

Oklahoma Board of Nursing  
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## **GUIDELINES FOR SURVEY VISITS OF RN NURSING EDUCATION**

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

In accordance with the *Oklahoma Nursing Practice Act and Rules*, OAC 485:10-3-6(a)(1): *Each nursing education program shall be surveyed “prior to receiving full approval, within three (3) years after receiving initial approval, and at least every five (5) years thereafter unless the program has current accreditation by a national nursing accrediting agency recognized by the United States Department of Education. Special and focused survey visits may be directed by the Board. Approximately six-nine months before the survey visit, the nurse administrator of the program will be contacted by the Nursing Education Consultant 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.
7. Systematic Program Evaluation

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

The self-evaluation report should be typed on 8½ 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 ACEN, CCNE, or CNEA, 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 two to three days, although this may vary for a large program or if there is more than one campus. Visits conducted in conjunction with ACEN, CCNE, or CNEA are usually conducted over a three-day period. Sufficient time should be made available for a visit to each campus. The schedule for the visit is usually as follows:

#### First day

1. Preliminary conference with nurse administrator (1 hour)
2. Review of materials (7-8 hours)

#### Second day

1. Conference with administrative representative(s) (30 minutes)
2. Review of materials (time varies)
2. Tour of facilities (30 minutes - 1 hour)
3. Conference with students (1 hour)
4. Conference with faculty (1 hour)
5. Completion of review of materials and preparation of the initial report (1 ½ to 2 hours)

#### Second or third day

1. Exit conference with nurse administrator (30 minutes)
2. 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 the first day of the visit to review written materials. Generally, this time is scheduled for the prior to the day of the scheduled conferences. 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 (all nursing committees)
- 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. Faculty files
- j. School's student handbook
- k. Samples of student files (10% of the files if greater than 20 students – samples 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 I**  
**Documentation Related to Standards for RN Nursing Education Programs**

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

<b>Standard</b>	<b>Documentation</b>
<p>The nursing education program for registered nurse licensure shall be administered by a Registered Nurse currently licensed in Oklahoma with the following qualifications:</p> <p>(1) a minimum of graduate degree in nursing preferably an earned doctorate from a regionally accredited institution;</p> <p>(2) two (2) years full-time-equivalent practice in a clinical setting preceding the first date of first employment as a nursing faculty member, PROVIDED: any person employed in the position of administrator of a registered nursing education program on September 1, 2016, is deemed to meet this requirement; and</p> <p>(3) one (1) year teaching experience as a full-time nursing faculty member in a nursing education program leading to registered nurse licensure.</p>	<p>State the qualifications of the nursing administrator of the nursing education program.</p>
<p>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:</p> <p>(1) a master's or higher degree in nursing; or</p> <p>(2) 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</p> <p>(3) at least one-half of the full-time faculty having a master's or higher degree in nursing; and</p> <p>(4) part-time clinical instructors, regardless of title used, having a minimum of a baccalaureate degree in nursing.</p>	<p>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.</p>

**Administration and Organization**

<b>Standard</b>	<b>Documentation</b>
<p>The nursing education program shall be an integral part of an educational institution authorized by the state to confer credentials in nursing. An accredited nursing education</p>	<p>List the institutions and the program's accrediting bodies, the status of accreditation, the date, and the year that the next visit will occur.</p>

<p>program shall be an integral part of a governing academic institution that is accredited by an accrediting agency that is recognized by the U.S. Department of Education. The nursing education program shall provide evidence of current accreditation by a national nursing accrediting agency recognized by the United States Department of Education or be approved by the Board as stated in OAC 485:10-3-1.</p>	
<p>The nursing education program shall have comparable status with other programs in the institution and relationships shall be clearly delineated.</p>	<p>Describe the relationship of the nursing education program to other programs in the institution. Include an organizational chart for the institution in the appendix.</p>
<p>The nursing education program shall be organized with the lines of authority, responsibility, and channels of communication clearly defined.</p>	<p>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.</p>
<p>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.</p>	<p>Support the faculty's involvement in determining nursing program policies and procedures and their responsibility for the curriculum.</p>
<p>Nursing education program policies and procedures shall be in written form, congruent with those of the controlling institution, and shall be reviewed periodically.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

### **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> <ol style="list-style-type: none"> <li>(1) the administration of the nursing program;</li> <li>(2) preparation and administration of the budget for the nursing program;</li> <li>(3) implementation of faculty development and performance review;</li> <li>(4) recommendation of qualified faculty for appointment, promotion, tenure (if applicable), and retention;</li> </ol>	<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>

(5) notification to the Board of faculty appointments, changes in the program or its administration, and reports as directed by the Board.	
If the nurse administrator has teaching or other responsibilities, adequate time will be provided to fulfill administrative duties for the nursing education program.	Describe the Nurse Administrator's time commitments, including classroom, skills laboratory, clinical and other responsibilities.
An acting Nurse Administrator must meet the qualifications of the role of Nurse Administrator and 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.	If an acting Nurse Administrator has been appointed, state his/her qualifications, and identify the date of appointment.

### **Resources, Facilities, and Services**

<b>Standard</b>	<b>Supporting Documentation</b>
The following items shall be adequate to meet the nursing education program outcomes: Financial support with a plan for sustainability for faculty.	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.
Other necessary personnel, equipment, supplies, learning resources, and services necessary to fulfill the program mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically.	Identify the number of full-time and part-time positions for secretarial and related clerical staff for the nursing education program Describe how necessary equipment, supplies, learning resources, and services are provided. Identify the process for review of resources.
Academic support services are sufficient to ensure program quality and are evaluated on a regular basis to meet program and student needs.	Describe academic support services in your facility.
Adequate facilities, including classrooms, conference rooms, clinical skills laboratories, simulation laboratories, and offices shall be available to meet the needs of the nursing education program.	Describe classroom, conference room, clinical skills laboratory, simulation laboratories, and office space.
Library space shall be adequate for size of nursing education program.	Describe library space, hours, and services.
Learning resources and technology are selected by faculty and are comprehensive, current, and accessible.	Identify the procedure for selecting and evaluating learning resources to assure that they are comprehensive, current, and accessible. 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 and simulation 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.

### 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 to meet program outcomes.	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.
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.	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.
Written agreements with cooperating agencies shall be mutually developed and maintained, annually reviewed, shall specify the respective responsibilities, include provisions for continuing use by currently enrolled students, and include provisions for termination of agreement.	Describe the process for development, approval, and renewal of clinical affiliation agreements. Have available on-site copies of all current clinical affiliation agreements.
Clinical facilities shall be acceptable to the Board for students' clinical learning and shall be approved by accreditation, evaluation or licensing bodies as appropriate.	Describe the process for ensuring that clinical agencies are appropriately accredited or licensed.
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, patient acuity, and program outcomes.	Identify the faculty-student ratio in each clinical rotation.
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. Consistent with	Describe or attach program policies related to the use of clinical preceptors.

Board policy, preceptors, when utilized, are academically qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities	
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.	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.
Nursing education programs on full approval status may substitute up to 30% of Simulated Patient Care Experiences (SPCE) for clinical hours for each clinical course. Programs not on full approval status must obtain Board approval to substitute simulation for clinical course hours.	Describe the number of hours and areas covered in SPCE for each course in the program that schedules clinical experiences. Identify the faculty to student ratio for the SPCE. Discuss the process for development, implementation, and evaluation of SPCE.

### Students

Standard	Supporting Documentation
<p>Admission, readmission, progression, retention, dismissal and graduation requirements shall be:</p> <ol style="list-style-type: none"> <li>(1) developed by the faculty;</li> <li>(2) supported by administration;</li> <li>(3) made available to the applicants and students in written form</li> <li>(4) congruent with those of the governing organization, publicly accessible, nondiscriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes.</li> <li>(5) appropriate for type of nursing education program;</li> <li>(6) selective enough to distinguish students capable of achieving student learning outcomes</li> <li>(7) reflective of up-to-date educational practices</li> <li>(8) based on objective criteria, supported by a logical rationale, implemented fairly, and consistently</li> <li>(9) appropriate to ensure that the program is able to maintain an acceptable licensing examination pass rate and completion rate as indicated in OAC 485:10-3-5 (4) and (5).</li> </ol>	<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>
Facilities and services of the controlling institution shall be publicized and made available to nursing students in order to assist them to meet student learning outcomes.	Describe methods by which students are made aware of facilities and services available to them. Where relevant, identify general hours of operation.



There shall be written policies for student welfare including health, safety, students' rights, and responsibilities, financial aid, and an appropriate appeal process.	Discuss student policies for the program as well as the governing organization.
Advanced placement policies shall be written and employed, allowing fair, consistent, valid, and defensible evaluation of students' didactic knowledge and clinical competence.	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.
Students shall be informed of fees and expenses associated with the nursing education program.	Identify methods by which students are made aware of fees and expenses associated with the practical nursing education program.

### Faculty for Nursing Education Programs

<b>Standard</b>	<b>Supporting Documentation</b>
There shall be sufficient number of qualified full-time faculty to meet the purpose and student learning outcomes 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 unencumbered license to practice as a Registered Nurse in the State of Oklahoma; (2) present evidence of 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 nursing faculty member, PROVIDED: any person employed in the faculty position on September 1, 2016, is deemed to meet this requirement; (3) submit a Faculty Qualification Record to the Board office on a form provided by the Board and in accordance to OAC 485:10-3-5 (1); and (4) engage in teaching, scholarship, service and/or practice in keeping with the mission, goals, and expected faculty outcomes.	Describe methods by which continued competence is facilitated and evaluated to include the areas of teaching, scholarship, service, and/or practice.

<p>There shall be a faculty organization with written policies procedures to guide its activities and shall:</p> <ol style="list-style-type: none"> <li>(1) hold regular meetings for all members to participate in planning, developing, implementing, and evaluating the nursing program;</li> <li>(2) establish committees as necessary to carry out the functions of the program;</li> <li>(3) provide for students participation; and</li> <li>(4) maintain minutes of all meetings documenting actions and decisions of the faculty.</li> </ol>	<p>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.</p>
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### Curriculum

<b>Standard</b>	<b>Supporting Documentation</b>
<p>The curriculum is planned, developed, implemented, and evaluated to reflect clear statements of expected individual student learning outcomes that are congruent with the program's outcomes, mission, and goals and expected aggregate student outcomes. Curricular objectives (course, unit, and/or level objectives or competencies) as identified by the program, provide clear statements of expected individual student learning outcomes.</p>	<p>Describe the process of curriculum planning, development, implementation, and evaluation, including methods by which input is obtained from students, graduates, and employers.</p>
<p>Classroom content shall be taught concurrently with or prior to related clinical experiences.</p>	<p>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.</p>
<p>The curriculum of the nursing education program shall enable the student to develop the nursing knowledge, skills, and abilities necessary to maintain for the level, scope, and standards of competent nursing practice expected at the level of licensure. Curriculum will be revised as necessary to maintain a program that reflects advances in health care and its delivery.</p>	
<p>The curriculum as defined by nursing education, professional and practice standards 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 and maintenance 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) Experiences that promote the development and subsequent demonstration of evidence-based clinical judgment, skill in clinical management, and the professional commitment to collaborate in continuously improving the quality and safety</li> </ol>	<p>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>

of the healthcare system for patients.

(3) Evidence-based learning experiences and methods of instructing, including distance education methods, consistent with the written curriculum plan.

(4) Coursework including, but not limited to:

(A) Content in the biological, physical, social, and behavioral sciences to provide a foundation for safe and effective nursing practice.

(B) Content regarding professional responsibilities, legal and ethical issues, history and trends in nursing and health care and

(C) Didactic content and supervised clinical experience in the prevention of illness and promotion, restoration, and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social, and economic backgrounds. Patient experiences will occur in a variety of settings and will include:

(i) Integrating patient safety principles throughout the didactic and clinical coursework.

(ii) Implementing evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.

(iii) Providing patient-centered, culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by:

(I) Respecting patient differences, values, preferences and expressed needs.

(II) Involving patients/designees in decision making and care management.

(III) Coordinating and managing patient care across settings in accordance with scope of practice.

(IV) Explaining appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.

(iv) Collaborating with interprofessional teams to foster open communication, mutual respect, and shared decision-making in order to achieve quality patient care.

(v) Participating in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors, and collaborate in the development and testing of changes that improve the quality and safety of health care systems.

(vi) Using information technology to communicate, mitigate error and support decision making.

## Evaluation

<b>Standard</b>	<b>Supporting Documentation</b>
<p><b>Program</b> 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>	Describe the process for implementation of the program evaluation plan in the nursing education program.
<p>The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following: (A) student learning outcomes; (B) program outcomes; (C) role-specific graduate competencies; and (D) 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).</p>	Provide a copy of the program evaluation plan for review on-site.
<p>The systematic plan of evaluation contains specific, measurable expected levels of achievement; appropriate assessment methods; and a minimum of three (3) years of data for each component within the plan.</p>	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.
<p>Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision making for the maintenance and improvement of the student learning outcomes and the program outcomes.</p>	Provide evidence of documentation of evaluation activities and resulting actions taken in faculty minutes and/or other documents for review on-site. Have available summaries of results of surveys and outcomes measurements for the past five years.
<p>Evaluation findings are shared with communities of interest.</p>	Provide minutes of Advisory Committee meetings.
<p>The program demonstrates evidences of achievement in meeting the program outcomes.</p>	
<p>Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.</p>	Provide samples of survey results.
<p>Employer Program Satisfaction: Qualitative and quantitative measures address employer satisfactions with graduate preparation for entry-level positions six to twelve months post-graduation.</p>	Provide samples of survey results.
<p>Job Placement Rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.</p>	Provide samples of survey results.
<p><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</p>	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

<p>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;                  (5) provide evidence that students are notified of their progress in the classroom and clinical area- In a timely manner as defined in the course syllabus; and                  (6) shall not use standardized testing as the sole criteria for progression or graduation.</p>	<p>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.</p>
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**Experimentation**

<b>Standard</b>	<b>Supporting Documentation</b>
<p>A nursing education program which wishes to initiate an experimental program approach shall apply to the Board in writing for the approval of its plan. Nursing education programs approved to implement innovative approaches shall continue to provide quality nursing education that prepares graduates to practice safely, competently, and ethically within the scope of practice as defined in Oklahoma's statutes.</p>	<p>If an experimental program is being implemented, have available on-site a copy of the Board's letter of approval</p>

**Length of Approved Nursing Program**

<b>Standard</b>	<b>Supporting Documentation</b>
<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>The total number of hours and ratio between nursing and non-nursing courses shall be:                  (1) based on a rational 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

<b>Standard</b>	<b>Supporting Documentation</b>
<p><b>Student</b> There shall be a record-keeping system following school policy that provides for accurate recording and safe preservation of student and graduate records. Records shall include 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 unencumbered licensure as a Registered Nurse in the state of Oklahoma, 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, but not be limited to, minutes of faculty and committee meetings, program publications, documents and school policies, and reports to the controlling board.</p>	<p>Identify the location and security provided for program records, minutes, and reports.</p>
<p><b>Program publications</b> All program publications in print and in electronic format are current and accurately reflect the approval status of the program. Approval status is to be stated accurately including contact information for the Oklahoma Board of Nursing and is readily accessible to communities of interest.</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>

**Revised 8/2007; 8/2016; 12/2016**