

# Appendix A:

## Criteria for Evaluation of Nurse Practitioner Programs Evidence Checklist

The checklist provides a mechanism for documenting that criteria have been met and the required documentation provided. This form is provided as one example of a tool for tracking. Additional materials and narrative should accompany the form if used in order to provide full documentation for accreditation.

### I. Mission and Governance

**Standard:** The institution's mission/philosophy/values and governance achieve educational excellence through a structure that addresses quality assurance, quality improvement, and diversity, equity, and inclusion (DEI). Effective, ongoing formal processes are in place for self-assessment and planning for the purpose of program improvement. Through faculty governance, institutional policies commit to supporting quality within the NP program.

Criterion	Documentation	Documentation Present - √ if yes
<b>Criterion I.A.</b> The mission/philosophy/values of the institution promote academic excellence and support NP education at the graduate level.	<b>Required Evidence:</b> <ul style="list-style-type: none"> <li>• The mission/philosophy/values statements of the governing institution and nursing education unit.</li> <li>• The mission/philosophy/values statements of the institution and nursing education unit are reflected across the NP curriculum, delivery modality, and program outcomes.</li> <li>• The mission/philosophy/values statements of the institution are accessible to the public.</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>
<b>Criterion I.B.</b> The governance structure within the institution facilitates ongoing quality improvement through participation in the development, implementation, maintenance, and evaluation of the NP program by a community of interest, including administrators, faculty, students, and practice partners.	<b>Required Evidence:</b> <ul style="list-style-type: none"> <li>• NP program defines the community of interest and shows a clear pathway of inclusion and opportunity to provide input, virtually or in person, regarding the governance of the NP program.</li> <li>• Minutes of meetings held with the community of interest.</li> <li>• Minutes of meetings documenting development, implementation, maintenance, and evaluation of the NP program, which depict how input from the community of interest has been utilized.</li> <li>• Minutes reflecting ongoing input and documentation of actions based on data collected from the community of interest.</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>





Criterion	Documentation	Documentation Present - √ if yes
<p><b>Criterion I.H.</b> The institutional policies support NP faculty teaching didactic courses with a clinical component and/or clinical courses by supporting faculty practice to maintain clinical expertise.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Institutional guidelines and/or policies that support clinical practice for those teaching in didactic courses with a clinical component or clinical courses that focus on diagnostic management.</li> </ul>	<input type="checkbox"/>
<p><b>Criterion I.I.</b> The NP Program has a policy that supports the completion of an NP workforce needs assessment and enrollment capacity assessment prior to initiating a new NP program or new population focus.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Policy or statement detailing the process for conducting a needs assessment for new NP programs or a new population focus.</li> <li>• Needs assessment completed prior to starting a new program or a new population focus with input from community of interest.</li> <li>• Capacity assessment to implement new program or population focus based on the NTFS.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Criterion I.J.</b> The NP Program has a comprehensive written policy/plan to address current and anticipated needs for clinical placement sites for all matriculated students to meet the learning, progression, and graduation expectations of the program.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Policy and plan on record for attainment of clinical sites, including identification of individuals responsible for identifying, evaluating, and contracting with site management.</li> <li>• Program policies that delineate processes for selection and evaluation of NP clinical sites.</li> <li>• Program policies that delineate processes for NP student clinical placements to provide student experiences that meet role and population focused learning objectives.</li> <li>• Delineation of faculty responsibilities for clinical placements if not described in the plan provided for bullet #1 above.</li> <li>• Plan for identifying new clinical sites for students in a new or growing population focused track or for students whose current site is no longer available due to unanticipated events.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Criterion I.K.</b> The NP program has policies for recruiting, selecting, orienting, and evaluating preceptors to enable students to meet learning outcomes and progress on a timely basis toward program completion.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Program policies or other written documentation that delineate processes for selecting, orienting, and evaluating preceptors.</li> <li>• Preceptor orientation materials/program.</li> <li>• Policies for assigning clinical placements that meet learning outcomes and support progress toward program completion.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## II. Resources

**Standard:** Institutional resources are sufficient for the NP program’s matriculated students, and they reflect ongoing commitment to quality education leading to progression and graduation as competent nurse practitioners ready for population focused health care. Resources necessary to sustain a quality NP program are inclusive of fiscal, human, student support services, learning, and physical/technology resources, regardless of delivery modality.

Criterion	Documentation	Documentation Present - <input checked="" type="checkbox"/> if yes
<p><b>Criterion II.A.</b> The institution has sufficient fiscal resources to support the NP program.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Budget allocations/expenditures for the NP program inclusive of human, student support, physical, technological, and learning resources.</li> <li>• Process for NP program faculty to provide input regarding the budgetary and other resource needs.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>
<p><b>Criterion II.B.</b> The institution has sufficient resources to provide ongoing support for NP program students, staff, faculty, and preceptors to address DEI.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Strategies, activities, and resources provided on a consistent basis for students, staff, faculty, and preceptors.</li> <li>• A mechanism to promote and coordinate DEI initiatives.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>
<p><b>Criterion II.C.</b> The NP program has sufficient human capital, including appropriately qualified faculty, preceptors, and staff, to provide quality NP education. This is to include:</p> <ul style="list-style-type: none"> <li>• One full-time equivalent (FTE) faculty teaching in the NP Program, not to exceed 24 matriculated NP students.</li> <li>• NP faculty-to-student ratio for oversight of clinical learning not to exceed a ratio of 1:8 within the NP program’s faculty workload formula.</li> </ul>	<p><b>Required Evidence for Faculty Resources:</b></p> <ul style="list-style-type: none"> <li>• Overall faculty workload and method for determining faculty workload for all clinical and non-clinical education. Examples of formulas for determining faculty workload, faculty-to-student ratio for overall NP program, and faculty-to-student ratio for clinical oversight are shown in Appendix F.               <ul style="list-style-type: none"> <li>– Method used for NP program faculty-to-student ratio document of one FTE faculty teaching in the NP program not to exceed 24 matriculated NP students. NP program faculty to include <b>all</b> faculty, who may or may not be NPs, who teach didactic or clinical courses.</li> </ul> </li> <li>• The methods used to determine sufficiency of NP faculty-to student ratio for clinical oversight not to exceed a ratio of 1:8 within the NP program’s faculty workload formula.</li> <li>• Methods to determine adequate clinical oversight, supervision, and evaluation of students, preceptors, and clinical learning experiences.</li> <li>• Description of the specific responsibilities of the faculty members who teach in the NP program.</li> <li>• Documentation demonstrating that all NP faculty teaching in the NP program have the preparation, credentialing, and current expertise to support the NP program curriculum.               <ul style="list-style-type: none"> <li>– Curriculum vitae of faculty.</li> <li>– Degree(s), national certification(s), and licenses or other authorization to practice as an NP in the state or territory of practice.</li> </ul> </li> <li>• Documentation of clinical practice for faculty teaching in diagnosis and management or clinical courses.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>



Criterion	Documentation	Documentation Present - √ if yes
<p><b>Criterion II.D.</b> The NP program provides access to comprehensive academic support services that facilitate quality education by addressing student needs and challenges to timely progression and graduation from the NP program, regardless of delivery modality.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Documentation of services available to NP students, including:               <ul style="list-style-type: none"> <li>– Financial aid</li> <li>– Counseling</li> <li>– Writing instruction and support</li> <li>– Health and wellness</li> <li>– Academic advisement</li> <li>– Technology use</li> </ul> </li> <li>• Mechanisms to allow for safe reporting on such topics as bias, hostility, and discrimination.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Criterion II.E.</b> The NP program has sufficient learning resources to facilitate quality didactic and clinical experiences for NP students to achieve program outcomes, attain national NP competencies for the role and population, and ensure timely completion of the NP program, regardless of delivery modality.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Library and/or resources to support students and faculty to achieve the program outcomes.</li> <li>• Documentation that simulation resources used are in alignment with national best practices or standards identified by the NP program including:               <ul style="list-style-type: none"> <li>– Preparation of faculty/staff to facilitate simulation.</li> <li>– Physical and fiscal resources to support the use of simulation, such as standardized patients, supporting technology, and equipment.</li> </ul> </li> <li>• Documentation of learning resource technology and support for its use, including electronic clinical logs/encounters and e-portfolios.</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Criterion II. F.</b> The NP program has access to sufficient institutional physical resources that support quality educational experiences for NP students to achieve program outcomes and timely completion of the NP program regardless of delivery modality.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Facilities, equipment, and supplies available and accessible to faculty, students, and staff to support quality education experiences, regardless of program delivery modality.</li> </ul>	<input type="checkbox"/>
<p><b>Criterion II. G.</b> The program secures clinical sites and preceptors to ensure students enrolled in clinical courses have experiences to meet learning objectives and demonstrate expected course competencies with timely completion of the NP program. The NP students' clinical placements are aligned with the program role and population focus. Faculty assess and approve all clinical placements for appropriateness for meeting course objectives, including those sites and preceptors identified by the students or others.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Sufficient number of appropriate clinical placement sites to support enrolled students' direct care clinical experiences and learning outcomes for the population foci and timely completion of the NP program.</li> <li>• Documentation of the faculty role in ensuring clinical placement of students and oversight to ensure appropriateness of clinical sites, preceptors, and experiences.</li> <li>• Documentation of the faculty communications/meetings with preceptor(s) regarding the expectations for the student experience and assessment of student progression.</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>  <input type="checkbox"/>

### III. Curriculum

**Standard:** The NP program curriculum contains all educational experiences that facilitate expected outcomes of NP graduates. The NP faculty designs, reviews, revises, and evaluates the curriculum to maintain current relevancy and meet national standards. The curriculum addresses competencies, as delineated by specialty nursing organizations, NP organizations, and nursing education organizations, to promote student achievement of learning and program outcomes. The curriculum establishes the depth and breadth of requisite knowledge and skills for student success in the NP program as demonstrated through NP student learning experiences, testing, and overall evaluation.

Criterion	Documentation	Documentation Present - √ if yes
<p><b>Criterion III. A.</b> The NP program prepares graduates to meet education eligibility requirements for authorization to practice in one (or more) states and for one (or more) national NP certification examinations that correspond with the role and population focus of the NP program.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>Written statement listing specific NP role and population focused certifications for which graduates are eligible to apply is published, at a minimum, in the university or college catalog and NP program website.</li> </ul>	<input type="checkbox"/>
<p><b>Criterion III.B.</b> The NP faculty have input into admission criteria for each NP population focused track and degree/certificate program.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>Documentation that NP faculty are providing input into admission criteria for the NP program and/or tracks.</li> <li>Admission criteria for the NP program and/or individual population focused tracks that differ from the overall school of nursing graduate degree program are clearly defined, explained, and accessible to the public.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>
<p><b>Criterion III.C.</b> The NP faculty provide input for any progression and completion criteria specific to the NP population focused track.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>Documents affirming that NP faculty provide input into progression and completion criteria specific to the NP program and/or tracks.</li> <li>Student progression and completion criteria, including the overall graduate degree program and programmatic differences unique to the NP program or the population focused tracks.</li> <li>Criteria for full-time, part-time, and postgraduate study as pertinent.</li> <li>Faculty-designed plans for students to address content mastery deficiencies that adversely affect student progression.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
<p><b>Criterion III.D</b> NP faculty provide input to the development, implementation, evaluation, and revision of the entire curriculum, including the graduate nursing core courses, APRN core courses, and NP population focused courses.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>Formal committee minutes documenting that NP faculty are developing, evaluating, and revising the curriculum.</li> <li>Lists of resources used, including professional standards, competencies, and guidelines.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>











Criterion	Documentation	Documentation Present - √ if yes
<p><b>Criterion IV.F.</b> In accordance with institutional policy, annual individual NP program faculty evaluations include competence in areas of responsibility, including teaching, service, scholarship, and practice; faculty workload expectations; and plans for development.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• The evaluation plan and schedule of individual NP program faculty competency in area of responsibility.</li> <li>• Evaluation of faculty by students and others as appropriate to role expectations.</li> <li>• Individual faculty development plans in alignment with the evaluation.</li> <li>• Record of certification and area of practice, as applicable.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
<p><b>Criterion IV.G.</b> The NP program faculty perform ongoing formative and summative evaluations of student progress inclusive of attainment of expected competencies in both didactic and clinical courses.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Documentation of faculty oversight of student progress using formative and summative methods in didactic and clinical courses.</li> <li>• Faculty evaluation of student clinical competencies, including frequency and methods for observations used, as well as direct student clinical site observations, recorded encounters, simulation, and/or remote observation using communication technologies.</li> <li>• Electronic logs and/or e-portfolios documenting clinical encounters to show student progress and competency attainment. <ul style="list-style-type: none"> <li>– Plan for each student to address identified deficiencies in progression and competency attainment.</li> <li>– Communications sharing individual formative and summative evaluations with the student.</li> </ul> </li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
<p><b>Criterion IV.H.</b> The NP faculty evaluate student clinical experience(s) in each clinical course.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Methodology and outcomes for NP faculty evaluation of student clinical experiences, including preceptor feedback of the student; students' completed evaluations of the preceptor and site; and the number, type, and quality of experiences.</li> <li>• Documentation of joint faculty, preceptor, and student meeting(s) regarding student progress in clinical courses.</li> <li>• Documentation of preceptor(s) and faculty interactions to determine needs, information, and support to improve experiences for preceptor and/or student.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
<p><b>Criterion IV.I.</b> The NP faculty evaluate all clinical sites and preceptors new to the NP program prior to NP student placement, including preceptor qualifications and types of services/experiences available. All clinical sites and precepted experiences are evaluated collaboratively by faculty, students, and preceptors early in the placement/rotation.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Plan and process for clinical site evaluation with input from clinical NP faculty, preceptors, and students.</li> <li>• Site evaluation documents.</li> <li>• Plans for clinical site reevaluation and process for improving clinical site experiences for students and/or preceptors.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

Criterion	Documentation	Documentation Present - √ if yes
<p><b>Criterion IV.J.</b> The NP program faculty evaluate the use of simulation across the program.</p>	<p><b>Required Evidence:</b></p> <ul style="list-style-type: none"> <li>• Plan and methods for the evaluation of simulation use in the curriculum, including assessment of participants (teachers/learners/support team), delivery process/methods, and materials/equipment.</li> <li>• Use of simulation for student evaluation and learning experiences.</li> <li>• Metrics demonstrating how simulation use aligns with national guidelines or standards.</li> <li>• Plan for ongoing improvement as indicated.</li> </ul>	<p style="text-align: center;"> <input type="checkbox"/>   <input type="checkbox"/>  <input type="checkbox"/>   <input type="checkbox"/> </p>