

# South Dakota Board of Nursing

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## PROCEDURE MANUAL

### Approval of New or Existing Practical Nurse Programs

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The legislature of the state of South Dakota has declared it the responsibility of the South Dakota Board of Nursing to safeguard life, health, and public welfare, and to protect citizens from unauthorized, unqualified, and improper application of nursing education programs and nursing practices. One of the mechanisms utilized by the Board to fulfill this responsibility is the process of approval of nursing education programs.

Procedural aspects of nursing education program approval are specified in Administrative Rules and are known collectively as [ARSD Chapter 20:48:07 Approval of Nursing Education Programs](#).

## ***GLOSSARY OF TERMS***

**20:48:07:19. Definitions.** Terms as used in this chapter mean:

(1) "Adjunct clinical faculty," those faculty members who are primarily employed by a health care institution and are contracted by the nursing program for the purpose of clinical instruction;

(2) "Approved program," a nursing education program that meets the regulatory requirements in the state or jurisdiction of legal domicile;

(3) "Board standards for nursing education," the criteria for approval of programs in §§ 20:48:07:20 to 20:48:07:34, inclusive;

(4) "Debriefing," an activity that follows a simulation experience led by a facilitator that encourages the participant's reflective thinking and provides feedback regarding the participant's performance;

(5) "Distance education," is the design and delivery of nursing education courses where the students and instructor are separated by distance or time, or both;

(6) "Faculty," all individuals employed by the program for theory and clinical instruction, including those individuals contracted by the program who are primarily employed elsewhere;

(7) "Needs assessment," an assessment of the need for a nursing education program that includes demographic data on overall employment opportunities for graduates and geographic data on program location relevant to other programs and vacancies in health care agencies;

(8) "New program," a department, school, division, or other specific unit within the administrative structure of the governing institution that is either developing a course of study in nursing that has not previously been implemented or instituting a change in objectives that would affect the license for which the graduate will be prepared;

(9) "Preceptor," a practicing nurse, or other authorized individual, utilized selectively by a program to work closely with a student in the clinical area considering the specific learning objectives;

(10) "Program," a department, school, division, or other specific unit within the administrative structure of the governing institution offering a course of study in nursing which leads to eligibility for licensure;

(11) "Reorganized program," an educational unit in nursing with plans to institute extensions, expansions, consortia, or other cooperative institutional systems;

(12) "Survey team," two or more persons including members of the board, board staff, or hired consultant who conduct site visits to nursing education programs;

(13) "Simulation experience," a technique to replace or amplify real experiences with guided experiences that replicate substantial aspects of the real world in a fully interactive manner.

# **CRITERIA FOR APPROVAL OF NURSING EDUCATION PROGRAMS**

## **Standard I: Administration and Organization**

**20:48:07:21. Administration and organization.** The institution and the program administration must demonstrate evidence to the satisfaction of the board of compliance with the following requirements for administration and organization:

(1) The nursing education program is an integral part of an accredited institution that meets the criteria for accreditation of the Higher Learning Commission, North Central Association of Colleges and Schools and that is authorized and lawfully empowered to confer a certificate or degree in nursing; <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

(2) The nursing program has statements of purpose, philosophy, and outcomes which are consistent with those of the governing institution and with SDCL chapter [36-9](#) or [36-9A](#) and other relevant state statutes, and this article;

(3) The purpose and outcomes of the nursing program are consistent with generally accepted standards of nursing practice appropriate for graduates of the type of nursing program being offered and ensure that graduates are prepared for safe and effective nursing practice;

(4) The fiscal, human, physical, clinical, and technical learning resources are adequate to support program purposes and outcomes;

(5) The organizational relationship of the nursing education program to central administration is clearly defined with authority, responsibility, and channels of communication clearly delineated;

(6) The nursing education program has established its own organization with clearly defined authority, responsibility, and channels of communication, including the following:

(a) Rules, bylaws, or their institutional equivalent which govern the activities of the faculty organization are in writing;

(b) Regular meetings of the faculty organization are scheduled; and

(c) Minutes of faculty organization and committee meetings reflect discussion and decisions and are on file in the nursing education program office or available electronically;

(7) Policies and procedures pertaining to the nursing education program are in writing and are congruent with those of the governing institution, reviewed regularly by the nursing faculty, and revised as needed;

(8) The ultimate responsibility for administering the nursing education program is vested in a registered nurse who is currently licensed or privileged to practice in South Dakota, whose appointment is full-time, who has 10 percent or less of workload designated for teaching, and who meets the qualifications in § [20:48:07:22](#);

(9) The administrator carries out the responsibilities listed in § [20:48:07:23](#);

(10) The advanced practice nursing education program has received accreditation by a national accrediting body that is approved by the U.S. Department of Education for advanced practice nursing programs or has made application to become accredited and final action by the accrediting body is pending.

**20:48:07:22. Qualifications of administrator of nursing education program.** The administrator of a nursing education program must meet the following qualifications, as applicable:

(1) In a program offering the practical nurse certificate or diploma, a minimum of a graduate degree in nursing or bachelor's degree in nursing with a graduate degree in another field, and a minimum of two years of experience in clinical nursing, nursing administration, or nursing education, or any combination of such experience, preferably in a practical nursing program. If an administrator does not possess a graduate degree, a plan of study (to obtain the degree) must be submitted. A maximum of five years is allowed for completion of the graduate degree;

(2) In a program offering an associate degree in nursing, a minimum of a master's degree with a major in nursing and a minimum of seven years of experience in clinical nursing, nursing administration, or nursing education, or any combination of such experience, preferably in an associate degree program;

(3) In a program offering a baccalaureate degree in nursing, a minimum of a doctoral degree, with graduate preparation in nursing at either the master's or doctoral level, and a minimum of seven years of experience in clinical nursing, nursing administration, or nursing education, or any combination of such experience, preferably in a baccalaureate degree program; or

(4) In an education program offering an advanced practice nursing program, a minimum of a doctoral degree in a health-related field; active, unencumbered registered nurse and advanced practice nurse licenses; current national advanced practice nurse certification; a minimum of two years of clinical experience as an advanced practice nurse; and a minimum of seven years of experience in clinical nursing, nursing administration, nursing education, or any combination of such experience, preferably in a baccalaureate or graduate degree program. If the administrator does not hold an advanced practice nurse license in the same role and population focus area as the advanced practice nurse tract offered in the education program, the administrator shall appoint a lead faculty member who meets the qualifications. The lead faculty member is responsible for development of the curriculum and coordination of the advanced practice educational component of the program.

**20:48:07:23. Responsibilities of administrator.** The administrator of the nursing education program is responsible for the following:

- (1) The administration of the nursing program;
- (2) Leadership within the faculty for the development, implementation, and evaluation of curriculum;
- (3) Creation and maintenance of an environment conducive to teaching and learning;
- (4) Liaison with the central administration and other units of the governing institution;
- (5) Preparation and administration of the budget;
- (6) Facilitation of faculty development and performance review;
- (7) Recommendation of faculty for appointment, promotion, tenure, and retention;
- (8) Notification to the board of any major changes in the program or its administration; and
- (9) Written notification to the board within 60 days after appointment, termination, or resignation of the program administrator. A resume shall accompany a notification of appointment.

## Standard II: Faculty Qualifications and Organization

**20:48:07:24. Faculty qualifications and organization.** The institution and the program administration must demonstrate evidence to the satisfaction of the board of compliance with the following requirements for faculty:

(1) The number of qualified faculty is sufficient to fulfill the purposes and outcomes of the nursing program, to comply with the minimum of one instructor for every eight students in clinical or practicum facilities, and to comply with institution's requirement for faculty workload;

(2) Faculty are recruited, appointed, promoted, and retained without discrimination as to age, race, handicaps, religion, gender, sexual preference, national origin, or marital status;

(3) Faculty functions and responsibilities are given to each faculty member in the form of position descriptions;

(4) Faculty personnel policies are available;

(5) Nursing faculty members hold an active, unencumbered license or privilege to practice as a registered nurse in South Dakota and shall meet the qualifications required in § [20:48:07:25](#), [20:48:07:26](#), or [20:48:07:26.01](#) as applicable;

(6) Fifty percent of all nursing faculty members who teach in a program leading to licensure as a practical nurse or as a registered nurse meet the requirements listed in subdivision [20:48:07:25\(2\)](#) or [20:48:07:26\(2\)](#), as applicable;

(7) Nursing faculty members who do not possess the required degree in nursing submit plans of study to obtain the degree to the board documenting the time line for completion. A maximum of five years is allowed for the completion of a required degree;

(8) Nursing faculty members comply with all academic and professional qualifications for appointment that are required by the governing institution;

(9) All faculty who teach didactic education, clinical education or supervise students in preceptored clinical experiences for students located in South Dakota shall hold an active South Dakota license or privilege to practice;

(10) A nursing faculty member who provides direct clinical supervision of students in a clinical facility located in another state holds a current registered nurse license or privilege to practice in that state;

(11) Nursing faculty fulfill the responsibilities listed in § [20:48:07:27](#); and

(12) Interprofessional faculty teaching non-clinical courses shall have advanced preparation appropriate for the content being taught.

**20:48:07:25. Qualifications of faculty in practical nurse programs.** Nursing faculty members who teach in a program leading to licensure as a practical nurse must have the following qualifications:

(1) An active, unencumbered license or a privilege to practice as a registered nurse in South Dakota;

(2) A minimum of a baccalaureate degree in nursing; and

(3) For newly appointed faculty, a minimum of one year of clinical experience in the area or areas of teaching responsibility.

**20:48:07:27. Responsibilities of nursing faculty.** Responsibilities of nursing faculty are as follows:

- (1) Developing, implementing, evaluating, and updating the purpose, philosophy, and outcomes;
- (2) Designing and implementing the curriculum;
- (3) Evaluating the curriculum using a systematic plan based on student learning outcomes, program outcomes, and quality improvement;
- (4) Developing, evaluating, and revising student admission, progression, retention, and graduation policies consistent with the policies of the governing institution;
- (5) Participating in academic advising and guidance of students;
- (6) Providing students theoretical instruction and clinical or practicum experiences;
- (7) Having only nursing education responsibilities during the time assigned with students;
- (8) Monitoring the instruction provided by preceptors;
- (9) Evaluating student achievement of curricular objectives or outcomes related to nursing knowledge and practice. The evaluation process includes criteria for both formative and summative evaluation and provides opportunity for student improvement;
- (10) Providing for student evaluation of teaching effectiveness; and
- (11) Participating in activities which facilitate the faculty members' own nursing competence and professional expertise in the area of teaching responsibility and maintaining clinical competence through clinical practice and education.

### **Standard III: Curriculum Construction and Evaluation**

**20:48:07:28. Curriculum construction and evaluation.** The curriculum of the nursing education program shall enable the student to develop the nursing knowledge, skills, and abilities necessary for the level, scope, and standards of competent nursing practice expected at the level of licensure. Curriculum shall be revised as necessary to maintain a program that reflects advances in health care and its delivery. The curriculum must meet the following requirements:

- (1) Reflect the philosophy, purpose, and outcomes of the nursing education program and be consistent with professional nursing standards and scope of practice as regulated by SDCL chapters [36-9](#) and article [20:48](#) .
- (2) Be planned in accordance with the governing institution's calendar and requirements for the degree, certificate, or diploma and have a combination of nursing and non-nursing credits based on a rationale that ensures preparation for the safe and effective practice of nursing and that meets the intent of the program offered;
- (3) Use learning experiences and methods of instruction to fulfill curricular objectives which provide similar learning experiences for all students; provide and document alternative learning experiences to address the lack of some essential aspects of clinical experience;
- (4) Correlate theoretical instruction and clinical or practicum experiences;
- (5) Provide for progression in knowledge, skills, abilities, and attitudes of nursing students;
- (6) Be evaluated by the faculty according to a systematic plan that provides for student and alumni participation and incorporates quality improvement;

(7) Use course outlines which are updated annually, available to students and program faculty, and include:

- (a) The course topics or concepts;
- (b) Expectations and assignments to be completed by the student; and
- (c) The evaluation procedures to be used;

(8) Be organized to teach content in separate courses or in combination with other concepts which are integrated into broader-based courses; and

(9) Lead to the achievement of course objectives, expected student learning outcomes, and program outcomes.

**20:48:07:29. Practical nurse education curriculum.** The curriculum for programs preparing for practical nurse licensure shall include:

(1) Concepts in biological and physical sciences:

- (a) Anatomy and physiology;
- (b) Microbiology;
- (c) Nutrition; and
- (d) Pharmacology;

(2) Concepts in behavioral science:

- (a) Interpersonal relations;
- (b) Communication;
- (c) Patient-centered culturally competent care; and
- (d) Interprofessional communication and collaboration; and

(3) Nursing theory and clinical instruction of basic nursing concepts to enable the student to develop competence at the entry level as a practical nurse in each of the following areas:

- (a) Adult health nursing;
- (b) Maternal child health nursing;
- (c) Geriatric nursing;
- (d) Basic concepts of clinical judgment (the nursing process) and professional responsibilities;
- (e) Scope of practice for LPNs;
- (f) Legal and ethical basis of nursing practice;
- (g) Nursing history; and
- (h) Trends in nursing and healthcare delivery; and

(4) Knowledge of technology used in nursing practice and special health care problems.



## Standard IV: Educational Facilities

**20:48:07:31. Educational facilities and resources.** The nursing program shall provide the following educational facilities and resources:

- (1) Classrooms, conference rooms, laboratories, and offices available in the number and size required to meet the purpose of the nursing program and the needs of the students, faculty, administration, and staff;
- (2) Library resources applicable to the type and size of the nursing program and accessible to students and faculty;
- (3) Learning resource materials which are reviewed and evaluated and provide support for the level and size of the program;
- (4) A system that safeguards records for students, graduates, and faculty against theft, fire, and disaster;
- (5) Secretarial and other support services available to meet the needs of the faculty, students, and administration.

The nursing education program administration, faculty, and students shall conduct annual evaluations of resources, facilities, and services.

## Standard V: Clinical and Practicum Facilities

**20:48:07:32. Clinical facilities and resources.** The nursing education program and faculty must meet the following requirements for clinical facilities and resources:

- (1) Develop written criteria for clinical or practicum facility selection and utilization with consultation from the clinical agency;
- (2) Maintain and annually review all written agreements with clinical or practicum facilities;
- (3) Conduct an annual evaluation with the clinical agency for each clinical or practicum unit utilized to determine the appropriateness of its continued use for clinical experiences;
- (4) Utilize clinical or practicum facilities which:
  - (a) Are approved by the applicable accreditation, evaluation, or licensing bodies;
  - (b) Meet the nursing education program's criteria for facility selection and utilization as developed under subdivision (1) of this section; and
  - (c) Have a utilization occupancy rate or census on the areas utilized by the program to assure student learning experiences are available for all students scheduled in the area of learning;
- (5) Supervise students in the clinical facilities; and
- (6) Maintain a faculty-to-student ratio in clinical facilities which does not exceed 1:8. The board shall consider the nature of the clinical experience in determining compliance with this requirement.

**Declaratory Ruling:** All nursing programs must comply with the faculty-to-student ratio in clinical facilities specified in subdivision [20:48:07:32\(6\)](#). South Dakota Board of Nursing Declaratory Ruling No. 94-3.

## **Standard VI: Student Affairs and Services**

**20:48:07:33. Student affairs and services.** The institution and program administration must demonstrate compliance with the following requirements for student affairs and services:

(1) Accurate information is provided in writing or electronically to prospective and enrolled students regarding the nursing education program's philosophy and objectives, curriculum, fees, facilities, available student services, assistance, student organizations, student health, and the legal limitations for obtaining a South Dakota nursing license;

(2) Admission, readmission, progression, retention, dismissal, and graduation requirements are available to students in writing or electronically and are consistent with those of the governing institution. Policies specific to nursing students may be adopted if they are justified by the nature and purpose of the nursing program;

(3) Students are admitted without discrimination as to age, race, handicaps, religion, gender, sexual preference, national origin, or marital status;

(4) Information regarding student rights and responsibilities is provided to the student in writing or electronically;

(5) In the interest of client and student welfare, the program establishes standards for participating in nursing clinical or practicum experiences;

(6) Students participate in curriculum planning and evaluation, determination of academic policies and procedures, and evaluation of teaching effectiveness; and

(7) Each advanced practice nursing student holds an active, unencumbered license or a privilege to practice as a registered nurse in the state.

## **Standard VII: Use of Preceptors in Nursing Education Programs**

**20:48:07:34. Preceptors.** Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in a specific clinical area as defined in § [20:48:07:30\(3\)](#). When preceptors are used in the nursing program, the following criteria must be demonstrated:

(1) Preceptors are utilized in a supportive role to the program faculty. The program retains ultimate responsibility for student learning and evaluation;

(2) Policies are developed by the nursing education program for the selection, evaluation, and reappointment of preceptors;

(3) Preceptors are licensed at or above the level for which the student is preparing. Written qualifications are developed which address licensure, educational preparation, experience, and competence in nursing practice for the level of nursing education being offered;

(4) Preceptors receive information and orientation regarding:

(a) The program's philosophy;

(b) Purpose and outcomes;

- (c) Curriculum;
  - (d) Pertinent policies and procedures;
  - (e) Learning objectives for the clinical or practicum experience;
  - (f) The role and responsibilities of the preceptors, students, and the nursing program faculty;
  - (g) The evaluation procedure and forms to be used; and
  - (h) Any information regarding the individual student's knowledge, abilities, and skills which is needed to assure safe client care;
- (5) The rationale for the ratio of students to preceptors is documented by the program;
- (6) Written procedures are developed and implemented for the faculty to take responsibility for students when preceptors are unavailable; and
- (7) Advanced practice nursing preceptors practice in a comparable role, focus, or specialty area as the student's area of study.

### **Standard VIII: Simulation**

**20:48:07:50. Simulation.** A nursing education program may use simulation as a substitute for traditional clinical experiences, not to exceed fifty percent of the total program clinical hours. A program that uses simulation shall provide evidence that the following standards have been met:

- (1) Faculty involved in simulations, both didactic and clinical, shall have training in the use of simulation and shall engage in on-going professional development in the use of simulation;
- (2) The program shall demonstrate that the simulation activities are linked to programmatic outcomes;
- (3) The program shall have written policies and procedures on the following:
  - (a) Short-term and long-term plans for integrating simulation into the curriculum;
  - (b) Method of debriefing each simulated activity; and
  - (c) Plan for orienting faculty to simulation;
- (4) The program shall develop criteria to evaluate the simulation activities that includes ongoing evaluation by students; and
- (5) The program shall include information about its use of simulation in its annual report to the Board of Nursing.

## Survey Visit

**[20:48:07:41](#). Survey visit.** The board shall survey and evaluate all nursing education programs at least every four years to ensure continuing compliance with board standards of nursing education or more often as considered necessary. Before the survey visit, the program shall submit a narrative self-evaluation report which provides evidence of compliance with the criteria for the evaluation of nursing programs as established in this chapter. Representatives of the board shall conduct the survey visit on dates mutually acceptable to the board and the program. The board shall send an announcement of a survey visit to the program at least 90 days in advance of the visit. The board shall request programs to participate in scheduling survey visit activities. The board shall make a draft of the survey visit report available to the program for review and correction of factual information.

Following the board's review of the program's self-evaluation report and the report of the survey visit, the board shall decide on the approval status of the program. The board shall send written notice regarding the approval status of the program and any board recommendations to the administrator of the governing institution and the administrator of the nursing education program.

## Fees for Survey Visit

**[20:48:07:42](#). Fees for surveys.** The board shall collect the following fees for the survey of a new or existing nursing education program:

- (1) \$100 a day;
- (2) Travel expenses in accordance with chapter [5:01:02](#) for all board representatives making the site survey visit.

## Preparation of the Pre-Survey Report

The Pre-Survey Report is to be submitted to the Board of Nursing at least three weeks prior to the scheduled on-site visit. A copy of the Pre-Survey Report should be provided for each member of the Survey Team. The Pre-Survey Report should include:

- (1) Narrative description addressing each criterion outlined in the procedure manual, not to exceed 100 pages.
- (2) Table of Contents.
- (3) Appendix containing data that supports the Narrative Report, not to exceed 100 pages.
- (4) Documentation required in the Pre-Survey Report and Exhibits for Review are found beginning on page 15.

## On-Site Survey Visit

Advance Directives

- (1) South Dakota Board of Nursing will offer a tentative agenda for scheduling survey visit activities.

- (2) The Nursing Education Program will review the tentative agenda, offering suggestions for time frames that fit the needs of the Institution.
- (3) Opportunity will be made available for adjustment of the schedule at the start of the site visit if necessary.
- (4) Lodging arrangements for Survey Team will be made by the South Dakota Board of Nursing office.
- (5) It is requested that arrangements for noon meals/breaks during the visit be made by the Nursing Education Program. Evening meals will be the responsibility of the Survey Team.
- (6) Arrangements should be made by the Nursing Program to escort the Survey Team to all scheduled meetings. Escorts will not attend the scheduled meetings unless so requested.
- (7) Arrangements should be made for a locked room for the Survey Team to review program materials and to prepare the Site Visit Report.
- (8) The Exit Conference will consist of an informal meeting with the Nursing Education Program representatives to point out criteria that were met, partially met, or not compliant. Identified strengths of the program will be discussed. Recommendations will not be given until the Final Survey Report is reviewed by the Board and official recommendations are made. The Nursing Education Program is responsible for arranging the site for the Exit Conference. Attendance at this conference is at the discretion of the program.

## **REQUIRED DOCUMENTATION FOR PRE-SURVEY REPORTS AND SITE EXHIBITS**

### **Standard I – Administration and Organization** **Documentation Required in Pre-Survey Report**

#### General Information:

1. Name, address, and telephone number of the controlling institute.
2. Size of the governing institution.
3. Higher Learning Commission accreditation status including the date of the most recent HLC visit.
4. Documentation of any additional accreditation status, such as ACEN or CNEA; include accreditation status and the date of the most recent visit.
5. Name and title of the chief administrative officer of the governing institution.
6. Name and title of the administrator of the nursing education program.

#### Nursing Program Organization:

1. Document the statements of purpose, philosophy, and objectives of the nursing education program.
2. Describe how these statements are consistent with the purpose, philosophy, and objectives of the governing institution.
3. Provide organizational charts depicting the relationship of the nursing education program to central administration.
4. Provide an organizational chart that depicts the organization of the nursing education program.
5. Describe the structure and function of the faculty organization.
6. Describe the procedure for preparing, adopting, and administering the budget for the nursing education program.
7. Include a copy of the program budget for the last two years.

#### Nurse Administrator of the Program:

1. Provide current curriculum vitae of the Nursing Education Program Administrator. If the Program Administrator does not meet the qualifications required in [20:48:07:22](#), document the plan of study to obtain the required credential.
2. Provide a current job description for the Nursing Education Program Administrator.
3. Describe the role of the nurse administrator in hiring faculty.
4. Describe the role of the nurse administrator in performance review of faculty.

**Standard I – Administration and Organization**

**Documentation Required as Exhibits for Review by Survey Team**

1. Written rules, by-laws, or their institutional equivalent which govern the activities of the faculty organization.
2. Written schedule of the regular meetings of the faculty organization.
3. Minutes of the faculty organization and committee meetings.
4. Written policies and procedures of the nursing education program that reflect the dates of the most recent review/revision.
5. Sample of the format used for performance review of faculty.
6. Summary of activities and accomplishments of the faculty organization.
7. Survey Team will meet with the Chief Executive Officer or a designated representative.
8. Survey Team will meet with the Chief Nursing Administrator.

**Standard II – Faculty Qualifications and Organization**

**Documentation Required in Pre-Survey Report**

1. Provide a listing of all nursing faculty involved in the teaching of students. This list should contain: (see Appendix I)
  - a. Name of faculty member
  - b. Type of appointment (full time, part time, adjunct, etc.)
  - c. Date of appointment
  - d. Verification of nursing licensure or privilege to practice in South Dakota
  - e. Academic credentials
  - f. Area of teaching responsibility
  - g. Matriculation information, if applicable, with expected date of completion
2. Document the academic and professional qualifications that are required by the governing institution for faculty appointments.
3. Document plans of study for all nursing faculty members who do not possess the required degree.
4. Provide written job descriptions for each category of nurse faculty member.
5. Document the written plan for orientation of new faculty including evaluation of the orientation process.

**Standard II – Faculty Qualifications and Organization**

**Documentation Required as Exhibits for Review by Survey Team**

1. Written policy related to the recruitment, appointment, promotion, and retention of nursing faculty.
2. Written personnel policies for nursing faculty and faculty handbook, if applicable.
3. Written description of faculty members' participation in maintaining expertise the area of teaching responsibility. (Example: Workshops, Inservices, etc.)
4. Sample of faculty contracts.
5. Sample of orientation evaluation.
6. Survey Team will meet with faculty as a group.

**Standard III – Curriculum Construction and Evaluation**

**Documentation Required in Pre-Survey Report**

1. Written description of the curriculum design demonstrating the sequencing of required courses and the number of hours required for graduation.
2. Written documentation of the levels of progression in knowledge, skills, abilities, and attitudes of nursing students.
3. Written documentation of the curriculum evaluation plan and the date and results of the most recent implementation.
4. Written documentation of strengths/weaknesses of the program.
5. Identify plans for changes in the nursing program.

**Standard III – Curriculum Construction and Evaluation**

**Documentation Required as Exhibits for Review by Survey Team**

1. Most current course syllabi or outlines for all required nursing courses which include:
  - a. Course topics or concept
  - b. Expectations and assignments to be completed by the student
  - c. Evaluation procedures
  - d. Breakdown of classroom and clinical hours for each course
2. Minutes of the Curriculum Committee, if separate from Faculty Meeting Minutes, that document curriculum decisions.
3. Samples of clinical evaluation forms.



### Standard IV – Educational Facilities

#### Documentation Required in Pre-Survey Report

1. Description of the library including: physical facility, holdings, and policy for use by students.
2. Documentation of the method utilized to ensure currency of library holdings and learning resource materials.
3. Describe the availability of clerical assistance to faculty.

### Standard IV – Educational Facilities

#### Documentation Required as Exhibits for Review by Survey Team

1. None – The Survey Team will tour the physical facilities to view classrooms, laboratory, conference rooms, and faculty offices. The library will also be toured. Audio-visual equipment should be available for viewing by the Survey Team. Survey Team will view record-keeping arrangements.

### Standard V – Clinical and Practicum Facilities

#### Documentation Required in Pre-Survey Report

1. Name and description of each clinical agency presently utilized by the nursing program, including:
  - a. Accreditation status of the institution
  - b. Number of licensed beds
  - c. Name of the chief executive officer
  - d. Name of the chief nursing administrator
  - e. Average daily census of units utilized
  - f. Type of clinical experience provided
  - g. Student/Instructor ratio for each unit
2. Document written criteria for selection of clinical facilities.
3. Document the faculty role in assigning and supervising clinical experiences.
4. Describe the method of communication with clinical agencies.

### Standard V – Clinical and Practicum Facilities

#### Documentation Required as Exhibits for Review by Survey Team

1. Written contracts with clinical facilities.
2. Documentation of annual evaluation with the clinical agency for each clinical or practicum utilized to determine appropriateness of its continued use for clinical experiences.

3. Survey Team will tour selected clinical facilities. Meetings should be arranged with the Chief Nursing Administrator or designated representative and the person in charge of the clinical units being utilized. Opportunity should be made available for interviews with students at the clinical sites.

**Standard VI – Student Affairs and Services**

**Documentation Required in Pre-Survey Report**

1. Submit college catalogs and student handbooks (or links to documents) with the Pre-Survey Report.
2. Document Academic Policies/Procedure
  - a. Admission/Readmission/Dismissal
  - b. Advanced Placement
  - c. Student Absences
  - d. Grading-Progression
  - e. Clinical Experiences
  - f. Graduation Requirements
  - g. Grievance Procedures/Student Rights
  - h. Fees
3. Document the availability of student services
  - a. Health
  - b. Counseling
  - c. Financial Assistance
  - d. Student Organizations
4. Describe the methods utilized to alert/inform students of requirements for progression, graduation, and eligibility to write the NCLEX exam.
5. Describe student involvement in curriculum planning and evaluation, determination of academic policies and procedures, and evaluation of teaching effectiveness.

**Standard VI – Student Affairs and Services**

**Documentation Required as Exhibits for Review by Survey Team**

1. Documentation of student projects/accomplishments. Survey Team will request visits with personnel responsible for student services in the following area:
  - a. Registrar
  - b. Financial Assistance
  - c. Counseling
  - d. Health Services
2. Survey Team will visit with students in each nursing class. All students should be included in these meetings. Each class of nursing students will be visited separately.

**Standard VII – Use of Preceptors in Nursing Education Programs**

**Documentation Required in Pre-Survey Report**

1. Written description of the role of preceptors within the nursing education program.
2. Written policies/procedures (or links to documents) that govern the use of preceptors in accordance with ARSD [20:48:07:34](#).

**Standard VII – Use of Preceptors in Nursing Education Programs**

**Documentation Required as Exhibits for Review by Survey Team**

1. None.

**Standard VIII – Simulation**

**Documentation Required in Pre-Survey Report**

1. Provide documentation of percentage of simulation used to replace clinical hours and plan for integration of simulation into the curriculum.
2. Provide written policies/procedures (or links to documents) that govern the use of simulation in accordance with [ARSD 20:48:07:50](#).

**Standard VIII – Simulation**

**Documentation Required as Exhibits for Review by Survey Team**

1. Provide evidence of faculty orientation and ongoing training related to simulation.
2. Provide sample of debriefing and evaluation tools.
3. Survey Team will visit simulation lab, if applicable.

## **PROCEDURES FOR APPROVAL STATUS**

### **Types of Nursing Education Program Approval**

**20:48:07:35. Types of nursing education program approval.** The types of program approval include the following:

- (1) Prerequisite status, granted when the board determines that required initial criteria for the establishment of a new nursing program are met. The institution or program must obtain prerequisite approval before proceeding with further planning for the new nursing program;
- (2) Interim status, granted to a new program after all requirements for prerequisite status are met. The nursing program must obtain interim status before accepting students for admission;
- (3) Full status, granted to a nursing education program that meets the minimum standards stated in this chapter; and
- (4) Probationary status, given as a warning by the board that there are deficiencies within the program and minimum standards are not being met.

### **Procedure for Establishment of a New Nursing Education Program**

**20:48:07:36. Prerequisite status.** An institution wishing to establish a new program in nursing shall take the following steps to obtain prerequisite status:

- (1) Submit to the board a request for prerequisite status including the type of education program to be offered;
- (2) Submit a statement of intent to the board at least 12 months in advance of the expected opening date for a registered nurse program and 8 months for a practical nurse program. The statement of intent shall include the following:
  - (a) Copies of articles of incorporation or statutory authority documenting the legal authority of the governing institution to offer a nursing program of the specified type and to confer the proposed degree, diploma, or certificate;
  - (b) A statement specifying the type of the proposed program;
  - (c) A description of the educational philosophy, purpose, and outcomes of the governing institution;
  - (d) A description of the accreditation status of the governing institution;
  - (e) A description of the national nursing accreditation status for a new advanced practice nursing education program; and
  - (f) A statement from the institution's governing board authorizing the new program;
- (3) Conduct a needs assessment and submit to the board a report which includes:
  - (a) Nursing and other studies documenting the need for the program and for entry level nurses from the specified program in South Dakota and in the governing institution's area of the state;
  - (b) Data concerning the number of faculty needed projected over five years, the qualifications expected, plans for procuring faculty, and a timetable for employment;

(c) Evidence of financial resources for the planning, implementation, and continuation of the program for a minimum of five years;

(d) Availability of clinical facilities in the major clinical areas for the program, documenting the types of agencies available for student clinical experience, the accreditation status of the agencies, client census on each unit, and the types of clinical learning experiences available;

(e) Availability of academic facilities for the program, including classrooms, laboratories, offices, and library;

(f) Anticipated student enrollment per class and total students projected over five years;

(g) A tentative schedule for planning and initiating the program; and

(5) Provide additional information as requested by the board.

### **Procedure for Obtaining Interim Status**

**20:48:07:37. Interim status.** A new program may apply for interim status after requirements for prerequisite status have been met.

The program seeking interim status shall submit a request for interim status and documentation that the governing institution has employed people to plan and develop the program, including a program administrator and faculty for program development. At least five full calendar months before the month of the expected opening date of the program, the program shall submit the following documentation:

(1) Anticipated student population;

(2) A plan for organization of the program with institutional and nursing department organizational charts;

(3) Criteria for the selection of faculty; and

(4) Nursing course syllabi including the following:

(a) Course title;

(b) Course description;

(c) Time allotment for the course;

(d) Prerequisites for the course;

(e) Course objectives;

(f) Course content;

(g) Learning or teaching methods;

(h) Method of evaluation; and

(i) Course descriptions for the general education and support courses.

### **Continuation of Interim Status**

**20:48:07:38. Continuation of interim status.** Following graduation of the first class of a program in interim status, the program shall submit a self-evaluation report of compliance with board standards for nursing education or communication from a national accreditation body on meeting accreditation standards for

advanced practice nursing education programs. A survey team shall conduct a site visit to verify compliance with board standards. If the results of the site visit indicate noncompliance with board standards, the survey team may recommend probationary status - withdrawal of program approval as outlined in § [20:48:07:43](#). Interim status shall continue for up to two measuring periods as described in § [20:48:07:47](#) commencing with the graduation of the program's first class unless the board extends the time not to exceed an additional two measuring periods. Noncompliance with board standards for nursing education, as established in this chapter, at this time, shall result in probationary status - withdrawal of program approval as outlined in § [20:48:07:43](#).

## Procedure for Obtaining Full Approval Status

**[20:48:07:39](#). Full status.** After the undergraduate prelicensure registered nurse or practical nurse program has achieved a 75 percent pass rate for first-time writers of the licensing examination for two consecutive measuring periods as described in § [20:48:07:47](#), or after an advanced practice nursing education program obtains full accreditation status from a national nursing accrediting agency approved by the U.S. Department of Education, a new nursing education program may apply for full status approval. At least 30 days before a regularly scheduled board meeting, the program shall submit a request for full status and include documentation regarding changes, progress in addressing previous board recommendations, and compliance with the required passing rate on licensing examinations. The program must cooperate with the board in submitting materials to determine compliance with educational standards established in this chapter. The board may grant full status to an undergraduate registered nurse or practical nurse program if the program complies with educational standards and the passing rate on licensing examinations and to an advanced practice nursing education program if the program holds national accreditation status from a national nursing accrediting agency approved by the U.S. Department of Education.

The program may request a hearing in accordance with SDCL chapter [1-26](#) if the board questions its compliance with board standards established in this chapter.

**[20:48:07:48](#). Nationally accredited nursing programs.** A nursing program that holds national accreditation status from a national nursing accrediting agency approved by the U.S. Department of Education is exempt from § [20:48:07:41](#) for the purpose of maintaining on-going full approval status. A program that has national accreditation shall:

- (1) Submit to the board evidence of initial accreditation and shall submit evidence of continuing accreditation after each reaccreditation review;
- (2) Submit to the board any report from a national accrediting agency citing deficiencies or recommendations at the time the report is received by the nursing program;
- (3) Notify the board within ten days of any change in accreditation status;
- (4) Continue to maintain on-going approval status with the board upon receipt and review of the documents required in subdivisions (1) and (2) unless otherwise notified by the Board; and
- (5) Be subject to an on-site visit at the discretion of the board in accordance with this chapter.

**[20:48:07:49](#). Distance education programs.** Delivery of instruction by distance education methods must be congruent with the nursing program curriculum plan and enable students to achieve program outcomes in accordance with § [20:48:07:28](#). A distance education program that meets the following requirements may be incorporated into a nursing program curriculum:

- (1) Has a means for assessing individual student outcomes and program outcomes;
- (2) Is approved by the agency regulating nurses in the jurisdiction of origination;

(3) Complies with the regulatory requirements in each state that the program is being offered;

(4) Requires each faculty member to be licensed as a registered nurse in the state of South Dakota or have privilege to practice when teaching didactic and clinical nursing education to practical nursing students or registered nursing students who are physically located in the state of South Dakota. For programs offering advanced practice nursing education, requires each faculty member to be licensed as an advanced practice registered nurse in the state of South Dakota or have privilege to practice when teaching advanced practice nursing students who are physically located in South Dakota;

(5) Provides students with adequate clinical instruction to meet program outcomes;

(6) Provides adequate technical support and assistance to students and faculty;

(7) Provides for student access to faculty members and resources;

(8) Assures security of the students' personal information in conducting assessments and evaluations and in disseminating the results of distance learning courses; and

(9) Assures the integrity of student work.

### **Maintaining Ongoing Approval**

**20:48:07:47. Maintaining ongoing approval -- Undergraduate nursing education programs.** To maintain ongoing approval each undergraduate program must maintain a minimum of a 75 percent passing rate for first-time writers on the National Council Licensing Examination, as calculated pursuant to this section. If the program fails to meet this requirement for two consecutive measuring periods, the board shall require the program to submit a detailed action plan for improvement of the National Council Licensing Examination scores. For purposes of this section, the term, measuring period, means that period commencing on January 1 of each calendar year and continuing until December 31 of the calendar year in which the number of first-time writers on the National Council Licensing Examination since the start of the respective measuring period equals or exceeds twenty-one. Measuring periods may overlap.

### **Annual Report Required**

Each program must submit a report to the board in the format and by the deadline prescribed by the board. The format shall include information related to students, faculty, graduates, curriculum, and clinical facilities. The board shall review each program's annual report and determine whether the program continues to comply with board standards for nursing education. If the program does not comply with the board standards, the board shall make recommendations to the school to address the areas of noncompliance within a designated time.

### **Probationary Status – Withdrawal of Program Approval**

**20:48:07:43. Probationary status -- Withdrawal of program approval.** If a survey team determines at any time that a program is not complying with the board's standards for nursing education established in this chapter, the survey team shall file a report with the board identifying the alleged deficiencies and send a copy to the administrator of the nursing program and the administrator of the governing institution. Upon receipt of the survey team report and any written response from the program, the board shall schedule a meeting with program representatives to consider the alleged deficiencies and the board's recommendations.

If the board changes the program's approval status to probationary status, the board shall send written notice regarding the board's decision and the board's recommendations to the administrator of the governing institution and the administrator of the nursing education program. The board shall individually determine the period of time for probationary status in relation to the nature of the deficiencies, with no less than one year allowed for the correction of deficiencies.

At the expiration of the probationary period, if the program has failed to correct the deficiencies to the board's satisfaction and has not implemented the board's recommendations, the board may withdraw approval after a hearing in accordance with SDCL chapter [1-26](#). If the program corrects the deficiencies to the board's satisfaction and implements the board's recommendations, the board may restore the program's approval status. The board shall give the administrator of the nursing program and the administrator of the governing institution written notice of any change in approval status.

### **Approval Required for Reorganization of Existing Nursing Education Programs**

**[20:48:07:40](#). Approval for reorganization.** An existing nursing education program may request the board for approval of reorganization. The program shall submit with its request a narrative self-evaluation report which includes the following:

- (1) Authorization for reorganization from the governing institution;
- (2) Proposed organizational structure;
- (3) Anticipated student population;
- (4) Timetable for implementing the plan for reorganization; and
- (5) Evidence of compliance with the criteria for the evaluation of nursing programs established in this chapter.

### **Procedure for Closing Nursing Education Programs**

**[20:48:07:44](#). Voluntary closing of approved program.** The administrator of an approved nursing education program that is voluntarily closing shall notify the board in writing, including the reason for closing, the date of intended closing, and a plan that includes provisions for currently enrolled students and disposition of records. The governing institution may choose one of the following two closing procedures:

- (1) Continuance until the last class enrolled is graduated, with the following requirements:
  - (a) The program must continue to meet the board standards for nursing education until all of the enrolled students are graduated;
  - (b) The date of closure is the date on the degree, diploma, or certificate of the last graduate; and
  - (c) The governing institution must notify the board of the official closing date; or
- (2) Closure after assisting in the transfer of students to other approved programs, with the following requirements:
  - (a) The program must continue to meet the board standards for nursing education until all students are transferred;
  - (b) A list of the names of students who have been transferred to approved programs and the date the last student was transferred must be submitted to the board by the governing institution; and



(c) The date of closure is the date the last student was transferred.

**20:48:07:45. Involuntary closing of program.** If the board denies approval or withdraws approval of a program after a hearing, the governing institution must comply with the following closing procedures:

(1) The program must close after assisting in the transfer of students to other approved programs. The board shall establish the schedule for the transfer process;

(2) The governing institution shall submit to the board a list of the names of students who have transferred to approved programs and the date the last student was transferred; and

(3) The date the last student was transferred is the closing date of the program.

### **Procedure for Custody & Disposition of Records for a Closed Program**

**20:48:07:46. Custody and disposition of records of closed programs.** Custody and disposition of records of closed programs must be maintained in one of the following ways:

(1) If the governing institution continues to function, it shall assume responsibility for the records of the students and the graduates. The institution shall advise the board of the arrangements made to safeguard the records; or

(2) If the governing institution ceases to exist, the institution shall transfer the academic transcript of each student and graduate to the board office for safe keeping.

The institution shall consult the board about the disposition of all other records.



**Appendix II: South Dakota Board of Nursing Survey Team Report Form  
Approval of PN Educational Programs of Nursing Schools in South Dakota**

**FOR USE BY SURVEY TEAM ONLY**

<b>Survey Team:</b>	<b>Date of Survey:</b>
<b>Program Location:</b>	
<b>Length of Program:</b>	<b>Semester Hours/Clock Hours Required for Graduation:</b>

Conforming to the Chapter 20:48:07 Rules and Regulation indicates minimum standards are met.  
C = Compliant, P/C = Partially Compliant, N/C = Not Compliant, NA = Not Applicable

	C	P/C	N/C	N/A	COMMENTS
<b>STANDARD I: Administration and Organization –</b> <b><a href="#">ARSD 20:48:07:21</a></b>					
A. The Governing Institution					
1. Is accredited by the Higher Learning Commission					
2. Organizational relationship of the nursing education program to central administration is clearly defined					
B. The Nursing Education Program					
1. Has statements of purpose, philosophy, and outcomes which are consistent:					
a. with the governing institution					
b. with <a href="#">SDCL 36-9</a>					
2. Has established its own organization with:					
a. clearly defined authority					
b. responsibility					
c. channels of communication					

	C	P/C	N/C	N/A	COMMENTS
d. written rules, bylaws, or institutional equivalent					
e. regularly scheduled meetings					
f. minutes on file					
g. written policies and procedures that are:					
(i) congruent with governing institution					
(ii) reviewed regularly					
(iii) revised as needed					
<b>C. Nursing Administrator of the Program</b>					
1. Has a full-time appointment with 10% or less workload designated for teaching					
2. Is a Registered Nurse who is currently licensed or privileged to practice in South Dakota					
3. For programs offering the practical nurse certificate or diploma must possess the following qualifications according to <a href="#">ARSD 20:48:07:22</a>					
a. Minimum of a graduate degree in nursing or bachelor's degree in nursing with a graduate degree in another field					
b. Minimum of two years of experience in clinical nursing, nursing administration, or nursing education, or a combination of such experience, preferably in a practical nursing program					
c. For a nursing administrator who does not meet the degree requirements a plan of study to complete the graduate degree within five years must be submitted					
5. Responsibilities of Nursing Administrator – <a href="#">ARSD 20:48:07:23</a>					
a. Administration of the nursing program					
b. Leadership within the faculty for the development and implementation of curriculum					
c. Creation and maintenance of an environment conducive to teaching and learning					
d. Liaison with the central administration and other units of the governing institution					
e. Preparation and administration of the budget					
f. Facilitation of faculty development and performance review					
g. Recommendation of faculty for appointment, promotion, tenure, and retention					

	C	P/C	N/C	N/A	COMMENTS
h. Notifies SD Board of Nursing of any major program change, or changes in administration					
i. Written notification to SD Board of Nursing within 60 days after appointment, termination, or resignation of the program administrator					

<b>STANDARD II: Faculty Qualifications and Organization – <a href="#">ARSD 20:48:07:24</a></b>					
<b>A. General</b>					
1. Number of qualified faculty is sufficient to:					
a. Fulfill purposes and outcomes of the program					
b. Comply with the minimum of one instructor for every eight students					
c. Comply with the institution’s requirement for faculty workload					
2. Faculty are recruited, appointed, promoted, and retained without discrimination to age, race, handicaps, religion, gender, sexual preference, national origin, or marital status					
3. Job descriptions are available delineating faculty functions and responsibilities					
4. Faculty personnel policies are available					
<b>B. Faculty Qualifications</b>					
1. Qualifications of Faculty – Practical Nurse Programs – <a href="#">ARSD 20:48:07:25</a>					
a. All faculty who teach didactic education, clinical education, or supervise students in preceptored clinical experiences hold an active, unencumbered license or privilege to practice as a registered nurse in South Dakota					
b. Minimum of a baccalaureate degree in nursing					
c. For newly appointed faculty, a minimum of one year of clinical experience in the area or areas of teaching responsibility					
d. A combination of education and experience relevant to the assigned area of teaching responsibility					
e. Fifty percent of all nursing faculty members who teach in a program leading to licensure as a practical nurse meet the requirements listed in subdivision 20:48:07:25(2)					

	C	P/C	N/C	N/A	COMMENTS
f. Submit plans of study for nursing faculty who do not have the required degree; five years is allowed for completion					
f. Interprofessional faculty who teach non-clinical nursing courses shall have advance preparation appropriate to content being taught					
<b>2. Additional Requirements</b>					
a. Nursing faculty members comply with all academic and professional qualifications for appointment that are required by the governing institution					
b. Nursing faculty who provide direct clinical supervision of students in a clinical facility located in another state hold a current registered nurse license or privilege to practice in that state					
<b>3. Responsibilities of Nursing Faculty – <a href="#">ARSD 20:48:07:27</a></b>					
a. Developing, implementing, evaluating, and updating the purpose, philosophy, and outcomes of the nursing program					
b. Designing and implementing the curriculum					
c. Evaluating the curriculum using a systematic plan based on student learning outcomes, program outcomes, and quality improvement					
d. Developing, evaluating, and revising student admission, progression, retention, and graduation policies consistent with policies of the governing institution					
e. Participating in academic advisement and guidance of students					
f. Providing students theoretical instruction and clinical or practicum experience					
g. Having only nursing education responsibilities during time assigned with students					
h. Monitoring the instruction provided by preceptors					
i. Evaluation of student achievement of curricular objectives or outcomes related to nursing knowledge and practice – includes formative and summative evaluation; provides opportunity for improvement					

	C	P/C	N/C	N/A	COMMENTS
j. Providing for student and peer evaluation of teaching effectiveness					
k. Participating in activities which facilitate nursing competence and professional expertise in the area of teaching responsibility Examples: Clinical experience workshops, in-service					

<b>STANDARD III: Curriculum Construction and Evaluation –</b>					
<b><a href="#">ARSD 20:48:07:28</a></b>					
<b>A. Curriculum is constructed and evaluated in a manner that:</b>					
1. Reflects the philosophy, purpose, and outcomes of the nursing education program and is consistent with profession nursing standards and scope of practice as regulated by <a href="#">SDCL 36-9</a>					
2. Is planned in accordance with the governing institution’s calendar and requirements for the degree, certificate, or diploma, and have a combination of nursing and non-nursing credits based on a rationale that ensures preparation for the safe and effective practice of nursing, and that meets the intent of the program offered					
3. Uses learning experiences and methods of instruction to fulfill curricular objectives which provide similar learning experiences for all students; provide and document alternative learning experiences to address the lack of some essential aspects of clinical experience					
4. Correlates theoretical instruction and clinical or practicum experiences					
5. Provides for progression in knowledge, skills, abilities, and attitudes of nursing students					
6. Is evaluated by the faculty according to a written plan that provides for student and alumni participation and incorporates quality improvement					
7. Uses course outlines which are updated annually, available to students and program faculty, and include:					
a. the course topics or concepts					
b. expectations and assignments to be completed by the student					
c. the evaluation procedures to be used					

	C	P/C	N/C	N/A	COMMENTS
8. Uses course outlines which are organized to teach content in separate courses, or in combination with other concepts which are integrated into broader-based courses					
9. Lead to achievement of course objectives, expected student learning outcomes, and program outcomes					
<b>C. Practical Nurse Education Curriculum – <a href="#">ARSD 20:48:07:29</a></b>					
Curriculum for programs preparing for practical nurse licensure shall include:					
1. Concepts in biological and physical sciences:					
a. Anatomy and Physiology					
b. Microbiology					
c. Nutrition					
d. Pharmacology					
2. Concepts in behavioral sciences:					
a. Interpersonal relations					
b. Communications					
c. Patient centered culturally competent care					
d. Interprofessional communication and collaboration					
3. Nursing theory and clinical instruction of basic nursing concepts to enable the student to develop competence at the entry level as a practical nurse in each of the following areas:					
a. Adult health nursing					
b. Maternal child health nursing					
c. Geriatric nursing					
d. Basic concepts of clinical judgement (the nursing process) and professional responsibilities					
e. Scope of practice for LPNs					
f. Legal and ethical basis of nursing practice					
g. Nursing history					
h. Trends in nursing and the healthcare delivery					
4. Knowledge of technology used in nursing practice					
<b>STANDARD IV: Educational Facilities – <a href="#">ARSD 20:48:07:31</a></b>					
A. The nursing program provides the following educational facilities:					



	C	P/C	N/C	N/A	COMMENTS
1. Classrooms, conference rooms, laboratories, and offices available in number and size required to meet the purpose of the nursing program and needs of students, faculty, administration, and staff					
2. Library holdings applicable to the type and size of the nursing program, accessible to students and faculty, with study space to match the available learning technology					
3. Learning resource materials which are reviewed and evaluated yearly and provide support for the level and size of the program					
4. Records for students, graduates, and faculty protected by a system that safeguards against theft, fire, and disaster					
5. Secretarial and other support services available to meet the needs of the faculty, students, and administration					
B. The nursing education program administration, faculty, and students shall conduct annual evaluations of resources, facilities, and services					

<b>STANDARD V: Clinical and Practicum Facilities – ARSD 20:48:07:32</b>					
A. Nursing education program and faculty must meet the following requirements for clinical facilities and resources:					
1. Develop written criteria for clinical or practicum facility selection and utilization with consultation from the clinical agency					
2. Maintain and annually review all written agreements with clinical or practicum facilities					
3. Conduct an annual evaluation with the clinical agency for each clinical or practicum unit utilized to determine the appropriateness of its continued use for clinical experiences					
4. Utilize clinical or practicum facilities which:					
a. Are approved by the applicable accreditation, evaluation, or licensing bodies					
b. Meet the nursing education program’s criteria for facility selection and utilization as developed under subdivision (1) of this section					
c. Have a utilization occupancy rate or census on the areas utilized by the program to assure student learning experiences are available for all students scheduled in the area of learning					
5. Supervise students in the clinical facilities					

	C	P/C	N/C	N/A	COMMENTS
6. Maintain a faculty-to-student ratio in clinical facilities which does not exceed 1:8 - the Board shall consider the nature of the clinical experience in determining compliance with this requirement					

<b>STANDARD VI: Student Affairs and Services – ARSD 20:48:07:33</b>					
<b>A. The institution and program administration must demonstrate compliance with the following requirements for student affairs and services:</b>					
1. Accurate information is provided in writing or electronically to prospective and enrolled students regarding the nursing education program’s philosophy and objectives, curriculum, fees, facilities, available student services, assistance, student organizations, student health, and legal limitations for obtaining a South Dakota nursing license					
2. Admission, readmission, progression, retention, dismissal, and graduation requirements are available to students in writing or electronically and are consistent with those of the governing institution; policies specific to nursing students may be adopted if they are justified by the nature and purpose of the nursing program					
3. Students are admitted without discrimination as to age, race, handicaps, religion, gender, sexual preference, national origin, or marital status					
4. Information regarding student rights and responsibilities is provided to the student in writing or electronically					
5. In the interest of patient and student welfare, the program establishes standards for participating in nursing clinical or practicum experiences					
6. Students participate in curriculum planning and evaluation, determination of academic policies and procedures, and evaluation of teaching effectiveness					
<b>STANDARD VII: Use of Preceptors – ARSD 20:48:07:34</b>					

	C	P/C	N/C	N/A	COMMENTS
A. Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in a specific clinical area as defined in § <a href="#">20:48:07:30(3)</a> . When preceptors are used in the nursing program, the following criteria must be demonstrated:					
1. Preceptors are utilized in a supportive role to program faculty; the program retains ultimate responsibility for student learning and evaluation					
2. Policies are developed by the nursing education program for the selection, evaluation, and reappointment of preceptors; written qualifications are developed which address licensure, education preparation, experience, and competence in nursing practice for the level of nursing education being offered					
3. Preceptors are licensed at or above the level for which the student is preparing					
4. Preceptors receive information and orientation regarding:					
a. the program's philosophy					
b. purpose and outcomes					
c. curriculum					
d. pertinent policies and procedures					
e. learning objectives for the clinical or practicum experience					
f. the role and responsibilities of the preceptors, students, and the nursing program faculty					
g. the evaluation procedure and forms to be used					
h. any information regarding the individual student's knowledge, abilities, and skills which is needed to assure safe client care					
5. The rationale for the ratio of students to preceptors is documented by the program					
6. Written procedures are developed and implemented for the faculty to take responsibility for students when preceptors are unavailable					
<b>STANDARD VIII: Simulation – <a href="#">ARSD 20:48:07:50</a></b>					
A. Nursing education program may use simulation as a substitute for traditional clinical experiences, not to exceed fifty percent of the total program clinical hours; a program that uses simulation shall provide evidence that the following standards have been met:					

	C	P/C	N/C	N/A	COMMENTS
1. Faculty involved in simulation, both didactic and clinical, are trained in the use of simulation and engage in ongoing professional development in the use of simulation					
2. Simulation activities are linked to programmatic outcomes					
3. There are written policies and procedures on the following:					
a. Short-term and long-term plans for integrating simulation into the curriculum					
b. Method of debriefing each simulated activity					
c. Plan for orienting faculty to simulation					
4. There is criteria to evaluate the simulation activities that includes ongoing evaluation by students					
5. Information about the use of simulation is included in the annual report					

<b>STANDARD IX: Maintaining Ongoing Approval – <a href="#">ARSD 20:48:07:47</a></b>					
<b>A. Minimum Examination Passing Rate</b>					
The nursing education program must maintain a minimum of a 75% passing rate for first-time writers on the NCLEX for two consecutive measuring periods					
<b>B. Annual Report Required</b>					
The nursing education program must submit the required report in the format and the by the due date deadline prescribed by the board					

<b>STANDARD X: Board Survey – <a href="#">ARSD 20:48:07:41</a></b>					
<b>A. Nursing Education Program Survey Visit</b>					
1. This Board survey has been conducted within four years of the last Board visit, unless accredited by a national accrediting agency					
2. The pre-survey report was submitted as required					
3. All requested documents were made available to Board Survey Team					
4. Past Board recommendations have been addressed					

<b>STANDARD XI: Distance Education Programs – <a href="#">ARSD 20:48:07:49</a></b>					

	C	P/C	N/C	N/A	COMMENTS
A. Delivery of instruction by distance education methods must be congruent with the nursing program curriculum plan and enable students to achieve program outcomes in accordance with § <a href="#">20:48:07:28</a> . A distance education program that meets the following requirements may be incorporated into a nursing program curriculum:					
1. Has a means for assessing individual student outcomes and program outcomes					
2. Is approved by the agency regulating nurses in the jurisdiction of origination					
3. Complies with the regulatory requirements in each state that the program is being offered					
4. Requires each faculty member to be licensed as a registered nurse in the state of South Dakota or have privilege to practice when teaching didactic and clinical nursing education to registered nursing students who are physically located in the state of South Dakota					
5. Provides students with adequate clinical instruction to meet program outcomes					
6. Provides adequate technical support and assistance to students and faculty					
7. Provides for student access to faculty members and Resources					
8. Assures security of the students' personal information in conducting assessments and evaluations and in disseminating the results of distance learning courses					
9. Assures the integrity of student work					

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