Faculty who teach in the undergraduate pre-licensure options are required to meet North Carolina Board of Nursing (NCBON) standards. It is the responsibility of faculty to meet these requirements and to maintain appropriate documentation verifying their satisfaction of these rules. These standards can be reviewed at the NCBON website at [www.ncbon.org](http://www.ncbon.org) Once at the site, click on Education/Nursing Education Programs in NC/NC Education Rules, section 21 NCAC 36.0318 Faculty (p 36-37). The standards are also attached to this document.

**New Faculty**
The Division Head or Chair reviews the standards with the faculty at the time of hire, including a discussion of how the faculty has met or plans to meet the “preparation in teaching and learning requirement” 21 NCAC 36.0318 (e). If a plan for completion is developed, a target date for completion is agreed upon. The target date for completion of the plan can be no later than three years following the date of hire.

Faculty complete the NC BON Faculty Vitae form as part of the hiring process in OAS. The NCBON Faculty Vitae template can be found on the SON HR faculty orientation website: [http://nursing.unc.edu/faculty-staff/faculty-staff-orientation/epa_orientation/index.htm](http://nursing.unc.edu/faculty-staff/faculty-staff-orientation/epa_orientation/index.htm) under **Mandatory Forms**, and needs to be completed by faculty in an electronic format.

Faculty who are employed to teach periodically at the undergraduate level do **not** need to be reported to the NCBON as new hires if they appear on the current faculty list filed with the NCBON as a part of the Annual Report on November 1. This list can be obtained from OAA.

The completed Faculty Vitae form must be sent by faculty electronically to the Chair or Division Head for review. Following review, the Chair or Division Head will forward the Faculty Vitae to the EPA Coordinator for electronic submission to the NCBON.

OAS will maintain a spreadsheet of the name and date the Faculty Vitae is sent to the NCBON, and the date the NCBON reply is received confirming employment approval. Any conditions on this employment imposed by the NCBON will also be entered. The current version of this spreadsheet will be stored on the “S” drive for access by OAA, Division Heads and Chairs.

Faculty will update data in their electronic Faculty Profile annually.

Faculty will review the status of their teaching/learning requirement plan annually at their evaluation conference with their Division Head or Chair.

**Continuing Faculty**
Currently employed faculty will include, as part of their annual evaluation, their completion or plans to complete the teaching/learning preparation requirement.

Division Head or Chair will discuss the progress/completion of the plans at subsequent annual evaluation conferences.
Faculty will update data in their electronic Faculty Profile annually.

The final date for completion of BON requirements is December 31, 2014.

**Faculty Changing Teaching Assignments:**
It is inevitable that faculty hired to teach at the graduate level may at some time be assigned an undergraduate teaching responsibility. Faculty who begin teaching assignments in the undergraduate program must meet the education standards or develop a plan for meeting the standards within a three year maximum time frame.

The Undergraduate Clinical Site Coordinator (UCSC), using the database maintained by OAS, will review the CCRS one month prior to the start of each semester and verify that all faculty assigned to undergraduate courses have been previously reported to the NC BON. If faculty are identified that have not been previously reported, the UCSC will notify both the appropriate Division Head or Chair and OAS to initiate the reporting process to the NCBON.

**The NC Board of Nursing’s requirements for faculty are:**

**21 NCAC 36 .0318 FACULTY**

(e) Nursing faculty who teach in a program leading to initial licensure as a nurse shall:

(1) hold either a baccalaureate in nursing or a master's degree in nursing from an accredited institution;
(2) if employed after December 31, 1983, have two calendar years or the equivalent of full time clinical experience as a registered nurse;
(3) prior to or within the first three years of employment, have preparation in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation, appropriate to assignment. This preparation may be demonstrated by one of the following:
   (A) completion of 45 contact hours of continuing education courses;
   (B) completion of a certificate program in nursing education;
   (C) nine semester hours of education coursework;
   (D) national certification in nursing education; or
   (E) documentation of successful completion of structured, individualized development activities of at least 45 contact hours approved by the Board. Criteria for approval include content in the faculty role within the curriculum implementation, objectives to be met and evaluated, review of strategies for identified student population and expectations of student and faculty performance;
(4) by December 31, 2010, all current faculty shall meet the requirements in Subparagraph (e)(3) of this Rule;
(5) maintain competence in the areas of assigned responsibility; and
(6) have current knowledge of nursing practice for the registered nurse and the licensed practical nurse.

Approved by Academic Affairs Council 10/09/07
Faculty are able to meet the preparation in teaching and learning requirements through a combination of methods as indicated by the NC Board of Nursing. The Division Head or Chair will review the faculty member’s plan and selected methods for meeting the requirements and will discuss the progress/completion of the plan at annual evaluation conferences. One of the methods, (e)(3)(E), allows for the development and completion of structured, individualized learning activities in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation. Faculty members who select this method for meeting part or all of the requirements will complete a self assessment of their current and future practices as a nurse educator. For this self assessment faculty are advised to use a reflective practice approach and resources available at the Board of Nursing’s website at http://www.ncbon.com/prac-contcomp.asp. From this assessment faculty will identify their needs for preparation in teaching and learning principles and for competent performance in their educator role. Faculty will develop an individualized learning plan that specifies their objectives, the learning activities they will complete, evidence to demonstrate their achievement, timelines, and assessment of progress and achievement (see Faculty Development Learning Plan). The Division Head or Chair will approve the learning plan and assessment and will send a copy to the School of Nursing’s Human Resource office for filing.
University of North Carolina at Chapel Hill School of Nursing
Faculty Development Learning Plan: Preparation in Teaching and Learning (NCAC 36.0318 Faculty)

Name of Faculty Member_____________________________ Division _______________________

This form will be used to outline the plan for meeting the requirements of NCAC 36.0318 (E) “documentation of successful completion of structured, individualized development activities.” The plan must include content in the faculty role within the curriculum implementation, objectives to be met and evaluated, review of strategies for identified student population, and expectations of student and faculty performance.

State Overall Aim of Learning (Teaching and Learning Principles for Adult Education)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Evidence</th>
<th>Timeline for Completion</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify your learning objectives or outcomes.</td>
<td>What learning activities will you undertake to meet each objective or achieve each outcome?</td>
<td>What resources are required and are these resources available?</td>
<td>How will you demonstrate that you have achieved the learning objectives or outcomes, i.e., what are your products of learning?</td>
<td></td>
<td>Who will review your learning products to determine success and their qualifications?</td>
</tr>
</tbody>
</table>

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6.  

For further information see “Process for Assuring North Carolina Board of Nursing Requirements for New and Continuing Faculty Teaching in the Pre-licensure Program Options.”