

CANDIDACY: GUIDE FOR PRESENTATION

Candidacy Status

A program granted candidacy status is one that has demonstrated its potential to achieve NLNAC accreditation. This is determined through a review process of critical elements of the nursing program including faculty, curriculum, and resources. The review is conducted by a member of the professional staff of NLNAC based on a written presentation prepared by the nursing program administrator and faculty members.

The Candidacy presentation must include:

- Proof of State Board of Nursing approval (where appropriate)
- Proof of Governing Organization accreditation by an NLNAC approved agency (as defined in Policy #3)
- A completed *Faculty and Staff Profile Form*
- The number of faculty (full-and part-time) and staff (full-and part-time) employed and the number of students (full- and part-time) enrolled in each program type and at each location at which the program is offered
- A listing of the program of study including all courses and credit allocations as well as all options/tracks
- A listing of all program options including alternative methods of delivery and locations
- An abbreviated syllabus (two pages) for each nursing course
- A list of major clinical agencies used by the program(s)
- A College/University/Governing Organization catalog
- A narrative addressing specific sections of Standards 2, 4, and 5 (Programs should not address the entire Standards, only those portions indicated)

What to include in the narrative sections:

Standard 2 Faculty and Staff

The narrative should address the following:

1. The credentials and experiential qualifications of all faculty members (full- and part-time)
2. Using the Faculty and Staff Profile Form: (listing all faculty and staff)
 - Identify the areas of teaching responsibility
 - Location assigned (if more than one)
 - Use of distance or alternative modality
 - Areas of non-teaching responsibilities
3. The faculty-to-student ratios in theory, practice/simulation laboratories, and clinical settings

4. The workload and responsibilities of the nursing faculty including:
 - a. Teaching load
 - b. Advising responsibilities
 - c. Committee work
 - d. Scholarly activities
 - e. Maintenance of expertise
 - f. Service to the College and/or community

Standard 4 Curriculum

The narrative should address the following:

1. A presentation of the program of study and discussion of how the curriculum prepares the graduate for contemporary practice to include:
 - a. Discussion of the use of established professional standards, guidelines, and/or competencies along with best practices to guide the curriculum design and length
 - b. Discussion of how the student learning outcomes are used to organize and guide the delivery of the curriculum and evaluate student progress in the theory, practice laboratory, and clinical components of the program
 - c. Discussion of the major concepts/constructs of the nursing program's philosophy/mission with a clear depiction of the concepts/constructs as they progress throughout the curriculum (a table or chart may be used)

Supporting documents must include:

- Mission/Philosophy
 - Student Learning Outcomes
 - Program of Study delineating the course credit to contact hour ratios for theory, skills laboratory, and clinicals
 - An abbreviated syllabus (2 pages) for each nursing course to include:
 - Course name and number
 - Credit hours
 - Course description
 - Course objectives/outcomes
 - Course methods of evaluation
2. Presentation of the clinical practice learning environments to include:
 - a. A list of major clinical agencies used by the program(s)
 - b. Discussion of the appropriateness of learning opportunities, including precepted experiences, demonstrating that students are able to achieve all identified learning outcomes
 3. Discussion of the use of alternative methods of program delivery to include:
 - a. Evidence of comparability when courses are offered using more than one method of delivery

Standard 5 Resources

The narrative should address the following:

1. Learning Resource Center
 - a. Access
 - b. Materials available (relevancy to the curriculum and currency)
2. Practice laboratory/simulation
 - a. Access (for scheduled labs and practice opportunities)
 - b. Materials/equipment available
3. Technology
 - a. Access
 - b. Technical support for students and faculty including personnel, equipment, and software
4. When the program is offered via alternative modalities (including distance) and at multiple locations, discuss comparability of the above identified resources across all modes of delivery and locations.