NORTH CAROLINA BOARD OF NURSING
GUIDELINES FOR PROGRAM DESCRIPTIVE REPORT

PURPOSE

The Program Descriptive Report (PDR) is based on an in-depth study of the program in relation to 21NCAC 36.0303 - .0323. The PDR is the method for the program to supply evidence to verify compliance with the rules.

The purposes of the PDR are to:

1.   Assist the program in reviewing existing strategies for implementation of the program in relation to 21NCAC 36.0303 - .0323;

2.   Facilitate identification of program strengths and weaknesses in relation to 21NCAC 36.0303 - .0323;

3.   Provide a database to enhance decisions regarding needed improvements for strengthening the program;

4.   Assist the Education Consultant of the Board in gathering data about the program, which will be used in preparing a report for the Board of Nursing.

REPORT FORMAT AND PROCESS

All program faculty should be involved in preparation of the PDR. The evidence, which must be included in the PDR relative to compliance with rules, is specified underneath each section heading. Please be sure to include all evidence requested:

- submitted at least 30 days prior to the review or as directed by the program's education consultant
- submitted on a flash drive along
- one organized hard copy in a notebook
- each section of the report clearly identified
- 12 point font size
- must be paginated
- evidence may relate to more than one rule
- do not repeat evidence in more than one section

The following materials are to be maintained by the program and available for review if requested:

- Minutes (nursing faculty, nursing faculty committee, nursing student body) – past 2 years
- Evaluation of learning experiences in affiliating clinical agencies
- College/University Faculty Handbook and Program Faculty Handbook
- Evaluation of nursing faculty by Nursing Program Director/Dean (most recent)
- Evaluation of Nursing Program Director/Dean by immediate supervisor
- Summaries of all completed course/program evaluation tools identified in program
- Evaluation plan and outcomes (faculty and student evaluation of courses, student evaluation of class and clinical instruction) – past 2 years
- Data collected for program improvement – past 2 years
- Results of standardized tests administered to nursing students – past 2 years
- All exams for each course for last offering including range and distribution of grades for the course
- Samples of completed nursing student assignments from each course for last offering including nursing faculty evaluation of student clinical performance. Samples should be representative of grade distribution for the course.
- Documentation related to any student or faculty appeals – last 5 years.
- Records for ALL students currently enrolled in the nursing program and the last graduating class. Records may remain in usual locations, but should be pulled to facilitate the review. Hard copies of computer documents should be available.

REPORT FORMAT

.0317 ADMINISTRATION

Evidence to include in PDR
Describe the budget preparation process.
Organizational chart for the: (1) institution (2) nursing department.
Dean/Director position description and qualifications.
Describe administrative support services for nursing program. Include number and type (administrative, faculty, full and part-time) of people supported, responsibilities outside of the nursing department, and comparison with other academic units within the college/university. Include other resources available to program.
Provide data on appeals form. (Form A)
Provide data on student/faculty clinical ratios form. (Form B)
Submit the total program evaluation plan to include the following: (1) students' achievement of program outcomes; (2) evidence of program resources including fiscal, physical, human, clinical and technical learning resources; student support services, and the availability of clinical sites and the viability of those sites adequate to meet the objectives of the program; (3) measures of program outcomes for graduates; (4) evidence that accurate program information for consumers is readily available; (5) evidence that the head of the academic institution and the administration support program outcomes; (6) evidence that program director and program faculty meet board qualifications and are sufficient in number to achieve program outcomes; (7) evidence that the academic institution assures security of student information; (8) evidence that collected evaluative data is utilized in implementing quality improvement activities; and (9) evidence of student participation in program planning, implementation, evaluation and continuous improvement. *A template/example of a comprehensive program evaluation plan is available upon request from your NCBON education consultant. **The plan should reflect program revisions based on data along with the effect of any revisions.

.0318 FACULTY

Evidence to include in PDR
Position descriptions for program director, full-time and part-time nursing faculty.
Provide all data requested on *Faculty Vitae Addendum* form for both full-and part-time faculty. (NOTE: Copies of faculty vitae previously submitted to the Board are not required). (Form C)
Statement describing full and part-time faculty involvement in the curriculum.
Statement of non-nursing faculty meeting institutions accreditation requirement.
Describe the process used in evaluation of nurse faculty.

Describe the process used for evaluation of the program director.
Describe faculty role in student admission, progression, and graduation.
Describe how preceptors are selected, oriented, utilized, and evaluated in the program.
List ALL full-time and ALL part-time faculty working in the current year with highest degree earned.

.0320 STUDENTS

Evidence to include in PDR
Submit College Catalog, Nursing Student Handbook, and other documents relative to published admission criteria for College and nursing program.
Data on pre-entrance examination form. (Form D)
Data on current class form. (Form E)
Data on nursing student dismissals form. (Form F)
Data on criteria for progression form. (Form G)
3-year NCLEX pass rate form. (Form H)
Provide copy of physical/emotional assessment form your program utilizes.

.0321 CURRICULUM

Evidence to include in PDR
Provide a copy of the program philosophy, purposes, and objectives/outcomes.
Provide a copy of the curriculum documents, which includes all syllabi, unit objectives and calendars.
Include clinical rotation schedules for nursing clinical courses that indicate agency by name, clinical faculty, students, dates, days, and time.
Provide clinical evaluation tools for each clinical course.

.0322 FACILITIES

Evidence to include in PDR
Statement of adequacy of classrooms, furniture, and equipment available to support teaching strategies.
Describe office space for nurse faculty. If offices are shared, indicate how many and provisions for privacy.
Describe the process for nurse faculty involvement in acquisitions/deletions of learning resources.
Describe how learning resources are allocated to programs and disposal of deleted materials.
Describe the library/learning resource space used by nurse faculty and nursing students.
Describe electronic technology available to nurse faculty and nursing students.

.0323 RECORDS AND REPORTS

Evidence to include in PDR
Describe where and how official nursing program records are maintained.
Description of process for maintaining student records.
Indicate who controls access to each type of record.

PROGRAM DESCRIPTIVE REPORT

TO: **North Carolina Board of Nursing**

FROM: _____

                              (Nursing Program)

               _____

                                   (Address)

               _____

                    Signed: _____

                              Administrator of Educational Unit in Nursing

                       Title: _____

                       Date: _____

FORM A: STUDENT APPEALS
(Last Five Years)

Policy	Where Published	Was Published Appeal Policy Followed	Nature of Formal Challenges/Appeal(s)	Outcome: Appeal Granted or Denied

FORM B: FACULTY/STUDENT RATIO IN CLINICAL GROUPS FOR LAST OFFERING

Course Number	Enrollment	Number of Clinical Groups	Number of Students Per clinical group	Number of Full-time Faculty (identify if faculty are doing more than 1 group)	Number of Part-Time Faculty (identify if faculty are doing more than 1 group)

FORM C
Faculty Name and Credentials:_____

CURRICULUM VITAE ADDENDUM FOR PDR
Current and previous two semesters teaching assignment

Fall (Year)		Spring (Year)		Summer (Year)	
Course	Theory/Clinical	Course	Theory/Clinical	Course	Theory/Clinical

COMMITTEE MEMBERSHIP
(NURSING AND COLLEGE UNIVERSITY)
(Current academic year)

Name of Committee	Dates Served

FORM C (cont'd)

PROFESSIONAL DEVELOPMENT
(Last year only)

Title of Activity	Dates	Sponsoring Agency

This faculty member (check one):

1. ____Meets the teaching/learning preparation requirement, or

2. ____Has an approved plan to meet the teaching/learning preparation requirement by

_____(semester and year)

FORM D: PRE-ENTRANCE EXAMINATION REPORT
FOR ADMISSION TO NURSING PROGRAM

Tests used in Admission Procedures-Name of Test	**Acceptable Cut-Off Score**	**# Admitted with Scores Below Cut-Off**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FORM E: CURRENT CLASS SIZES

Maximum number of students approved by NCBON _____

Current number of first year nursing students _____

Current number of second year nursing students _____

Total number of nursing students actively enrolled in the nursing program _____

Total number of nursing students to graduate in this academic year _____

Class/Year A	Number Admitted B	Number Readmitted C	Number Transfers D	# Advanced placement E	Voluntary withdrawal F	Academic Dismissal or other involuntary Withdrawal G	# Currently Enrolled H	% Attrition I

FORM F: ALL NURSING STUDENT DISMISSALS
FOR PREVIOUS 2 YEARS
Identify Each Occurrence

Academic Term	Policy Invoked (Specify academic versus clinical)	Level of Student in Program

FORM G: CRITERIA FOR PROGRESSION

Grade required in nursing theory course for progression (number or grade)   _____

Grade required in clinical for progression   _____

GPA required for lower division courses   _____

GPA required for graduation   _____

FORM H: NCLEX PASS RATES

List NCLEX pass rates for the past three years:

Year 1 _____ (most recent year)

Year 2 _____

Year 3 _____

21 NCAC 36 .0120 EDUCATION DEFINITIONS

"Academic term" means one semester of a school year.

"Accountability/Responsibility" means being answerable for action or inaction of self, and of others in the context of delegation or assignment.

"Accredited institution" means an institution accredited by a United States Department of Education approved institutional accrediting body.

"Clinical experience" means application of nursing knowledge in demonstrating clinical judgment.

"Clinical judgment" means the application of the nursing student's knowledge, skills, abilities and experience in making decisions about client care.

"Competent" means having the knowledge, skills and ability to safely perform an activity or role.

"Controlling institution" means the degree-granting organization or hospital under which the nursing education program is operating.

"Curriculum" means an organized system of teaching and learning activities directed toward the achievement of specified learning objectives/outcomes.

"Distance education" means the teaching and learning strategies used to meet the learning needs of students, when the students and faculty are separate from each other.

"Faculty directed clinical practice" means the responsibility of nursing program faculty in overseeing student clinical learning including the utilization of preceptors.

"Focused client care experience" means a clinical experience that simulates an entry-level work experience. The intent is to assist the student to transition to an entry-level practice. There is no specific setting requirement. Supervision may be by faculty and preceptor dyad or direct faculty supervision.

"Interdisciplinary faculty" means faculty from professions other than nursing.

"Interdisciplinary team" means all individuals involved in providing a client's care who cooperate, collaborate, communicate and integrate care to ensure that care is continuous and reliable.

"Level of student" means the point in the program to which the student has progressed.

"Maximum enrollment" means the total number of pre-licensure students that can be enrolled in the nursing program at any one time. The number reflects the capacity of the nursing program based on demonstrated resources sufficient to implement the curriculum.

"Methods of Instruction" means the planned process through which teacher and student interact with selected environment and content so that the response of the student gives evidence that learning has taken place. It is based upon stated course objectives and outcomes for learning experiences in classroom, laboratory and clinical settings.

"Nursing Accreditation body" means a national nursing accrediting body, recognized by the United States Department of Education.

"Nursing program faculty" means individuals employed full or part time by academic institution responsible for developing, implementing, evaluation and updating nursing curricula.

"Pattern of noncompliance" means episodes of recurring non-compliance with one or more Rules in Section .0300.

"Preceptor" means a registered nurse at or above the level of licensure that an assigned student is seeking, who may serve as a teacher, mentor, role model and supervisor for a faculty directed clinical experience.

"Program Closure" means to cease operation of a nursing program.

"Program Type" means a course of study that prepares an individual to function as an entry-level practitioner of nursing. The three program types are:
  (a) BSN - Curriculum components for Bachelor of Science in Nursing provides for the attainment of knowledge and skill sets in the current practice in nursing, nursing theory, nursing research, community and public health, health care policy, health care delivery and finance, communications, therapeutic interventions and current trends in health care. For this program type, the client is the individual, family, group, and community.

  (b) Associate Degree in Nursing (ADN)/Diploma in Registered Nursing - Curriculum components for the ADN/Diploma in Registered Nursing provides for the attainment of knowledge and skill sets in the current practice in nursing, community concepts, health care delivery, communications, therapeutic interventions and current trends in health care. For this program type, client is the individual, group of individuals, and family.

  (c) Practical Nurse Diploma - Curriculum prepares for functioning in a dependent role in providing direct nursing care under the direction of a registered nurse or other health care provider as defined by the Nursing Practice Act. Curriculum components provide for the attainment of knowledge and skill sets in the current practice of practical nursing, communications, therapeutic interventions, including pharmacology, growth and development and current trends in health care. For this program type client is the individual, or group of individuals.

"Review" means collecting and analyzing information to assess compliance with Section .0300 of this Chapter. Information may be collected by multiple methods including review of written reports and materials, on-site observations and review of documents or in person or telephone interview(s) and conference(s).

"Rescind Approval" means a Board action that removes the approval status previously granted.

"Survey" means an on-site visit for the purpose of gathering data in relation to reviewing nursing programs compliance with Section .0300 of this Chapter.