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<p>I-A The mission, goals and expected student outcomes are congruent with those of the parent institution, and consistent with the relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p>	<p>1.1 Mission &amp; Governance Mission and/or philosophy of the nursing program is congruent with that of the university or differences are justified by the nursing program purposes.</p>	<p>1424a. There shall be a written statement of philosophy and objectives that serves as a basis for the curriculum structure. Each statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals and support systems...plus man, nursing activities, environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	<p>1.1 Published mission statement, recognized by academic discipline</p>
<p>I-B. The mission, goals and expected student outcomes are reviewed periodically and revised as appropriate to reflect professional nursing standards and guidelines and needs and expectations of the community of interest.</p>	<p>1.2. Mission and/or philosophy of the nursing program, program objectives (goals) and competencies (expected outcomes) reflect professional nursing standards and guidelines. 5.7 The program graduates individuals who are prepared to successfully pass the NCLEX-RN examination. 5.9 Graduates are satisfied with their educational preparation. 5.10 Employers are satisfied with the clinical performance of the graduates.</p>	<p>1424a. There shall be a written statement of philosophy and objectives that serves as a basis for the curriculum structure. Each statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals and support systems...plus man, nursing activities, environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	<p>2.1 Standards of academic programs conform to recognized disciplinary or professional standards</p>
<p>I-C Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.</p>	<p>3.2 Faculty members (full and part time) are academically and experientially qualified and maintain expertise appropriate to teaching, service, practice, and scholarly responsibilities. Criteria is stated the in the nursing and university faculty promotion grids and submitted to the program director in the annual end-of-year and competency reports.</p>	<p>1424(h) Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the area to which they are assigned.</p>	<p>2.8 Clearly defines expectations for research, scholarship and creative activity for its students and all categories of faculty. Scholarship related to teaching, learning, assessment and co-curricular learning. 3.1 Faculty are sufficient in number, professional qualification, and diverse to achieve the educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs whenever and however delivered.</p>

<p>I-D Faculty and students participate in program governance.</p>	<p>1.8 The program has an identified plan for systematic program evaluation of every aspect of the total program and assessment of educational outcomes and uses it to foster ongoing program improvement.</p> <p>4.1 Curriculum developed by nursing faculty has an organizing framework from which program and course objectives/ competencies and learning activities flow in a logical progression over the length of the program.</p> <p>1.3 Faculty and students participate, as appropriate, in governance of the university and the nursing program.</p>	<p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing, and evaluating all aspects of the program.</p> <p>1428(a) students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ul style="list-style-type: none"> <li>(1) Philosophy and objectives;</li> <li>(2) Learning experiences; and</li> <li>(3) Curriculum, instruction and evaluation of the various aspects of the program, including clinical facilities.</li> </ul>	<p>2.4 Student learning outcomes and standards of performance are developed by faculty. The faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.</p>
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<p>I-E Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. References to the program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate.</p>	<p>1.4 Information about the program, intended to inform the general public, prospective students, current students, employers, and other interested parties, is current, accurate, clear, and consistent.</p>	<p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students. 1424.1 The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p>	<p>1.6 Truthfully represents its academic goals, programs, services, and costs to students and larger public. Demonstrates programs can be completed in a timely fashion. 2.4 Student learning outcomes and standards of performance are developed by faculty, students, staff and where appropriate, external stakeholders. 2.12 Ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.</p>
<p>I-F Academic policies of the parent institution &amp; the nursing program are congruent and they support achievement of the mission, goals and expected student outcomes. They are fair and equitable, published and accessible, and are reviewed and revised as necessary to foster program improvement. These policies include but are not limited to, those related to student recruitment admission, retention, and progression.</p>	<p>1. 5 Academic policies of the nursing program are fair, equitable, and consistent with the policies of the university or differences are justified by the nursing program purposes, program objectives or competencies</p>	<p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p>	<p>1.1 Has a published mission statement that clearly describes its purposes. Purposes fall within recognized academic areas/ disciplines.</p>
<p>II-A Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</p>	<p>2. 1. Fiscal resources are available to support the nursing program purposes, mission, goals, and expected outcomes commensurate with resources of the governing organization. 2.2 Physical facilities are appropriate to support the purposes of the nursing program 2.3 Learning resources (equipment and supplies) are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.</p>	<p>1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program’s objectives.</p>	<p>3.3 Maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. 3.4 Financially stable with resources to ensure long-term viability.</p>


<p>II-B Academic support services are sufficient to ensure quality, and evaluated on a regular basis to meet program and student needs.</p>	<p>2. 4. Academic support services are sufficient to ensure quality, and evaluated on a regular basis to meet program and student needs.</p>	<p>1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program’s objectives.</p>	<p>2.13 Provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services. 3.5 Provides access to information and technology resources sufficient in scope, quality, currency and kind at physical sites and online as appropriate to support its academic offerings and the research and scholarship of its faculty, staff and students. If have graduate program, resources must support a graduate-level academic culture.</p>
<p>II-C The chief nurse administrator: (1) is a registered nurse; (2) holds a graduate degree in nursing (a doctoral degree if the nursing unit offers a graduate program in nursing, (3) is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; (4) is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and (5) provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</p>	<p>1. 6 Nursing program is administered by nurses who are academically and experientially qualified and who have authority and responsibility for development and administration of the nursing program and provide effective leadership.</p>	<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program. 1425(a) The director of the program shall meet the following minimum qualifications: (for hire) 1) A master’s or higher degree from an accredited college or university which includes course work in nursing, education or administration 2) One year’s experience as an administrator with validated performance of administrative responsibilities consistent with Section 1420h 3) Two years’ experience teaching in pre- or post-licensure registered nursing programs; and 4) One year’s continuous, full-time or its equivalent experience direct patient care as a registered nurse; or 5) Equivalent experience and/or education, as determined by the board.</p>	<p>3.1 Faculty is sufficient in number, professional qualification and diversity and to achieve educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. 3.6 Leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.</p>

		<p>1424(f) The program shall have a board approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.</p> <p>1425 (b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p> <p>1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p> <p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the designee. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p>	
<p>II-D Faculty members are:                  (1) sufficient in number to accomplish the mission, goals, and expected program outcomes;                  (2) academically prepared for the areas in</p>	<p>3.1. Number and utilization of full and part time faculty meet the needs of the nursing program to fulfill it purposes.</p>	<p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified</p>	<p>2.1 Standards of academic programs conform to recognized disciplinary or professional standards                  3.1 Faculty is sufficient in number, professional qualification and</p>

<p>which they teach; and (3) experientially prepared for the areas in which they teach.</p>	<p>3.2 Faculty members (full and part time) are academically and experientially qualified and maintain expertise appropriate to teaching, service, and scholarly responsibilities.</p> <p>4.1 Curriculum developed by nursing faculty has an organizing framework from which program and course objectives/competencies and learning activities flow in a logical progression over the length of the program.</p>	<p>instructor in each of the areas of nursing listed in section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p> <p>1424(k) The student/teacher ratio in the clinical setting shall be based on the following:</p> <ul style="list-style-type: none"> <li>(1) Acuity of patient needs;</li> <li>(2) Objectives of the learning experience;</li> <li>(3) Class level of the students;</li> <li>(4) Geographic placement of students;</li> <li>(5) Teaching methods; and</li> <li>(6) Requirements established by the clinical agency</li> </ul> <p>1425 c,d,e,f, give criteria for selection of faculty members for initial approval</p> <p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	<p>diversity and to achieve educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.</p> <p>3.2 Faculty recruitment, hiring, orientation, workload, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices; used to improve teaching and learning.</p>
<p>II-E Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting the achievement of mission, goals, and expected student outcomes.</p>	<p>3.5 Preceptors are academically and experientially qualified and maintain expertise as appropriate.</p>	<p>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1426.1 A preceptorship is a course, or component of a course, presented at the end of a board-approved</p>	<p>2.3 Student learning outcomes and standards are clearly stated; ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resources, well developed, and subject to appropriate oversight.</p>



		<p>curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. The following shall apply.</p> <p>1426.1(a) The course shall be approved by the board prior to its implementation.</p> <p>1426.1(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following:</p> <ul style="list-style-type: none"> <li>(1) Identification of criteria used for preceptor selection;</li> <li>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities;</li> <li>(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:             <ul style="list-style-type: none"> <li>(A) An active, clear license issued by the board; and</li> <li>(B) Meet the minimum requirements specified in section 1425(e); and</li> <li>(C) Employed by the health care agency for a minimum of one (1) year; and</li> <li>(D) Completed a preceptor orientation program prior to serving as a preceptor;</li> <li>(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.</li> </ul> </li> </ul> <p>1426.1(b)(4) Communication plan</p>	
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		<p>for faculty, preceptor, and student to follow during the preceptorship, including:</p> <ul style="list-style-type: none"> <li>(A) The frequency and method of faculty/preceptor/student contact;</li> <li>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience.             <ul style="list-style-type: none"> <li>(i) Preceptor is present and available on the patient care unit during the entire time the student is in his or her preceptorship rendering nursing services.</li> <li>(ii) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</li> </ul> </li> </ul> <p>1426.1(b)(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, including following activities:</p> <ul style="list-style-type: none"> <li>(A) Faculty member conducts periodic on-site meetings/ conferences with the preceptor and the student;</li> <li>(B) Faculty member completes the final evaluation of the student with input from the preceptor;</li> </ul> <p>1426.1(b)(6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships;</p> <p>1426.1(b)(7) Plan for an ongoing evaluation regarding the continued use of preceptors.</p> <p>1426.1(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p>	
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		<p>(1) Student/preceptor needs;                  (2) Faculty’s ability to effectively supervise; (3) Students’ assigned nursing area; and (4)                  Agency/facility requirements.</p>	
<p>II-F The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	<p>2.5 The university and the department provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	<p>1424.2 (d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program’s objectives.</p>	<p>3.4 Financially stable.                  3.5 Provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical site and online to support its academic offerings and the research and scholarship of its faculty, staff and students.</p>
<p>III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program’s mission and goals, and with the roles for which the program is preparing its graduates.</p>	<p>1.2 Mission and/or philosophy of the nursing program, program objectives (goals) and competencies (expected outcomes) reflect professional nursing standards and guidelines.                  4.1 Curriculum developed by nursing faculty has an organizing framework from which program and course objectives/competencies and learning activities flow in a logical progression over the length of the program.</p>	<p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.                  1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.</p>	<p>2.1 Standards of academic programs conform to recognized disciplinary or professional standards                  2.4 Student learning outcomes and standards of performance are developed by faculty, students, staff and where appropriate, external stakeholders.                  2.12 Ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.</p>



<p>III-B Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected student outcomes (individual and aggregate).</p> <p>(1) Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</p>	<p>5.3-6. Analysis of selected individual student outcomes demonstrates student/graduate academic achievement as a baccalaureate-prepared nurse.</p> <p>5.7 The program graduates individuals who are prepared to successfully pass the NCLEX-RN examination</p>	<p>1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.</p>	<p>2.4 Student learning outcomes and standards of performance are developed by faculty, students, staff and where appropriate, external stakeholders.</p>
<p>III.C. The curriculum is logically structured to achieve expected student outcomes. The baccalaureate curriculum builds upon a foundation of the arts, sciences and humanities.</p>	<p>4.1 Curriculum developed by nursing faculty has an organizing framework from which program and course objectives/competencies and learning activities flow in a logical progression over the length of the program. Arts, sciences and humanities are foundational.</p> <p>4.2 Curriculum reflects relevant current professional nursing standards and guidelines.</p>	<p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will</p>	<p>2.2a Baccalaureate programs engage in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship and life-long learning...General Education... written and oral communication, quantitative reasoning, information literacy, and critical thinking</p>

		<p>focus on delivering patient-centered care, practicing evidence-based practice, working as part of interdisciplinary teams, focusing on quality improvement, and using information technology.</p> <p>Instructional contents shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, and nursing leadership and management.</p> <p>1426(e) The following shall be integrated throughout the entire nursing curriculum.</p> <p>(1) The nursing process; (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) Communication skills including principles of oral, written and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health/illness.</p>	
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		<p>1426(g) The course of instruction shall be presented in semester or quarter units under the following formula:</p> <ol style="list-style-type: none"> <li>1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</li> <li>2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.</li> </ol>	
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<p>III-D Teaching/learning practices and environments support the achievement of expected student outcomes.</p>	<p>4.3 Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options necessary for contemporary baccalaureate nursing education.</p> <p>5.1 The resources, teaching and curriculum create an environment in which student learning occurs and students are able to progress through the program to graduation.</p>	<p>1427(a) A nursing program shall not utilize any agency and/or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p> <p>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives</p> <p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:          (1) Assurance of the availability and appropriateness of the learning environment in relation to the program’s written objectives; (2) Provisions for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility’s staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients. (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.</p> <p>1427(d) In selecting student placement in a new agency or facility, the program shall take into consideration the impact of such additional group of students has on students of other nursing</p>	<p>4.4 Engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved.</p>
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		<p>programs already assigned to the agency or facility.</p>	
<p>III-E The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes and are evaluated by faculty.</p>	<p>4.3 Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options necessary for contemporary baccalaureate nursing education.</p>	<p>1424.1(a) Each faculty member shall assume responsibility for instruction, evaluation of students, and planning and implementing curriculum content.                  1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered program.                  1426(f) The program shall have tools to evaluate a student's academic progress, performance and clinical learning experiences that are directly related to course objectives.</p>	<p>2.4 Student learning outcomes and standards of performance are developed by faculty, students, staff and where appropriate, external stakeholders.</p>

<p>III-F The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	<p>1.4 Information about the program, intended to inform the general public, prospective students, current students, employers, and other interested parties, is current, accurate, clear, and consistent.                      5.2 Student contracts are used effectively to help students to progress through the program toward graduation.                      5.8 Graduates of the program are able to get employment as registered nurses.                      5.9 Graduates are satisfied with their educational preparation.                      5.10 Employers are satisfied with the clinical performance of the graduates.</p>	<p>1426(f) The program shall have tools that are directly related to course objectives to evaluate a student’s academic progress, performance, and clinical learning experiences.</p>	<p>2.3 Student learning outcomes and standards are clearly stated; ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resources, well developed, and subject to appropriate oversight.</p>
<p>III-G Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>1.8 The program has an identified plan for systematic program evaluation of every aspect of the total program and assessment of educational outcomes, and uses it to foster ongoing program improvement.</p>	<p>1426(f) The program shall have tools that are directly related to course objectives to evaluate a student’s academic progress, performance, and clinical learning experiences.</p>	<p>2.3 Student learning outcomes and standards are clearly stated; ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resources, well developed, and subject to appropriate oversight.</p>
<p>III-H Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p>4.2 Curriculum reflects relevant current professional nursing standards and guidelines.</p>		<p>2.4 Student learning outcomes and standards of performance are developed by faculty, students, staff and where appropriate, external stakeholders.                      2.6 Demonstrates that graduates consistently achieve its stated learning outcomes and established standards of performance. Expectations for student learning are embedded in standards faculty use to evaluate student work.</p>
<p>IV-A A systematic process is used to determine program effectiveness.</p>	<p>5.7 The program graduates individuals who are prepared to successfully pass the NCLEX-RN examination                      5.8 Graduates from the program are able to get jobs as registered nurses.</p>	<p>1431. Licensing Examination Pass Rate Standard. The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.</p>	<p>4.5 Appropriate stakeholders, including alumni, employers, practitioners, students and others designated by the institution, are regularly involved in the assessment and alignment of</p>

<p>IV-B Program completion rates demonstrate program effectiveness.</p>	<p>1.8 The program has an identified plan for systematic program evaluation of every aspect of the total program and assessment of educational outcomes, and uses it to foster ongoing program improvement. 5.1 The resources, teaching, and curriculum create an environment in which student learning occurs and students are able to progress through the program to graduation. 5.9 Graduates are satisfied with their educational preparation.</p>	<p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs.</p>	<p>educational programs. 2.10 Timely progress towards degree completion, acceptable proportion complete degrees. Tracks demographic data and achievement, satisfaction, and extent to which campus climate supports student success. 4.5 Appropriate stakeholders, including alumni, employers, practitioners, students and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.</p>
<p>IV- C Licensure and certification pass rates demonstrate program effectiveness.  (80% pass rate for first time takers)</p>	<p>1.2 Mission and/or philosophy of the nursing program, program objectives (goals) and competencies (expected outcomes) reflect professional nursing standards and guidelines.  5.7 The program graduates individuals who are prepared to successfully pass the NCLEX-RN examination (85% pass rate for first time takers)  5.8 Graduates from the program are able to get jobs as registered nurses.  5.10 Employers are satisfied with the clinical performance of the graduates.</p>	<p>1424a. There shall be a written statement of philosophy and objectives that serves as a basis for the curriculum structure. Each statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals and support systems...plus man, nursing activities, environment, the health-illness continuum, and relevant knowledge from related disciplines. 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs. 1431. Licensure Examination Pass Rate Standard. The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensure examination candidates.</p>	<p>2.1 Standards of academic programs conform to recognized disciplinary or professional standards. 2.7 Program review includes analyses of student achievement of the program’s learning outcomes, retention and graduation rates, results of licensing examination and placement, evidence from external constituencies such as employers and professional organizations.</p>
<p>IV-D Employment rates demonstrate program effectiveness.</p>	<p>1.8 The program has an identified plan for systematic program evaluation of every aspect of the total program and assessment of educational outcomes, and uses it to foster ongoing program improvement. 5.10 Employers are satisfied with the clinical</p>	<p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs.</p>	<p>2.7 All programs offered by the institution are subject to systematic program review. Program review includes analyses of student achievement of the program’s learning outcomes, retention and</p>

	performance of the graduates.		graduation rates, results of licensing examination and placement, evidence from external constituencies such as employers and professional organizations.
IV-E Program outcomes demonstrate program effectiveness.	<p>1.8 The program has an identified plan for systematic program evaluation of every aspect of the total program and assessment of educational outcomes, and uses it to foster ongoing program improvement.</p> <p>3.2 Faculty members (full and part time) are academically and experientially qualified and maintain expertise appropriate to teaching, service, and scholarly responsibilities.</p>	1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs.	<p>2.6 Demonstrates that graduates consistently achieve its stated learning outcomes and established standards of performance. Expectations for student learning are embedded in standards faculty use to evaluate student work.</p> <p>2.7 Program review includes analyses of student achievement of the program’s learning outcomes, retention and graduation rates, results of licensing examination and placement, evidence from external constituencies such as employers and professional organizations.</p> <p>2.10 Timely progress towards degree completion, acceptable proportion complete degrees. Tracks demographic data and achievement, satisfaction, and extent to which campus climate supports student success.</p>
IV-F Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.	3.3 Expected Aggregate Faculty outcomes in teaching, scholarship, service, and practice are congruent with university expectations, and achieve the mission and goals of the program.	<p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs.</p> <p>1425.I(d) Each faculty member shall be clinically competent in the area in which he or she teaches.</p>	<p>2.8 Clearly defines expectations for research, scholarship and creative activity for its students and all categories of faculty. Scholarship related to teaching, learning, assessment and co-curricular learning.</p> <p>3.2 Faculty recruitment, hiring, orientation, workload, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices;</p>

<p>IV-G The program defines and reviews formal complaints according to established policies.</p>	<p>1.7 There is an established policy to handle complaints about the program and records are maintained and available for review.</p>	<p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs. 1424(b)(2) The program shall have a procedure for resolving student grievances.</p>	<p>used to improve teaching and learning. 1.6 Treats students fairly and equitably through established policies and procedures addressing student conduct, grievances. Records of student complaints are maintained for a six-year period. Policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed. 1.7 Adoption and implementation of appropriate policies and procedures; timely and fair responses to complaints and grievances.</p>
<p>IV-H Data analysis is used to foster ongoing program improvement,</p>	<p>1.8 The program has an identified plan for systematic program evaluation of every aspect of the total program and assessment of educational outcomes, and uses it to foster ongoing program improvement.</p>	<p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs.</p>	<p>3.2 Faculty recruitment, hiring, orientation, workload, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices; used to improve teaching and learning. 3.3 Maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. 4.1 Employs a deliberate set of quality-assurance processes in both academic and non-academic area. 4.2 Has institutional research capacity..Data are disseminated. 4.3 Leadership at all levels is committed to improvement based on the results of inquiry, evidence, and evaluation.....used for improvement.</p>

			4.4 Has significant faculty involvement...used for improvement if curricula, pedagogy, and assessment methodology.
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