

**North Carolina Department of Health and Human Services
Division of Health Service Regulation
Health Care Personnel Education and Credentialing Section
Program Coordinator Orientation Handout
April 2026**

I. Resources

- [DHSR/HCPEC Main Website](#)
- [DHSR/HCPEC Education Consultant Team](#)
- [List of State-Approved Training Programs](#)
- [Verify Registry Listings](#)
- [Training Program Applications and Forms](#)
- [State-Approved Curriculums](#)
- [Nurse Aide I Curriculum Guidance](#)
- [State-Approved Testing Vendor Website \(Credentia\)](#)

II. Federal Regulations That Established Nurse Aide I Training

- Medicare - Title XVIII
- Medicaid - Title XIX
- Omnibus Budget Reconciliation Act (OBRA) - 1987, 1989, 1990, 2016
- 42 USC 1395i-3
- 42 USC 1396(r)
- 42 CFR 483.12
- 42 CFR 483.35
- 42 CFR 483.150 through 158

III. The Role of the Program Coordinator

- Administer the training program as required by the Division of Health Service Regulation (DHSR).
- Maintain the training program in a manner consistent with federal and state regulations, DHSR requirements, and recognized standards of educational practice.
- Serve as the primary point of contact and respond to requests from DHSR in a timely manner.
- Partner with DHSR regularly to ensure the training program is successful.
- Communicate testing requirements and where to find testing information to students (e.g., candidate handbook, testing vendor website, etc.).
- Partner with the testing vendor and/or other state-approved training programs to ensure adequate testing opportunities exist for your students.

IV. How to Obtain Initial Approval

Complete the applications below depending on the program type and provide the required supportive documentation listed in each application.

- Nurse Aide I Application
- Geriatric Aide Application
- Home Care Specialty Training For Nurse Aides Application

V. How To Maintain Approval To Be A State-Approved Training Program

- Complete the Program Modification Application prior to implementing changes within the training program.
- Complete the Program Reapproval Application and ensure each training program number is reapproved every two (2) years (24 consecutive months).

VI. Faculty Requirements

- A current list of faculty will be maintained by DHSR.
- Ensure faculty meet the requirements specified in the Faculty Approval Requirements Form.
- New faculty must be approved by DHSR prior to instruction.
- New faculty must be oriented to the approved program policies, state curriculum and total program hours upon hire and at least annually and periodically thereafter when necessary.
- Notify DHSR when faculty members are no longer employed by the training program.
- Faculty must implement new directives and program changes communicated by DHSR in a timely manner.
- Documentation of faculty orientation and training activities, including attendance, must be maintained and available for review by DHSR.
- Communicate testing requirements and where to find testing information to students (e.g., candidate handbook, testing vendor website, etc.).

VII. Course Requirements

The following items must be approved by DHSR prior to student enrollment:

- Course schedule
- Supplemental teaching methodologies and instructional resources
- Equipment, materials, and supplies using the Basic Equipment and Supply List Form
- Classroom, laboratory, and clinical sites
- Total program hours
- Faculty
- Faculty orientation and annual in-service process
- Program policies

VIII. Course Schedule Requirements

- Students must be under the direct supervision of a Registered Nurse Instructor approved by DHSR.
- Include each state-curriculum module letter, module name, skill name, and skill number with the corresponding class hours, online hours, lab hours, and clinical hours to guide the learning process.
- The hours for class, online, lab, clinical and total hours must correspond to the hours on the approved application. One class hour equals sixty minutes of instruction.
- The course schedule and the corresponding class roster and attendance record should be maintained in a class file for each course.
- Course schedules shall be available to DHSR upon request.

IX. Instructor/Student Ratios

In alignment with the North Carolina Board of Nursing (NCBON), the Instructor-to-student ratio for clinical instruction cannot be greater than 1:10.

X. Supplemental Teaching Methodologies and Instructional Resources Requirements

- Includes strategies used in the classroom or laboratory that go beyond traditional lecture. Examples include role-play, case studies, learning games and/or activities.
- Instructional resources cannot be older than five (5) years without DHSR approval. Examples include textbooks, workbooks, videos/DVDs, computer assisted instruction, and/or websites.

XI. Equipment Materials and Supplies

Faculty and students must have access to equipment, materials, and supplies in specified numbers and in working order noted on the Basic Equipment and Supply List Form.

XII. Classroom

- Each classroom must be approved by DHSR prior to use.
- Do not change or add classrooms without prior approval from DHSR.
- Must accommodate adult learners comfortably.
- Must include proper heating, cooling, lighting, and ventilation.

XIII. Laboratory

- Each laboratory must be approved by DHSR prior to use.
- Do not change or add laboratory settings without prior approval from DHSR.
- Minimum of 100 square feet for one bed or 80 square feet per bed for two or more beds.
- Setting should be similar to a nursing home resident's room.
- Must include proper heating, cooling, lighting, and ventilation.

XIV. Clinical Setting

- Each clinical setting must be approved by DHSR prior to use.
- Must provide learning experiences for students consistent with course objectives. Per federal regulation 42 CFR 483.152, students cannot perform any services to patients or residents for which they have not been trained and found proficient by the Instructor.
- Students must be under the direct supervision of a Registered Nurse Instructor approved by DHSR. The NCBON does not agree it is appropriate to use preceptors as a teaching methodology for beginning nursing knowledge, skills, and abilities. Rather, the teaching methodology is to provide more advanced students, who are self-directed, the opportunity to apply and synthesize knowledge. Per the NCBON, the definition of a preceptor is a Registered Nurse who is not an employee of the nursing program.
- In alignment with the North Carolina Board of Nursing, students are required to wear a nametag in a clinical setting. The nametag should include the student's name, followed by the words, "Nurse Aide I Trainee" or "Nurse Aide I Student." The nametag should be worn facing outward.

XV. Student Records

- Establish a system for monitoring student records to ensure accuracy. Student records must be kept on site, in a locked area, and in a locked file cabinet for at minimum three (3) years.
- Student records must include the items listed below. Review the training program application approved by DHSR to learn more about the requirements for student records.
 - Completed instructional objectives and Appendix A skill performance checklist summary.
 - Attendance records (dates of absences, material/clinical missed, when missed instruction or clinical was completed).
 - Tests or answer sheets labeled with test version (date).
 - Test scores (calculated correctly).
 - Verification of student identity and documentation of verification.

XVI. Attendance Policy

- Successful completion of the training program is dependent upon the student completing a minimum number of clock hours of instruction (your total program hours minus the hours your program allows by policy for absences).
- All missed classroom, laboratory and clinical experiences must be made up and documented for the student to complete the training program.

XVII. Theory Grade

- Responsible for developing assessments, quizzes, and tests.
- Responsible for determining the minimum passing grade, including the percentage each component contributes to the final theory grade. Per DHSR, each student must receive a grade of 75 or higher in the theory component of the course.

Example:

Theory Component	Weight	Grade(s)	Weight/100	Total Grade
7 Quizzes	70%	90, 80, 75, 100, 90, 65, 100	$600/7 = 85.7$ $85.7 \times 0.7 = 60$	60
1 Project	10%	100	$100 \times 0.1 = 10$	10
Final Exam	20%	84	$84 \times 0.2 = 17$	17

Final Theory Grade = 87

XVIII. Practical Grade

- To pass the practical (laboratory and clinical) portion of the course, the student must be proficient in demonstrating skills defined by DHSR.
- Proficiency is defined as the ability to perform a skill in a competent and safe manner. Per federal regulation 42 CFR 483.152, students cannot perform any services to patients or residents for which they have not been trained and found proficient by the Instructor.
- Laboratory and clinical are pass/fail. The program-created skill check-off sheets must contain proficiency requirements that are evident to both students and instructors.
- In order to be deemed proficient, the student must perform a specific percentage of steps correctly for each required skill. In addition, students must correctly perform each predetermined critical step for each required skill.

Example – Hand Washing Skill With 80% Proficiency:

- 10 total steps (3 critical steps and 7 noncritical steps)
- 80% of 7 noncritical steps = 0.8×7 steps = 6 noncritical steps must be performed correctly.
- Students must perform all three (3) critical steps and miss no more than one (1) noncritical step to meet the approved proficiency requirement of 80%.

XIX. Testing Requirements

- Responsible for ensuring and maintaining the integrity and security of the classroom and laboratory testing process and storage.
- Complete the following activities for the state-approved examination:
 - Assist students when they create their account with the testing vendor.
 - Review and approve student applications to complete testing activities for accuracy, including the training program number.
 - Review the number of applications submitted by students to ensure they do not complete more than three (3) exams before being required to complete state-approved training again.
 - Review data reports provided by the testing vendor frequently.
 - Monitor and implement strategies to improve pass rates.
 - Monitor test dates available to your students.
 - i. Increase test date submissions for your test site if needed.
 - ii. Partner with Program Coordinators at other test sites to have your students test at their location if needed.