

# **NURSES ASSOCIATION OF NEW BRUNSWICK**

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## **APPROVAL OF UNIVERSITY NURSING PROGRAMS IN NEW BRUNSWICK**

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**2006**

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## TABLE OF CONTENTS

---

Introduction.....	2
Approval Criteria .....	3
Approval Process .....	7
Approval Process for a Changing Program.....	9
Approval Status .....	10
NANB Staff Resource Person .....	11
Approval Team .....	12
Responsibilities of the Approval Team.....	13
Responsibilities of the School of Nursing .....	14
School Visit .....	14
Appeal Process.....	15
Data Collection Tool.....	15
Evaluation of the Approval Process .....	16
Glossary of Terms.....	16
Tool for Approval of University Nursing Programs in NB.....	17
APPENDIX A: NANB Standards for Nursing Practice	
APPENDIX B: NANB Entry-Level Competencies	

## APPROVAL OF UNIVERSITY NURSING PROGRAMS

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### INTRODUCTION

This document identifies the indicators relevant to each standard for nursing education which serves as a basis for the assessment of university nursing programs in New Brunswick. This assessment is part of the approval of schools of nursing which is a legislated responsibility of the Nurses Association of New Brunswick [*Nurses Act*, 1984, Part II, Article 5.1 (d) and (e)].

The indicators are based on *Standards for Nursing Education in New Brunswick*, (2005). They have been developed through the Nursing Education Advisory Committee in consultation with the university schools of nursing and approved by the NANB Board of Directors. The primary use of the standards and indicators are for program approval. For the purpose of the approval process, indicators are listed for each standard. These indicators serve as examples of an activity which demonstrates how a standard may be applied. The Standards statements are broad in nature. The corresponding indicators describe the Standards statements by illustrating how each standard is met. The indicator provides the criteria against which the school's actual performance may be measured.

The purpose of the NANB approval process is to ensure that Entry-Level Nursing Education Programs meet the NANB *Standards for Nursing Education in New Brunswick* (2005). The approval process is also intended to stimulate growth in the Nursing Education Program and fulfill one mandate of the NANB, that of the public protection.

Graduates of NANB's approved programs are:

- eligible to write the Canadian Registered Nurse Examination;
- prepared to practise according to the Canadian Nurses Association's *Code of Ethics for Registered Nurses* and the NANB's *Standards for Nursing Practice*; and
- capable of practising nursing as described in the NANB Entry-Level Competencies.

## **APPROVAL CRITERIA**

The NANB's *Standards for Nursing Education* serves as the framework for the NANB University Nursing Program Approval Process. The approval criteria is based on the Standard's indicators.

### **STANDARD I**

**The CURRICULUM provides learning experiences across the life span necessary for students to achieve the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.**

#### **Indicators:**

- 1.1 The philosophy, mission, curriculum framework and goals of the nursing education program grounded in the requirements for professional nursing practice in New Brunswick
- 1.2 The curriculum describes the full program of studies including the organizing structure of the curriculum, courses in nursing, the biological and physical sciences, the behavioral and social sciences, and the humanities.
- 1.3 The curriculum describes the process (eg. teaching approaches, nature of interactions/transactions, values) through which students learn.
- 1.4 Learning activities (eg. classes/seminars/conferences, laboratory experiences or combinations of these or equivalent approaches) and the clinical fieldwork experiences provide students with the opportunity to meet outcomes/goals/objectives.
- 1.5 The curriculum is responsive to trends in the health care delivery:
  - a) nursing practice and nursing research;
  - b) education;
  - c) health and service delivery; and
  - d) society.
- 1.6 The curriculum addresses trends, issues, legal and ethical considerations in nursing within a primary health care framework.
- 1.7 Learning takes place in a broad context that is sensitive to linguistic, ethnic, spiritual, cultural and social diversity.

- 1.8 Systematic and continuous evaluation of all curriculum components, including the goals/objectives/outcomes, learning activities and student evaluation methods, is carried out by students, graduates, clients, employers, educators and researchers to ensure ongoing development, maintenance and enhancement of the curriculum.
- 1.9 The curriculum prepares students to work collaboratively within nursing and other disciplines/care providers.

## **STANDARD II**

**The PROGRAM has sufficient fiscal, human, physical, clinical resources, facilities, services and policies to support students to achieve the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.**

### **Indicators:**

- 2.1 The organizational structure, leadership and committee system supports the administration of the program.
- 2.2 There are appropriate resources (fiscal, physical, human, clinical) to facilitate the creation and implementation of the curriculum and to foster its ongoing improvement.
- 2.3 Nursing faculty possesses theoretical nursing knowledge and maintains clinical expertise appropriate to their teaching responsibilities.
- 2.4 Nursing faculty works in a university culture where the sharing of a common philosophy and values is fostered through peer support, teamwork and team building.
- 2.5 Research and scholarly activities that contribute to the extension and expansion of nursing knowledge and curriculum development are conducted by nursing faculty.
- 2.6 The clinical learning activities and clinical placements provide sufficient opportunities for students to meet curriculum goals/objectives/outcomes:
  - a) there is a minimum of 1400 hours of relevant clinical practice in a variety of interdisciplinary practice settings. These practice settings include and are not limited to nursing homes, acute care, community and laboratory;
  - b) the nursing component as measured by credits and course hours comprises not less than 50% of the program;
- 2.7 Continuous program evaluation includes feedback from students, graduates, clients, employers, educators and researchers.

- 2.8 Library resources, including books, journals, computers, audio-visual and other learning resources are current, available, accessible and in sufficient quantity to meet the curriculum goals/objectives.
- 2.9 Distance education, exchanges and linkages between the university campuses and programs are promoted.
- 2.10 Physical facilities, such as classrooms, seminars and conference rooms, computer and other laboratories for skill practice, study space and private meeting rooms for feedback on clinical performance are adequate to meet the requirements of the curriculum.
- 2.11 Significant enrollment trends, including but not confined to, admissions, attrition and graduation are monitored and documented including any proactive corrective action taken or planned.

### **STANDARD III**

**STUDENTS meet admission criteria and during their participation in the nursing education program, demonstrate progress towards achieving the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.**

#### **Indicators:**

- 3.1 Students meet established university admission requirements which:
  - a) are congruent with the requirements for registration for nursing practice in New Brunswick;
  - b) include prerequisites that provide reasonable assurance of success in the program;
  - c) include a selection procedure established by the school/faculty.
- 3.2 Students recruitment strategies are promoted to attract best-qualified students in sufficient numbers.
- 3.3 The student evaluation system provides evidence that students are progressing towards the goals/objectives and expected outcomes of the curriculum and developing the competencies required by the entry level nurse.
- 3.4 Policies and procedures for students, established by the university are followed for promotion, failure, withdrawal, appeal, re-admission and graduation from the program.

## **STANDARD IV**

**GRADUATES of the program are prepared to practice according to professional practice and ethical standards and have achieved the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.**

### **Indicators:**

- 4.1 Final evaluation of graduating students confirms that the students have achieved the goals/objectives/outcomes of the program and the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.
- 4.2 Trends in graduates' performance on the Canadian Registered Nurse Examination are identified. When necessary, action is taken by the nursing education programs if graduate performance falls below an acceptable rate of success.
- 4.3 Graduates meet the NANB Standards of Practice for Registered Nurses and the entry level competencies of the graduate nurse as documented through employer evaluation of their performance in their practice setting.
- 4.4 Graduates meet the NANB Standards of Practice for Registered Nurses and the entry level competencies of the graduate nurse as documented by the graduates' self evaluation of their performance in the practice setting.
- 4.5 Undergraduate credits and experience accumulated during the program are recognized, transferable and are portable nationally.
- 4.6 Graduates are prepared to pursue lifelong learning opportunities and apply the principles of continuous learning (e.g. maintaining a record of significant activities and experiences).

## **NANB APPROVAL PROCESS**

The approval of all New Brunswick schools of nursing is a legislated responsibility of the Nurses Association of New Brunswick (NANB) [*Nurses Act*, 1984, Part II, Section 5.1 (d) and (e)]. The development and application of Standards for Nursing Education is one of the Association's primary methods of ensuring quality care to the people of New Brunswick.

The NANB Nursing Education Advisory Committee has the responsibility to act in an advisory capacity to the NANB Board of Directors in relations to the *Standards for Nursing Education* used in approval of schools of nursing. The final responsibility for approval of schools of nursing rests with the Board of Directors.

### **Frequency of School Approval**

New Brunswick schools of nursing must be approved every five years.

In extenuating circumstances, schools may request a deferral of the approval process for twelve months.

### **Confidentiality**

All communications about the approval of a school are confidential. When the procedure is complete, the approval status of a school given by the Board of Directors will be considered public information.

## OVERVIEW

Approval Process	Time Lines
1. Notification to the university of intent to conduct an approval visit	At least 12 months prior to approval visit
2. Soliciting, selecting and hiring of approval team members. Involvement of school of nursing	9 to 12 months prior to approval visit
3. Revisions to the approval tool	9 to 12 months prior to approval visit
4. Presentation of the members of the approval team and the approval tool to the Board for considerations	9 to 12 months prior to approval visit
5. Final negotiation with the approval team and signing of contract	6 months prior to approval visit
6. Request for information to the nursing school, i.e. approval tool as a basis for self-evaluation	20 weeks prior to the visit
7. The school of nursing will submit all requested documents to the NANB staff resource person (four copies of each)	6 weeks prior to the visit
8. The approval team visit is planned to include all campuses/delivery sites, over a period of 5 days	
9. The approval team leader submits to NANB a written report including its recommendation on the approval status and any recommendations deemed appropriate	3 weeks following the visit
10. The team report is then forwarded by NANB to the school of nursing. The school of nursing may respond in writing to NANB	2 weeks of receiving the report
11. The Nursing Education Advisory Committee reviews the report and makes recommendations to the Board	
12. The Board of Directors gives a ruling on approval including any recommendations and informs the university of its decision	Immediately following the Board meeting
13. If the approval is deferred, the nursing education committee will oversee follow-up activities	12 months following the approval deferred status

## **APPROVAL PROCESS FOR A CHANGING PROGRAM**

The school of nursing shall advise the NANB if substantial changes to the nursing program are being planned for implementation within the approval time frame (5 years).

Substantial changes would include, but are not limited to, alteration in the approved nursing program which would probably jeopardize the ability of the graduates to meet the NANB Entry-Level Competencies and professional practice requirements.

A substantial change in the program philosophy, conceptual framework, curriculum content, severe alterations in learning activities including clinical, changes in faculty resources would impact on the implementation of the approved program.

Once a change in the program has been identified, the Nursing Education Advisory Committee will, upon review of the change, recommend if the change needs further assessment. This will be based on whether the change is viewed as being positive or negative to the approved program as a whole.

## **APPROVAL STATUS**

**Approval Granted** School is functioning at a satisfactory level in keeping with the standards for nursing education in New Brunswick. The approval status is granted for a five year period.

Notwithstanding the above, a school may be directed to implement minimal recommendation and report on same within a year from the time the report is received.

**Approval Deferred** Approval withheld for the time being; recommendations are made aimed at the deficiencies of the school in meeting the standards.

Action to address the recommendations be initiated within 12 months after the date of the report is received.

**Approval Denied** When a school that has been given a deferred approval status fails to present sufficient evidence that the standards are being addressed 12 months after the time when the approval was deferred, approval is denied.

## **NANB STAFF RESOURCE PERSON**

In relation to the nursing education approval process, the NANB staff resource person is responsible for:

1. Informing, advising and supporting nursing programs preparing for the approval visit. The NANB staff resource person is available to visit the school to discuss the approval process and also to do a follow-up as required following the approval visit.
2. Consulting with the approval team members prior to, during, and following the visit and responding to general inquiries and correspondence related to the approval process. The NANB staff resource person does not participate in the decision making about the approval status of a program.
3. The NANB staff resource person serves as an ex-officio member of the approval team. This role is comprised of secretariat responsibilities, such as preparing the visit agenda in consultation with members of the approval team and the nursing program, facilitating the visit to the program site(s) and facilitating the work of the members of the approval team.

## **APPROVAL TEAM**

The approval team will consist of three members:

1. A team leader:

- a nurse educator with a doctoral degree;
- current experience in nursing education at the level being evaluated;
- current knowledge of curriculum needs based on the present health care system;
- experience in nursing education program evaluation would be an asset; and
- fluent in the language of the school being visited.

2. Two team members:

- nurses with a minimum of a master's degree;
- one or both members has current experience in nursing education at the level being evaluated;
- one member must have current experience in nursing practice or administration;
- both members have current knowledge of curriculum needs based on the present health care system;
- experience in program evaluation for both members would be an asset; and
- both members be fluent in the language of the school being visited.

## **RESPONSIBILITIES OF THE APPROVAL TEAM**

1. Prior to the approval visit, review all documents submitted. Attend all briefing and orientation sessions.
2. During the approval visit, meet with appropriate representatives from the school and clinical agencies, visit educational and clinical facilities, verify and clarify additional documents.
3. At the end of the approval visit, present a verbal report to the school of general findings and recommend approval status.
4. Submit to the NANB Nursing Education Advisory Committee a final written report within three weeks of the visit. This report will contain the collected data presented in a form based on the NANB's *Standards for Nursing Education*. Indication will be given as to whether each indicator is being met satisfactorily or not. The report will also list strengths and weaknesses of the program, as well as areas in need of improvement. The report will also contain a recommendation regarding approval.

## **RESPONSIBILITIES OF THE SCHOOL OF NURSING**

The school of nursing must:

- submit to NANB the required documents specified in the *Tool Approval of University Nursing Programs in New Brunswick*;
- suggest dates for the site visit which will permit that approval team to observe various activities;
- schedule meetings with university administration, faculty, students, clinical agencies and others as appropriate; and
- collaborate with requests from team members for additional documents and/or meetings with key players.

## **SCHOOL VISIT**

The visit will be planned for a period which will accommodate each delivery site. The visiting schedule will include additional days to allow time for preparation, travel, record keeping and follow-up. The activities of the visit may change according to the team and the particular school situation.

Administrative process, committee structure, school, records, the report of the last approval visit, and other relevant matters and structures will be reviewed. The visit will include observation of students in classroom and clinical situations. The team, individually or together, will meet with small groups of students, small groups of faculty, individual faculty members, or administrators of major clinical facility (ies), as well as University administrators. The meeting will be arranged in advance of the school visit with as much notice as possible.

The team will meet with the faculty on the last day of the visit to give a brief verbal report. This will include comments on the indicators being met or not being met and may also include discussion of the strengths of the program(s) and suggestions for improvement, if appropriate. The school may provide clarification or additional information during this meeting.

## **APPEAL PROCESS**

A school of nursing may appeal the approval status. The notice of intent to appeal must be submitted to the Board of Directors of NANB within 30 days of receipt of the approval status and the report.

When a decision is appealed, the previous approval status is maintained until the disposition of the appeal.

Upon receipt of the appeal notice, the NANB Board names an appeal panel within two weeks.

The appeal panel will be composed of three individuals: two nurse educators; one of these being from administration, the third member will be an educator with a specialty in evaluation. This individual may be a nurse or non-nurse. The members of the appeal panel may not be a member of the Nursing Education Advisory Committee, a member of the faculty of the school appealing, or a member of the Board of Directors. All members must be acceptable to the school requesting the appeal.

Representatives for the school shall present a written rationale for the appeal and may meet with the appeal panel to answer questions and provide additional information.

The appeal panel rules within three months, either to uphold the original decision or to request the Board of Directors to reconsider its decision.

## **THE DATA COLLECTION TOOL**

For the nursing school, the tool:

1. serves as a means to prepare for the approval visit;
2. serves as a guide for self-evaluation by indicating if each indicator is met/partially met/not met; and
3. lists additional information as requested for each standard.

For the approval team, the tool:

1. serves as a means to prepare for the onsite approval visit;
2. gives direction for data gathered during the visit; and
3. guides the approval team in writing the approval visit report.

## EVALUATION OF THE APPROVAL PROCESS

Once the approval process is completed, the NANB staff resource person shall initiate an evaluation of the approval process. The approval team members, as well as the school of nursing, shall provide evaluation feedback.

## GLOSSARY OF TERMS

- Accreditation:** a voluntary process of assessment and recognition by a national body.
- Approval:** a compulsory process of assessment and recognition by a provincial body. The process is based on standards and competencies required for registration with the provincial regulatory body.
- Classroom Hours:** time that students spend in theory acquisition and in lectures and seminars.
- Clinical Hours:** time that students spend in clinical nursing practice.
- Entry-level Competencies:** the integrated knowledge, skill, personal attributes and judgement demonstrated by the entry-level practitioner.
- Graduates:** a nurse who has successfully met the requirements of an approved nursing program.
- Lab Hours:** time that students spend in acquiring nursing skills and competencies using simulation in a laboratory setting.

**Tool for Approval of University Nursing Programs in New Brunswick**

**2005**

**STANDARD I : CURRICULUM**

**The curriculum provides learning experiences across the life span necessary for students to achieve the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.**

Indicators	*3	*2	*1	Documents from school	Follow-up during visit
1.1 The philosophy, mission, curriculum framework and goals of the nursing education program grounded in the requirements for professional nursing practice in New Brunswick					
1.2 The curriculum describes the full program of studies including the organizing structure of the curriculum, courses in nursing, the biological and physical sciences, the behavioral and social sciences, and the humanities.					
1.3 The curriculum describes the process (eg. teaching approaches, nature of interactions/transactions, values) through which students learn.					
1.4 Learning activities (eg. classes/seminars/conferences, laboratory experiences or combinations of these or equivalent approaches) and the clinical fieldwork experiences provide students with the opportunity to meet outcomes/goals/objectives.					

- \*3 – Met
- \*2 – Partially met
- \*1 – Not met

<b>STANDARD I : CURRICULUM</b>						
<b>Indicators</b>		<b>*3</b>	<b>*2</b>	<b>*1</b>	<b>Documents from school</b>	<b>Follow-up during visit</b>
1.5	The curriculum is responsive to trends in the health care delivery: a) nursing practice and nursing research; b) education; c) health and service delivery; and d) society.					
1.6	The curriculum addresses trends, issues, legal and ethical considerations in nursing within a primary health care framework.					
1.7	Learning takes place in a broad context that is sensitive to linguistic, ethnic, spiritual, cultural and social diversity.					
1.8	Systematic and continuous evaluation of all curriculum components, including the goals/objectives/outcomes, learning activities and student evaluation methods, is carried out by students, graduates, clients, employers, educators and researchers to ensure ongoing development, maintenance and enhancement of the curriculum.					
1.9	The curriculum prepares students to work collaboratively within nursing and other disciplines/care providers.					

\*3 – Met

\*2 – Partially Met

\*1 – Not met

**Additional Information**

- a) A copy of the curriculum (basic program)
- b) The mean in which nursing service representatives and students participate in curriculum development
- c) A copy of the forms used for evaluating the student's clinical performance

**STANDARD II : PROGRAM**

**The program has sufficient fiscal, human, physical, clinical resources, facilities, services and policies to support students to achieve the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.**

Indicators	*3	*2	*1	Documents from school	Follow-up during visit
2.1 The organizational structure, leadership and committee system supports the administration of the program.					
2.2 There are appropriate resources (fiscal, physical, human, clinical) to facilitate the creation and implementation of the curriculum and to foster its ongoing improvement.					
2.3 Nursing faculty possesses theoretical nursing knowledge and maintains clinical expertise appropriate to their teaching responsibilities.					
2.4 Nursing faculty works in a university culture where the sharing of a common philosophy and values is fostered through peer support, teamwork and team building.					
2.5 Research and scholarly activities that contribute to the extension and expansion of nursing knowledge and curriculum development are conducted by nursing faculty.					

\*3 – Met

\*2 – Partially Met

\*1 – Not met

STANDARD II : PROGRAM					
Indicators	*3	*2	*1	Documents from school	Follow-up during visit
<p>2.6 The clinical learning activities and clinical placements provide sufficient opportunities for students to meet curriculum goals/objectives/outcomes:</p> <p>a) there is a minimum of 1400 hours of relevant clinical practice in a variety of interdisciplinary practice settings. These practice settings include and are not limited to nursing homes, acute care, community and laboratory;</p> <p>b) the nursing component as measured by credits and course hours comprises not less than 50% of the program;</p> <p>2.7 Continuous program evaluation includes feedback from students, graduates, clients, employers, educators and researchers.</p> <p>2.8 Library resources, including books, journals, computers, audio-visual and other learning resources are current, available, accessible and in sufficient quantity to meet the curriculum goals/objectives.</p>					

\*3 – Met

\*2 – Partially Met

\*1 – Not met

STANDARD II : PROGRAM					
Indicators	*3	*2	*1	Documents from school	Follow-up during visit
2.9 Distance education, exchanges and linkages between the university campuses and programs are promoted.					
2.10 Physical facilities, such as classrooms, seminars and conference rooms, computer and other laboratories for skill practice, study space and private meeting rooms for feedback on clinical performance are adequate to meet the requirements of the curriculum.					
2.11 Significant enrollment trends, including but not confined to, admissions, attrition and graduation are monitored and documented including any proactive corrective action taken or planned.					

\*3 – Met

\*2 – Partially Met

\*1 – Not met

**Additional Information:**

- a) provide four copies of the program brochure
- b) evidence of coordination of clinical experiences across the program
- c) list of current full-time and part-time faculty, their academic preparation, their date of initial appointment at the University, their tenure track status, their current teaching responsibilities, their relevant clinical preparation, their percentage of time spent in teaching, practice, research and administration
- d) provide information on the demographics of the faculty for the past 5 years (full-time, sessional, tenured, tenured track)
- e) copy of the faculty orientation program
- f) present copy of the organizational chart representing the internal and external relations to the faculty
- g) a copy of the criteria for faculty's performance appraisal, including the student's evaluation criteria of faculty
- h) method used to ensure liaison between the nursing faculty and the provincial professional association
- i) names of health care agencies involved in the education of students
- j) provide an example of the written agreements between the University and the cooperating agencies
- k) how is the liaison between the faculty and the appropriate staff of the affiliated agencies ensured?
- l) the approval team may seek the evidence of the existence and confidentiality of the faculty, students and school files

**STANDARD III : STUDENTS**

**Students meet admission criteria and during their participation in the nursing education program, demonstrate progress towards achieving the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.**

Indicators	*3	*2	*1	Documents from school	Follow-up during visit
<p>3.1 Students meet established university admission requirements which:</p> <ul style="list-style-type: none"> <li>a) are congruent with the requirements for registration for nursing practice in New Brunswick;</li> <li>b) include prerequisites that provide reasonable assurance of success in the program;</li> <li>c) include a selection procedure established by the school/faculty.</li> </ul> <p>3.2 Students recruitment strategies are promoted to attract best-qualified students in sufficient numbers.</p> <p>3.3 The student evaluation system provides evidence that students are progressing towards the goals/objectives and expected outcomes of the curriculum and developing the competencies required by the entry level nurse.</p> <p>3.4 Policies and procedures for students, established by the university are followed for promotion, failure, withdrawal, appeal, re-admission and graduation from the program.</p>					

\*3 – Met

\*2 – Partially Met

\*1 – Not met

**Additional Information:**

- a) a copy of the established policies and procedures regarding student's admission, promotion, graduation, right to be heard, right to appeal, financial assistance, health care services and guidance services.
- b) provide information on student attrition for the last 10 years (admitted, transfer, readmission, and attrition rate). The information must include all delivery sites.
- c) the approval team may seek the evidence of the existence and confidentiality of student files.

**STANDARD IV : GRADUATES**

**Graduates of the program are prepared to practice according to professional practice and ethical standards and have achieved the competencies required for the entry level nurse as defined by the Nurses Association**

**of New Brunswick.**

<b>Indicators</b>	<b>*3</b>	<b>*2</b>	<b>*1</b>	<b>Documents from school</b>	<b>Follow-up during visit</b>
4.1 Final evaluation of graduating students confirms that the students have achieved the goals/objectives/outcomes of the program and the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.					
4.2 Trends in graduates' performance on the Canadian Registered Nurse Examination are identified. When necessary, action is taken by the nursing education programs if graduate performance falls below an acceptable rate of success.					
4.3 Graduates meet the NANB Standards of Practice for Registered Nurses and the entry level competencies of the graduate nurse as documented through employer evaluation of their performance in their practice setting.					
4.4 Graduates meet the NANB Standards of Practice for Registered Nurses and the entry level competencies of the graduate nurse as documented by the graduates' self evaluation of their performance in the practice setting.					

\*3 – Met

\*2 – Partially Met

\*1 – Not met

STANDARD IV : GRADUATES					
Indicators	*3	*2	*1	Documents from school	Follow-up during visit
4.5. Undergraduate credits and experience accumulated during the program are recognized, transferable and are portable nationally.					
4.6 Graduates are prepared to pursue lifelong learning opportunities and apply the principles of continuous learning (e.g. maintaining a record of significant activities and experiences.					

\*3 – Met

\*2 – Partially Met

\*1 – Not met

**Additional information:**

- a) information received from the graduates of the past five years and the graduates’ employers in the development of the program.

**Name of University School of Nursing:** \_\_\_\_\_

**Signature of Dean:** \_\_\_\_\_

**Date:** \_\_\_\_\_