CHAPTER 6
STANDARDS FOR NURSING EDUCATION PROGRAMS

Section 1: Statement of Purpose.

(a) To foster the safe and effective practice of nursing by graduates of nursing education programs by setting standards that promote adequate preparation of students for nursing practice. These standards will:

(i) Serve as a guide for the development of nursing education programs;

(ii) Provide criteria for the evaluation and approval of new and established nursing education programs;

(iii) Provide for sanctions for nursing education programs that do not maintain compliance with board approval;

(iv) Enable innovative responses of established nursing education programs to a changing health care environment;

(v) Assure eligibility for admission to the licensure examination for nurses;

(vi) Ensure that graduates of nursing education programs are prepared for safe nursing practice;

(vii) Facilitate interstate endorsement of graduates of board approved nursing education programs.

Section 2. Standards of Approval for Nursing Education Programs.

(a) Application for Developmental Approval

(i) An Institution or consortium of accredited institutions wishing to establish a new program in nursing shall make application to develop the program to the board one year in advance of anticipated opening date.

(ii) The application shall include a statement of intent and a feasibility study with at least the following information:

(A) Evidence of accreditation of the institution, or of all member institutions in a consortium, by an appropriate regional or national accrediting association or agency; institutions seeking to establish a registered nursing education program shall show evidence of:

(l) Approval as a degree-granting institution of higher education in Wyoming;
(II) Accreditation of the parent institution by a regional association or national agency recognized by the United States Department of Education; and

(III) Evidence of approval from the Wyoming Community College Commission, or the University of Wyoming Board of Trustees, or other pertinent governing bodies.

(B) Studies documenting the statewide need for the program. The study should also specifically address the need for the program in relation to the nursing needs of the geographical area to be served;

(C) Evidence that written notice of intent to establish a nursing education program has been provided to all Wyoming-approved nursing education programs a minimum of 30 days prior to submission of the application;

(D) Purpose, size, and type of program;

(E) Administration and organizational plan delineating lines of authority and decision-making;

(F) Availability of and ability to recruit and retain qualified faculty;

(G) Projected number of faculty positions;

(H) Description of proposed instructional modalities, available and adequate proposed facilities, services, and resources;

(I) Availability of adequate practice sites for the program;

(J) Evidence of financial resources adequate for planning, implementation, and continuation of the program, including proposed operating costs;

(K) Evidence of support for the program and intended program outcomes by the institution, administration, and academic officers;

(L) Anticipated student enrollment and proposed date of enrollment;

(M) Tentative time schedule for planning and initiating the program;

(N) Current institution and program catalog(s);

(O) For consortium applicants, any charters, contracts and other documents that show:

(I) Relationships among member institutions;
(II) Member institution commitment to the consortium and the proposed nursing education program; and

(III) Mechanisms within the consortium for attainment and maintenance of board standards for nursing education programs.

(iii) The applicant shall respond to the board’s request(s) for additional information.

(iv) A site visit may be conducted by a representative(s) of the board.

(v) A school or program concerned about potential adverse impact of the proposed program shall respond to the proposer with a copy to the board within 15 days of receiving the notice of intent to establish a new program or location.

(vi) The board, after timely review and consideration of the information contained in the application and any supplementary information, including statement of potential adverse impact by other programs, shall either approve or deny the application and notify the applicant, including rationale for the decision.

(vii) If developmental approval is denied, the applicant may request a hearing before the board and the provisions of the Administrative Procedures Act shall apply.

(viii) If applicant does not implement the program within 12 months of the developmental approval date, the developmental approval will expire, and the program will need to reapply.

(b) Initial Approval

(i) Initial approval status may be applied for when the following conditions have been met:

(A) Application has received board approval;

(B) Evidence of approval for the new program has been obtained from the appropriate agencies as listed in (a)(ii)(A) above;

(I) An institution shall provide one copy of the report that was submitted to each agency and a copy of the letter(s) indicating that approval for the program has been granted.

(II) A consortium shall provide documentation that each member institution has approved the program, as well as documentation of agency approval as above.
(C) A qualified nurse administrator has been appointed and provided with necessary administrative support a minimum of nine months prior to the beginning of courses;

(D) There are sufficient qualified faculty and administrative support services to initiate the program a minimum of six months prior to the beginning of the courses;

(E) A tentative written proposed program plan, including curriculum developed in accordance with the Standards of Approval, has been submitted a minimum of three months prior to the offering of the first course to nursing students;

(F) There is evidence of readiness for admission of students in educational and clinical facilities and policies for admission and progression;

(G) There is a signed agreement(s) for the articulation of program graduates into the next level of nursing education:

   (I) Programs leading to a certificate or degree in practical nursing shall have an agreement with a Wyoming approved program preparing candidates for licensure as a registered nurse.

   (II) Programs leading to an associate degree in nursing shall have an agreement with a four-year degree granting university for a program leading to a baccalaureate or higher degree in nursing.

   (ii) Following board receipt and review of the information required above, the board may grant or deny initial approval.

   (iii) A site visit may be conducted by a representative(s) of the board.

   (iv) Initial approval must be received by a program prior to accepting students for admission to the first class of nursing students.

   (v) If initial approval is denied, the applicant may request a hearing before the board, and the provisions of the Administrative Procedures Act shall apply.

   (vi) Interim visits and/or progress reports may be requested by the board at any time during the initial approval phase and/or following initial approval as deemed necessary by the board.

   (vii) If the institution or consortium does not admit a class within 12 months after the date designated for initiating the program in the initial approval application, the initial approval shall expire.
(c) Approval

(i) Eligibility for approval occurs after the graduation of the first class of students.

(ii) Within six months following graduation of the first class, the program shall submit a self-evaluation report of compliance with the Standards of Approval, and a survey visit shall be made for consideration of approval of the program.

(iii) The decision of the board to grant or deny approval shall be based upon review of a self-evaluation report submitted by the program addressing compliance with board standards, of the success rate of graduates on the national licensure examination, and of a survey report by a representative(s) of the board.

(iv) If approval is denied, the applicant may request a hearing before the board.

Section 3. Periodic Evaluation of Nursing Education Programs.

(a) Procedures for Periodic Evaluation

(i) All nursing education programs shall be required to demonstrate continuing compliance with the Standards of Approval from their accrediting body by submitting the complete report of any site visit or survey by that body.

(ii) If a program does not hold accreditation from an external agency, the board may require a survey visit for consideration of continued approval. A program shall submit a narrative self-evaluation report(s) that provides evidence of compliance with the Standards of Approval that would apply if the program were seeking accreditation at least one month prior to the scheduled survey visit.

(iii) The survey visit shall be made by a representative(s) of the board on dates mutually acceptable to the board and the program.

(iv) In lieu of a site visit, the board may accept the Annual report or complete official report of the accrediting agency as evidence of compliance with education standards.

(v) A board survey visit may be conducted in conjunction with the national nursing accreditation body survey visit. The Board representative shall write a separate survey report.

(vi) The program shall be asked to participate in scheduling survey visit activities.

(vii) A draft of the survey visit report shall be made available to the program for review and corrections in factual data.
(viii) The administrator of the program and/or designee(s) shall be notified when the report will be presented to the board.

(ix) Following the board's review and decision, written notification regarding approval of the program, commendations, recommendations or notice of deficiencies with a specified time frame within which the deficiencies must be corrected, shall be sent to the administrator of the institution and the administrator of the nursing education program.

(x) The board may require survey visits or interim progress reports at any time. The request shall be made in writing and include the purpose(s) for the visit. The following situations may be cause for a survey visit to determine if the minimum standards for nursing education programs are being met:

(A) Reports relating to violations of the Nurse Practice Act (NPA) or administrative rules and regulations;
(B) Denial, withdrawal, or change of program or institution accreditation status by an accrediting agency recognized by the U.S. Department of Education;
(C) Providing false or misleading information to students or the public concerning the nursing education program;
(D) Violation of board rules;
(E) Inability to secure or retain a qualified director or faculty, resulting in substandard supervision and instruction of students; or
(F) Failure to maintain a three-year average at or above the national pass rate for licensure level pass rate within the first six months of graduation.

(xi) The nursing education program may request a survey or site visit. Such request shall be in writing and include the purpose(s) for the visit.

(b) Board Waiver of Site Visits for Program Approval Based on Accreditation Renewal

(i) Board may waive the site visit for a program for reasons to include, but not limited to:
(A) Documentation that the nursing education program is accredited by either the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) or other accrediting agency;
(B) A self study by the nursing education program which evaluates its compliance with the accreditation standards of the board and either the NLNAC or CCNE or other accrediting agency;
(C) The site survey report from either the NLNAC or CCNE that has reviewed and evaluated the program or other approved agency; and
(D) The final report from either the NLNAC or CCNE or other approved agency.

(ii) If the national self-evaluation report is submitted in lieu of the board’s survey report, the program shall submit an addendum to the self-evaluation report that addresses the Standards of Approval and provides a guideline as to where the Standards are discussed in the self-evaluation report.

(iii) A program that has been granted a waiver of the on-site visit pursuant to (i) above shall notify the board within 30 days of the change if the NLNAC or CCNE accreditation status changes.

(iv) If the board is notified that a program’s NLNAC or CCNE accreditation status has changed, the board may send a representative to conduct an on-site visit of the program to verify that the program conforms to the Standards of Approval. A program that does not conform to these standards shall be placed on conditional approval.

(c) Reports

(i) Program Changes Requiring Notification to the Board

(A) The program shall notify the board in writing within 30 days of development of the following circumstances:

(I) Change in the nurse administrator of the program;

(II) A significant increase or decrease in planned enrollment that may affect the overall faculty-student ratio or the capacity of institutional facilities or practice sites;

(III) Major changes in availability of adequate practice sites for the program that results in reduction of student enrollment or faculty positions;

(IV) Change in accreditation status of the controlling body;

(V) Major reductions in the financial support for the program;

(VI) Appointment of new faculty members.

(ii) Program Changes Requiring Board Approval

(A) Change of Administrative Control

(I) When control of an educational program is transferred from one institution to another, a report must be submitted to the board by the receiving institution containing the following information:
(1.) Rationale for change;

(2.) Anticipated effects on students, faculty, and resources;

(3.) Administrative and organizational plans, including a sound operational budget;

(4.) Plans for the orderly transition of the program;

(5.) Application for new program as delineated in Section 2 unless this requirement is waived by the board.

(II) The institution relinquishing the program shall notify the board in writing of the intent to transfer the program, and shall submit to the board the information requested of programs undergoing voluntary termination.

(B) Major Curriculum Change

(I) When a nursing education program implements a major curriculum change, notice of such change shall be submitted to the board three months prior to implementation.

(II) The report must document the nature and scope of the change. The report also must document how, if at all, the change affects the program’s compliance with board nursing education standards. Upon review of the report, the board may request additional information.

(C) Addition of an extended campus site or distance nursing education option:

(I) The program shall submit a letter of intent to expand offerings to an extended campus site or using distance education technology at least three months prior to planned implementation;

(II) The letter of intent shall include at least the following information:

(1.) Plan for qualified faculty for the program at the extended site or with addition of distance education technology;

(2.) Description of available and proposed education facilities and delivery modalities, services and resources with dates of availability;

(3.) Availability of adequate practice sites and provisions for faculty supervision of clinical experiences;
(4.) Tentative time schedule for planning, initiating, and evaluating the program.

(III) The board may deem the addition of an extended campus site or distance nursing education option as the equivalent of a new program as outlined in Section 2. Notice to the applicant shall include the rationale for the board decision.

(D) Innovative Approaches in Nursing Education Programs

(I) A nursing education program may apply to implement an innovative approach by complying with the provisions of this section. Nursing education programs approved to implement innovative approaches shall continue to provide quality nursing education that prepares graduates to practice safely, competently, and ethically within the scope of practice as defined in board rules.

(1.) Purposes

a. To foster innovative models of nursing education to address the changing needs in health care;

b. To assure that innovative approaches are conducted in a manner consistent with the board’s role of protecting the public;

c. To assure that innovative approaches conform to the quality outcome standards and core education criteria established by the board;

(2.) Eligibility

a. The nursing education program shall hold full board approval without conditions.

b. There are no substantiated complaints in the past two years.

c. There are no rule violations in the past two years.

(3.) Application. The following information with a one-page executive summary shall be provided to the board six months prior to the proposed starting date:

a. Identifying information (name of nursing education program, address, responsible party, and contact information);

b. A brief description of the current program, including accreditation and board approval status;
the proposed innovative approach;

c. Identification of the regulation(s) affected by

approach is requested;

d. Length of time for which the innovative

including objective(s);

e. Description of the innovative approach,

brief explanation of why the program wants
to implement an innovative approach at this time;

f. Brief explanation of why the program wants
differs from approaches in the current program;

g. Explanation of how the proposed innovation

the innovative approach;

h. Rationale with available evidence supporting

proposed innovative approach;

i. Identification of resources that support the

expected impact innovative approach will
have on the program, including administration, students, faculty, and other program resources;

j. Expected impact innovative approach will

plan for implementation, including timeline;

k. Plan for implementation, including timeline;

l. Plan for evaluation of the proposed

innovation, including measureable criteria/outcomes, method of evaluation, and frequency of

evaluation;

m. Additional application information as

requested by the board;

(4.) Standards of approval

a. Eligibility criteria in (2.) and application
criteria in (3.) are met.

b. The innovative approach will not compromise
the quality of education or safe practice of students.

c. Resources are sufficient to support the

innovative approach.

d. Rationale with available evidence supports
the implementation of the innovative approach.
e. Plan for periodic evaluation is comprehensive and supported by appropriate methodology.

(5.) Review of application and board action

a. Annually the board may establish the number of innovative approach applications it will accept, based on available board resources.

b. The board shall evaluate all applications to determine if they meet the eligibility criteria in (2.) and the standards established in section (4.).

c. The board shall inform the education program of the approval process timeline after receipt of the application.

d. If the application meets the standards, the board may:

   i. Approve the application; or

   ii. Approve the application with modifications as agreed between the board and the nursing education program.

e. If the submitted application does not meet the criteria in (3.) and (4.), the board may deny approval or request additional information.

f. The board may rescind the approval or require the program to make modifications if:

   i. The board received substantiated evidence indicating adverse impact;

   ii. The nursing education program fails to implement the innovative approach as presented and approved;

(6.) Periodic Evaluation

a. The education program shall submit progress reports conforming to the evaluation plan annually or as requested by the board.

b. The final evaluation report shall conform to the evaluation plan, detailing and analyzing the outcomes data.

c. If any report indicates that students were adversely impacted by the innovation, the nursing education program shall provide documentation of corrective measure and their effectiveness.
d. Nursing education program maintains eligibility criteria in (2.).

(7.) Requesting Continuation of the Innovative Approach

a. If the innovative approach has achieved the desired outcomes and the final evaluation has been submitted, the program may request that the innovative approach be continued.

b. Request for the innovative approach to become an ongoing part of the education program must be submitted 60 days prior to a regularly scheduled board meeting.

c. The board may grant the request to continue approval if the innovative approach has achieved desired outcomes, has not compromised public protection, and is consistent with core nursing education criteria.

(iii) Annual Reports

(A) Each nursing education program shall submit an annual report to the board on or before June 15 of each year, which shall include all of the following data:

(I) Any changes in program policies, the organizing framework for the curriculum, and program objectives or outcomes;

(II) A description of faculty responsibilities for required nursing courses;

(III) The name, license number, academic credentials, employment date, and full- or part-time status of each member of the program faculty;

(IV) The name, license number, academic credentials, professional experience, and place of practice for Clinical Preceptor;

(V) A description of the nurse administrator’s teaching responsibilities;

(VI) The name and address of each affiliating agency;

(VII) Student enrollment, retention, graduation statistics and pass rates for examinations leading to licensure or certification;
The pass rate will be calculated annually on the basis of a program’s pass rate for the total number of candidates examined over a one-year period and a revolving two-year period of time;

Faculty hiring, retention, and separation statistics;

For the most recent year, a list of comprehensive learning and technological resources available and accessible to nursing education program;

A response to the recommendations and requirements identified by the board based on the program’s last annual report or the last survey visit; and

Any proposed changes to the program.

If the nursing education program fails to meet requirements of the board or to submit required reports within a designated period of time, the program shall be removed from the list of approved nursing education programs after it has received notice and has been given an opportunity to be heard.

(C) Testing Pass Rate

A nursing education program leading to nursing licensure or certification shall present a written plan, in conformance with board policy, to evaluate and improve graduate performance on the licensing examination in the event that the program fails to maintain a pass rate at or above the national pass rate.

The pass rate will be calculated annually on the basis of a program’s pass rate for the total number of candidates examined over a one-year period and a revolving two-year period.

Section 4. Approval and Denial For Nursing Education Programs.

The board may assign varied levels of approval based on a program’s ability to demonstrate meeting all required elements of the standards of approval.

(i) The board may deny provisional approval if it determines the standards of nursing education have not been met.

(ii) The board may deny full approval if it determines that a nursing education program fails to meet the standards of nursing education.

(iii) The board may withdraw full or conditional approval if it determines that a nursing education program has not provided sufficient evidence that the standards of nursing education are being met.

(iv) If the board determines that an approved nursing education program is not meeting the criteria set forth in these regulations, the parent institution may be given up to
one year to correct the identified nursing education program deficiencies. If the nursing education program fails to correct the identified deficiencies within the time specified, the board may withdraw the approval following a hearing held pursuant to the provisions of the Administrative rules and regulations.

(v) After the board has conducted the hearing, the board may take any of the following actions:

(A) Grant provisional approval if the board finds that the proposed nursing education program meets the criteria as stated in the board’s standards of nursing education;

(B) Deny provisional approval if the board finds that the proposed nursing education program fails to meet the criteria as stated in the board’s standards of nursing education;

(C) Grant conditional approval if the board identifies deficiencies in the evidence presented to the board which indicates the nursing education program has failed to meet the criteria as stated in the board’s standards of nursing education;

(D) Grant/reinstate full approval if the board finds that the nursing education program meets the criteria as stated in the board’s standards of nursing education;

(E) Withdraw approval if the board finds that the nursing education program fails to meet the criteria as stated in the board’s standards of nursing education.

Section 5. Appeal and Reinstatement.

(a) A parent institution may appeal the board’s decision to withdraw approval of a nursing education program and may request a hearing to review the board’s decision. The hearing and all actions related to the appeal shall be in accordance with due process rights, the Wyoming Administrative Procedures Act and/or administrative rules of the board. The parent institution has 30 days from official signed receipt of the board’s decision to respond and initiate the appeal.

Section 6. Closure of Nursing Education Program and Storage of Records.

(a) Voluntary Closing

(i) When the parent institution decides to close a nursing education program, it shall notify the board in writing, stating the reason for closure, the plan for discontinuation, and the intended date of closing.

(ii) The parent institution may choose one of the following options when closing a nursing education program:
(A) Continue the nursing education program until the last class enrolled is graduated; or

(B) Assist in the transfer of students to other approved nursing education programs.

(iii) The nursing education program shall continue to meet the board’s standards of nursing education until all of the enrolled students are graduated or until the last student is transferred.

(iv) The date of closure is the date on the degree, diploma, or certificate of the last graduate or the date on which the last student was transferred.

(b) Closing as a Result of Withdrawal of Approval

(i) When the board withdraws approval of a nursing education program, the parent institution shall comply with the following procedures:

(A) The parent institution shall prepare a written plan for termination of the nursing education program and shall submit the plan to the board within 30 days of receipt of the notice of withdrawal of approval.

(B) The parent institution shall present a plan for the transfer of students to other approved nursing education programs within a time frame established by the board.

(C) The date on which the last student was transferred will be the date of closure.

(c) Storage of Records

(ii) The board shall be advised of the arrangements for storage of permanent records.

Section 7. Standards of Nursing Education.

(a) Organization and Administration

(i) The organization and administration of the nursing education program shall be consistent with the law governing the practice of nursing.

(A) The nursing education program shall be an integral part of a governing academic institution that is accredited by an accrediting body that is recognized by the U.S. Department of Education.

(B) There shall be a description or an organizational chart which demonstrates:
(I) The relationship of the nursing education program to the parent institution; and

(II) Clear delineation of the lines of authority, responsibility, and channels of communication.

(C) The mission/philosophy and outcomes of the nursing education program shall be congruent with those of the parent institution and consistent with current standards of nursing practice and education.

(D) There shall be a nursing education program organizational design with clearly defined authority, responsibility, and channels of communication which assure involvement from faculty, students, and communities of interest.

(E) Policies of the nursing education program are comprehensive, provide for the welfare of faculty and staff, are consistent with those of the parent institution, and periodically reviewed; differences are justified by the goals and outcomes of the nursing education program.

(b) Administrator Qualifications and Role Responsibilities

(i) Administrator qualifications for practical or associate degree nursing education programs shall include:

(A) A current, active, and unencumbered Wyoming registered nurse license;

(B) A minimum of a master’s degree with a major in nursing;

(C) A total of five years in nursing practice which must include:

(I) A minimum of two years clinical experience;

(II) A minimum of three years of teaching experience, or a combination of teaching and management experience;

(III) Current knowledge of nursing practice.

(ii) Administrator qualifications for baccalaureate, master’s, and doctoral degrees in nursing education programs shall include:

(A) A current, active, and unencumbered Wyoming registered nurse license;
(B) A doctoral degree in nursing; or a master’s degree in nursing and a doctoral degree in a related field;

(C) A total of five years in nursing practice which must include:

   (I) A minimum of two years clinical experience;

   (II) A minimum of three years of teaching experience, or a combination of teaching and management experience;

   (III) Current knowledge of baccalaureate, master’s, and doctoral prepared nursing practice.

(iii) The administrator of the nursing education program shall have institutional authority and administrative responsibility for the program, including, but not limited to:

   (A) Leadership within the faculty for the development, implementation, and evaluation of the program, including curriculum and instructional delivery;

   (B) Creation and maintenance of an environment that:

      (I) Is conducive to teaching and learning; and

      (II) Provides coordination and support of faculty assignments.

   (C) Serving as a liaison with executive administrators and administrative and student service units of the parent institution;

   (D) Participation in institution policy and program decisions that affect teaching and learning within the nursing education program;

   (E) Participation in preparation of the program budget;

   (F) Administration of the program budget;

   (G) Facilitation of faculty development;

   (H) Responsible for faculty performance review;
(I) Providing recommendations for faculty appointment, promotion, tenure, and retention;

(J) Development and maintenance of partnerships that promote excellence in nursing education, enhance the profession, and benefit the community;

(K) Serving as a liaison with the board related to the program’s continuing compliance with the required elements of these rules;

(L) The administrator of the nursing education program shall have adequate time and resources to fulfill the administrative role responsibilities.

(c) Faculty

(i) The faculty shall include a sufficient number of qualified nurse educators and may include clinical teaching associates to meet the identified learning outcomes of the nursing education program.

(ii) Faculty teaching in practice sites shall also hold a registered nurse license and meet requirements in the state in which the clinical experience is occurring.

(iii) Allied health faculty members shall be academically and experientially qualified for their responsibilities.

(iv) Faculty members shall demonstrate professional competence and continued development in nursing, nursing education, and assigned teaching responsibilities.

(A) The nurse administrator and each faculty member shall periodically review assigned teaching responsibilities, evaluating and revising professional development plans as indicated.

(B) The institution and nurse administrator shall support faculty in developing and maintaining competence in assigned teaching responsibilities.

(v) Faculty Qualifications for all Nurse Programs

(A) Each nurse educator shall:

(I) Hold a current, unencumbered license to practice as a registered nurse in Wyoming;

(II) Have a minimum of a master’s degree in nursing;

(III) Have three years of clinical experience or national certification in clinical nurse specialty relevant to areas of responsibility;
(IV) Nurse educators hired without a master’s degree in nursing must have a baccalaureate degree in nursing and shall have five years from the date of hire to earn a master’s degree in nursing.

(V) The nursing education program administrator shall immediately notify the board in writing of the hire of a non-master’s prepared nurse educator, along with a plan for compliance with the requirements.

(B) Allied health faculty shall be experientially and academically qualified to teach appropriate elements of nursing curriculum.

(C) Each clinical teaching associate (CTA) shall:

(I) Hold a current, unencumbered license to practice as a registered nurse in Wyoming;

(II) Have at least two years of nursing experience.

(D) Any exceptions to subsections 7 (c) (v) faculty qualifications of this rule shall be submitted in writing to the board and shall include rationale and evidence for the request. The board may grant exceptions for any of the following circumstances:

(I) The education and experience qualifications are deemed equivalent to the requirements; or

(II) The individual has a baccalaureate in nursing, a master’s or doctorate in a related field, and relevant nursing experience. The background of the individual is related to the teaching assignment and is complementary to the faculty mix; or

(III) Substantial effort has been made to recruit a qualified faculty member, and the appointed individual is pursuing the needed qualifications; or

(IV) Substantial effort has been made to recruit a qualified faculty member, and the individual without full qualification is appointed for one year. The exception may be extended for one year with documentation of either continued or unsuccessful recruitment for a qualified replacement, or a plan to establish eligibility under exception (iii) above.

(vi) Faculty Member/Student Ratio

(A) Onsite clinical faculty may supervise up to eight students during a clinical rotation.

(B) Nursing faculty may supervise up to 15 students during a clinical course using clinical preceptors.
(C) The use of clinical preceptors to enhance clinical learning experiences may be used only after a student has received faculty supervised clinical and didactic instruction in all basic areas of nursing.

(I) Criteria for selecting clinical preceptors shall be in writing.

(II) Clinical preceptors shall hold a current, unencumbered license in the state in which the preceptorships are being provided.

(III) Clinical preceptors shall be licensed at or above the level for which the student is preparing.

(IV) Clinical preceptors shall have demonstrated competencies related to the area of assigned clinical teaching responsibilities and will serve as a role model and mentor to the student.

(V) There shall be written guidelines for clinical preceptors that include the following:

(1.) Clear delineation of functions and responsibilities of the clinical preceptor, the student, and the faculty member;

(2.) Statement that the faculty member shall retain responsibility for the student’s learning experiences and meet periodically with the clinical preceptor and student for purposes of monitoring and evaluating learning experiences.

(D) Clinical teaching associates may be used within the following guidelines:

(I) There shall be a written plan for the clinical learning experience consistent with these rules;

(II) Clinical teaching associates shall be selected according to written criteria developed by faculty and agreed to by responsible person(s) in the practice site;

(III) The clinical teaching associate(s) shall be under the direction of a nurse educator while students are involved in the clinical learning experience;

(IV) The nurse educator shall confer with each clinical teaching associate and student (individually or in groups) regularly during the clinical learning experience.

(1.) Clear delineation of functions and responsibilities of the clinical teaching associate, the student, and the faculty member;
(2.) A statement that the faculty member shall retain responsibility for the students’ learning experiences and meet periodically with the clinical teaching associate and student for purposes of monitoring and evaluating learning experiences.

vii. Principal responsibilities of the nurse educator shall be to:

(A) Develop, implement, and evaluate the organizing framework and learning outcomes of the program;

(B) Construct, implement, evaluate, and revise the curriculum;

(C) Develop, implement, and evaluate policies and standards for the advising, selection, admission, advanced placement, progression, and graduation of nursing students within the framework of the policies of the educational institution;

(D) Develop, integrate, and evaluate student learning experiences, including selection of learning activities, appropriate use of emerging teaching and learning methodologies, assessment and guidance of the student, and evaluation of client and student safety;

(E) Mentor/guide clinical teaching associates;

(F) Develop, implement, and evaluate policies for assessing student achievement in terms of course and program learning outcomes;

(G) Evaluate student learning and performance, assign grades for courses according to policies, and determine student progression within the program;

(H) Develop, implement, and evaluate policies and procedures necessary for the operation of the program;

(I) Provide for student evaluation of teaching effectiveness;

(J) Participate in review of the total nursing education program;

(K) Participate in determining academic policies and procedures of the institution;

(L) Participate cooperatively with other nursing education programs and agencies to develop appropriate and equitable access to practice sites and experiences; and

(M) Provide mechanisms for student input into and/or participation in decisions related to the nursing education program.

(viii) Faculty Organization
(A) The nursing faculty shall participate through faculty meetings or other methods in developing, implementing, and evaluating the program and curriculum and other responsibilities of the faculty.

(B) Minutes of faculty and committee meetings, including actions taken, shall be recorded and available for reference.

(C) Faculty participation in decisions related to developing, implementing, and evaluating the curriculum, and to establishing or modifying nursing education program policies shall be documented.

(d) Students

(i) The nursing education program shall admit students to the program based upon the number of faculty, available educational facilities and resources, and the availability of clinical learning experiences, with patient safety and student success as the primary considerations.

(ii) The nursing education program shall establish written policies for admission, readmission, transfer, advanced placement, promotion, graduation, withdrawal, or dismissal.

(A) Student policies shall be consistent with those of the parent institution and acceptable educational standards; differences are justified by the outcomes of the nursing education program.

(B) All policies relevant to applicants and students shall be available in writing.

(iii) A nursing education program shall have written policies for student rights, responsibilities, grievances, health, safety, and welfare.

(iv) Students shall be provided the opportunity to acquire and demonstrate the knowledge, skills, and abilities for safe nursing practice. The use of reasonable accommodations may be used to facilitate the student’s ability to meet course and program outcomes.

(v) The nursing education program or parent institution shall permanently maintain accurate records of scholastic achievement for each student.

(vi) The nursing education program shall assure that students are informed of their progress toward meeting course and program outcomes at routine intervals.

(vii) Student learning outcomes will be determined and clearly articulated to students prior to evaluation of student performance.
(e) Curriculum

(ii) The curriculum of the nursing education program shall:

(A) Prepare the student to achieve the nursing competencies necessary for practice based on current standards of care;

(B) Reflect the identified mission/philosophy, goals, and learning outcomes of the education program;

(C) Be consistent with the law governing the practice of nursing;

(D) Be delivered through learning activities based on current evidence and best practices to allow students to achieve stated learning outcomes or competencies;

(E) Provide learning activities that are sufficiently comprehensive to achieve stated program outcomes and competencies;

(F) Support instructor/student interaction and meaningful student/student interaction.

(ii) Curriculum plan shall identify:

(A) Competencies or learning outcomes at the course and program level;

(B) Learning activities to develop identified competencies. Courses, learning activities, and clinical practice shall be organized in such a manner to have sufficient proximity in time to allow the student to form necessary links of theoretical knowledge, clinical reasoning, and deliberate practice;

(I) Clinical practice shall include sufficient direct patient care hours to achieve identified competencies, course, and program outcomes.

(II) All clinical practice shall be developed and overseen by nursing education faculty.

(C) Requirements of the educational institution for graduation; and

(D) Total credits for program completion or program graduation.

(iii) Practical Nurse Programs

(A) The practical nursing education program curriculum shall reflect an interdisciplinary educational foundation logically structured to meet program outcomes.
(B) The practical nursing education program shall provide theory and faculty-supervised clinical practice in nursing to achieve competencies within the practical nurse scope of practice, including those related to:

(I) Creating and maintaining a safe environment of care;

(II) Demonstrating professional, legal, and ethical behavior in nursing practice;

(III) Applying knowledge and problem solving skills;

(IV) Providing safe, clinically competent, culturally sensitive, and client-centered care for the promotion, restoration, and maintenance of wellness or palliation across the lifespan;

(V) Functioning as a member of the interdisciplinary healthcare team;

(VI) Applying management skills to assign, direct, and supervise care provided by nursing assistive personnel;

(VII) Using technology to facilitate communication, manage information, and document care; and

(VIII) Providing cost-effective nursing care and participating in quality improvement strategies.

(iv) Registered Nurse Program

(A) The registered nurse curricula shall meet all institutional requirements for, and culminate in the award of, an associate, baccalaureate, master’s, or doctoral degree.

(B) The registered nurse programs shall reflect an interdisciplinary educational foundation logically structured to meet program outcomes, including safe practice in contemporary health care environments.

(C) The registered nurse program shall provide theory and faculty-supervised clinical practice in nursing to develop competencies at the registered nursing scope of practice related to:

(I) Creating and maintaining a safe environment of care;

(II) Demonstrating professional, ethical, and legal behavior in nursing practice;
(III) Selecting, managing, delegating, and supervising nursing care for individuals, families, or groups;

(IV) Providing safe, clinically competent, culturally sensitive, client-centered, and evidenced-based care to promote, restore, and maintain wellness or palliation across the lifespan;

(V) Providing culturally sensitive and evidence-based teaching and advocacy for individuals, families, and groups;

(VI) Participating within and providing leadership for an interdisciplinary team;

(VII) Applying leadership skills to identify the need for and to promote change;

(VIII) Using communication and information technology effectively and appropriately;

(IX) Applying and integrating principles of community health and community-based care into practice; and

(X) Integrating concepts of resource utilization, quality improvement, and systems to enhance care delivery.

(v) Baccalaureate, masters, or doctoral nursing education programs shall also include competencies related to:

(A) Applying epidemiological, social, and environmental data and principles to identify and implement health promotion goals and strategies for communities and populations;

(B) Assuming leadership and effecting change through participation in teams and beginning application of management knowledge;

(C) Identifying and implementing measures to improve access to healthcare for individuals and underserved groups;

(D) Using evidence-based practice to validate and improve nursing care for individuals, families, and groups.

(E) Using teaching/learning principles to assist individuals, families, and groups in maintaining and/or improving health.

(vi) Programs that provide for advance placement of students shall develop and use policies designed to assure that such students meet the equivalent of the program’s current curriculum and competencies.
(f) Resources

(i) There shall be evidence of financial support and resources to meet program outcomes. Resources include adequate educational facilities and equipment, non-nurse support personnel, and student support services, as well as educational and technical support services.

(A) Educational facilities and equipment shall include:

(I) Classrooms, laboratories, and conference rooms adequate in number, size, and type according to the number of students and educational purposes for which the rooms are used;

(II) Offices and conference rooms available and adequate in number and size to meet faculty needs for individual student counseling and faculty meetings;

(III) Space provided for non-nurse support staff, files, storage, and equipment; and

(IV) Telephones, computers, equipment, and support adequate in number and capacity to conduct program business.

(B) Non-nurse support personnel and student support services shall include:

(I) Adequate non-nurse support staff; and

(II) Adequate student support services such as academic advising, financial aid advising, and academic bookstore services.

(C) Education and technical support services shall include:

(I) Adequate library services, holding, and electronic learning resources; and

(II) Adequate technology to support teaching and learning.

(D) Parent institutions offering distance nursing education programs shall provide ongoing and appropriate technical, design, and production support for faculty members and technical support services for students.

(g) Practice Sites

(i) When appropriate, a written contract or agreement shall be executed by the parent institution conducting the nursing education program and the cooperating clinical facility or agency; the contract shall be signed by the responsible individuals of each party, and shall set forth the responsibilities of each party.
(A) Selection of practice sites shall be based on written criteria established by nursing faculty, including a requirement that the practice sites shall be fully approved by the appropriate accreditation, evaluation, or licensing bodies.

(B) Selection of learning experiences shall occur by the faculty in collaboration with the practice site.

(h) Program Evaluation

(i) The nursing education program shall have a comprehensive plan for evaluation that includes systematic assessment and analysis of the standards required by the national or regional accreditation body appropriate to their program.

(ii) Nursing education programs not accredited shall include an assessment and analysis of:

(A) The organizational chart or description of the relationship of the program to the governing institution administrative structure;

(B) The nursing education program’s mission/philosophy and outcomes;

(C) Multiple measures of the achievement of program outcomes for graduates;

(D) Program resources, including human, physical, and financial resources to support the number of enrolled students, methods of instructional delivery, and achievement of program outcomes;

(E) Curriculum design, including the effectiveness of instructional strategies and methodologies used to achieve learning outcomes;

(F) Faculty sufficient in number, preparation, experience, and diversity to effectively achieve course and program outcomes and maintain client and student safety;

(G) Records of formal program complaints and any action(s) taken to foster program improvement;

(H) NCLEX pass rate data, trends, contributing factors, and any action(s) taken to improve pass rates; and

(I) Excessive student attrition data, trends, contributing factors, and any action(s) taken to foster student retention.

(iii) There shall be evidence that the comprehensive plan for evaluation is being implemented and that evaluative data is used for ongoing program improvement.
(i) Definition list:

(ii) Accreditation: A volunteer, non–governmental peer review process by the higher education community. Institutional accreditation applies to the entire institution, whereas nursing program accreditation applies to program accreditation by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC).

(iii) Accrediting Agency: A regional accrediting association or national accrediting agency approved by the U.S. Department of Education (US DOE) and/or the Council on Higher Education Accreditation (CHEA).

(iii) Advanced Placement: A process in which students meet specific criteria to enter a nursing program curriculum at a point beyond the beginning of the identified course of study.

(iv) Allied Health Faculty: Educators in other disciplines, academically and experientially qualified, who are able to provide specialized instruction in a nursing education program.

(v) Approval: The process by which the board evaluates and grants official recognition and status to nursing educational programs that meet board established standards. The status assigned may be developmental, initial, provisional, conditional, or full approval. Any level of approval may also be denied or withdrawn.

(vi) Board: The Wyoming State Board of Nursing (WSBN).

(vii) Clinical preceptor: A nurse who has undergone specific education/training to serve as a role model, resource, and coach for nursing students engaged in learning activities at practice sites. The clinical preceptor functions under the direction of the Nurse Educator.

(viii) Clinical Teaching Associate: A registered nurse who may contribute to classroom and clinical instruction in collaboration with and under the direction of a Nurse Educator.

(ix) Competency/Competencies: The knowledge, values, abilities, and interpersonal, clinical reasoning, and psychomotor skills expected for safe and effective nursing practice.

(x) Consortium: An association or collection of educational institutions with common goals.

(xi) Direction: Monitoring and guiding the practice of another through written or verbal communication; the intermittent observation, guidance, and evaluation of the nursing practice of another by a licensed physician, advanced practice registered nurse, dentist, or registered professional nurse who may only occasionally be physically present.
(xii) Faculty: Indicates global inclusion of nurse educators and clinical teaching associates.

(xiii) Faculty Member: An individual nurse educator or clinical teaching associate.

(xiv) Innovative Approach: A creative nursing education strategy that departs from the current rule structure and requires board approval for implementation.

(xv) National Accreditation: Same as accreditation.

(xvi) Nurse Educator: Faculty member with a master’s degree in nursing qualified by experience and/or certification in a specialty to teach in a nursing education program and is responsible for the development and/or implementation of the nursing education program including curriculum, policies, student advising, evaluation, mentoring, and collaboration with program faculty and clinical teaching associates. The term includes all nurse faculty members regardless of rank who have responsibility for development and implementation of the program.

(xvii) Nursing Education Program: Any nursing education program in this state leading to a degree in nursing or eligibility to take a nursing licensure or nursing certification exam.

(xviii) Outcomes: Statements of or measurements related to the expected knowledge, skills, values, and abilities to be gained by students through completion of the nursing education program or a segment thereof.

(xix) Practice Site: A location or situation in which nursing experience with actual patient/client individuals or groups is obtained.

(xx) Practicum: A course or session in which a student obtains experience in nursing in either a laboratory or practice site.

(xxii) Program: A nursing education program that prepares graduates for licensure or certification as practical nurses, registered nurses, or advanced practice nurses. The terms “nursing program,” or “nursing education program” as used in these rules, are synonymous with “Program.”

(xxii) Site Visit: Representatives(s) of the board go to the location of a program for specific purpose(s) which may include a survey for approval.

(xxiii) Standards of Approval: Authoritative statements that set expectations for a program to achieve and maintain for approval status.

(xxiv) Supervision: The immediate physical availability of a licensed physician, advanced practice registered nurse, dentist or registered professional nurse for the purpose of providing assistance, coordination and evaluation of the practice of another.