution with appropriate local and state governing boards' approval to grant the appropriate degree or certificate. The educational institution must be regionally accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC).

All Nursing Education Programs must be accredited by a national nursing education accrediting body approved by the United States Department of Education. National accreditation ensures the quality and integrity of associate, baccalaureate, graduate and doctoral degree nursing programs and holds nursing programs accountable to the educational community, the nursing profession and the public. The accrediting bodies for professional nursing education are the Commission on Collegiate Nursing Education (CCNE), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), and the Accreditation Commission for Education in Nursing (ACEN). The accrediting body for the nurse anesthesia programs is the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

STANDARD I. Mission and Administrative Organization

Mission and program outcomes are congruent with the institution, reflect professional standards and guidelines for quality nursing education, demonstrate effective administration to achieve program outcomes and consider the needs of the community of interest.

1. National Standards

a. ACEN

Standard 1: Administrative Capacity and Resources

The mission and/or philosophy of the nursing program reflects the governing organization's mission, goals, and/or values. The governing organization and nursing program have administrative capacity and resources that support effective delivery of the program and facilitate the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 3: Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes for each nursing program type, and additionally for graduate programs, the role-specific nursing competencies; and is consistent with safe practice in contemporary healthcare environments.

b. CCNE

Standard I: Program Quality- Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission,

goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Standard II: Program Quality- Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

c. NLN CNEA

Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources

The academic nursing unit's mission is aligned with the parent institution's mission, and all nursing program goals, outcomes, and values espouse the institution's mission, goals, and values, creating an organizational climate that is consistent for students, faculty, and staff. The governance structures within the institution and academic nursing units are designed to work collaboratively to support implementation of the institution and program mission.

2. State Specific Requirements

a. Minimum education requirements for administrators are:

Associate degree programs – Graduate degree in nursing from a regionally accredited institution.

Baccalaureate and higher degree programs – Doctoral degree in nursing; or a graduate degree in nursing and a doctoral degree from a regionally accredited institution.

- b. All – unencumbered current license to practice in Mississippi or hold a multistate license from another NLC state.
- c. All – satisfy a criminal history background check.
- d. All – minimum of five (5) years of experience in a registered nursing education program to include teaching, curriculum development and program evaluation.
- e. All – leadership, management, and/or administrative experience in the discipline of nursing.
- f. All – a minimum of two years of clinical experience.

STANDARD II. Faculty and Staff

Sufficient number of qualified faculty and staff are involved in the governance and administration of the program and serve as resources for the achievement of the program mission, goals, and outcomes.

1. National Standards

a. ACEN

Standard 1: Administrative Capacity and Resources

The mission and/or philosophy of the nursing program reflects the governing organization's mission, goals, and/or values. The governing organization and nursing program have administrative capacity and resources that support effective delivery of the program and facilitate the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 2: Faculty

Faculty are educationally and experientially qualified for their assigned roles and responsibilities, maintain expertise, and are regularly evaluated to support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

CCNE

Standard I: Program Quality- Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Standard II: Program Quality- Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

Standard IV: Program Effectiveness- Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student

outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

b. NLN CNEA

Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources

The academic nursing unit's mission is aligned with the parent institution's mission, and all nursing program goals, outcomes, and values espouse the institution's mission, goals, and values, creating an organizational climate that is consistent for students, faculty, and staff. The governance structures within the institution and academic nursing units are designed to work collaboratively to support implementation of the institution and program mission.

Standard III: Culture of Excellence and Caring – Faculty

Faculty are provided with opportunities and resources by the institution and program to engage in professional development and life-long learning to maintain role effectiveness.

2. State Specific Requirements

- a. All nursing faculty (full-time, part-time and adjunct) in nursing programs must have a minimum of a graduate degree in nursing from a regionally accredited institution.
- b. The majority of nursing faculty in graduate nursing programs must also have doctoral degrees from regionally accredited institutions.
- c. All nursing faculty (full-time, part-time, and adjunct) must have a minimum of one year of clinical experience as a registered nurse.
- d. All nursing faculty (full-time, part-time and adjunct) must hold an unencumbered license to practice in Mississippi or hold a multistate license from another NLC state.
- e. All nursing faculty (full-time, part-time and adjunct) must satisfy a criminal history background check.
- f. All full-time nursing faculty must implement an annual professional development plan, which includes ten (10) contact hours of continuing education each academic year. Part-time and adjunct faculty must satisfy the professional development requirement in accordance with their designated FTE.
- g. Preceptors (e.g. mentors, guides, coaches) shall be academically/experientially prepared at or beyond the level for which the preceptor service is rendered and shall have a minimum of one year of experience. Preceptors for prelicensure students not prepared at or beyond the academic level for which the preceptor service is rendered must be prepared at or above the same level of licensure appropriate for the student learning experience recognizing the preceptor's

experience and practice expertise. Preceptors shall have a minimum of one year experience.

- h. All non-nurse faculty (interdisciplinary) must be academically/experientially prepared at or beyond the level for which teaching/clinical service is rendered, shall have a minimum of one year experience in the related field of study and satisfy a criminal history background check.

STANDARD III. Students

Policies for student admission, progression and graduation are consistent with those of the parent institution, nondiscriminatory, publicly accessible, and support student learning and program outcomes.

1. National Standards

a. ACEN

Standard 3: Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

b. CCNE

Standard I: Program Quality- Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

c. NLN CNEA

Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources

The academic nursing unit's mission is aligned with the parent institution's mission, and all nursing program goals, outcomes, and values espouse the institution's mission, goals, and values, creating an organizational climate that is consistent for students, faculty, and staff. The governance structures within the institution and academic nursing units are designed to work collaboratively to support implementation of the institution and program mission.

Standard IV: Culture of Excellence and Caring - Students

A student-centered learning environment is cultivated within the program and student diversity is recognized and embraced within a supportive environment.

Qualified students are admitted to the program and retained, and a record of students successfully achieving the learning outcomes of the nursing program is apparent.

2. State Specific Requirements
 - a. Associate Degree Nursing Programs Admission Models.
Minimum admission guidelines for associate degree nursing programs are as follows:
 1. Model One- An ACT composite score of 18 and a 2.0 GPA. Any student with a bachelor's degree or higher may be admitted without an ACT score.
 2. Model Two- Students without the required ACT composite score must have completed a minimum of 12 semester hours in the nursing major, including Anatomy and Physiology, with at least a grade of "C" and have a minimum 2.5 GPA before being admitted.
 3. Model Three- Students not meeting Model One or Model Two admission guidelines may be considered for admission with a defined plan to support student success and program completion congruent with current resources. IHL Nursing Education recognizes the value of holistic admission and the consideration of factors other than metrics such as experiences and attributes that may indicate student success. Any SON may implement both direct and holistic admission as congruent with the College/University and SON Mission. The holistic review process must be consistently applied assuring sustained integrity and fairness.
 4. All students must satisfy a criminal history background check with fingerprinting.
 - b. Baccalaureate and Higher Degree Nursing Programs Admission Models.
Minimum admission guidelines for baccalaureate and higher degree nursing programs are as follows:
 1. Model One- An ACT composite score of 21. Students with the required ACT composite score must also have at least a grade of "C" in each prerequisite course to the nursing major and a 2.0 GPA.
 2. Students with a registered nurse (R.N.) license, or a bachelor's degree or higher in a field other than nursing may enter without an ACT by completing all the course prerequisites to the nursing major with at least a grade of "C" and have a GPA of 2.0.
 3. Model Two- Students without the required ACT composite score must complete all the course prerequisites for the nursing major with at least a grade of "C" and a GPA of 2.5.
 4. Model Three- Students not meeting Model One or Model Two admission guidelines may be considered for admission with a defined plan to support student success and program completion congruent with current resources. IHL Nursing Education recognizes the value of holistic admission and the consideration of factors other than metrics such as experiences and attributes that may indicate student success. Any SON may implement both direct and holistic admission as congruent with the College/University and SON Mission. The holistic review process must be consistently applied assuring sustained integrity and fairness.
 5. Baccalaureate and higher nursing programs in private educational institutions may establish admission criteria which support the goals and aims of their institution.
 6. All students must satisfy a criminal history background check with fingerprinting.

7. All post-licensure students enrolled in APRN clinical courses and non-APRN clinical courses taught at the graduate level must hold an unencumbered registered nursing (R.N.) license to practice in the state in which the student will perform clinical.

STANDARD IV. Curriculum

The curriculum prepares students to achieve the expected outcomes of the nursing program, facilitates nursing practice that reflects the needs of the community of interest and is consistent with safe practice and contemporary healthcare environments.

1. National Standards

- a. ACEN

Standard 1: Administrative Capacity and Resources

The mission and/or philosophy of the nursing program reflects the governing organization's mission, goals, and/or values. The governing organization and nursing program have administrative capacity and resources that support effective delivery of the program and facilitate the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 2: Faculty

Faculty are educationally and experientially qualified for their assigned roles and responsibilities, maintain expertise, and are regularly evaluated to support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Standard 3: Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes for each nursing program type, and additionally for graduate programs, the role-specific nursing competencies; and is consistent with safe practice in contemporary healthcare environments.

- b. CCNE

Standard I: Program Quality- Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and

expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Standard II: Program Quality- Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

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

The curriculum is developed in accordance with the program's mission, goals and expected student outcome. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

c. NLN CNEA

Standard V: Culture of Learning and Diversity - Curriculum and Evaluation

Built upon a foundation of professional standards, the curricula must be kept up to date to reflect societal and health care trends.

2. State Specific Requirements

- a. Undergraduate student-to-faculty ratios must be:
 - 1.No more than 15 to 1 for total enrollment.
 - 2.No more than 10 to 1 for clinical laboratory courses that require direct supervision.
 - 3.No more than 15 to 1 for those courses that do not require direct supervision (i.e. precepted experiences).
- b. Graduate student-to-faculty ratios must be:
 1. No more than 15 to 1 for total enrollment.
 2. No more than 15 to 1 in graduate clinical courses (non-APRN courses).
 3. No more than 2 to 1 for advanced practice registered nurse (APRN) clinical courses that require direct supervision.
 4. No more than 8 to 1 for advanced practice registered nurse (APRN) clinical courses that do not require direct supervision (i.e. precepted experiences).
- c. Prelicensure Program Simulation Clinical Hours:
 1. 25% or less of traditional clinical hours substituted with simulation clinical hours in each individual clinical course does not require approval.
 2. 26% up to 50% of traditional clinical hours substituted with simulation clinical hours in each individual clinical course requires approval.

3. No more than 50% of traditional clinical hours can be substituted with simulation clinical hours in each individual clinical course.

STANDARD V. Outcomes

1. National Standards

a. ACEN

Standard 5: Outcomes

Nursing program assessment demonstrates the extent of student learning at or near the end of the program as well as program outcome achievement using a systematic plan for evaluation (SPE).

The faculty create and implement a written SPE* for each nursing program type to determine the extent of the achievement of each end-of-program student learning outcome and program outcome, and additionally for graduate programs the role-specific nursing competencies, to inform program decision-making to maintain or improve student and program performance.

b. CCNE

Standard IV: Program Effectiveness- Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

c. NLN CNEA

Standard 1: Culture of Excellence – Program Outcomes

Establishing clear program outcomes is an essential first step in benchmarking and evaluating a nursing program's success in achieving and sustaining a quality educational environment for faculty and students.

2. State Specific Requirements

- a. NCLEX Pass Rates: Annual NCLEX pass rates for all test takers (1st and repeat) will be at 80 percent or above over a three-year period.
- b. Degree Completion Rates: Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, program history, best practices, and will be within 150 percent of the stated program length over a three-year period.
- c. Certification Pass Rates:
 1. Annual nurse practitioner certification exam pass rates for all test takers (1st and repeat) will be at 80 percent or above over a three-year period.
 2. Annual nurse anesthesia certification exam pass rates for all test takers (1st and repeat) will be at 80% or above over a three-year period.

IV. TYPES OF ACCREDITATION

The Board shall grant to a state nursing degree program one of the following types of accreditation, based on the evaluation of annual reports documenting compliance with the state nursing accreditation standards:

1. Initial Accreditation

- a. Granted when the program is in compliance with all standards for a new program. Permission is granted to admit students and the next review is in the final semester of the first class in conjunction with the initial national visit.
- b. Denied when the program does not meet all standards for a new program. The program may reapply at any time.

2. Continuing Accreditation

- a. **Full Accreditation.** National accreditation and state specific requirements have been met.
- b. **Accreditation with Conditions.** National standards and/or state specific requirements have not been fully met.

3. **Accreditation with Statement of Warning.** The performance improvement plan has not resulted in program compliance with standard(s). A follow up focused visit, by members selected by the IHL Office of Academic and Students Affairs' Nursing Education Unit, is scheduled within three months of statement of warning. A final performance improvement plan is due within 12 months of the issue of the warning that addresses the recommendations made by the state site visit team.

4. **Accreditation Denied/Withdrawn.** If a program is not in compliance with national standards and/or state specific requirements as specified in the time frame identified under Accreditation with Statement of Warning, the recommendation for the withdrawal of accreditation will be made by the IHL Director of Nursing Education, Office of Academic and Student Affairs, to the Board of Trustees.

V. CHANGES IN EXISTING NURSING PROGRAMS/REPORTS

Schools of Nursing must submit to the IHL Director of Nursing Education a copy of any report (substantive, etc.) sent and received from the national nursing accrediting body (ACEN, CCNE, NLN CNEA, or COA). Substantive change requests must include correspondences from ACEN, CCNE, NLN CNEA, COA and the Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC).

VI. CRITERIA FOR ESTABLISHING A PROGRAM OF PROFESSIONAL NURSING IN THE STATE OF MISSISSIPPI

The three stages to be completed in the development of a new professional nursing program in Mississippi are as follows:

STAGE I - DECLARATION OF INTENT/NEED

STAGE II - QUALIFY FOR INITIAL ACCREDITATION
STAGE III - QUALIFY FOR FULL ACCREDITATION

VI. REVISION DATES

July 1, 1992

July 1, 1993

April 1995-amended

June 1998-amended

July 1999-amended

November 2002

September 2004

November 2007

November 2009

August 2013 – *Edited official name change from NLNAC to ACEN*

June 2015

July 2017

October 2019-*Edited only for educational requirements of administrators and faculty*

March 2020- *Edited for deletion of the GRE for graduate degree nursing programs, added C-NEA national nursing accrediting body, clarification regarding fingerprinting and graduate student-to-faculty ratios and expanded definition of preceptors.*

May 2022- *Edited for addition of NLN-CNEA standards and criteria*

February 16, 2023-amended

June 15, 2023- *edited for the update from 2017 ACEN standards to 2023 ACEN standards and revision of APRN faculty-to-student preceptorship ratio.*

APPENDIX A
ACEN Procedure Manual

ACEN ACCREDITATION MANUAL (2023) STANDARDS and CRITERIA

<https://www.acenursing.org/acen-2023-accreditation-manual/acen-2023-standards-and-criteria/>

APPENDIX B

CCNE Procedure Manual

Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (2017).

<http://www.aacn.nche.edu/ccne-accreditation/Procedures.pdf>

APPENDIX C

NLN CNEA Procedure Manual

National League for Nursing Commission for Nursing Education Accreditation Accreditation Standards for Nursing Education Programs Approved: (October 2021).

[CNEA Standards October 2021.pdf \(cdn-website.com\)](#)

<https://irp.cdn-website.com/cc12ee87/files/uploaded/CNEA%20Standards%20October%202021.pdf>

APPENDIX D

COA Procedure Manual

ACCREDITATION POLICIES AND PROCEDURES COUNCIL ON ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS (November 2021). Council on Accreditation of Nurse Anesthesia Educational Programs.

[ACCREDITATION POLICIES AND PROCEDURES \(coacrna.org\)](https://www.coacrna.org)