



**Georgia Board of Nursing  
Registered Nursing Site Visit Guide- New Program**

**Site Visit Document Checklist**

<b>Site Visit Documents Required</b>	√
<i>*List and documentation may not be inclusive of all evidence that may be required to ensure compliance with GBON Rules and Regulations. Additional documents may be needed*</i>	
Programmatic Accreditation Documents	
Mission, Philosophy, and Outcomes (may be included in handbook)	
Current Institutional and Nursing Program Organizational Chart	
Faculty Summary List- inclusive of all currently employed full and part-time faculty	
Faculty Qualification Records for the Nurse Administrator and all Faculty Members- include CV and nursing licensure verification	
Job/Position Descriptions for Dean, Faculty, and Staff	
Faculty Workload Tables	
Evidence of Continued Faculty Competence- in areas of teaching, scholarship, service and/or practice	
Current Program Handbook	
Current Student Handbook and Catalog	
Current Faculty Handbook	
Course Details for each Nursing Course- consistent with Rule 410-8-.04	
Curriculum Map/Plan (Program of Study)- consistent with Rule 410-8-.04	
Course Syllabi for each Nursing Course	
Continuous Quality Assessment and Improvement Plan- consistent with Rule 410-8-.03(8)	
Institutional and Programmatic Admission/Advisement Documents- including all required courses for the nursing program diploma/degree	
Institutional and Programmatic Student Policies pursuant to applicable Rules/Regulations	
Student Grievance Process and Evidence of Resolution	
Fiscal Resources/Budget Documents for previous 2 years and current year- consistent with Rule 410-8-.12(3)(c)	
Physical Resources (Classroom, Office Space, Laboratory Space, Computer Lab, Library, etc.)- inventory of laboratory equipment should be included	
Clinical Affiliation Documents/Agreements	
Written Criteria for Clinical Facility Selection, Approval, and Evaluation	
Preceptorship- Selection Process/Orientation/Policies/Handbook- as applicable	

Articulation Agreements	
Current Program Enrollment for all Program Options by cohort and location- include aggregated and disaggregated data	
Program Entry Information for each Program Option- including entry semester, graduating semester, max capacity/enrollment for each cohort/location	
Program Attrition and Retention Data for each Program Option; NCLEX Data; Job Placement Data- aggregated and disaggregated by cohort/location	
Student and Faculty Evaluations- clinical sites, courses, student satisfaction surveys, program evaluations, etc.	
Faculty Meeting Minutes	
Evaluation Methodologies- Clinical Evaluation Tools, Standardized Testing, Simulation Evaluations, Skills Evaluations, and so forth- student examples must be included for on-site review	
Faculty to Student Ratio Documentation- for all learning settings utilized in program	
Institutional Committee Lists- faculty representation included	

### Site Visit Review

Rule	Documentation
<b>Rule 410-8-.01 General Requirements</b>	
(3) The course of study for initial licensure may be offered through an approved combination of on site, distance learning, or online teaching/ learning strategies. Clinical learning activities may not be offered exclusively through electronic modalities.	Included in curriculum documentation.
(4) The majority of learning activities in practice settings must be taught by nursing faculty members according to Rules 410-8-.05 and 410-8-.06.	Included in faculty and preceptor documentation.
(5) A parent institution shall grant degrees and maintain the locus of control and fiscal responsibility for the planning, implementation, teaching, and evaluation of the nursing education program.	Provide supporting evidence/documentation including the authority to grant degrees and the budgetary and fiscal responsibility of the governing/sponsoring institution.
(6) All nursing education programs must be accredited or show satisfactory progression, as determined by the Board, towards accreditation by December 30, 2020 by a national nursing accrediting body recognized by the Board.	Accreditation documentation must be provided, including but not limited to, official correspondence from accrediting body, self-study reports, and so forth.
<b>Rule 410-8-.02 Nursing Education Program Development</b>	
(1) Developing Programs. (a) The Board may grant Developmental Approval to a proposed nursing education program when compliance with Rules 410-8-.12 paragraphs (1) through (3) has been documented. (b) The Board may grant Initial Approval to a nursing education program with Developmental Approval when compliance with Rule	For developing programs only. Documentation must include any supporting evidence or data pertaining to the specified requirements pursuant to this Rule.

Rule	Documentation
<p>410-8-.12(4) has been documented. Initial Approval is required prior to the enrollment of at least twenty (20) students in the first nursing courses.</p> <p>(c) The Board may continue Initial Approval prior to the graduation of the first class when review of materials specified in Rule 410-8-.12(3)(c), the most recent annual report, and most recent site visit report, and program responses to it document compliance with the rules.</p> <p>(d) The Board may grant Full Approval to a nursing education program with Initial Approval when review of the most recent annual report, the most recent site visit report, and program responses to it document compliance with the rules. The nursing program's first-time writers of the licensing examination must have a passage rate that is equivalent to the program's accrediting body requirements.</p> <p>(e) If the program is not eligible for Full Approval after graduation of the first class, Conditional Approval may be imposed according to Rule 410-8-.02(3).</p>	
<p>(2) Established Programs.</p> <p>(a) The Board may continue the Full Approval of a nursing education program for any period up to ten (10) years. Approval is based upon documentation of compliance with rules relating to annual reports, the most recent site visit report and program responses to it, a passage rate of all first-time writers of the licensing examination is equivalent to the program's accrediting body requirements over the four (4) most recent calendar years and documentation of accreditation by a national nursing accrediting body recognized by the Board.</p> <p>(b) A nursing education program, with Full Approval, must submit a written assessment and plan of action for review by the Board if the passage rate of all first-time writers of the licensing examination is less than the passage rate requirement from the program's accrediting body in a calendar year.</p> <p>(c) A nursing education program, with Full Approval, must submit a written evaluation of the plan of action for review by the Board if the passage rate of all first-time writers of the licensing examination is less than the passage rate requirement from the program's accrediting body for a second consecutive calendar year. A site visit by Board representatives will be scheduled.</p>	<p>For established programs. Documentation must include any supporting evidence or data pertaining to the specified requirements pursuant to this Rule.</p>

Rule	Documentation
<p>(3) Conditional Approval.            At any point during the initial approval period for developing programs or within the four-year approval cycle for established programs, the Board may impose Conditional Approval on a nursing education program for reasons, including but not limited to, the following conditions: review of any annual report reveals noncompliance with the rules; review(s) of the most recent site visit report(s) and program response(s) to it reveal continued, documented noncompliance with the rules; and/or the passage rate of all first-time writers of the licensing examination is less than the passage rate requirement from the program's accrediting body for two (2) consecutive graduation cohorts and/or the four-year average was less than the passage rate requirement from the program's accrediting body.</p>	<p>For programs under Conditional Approval status, documentation must include any supporting evidence or data pertaining to the specified requirements pursuant to this Rule.</p>
<p>(4) Granting of Full Approval for a Nursing Education Program on Conditional Approval.            (a) The granting of Full Approval will require documentation of outcome measures, including but not limited to NCLEX-RN results, on an annual basis until compliance with conditions identified in Rule 410-8-.02(3) is documented.            (b) The granting of Full Approval may be for any period of time up to ten (10) years as determined by the board. If Conditional Approval has been imposed for noncompliance with the identified four-year passing rate on the licensing examination, the Board at its discretion may grant Full Approval for one (1) year. The one (1) year approval is based upon the program having documented evidence of at least two (2) most recent consecutive graduation cohorts passage rates to be equivalent to the program's accrediting body requirements of first-time writers in each calendar year even though the four-year average is not equivalent to the accrediting body's requirements.</p>	<p>For programs under Conditional Approval status, documentation must include any supporting evidence or data pertaining to the specified requirements pursuant to this Rule.</p>
<p>(5) Withdrawal of Approval.            The Board may withdraw the approval of a nursing education program on Conditional Approval when continued, documented noncompliance with the rules fails to be corrected within a time period specified by the Board. In order for students, who are currently enrolled in at least one nursing course when approval is withdrawn, to be eligible for licensure upon graduation, the nursing education program must submit a written plan for their completion of the program or for their transfer to another approved nursing education program. Prior to the actual</p>	<p>For programs under Conditional Approval status.</p>

Rule	Documentation
<p>date of withdrawal of approval, the nursing program will continue to have time-limited Conditional Approval so that students will be identified as having graduated from an approved program and be eligible for licensure by examination.</p>	
<p>(6) Reinstatement of Withdrawn Approval.  (a) Representatives of the parent institution and/or the nursing education program may appeal in writing to the Board for reconsideration of withdrawn approval within ninety (90) days of written notification.  (b) Upon written request, representatives of the parent institution and/or the nursing education program may appear before the Board to review its findings regarding program deficiencies and/or the adequacy of the program's plan of action.  (c) After documentation of compliance with rules, as determined by the Board, a nursing education program may petition the Board in writing for reinstatement of approval status and permission to enroll students.  (d) If approval is not reinstated, the parent institution must comply with all rules for the development and implementation of a new nursing education program.</p>	
<p>(7) Reconstitution of a Nursing Education Program.  (a) If a program, which has had its approval withdrawn, decides to develop and implement a reconstituted (new) nursing education program, it must document compliance with Rule 410-8-.12. At its discretion, the Board may not require the fee for new programs and the feasibility study if Conditional Approval has previously been imposed on the program.  (b) The average passing rate of the first class must be equivalent to the program's accrediting body requirements. If compliance with this rule is not documented, approval will be withdrawn.</p>	
<b>Rule 410-8-.03 Organization and Administration</b>	
<p>(1) The nursing education program must be an integral part of a parent institution accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.</p>	<p>List the institutional and the programmatic accrediting bodies, the status of accreditation, the date and year of the last visit, as well as the date and year of the next visit.</p>
<p>(2) The relationship of the nursing unit as a program, department, division, school, or college to the parent institution must be delineated</p>	<p>Describe the 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.</p>

Rule	Documentation
on a current organizational chart in accordance with the structural or functional plan of the parent institution.	
(3) The nurse administrator shall assume authority and responsibility for the administration, planning, implementation, and evaluation of the nursing education program. This will include oversight of and budgeting for the program, selection and evaluation of qualified faculty, and evaluation of program outcomes. A percentage of time for, and description of, administrative responsibilities must be identified. The Board must be notified within 30 days of a change in the nurse administrator.	Describe the authority and responsibility of the administrator for the areas listed. A copy of the job description and curriculum vitae for the nurse administrator should be available on site.
(4) The minimum length of a nursing education program shall be six (6) academic quarters or four (4) academic semesters, each of which shall include nursing courses with learning activities in classes, simulated settings, and practice settings.	Identify the number of credit hours in the nursing education program and provide a copy of the degree plan.  Describe the method of calculating credit hours used at the educational institution. Identify the number of hours provided in nursing and non-nursing courses.
(5) If a nursing education program has an accelerated option for students who have earned a baccalaureate or higher degree in another discipline, or a bridge program for healthcare professionals, the minimum length of study as identified in Rule 410-8-.03(4) may be shortened as approved by the Board. The course of study must be comparable to that required for prelicensure students graduating from the same nursing education program. Healthcare professional means a licensed practical nurse, paramedic, military medical corpsman, or respiratory therapist.	
(6) Adequate financial resources shall be provided for the effective operation of the nursing education program and the professional development of faculty.	Describe institutional and programmatic budgeting processes, including budget requests and approval. Include budget documentation for the previous 2 years and the current year. Also, describe professional development support and opportunities offered to programmatic faculty and nurse administrator. Documentation may include certificates of completion for professional development activities.
(7) A faculty/student ratio of at least one (1) full-time nursing faculty member for each twenty-five (25) students enrolled in the nursing education program (including audited courses) shall be maintained.	Identify methods of ensuring that sufficient time is provided for preparation, student counseling, and other activities related to the teaching/learning process. Include documentation of enrollment that supports the maintenance of 1:25 didactic faculty/student ratios.
(8) The nursing education program shall have a plan for continuous quality assessment and improvement which includes but is not limited to: organization and administration; curriculum; faculty; students;	Describe the process of quality assessment and improvement. Documentation may include faculty meeting minutes, institutional effectiveness documentation, and/or accreditation evaluation plans.

Rule	Documentation
performance of students and graduates; and educational facilities and resources.	
(9) Implementation of the plan for continuous quality assessment and improvement, findings, and relevant actions and/or decisions shall be documented.	
(10) All information, course materials, and documentation pertaining to the nursing education program shall be accurate and current.	<p>Identify the location and security provided for student and graduate records, program records, minutes, and reports, as well as faculty records. List records that are routinely kept in student, graduate, program, and faculty. Provide copies for review on-site.</p> <p>Identify methods of validating and maintaining records related to continuing education, clinical practice, and periodic performance evaluation. Provide copies for review on-site.</p> <p>Institutional policies related to record retention, performance evaluation, and so forth may be used as documentation.</p>
Rule 410-8-.04 Curriculum	
(1) The nursing education program shall be consistent with the mission/purpose, outcomes, and policies of the parent institution and the established and emerging standards of nursing education and practice.	Describe the process of institutional and program mission review and updating to ensure consistency.
(2) Faculty shall develop the curriculum so that the philosophy/assumptions, outcomes, written plan for its organization and development, teaching/learning strategies, assessment of outcomes and policies are internally consistent.	Describe methods of obtaining input from stakeholders. Describe the process of ensuring internal consistency amongst institutional and programmatic policies.
(3) The curriculum shall be inclusive of courses in humanities, natural sciences, social sciences and nursing which are offered in a logical and supportive sequence appropriate for collegiate study. Courses in the natural sciences must have class and laboratory components.	Include program curriculum, including class/laboratory/clinical components, with evidence that all courses are addressed.
(4) The curriculum must be balanced in terms of semesters/quarters, contact hours, and student workload.	Describe the basis for the selection, organization, and sequencing of nursing content.
(5) The curriculum must be inclusive of learning activities in class, simulated settings, and practice settings, in reality-based situations, incorporating caring and the promotion, maintenance, and restoration of health or end-of-life care with people of all age groups who have commonly occurring acute and long-term physical and mental health problems, illnesses, and experiences.	<p>Describe the number of hours and areas covered in clinical skills laboratory experiences. Identify the faculty-to-student ratio in the clinical skills laboratory.</p> <p>Discuss the process for development, implementation, and evaluation of clinical skills laboratory experiences and evaluation.</p>

Rule	Documentation
	Describe the number of hours and areas covered by the simulation. Identify the faculty-to-student ratio in simulated settings. Discuss the process for the development, implementation, and evaluation of simulated settings. Describe evaluation methodologies for all learning areas. Provide minutes of Advisory Committee meetings and faculty meeting minutes.
(6) Practice-based learning activities shall occur in diverse settings representative of the continuum of health care and with opportunities for students to engage in learning activities that enable the goals of the curriculum.	
(7) The curriculum shall be inclusive of current and emerging issues in nursing, health care, and society.	Describe how the curriculum is reviewed and updated.
(8) Teaching/learning strategies, activities, and interactions must include opportunities for praxis, reflection, critical thinking, problem-solving, and decision-making.	
(9) Teaching/learning strategies, activities, and interactions must facilitate the transition to professional practice by incorporating concepts, including but not limited to: accountability; the provision and coordination of care; advocacy; and collaboration.	Describe methods by which the curriculum is reviewed to ensure consistency with the NCLEX test plan and NGN content, current standards, and expected competencies at the appropriate educational level. Include a copy of the curriculum plan for review.
(10) In a baccalaureate program, learning activities in research, community health nursing, and management/leadership shall be included.	
(11) Various strategies shall be used in the assessment and evaluation of student outcomes.	Describe the process for implementation of the program evaluation plan in the nursing education program. Also include information related pedagogy, including learning activities, assessment, and evaluation methodologies.
(12) Students enrolled in a nursing education program leading to initial licensure may participate in cooperative internship experiences or programs. Academic credit may be awarded provided that the relationship between the academic and employment aspects of the course is clearly delineated consistent with Rules 410-8-.04; 410-8-.05 (10); 410-8-.05 (11); 410-8-.06 (2), 410-8-.07 (5) and 410-8-.08.	
<b>Rule 410-8-.05 Faculty</b>	
(1) A nursing faculty member includes any registered nurse, appointed by the parent institution, regardless of the institutional designation, who is engaged in teaching/evaluation in classes, simulated settings, and practice settings.	
(2) The nurse administrator and nurse faculty members of any nursing education program must be currently licensed as registered nurses in	Provide credentialing documentation for all faculty and nurse administrator. Include the process of institutional credentialing.

Rule	Documentation
Georgia and authorized as advanced practice nurses (if applicable) from the initial date of appointment.	
(3) Faculty who are assigned to practice settings in another state or country shall comply with the relevant nurse practice act in that jurisdiction.	
(4) The nurse administrator, who is appointed with the authority and responsibility for the development, administration, and evaluation of the nursing program(s) within the nursing unit, must have at least one (1) earned graduate degree in nursing and at least three (3) years of teaching experience in a nursing education program leading to initial registered nurse licensure or completion of a higher degree in nursing.	Provide documentation including job description, curriculum vitae, transcripts, and all pertinent documentation for evidence.
(5) Any registered nurse, appointed by the parent institution, who is engaged in teaching/evaluation in classes, simulated settings and practice settings, must hold at least a baccalaureate or higher degree in nursing.	Identify names of full-time and part-time faculty for each course. Include a faculty summary report for review. Provide documentation including job description, curriculum vitae, transcripts, and all pertinent documentation for evidence.
(6) For any given academic term, the nursing education program must be able to provide evidence that at least the majority of faculty members are full time in didactic settings with an exemption for clinical settings and that at least three-fourths of individual full-time faculty members hold one (1) or more earned graduate degrees in nursing.	Majority is 51%. Documentation must include evidence that 51% of both full and part-time faculty hold an earned graduate degree in nursing or higher. This rule includes clinical faculty.
(7) A full-time faculty member with only a baccalaureate degree in nursing must be able to provide documentation of progress toward an earned graduate degree in nursing, have experience in the area of responsibility, and be directed by a faculty member with at least one (1) earned graduate degree in nursing.	Include documentation of enrollment in a program leading to a graduate degree in nursing.
(8) Faculty members shall have the graduate nursing education, expertise, and professional development necessary to enable the goals/outcomes of the curriculum.	Describe methods by which continued competence is facilitated and evaluated to include the areas of teaching, scholarship, service, and/or practice.
(9) For any course with a nursing title and number, a qualified registered nurse faculty member must be the coordinator.	
(10) Faculty members must be available to direct, coach, mentor, and critique students engaged in learning activities in classes, simulated settings, and practice settings.	
(11) A faculty/student ratio of at least one (1) registered nurse faculty member for no more than ten (10) students engaged in actual, interactive learning activities in practice settings must be maintained	Identify the faculty/student ratio in each clinical rotation.

Rule	Documentation
to provide for the safety of patients/clients, students, and faculty members.	
(12) Faculty members shall participate in and document the development, implementation, and evaluation of the nursing education program.	Describe the meeting structure for the program including faculty shared governance in programmatic and institutional decisions affecting the nursing program. Provide copy of the faculty meeting minutes.
(13) Policies in effect for nursing faculty, including workload, shall be consistent with those in effect for all faculty appointed by the parent institution.	Identify the documents in which nursing education program policies and procedures are included, and the procedures for periodic review. Include a comparison of faculty workload to other institutional program(s). Workload units/hours must be described and evidenced. Identify and attach the teaching load policy for faculty and the nurse administrator.
(14) The process of selection, approval, and role development, and delineation of responsibilities of full-time and part-time faculty members shall be documented.	Identify methods by which faculty are made aware of the qualifications and responsibilities of faculty members. Provide a copy of the faculty handbook for review. Describe or provide the procedure for performance evaluation.
(15) Out of state nursing education programs that have faculty and students engaged in learning activities in Georgia practice settings must comply with the Georgia Registered Professional Nurse Practice Act.	
(16) An international nursing educator, who is not licensed as a registered professional nurse in Georgia and who is participating as an exchange visitor in a nursing education program, may direct, coach, mentor, and critique students engaged in learning activities in classes and simulated settings under the following conditions: (a) Responsibility for any course, in which the international nursing educator participates, must be assumed by a faculty member appointed by the parent institution; (b) Monetary compensation to the international nursing educator must not be provided by the parent institution; (c) Until licensure by examination has been granted, the international nursing educator must not be involved in actual, interactive learning activities with students and patients/clients in practice settings; and (d) In advance of the exchange period, the Board of Nursing must be notified of the academic and regulatory credentials of the international nursing educator for a one-time period not to exceed all or part of a quarter or semester.	

Rule	Documentation
<b>Rule 410-8-.06 Learning Activities with Preceptors</b>	
(1) Learning activities with preceptors may be included in a curriculum on a limited basis.	Describe and attach program policies related to the use of clinical preceptors. Include information related to the use of clinical preceptorships in the program curriculum. Include a list of preceptors utilized by the program.
(2) The student shall be enrolled in the course in which the learning activities with preceptors occur and shall not be compensated by the practice setting during this time.	The preceptor handbook may be provided as documentation.
(3) The process of selection, approval, and role development of preceptors shall be documented.	Describe the process of selection, approval, and orientation of all preceptors utilized in the program.
(4) The preceptor shall be currently licensed as a registered nurse and authorized as an advanced practice nurse (if applicable) according to the Georgia Registered Professional Nurse Practice Act or the statute in the state/country in which the practice setting is located.	Include information related to the credentialing process. Include evidence that all preceptors hold the requirements under this rule. The preceptor handbook may be provided as documentation.
(5) The preceptor for a registered nurse student may be a non-nurse provided that the designated faculty member serves as the co-preceptor.	
(6) The preceptor shall be educated at preferably the same or higher level as the student and have at least one year of work experience in the practice setting in which the learning activity occurs.	Include documentation for all preceptors including licensure, education, and so forth. The preceptor handbook may be provided as documentation.
(7) The preceptor shall have the education and/or expertise to enable the learning goals of the student.	Include information related to the preceptors' experience and education that supports the ability to enable the learning goals of the program and students. The preceptor handbook may be provided as documentation.
(8) The preceptor shall be selected collaboratively by the designated faculty member and the registered nurse responsible for nursing care in the practice setting.	Include preceptor policies, approval, and documentation that faculty has shared governance in the selection of preceptors. The preceptor handbook may be provided as documentation.
(9) The preceptor shall interact with no more than two (2) students at any given time.	Include documentation that supports the required ratio.
(10) Each student and preceptor shall have a readily available, designated faculty member who is responsible for the learning activities in compliance with Rules 410-8-.04 and 410-8-.05(10), (11).	The preceptor handbook may be provided as documentation.
(11) The designated faculty member shall meet with students and preceptors prior to and throughout the learning activities to clarify roles, learning goals, and the assessments of outcomes.	Documentation of regular meetings must be provided. The preceptor handbook may be provided as documentation. Meeting minutes may be included.

Rule	Documentation
<b>Rule 410-8-.07 Students</b>	
<p>(1) Policies for nursing students shall be comparable to those for all students enrolled in the parent institution except in such instances where the nature of the nursing major may require variance. Students must be high school graduates or have documented equivalent education.</p>	<p>Identify the process of institutional admission and programmatic admission requirements and processes. Also, identify the evaluation in theory and clinical courses. Include methods by which students are made aware of their progress and grades. Describe methods taken to ensure evaluations 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. Have available copies of the clinical evaluation tool.</p>
<p>(2) Current, accurate, consistent, written information, including but not limited to, the course of study, admissions, options for advanced placement, acceleration, part-time study, articulation, progression, graduation, health requirements, the potential for criminal background checks and expanded medical profiles, and appeals shall be published.</p>	<p>Provide evidence of where this information is published for student knowledge.</p>
<p>(3) Students shall have opportunities to evaluate learning activities, full-time and part-time faculty members, preceptors, educational resources, and practice settings.</p>	<p>Provide a summary of student evaluations utilized within the institution and program. Describe the process for student evaluation of theory and clinical courses. Evidence may include student evaluation results including, but not limited to, student course evaluations, student satisfaction surveys, institutional student evaluations, student clinical evaluations, and student clinical site evaluations. Provide copies of student evaluations to be reviewed.</p>
<p>(4) Any registered nurse, who is a student in a baccalaureate or higher degree nursing program, must be currently licensed according to the Georgia Registered Professional Nurse Practice Act in order to engage in any actual, interactive learning activities with patients/clients.</p>	
<p>(5) An applicant who has graduated from an international nursing education program and is required by the board to satisfy a curricular deficiency in an approved nursing education program in order to establish eligibility for licensure by examination must be considered as an unlicensed student.</p>	
<p>(6) Any registered nurse, who is a student with learning activities in practice settings in another state or country, shall comply with the relevant nurse practice act.</p>	
<p>(7) The process for verifying the current license or certificate of any student who holds a health-related license or certificate must be documented.</p>	

Rule	Documentation
<b>Rule 410-8-.09 Performance of Graduates</b>	
(1) Acceptable performance on the licensing examination for each nursing education program shall be a passing rate of at least eighty (80) percent of its first-time writers in any given calendar year.	Provide evidence of continual assessment and improvement methods to ensure optimal NCLEX pass rates.
(2) A passing percentage of at least eighty (80) percent of all first-time writers on the licensing examination over the four (4) most recent years must be maintained.	
<b>Rule 410-8-.10 Educational Facilities, Resources, and Practice Settings</b>	
(1) The parent institution shall provide for and maintain facilities, resources, and services for the effective development and implementation of the nursing education program.	Describe the process for the establishment of the budget for the nursing education program. Include a copy of the past program year 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.
(2) Classes, simulated settings, equipment, and supplies should facilitate the learning goals of the curriculum.	Describe the classroom and simulated setting spaces.  Describe how necessary equipment, supplies, learning resources, and services are provided. Identify the process for the review of resources.  Describe simulation and lab 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 should be available on-site.
(3) Adequate storage space, with security as appropriate, must be provided for supplies, equipment, and materials.	Describe storage space and security measures.
(4) Comprehensive, current, and pertinent print and non-print learning resources must be available for faculty and student needs.	Describe library space, hours, and services. What print and non-print resources are available?
(5) Office and meeting space, with appropriate furnishings and equipment, must be provided for the nurse administrator, faculty members, and staff.	Describe the office and meeting space for nurse administrator, faculty members, and staff.
(6) Secretarial personnel and support services must be available to meet the needs of faculty members and students.	Identify the number of full and part-time positions for secretarial and related clerical staff for the nursing education program.

<b>Rule</b>	<b>Documentation</b>
(7) The parent institution shall maintain a written agreement with any agency that provides educational facilities and resources for the nursing education program which delineates the responsibilities of all involved parties.	Provide written criteria used for the selection of clinical facilities. Describe the process by which clinical facilities are selected and evaluated. Provide a summarization of the results of the faculty's evaluation of clinical facilities.
(8) Any practice setting affiliating with a nursing education program must have documented approval by appropriate regulatory bodies (if applicable).	Describe the process for ensuring that clinical agencies are appropriately accredited or licensed.
(9) Any practice setting affiliating with a nursing education program must have available and appropriate personnel, facilities, and resources to enable collaborative planning, implementation, and evaluation of learning activities.	
(10) The parent institution shall maintain a written agreement with each practice setting in which actual, interactive learning activities occur that delineates the responsibilities of involved parties.	Describe the process for the development, approval, and renewal of clinical affiliation agreements. Provide on-site copies of all current clinical affiliation agreements.
<b>Rule 410-8-.11 Reports</b>	
(1) Annually by July 1, each nursing program with enrolled students must provide the board with requested information pertaining to the time period between July 1 of the previous year and June 30 of the current year.	Provide examples of submitted annual reports.
(2) The board must receive written reports by a specified date for review at a designated board meeting. Reports include, but are not limited to: advance site visit information; program responses to site visit reports; offering of a nursing course(s) at an off-campus site prior to implementation; new tracks within an approved pre-licensure program; and development of major curricular or program changes prior to implementation.	Provide examples and documentation of any submitted notifications or substantive changes submitted to the Board
(3) A written explanation must be provided to the board if a program which should have students eligible for graduation in a given year does not have them.	Provide documentation as applicable.