

HISTORY OF THE NATIONAL LEAGUE FOR NURSING

1893-2018

1893



Courageous superintendents gather at the Chicago World's Fair and found American nursing's first national organization, the American Society of Superintendents of Training Schools for Nurses. Chaired by Isabel Hampton (superintendent of Johns Hopkins), the Society is established in response to prevailing chaotic conditions in nursing education and practice. Goals of the new society: (1) higher minimum entrance requirements, (2) improvement of living and working conditions for pupils, (3) increased opportunities for post-graduate and specialized training.

1894

First convention held in New York City sets by-laws and develops an overall goal: "to establish and maintain a universal standard of training."

1897

The Society recognizes the need for an organization of graduates of training schools. The Nurses Associated Alumnae of the United States is formed with the primary goal to improve the practice of nursing.

1900

The American Journal of Nursing is established by the Associated Alumnae of Trained Nurses of the United States. Isabel Hampton Robb, Lavinia Dock, Mary E. P. Davis, and Sophia Palmer are credited with founding the journal.



1903



M. Adelaide Nutting, chair of the Society Education Committee, sets a goal to find an educational institution where teachers of nursing could be prepared.

1905

The Superintendents Society and the Nurses Associated Alumnae affiliate to form the American Federation of Nurses, to economically join the International Council of Nurses to "reach beyond our borders."

1908

- › Teacher preparation begins at Teachers College, Columbia University, NY.
- › The National Association of Colored Graduate Nurses (NACGN) is founded.

1911

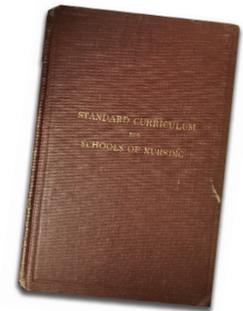
The Associated Alumnae of Trained Nurses of the United States changes its name to the American Nurses Association (ANA).

1912

- › At the Society's annual meeting in Chicago, Lillian Wald chairs a committee to establish standards of visiting nursing in the United States; the National Organization for Public Health Nursing (NOPHN) is formed.
- › The Society decides to open its door beyond superintendents to welcome teachers of nursing, visiting nurses, and public health nurses and changes its name to The National League of Nursing Education (NLNE).

1917

NLNE publishes *Standard Curriculum for Schools of Nursing*, written by the Committee on Education, chaired by M. Adelaide Nutting, to serve as a guide for schools to establish acceptable training for the profession of nursing. Revised in 1927.



1920s

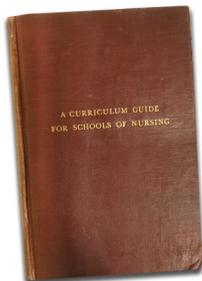
Organized nursing joins together under one roof at Penn Terminal to build an inclusive and robust networking opportunity.

- › Headquarters of National League for Nursing Education (leagues in 28 out of 48 states)
- › Headquarters of National Organization for Public Health Nursing
- › Headquarters of the American Nurses Association (50,000 members)
- › Office of the editor of the *American Journal of Nursing*
- › Office of American Social Hygiene Association

1921

The NLNE authorizes a Committee on University Relations to promote college preparation for nurses.

1937



The NLNE publishes the final version of *A Curriculum Guide for Schools of Nursing*. It calls for objective measures to determine the achievement of educational outcomes.

1938

The NLNE initiates accreditation for programs of nursing education for registered nursing.

1939

The NLNE assumes responsibility for the Committee on Nursing Tests and scores tests and analyzes results for a fee.

1942

- › The NLNE sells pre-admission tests and develops and administers the State Board Test Pool Examinations (SBTPE). In the 1970's the ANA took over. In 1982 NCSBN took ownership and renamed the exam N-CLEX.



- › The NLNE creates individual membership, enabling African American nurses to participate in the organization; up to that time state leagues in the south prohibited membership.

1948

The NLNE supports the Brown Report recommendations that nursing education be placed in universities and colleges and that schools recruit men and minorities into nursing schools.

1949

The National Nursing Accrediting Service (NNAS) is formed by NLNE for the purpose of unifying accreditation activities in nursing.

1951

NACGN dissolves as members join the ANA and the NLN.

1952

- › The NLNE combines with the National Organization for Public Health Nursing and the Association for Collegiate Schools of Nursing to form the National League for Nursing at the annual meeting in Atlantic City.
- › The NLN, with its new organizational structure, encourages the development of local state leagues to promote the NLN mission across the nation.
- › Through the assistance of the NLN and ANA, the National Student Nurses' Association (NSNA) is formed at the organization's national convention in Atlantic City.
- › The United States Department of Education (USDE) recognizes the NLN to assume responsibility for the accreditation of nursing schools in the US, dissolving the NNAS.

1952

Mildred Montag implements pilot two-year nursing programs at seven community college sites.

1953

NLN position: “All activities of NLN shall include all groups regardless of race, color, religion, and sex.”

1959

- › The NLN publishes the “Patient’s Bill of Rights”: “Nursing personnel respect the individuality, dignity, and rights of every person regardless of race, color, creed, national origin, social or economic status.”
- › NLN position: “The NLN believes in sound experimentation in nursing education programs.”



1960

The NLN supports associate degree nursing: “If one outcome...were to be selected as the greatest contribution to nursing education with the ADN, it would be the demonstration that both in belief and in practice there is no one curriculum, no one method, no one way, no one magic formula for achieving common goals....”

1965

- › ANA Position on Baccalaureate Entry into Practice
- › The NLN establishes an Associate Degree Program Council and a request for approval of the NLN as the accrediting agency for ADN Programs.

1977

The NLN, ANA, and American Association of Colleges of Nursing (AACN) form the Tri-Council for the purpose of addressing issues of common concern.

1978

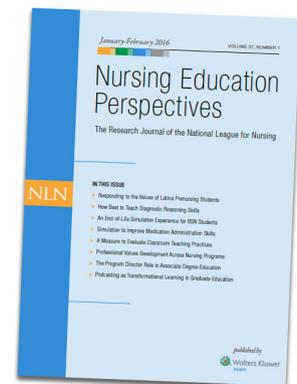
After a decade of controversy over entry into practice, the NLN adopts a statement affirming the four types of nursing programs: practical, diploma, associate degree, and baccalaureate.

1980

The NLN launches the journal *Nursing & Health Care*, now known as *Nursing Education Perspectives*.

1985

The issue of nursing shortages drives the expansion of the Tri-Council to include the American Organization of Nurse Executives (AONE).



1988 -
1991

The NLN launches a major reform effort: The Curriculum Revolution, to advocate for substantive and sustained innovation in schools of nursing.

1993

The NLN produces “A Conversation with Elizabeth Carnegie” and publishes *The Path We Tread* by Dr. Carnegie, highlighting 50 years of advocacy for Black nurses.

1996

The NLN continues its long-standing leadership in accreditation activities with the establishment of the National League for Nursing Accrediting Commission (NLNAC), currently known as the Accreditation Commission for Education in Nursing (ACEN), as a wholly owned subsidiary of the NLN.

2002

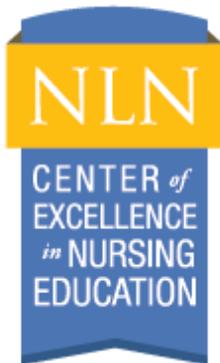
The NLN establishes the NLN Foundation for Nursing Education to raise, steward, and distribute funds that support the mission and activities of the NLN. Dr. Nancy Langston is the founding chair.



2003

- › The NLN conducts the landmark simulation study “Designing and Implementing Models for the Innovative Use of Simulation to Teach Nursing Care of Ill Adults and Children: A National Multi-Site, Multi-Method Study,” funded by Laerdal Medical.
- › The Certified Nurse Educator (CNE®) Program is created to establish nursing education as a specialty area of practice and provide a means for faculty to demonstrate their expertise in this role.

2004



The NLN awards the Center of Excellence designation for the first time to schools of nursing that have achieved a level of sustained, evidence-based, and substantive innovation in advancing the science of nursing education and enhancing student learning and professional development.

2005

The NLN Certified Nurse Educator (CNE®) examination is piloted in Baltimore at the NLN Education Summit.

2006

The NLN initiates the Ambassador Program to encourage faculty and educational leaders to explore and participate in NLN programming, activities, and community.

2007

- › The NLN revises its mission statement and establishes core values that permeate the organization and are reflected in its work:

Caring, Integrity, Diversity, and Excellence.

- › The NLN inducts the inaugural group of Fellows of the Academy of Nursing Education (ANEF) to recognize individuals who have made enduring and substantial contributions to nursing education as teachers, mentors, scholars, public policy advocates, practice partners and administrators.
- › In collaboration with the International Council of Nurses (ICN), the NLN launches the ICN Nursing Education Network at the ICN Quadrennial Congress in Durban, South Africa.
- › The National Commission for Certifying Agencies (NCAA) grants accreditation to the NLN's Certified Nurse Educator (CNE®) Program.

2009

The NLN serves on panels and advisory committees during the development of the IOM report on the *Future of Nursing*, continuing to promote academic progression, scholarship, and full scope of the nursing role.

2010

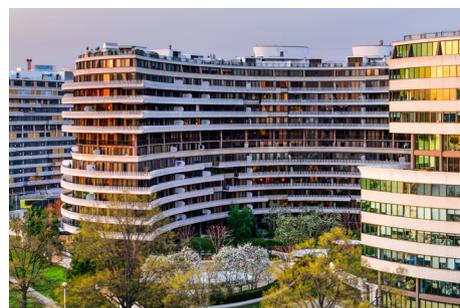
The NLN expands its mission statement to embrace the original mission of the Superintendents' Society, to unite nursing education and practice in pursuit of safe patient care.

2011

The NLN expands the Center of Excellence Program to healthcare organizations that have achieved a level of sustained, evidence-based, and substantive innovation in promoting the academic progression of nurses.

2012

- › The NLN leaves New York City after 120 years and moves NLN Headquarters to Washington, DC, establishing NLN Centers for Nursing Education to frame the NLN's commitment to lead in areas crucial to the future of nursing and nursing education.
- › The NLN expands national nursing accreditation options for all nursing programs by establishing the NLN Commission on Nursing Education Accreditation (NLN CNEA) in response to requests of the NLN membership.



2013



Laerdal[®]
helping save lives

The NLN creates strategic partnerships with Laerdal Medical to develop new programming for virtual simulation, transition to practice, and global faculty development, and with Wolters Kluwer to expand the capacity of NLN Press and the NLN peer-reviewed research journal, *Nursing Education Perspectives*.

2014

- › The NLN endorses the National Council of State Boards (NCSBN) study findings, which concluded that up to 50 percent of traditional clinical experiences can be substituted with simulation under conditions comparable to those described in the study.
- › The NLN revises its mission statement again to include the global community.

2015

The NLN CNE[®] Program expands to reach global nurse educators through a partnership with CGFNS.

2017

The NLN announces that more than 6,000 nurse educators successfully passed the NLN CNE[®] examination since the program's inception and that a new certification examination is available for academic clinical nurse educators, the CNE[®]cl.



2018

The NLN consolidates its Centers of Nursing Education to four strategic centers that fully embrace the NLN's commitment to transformative excellence for nursing and nursing education: The NLN Chamberlain University Center for the Advancement of the Science of Nursing Education; the NLN Center for Excellence in the Care of Vulnerable Populations; the NLN Center for Innovation in Simulation and Technology; the NLN Center for Transformational Leadership.

2019

The NLN launches the NLN Center for Innovation in Education Excellence.

2020

The NLN and nursing educators worldwide celebrate the Year of the Nurse and the Midwife.