# TABLE OF CONTENTS

## STANDARDS FOR ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>i</td>
</tr>
<tr>
<td>The Value of Accreditation</td>
<td>ii</td>
</tr>
<tr>
<td>History of Nurse Anesthesia Accreditation</td>
<td>iv</td>
</tr>
<tr>
<td>Mission, Purposes, and Objectives of the Council on Accreditation of Nurse Anesthesia Educational Programs</td>
<td>vi</td>
</tr>
<tr>
<td>The Accreditation Process</td>
<td>viii</td>
</tr>
<tr>
<td>Standard I: Governance</td>
<td>1</td>
</tr>
<tr>
<td>Standard II: Resources</td>
<td>3</td>
</tr>
<tr>
<td>Standard III: Program of Study</td>
<td>4</td>
</tr>
<tr>
<td>Standard IV: Program Effectiveness</td>
<td>9</td>
</tr>
<tr>
<td>Standard V: Accountability</td>
<td>11</td>
</tr>
<tr>
<td>Practice-Oriented Doctoral Degrees</td>
<td>13</td>
</tr>
<tr>
<td>Research-Oriented Doctoral Degrees</td>
<td>15</td>
</tr>
<tr>
<td>Graduate Degree Programs for CRNAs</td>
<td>17</td>
</tr>
<tr>
<td>Federally Mandated Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Appendix</td>
<td>20</td>
</tr>
<tr>
<td>Glossary</td>
<td>25</td>
</tr>
<tr>
<td>Index</td>
<td></td>
</tr>
</tbody>
</table>

*2004 Standards for Accreditation of Nurse Anesthesia Educational Programs*
Preface

The educational standards for nurse anesthesia programs represent the work of many individuals and groups that are affected by them, including certified registered nurse anesthetist (CRNA) practitioners and educators; nurse anesthesia students; administrators and faculty of colleges and universities; hospital administrators; state boards of nursing; the staff of the U.S. Department of Education (USDE); the Council for Higher Education Accreditation (CHEA), and other nationally recognized accreditation agencies; members of the councils on certification, recertification, and public interest in anesthesia; and the Board of Directors of the American Association of Nurse Anesthetists (AANA). Special recognition must be given to members of the Assembly of School Faculty of Nurse Anesthesia and to those on the AANA Education Committee for their continuing efforts to promote, support, and encourage the Council’s objectives of quality assessment and enhancement in nurse anesthesia education through the accreditation mechanism.

Suggestions for future revisions should be forwarded to:

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue, Suite 304
Park Ridge, Illinois 60068-4001
The Value of Accreditation

Accreditation is an activity that has long been accepted in the United States, but it is generally unknown in most other countries because they rely on governmental supervision and control of educational institutions. The accomplishments and outstanding successes in the education of Americans can be traced in large part to the reluctance of the United States to impose governmental restrictions on institutions of postsecondary education and to the success of the voluntary American system of accreditation in promoting quality without inhibiting innovation. The large percentage of Americans who benefit from higher education, the reputation of U.S. universities for both fundamental and applied research, and the widespread availability of professional services in the United States all attest to the high quality of postsecondary education and the success of the accreditation system that the U.S. institutions and professions have devised to promote quality.

Accreditation is a peer process whereby a private, nongovernmental agency grants public recognition to an institution or specialized program that meets or exceeds nationally established standards of acceptable educational quality. A guiding principle of accreditation is the recognition that institutions or specialized programs have a right to expect that they will be evaluated in the light of their own stated purposes, as long as those purposes are educationally appropriate and fall within the recognized scope of the accrediting body.

There are two fundamental reasons for accreditation: (1) to ensure quality assessment and (2) to assist in quality improvement. Accreditation, which applies to institutions or programs, must be distinguished from certification and licensure, which apply to individuals. Accreditation cannot guarantee the quality of individual graduates, but it can provide reasonable assurance of the context and quality of the education that is offered.

Accreditation provides services that are of value to several constituencies:

The public receives:

1) reasonable assurance of the external evaluation of a program and its conformity with general expectations in the professional field;
2) identification of programs that have voluntarily undertaken explicit activities directed at improving their quality and their successful execution;
improvement in the professional services available to the public, resulting from the modification of program requirements to reflect changes in knowledge and practice that are generally accepted in the field;

4) less need for intervention by public agencies in the operations of educational programs, because of the availability of private accreditation for the maintenance and enhancement of educational quality.

Students benefit from:

1) reasonable assurance that the educational activities of an accredited program have been found to be satisfactory and meet the needs of students;
2) assistance in transferring credits among programs and institutions;
3) a uniform prerequisite for entering the profession.

Programs receive:

1) the stimulus needed for self-directed improvement;
2) peer review and counsel provided by the accrediting agency;
3) enhancement of their reputation, because of the public’s regard for accreditation;
4) eligibility for selected governmental funding programs and private foundation grants.

The profession realizes:

1) a means for participation of practitioners in establishing the requirements for preparation to enter the profession;
2) a contribution to the unity of the profession by bringing together practitioners, educators, students, and the communities of interest in an activity directed toward improving professional preparation and practice.


History of Nurse Anesthesia Accreditation

On June 11, 1930, Agatha Hodgins, a nurse anesthetist, set forth her ideas regarding the essentials of a national organization for nurse anesthetists. They included (a) organization of a special group; (b) establishment of educational standards; (c) development of a state registration mechanism; (d) lobbying to practice without unwarranted criticism; and (e) improving the quality of work through study and research. She became the force behind establishing an organization dedicated to meeting the needs of the first nursing specialists. One of the initial objectives of the National Association of Nurse Anesthetists (whose name was later changed to the American Association of Nurse Anesthetists) was to develop the mechanics for establishing a program to evaluate schools of nurse anesthesia.

An Education Committee was established in 1933, which was charged with the development of educational standards, maintenance of a central bureau, and compilation of lists of approved schools and qualified instructors. The minimum standards called for a course of 4 months' duration, 250 anesthesia cases, and 75 hours of classroom instruction. The work of this committee over the next two decades resulted in revision of the guidelines for the course of study and development of the essentials for approval of nurse anesthesia schools. In addition to nursing at the postsecondary level, the course of study has developed into a full 2- to 3-year program requiring extensive preparation in the advanced sciences and supplemented by a clinical practicum in healthcare facilities that can provide a broad range of clinical experiences.

The formal accreditation program began in 1952 with the endorsement of the American Hospital Association (AHA) and advisement from its Council on Professional Practice. In 1955, AANA was listed by the U.S. Commissioner of Education as the recognized agency for accreditation of nurse anesthesia schools.

The accreditation function was transferred to the AANA’s Council on Accreditation of Nurse Anesthesia Educational Programs in 1975, in response to a major revision of the U.S. Office of Education criteria. The revised criteria reflected many of the sociopolitical concerns of the time: (1) public accountability, (2) conflicts of interest, (3) consumer protection, (4) nondiscriminatory practices, (5) due process, and (6) community of interest involvement. These criteria mandated a structural change in the AANA that resulted in the formation of three semiautonomous councils -- accreditation, certification, and practice (now known as the Council for Public Interest in Anesthesia). These councils were granted full functional and operational autonomy over the next 3 years, after proving their effectiveness in performing their respective responsibilities. A fourth council, recertification, was established in 1978 to serve as the monitoring body for the continuing education of nurse anesthetists. The Council on Accreditation of Nurse Anesthesia Educational Programs has existed since 1978 as an autonomous, multidisciplinary body under the corporate structure of the AANA, representing the various publics within the nurse anesthesia community of interest in which the profession resides. The 12 members of the Council represent...
the following groups: (1) nurse anesthesia educators and practitioners, (2) nurse anesthesia
students, (3) health care administrators, (4) universities, and (5) public members. All members
have been vested with full decision making and voting powers with the exception of the nurse
anesthesia student who shall serve as a non-voting member of the Council.

The Council on Accreditation of Nurse Anesthesia Educational Programs has been continuously
recognized by the U.S. Department of Education (USDE) since 1975, as well as by the Council
on Postsecondary Accreditation or its successor, the Commission on Recognition of
Postsecondary Accreditation (CORPA), since 1985. The Council for Higher Education
Accreditation assumed CORPA’s recognition functions in 1997. The scope of accreditation was
clarified by the USDE in 1993 and by CORPA in 1994 to delete reference to generic programs
and specify nurse anesthesia programs that prepared graduates at the certificate, baccalaureate,
master's, and doctoral degree levels. In 1997, the scope was revised to delete baccalaureate
programs that no longer existed. Currently, the Council is identified by the USDE as a nationally
recognized accrediting agency for the accreditation of institutions and programs of nurse
anesthesia at the post master's certificate, master's, or doctoral degree levels in the United States,
its territories, and protectorates.

A number of requirements in the 1994 standards were written to comply with regulations that
carried out provisions of the 1992 reauthorization of the Higher Education Act. In passing the
law, Congress increased USDE's oversight of institutions that receive federal student aid by
implementing more stringent requirements for the USDE, state governments, and accrediting
agencies, such as the Council on Accreditation of Nurse Anesthesia Educational Programs. The
impetus for the new requirements was an unacceptably high national rate of graduates who failed
to repay their federal student loans. As a result of the new requirements, many accrediting
agencies lost USDE recognition because their accreditation was not needed to obtain federal
monies. Regulations were adopted that specified new areas for accreditation review, such as
tuition in relation to the subject matter taught, default rates in student loan programs, records of
student complaints, and job placement rates.

The reason why the Council maintains USDE recognition falls under the legislative mandate that
calls for the USDE to identify reliable authorities for the quality of training that is offered by
educational institutions and programs as the basis for ascertaining eligibility for federal funding
under selected legislation. The Council maintains CHEA recognition to demonstrate its
effectiveness in assessing and encouraging improvement and quality in programmatic
accreditation. The Council also subscribes to the Code of Good Practice for accrediting
organizations through membership in the Association of Specialized and Professional
Accreditors (ASPA).
Mission, Purposes, and Objectives of the Council on Accreditation of Nurse Anesthesia Educational Programs

Mission Statement

The Council’s mission is to (1) grant public recognition to nurse anesthesia programs and institutions that award post master’s certificates, master’s, and doctoral degrees that meet nationally established standards of academic quality (quality assessment) and (2) assist programs and institutions in improving educational quality (quality enhancement).

The goals of the Council are to:

1. Pursue its mission, goals and objectives and conduct its operations with integrity.
2. Advise, formulate, and/or adopt standards, criteria, policies and procedures for the accreditation of nurse anesthesia educational programs, subject to review and comment by all constituencies that are significantly affected by them.
3. Foster academic quality in educational programs.
4. Utilize evaluation to measure a program’s degree of success in meeting programmatic objectives and accreditation requirements within the context of its institutional mission and resources.
5. Encourage innovations in program design and/or experimental programs that are based on sound educational principles.
6. Ensure responsiveness to its communities of interest including, but not limited to students, programs, and the public.
7. Foster student achievement and continuous program improvement as a basis of promoting quality nurse anesthesia services to the public.
8. Incorporate public involvement in its decision making related to quality and accountability.

The objectives of the COA are to:

1. Promulgate standards of accreditation for nurse anesthesia graduate programs with input from the communities of interest.
2. Periodically assess programs for compliance with accreditation standards through annual reports, self-studies, site visits, and progress reports.
3. Confer and publish accreditation decisions for programs and institutions of nurse anesthesia.
4. Require programs to routinely provide reliable performance and information data to the public.
5. Write policies and procedures defining the accreditation process and procedure.
6. Facilitate the development of new nurse anesthesia programs.
7. Offer consultation concerning nurse anesthesia education to enhance academic quality.
8. Conduct collaborative reviews with other accrediting agencies.
9. Conduct discussions with federal and state governmental agencies concerning accreditation.
10. Participate in a systematic self-assessment of the standards, policies, and procedures of accreditation to ensure accuracy and reliability.
11. Provide accurate information concerning the accreditation process and its accredited programs.
12. Consider legitimate allegations from complainants concerning the accreditation process.
13. Employ appropriate and fair procedures in decision-making.
14. Ensure the academic quality of distance and traditional educational offerings.
The Accreditation Process

The Council on Accreditation is responsible for establishing the standards for accreditation of nurse anesthesia educational programs, subject to consideration of the revisions by the communities of interest. The standards address: (I) governance, (II) resources (III) program of study, (IV) program effectiveness, and (V) accountability. The standards have been under review and have been subject to periodic major and minor revisions since they were established. Compliance with the standards forms the basis for the Council’s accreditation decisions.

Certain criteria have been ascertained to have major significance regarding educational quality. Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation and is marked with an asterisk (*). The Council reserves the right to identify other areas or criteria. The accreditation process for established programs is based on the self-evaluation study document prepared by the program and on an on-site review by a team of two or three reviewers. The process is repeated at intervals up to 10 years. A summary report of the review is presented to the Council for an accreditation decision. New programs that seek accreditation status must successfully complete an initial accreditation review, admit students, and undergo a subsequent review after the first students graduate.

Ongoing oversight by the Council is provided between formal programmatic reviews. Programs are required to advise the Council and get approval of major changes. The Council also investigates situations brought to its attention that may affect a program’s accreditation status. Each program is required to complete and submit an annual report.

In a broad sense, accreditation of nurse anesthesia educational programs provides quality assurance concerning educational preparation through continuous self-study and review. The ultimate goals of the accreditation program are to improve the quality of nurse anesthesia education and provide competent anesthetists for healthcare consumers and employers. Graduation from an accredited program is a prerequisite for eligibility for national certification, and it is also used as a criterion by licensing agencies, employers, and potential students in the decisions they make and in determining eligibility for government funding.
STANDARDS FOR ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS

COUNCIL ON ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS

To be considered for Council on Accreditation of Nurse Anesthesia Educational Programs (COA) accreditation, a nurse anesthesia program must demonstrate that it develops and implements the necessary mechanisms to comply with five educational standards.

Standard I: Governance

INSTITUTIONAL GOVERNANCE RESULTS IN THE EFFICIENT OPERATION OF THE NURSE ANESTHESIA PROGRAM, PROMOTES EDUCATIONAL EXCELLENCE AND SUPPORTS NEEDED CHANGE THROUGH THE IMPLEMENTATION OF ITS MISSION AND PHILOSOPHY. THE INFRASTRUCTURE FACILITATES ATTAINMENT OF PROGRAM GOALS AND OBJECTIVES AND INVOLVES ITS COMMUNITIES OF INTEREST.

CRITERIA

A1. The mission and/or philosophy of the conducting institution's governing body promotes educational excellence and supports the nurse anesthesia program within a graduate framework.

A2. The organizational relationships of the institution, academic unit, and program are clear, support the objectives of the program, and facilitate needed change.

A3. The governance structures in which the program functions facilitate appropriate involvement and communication among and between faculty, students, administrators, the public, and its communities of interest.
A4. The governing body appoints a CRNA as program administrator with leadership responsibilities and authority for the administration of the program. The CRNA administrator must be qualified by experience and have an earned graduate degree from an institution of higher education accredited by a nationally recognized accrediting agency.**

A5. The governing body appoints a CRNA, qualified by graduate degree, education, and experiences to assist the CRNA program administrator and, if required, assume leadership responsibilities. This individual must have an earned graduate degree from an institution of higher education accredited by a nationally recognized accrediting agency.**

A6. The program appoints a CRNA, master’s degree preferred, or anesthesiologist coordinator for each clinical site with defined responsibilities for students. ***

A7. The conducting organization completes a legally binding written agreement that outlines the expectations and responsibilities of all parties when an academic or clinical affiliation is established or two or more entities with unshared governance enter into a joint arrangement to conduct a program.

A8. The academic institution identifies an appropriate liaison at the academic site when it enters into an affiliation with a nurse anesthesia program.

A9. A program of nurse anesthesia has current written policies and procedures that facilitate its efficient and effective operation.

A10. The institution’s and/or program’s committee structure is appropriate to meet program objectives, and includes public, student, and faculty participation.

A11. An accredited program is required to act in accordance with the Council’s policies and procedures for accreditation.

* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.

** Doctoral degrees will be required for the CRNA program administrators (program administrator and assistant program administrator) in all doctoral programs by 2018. All degrees must be awarded by a college or university that is accredited by a nationally recognized institutional accreditor.

*** Master's degrees are required for CRNA clinical coordinators by 2014.
Standard II: Resources

THE CONDUCTING INSTITUTION DEMONSTRATES THAT RESOURCES ARE SUFFICIENT TO PROVIDE ONGOING COMMITMENT AND SUPPORT OF THE NURSE ANESTHESIA PROGRAM.

CRITERIA

* B1. Resources are adequate to promote effective teaching and student learning and to achieve the program’s stated outcomes within the context of the institutional mission.

B2. There is a budget that provides evidence of adequate funding for nurse anesthesia education.

B3. The CRNA program administrator provides input into the budget process to ensure adequate resources are available for the program.

* B4. The conducting institution(s) demonstrates ongoing commitment to and support of both the clinical and academic components of the nurse anesthesia program by providing adequate:

a. Financial resources to comply with accreditation standards.

b. Physical resources including facilities, equipment, and supplies.

c. Learning resources including clinical sites, library, technological access and support.

d. Numbers of qualified faculty for clinical, classroom instruction and scholarly activities.

e. Support personnel.

f. Student services (see Glossary: student services).

B5. The conducting institution provides sufficient time and resources to permit faculty to fulfill their teaching, scholarly activities, service, administrative and clinical responsibilities.

* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.
Standard III: Program of Study

THE PROGRAM CURRICULUM IS RELEVANT, CURRENT, COMPREHENSIVE, AND MEETS COMMONLY ACCEPTED NATIONAL STANDARDS FOR SIMILAR DEGREES. THE TEACHING-LEARNING ENVIRONMENT PROMOTES THE ACHIEVEMENT OF EDUCATIONAL OUTCOMES DRIVEN BY THE MISSION OF THE INSTITUTION AND FOSTERS STUDENT LEARNING, PROFESSIONAL SOCIALIZATION, AND FACULTY GROWTH. THE CURRICULUM PREPARES GRADUATES FOR THE FULL SCOPE OF NURSE ANESTHESIA PRACTICE.

CRITERIA

C1. The program’s curriculum builds upon prior nursing education and professional experiences, is congruent with the mission of the institution and is designed so that students benefit from the program.

C2. The faculty designs a curriculum that awards a master’s or higher-level degree to graduate students who successfully complete graduation requirements.**

C3. The program sets forth the curriculum in a logical manner with sequential presentation of classroom and clinical experiences.

C4. The nurse anesthesia program must be a minimum of 24 months in length or its part-time equivalent.

C5. The educational environment fosters student learning and promotes professional socialization.

C6. The educational environment provides opportunities for faculty development.

C7. The program designs a curriculum that enables graduates to attain certification in the specialty.

C8. The program designs, when appropriate, an experimental/innovative curriculum that enables graduates to attain certification in the specialty.

C9. The content of the curriculum is appropriate to the degree or certificate earned.

C10. The curriculum meets commonly accepted national standards for similar degrees.

C11. Distance education programs and courses satisfy accreditation standards and achieve the same outcomes as traditional educational offerings.
C12. The educational environment promotes academic quality as evidenced through a variety of indicators (see Glossary: academic quality).

C13. The program enrolls only baccalaureate prepared students who meet admission criteria. Admission requirements include:

a. Registration as a professional nurse in the United States, its territories or protectorates.

b. At least one year of experience as a RN in an acute care setting (see Glossary).

C14. The basic nurse anesthesia academic curriculum and prerequisite courses focus on coursework in anesthesia practice: pharmacology of anesthetic agents and adjuvant drugs including concepts in chemistry and biochemistry (105 hours); anatomy, physiology, and pathophysiology (135 hours); professional aspects of nurse anesthesia practice (45 hours); basic and advanced principles of anesthesia practice including physics, equipment, technology and pain management (105 hours); research (30 hours); and clinical correlation conferences (45 hours).

C15. The didactic curriculum includes three (3) separate comprehensive graduate level courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology.***

C16. The amount of advanced standing or transfer credits awarded by the degree granting institution is clearly stated and publicized.

C17. The clinical curriculum provides students with opportunities for experiences in the perioperative process that are unrestricted, and promote their development as competent safe nurse anesthetists.

C18. The nurse anesthesia clinical curriculum prepares the student for the full scope of current practice in a variety of work settings and requires a minimum of 550 clinical cases including a variety of procedures, techniques, and specialty practice (see Appendix).

C19. The program provides opportunities for students to obtain clinical experiences outside the regular clinical schedule by a call experience or other mechanism.

C20. The program demonstrates that it has achieved its stated outcomes.
C21. The program demonstrates that graduates have acquired knowledge, skills and competencies in patient safety, perianesthetic management, critical thinking, communication, and the competencies needed to fulfill their professional responsibility.

a. Patient safety is demonstrated by the ability of the graduate to:

1. Be vigilant in the delivery of patient care.
2. Protect patients from iatrogenic complications.
3. Participate in the positioning of patients to prevent injury.
4. Conduct a comprehensive and appropriate equipment check.
5. Utilize standard precautions and appropriate infection control measures.

b. Individualized perianesthetic management is demonstrated by the ability of the graduate to:

1. Provide care throughout the perianesthetic continuum.
2. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
3. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
4. Provide anesthesia services to all patients, including trauma and emergency cases.
5. Administer and manage a variety of regional anesthetics.
6. Function as a resource person for airway and ventilatory management of patients.
7. Possess current advanced cardiac life support (ACLS) recognition.
8. Possess current pediatric advanced life support (PALS) recognition.
9. Deliver culturally competent perianesthetic care throughout the anesthesia experience (see Glossary: culturally competent).

c. Critical thinking is demonstrated by the graduate’s ability to:

1. Apply knowledge to practice in decision-making and problem solving.
2. Provide nurse anesthesia care based on sound principles and research evidence.
3. Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.

4. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.

5. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.

6. Calculate, initiate, and manage fluid and blood component therapy.

7. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.

8. Pass the Council on Certification of Nurse Anesthetists’ (CCNA) certification examination in accordance with CCNA policies and procedures.

d. Communication skills are demonstrated by the graduate’s ability to:

1. Effectively communicate with individuals influencing patient care.

2. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.

e. Professional responsibility is demonstrated by the graduate’s ability to:

1. Participate in activities that improve anesthesia care.

2. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.

3. Interact on a professional level with integrity.

4. Teach others.

5. Participate in continuing education activities to acquire new knowledge and improve his or her practice.

6. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency. (see Glossary: Chemical Dependency and Wellness for recommended content)****

* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.
** The COA will not consider any new master’s degree programs for accreditation beyond 2015. Students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees.

*** All programs must meet this criterion by 2015.

**** All programs must meet this criterion by January 1, 2013.
Standard IV: Program Effectiveness

PROGRAM EFFECTIVENESS IS EVIDENCED (1) IN THE QUALITY OF STUDENT, ALUMNI, AND FACULTY ACHIEVEMENT THAT FURTHERS THE INSTITUTION’S MISSION, PHILOSOPHY AND OBJECTIVES, (2) BY A COMMITMENT TO CONTINUOUS SELF-ASSESSMENT, AND (3) BY HOW IT ENHANCES THE EDUCATIONAL PROCESS.

CRITERIA

D1. The institution and/or program utilizes systematic evaluation processes to assess achievement in the following areas:

a. The quality of the didactic, clinical and research curriculum.

b. A teaching and learning environment that promotes student learning.

c. Faculty contributions to teaching, practice, service, and scholarly activities.

D2. The program has a written plan for continuous self-assessment that promotes program effectiveness, purposeful change and needed improvement.

D3. The program relies upon periodic evaluations from its communities of interest to determine program effectiveness:

a. Student evaluations of the program, courses, classroom instruction, clinical instruction, and clinical sites.

b. Faculty evaluations of the program.

c. Employer evaluations of recent graduates.

d. Alumni evaluations of the program.

e. Evaluations of the program by external agencies.
D4. The program utilizes evaluation data from all sources to monitor and improve program quality and effectiveness and student achievement:

a. Student evaluations, formative and summative, are conducted by the faculty to counsel students and document student achievement in the classroom and clinical areas.

b. Student achievement is documented through self-evaluation.

c. Outcome measures, including graduation rates, grade point averages, Council on Certification of Nurse Anesthetists’ (CCNA) Certification Examination pass rates and mean scores, and employment rates and employer satisfaction are used to assess the quality of the program and level of student achievement.

d. The program’s evaluation plan is used to continuously assess compliance with accreditation requirements and to initiate corrective action should areas of noncompliance occur or recur.

* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.
Standard V: Accountability

THE PROGRAM DEMONSTRATES ACCOUNTABILITY AND INTEGRITY TO ITS COMMUNITIES OF INTEREST INCLUDING THE PUBLIC, STUDENTS, FACULTY, THE CONDUCTING INSTITUTION(S), AND EXTERNAL AGENCIES.

CRITERIA

* E1. The program evidences truth and accuracy in the following areas: advertising, student recruitment, admissions, academic calendars, program length, tuition and fees, travel requirements, catalogs, grading, representation of accreditation, and faculty accomplishments.

E2. The program identifies, publishes, and distributes the rights and responsibilities of the following entities as they relate to the program: patients, applicants, students, faculty, conducting and affiliating institutions, and the accrediting agency.

E3. The program annually publishes accurate information about its programmatic accreditation status, the specific academic program covered by the accreditation status, the name, address, and telephone number of the Council; and for the most recent graduating class the attrition, employment of graduates within six months of graduation, and the certification examination pass rate for first time takers.

* E4. Complaints, grievances and appeals are resolved in a timely and equitable manner affording adequate due process.

* E5. The program defines and uses policies and procedures that are fair and equitable and do not discriminate on the basis of race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law.

* E6. The program defines and uses policies and procedures regarding academic integrity in all of its educational activities.

* E7. The program maintains accurate cumulative records of educational activities.

* E8. The program forbids the employment of nurse anesthesia students as nurse anesthetists by title or function.

* E9. The program limits students’ commitment to the program to a reasonable number of hours to ensure patient safety and promote effective student learning. (see Glossary: Reasonable time commitment)
E10. The program restricts clinical supervision in nonanesthetizing areas to credentialed experts who are authorized to assume responsibility for the student (see Glossary: credentialed expert).

* E11. The program restricts clinical supervision of students in anesthetizing areas to CRNAs and/or anesthesiologists with institutional staff privileges who are immediately available in all clinical areas. Instruction by graduate registered nurse anesthetists or physician residents is never appropriate if they act as the sole agents responsible for the student.

* E12. The program ensures that students and CRNA faculty including clinical instructors are currently licensed as registered professional nurses in one jurisdiction of the United States and CRNAs are certified/recertified by the Council on Certification/Recertification of Nurse Anesthetists.

* E13. The clinical supervision ratio of students to instructors must be coordinated to insure patient safety by taking into consideration: The student’s knowledge and ability; the physical status of the patient; the complexity of the anesthetic and/or surgical procedure; and the experience of the instructor (see Glossary).

* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.
Additional criteria for the Standards regarding:

**Practice-Oriented Doctoral Degrees**

1. Faculty members demonstrate competency in scholarly and professional work in the relevant discipline (Standard III).

2. Doctoral students have sufficient access to appropriately credentialed faculty (Standard II).

3. There is an established assessment procedure to verify competence in pertinent scholarship skills relevant to the area of academic focus (Standard III).

4. The post-baccalaureate curriculum is a minimum of 3 years of full-time study or longer if there are periods of part-time study (Standard III).**

5. The requirements for the practice-oriented doctoral degree are significantly beyond those required for a master’s degree (Standard III).

6. Doctoral students master additional theory, knowledge and scholarship skills relevant to the area of academic focus by demonstrating the following competencies (Standard III):

   **Biological Systems, Homeostasis and Pathogenesis**
   
a. Analyzes best practice models for nurse anesthesia patient care management through integration of knowledge acquired from arts and sciences within the context of the scope and standards of nurse anesthesia practice.

b. Uses a systematic outcomes analysis approach in the translation of research evidence and data in the arts and sciences to demonstrate they will have the expected effects on nurse anesthesia practice.

   **Professional Role**
   
a. Demonstrates ability to undertake complex leadership roles in nurse anesthesia.

b. Demonstrates ability to provide leadership that facilitates intraprofessional and interprofessional collaboration.

c. Integrates critical and reflective thinking in leadership style.

d. Demonstrates ability to utilize a variety of leadership principles in the management of situations.

   **Healthcare Improvement**
   
a. Uses evidence based practice to inform clinical decision making in nurse anesthesia.

b. Evaluates how public processes impact the financing and delivery of healthcare.

c. Develops and assesses strategies to improve patient outcomes and quality of care.
Practice Inquiry

a. Demonstrates the ability to assess and evaluate health outcomes in a variety of populations, clinical settings, and systems.

b. Demonstrates ability to disseminate research evidence.

c. Completes a scholarly work that demonstrates knowledge within the area of academic focus.

Technology and Informatics

a. Uses information systems/technology to support and improve patient care and healthcare systems.

b. Critically evaluates clinical and research databases used as clinical decision support resources.

Public and Social Policy

a. Advocates for health policy change to improve patient care and advance the specialty of nurse anesthesia.

Health Systems Management

a. Analyzes the structure, function and outcomes of healthcare delivery systems and organizations.

b. Analyzes business practices typically encountered in nurse anesthesia delivery settings.

c. Analyzes risk management plans based on information systems to promote outcome improvement for the patient, organization and community.

Ethics

a. Applies ethically sound decision-making.

b. Informs the public of the role and practice of the doctoral-prepared CRNA and represents themselves in accordance with the Code of Ethics for CRNAs.

c. Fulfills the obligation as a doctoral-educated professional to uphold the Code of Ethics for CRNAs.

**Note: Shorter programs of study can be submitted for consideration when accompanied by supporting rationale that ensures compliance with accreditation standards.
Additional criteria for the Standards regarding:

**Research-Oriented Doctoral Degrees**

1. Doctoral students are prepared to advance theory and knowledge of the discipline in which the degree is awarded (Standard III).

2. Doctoral students develop advanced scholarship skills and generate research relevant to the discipline (Standard III).

3. Doctoral students complete a dissertation or equivalent scholarly work that constitutes an original contribution to the knowledge within the discipline (Standard III).

4. Faculty members demonstrate competency for scholarly and professional work in the relevant discipline (Standard III).

5. Doctoral students have sufficient access to appropriately credentialed faculty (Standard II).

6. There is direct assessment of doctoral student achievement, including extensive comprehensive examinations conducted by recognized scholars in the discipline, to verify the knowledge and skills that constitute mastery in the discipline (Standard III).

7. There are established examination and assessment procedures to verify competence in pertinent research skills (Standard III).

8. Doctoral students defend the final dissertation or equivalent scholarly work before acknowledged scholars in the discipline (Standard III).

9. The curriculum is a minimum of 5 years in length post-baccalaureate or a minimum of 4 years in length post-master’s of full-time study or longer if there are periods of part-time study (Standard III). **

10. Adequate resources such as teaching and research assistantships, internal and external funding or federal grants are available to support the research mission of the academic unit (Standard II).

11. There is support for research essential for degree purposes (Standard II).

12. The educational environment encourages scholarly research (Standard II).

13. Faculty are provided sufficient time and resources for scholarship and the conduct of research (Standard II).
14. The requirements for the research-oriented doctoral degree are significantly beyond those required for a master’s degree and a practice-oriented doctoral degree (Standard III).

**Note:** Shorter programs of study can be submitted for consideration when accompanied by supporting rationale that ensures compliance with accreditation standards.
Additional criteria for the Standards regarding:

<table>
<thead>
<tr>
<th>Graduate Degree Programs for CRNAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anesthesia must be referenced in the title of the graduate degree offered and/or a significant component of the curriculum includes anesthesia-related material (Standard III).</td>
</tr>
<tr>
<td>2. The curriculum for a master’s or doctoral degree program for CRNAs is similar to the requirements for an equivalent degree that prepares registered nurses for entry into nurse anesthesia practice (Standard III).</td>
</tr>
<tr>
<td>3. The length of the approved program of study must be appropriate for the CRNA graduate student to complete the degree requirements for the master’s degree, practice-oriented doctoral degree, or research-oriented doctoral degree program (Standard III).</td>
</tr>
</tbody>
</table>

*(see Glossary: Graduate Degrees for CRNAs)
Additional criteria for the Standards regarding:

**Federally Mandated Requirements**

The criteria listed in this section are those required of all accrediting agencies in order to be in compliance with the Higher Education Act (HEA) of 1965, as amended by the HEOA in 2008. Many requirements have also been included in the Council’s policies and procedures.

1. The program and/or its conducting institution reviews the default rates in the student loan programs under Title IV of the Higher Education Act, based on the most recent data provided by the U.S. Secretary of Education.

2. The program’s conducting entity demonstrates compliance with an institution’s responsibilities under Title IV of the Higher Education Act, including: results of financial or compliance audits and program reviews and other information that the U.S. Secretary of Education may request.

3. The program provides evidence that students are made aware of their ethical responsibility regarding financial assistance they receive from public or private sources.
Appendix

The minimum number of anesthesia cases is 550.

<table>
<thead>
<tr>
<th>CLINICAL EXPERIENCES</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL CASES</strong></td>
<td>550</td>
<td>650</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATIENT PHYSICAL STATUS</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes III &amp; IV</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Class V</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIAL CASES</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geriatric 65 + years</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Pediatric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatric 2 to 12 years</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Pediatric (less than 2 years)</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Neonate (less than 4 weeks)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Trauma/Emergency (E)</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Ambulatory/Outpatient</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Obstetrical management</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Cesarean delivery</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Analgesia for labor</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>
## CLINICAL EXPERIENCES

<table>
<thead>
<tr>
<th>Position Categorical</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prone</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Lithotomy</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sitting</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## ANATOMICAL CATEGORIES

<table>
<thead>
<tr>
<th>Anatomical Categorical</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra-abdominal</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Extrathoracic</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Extremities</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Perineal</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Extracranial</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Intracranial</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Oropharyngeal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Intrathoracic</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Heart</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Lung</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Neck</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Neuroskeletal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Vascular</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

1 Count all that apply.
## CLINICAL EXPERIENCES

<table>
<thead>
<tr>
<th>Methods of Anesthesia</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>General anesthesia</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Induction, maintenance, and emergence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intravenous induction</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Inhalation induction</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Mask management</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Laryngeal mask airways (or similar devices)</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Tracheal intubation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Oral</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>b. Nasal</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total intravenous anesthesia</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Emergence from anesthesia</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Regional techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Administration (^2) (total of a, b &amp; c)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>a. Spinal</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>b. Epidural</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>c. Peripheral</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Monitored anesthesia care</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

\(^2\) Students must have experience in each category.
### PHARMACOLOGICAL AGENTS

<table>
<thead>
<tr>
<th></th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhalation agents</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Intravenous induction agents</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Intravenous agent - muscle relaxants</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Intravenous agent - opioids</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

### ARTERIAL TECHNIQUE

<table>
<thead>
<tr>
<th></th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arterial puncture/catheter insertion</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Intra-arterial BP monitoring</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

### CENTRAL VENOUS PRESSURE CATHETER

<table>
<thead>
<tr>
<th></th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement ³ (total of a &amp; b)</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>a. Actual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Simulated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

### PULMONARY ARTERY CATHETER

<table>
<thead>
<tr>
<th></th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Monitoring</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

³ Simple models and simulated experiences may be used to satisfy this requirement.
<table>
<thead>
<tr>
<th>CLINICAL EXPERIENCES</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intravenous catheter placement</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mechanical ventilation</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Pain management (acute/chronic)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Alternative airway management techniques (total of 1 &amp; 2)</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>

(see Glossary: alternative airway management techniques)

1) Fiberoptic techniques $^3$ (total of a, b & c)  
   a) Actual placement  
   b) Simulated placement  
   c) Airway assessment  
2) Other techniques  

<table>
<thead>
<tr>
<th>OTHER</th>
<th>Minimum Required Cases</th>
<th>Preferred Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intravenous catheter placement</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mechanical ventilation</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Pain management (acute/chronic)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Alternative airway management techniques</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>

(see Glossary: alternative airway management techniques)

1) Fiberoptic techniques $^3$ (total of a, b & c)  
   a) Actual placement  
   b) Simulated placement  
   c) Airway assessment  
2) Other techniques  

$^3$ Simple models and simulated experiences may be used to satisfy this requirement.
Glossary

**Academic faculty** - Instructors who are responsible for providing didactic instruction in their individual areas of expertise.

**Academic quality** - The presence of appropriate outcomes resulting from faculty teaching, student learning, research and professional practice. Academic quality requires an effective learning environment and sufficient resources for faculty and students to obtain the objectives of the program and meet accreditation standards.

**Accreditation** - A peer process whereby a private, nongovernmental agency grants public recognition to an institution or specialized program of study that meets or exceeds nationally established standards of acceptable educational quality.

**Acute care experience** - Work experience during which an RN has developed as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on knowledge of physiological and pharmacological principles.

**Agreement** - An exchange of a formal, written understanding between two or more entities that agree to provide appropriate academic and/or clinical learning experiences for students. Requirements should be outlined in sufficient detail to state clearly the expectations of the agreement and to protect the rights of the parties involved.

**Alternative airway management techniques** - Alternative airway management techniques include fiberoptic intubation, light wand, retrograde tracheal intubation, combitube, transcricothyroidotomy.

**Ambulatory/Outpatient** - Patients who are discharged from the facility within 23 hours or less following admission and surgery.

**Anesthesia care plan** - A written or verbal description of a proposed plan for the administration of an anesthetic, based on the known and anticipated needs of an individual patient during the perioperative period.

**Anesthesiologist** - A doctor of medicine (MD) or doctor of osteopathy (DO) who has successfully completed an approved anesthesiology residency program and has been granted active hospital staff membership and full hospital staff privileges in anesthesia.

**Appeal** - In cases where sanctions may be imposed against a student or faculty member, the right to a fair hearing before an impartial body should be granted in accordance with published rules and procedures. Students should be allowed to appeal any decision that suspends or dismisses them from a program or that delays their graduation.
Call - A planned clinical experience outside the normal operating hours of the clinical facility, for example, after 5 p.m. and before 7 a.m., Monday through Friday, and on weekends. Assigned duty on shifts falling within these hours is considered the equivalent of an anesthesia call, during which a student is afforded the opportunity to gain experience with emergency cases.

Certification - The process whereby a nongovernmental agency grants recognition to an individual who has voluntarily met predetermined qualifications specified by the agency.

Chemical Dependency and Wellness – Chemical dependency is substance related disorders characterized by chronicity and progression that threaten wellness. Wellness is defined as a positive state of the mind, body, and spirit reflecting a balance of effective adaptation, resilience, and coping mechanisms in personal and professional environments that enhance quality of life. The wellness/chemical dependency curriculum must be an evidence-based program of study which could include but is not limited to the following five key conceptual components:

1. Importance of Wellness to Health Care Professionals: Describe the integration of healthy lifestyles, adaptive coping mechanisms for career stressors, and an awareness of chemical dependency risk factors and pathophysiology.
2. Healthy Lifestyles: Describe attitudes, behaviors, and strategies (i.e., healthy nutrition, exercise, sleep patterns, and critical incidents’ stress management) that create a positive balance between one’s personal and professional life for personal wellness.
3. Coping Mechanisms: Describe adaptive or maladaptive strategies and/or behaviors employed by individuals to reduce the intensity of experienced stress.
4. Identification and Intervention: Describe needed awareness of the symptoms of chemical dependency, appropriate strategies for successful intervention, treatment, and aftercare.
5. Re-Entry into the Workplace: Broadly describes components of successfully returning to anesthesia practice. These components include the frameworks for returning to administrative, academic or clinical anesthesia practice, strategies to reduce the likelihood of relapse, and elements of lifestyle adaptation that lead to a healthy balance of professional work and physical, emotional, and spiritual health.

Clinical experience - Supervised clinical activities in which the student gets to use the knowledge he or she has acquired in the clinical and/or academic phases of the program.

Clinical faculty - The CRNA or anesthesiologist who is responsible for teaching nurse anesthesia students during the perioperative period and for evaluating their clinical progress. When students are administering anesthesia, such instructors must be CRNAs or anesthesiologists with staff privileges in anesthesia.

Clinical supervision – Clinical oversight of graduate students in the clinical area that does not exceed two graduate students to one CRNA or anesthesiologist. In the case of medical direction, where the anesthesiologist medically directs 4 concurrent procedures, the ratio of graduate students to CRNA must not exceed 2:1.
Commonly accepted national standards - Standards that are generally recognized as determining quality of similar degrees by the larger community of higher education in the United States.

Community of interest - A body of individuals who are directly affected by nurse anesthesia education and/or practice, including nurse anesthesia students, faculty, staff, patients, employers, institutions, the public, and higher education community.

Competency for entrance into practice - Verification by the program that a student has acquired knowledge and skills in patient safety, perianesthetic management, critical thinking, communication and professionalism.

Conducting institution - The legal entity (institution or organization) that assumes sole, primary, or shared responsibility for the conduct of a program, including budgetary support, and is responsible for ensuring that the program has complied with accreditation requirements.

Course - A unit of study that exists in an academic discipline, such as anatomy and physiology of the respiratory system, pediatric anesthesia, etc.

Credentialed expert – An individual awarded a certificate, letter or other testimonial to practice a skill in an institution. The credential must attest to the bearer’s right and authority to provide services in the area of specialization for which she or he has been trained. Examples are: a pulmonologist who is an expert in airway management; an emergency room physician authorized by an anesthesia department to assume responsibility for airway management; or a neonatologist who is an expert in airway management.

CRNA program administrator (CRNA Program Director) - A CRNA with an appropriate graduate degree who by position, responsibility, and authority is actively involved in the organization and administration of the entire program of nurse anesthesia. The graduate degree must be from an institution of higher education accredited by a nationally recognized accrediting agency.

CRNA assistant program administrator (CRNA Assistant Program Director) - A CRNA with an appropriate graduate degree who by position, responsibility, and authority actively assists the program administrator in the organization and administration of the entire program of nurse anesthesia. The graduate degree must be from an institution of higher education accredited by a nationally recognized accrediting agency. The assistant program administrator must be qualified to assume the responsibilities of the program administrator if required.

Culturally competent - Utilizing variable approaches in assessing, planning, implementing and administering anesthesia care for patients based on culturally relevant information.

Curriculum - All experiences, clinical or didactic, that are under the direction of the program. The planned educational input, process, outcomes, and evaluations designed to enable the student to acquire the experiences specified in the program’s philosophy, goals, and objectives.
Due process - A legal and ethical principle whereby nurse anesthesia faculty and students are guaranteed treatment in accordance with reasonable, clearly defined rules and have the right to fair treatment, based on published standards, procedures, and the provisions of an appeals or grievance procedure.

Employment of nurse anesthesia graduate students - Anesthesia care provided by a graduate student outside the planned curriculum is considered employment as a nurse anesthetist, whether or not the care is reimbursed. Employment is permitted in a position other than anesthesia, as long as the student is not represented in any manner, such as by a name tag, uniform, and/or signature, to be a nurse anesthetist.

Evaluation – A systematic assessment that results in data that are used to monitor and improve program quality and effectiveness.

Experimental curriculum - A curriculum that is being tested to determine whether it will produce expected outcomes that may or may not become permanent.

Faculty - A body of individuals entrusted with instruction, including the teaching staff, both clinical and academic, and any individuals involved in teaching or supervising the educational experiences/activities of students on a part-time or full-time basis.

Formative evaluations - Student assessments that help identify problems and areas that require improvement, as well as measure progress and achievement of objectives.

Full scope of practice - Preparation of graduates who can administer anesthesia and anesthesia-related care in four general categories: (1) preanesthetic preparation and evaluation; (2) anesthesia induction, maintenance and emergence; (3) post-anesthesia care; and (4) perianesthetic and clinical support functions (Reference: “Scope and Practice for Nurse Anesthesia Practice,” available from AANA, Park Ridge, IL).

Graduate Degrees for CRNAs - A degree awarded to a CRNA who has fulfilled the requirements for a master’s degree, practice-oriented doctoral degree, or research-oriented doctoral degree. The primary purpose of the graduate degree is to enable the CRNA to complete additional study and coursework beyond those required for graduation from a nurse anesthesia program and entry into practice as a nurse anesthetist. The curriculum for a graduate degree for CRNAs is similar to the requirements for an equivalent degree that prepares registered nurses for entry into nurse anesthesia practice. The length of study is generally shorter depending upon the amount of advanced standing or transfer credits awarded by the degree granting institution.

Grievance - Any complaint that arises from the participation of a student or faculty member in a nurse anesthesia program.

Immediately available - A CRNA or physician anesthesiologist must be present in the anesthetizing location where a graduate student is performing/administering an anesthetic and available to be summoned by the graduate student.
**Indicators of success** - Documentation of student achievement and attainment of a program’s established outcome criteria. Examples of ways to measure success include: 1. Identifying: (a) the number of students who complete the program, (b) the number of graduates that pass the National Certification Examination for Nurse Anesthetists in accordance with the COA’s Certification Examination policy, and (c) the number of graduates who secure employment within 6 months post-graduation; 2. Conducting graduate (alumni) evaluations to assess the program’s ability to prepare nurse anesthetists who are competent and capable of functioning in a variety of anesthesia settings; 3. Conducting employer evaluations to assess the program’s ability to prepare nurse anesthetists who are competent and capable of functioning in a variety of anesthesia settings.

**Innovative curriculum** - A new or creative way to introduce a curriculum or program that may become permanent. Programs that are developed to prepare broad-based, competent nurse anesthetists but do not necessarily comply with Council's requirements pertaining to specific class hours or the details of the practical experiences.

**Institution** - A senior college or university, hospital, corporation, or other entity with an appropriate state license or a government-sponsored agency involved in the conduct of a nurse anesthesia educational program. An educational institution that is accredited in its entirety (as a whole), including nurse anesthesia certificate programs and single-purpose institutions.

**Legal requirements** - Examples include: (1) evidence that a program accepts its responsibilities under Title IV of the Higher Education Act, as demonstrated through its compliance with accreditation standards and by its attempts to lower default rates in federal student loan programs; (2) evidence that a nurse anesthesia program is legally authorized to operate; and (3) evidence that a professional complies with licensure and certification requirements prescribed by legislation or regulation.

**Licensure** - A process whereby a governmental agency grants permission to individuals to practice their occupation as a way of providing reasonable assurance that public health, safety, and welfare will be protected.

**Mask management** - A general anesthetic that is administered by mask, exclusive of induction.

**Master’s degree requirement** - Programs must award a master's or higher degree to each graduate. A waiver of this requirement may be requested for valid reasons. Granting of the waiver is solely at the discretion of the Council.

**Nationally recognized accrediting agency** - An accrediting agency that is recognized by the U.S. Secretary of Education as a reliable authority as to the quality of training offered by educational institutions and/or programs. This includes regional institutional accrediting agencies, national institutional accrediting agencies, and specialized accrediting agencies.
Nondiscriminatory practice - The practice of treating all individuals, including applicants, without regard to race, color, national origin, gender, religion, age, marital status, physical or mental handicap or disability, sexual orientation, or any legally protected factor. Although an applicant should not be required to provide information regarding his or her race, color, national origin, sex, religion, age, marital status, physical or mental handicap or disability, or any other legally protected factor, he or she can provide such information on a voluntary basis. According to federal law, an applicant may be asked if he or she can perform the essential tasks or functions of an anesthetist, as long as all other applicants are asked the same question. (Reference Title VII of the Civil Rights Act of 1964 and the Americans With Disabilities Act.)

Nurse anesthesia graduate student - A registered professional nurse who is enrolled in an educational program that is accredited by the Council for the purpose of acquiring the qualifications necessary to become certified in the specialty of nurse anesthesia.

Objectives - Future-oriented purposes and goals that a nurse anesthesia educational endeavor seeks to fulfill.

Outcomes - Evidence that demonstrates the degree to which a program's purposes and objectives have been achieved, including the attainment of knowledge, skills, and competencies by students. Outcomes are operational definitions of objectives and must be assessed in relation to them.

Perianesthetic management - Anesthesia care and management of patients, including preoperative, intraoperative, and postoperative care. Preoperative care includes the evaluation of patients through interview, physical assessment, and a review of records. Intraoperative care includes administration of anesthetics, decision-making, and recordkeeping. Postanesthesia care includes evaluation, monitoring of physiological functions, and appropriate intervention when a patient is emerging from anesthesia and surgery.

Personnel - Persons employed by a conducting institution to provide necessary services, such as teaching and secretarial support, for the operation of a nurse anesthesia program.

Postanesthetic Assessment - Review of all available patient data and validation of anesthesia outcomes.

Practice-oriented doctoral degree - The primary purpose of the practice-oriented doctoral degree is to prepare registered nurses for professional practice as nurse anesthetists who have additional knowledge in an area of academic focus. The curriculum for a practice-oriented doctoral degree is typically a minimum of 36 calendar months in length of full-time study or longer if there are periods of part-time study. The Doctor of Nurse Anesthesia Practice (DNAP) and Doctor of Nursing Practice (DNP) are examples.

Preanesthetic Assessment - Review of all available patient data prior to initiating anesthesia.
Professional Aspects – Courses and activities that are specific to the profession of nurse anesthesia including but not limited to (1) the business of anesthesia and practice management; (2) reimbursement methodologies and payment policies; (3) substance abuse; (4) professional ethics; (5) quality improvement; (6) structure and function of the AANA; and (7) professional advocacy, practice standards and regulations (non-governmental, governmental).

Program - An educational curriculum that is designed to provide both didactic and clinical components to prepare a competent nurse anesthetist. The word program is commonly used for all types of nurse anesthesia schools including programs and institutions. In the case of a branch campus, program refers to an educational unit within a larger institution such as a university.

Program design - A graphic representation of the course of study, including all the components of the program, clinical, academic, research, call, affiliations, study time, and the total committed time by quarter or semester.

Public member - A member of a committee who is selected to ensure that consumer concerns, public and patient, are formally represented and to curb any tendency to put program priorities before public interest. Such members should be selected at large, and they cannot be current or former members of the healthcare profession or current or former employees of the institution that is conducting the program. This also excludes anyone who might be perceived to have divided loyalties or potential conflicts of interest, such as a relative of an employee or former employee.

Reasonable time commitment - A reasonable number of hours to promote effective student learning should not exceed 70 hours per week averaged over four weeks. This time commitment includes time spent in class and in clinical, preparing for class and clinical, in-house call time, and, when taking call from home, time spent in the operating room, averaged over four weeks. This should include a 10 hour rest period between scheduled clinical shifts.

Recertification - A process whereby the Council on Recertification of Nurse Anesthetists grants recognition to CRNAs who have met the predetermined criteria specified by the Council. It is intended to advance the quality of anesthesia care provided to patients and to ensure that nurse anesthetists maintain their skills and remain up to date on scientific and technological developments.

Research-oriented doctoral degree - The primary purposes of the research-oriented doctoral degree are to prepare registered nurses for professional practice as nurse anesthetists and as researchers capable of generating new knowledge and demonstrating scholarly skills. The curriculum for a research-oriented doctoral degree is typically a minimum of 5-7 years in length past the baccalaureate degree or 4-5 years in length past the master’s degree of full-time study, or longer if there are periods of part-time study. The Doctor of Philosophy (PhD) and Doctor of Nursing Science (DNSc) are examples.
Scholarly activities - A series of accomplishments and/or achievements that require and contribute to overall critical thinking, analysis, decision-making, and innovative skills and competencies by faculty/students. Scholarly activities contribute to the achievement of the missions/goals of the academic unit and parent institutions. Examples of scholarly activities may include but are not limited to: new or innovative teaching/learning strategies; peer reviewed presentations at local, state, national and/or international levels; publish peer review articles and/or book chapters/books; investigator in research studies; participant in fellowships, internships; adviser/committee member on research committees; data analysis, collection, and utilization for program maintenance, modification or revision; leadership roles in professional organizations; attends research focus groups and research conferences; development of non-print media.

Self-assessment - A process that starts with the institutional or programmatic self-study, a comprehensive effort to measure progress based on previously accepted objectives and outcome measures. The self-study considers the interests of the communities of interest, including students, faculty, administration, and graduates.

Shared governance - A formal arrangement in which two or more organizations or institutions are controlled by a single administrative authority. Written affiliation agreements are not necessary between entities that participate in shared governance arrangements.

Sitting position - Any position in which the torso is elevated from the supine position 45 to 90 degrees and the torso is higher than the legs.

Standard precautions - An approach to infection control based on the concept that human blood and certain human body fluids are treated as if they are known to be infectious for HIV, HBV, or other bloodborne pathogens.

Strategic plan - A written guide that is used to direct the effective operation of a nurse anesthesia program and to promote academic quality.

Student services - Assistance offered to students, such as financial aid, health services, insurance, placement services, and counseling.

Summative evaluations - Summative evaluations describe a student's achievement at the completion of a period or unit of learning activity and include both expected and unexpected outcomes.

Supervision – (see Clinical Supervision).

Title IV Higher Education Act (HEA) program requirements - Federal requirements for programs that participate in student loan programs authorized under Title IV of the Higher Education Act, known as Federal Family Education Loan (FFEL) programs. Examples: Federal Stafford Loan; Federal PLUS; Federal Supplemental Loans for Students; and Federal Consolidation Loans.
Unshared governance - A formal arrangement in which two or more organizations or institutions are controlled by separate administrative authorities. Written affiliation agreements are necessary between entities that participate in unshared governance arrangement.
Index

A

academic faculty · 28
academic quality · vii, viii, 6, 28, 35
accountability · 9, 13
accreditation · 28
accreditation process · ix
accredited institution of higher education · 2
accurate cumulative records · 13
accurate information · 13
ACLS · 7
acute care experience · 28
adequate funding · 4
adjunctive drugs · 7
advanced standing · 6
advertising · 13
agents · 7
agreement · 28, 35
airway management · 7
alternative airway management techniques · 27, 28
anatomical categories · 23
anesthesia care plan · 8, 28
anesthesiologist · 28
anesthetizing areas · 14, 15
appeal · 13, 28
arterial technique · 25
commonly accepted national standards · 5, 29
communication skills · 8
communities of interest · iii, iv, v, vii, ix, 1, 10, 13, 29, 34
competencies · 7
competency for entrance into practice · 10, 29
complications · 8
comprehensive examinations · 17
conducting institution · 1, 4, 13, 20, 29
confidential information · 32
continuing education · 9
course · 6, 10, 29
coursework · 6
credentialed expert · 14, 30
critical thinking · 8
CRNA faculty · 15
CRNA program administrator · 2, 4, 30
CRNA program assistant · 30
culturally competent · 8, 30
curriculum · 10, 30
curriculum length · 17

D
default rates on student loans · 20
defend the final dissertation · 17
discrimination · 13
dissertation · 17
distance education · 6
due process · iv, 13, 30

E
ective cases · 7
emergency cases · 7
employment of nurse anesthesia graduate students · 13, 30
equipment · 7
ethical responsibility · 20
evaluation · 30
evaluations · 10, 12
experimental curriculum · 31
experimental/innovative curricula · 5

F

faculty · 31
faculty competency · 17
faculty development · 5
faculty time and resources · 4, 18
fluid and blood therapy · 8
formative evaluations · 31
full scope of practice · 6, 31

general anesthesia · 7
governance · 1
graduate degree programs for CRNAs · 19
graduate degrees for CRNAs · 31
grants · 17
grievance · 13, 30, 31

immediately available · 15, 31
indicators of success · 31
innovative curriculum · 31
institution · 31

joint arrangement · 2

legal requirements · 8, 32
length of program · 19
liaison at the academic site · 2
licensure · ii, 32

mask management · 24, 32
master’s degree requirement · 32
methods of anesthesia · 24
minimum required cases · 21, 23, 25, 27
mission statement · vii
monitoring modalities · 8

nationally recognized accrediting agency · 32
nondiscriminatory practice · 32
nurse anesthesia graduate student · 32

objectives · 32
organizational relationships · 1
outcome criteria · 19
outcomes · 4, 12, 33

pain management · 6, 27
PALS · 7
part-time study · 16
patient physical status · 21
patient safety · 7, 13, 15
patients · 7
perianesthetic management · 7, 29, 33
personnel · 4, 33
pharmacological agents · 25
policies and procedures · 2
position categories · 23
post-baccalaureate curriculum · 16
practice-oriented doctoral degree · 16, 33
preanesthetic assessment · 8
preface · i
preferred number of cases · 21, 23, 25, 27
professional interaction · 9
professional socialization · 5
professionalization · 8
program · 33
program administrator · See CRNA program administrator
program design · 33
program effectiveness · 10
public · 1
public member · v, 33
pulmonary artery catheter · 25
purposeful change · 10

quality · 10
### Index

**R**
- ratio of students to instructors · 15
- reasonable number of hours · 13
- recertification · i, iv, 34
- regional anesthetics · 7
- representation of accredited status · 13
- research · 17
- research skills · 17
- research-oriented doctoral degree · 17, 34
- resources · 4, 17
- rights and responsibilities · 13

**S**
- scholarly activities · 4, 10, 34
- scholarship · 16, 17
- scope of accreditation · v
- self-assessment · viii, 10, 34
- shared governance · 34
- sitting position · 34
- special cases · 21
- standard precautions · 7, 34
- strategic plan · 35
- student loan default rates · 20
- student services · 4, 35
- summative evaluations · 35
- supervision · 14, 15, 35

**T**
- teaching-learning environment · 6, 10
- techniques · 7
- theory and knowledge in an area of academic focus · 16
- theory and knowledge of the discipline · 17
- Title IV Higher Education Act (HEA) program requirements · 35
- Title IV of the Higher Education Act · 20
- transfer credits · 6
- trauma cases · 7

**U**
- universal precautions · 7
- unshared governance · 2, 35

**V**
- value of accreditation · ii

**W**
- written agreement · 2