

Oklahoma Board of Nursing  
2915 North Classen Boulevard, Suite 524  
Oklahoma City, OK 73106  
(405) 962-1800

## **GUIDELINES FOR SURVEY VISITS OF NURSING EDUCATION PROGRAMS**

### **Preparing for the Survey Visit**

Each nursing education program is surveyed at least every five years, in accordance with the *Oklahoma Nursing Practice Act and Rules*. Approximately six-nine months before the survey visit, the nurse administrator of the program will be contacted by the Deputy Director for Regulatory Services at the Oklahoma Board of Nursing to begin the process of selecting a date. These guidelines are mailed to the program by the Board, to assist in preparation for the visit.

The self-evaluation is completed by the nursing education program and is used by the survey visitor(s) as one of the primary documents in the evaluation of the program. At least thirty days prior to the survey visit, the nurse administrator should submit one copy of the self-evaluation report and each of the following documents to the Board office:

1. **Current** Faculty Summary Report (reflective of current academic year);
2. **Current** Clinical Facility Report (reflective of current academic year);
3. School catalog;
4. Program bulletin, brochure, or other pre-entry advisement material;
5. Nursing student handbook; and
6. Agenda for the survey visit.

### **The Self-Evaluation Report**

The self-evaluation report should be typed on 8 ½ x 11" white paper with 1" margins, printed only on one side of the paper. The pages should be paginated, including the appendix, and a table of contents included. If the survey visit is being conducted in conjunction with NLNAC or CCNE, the report that is prepared for the accreditation visitors may be used in lieu of preparing a separate report.

The self-evaluation report is divided into four parts:

1. **Fact sheet** - general information about the governing institution and the nursing education program, including names of primary administrative officials, the address of the institution, and relevant telephone numbers.
2. **Brief overview of the program** - a brief history and description of the governing institution and the nursing education program, current student enrollment in the governing institution and the nursing education program, and demographic characteristics of the students. In addition, identify the numbers of full- and part-time faculty, and options that are offered by the program (such as an evening program or a part-time option).

3. **Documentation related to the standards for nursing education programs** - This format is based on the *Oklahoma Nursing Practice Act* and *Subchapter 5 "Minimum Standards for Approved Nursing Education Programs in the Rules and Regulations*. Please provide supporting documentation in narrative format related to each of the minimum standards. The standards and information related to the supporting documentation follow in Appendix 1.
4. **Appendices** - supplemental information that supports the documentation related to the standards provided in the report.

### **The Survey Visit**

The visit usually is completed in one day, although this may vary for a large program or if there is more than one campus. Visits conducted in conjunction with NLNAC or CCNE are usually conducted over a two-day period. Sufficient time should be made available for a visit to each campus. The schedule for the visit is usually as follows:

1. Preliminary conference with nurse administrator (1 hour)
2. Conference with administrative representative(s) (30 minutes)
3. Tour of facilities (30 minutes - 1 hour)
4. Conference with students (1 hour)
5. Conference with faculty (1 hour)
6. Completion of review of materials and preparation of the initial report (1 ½ to 2 hours)
7. Exit conference with nurse administrator (30 minutes)
8. Exit conference with administrative representative(s) (30 minutes)

The order of the agenda may be rearranged, if necessary. Times given are approximate.

The survey visitor will typically need approximately four hours prior to the visit to review written materials. Generally, this time is scheduled for the afternoon prior to the day of the visit. The following materials will need to be available to the visitor at that time and during the visit:

- a. Faculty policy/procedure manual or faculty handbook
- b. Faculty committee bylaws and minutes for the past five academic years
- c. Course syllabi, including course outlines and class schedules
- d. Samples of student projects or papers from each course
- e. Summarized results of graduate and employer surveys completed in the past five academic years
- f. Summarized results of student evaluations of courses and clinical facilities completed in the past five academic years
- g. Current clinical affiliation agreements
- h. Job descriptions for nursing faculty and nurse administrator
- i. School's student handbook
- k. Samples of student files (5-6 files – at least two from each class)

- l. Samples of faculty files (or all files if the total number of faculty is less than 10)
- m. Clinical evaluation tools for all levels
- n. A catalog or inventory list of laboratory, library, audiovisual, and computer-assisted instructional holdings, with dates of publication or acquisition
- o. A list of laboratory, library, audiovisual, and computer-assisted instructional material acquisitions for the past five academic years
- p. Examples of exams for each course (at least two per course)
- q. Advanced standing policies and related student advisement material
- r. Verification of institutional and program accreditation status and date of last visit

Educational institutions frequently show their hospitality to approval and accreditation visitors by providing small mementos of the visit and/or offering a gift basket with snacks and other thoughtful items designed to make the visit comfortable for the visitor. While this gesture is much appreciated, the State of Oklahoma has strict rules regarding gifts to state employees. Therefore, we must ask that you not offer such items to the visitor.

**Appendix 1:**

**Documentation Related to Standards for Nursing Education Programs**

**Specific Requirements for the Nurse Administrator and Faculty for Practical Nursing Education Programs (N/A for Registered Nursing Education Programs)**

<b>Standard</b>	<b>Documentation</b>
<p>The nursing education program for practical nurses shall be administered by a licensed practical nurse coordinator who:</p> <ul style="list-style-type: none"><li>a. Is a registered nurse with a minimum of an associate degree or diploma in nursing currently licensed in Oklahoma,</li><li>b. Has a minimum of baccalaureate degree, preferably in nursing,</li><li>c. Has a minimum of two (2) years full-time-equivalent practice as a registered nurse in a clinical setting, within the last five (5) years preceding the first date of first employment as a teacher, and</li><li>d. Has at least one (1) academic year, full time experience in a nursing education program.</li></ul>	<p>State qualifications of the nursing administrator of the nursing education program.</p>
<p>All nursing faculty of a nursing program for practical nurses shall:</p> <ul style="list-style-type: none"><li>a. Hold a valid license to practice as a registered nurse with a minimum of an associate degree or diploma in nursing in this state, and</li><li>b. Present evidence of a minimum of two (2) years full-time-equivalent practice as a registered nurse in a clinical setting, within the last five (5) years preceding the first date of first employment as a teacher.</li></ul>	<p>Identify the names of the faculty in each level or course in the program. Include a current “Faculty Summary Report” in the appendix.</p>
<p>Nursing faculty who teach in programs offering the certificate in practical nursing shall have completed at least fifteen (15) semesters hours in nursing, general education, social sciences, physical sciences or counseling and guidance. These credits shall be in addition to the pre-service basic program in nursing unless the person holds a baccalaureate degree in nursing.</p>	<p>Official transcripts that document the nursing degree and additional hours earned should be available for review in each faculty file.</p>

Schools shall establish the baccalaureate degree as a minimum preparation for teaching and a nurse faculty member shall have a written plan for obtaining a baccalaureate degree, preferably in nursing.	Degree plans for faculty who have not already obtained a baccalaureate degree should be available for review in each faculty file.
Faculty employed in schools conducted by public comprehensive high school systems shall meet the requirement for teacher certification established by the State Department of Education.	If applicable, documentation that supports that nursing faculty meets these requirements should be available for review in each faculty file.

**Specific Requirements for the Nurse Administer and Faculty for Registered Nursing Education Programs (N/A for Practical Nursing Education Programs)**

<b>Standard</b>	<b>Documentation</b>
The nursing education program for registered nurse licensure shall be administered by a Registered Nurse currently licensed in Oklahoma with the following qualifications: a. a minimum of master’s degree in nursing; b. two (2) years full-time-equivalent practice in a clinical setting, within five (5) years of the first teaching position; and c. one (1) year full-time teaching experience in a nursing education program leading to licensure.	State the qualifications of the nursing administrator of the nursing education program.
All programs leading to licensure as a Registered Nurse in this state shall establish comparable educational qualifications for the nursing faculty as required for other teaching faculty in the controlling institution. The minimum requirements shall be as follows: a. a master’s or higher degree in nursing; or b. a baccalaureate degree in nursing plus evidence of continued progress towards a master’s or higher degree in nursing with completion of a minimum of six (6) semester hours per calendar year; and c. at least one-half of the full-time faculty having a master’s or higher degree in nursing; and d. part-time clinical instructors, regardless of title used, having a minimum of a baccalaureate	Identify the names of the faculty in each level or course in the program. Include a current “Faculty Summary Report” in the appendix. Official transcripts that document the nursing degree and additional hours earned should be available for review in each faculty file.

### Administration and Organization

<b>Standard</b>	<b>Supporting Documentation</b>
The nursing education program shall be an integral part of an educational institution authorized by the state to confer credentials in nursing. Regional and national accreditations are desirable.	List the institutions and the program's accrediting bodies, the status of accreditation, the date, and the year that the next visit will occur.
The nursing education program shall have comparable status with other programs in the institution and relationships shall be clearly delineated.	Describe the relationship of the nursing education program to other programs in the institution. Include an organizational chart for the institution in the appendix.
The nursing education program shall be organized with the lines of authority, responsibility, and channels of communication clearly defined.	Describe relationships, lines of authority, responsibility and channels of communication within the nursing education program and with administration. Include an organizational chart for the nursing education program in the appendix.
Organization of the nursing education program shall assure faculty involvement in determining nursing program policies and procedures and faculty responsibility for planning, implementing, and evaluating the curriculum.	Support the faculty's involvement in determining nursing program policies and procedures and their responsibility for the curriculum.
Nursing education program policies and procedures shall be in written form, congruent with those of the controlling institution, and shall be reviewed periodically.	Identify the documents in which nursing education program policies and procedures are included, and the procedures for periodic review. Submit a copy of the nursing education program student handbook with the self-evaluation. A copy of the school's student handbook should be available for review on-site.
The mission and philosophy of the nursing education program shall be consistent with the controlling institution's mission and philosophy and with the law governing the practice of nursing.	Briefly summarize the mission and philosophy of the controlling institution and of the program. Include a copy of the mission and philosophy of the controlling institution and of the program in the appendix, or refer to pages in the school catalog and nursing program student handbook, if they contain these documents.

**Nursing Administrator for Nursing Education Programs**

<b>Standard</b>	<b>Supporting Documentation</b>
<p>The administrator of the nursing education program, with institutional input, shall have the authority and responsibility for:</p> <p>(1) the administration of the nursing program;</p> <p>(2) preparation and administration of the budget for the nursing program;</p> <p>(3) implementation of faculty development and performance review;</p> <p>(4) recommendation of qualified faculty for appointment, promotion, tenure (if applicable), and retention;</p> <p>(5) notification to the Board of faculty appointments, changes in the program or its administration, and reports as directed by the Board.</p>	<p>Describe the authority and responsibility of the administrator for the areas listed. A copy of the job description for the nurse administrator should be available on-site.</p>
<p>If the nurse administrator has teaching or other responsibilities, adequate time will be provided to fulfill administrative duties for the nursing education program.</p>	<p>Describe the Nurse Administrator's time commitments, including classroom, skills laboratory, clinical and other responsibilities.</p>
<p>An acting Nurse Administrator may be appointed, after Board approval, to fill the position of the Nurse Administrator, for a period of time not to exceed one (1) calendar year.</p>	<p>If an acting Nurse Administrator has been appointed, state his/her qualifications, and identify the date of appointment.</p>

**Resources, Facilities, and Services**

<b>Standard</b>	<b>Supporting Documentation</b>
<p>The nursing education program shall receive adequate financial support for faculty, other necessary personnel, equipment, supplies, learning resources and services, in accord with the program needs</p>	<p>Describe the process for establishment of the budget for the nursing education program. Include a copy of the past program year in the appendix, including monies budgeted for faculty and staff salaries, equipment, supplies and services. If additional funding has been made available to the nursing education program that provides financial support for any of these areas, identify the source and amount of funding, and describe its utilization.</p>
<p>Sufficient secretarial and related clerical services shall be provided to ensure appropriate use of facility time and talents</p>	<p>Identify the number of full-time and part-time positions for secretarial and related clerical staff for the nursing education program</p>

Adequate facilities, including classrooms, conference rooms, clinical skills laboratories, and offices shall be available to meet the needs of the nursing education program.	Describe classroom, conference room, laboratory and office space.
Library space shall be adequate for size of nursing education program; and holdings shall be current, appropriate and adequate for the type of nursing education program, accessible to students and faculty, and provisions made for regular and current acquisitions to holdings	Describe library space, hours, and services. Identify the procedures for selecting and evaluating learning materials to assure relevancy, currency, and appropriateness. Identify the amount of funding that was provided for the nursing and health-related books, audiovisual materials, and computer-assisted instructional programs for the current and past academic year. A list of library holdings with dates of publication and a list of acquisitions related to nursing for the past five years should be available on-site.
Clinical skills laboratory equipment and supplies should be up-to-date, accessible to students and faculty, and appropriate for the level of nursing education, so that students will have adequate opportunity to practice psychomotor skills.	Describe laboratory equipment available to students in the nursing education program. Identify the location of relevant equipment, and hours of availability. Identify the procedures used to ensure adequacy, currency and maintenance of equipment. An inventory of laboratory equipment with dates of purchase and a list of acquisitions for the past five years should be available on-site.
Current and adequate audiovisual and computer-assisted instructional resources shall be available to assist students to meet their learning objectives.	Identify the amount of funding that was provided for nursing audiovisual and computer-assisted instructional resources for the last five years.

### **Clinical Learning Experiences**

<b>Standard</b>	<b>Supporting Documentation</b>
An adequate amount of variety of clinical learning experience to prepare students for practice at the appropriate educational level shall be planned by the faculty.	Include a plan for the provision of clinical experience in the self-evaluation report or appendices. Submit a copy of the current Clinical Facility Report with the self-evaluation report.
Clinical facilities utilized shall provide a safe environment for students' learning experiences and shall provide the type of experiences needed to meet the objectives of the rotation.	Have available on-site a summarization of results of the students' evaluations of clinical facilities.

<p>Written criteria for the selection of clinical facilities shall be utilized by the faculty, and the faculty shall evaluate the quality of the learning experiences provided by the facility on a regular basis.</p>	<p>In the appendix, include the written criteria used for selection of clinical facilities. Describe the process by which clinical facilities are selected and evaluated. Have available on-site a summarization of results of the faculty's evaluation of clinical facilities.</p>
<p>Written agreements with cooperating agencies shall be mutually developed and maintained, annually reviewed, shall specify the respective responsibilities and include provisions for continuing use by currently enrolled students.</p>	<p>Describe the process for development, approval, and renewal of clinical affiliation agreements. Have available on-site copies of all current clinical affiliation agreements.</p>
<p>Cooperating agencies shall be acceptable to the Board for students' clinical learning and shall be approved by accreditation, evaluation or licensing bodies as appropriate.</p>	<p>Describe the process for ensuring that clinical agencies are appropriately accredited or licensed.</p>
<p>The maximum ratio of faculty to students in clinical areas involving direct care of patients or clients shall be defensible in light of safety, learning objectives, students' level, and patient acuity.</p>	<p>Identify the faculty-student ratio in each clinical rotation.</p>
<p>Clinical preceptors may be used for supervision of students in community health, leadership/management, independent study, elective courses, home health and selected hospitals and long-term care facility experiences consistent with Board policy.</p>	<p>Describe or attach program policies related to the use of clinical preceptors.</p>
<p>Clinical skills laboratory experiences, which may include simulated patient care experiences, shall be developed, planned, implemented, and evaluated by the faculty to facilitate student preparation for clinical learning experiences.</p>	<p>Describe the number of hours and areas covered in clinical skills laboratory experiences in each level of the program. Identify the faculty to student ratio in the clinical skills laboratory. Discuss the process for development, implementation, and evaluation of clinical skills laboratory experiences.</p>

## Students

<b>Standard</b>	<b>Supporting Documentation</b>
<p>Admission, readmission, progression, retention, dismissal and graduation requirements shall be:</p> <p>(1) developed by the faculty;</p> <p>(2) supported by administration;</p> <p>(3) made available to the applicants and students in written form</p> <p>(4) congruent with those of the controlling institution, with differences being justified by the nature of the program;</p> <p>(5) appropriate for type of nursing education program;</p> <p>(6) selective enough to distinguish students capable of achieving program objectives</p> <p>(7) reflective of up-to-date educational practices</p> <p>(8) based on objective criteria and supported by a logical rationale, and implemented fairly and consistently</p> <p>(9) appropriate to ensure that the program is able to maintain an acceptable completion rate and licensing examination pass rate.</p>	<p>Identify methods by which policies related to admissions, readmission, progression, retention, dismissal, and graduation are made available to students. Include copies of these policies in the appendix, or refer to pages in the student handbook where they can be found. State the procedure for development, review and revision of such policies, and identify the role of the faculty in this process. Identify completion and NCLEX pass rates for the past five years. If changes in the policies have been made due to completion or NCLEX pass rates, identify the changes and describe their effect.</p>
<p>Facilities and services of the controlling institution shall be publicized and made available to nursing students in order to assist them to meet their learning objectives</p>	<p>Describe methods by which students are made aware of facilities and services available to them. Where relevant, identify general hours of operation.</p>
<p>There shall be written policies for student welfare including health, safety, student rights and responsibilities, financial aid, and an appropriate appeal process.</p>	<p>Identify where copies of policies for each area of student welfare can be found, and describe methods by which students are made aware of these policies.</p>
<p>Advanced placement policies shall be written and employed, allowing fair, consistent, valid, and defensible evaluation of students' didactic knowledge and clinical competence.</p>	<p>Describe or provide copies of advanced placement policies, identifying who is eligible for advanced placement. Identify methods by which potential applicants are made aware of these policies. Have available for review on-site the advisement material used for advanced placement students.</p>
<p>Students shall be informed of fees and expenses associated with the nursing education program.</p>	<p>Identify methods by which students are made aware of fees and expenses associated with the practical nursing education program.</p>

### Faculty for Nursing Education Programs

Standard	Supporting Documentation
There shall be sufficient number of qualified full-time faculty to meet the purpose and objectives of the nursing program.	Identify names of full-time and part-time faculty for each course. Include a "Faculty Summary Report" in the appendix.
Qualifications, rights and responsibilities of faculty members shall be available in writing.	Identify methods by which faculty are made aware of qualifications, rights and responsibilities of faculty members. Have available on-site a copy of the faculty handbook or policy manual.
Faculty policies shall be available in writing, shall include those used in evaluating performance, specify the teaching load for faculty and the Nurse Administrator, and be in keeping with accepted educational standards.	Identify methods by which faculty are made aware of faculty policies and methods of performance evaluation. Describe or attach the procedure for performance evaluation. Identify or attach the teaching load policy for faculty and the Nurse Administrator.
Sufficient time shall be provided faculty to accomplish those activities related to the teaching-learning process.	Identify methods of ensuring that sufficient time is provided for preparation, student counseling, and other activities related to the teaching-learning process.
All nurse faculty shall: (1) hold a valid license to practice as a Registered Nurse in the State of Oklahoma; (2) present evidence of current practice with a minimum of two (2) years full-time equivalent practice as a Registered Nurse in a clinical setting preceding the first date of first employment as a teacher (3) submit a Faculty Qualification Record to the Board office within two weeks of day of appointment, and anytime that an advanced degree is attained; (4) participate in research projects, surveys, professional writing, continuing education, academic study, or clinical practice to improve own nursing competence in areas of responsibility.	Describe methods by which continued competence is facilitated and evaluated.
There shall be a faculty organization with written policies procedures to guide its activities and shall: (1) hold regular meetings for all members to participate in planning, developing, implementing, and evaluating the nursing program; (2) establish committees as necessary to carry out the functions of the program; (3) provide for students participation; and (4) maintain minutes of all meetings	Describe the meeting structure for the faculty organization, and identify methods by which students are encouraged to participate. Have available on-site copies of faculty organization bylaws and minutes for the past five years.

## Curriculum

Standard	Supporting Documentation
The curriculum shall be planned, developed, implemented, and evaluated by the faculty with opportunities for input from students, graduates, and employers.	Describe the process of curriculum planning, implementation, and evaluation, including methods by which input is obtained from students, graduates, and employers.
The curriculum plan shall be based upon the mission, philosophy, and objectives of the program and supported by a logical rationale for organizing and sequencing the content. Classroom content shall be taught concurrently with or prior to related clinical experiences.	Describe the basis for selection, organization, and sequencing of nursing content, supporting its foundation on the philosophy, purpose, and objectives of the nursing education program.
A syllabus shall be made available to students at the beginning of each course, and shall include course objectives, methods of instruction and evaluation, an outline of content, and when appropriate, a schedule for course activities.	Describe methods by which syllabi are made available to students. Provide copies of course syllabi for review on-site.
<p><b>FOR R.N. PROGRAMS:</b></p> <p>The curriculum of registered nursing programs shall prepare the graduate for licensure and full scope of practice as a Registered Nurse, as defined in state law, and shall address NCLEX-RN test content, current standards for nursing practice, and expected competencies of graduates at the appropriate education level. The curriculum shall include but not limited to</p> <ol style="list-style-type: none"> <li>(1) principles and clinical practice in utilization of scientific problem solving for the attainment of physical and mental health and the prevention of illness for individuals and groups throughout the life process in a variety of settings, including clinical practice in nursing care of the adult, nursing care of children, maternal-infant nursing, and psychiatric-mental health nursing;</li> <li>(2) incorporation of principles of nutrition, pharmacology, growth and development, and ethical, legal, and professional roles of the registered nurse; and</li> <li>(3) supporting content from biological and physical sciences, social and behavioral sciences, and the humanities.</li> </ol>	Describe methods by which the curriculum is reviewed to ensure consistency with the NCLEX test content, current standards, and expected competencies at the appropriate educational level. Include a copy of the curriculum plan in the self-evaluation report or appendices.

<p><b>FOR P.N. PROGRAMS:</b></p> <p>The curriculum of practical nursing programs shall prepare the graduate for licensure and the full scope of practice as a practical nurse, as defined in state law, and shall address the NCLEX-PN test content, current standards for practical nursing practice, and expected competencies of practical nursing graduates. The curriculum shall include, but not be limited to:</p> <p>(1) principles and clinical practice in utilization of the nursing process, within the scope of practice as a practical nurse, to assist clients in all age groups to meet relatively stable nursing requirements and to assist the Registered Nurse in complex nursing situations, including clinical practice in nursing care of the adult, nursing care of children, and maternal-infant nursing;</p> <p>(2) incorporation of basic concepts of anatomy and physiology and related sciences, nutrition, pharmacology, growth and development, mental health concepts, and ethical, legal, and professional roles of the practical nurse.</p>	
<p>A variety of instructional methods, based upon authenticated educational principles, shall be used to provide for individual learning needs. Programs offering non-traditional learning options to facilitate instruction shall establish policies and procedures in accordance with the Board's guidelines.</p>	

**Evaluation**

<b>Standard</b>	<b>Supporting Documentation</b>
<p><b>Program</b></p> <p>There shall be a written systematic program evaluation plan that effectively supports the planning process for the program and specifies responsibilities, time-frames and procedures for evaluating each aspect of the program.</p>	<p>Describe the process for implementation of the program evaluation plan in the nursing education program.</p>

Evaluation of the program shall include, but not limited to, administration and organization, clinical facilities, physical facility, learning resources, student services, student and faculty policies and procedures, curriculum, methods of evaluation, and program outcomes (including data related to factors impacting completion rate and NCLEX pass rate.	Provide a copy of the program evaluation plan for review on-site.
Opportunities shall be provided for input into the evaluation process by students, faculty, and clinical staff and/or employers of graduates.	Describe methods of obtaining input from stakeholders. Provide copies of evaluation tools used to gather evaluation data from students, faculty, and clinical staff and/or employers for review on-site.
There shall be methodical documentation of the evaluation activity, including summaries of results of surveys and outcomes measurements. Actions taken as a result of evaluation activity will be documented and will reflect the evaluation findings.	Provide evidence of documentation of evaluation activities and resulting actions taken in faculty minutes and/or other documents fore review on-site. Have available summaries of results of surveys and outcomes measurements for the past five years.
<b>Students</b> Evaluation of student achievement shall be the responsibility of the faculty , and shall (1) be consistent with policies of controlling institution, with differences justified by the nature of the program; (2) provide valid and reliable evidence of students’ progress and achievement; (3) adequately discriminate between students with differing levels of achievement; (4) measure competencies essential for safe and effective nursing practice appropriate to type of nursing education program; and (5) provide evidence that students are notified in a timely manner of their progress in the classroom and clinical area.	Identify the process of student evaluation in theory and clinical courses, including methods by which students are made aware of their progress and grades. Describe methods taken to ensure that evaluation methods are fair, reflective of student’s progress and achievement, and consistent with institutional policies and course and clinical objectives. Have available on-site examples of examinations and classroom/clinical written assignments for each level. Also have available copies of the clinical evaluation tool for each level.

### Experimentation

Standard	Supporting Documentation
A nursing education program which wishes to initiate an experimental program shall apply to the Board in writing for the approval of its plan.	If an experimental program is being implemented, have available on-site a copy of the Board’s letter of approval

### Length of Approved Nursing Program

Standard	Supporting Documentation
<p><b>For R.N. Programs:</b> College or university nursing education programs shall have a minimum of two (2) academic years with at least 64 semester hours and a plurality of the hours in the nursing major not to exceed five (5) semesters for associate degree and ten (10) semesters for baccalaureate degree of full-time study, including nursing education program pre-requisites.</p>	<p>Identify number of credit hours in the nursing education program and provide a copy of the degree plan.</p>
<p><b>For P.N. Programs:</b> Practical nursing education programs shall have a minimum of 1300 clock hours or 32 semester credit hours in practical nursing education, including classroom, clinical, and laboratory courses; and not to exceed 1600 clock hours or 40 semester credit hours.</p>	<p>Identify number of clock hours in the practical nursing education program and provide a copy of the breakdown of classroom, clinical, and laboratory hours in each course.</p>
<p>The total number of hours and ratio between nursing and non-nursing courses shall be: (1) based on a rationale to ensure sufficient preparation for the safe and effective practice of nursing; (2) appropriate for the type of nursing education program; (3) reflect educational practices of controlling institution; and (4) conform to current beliefs about nursing education.</p>	<p>Describe the method of calculating credit hours used at the educational institution. Identify the number of hours provided in nursing and non-nursing courses.</p>

### Records

Standard	Supporting Documentation
<p><b>Student</b> There shall be a record-keeping system that provides for accurate recording and safe preservation of student and graduate records related to admission, progress, withdrawal, academic failure, and graduation.</p>	<p>Identify the location and security provided for student and graduates records. List records that are routinely kept in student and graduate files. Samples of student and graduate records will be review on-site.</p>
<p><b>Faculty</b> There shall be faculty records that provide for verification of academic credentials and course work, current licensure as a Registered Nurse, continuing education, clinical practice, and periodic performance evaluation.</p>	<p>Identify the location and security provided for faculty records. Describe the process for ensuring that academic credentials and current licensure are checked. Identify methods of validating and maintaining records related to continuing education, clinical practice and periodic performance evaluation. Samples of faculty records will be reviewed on-site.</p>

<p><b>Administrative</b> Administrative records shall include general nursing education program records, minutes of faculty and committees meetings, reports to the controlling board and program bulletins.</p>	<p>Identify the location and security provided for program records, minutes, and reports.</p>
<p><b>Program Bulletin</b> The program bulletin shall be current and give an accurate description of the nursing education program.</p>	<p>Attach a copy of the program bulletin (brochure and other publicity material) to the self-evaluation. State the policy for review and update of the program bulletin.</p>

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