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PURPOSE OF FACULTY HANDBOOK

The Galveston College Nursing Program Faculty Handbook has been prepared as a guide for the faculty to assist in the consistent interpretation of the policies of the program. It is intended to help Associate Degree and Vocational Nursing faculty to meet their responsibilities.

The Handbook is to be utilized by all faculty members during program orientation and as an ongoing reference. As revisions are made, these revisions will be sent to each faculty member to be inserted in the Handbook.

The Faculty Handbook is available online at S:/Health Occupations/Handbooks/Nursing Faculty Handbook 6-2015.
HISTORY OF GALVESTON COLLEGE

From the beginning of the College in September 1967, through the Spring of 1970, the College occupied Moody Hall, a refurbished orphanage, as its only campus facility. The initial offerings were fairly broad in scope, while the occupational program was minimal but strong. During the 1970's and 80's the college continued to expand and serve the needs of Galveston County. Programs were developed to complement the Island’s growing tourism and hospitality industries, and increased emphasis was placed on Adult/Continuing Education to offer courses for community interest and individual development. With the University of Texas Medical Branch as the main employer on the island, health-related programs grew and prospered.

The years from 1990 - 2000 marked campus expansion, with the addition of Regent’s Hall, Hermes Fitness Center, Fine Arts Building and additional parking. The enrollment reached an all-time high of 2,477 in Fall, 1994. Non-credit Community Education and Workforce Development programs also achieved great success. The Associate Degree Nursing program expanded early in the decade, responding to the Texas nursing shortage with the admission of two classes per year and a week-end evening class. A Tech-Prep agreement was developed with Ball High School to serve as a linkage for students interested in nursing and other health occupations.

The nursing programs include an Associate Degree, Vocational Nursing Certificate, LVN and EMT role transition to ADN. A first-year distance education initiative was located at Brazosport College in Lake Jackson through Spring 2008 for the ADN program. Beginning Fall 2008 all ADN students were located on the Galveston College campus. The one-year Vocational Nursing program begins once each year in June. Transition students begin in the summer and enter with level II ADN students in Summer II of the ADN program.
ORGANIZATIONAL STRUCTURE

The Nursing programs are part of the Division of Technical and Vocational Education. Administrative linkages flow from the President to the Vice President of Instruction to the Dean of Technical and Professional Education, to the Director of Nursing, to the faculty of the Associate Degree and Vocational Nursing programs.
MISSION STATEMENT

In keeping with the mission of Galveston College, the Nursing Programs will provide a collaborative educational environment of the highest standards to prepare graduates committed to excellence in nursing practice in evolving health care settings serving local and global communities.

VISION STATEMENT

Graduates of the Galveston College Department of Nursing will provide excellence in compassionate, patient/client centered nursing care. Graduates will be lifelong learners while providing care locally, nationally, and globally.

PHILOSOPHY

We believe the purpose of the Nursing Department is to offer Nursing degree programs and certificates which combine professional and liberal arts education within the framework of the college.

The nursing curriculum is based on the belief that humankind has dignity and worth. Individuals have the ability to plan, invent, discover, and direct their own lives. They relate through physical, emotional, intellectual, social and spiritual development. This includes the acquisition of values and beliefs which influence their decisions.

We believe the Nursing Department at Galveston College is an integral part of the college community and as such we are actively involved in meeting the needs of the local community. As nursing educators, we are in partnership with students during their enrollment in the Galveston College Associate Degree Nursing Program. This partnership is a vital link in the educational process. Students and faculty share the responsibility for identifying learning agendas.

As faculty the goal is to empower students to learn and to pursue lifelong learning throughout their nursing careers. We believe that adult learners in the community college setting bring a variety of life experiences to the classroom and the clinical areas. Students need to build on these life experiences to fully develop their nursing potential. We believe that students need to be involved in making educational choices and selecting options to best meet their needs. Our role as faculty is to facilitate the transition from empowered student to life-long learning professionals.

We believe nurses are actively involved in decision-making and coordinating care with the client and health care team. To this end, we believe the clinical reasoning skills of students must be finely cultivated throughout the educational process at Galveston College. As graduates they will become competent practitioners able to make knowledgeable decisions based on moral and ethical reasoning, and evidence-based research and be accountable for their practice in accordance with the Nursing Practice Act. As graduates they will be prepared to meet health care needs by providing direct client care in acute care and community settings. We believe that the nursing process is the basis for decision making and actively incorporate this concept into all nursing
courses.

We believe the cornerstone to quality nursing education and the profession of nursing is caring. Nursing is rooted in caring, which has been described as "human acts and processes that provide assistance to another individual in order to meet an expressed, obvious or anticipated need" (Leininger, 1985, p.209). Caring requires that the nurse give presence and attention to the client. In caring situations, decisions "are made with rather than for the client." (Leininger, 1992, p.32). Nurses are presented with complex situations which require the ability to negotiate “between alternative points of view, contradictory lines of reasoning, and realities of situational contingencies.” (Jones & Brown, 1991, p.532). In order to effectively provide caring, the nurse must be able to proficiently critically think. Nurses provide care in varied settings with diverse clients. We as educators care about students; we as nurses care about clients; we as faculty care about fellow colleagues; and, we as members of society care about the global community. We believe that nursing involves caring for clients from diverse demographic, socioeconomic, ethnic and cultural backgrounds. We foster this caring attitude in classrooms, clinical practice, and in community involvement. We are committed to the ideal of caring nursing professionals who demonstrate this attitude towards themselves, peers, clients, and the community. We acknowledge that caring involves developing a sense of self-esteem in students. Enhanced self-esteem will foster self-caring attitudes. To this end we incorporate a caring philosophy into all courses in the nursing curriculum.

Communication is an essential element of nursing practice. Only through flexibility and open dialogue can faculty and students stay attuned to changing needs in partnerships and work to achieve client centered goals. As members of the health care team, the graduate must effectively collect and disseminate information pertinent to the client and the health care team.

We realize that nursing, nursing education, and health care is evolving. Nursing education can function as the catalyst for change in the profession and health care delivery system. We must focus students on the caring commitment of the nurse to the client, to the community, and to the profession to which they will become members.

References:


VALUES

These shared values listed below are among the beliefs which guide Galveston College in the development of its mission, goals, programs, and services:

- Integrity
- Respect
- Stewardship
- Excellence
- Achievement
- Access
- Diversity

PROGRAM OUTCOMES

The program outcomes flow from the mission and philosophy and represent the expected entry-level competencies of the graduate Associate Degree-prepared nurse.

The Galveston College Associate Degree Nursing graduate will demonstrate responsibility for being a/an:

1. Caring, competent, clinical reasoning practitioner
2. Member of the profession
3. Involved community member
4. Provider of client-centered care
5. Life-long learner
6. Moral and ethical decision-maker
7. Accountable, contributing member of the healthcare team
8. Advocate for patient safety

The program outcomes of the Associate Degree Nursing Program reflect the values of Galveston College. The goals envision the graduate nurse as a caring, competent, clinical reasoning practitioner involved in service to the community. The goals focus on integrity when the graduate nurse demonstrates responsibility for being a moral and ethical decision-maker and an accountable and contributing member of the nursing profession. The outcomes demonstrate caring by envisioning the graduate nurse as providing service to the community and serving as a client-care provider. The program addresses excellence and achievement through the development of clinical reasoning, competence and accountability. The ultimate outcome is the graduate nurse will pursue lifelong learning and be an accountable, contributing member of nursing, and an advocate for high standards of client safety and nursing practice.
ENTRY LEVEL COMPETENCIES OF TEXAS GRADUATES

These competencies are written for nursing programs to meet the approved criteria established by the Texas Board of Nursing. These are essential competencies for the graduate of Galveston College Associate Degree Nursing Program:

I. Member of the Profession
   A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution.
   B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
   C. Participate in activities that promote the development and practice of professional nursing.
   D. Demonstrate responsibility for continued competence in nursing practice and develop insight through reflection, self analysis, self care, and lifelong learning.

II. Provider of Patient-Centered Care
   A. Use systematic critical thinking to analyze clinical data, and evidence-based practice guidelines as a basis for clinical decision making in nursing practice.
   B. Determine the physical and mental health status and health needs and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of health-related data compared with evidence-based health data.
   C. Analyze assessment data to identify problems, formulate goals/outcomes, and plans of care for patients and their families using established best practices in collaboration with patients, their families, and the interdisciplinary health care team.
   D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
   E. Implement plan of care within legal, ethical, and regulatory parameters and in consideration of disease prevention and promotion of healthy lifestyles for patients and their families.
   F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to evidence-based practice and benchmarks and plan follow-up nursing care.
   G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
   H. Coordinate human and material resources for the provision of care for patients and their families.
III. Patient Safety Advocate:
A. Demonstrate knowledge of the Texas Nursing Practice Act and Texas Board of Nursing rules that emphasize safety as well as all federal, state, and local government and accreditation organization safety requirements and standards.
B. Implement measures to promote a safe environment for patients and others.
C. Formulate goals and outcomes to reduce patient risk.
D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team
A. Cooperate, collaborate, and communicate with patients, families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
B. Serve as health care advocate in monitoring and promoting quality and access to health care for patients and their families.
C. Refer patients and families to resources that facilitate continuity of care, confidentiality, and health promotion, maintenance, and restoration.
D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the patient’s optimal health status.
E. Communicate and manage information using technology to support decision making to improve patient care.
F. Assign and/or delegate nursing care to other members of the health care team based on an analysis of patient or unit need.
G. Supervise nursing care provided by others for whom the nurse is responsible.

PHILOSOPHY DEFINITIONS

Nursing
Nursing is “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA, 2013). This is accomplished through the creative use of knowledge, skills, and experience. Nursing is both an evolving science and a healing art. Nursing is the therapeutic use of self in a creative, caring relationship with clients. This distinctive therapeutic partnership occurs in a variety of settings. In this alliance, the goal of the nurse and the client is to promote wellness, restore or maintain optimal health, prevent health problems, or achieve a peaceful, dignified death. The professional nurse interacts with multiple disciplines as a provider of care, influencing the type and quality of care a client receives. Nursing requires competence in a variety of roles: advocate, caregiver, coordinator, counselor, educator and leader.
Caring
Caring is the foundation of nursing education and the nursing profession. Caring is an interpersonal process involving cognition, affect and behavior that allows the nurse to act with and in the best interest of the client. It is the prerequisite for effective, creative problem solving. The cognitive element of caring to assist another to grow, is built on a broad knowledge base which includes knowing who the client is, what the client requires, what is conducive to growth, how to respond effectively to the client’s needs, and what abilities and limitations of both the nurse and client have. (Mayeroff, 1971). A caring nurse exhibits sensitivity to cues and the ability to search for unique solutions and solutions preferred by the client. The effect of caring is a valuing of the significance of the client’s immediate state of being. The behaviors of caring are competence in physical caretaking skills, effective communication, critical thinking skills and respecting the client’s values and beliefs. Caring requires the ability to set priorities, to set limits when needed and to empower the client while providing support. Caring requires that the caregiver be sensitive to the needs of self and others. Clients “experience a heightened sense of integrity and sense of self that manifests itself in courage, endurance, and a heightened sense of being alive.” (Montgomery, 1993, p.103). The nurse exhibits caring for the client by acting as an advocate for the client, functioning on behalf of the client or empowering the family to intervene until the client can act for self.

Communication
Communication is the purposeful verbal and non-verbal exchange of information and feelings between two or more persons. In nursing, it is the ability to interact with the client, family and health care resources. It involves the capability to give and receive, comprehend and synthesize messages.

Community
Community is a unified group with common interests. These interests may include the pursuit of knowledge, improvement of the local geographic area, protection of the species of man and awareness of global social, economic and political issues.

Competence
Competence is the qualified nursing performance based upon professional intention and commitment that is carried out in accordance with the Texas State Nursing Practice Act, Differentiated Entry Level Competencies and the American Nurses Association Standards of Practice. Nursing practice continually evolves as it incorporates new knowledge and technology.

Coordinator
Coordinating is the handling or direction of activity with skill and care. The coordinator in nursing is a facilitator and liaison who serves as a client advocate in the health care system. The role includes encouragement of client participation, communication of client needs and orchestration of client activities in cooperation with the health care team.

Clinical Reasoning/Critical Thinking
Clinical reasoning is the total approach to the understanding of how one makes sense
of one's world. It includes: thinking actively, thinking for oneself, being open to new ideas, questioning for understanding, making decisions based on accurate data, supporting views with rationale and discussing ideas using an organized format. Critical Thinking is a purposeful and systematic process requiring conscious discipline. The critical thinking process requires a proficiency in the examination of assumptions and communication of implications and alternatives. The critical thinker becomes an active, empowered participant who is aware of interaction with the world, who examines his/her own values, attitudes and beliefs, who has a global view of issues, and who is able to regularly take considered action. The use of critical thinking promotes responsibility and skill in decision making. In the evolving healthcare delivery system, clients are required to be more responsible for their own health which will require critical thinking abilities for the healthcare consumer. The client and the professional nurse will use critical thinking skills in the collaboration as they assess the client's health status. The complexities of the healthcare delivery system, the political system, the economic system, and the ecological system, all parts of the environment present clients with dilemmas concerning efficient utilization of resources. Critical thinking strengthens the evaluation of those issues to determine priorities. Critical thinking in nursing is formalized through the use of the nursing process. The nurse uses critical thinking skills to examine assumptions, alternatives, and implications while caring out the nursing processes of assessing, planning, implementing, and evaluating the nursing care of the clients and families.

**Cultural**
Culture is a learned behavior of social groups, both present and past, which includes: knowledge, beliefs, skills, arts, morals, laws, customs and hereditary influences. It is a structure for living that fosters pride and a sense of belonging. Culture influences goals, attitudes, values and roles.

**Empower**
Empowerment is the development of partnerships for learning. It is the mutual sharing of responsibility and decision-making between the student and faculty, the nurse and client.

**Involvement**
Involvement is the active commitment to an activity. It may be to the study of nursing as a student; development of professional relationships with clients, families and health care team members; innovation within the health care agency; advancement of the profession as a graduate nurse; and promotion of health, economic and political issues within the global community.

**Learning**
Learning is a process, which results in a change of behavior. It is on-going across the life span. Learning involves making choices in life, active involvement, incorporation of past experiences and a commitment to the principles of critical thinking. Learning is inherent to the advancement of the profession of nursing.

**Needs**
Needs are the physiologic and/or psychological requirements identified in the format of the five dimensions of man necessary for the well being of all persons. The dimensions include the physical, emotional, intellectual, social and spiritual spheres of the person. An objective of nursing is to assist the client and family to meet physiologic and/or psychological needs using Maslow's Hierarchy and the Nursing Process framework.

**Nursing Process**
Nursing process is a five step problem-solving method employed by the nursing profession to facilitate the care and teaching of clients and families. The focus of the nursing process for the client and family is related to the alleviation, maintenance, and/or prevention of health care problems and on the promotion of health. Steps of the nursing process include assessment, diagnosis, planning, implementation, and evaluation.

**Partnership**
Partnership is the cooperative relationship between parties to achieve objectives. Each party is required to assume an active role to reach the desired objectives. The faculty and the student must share the responsibility for identifying learning objectives. The college and health care agencies must communicate to identify and meet the needs of the nursing profession and the community.

**Professional**
Professional is one who adheres to the legal, ethical and practice standards of a chosen career. In nursing, the professional is a decision-maker, accountable for nursing practice and responsible to the needs of the client, family and community. The professional aspires to improve the discipline of nursing and its contribution to society and advocates for high standards of nursing practice.

References:


**NURSING FACULTY NONDISCRIMINATION POLICY**

Galveston College strive to provide an educational environment which affirms the rights and dignity of all students and faculty and fosters diversity. Discrimination or harassment of any kind is considered inappropriate.

Galveston College is committed to equal opportunity in employment and education and does not discriminate on the basis of race, color, religion, sex, sexual orientation,

SEXUAL HARASSMENT

Galveston College policy is that no member of the college community (faculty, staff, or student) may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct for a sexual nature constitutes sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decision affecting the individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual’s professional or academic performance or creating an intimidating, hostile, or offensive employment, education, or living environment.

Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. In some cases, sexual harassment may be subject to prosecution under the criminal sexual conduct law and personal liability.

NURSING FACULTY PROFESSIONAL ETHICS

The Department of Nursing at Galveston College believes that self-regulation should govern ethical issues within the department. The principles of beneficence, no maleficence, justice, and autonomy should govern ones actions. Beneficence means to act in a kind and positive manner towards others. No maleficence demands that one refrain from behaviors which aggravate a problem or cause a continual negative response (do no harm). Justice is to act with fairness toward others.

The following policy is from the American Association of University Professor’s “Statement on Professional Ethics” 1987:

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the unique responsibilities placed upon faculty to seek and to state the truth as they see it. To this end, they must devote their energies to develop and improve scholarly competence. Faculty are obligated to exercise critical self-discipline and judgement in using, extending, and transmitting knowledge. They must
be aware of their limitations, including their levels of knowledge, skills, and abilities. Professors must seek to be cognizant of current trends and developments in their professional areas. They are expected to practice intellectual honesty at all times.

Professors encourage the free pursuit of learning in their students. They hold before students the best scholarly standards for their discipline. They demonstrate respect for students as individuals and adhere to their proper role as intellectual mentor. Faculty refrain from acting in a way that may prove demeaning or discriminating to a student. They make every reasonable effort to assure that the evaluation of students reflects the students’ true merits. Professors recognize the confidential nature of the relationship between instructor and student (Family Educational Rights and Privacy Act, 1998). Acknowledging that they hold power over their students, faculty avoid exploitation, either in a psychological, financial, or sexual manner.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty show due respect for the opinion of others and strive to be objective. They accept their share of faculty responsibilities for the governance of the institution and put forth honest effort in the performance of their duties.

As members of their institution, faculty seek above all to be effective teachers and scholars. Although they observe the stated regulations, provided they do not contravene academic freedom within the institution, they maintain the right to criticize and seek revision. Professors determine the amount and character of the work they do outside the institution with due regard to their paramount responsibilities within it.

As members of the community, professors have the rights and responsibilities of citizens. They measure the urgency of the obligations in the light of their responsibilities to the student, to their profession, and to their institution.
## ASSOCIATE DEGREE NURSING PROGRAM

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ASSOCIATE DEGREE NURSING PROGRAM  Cont’d

SPRING SEMESTER:

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**TOTAL HOURS:** 368 10

**GRAND TOTALS:** 1968 60

* Math requirement varies according to TSI scores.
### EMT-P to ADN Transition

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**TOTAL HRS:** 416 19

**SUMMER I & II SEMESTERS:**

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*(Students receive a total of 7 credits upon completion of RNSG 2307, 1140 and 1262. For Tran/Work Experience)*

**TOTAL HRS:** 368 19

**FALL SEMESTER:**

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**TOTAL HOURS:** 400 12
EMT-P to ADN Role Transition Cont’d

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**TOTAL HRS:** 368 10

**GRAND TOTALS:** 1552 60

* Math requirement varies according to TSI scores.
## LVN TO ADN TRANSITION

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**TOTAL HRS:** 416  

**SUMMER I & II SEMESTERS:**

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*(Students receive a total of 8 credits upon completion of RNSG 2307 and 1262. For Tran/Work Experience)*

**TOTAL HRS:** 352  

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**TOTAL HRS:** 400  

**SPRING SEMESTER:**

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**TOTAL HRS:** 368  

**GRAND TOTAL:** 1536  

* Math requirement varies according to TSI scores.
VOCATIONAL NURSING PROGRAM
PHILOSOPHY

Integral aspects of the Vocational Nursing Program philosophy include attitudes, beliefs and assumptions about man and society, wellness and illness, nursing and the nurse-patient relationship, the teaching and learning process and the scope of practice for the vocational nurse.

MAN AND SOCIETY

Man is a unique, integrated individual, worthy of respect and capable of adjustment to life experiences. Man joins with others to form biological, psychological, sociological and cultural/spiritual relationships. These attachments comprise a society which is in a continual state of adaptation to changing internal and external stimuli.

WELLNESS AND ILLNESS

Wellness and illness are a dynamic state of being and perception along a continuum with wellness as the optimal state. The definition of wellness is individual and varies both across the life span and with differing stimuli. One universal given is that there are interrelationships between the level of wellness and illness and man's attitude and behaviors.

NURSING AND THE NURSE-PATIENT RELATIONSHIP

Nursing is a blend of principles of the sciences and humanities as well as an individual body of knowledge. The major components include an appreciation of the holistic and unique qualities of man, a basis in compassion and caring and a commitment to assist individuals to reach, maintain or maximize their fullest health capacity.

The nurse-patient relationship is complex and ever evolving. It is, however, essentially therapeutic and interactive. The vocational nurse, as an integral member of the health care team, has a responsibility to provide competent assistance and promote optimal health/adaptation to all members of society, in a cost-effective manner.

TEACHING AND LEARNING PROCESS

The teaching and learning processes are interwoven. In nursing, the environmental interfaces must be active, nurturing and process-oriented. Instructional activities are varied to meet individual learning styles and needs and are directed toward desired competencies.

The teacher is a practice-oriented, positive-attitude, adult-learner advocate, who has the knowledge and education to guide the learner through the learning and socialization of vocational nursing.
The learner is an actively participating, goal-directed, motivated student, who accepts the challenge of behavioral change and acknowledges a commitment to the concept of continuous learning.

**SCOPE OF PRACTICE**

The Licensed Vocational Nurse is prepared to practice within a structured health care setting under the supervision of a Registered Nurse and/or Medical Doctor. Vocational Nurses provide nursing care for clients who are experiencing common, well-defined health problems with predictable outcomes. They assist in determining the health status and health needs of clients, based on interpretations of health-related data, in collaboration with clients, their families, and other members of the health care team. They may assist in the formulation of goals and a plan of care for the client and implementations of that plan within legal and ethical parameters. The Vocational Nurse may implement teaching plans for clients with well defined learning needs and common health problems. In collaboration with other health care professionals, the Vocational Nurse assists in the evaluation of the individual's responses to nursing interventions. The Vocational Nurse accepts responsibility and is accountable for her/his own nursing practice.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the Galveston College Vocational Nursing Program is designed in a schematic format to reflect the program's philosophy and objectives, and to act as a guide for the development of curriculum objectives and evaluation methods.

The central design within the Galveston College curriculum frame is circular with open circles to represent the interactive relationships between man, the environment and the roles of the vocational nurse. The outer circle is closed to identify that these interactions take place within a structured health care setting under the direction of a registered nurse or licensed physician. The horizontal threads of the health-illness continuum, life-span focus, Maslow's hierarchy of needs, and the nursing process, holistic needs of man and principles of health teaching identify the importance of these concepts in practice and theory throughout the curriculum.
GALVESTON COLLEGE

VOCATIONAL NURSING CURRICULUM

- HEALTH - ILLNESS CONTINUUM
- LIFE SPAN FOCUS
- MASLOW'S HIERARCHY OF NEEDS
- NURSING PROCESS
- HOLISTIC NEEDS OF MAN
- PRINCIPLES OF HEALTH TEACHING
PROGRAM OBJECTIVES

At the end of the 12-month program leading to a certificate of proficiency and eligibility to write the National Council Licensing Examination for Practical Nurses, the graduate is prepared to function in a structured setting.

The program prepares the graduate to:
1. Utilize the nursing process to assist in the assessment, planning, implementation and evaluation of patient care in a structured setting.
2. Provide individualized nursing care to patients with identified common health problems and designed plans of nursing care.
3. Assist patients and/or their families to perform activities that promote basic restorative and/or maintenance health needs.
4. Participate in teaching common health-related topics to patients and/or families.
5. Accept accountability for the nursing care and teaching provided to patients and/or families.
6. Communicate with patients, families, and staff to promote effective sharing of facts and feelings.
7. Practice within the legal and ethical framework of vocational nursing.

The philosophy, conceptual framework and program objectives act as a guide for the development of individual course and level objectives.

ENTRY LEVEL COMPETENCIES OF TEXAS GRADUATES

These competencies are written for VN programs to meet the approved criteria established by The Texas Board of Nursing. The new graduate is prepared as a safe, beginning nurse generalist. Therefore the VN graduate will as a:

I. Member of the Profession
   A. Function within the nurse’s legal scope of nursing practice.
   B. Contribute in activities that promote the development of the vocational nurse.
   C. Demonstrate responsibility for continued competence in practice of vocational nursing.
   D. Develop insight into practice through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care
   A. Use clinical reasoning and evidence based policies as a basis for clinical decision making in nursing practice.
   B. Demonstrate clinical decision making by integrating critical thinking and the nursing process.
   C. Assist in determining the physical and mental health status, needs, and preferences of culturally ethnic and socially diverse patients and their families.
   D. Implement aspects of the plan of care for patients and their families with common health problems and well defined health learning needs.

III. Patient Safety Advocate
   A. Implement measures to promote quality and a safe environment for patients, self and others.
B. Obtain instruction, supervision, or training as needed when implementing nursing procedures, practices.

IV. Member of the Health Care Team
A. Collaborate with members of the interdisciplinary team, client, and families to manage care.
B. Establish and maintain trusting, interpersonal relationships with clients, families, significant others across the life span, and interdisciplinary team members, incorporating caring behaviors.
## VOCATIONAL NURSING PROGRAM

<table>
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<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Ext Hrs</th>
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| **SUMMER I & II SEMESTERS:** | | | | |
| VNSG 1400 Nursing in Health and Illness I | 3 | 2 | 80 | 4 |
| VNSG 1402 Applied Nursing Skills I | 2 | 4 | 96 | 4 |
| VNSG 1122 Vocational Nursing Concepts | 0 | 3 | 48 | 1 |
| VNSG 2313 Applied Nursing Skills II | 2 | 3 | 80 | 3 |
| VNSG 1216 Nutrition | 2 | 0 | 32 | 2 |
| VNSG 1231 Pharmacology | 1 | 2 | 48 | 2 |
| **TOTAL HRS:** | | | | 384 |

| **FALL SEMESTER:** | | | | |
| VNSG 1236 Mental Health | 0 | 2 | 48 | 1 |
| VNSG 2214 Applied Nursing Skills III | 1 | 3 | 64 | 2 |
| VNSG 1234 Pediatrics | 1 | 2 | 48 | 2 |
| VNSG 1409 Nursing in Health & Illness II | 3 | 2 | 80 | 4 |
| VNSG 1161 Clinical (Pediatrics) | 0 | 0 | 5 | 80 | 1 |
| VNSG 2361 Clinical (Med-Surg I) | 0 | 0 | 9 | 144 | 2 |
| **TOTAL HRS:** | | | | 464 |

| **SPRING SEMESTER:** | | | | |
| VNSG 1230 Maternal/Neonatal Nursing | 1 | 2 | 48 | 2 |
| VNSG 1162 Clinical (Maternal/Neonatal) | 0 | 0 | 5 | 80 | 1 |
| VNSG 1410 Nursing in Health & Illness III | 3 | 2 | 80 | 4 |
| VNSG 2461 Clinical (Med-Surg II) | 0 | 0 | 13 | 192 | 2 |
| VNSG 1191 Special Topics (NCLEX Prep) | 0 | 3 | | 48 | 1 |
| **TOTAL HRS:** | | | | 448 |
| **GRAND TOTAL:** | | | | 1456 |

* Math requirement varies according to TSI scores.
NURSING DEPARTMENT POLICIES

OFFICE HOURS

Each full-time faculty member is expected to schedule ten (10) office hours/week in order to meet the needs of the students. A minimum of one (1) hour must be on Fridays. At the beginning of each semester, faculty will prepare an Instructor's Office Hour Card and post the card outside the faculty member’s office. A copy of the card is given to the department administrative assistant and posted on the “S” drive.

OFFICE KEYS

Faculty is provided with a key to their office, a key to the labs, store room and a key to the computer room where the Par-TEST, Par-SCORE programs are located. Faculty will also receive a key to the office file drawer located in their faculty office. If keys are lost, faculty should notify the department secretary. A fee of $25.00 per key will be assessed for new keys. Faculty may gain access to the campus on weekends and when the college is closed by special permission. Upon termination of employment, all keys must be returned to the Maintenance Department.

MAIL

Paper mail, textbooks, etc will generally be delivered to your office. Faculty must monitor their GC email daily for important communications.

FACULTY WEB PAGE

Each faculty is required to complete a faculty web page at http://www.gc.edu/FacultyData. Faculty should monitor their web page for currency each semester.

CLASSROOM AND OFFICE SUPPLIES

Many classroom and office supplies are kept in the supply closet within the department. College lab supplies are in the storage room between R-257 and R-259. If other supplies are needed, faculty should contact the department administrative assistant.

ABSENCE BY FACULTY

Faculty who are ill or unable to make a clinical assignment must notify the Director of Nursing as well as the Nursing Unit of the absence as soon as possible. The Director may arrange for a clinical substitute. If no faculty is available, alternate clinical assignments such as library work, case studies or other approved assignments may be substituted. Individual faculty are responsible for arranging alternate assignments. In the event of a planned absence, arrangements must be approved in advance by the Director. If an unplanned absence, a Leave Request/Absence Report should be completed upon returning to work. Faculty requests for vacation or personal leave (2 days per year) can be requested via EZ Labor and will be approved prior to the time off by the Director of Nursing.
REIMBURSEMENT FOR CLINICAL EXPENSES AND LOCAL TRAVEL (MILEAGE & PARKING)

Faculty should keep accurate records of mileage to and from the assigned clinical areas. At the end of each month, faculty must complete a Reimbursement (Local Travel) form obtained from the department administrative assistant. The policy for claiming mileage will follow the Galveston College policy. Parking fees may be included in the travel expenses. Meals are not reimbursable.

CLINICAL DRESS

Clinical dress may vary according to institutional policy and requirements. Faculty attire in the clinical area should be professional and appropriate and include proper identification. Identification and approval procedures may vary with different agencies. New faculty must order a Galveston College name badge through the department administrative assistant.

FACULTY ASSIGNMENTS OTHER THAN TEACHING

In addition to teaching and clinical supervision, the faculty is responsible for assisting the Director in the smooth functioning of the Nursing Department. Other activities may include (but are not limited to):

1. Attending GCNFO and team meetings.
2. Planning and implementing classroom, college lab and clinical experiences.
3. Counseling pre-nursing and nursing students.
4. Selecting textbooks
5. Attending and participating in assigned College and GCNFO Committees.
6. Knowing and enforcing policies of the College and the Nursing Department.
7. Participating in student and community activities
8. Attending and volunteering for College functions to include student recruitment activities.

CLASSROOM SCHEDULING

Scheduling of classrooms and lab rooms R-257 and R-259 is through the department Administrative Assistant. If changes in chair/table arrangements of the classrooms or labs are needed, obtain a Service Request Form from the department administrative assistant. Upon completion of the Service Request Form, submit it to the Maintenance Department.

CLINICAL FACILITIES

The following is a current list of Clinical agencies utilized by the Department (This list is subject to change depending on need and availability):

Bayshore Medical Center
Clear Lake Regional Medical Center
HEALTH INFORMATION

Faculty is responsible for submitting the results of their yearly diagnostic tests at the beginning of each academic year (September). These should be submitted to the department administrative assistant. Depending on the clinical agency assigned, additional tests may be required.

CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION

Each faculty is responsible for submitting a copy of their CPR card to the department administrative assistant at the beginning of each academic year (September). CPR must be renewed according to the policy of clinical institutions and a copy of the renewed card submitted to the department.

CONTINUING EDUCATION (CEU'S)

Faculty are responsible for maintaining a record of CEU credits. This record may be submitted to the department administrative assistant at the beginning of each academic year (September).

FACULTY DEVELOPMENT

The Galveston College Department of Nursing supports individual and collective professional development activities for the nursing faculty who must maintain current knowledge and expertise related to nursing and health care.

Faculty development is provided for the purpose of increasing the value of the faculty’s sustained contributions to the mission of the Galveston College Department of Nursing by providing the members with an opportunity for professional growth. The Department of Nursing seeks opportunities for additional education, improving skills, maintaining
currency, and other suitable activities and programs are understood as purposes of faculty development.

Faculty Development is defined as an ongoing process which seeks to facilitate the growth of faculty in teaching, service, and expertise in the practice of nursing. Faculty Development is meant to stimulate professional growth of the individual and the collective faculty. The goals are to identify and respond to faculty needs which are relevant to the mission, role, and scope of the Department of Nursing.

**PROCEDURE:**

A. The responsibility of the individual for their own professional development includes:
   1. Identify measurable short and long term goals annually.
   2. Develop strategies for achievement of identified goals.
      a. Identify pertinent faculty development activities and that will increase individual growth.
      b. Assess relevance of identified activities to the mission, scope, and selected goals of the Department of Nursing.
      c. Assess feasibility of engaging in the identified activities.
      d. Identify appropriate funding sources to support activities.
   3. Annual review of progress toward short and long term goals.

B. The responsibility of the collective faculty for the development of the individual faculty members includes the following:
   1. The Director of Nursing discusses short and long term goals with the individual at the yearly evaluation review and facilitates goal achievement throughout the year
   2. Annually Galveston College allocates the funds available for faculty development activities.
      The Director/Dean may allocate funds available for faculty development activities.

Faculty will disseminate information in the faculty meetings concerning individual development activities with other faculty, share particular skill learned, and areas of expertise.)

**MEDIA CENTER**

The Media Center is located on the first floor of Regents Hall. The Media Center provides many services for faculty, i.e. printing services, producing transparencies, providing faculty with necessary audio visual and computer equipment and assisting with slide production. **Forty-eight hour notice is recommended for all printing services.** An individual copier is available in the nursing department for making 10 copies or less. A copier is also available in the Allied Health department. Instructional materials are maintained in the Media Center. To obtain videos, faculty must go to the media center to obtain and sign-out. To arrange for video equipment, call Ext. 249 or 250.
LIBRARY SERVICES

The Library is located on the first floor of Regents Hall. Library orientations are provided at freshman orientation and to faculty and students upon request. Library services are available on the Galveston College web site. Tex-Share cards are available in the library. To place instructional materials on reserve for student use, faculty must take the materials to the Circulation Desk. The same procedure should be followed for placing textbooks on reserve.

PREVIEWING AND PURCHASING MEDIA

All requests for previewing or purchasing media (videotapes and (CAI) Computer Assisted Instruction) and/or equipment should be made in writing to the Director or Hall Professor.

COURSE COORDINATOR RESPONSIBILITIES

1. **Overseeing the development and/or revision of the Course Syllabus**
   a. Present proposed changes and/or additions to the Curriculum Committee.
   b. Proof
   c. Print
   d. Assure placement on “S” drive and webpage.

2. **Sending list of required and optional texts to the Bookstore**
   a. Obtain textbooks for team faculty.
   b. Review textbooks with the team faculty.
   c. Submit requisitions to Bookstore.

3. **Orienting new faculty to the course**
   a. Provide all faculty with course syllabus and calendar. Reviewing the syllabus in detail with all faculty who are working in the course.
   b. Orient new faculty member to the clinical facility.

4. **Class Roster**
   a. Submit class rosters by due date to Admissions Office.

5. **Test Construction**
   a. Assure exams are constructed in appropriate venue.
   b. Assign items to team members.
   c. Prepare the test according to the test blue-print and the Detailed NCLEX-RN or NCLEX-PN Test Blueprint.
   d. Proof exam with team members.
   e. Print exam; maintain exam security (if paper & pencil).
   f. Ensure make-up exams are prepared when necessary.
   g. Submit tests to the Director of Nursing within 24 hours of the exam date.
   h. All test booklets are numbered, scratch paper is also numbered to match the test booklet.

6. **Testing**
a. Schedule rooms for exam.
b. Secure Scantron forms for exam.
c. Monitor exam (may be delegated to team members).
d. Schedule of make-up exams.
e. Coordinate with the Test Center for testing of special accommodation students.
f. All books, bags, phones, water bottles/drink bottles are placed in the front of the room. Nothing at desk except test booklet, numbered scratch paper & pencil.
g. No hoodies, caps must be turned backwards.
h. Schedule student test review.

7. **Scoring Exams**
a. Score using Par-Score software.
b. Provide a copy of test results to all team members.

8. **Faculty Review of Exam Results**
a. Schedule exam review with team members.
b. Analyze exam items.
c. Rescore of exams after faculty review.
d. Archive results on PAR system.

9. **Grades**
a. Calculate grades.
b. Distribute grades to students via Canvas.
c. Provide for counseling and/or remediation for failing students. Other team members may also counsel individual students.
d. Provide a copy of student grades to the Director of Nursing after each exam.
e. Distribute final grades the Admission Office by due date found on semester calendar.

10. **Team Meetings**
a. Schedule team meetings as needed.
b. Secure room for meetings.
c. Maintain minutes of meetings.

11. **Course Evaluations**
a. Communicate instructions to students for online evaluations.
b. Complete clinical evaluations for each clinical section of course.
c. Complete Facilities/Resource evaluations each semester.

12. **Course Notebook**
A course notebook is to be prepared within two weeks of the end of each course taught. The notebook should contain, at minimum, the following information:

1. Course syllabus
2. Course calendar
3. Test blueprints for all exams
4. Item analysis for all exams
5. Student clinical schedules (if clinical course)
6. Minutes of team meetings
7. Final course summary to include: Course Facilitator
   Course Faculty
   Students enrolled ____; withdrew ____;
   Students passes ____; failed ____
   a. Grades: A: ____%; B ____%; C ____%; Failed ____%
   b. Brief synopsis of semester, including successes, challenges
   c. Recommendations for next time class is taught using student
      evaluations and team comments
   d. ATI Exam results and recommendations for improvement
   e. Facilities Evaluation (if clinical course) and any recommendations

13. **Communications with Director of Nursing**
   a. Keep Director advised of pertinent concerns regarding students, faculty,
      and clinical sites.
   b. Advise Director of failing students

14. **Clinical**
   a. Assist with student clinical placement
   b. Assist in identifying clinical sites and acquiring Affiliation Agreements
   c. Input clinical requests into CCPS

15. **Student Advising**
   a. Pre-nursing students
   b. Nursing students
TEST TAKING POLICY/PROCEDURE

Students will be given one (1) minute per multiple-choice question plus ten (10) minutes from the official start time for each fifty test items. For example: A) One hour will be given for a 50 question multiple choice test (50 minutes plus 10); B) Two hours will be given for a 100 question multiple choice test (100 minutes plus 20).

Students who expect to be late for an exam should notify the course coordinator prior to the start of the exam. Students who arrive late for an exam will not be given additional time to complete the test.

Students who require special testing accommodations must follow the Galveston College policy.

MAKE-UP EXAM POLICY

Students who expect to miss an exam must notify the course coordinator prior to the start of the exam. Failure to do so will result in a zero (0) for that exam. The procedure for make-up exams are outlined in the course syllabus. Students who miss an exam will be given an essay exam. Students taking a make up exam will follow the same exam testing policy regarding length of time allowed for the exam.

TEST FRAMEWORK

The components addressed in test framework are to be based on Patient Needs and the Nursing Process: Assessment, Analysis, Planning, Implementation, and Evaluation.

Test items will be based on the cognitive domain of knowledge, application, analysis and evaluation depending on the level of student and course team members’ agreement. (Reminder: NCLEX uses mostly application level questions) (NCLEX Blueprint is to be used when planning and implementing course).

Questions are chosen from an existing course item bank, textbook test banks, or are faculty developed. All faculty members can contribute to the test banks. Current questions in the item banks will be updated as the faculty chooses them for an exam. The course coordinator is responsible for the overall development of the test blueprint. The test is proof read by the team.

MATH CALCULATION AND MEDICATION ADMINISTRATION SKILLS POLICY

The Math Calculation and Medication Administration Skills Policy is designed to allow for integration of drug dosage calculation into each course and is incorporated into each syllabus. Students will sign a Student Acknowledgment that they agree to complying with the requirements as delineated in the syllabus and the form will be maintained as part of the student file.

In each theory course, HPRS 1206, VNSG 1216, 1227, 1320, 1122, 1400, 1231, 1136, 1234, 1409, 1230, 2410 and 1191, RNSG 1215, 1301, 1413, 1441, 2213, 2201, 2208,
and 1443, at least ten percent (10%), (or a minimum of 5 questions) of every exam will be comprised of dosage calculations relevant to course content.

A basic calculation exam and an intravenous calculation exam will be administered during the freshman year. Calculation of dosage(s) will be included in medication check-offs. Students who cannot successfully complete the medication check-offs will be required to remediate prior to the start of the clinical experience. The student may not give medications in clinical settings during that semester until the student successfully completes the required check-offs.

Failure to demonstrate competency in two attempts will result in the inability of the student to administer medications in the clinical area and result in a clinical failure. The clinical evaluation tool in each course will reflect safe medication administration as a “critical element” which must be met in order to successfully pass the clinical course.

ADDITIONAL TESTING

A math exam will be administered at the beginning of each clinical course. Students must earn at least a 90% on the test. There will be two opportunities to repeat the test. Failure to obtain a 90% constitutes failure of the clinical course and requires withdrawal from the corresponding didactic course.

GRADING AND EVALUATION

Par SCORE is used to grade the test. Following test administration, the team will review the questions that do not fall within the .25 - .75 level of item difficulty.

Questions that are less than .25 or greater than .75 level of difficulty are evaluated by the team. They may be rewritten for future tests using different distracters. Item analysis will be completed on all tests. The team will make decisions about revising the grades. The course coordinator is responsible for making any changes in grades.

Students have the opportunity to request a second reader on a written project. The student draws the second reader randomly from the teaching team. The final grade on the project is the average of the grade given by the first reader and the grade given by the second reader.

Students may be allowed to review their unit exam and grades at the discretion of the faculty. The student is responsible for scheduling an appointment with the appropriate faculty member for individualized review.

Test review is optional and will be conducted outside of class time at the discretion of the faculty. No books, papers, cell phones or other electronic devices will be allowed during test review. Verbal discussion of test items and test materials will be limited to the instructor’s rationale for test items. No test review will be held after final examinations. No test review will be conducted if students become loud or unruly.

Grades will not be posted or given over the telephone to a student or any other person
under any circumstances. Students will receive grades via “Canvas”. Students may submit a self-addressed, stamped envelope to the course coordinator to receive their final grade by mail.

**GRADING POLICY**

The grading procedure will be determined by the course faculty within the following guidelines:

A = 91-100  
B = 81-90  
C = 75-80  
F = Below 75

Grades will be calculated using the course exams and the course final. A student must earn a 75% weighted average from exams BEFORE any additional points are added from quizzes, projects, presentations or other similar activities. This requirement applies to all RNSG courses. Grades are NOT rounded up or down.

The Course Syllabus will contain the following information:

1. The number of examinations and quizzes (Pop quizzes can be given at any time)  
2. The relative weight of all assignments  
3. Any penalty for late assignments  
4. The clinical evaluation tool

**FINAL EXAMS**

The final exam schedule is printed in the Galveston College Class Schedule each semester. Any deviation from this schedule must have prior approval by the Director and Dean. The Course Coordinator is responsible for submitting final grades in a timely manner to the Admissions Office with a copy to the Director of Nursing.

**TESTING SECURITY POLICY**

**Purpose:** The purpose for the Testing Security Policy is to provide:

1. Students with direction to avoid academic dishonesty and  
2. Faculty members with the structure necessary to ensure security of all aspects of the testing process. This policy is not limited to academic cheating on tests, but encompasses all aspects of classroom, clinical, and online learning environments.

Galveston College expects high standards of conduct from adult learners. Cheating of any nature is not acceptable and will result in disciplinary proceedings, including but not limited to a zero (0) on a test, failing the course or dismissal from the nursing program. Scholastic dishonesty is discussed in the Galveston College Catalog, and the Galveston College Nursing Handbook.
The Texas Board of Nursing (TBON) may deny licensure to anyone who demonstrates a lack of good professional character as evidenced by a single incident or an integral pattern of personal, academic, or occupational behaviors that are not consistent with standards of nursing practice (BON 215.8 (4)).

The use of technology is often a method used for academic cheating. Examples include but are not limited to cell phones, portable media devices, cameras, audio or video recording devices, and social media networks. Any form of cheating is unacceptable and will not be tolerated.

It is important that faculty communicate with students on exactly what constitutes academic dishonesty and what the expectations are.

Galveston College Department of Nursing provides an overview of cheating on anything:
Copying from another student’s test paper, Scantron, computer screen, scratch paper, using test materials from a student who has graduated from a nursing program in previous years, using test materials not authorized from the faculty, collaborating with or seeking aid from another student during a test without permission from the test administrator, knowingly using, buying, selling, stealing, or soliciting, in whole or part, the contents of a pending test; the unauthorized transporting or removal, in whole or part, of the contents of a test; substituting for another student, or permitting another student to substitute for one’s self to take a test.

EXAMPLES of CHEATING (this is not all inclusive):
1. Going to the restroom during an exam and looking at notes hidden somewhere on your person.
2. Writing notes or memory prompts on a body part before the exam and using that to help answer questions.
3. Student is having difficulty writing a care plan or paper. He/she uses the work of another student (current or former).
4. Posting questions and/or answers on social media.
5. Copying, in whole or part, of work found on the internet and using it as his own.
6. Student used test questions, papers, and care plans handed down from previous semesters to complete his/her assignment(s).
7. When asked by faculty, a student says he knew cheating was going on but didn’t want to get anyone in trouble.
8. Bringing audio recorders to test review. Taking a picture of NCLEX-RN/PN question during class without the instructor’s knowledge.

FACULTY RESPONSIBILITY:
1. Test security measures shall begin at test construction.
2. Test’s (if paper and pencil) will not be left unattended on the faculty’s desk or left on an open computer screen when students enter their office. Computer content should be minimized to avoid a breach of test questions.
3. All tests are maintained in the faculty’s locked office.
4. Test security will continue once the test has been generated online. Verification of receiving the test online should be confirmed by the faculty.

REFERENCES:
Thanks to Amarillo College for sharing

FACULTY EVALUATIONS

There are three tiers to the evaluation of faculty performance. The first tier is toward the end of each course as students complete faculty evaluations. The evaluation process is coordinated through the office of Institutional Effectiveness and research. Students complete evaluations on-line. The questions are scored on a scale of 1 - 5, with 5 being the most favorable. A narrative section is available on the same form. Evaluations are tabulated and summaries are available for review by the faculty after course grades have been submitted to the Office of Admissions and Records. Summaries of the evaluations are also made available to the Director of Nursing and the Dean of Technical and Professional Education.

The second tier of the evaluation process is faculty self-evaluation. The guidelines for this process are prepared by the Vice President of Instruction and include a schedule for completion. The criteria to be addressed include instructional performance, institutional responsibilities, professional development, community service and professional goals. Additional information is available in the College Faculty Handbook.

Evaluation of faculty by the Director of Nursing completes the process. This performance review is conducted during a scheduled conference and represents a composite of students’ evaluations, the current self-evaluation or teaching portfolio and the Director’s observation and comments. The Director also conducts classroom visits. All classroom visits are scheduled in advance and summarized at the evaluation conference held by the Director to review and discuss the faculty evaluation.

For years of service only, faculty become eligible for tenure after successfully completing a minimum of five consecutive academic years of full-time employment in a tenure-track appointment. Other methods of receiving tenure and the rank and tenure process may be found in the College Faculty Handbook.

CLINICAL PROBLEM SOLVING

1. Occupational Exposure
Occupational exposure to blood and body fluids or to communicable diseases that occurs during a student’s clinical experience is assessed and treated by Student Health Services (SHS). The assessment, treatment and follow-up are at no cost to the student. SHS should be notified within two (2) hours of the exposure. No appointment is necessary. If the exposure occurs in an off-campus site, the student should go directly to SHS if they are able to arrive within the 2 hour window. Call SHS at (409) 747-9508
for complete instructions. When SHS is closed, call the Healthcare Hotline at 1-800-269-8478.
In cases where clinical facilities have other requirements, these will be followed on the day of the occurrence.

2. **Medication Errors**
In the event that a student makes a medication error in clinical practice, the following procedure should be followed:

a. Reported immediately to the Charge Nurse, Instructor, and the patient's physician
b. Complete the appropriate facility incident report and protocol.
c. Complete ‘Unusual Occurrence Report’ according to policy
d. Faculty will counsel the student regarding the error and e. faculty will file the “unusual Occurrence Report’ in the student’s file.

3. **Competent Student Clinical Practice**
In the event that a student does not meet clinical expectations in any critical behavior as defined on the clinical evaluation tools, faculty will proceed according to the guidelines in the course syllabus.

**FACULTY DEVELOPMENT**

The Galveston College Department of Nursing supports individual and collective professional development activities for the nursing faculty who must maintain current knowledge and expertise related to nursing and health care.

Faculty development is provided for the purpose of increasing the value of the faculty’s sustained contributions to the mission of the Galveston College Department of Nursing by providing the members with an opportunity for professional growth. The Department of Nursing seeks opportunities for additional education, improving skills, maintaining currency, and other suitable activities and programs are understood as purposes of faculty development.

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**PROCEDURE:**

C. The responsibility of the individual for their own professional development includes:
   4. Identify measurable short and long term goals annually.
   5. Develop strategies for achievement of identified goals.
      e. Identify pertinent faculty development activities and that will increase individual growth.
f. Assess relevance of identified activities to the mission, scope, and selected goals of the Department of Nursing.
g. Assess feasibility of engaging in the identified activities.
h. Identify appropriate funding sources to support activities.
6. Annual review of progress toward short and long term goals.

D. The responsibility of the collective faculty for the development of the individual faculty members includes the following:
3. The Director of Nursing discusses short and long term goals with the individual at the yearly evaluation review and facilitates goal achievement throughout the year.
4. Annually Galveston College allocates the funds available for faculty development activities.
   The Director/Dean may allocate funds available for faculty development activities.

Faculty will disseminate information in the faculty meetings concerning individual development activities with other faculty, share particular skill learned, and areas of expertise.

**ORIENTATION PLAN FOR NEW FACULTY**

Each new faculty member will be assigned a mentor from the nursing faculty. The mentor's responsibility is to serve as a resource person for the new faculty member, and to assist in bridging the gap between the new faculty's previous work experience and their role as a nursing instructor/teacher. The orientation plan for new faculty includes:

1. **Orientation to the Physical Layout of the Department**
   a. Skills Lab
   b. Media Center
   c. Scantron, ParSCORE and printing room
   d. Classrooms

2. **Secretarial Services**
   a. Introduction to staff
   b. Review of secretarial duties/responsibilities
   c. Requests for services

3. **Tour of College Facilities**
   a. Library/Testing Center
   b. Bookstore
   c. Student Center/Cafeteria
   d. Administrative Offices
   e. Business Office
   f. Admissions Office
   g. Security and Maintenance

4. **Review of Faculty and Student Handbook**
   a. Review of Shared “S” Drive and available information
   b. Review of responsibilities
5. **Review and Purpose of Forms**
   a. Request for Reimbursement (Local Travel)
   b. Faculty Referral Form (Counseling Form)
   c. Authorization for Professional Leave and Travel Request
   d. Media Center Requests
   e. Service Request
   f. Check Request
   g. Leave Request/Absence Report
   h. Equipment Repair Request
   i. Purchase Requisition
   j. Stores Requisition
   k. Tax Exempt

6. **Ensure Acquisition Of:**
   a. Telephone Listing with Extensions
   b. Information about TCCTA, TNA, TOADN
   c. Picture Identification Badge and departmental name tag
   d. Keys
   e. Photo Copying Code Number
   f. Long Distance Calling Access Number

7. **Introduction at GCNFO and Faculty Senate**

8. **Follow Faculty Orientation Handbook**

**GALVESTON COLLEGE NURSING FACULTY ORGANIZATION (GCNFO)**

The GCNFO is the governing organization for the Galveston College nursing programs. Appendix A contains the Bylaws. The members of the organization meet with the Director of Nursing on a monthly basis throughout the academic year. Adjunct/part-time faculty members are invited to attend the meetings. They will have full voice but no vote. The GCNFO is the major decision making body for the nursing programs.

Faculty members participate on departmental committees which report to the GCNFO. Representatives from the nursing student body are invited to serve on several of the committees. Most committees meet on a monthly basis. The Director makes committee assignments in September for one academic year.
APPENDIX A
GALVESTON COLLEGE
GALVESTON COLLEGE NURSING FACULTY ORGANIZATION
BYLAWS

Article I - NAME
The name of this organization shall be the Galveston College Nursing Faculty Organization, hereafter referred to as the GCNFO.

Article II - PURPOSES
The purposes of this organization shall be to:

a. promote high standards of nursing education;
b. provide direction for the nursing programs through cooperative decision making; and
c. establish policies for nursing faculty and students in accordance with college, state and national requirements.

Article III - FUNCTIONS
The functions of the GCNFO shall be to:

a. develop and implement the philosophy, conceptual framework and objectives of the Associate Degree and Vocational Nursing Programs consistent with those of the college.
b. systematically plan, implement, evaluate and coordinate the curriculum of the ADN and VN Programs with regard to the philosophy and objectives.
c. promote quality health care through participation in community organizations and/or activities.
d. participate in activities or committees of the total faculty of Galveston College in ways that will benefit the college, student and/or individual faculty member.

Article IV - MEMBERS
The GCNFO shall consist of all members of the nursing faculty. Full-time faculty shall have full voice and vote. Part-time faculty shall have full voice but no vote. The nursing advisor shall have full voice and vote except it cannot be a tie breaking vote.

Article V - OFFICERS
The officer of the GCNFO shall be a Chairperson.

Article VI - DUTIES OF OFFICERS

Section 1: Chairperson

A. The Chairperson of the GCNFO shall be the Director of Nursing, or appointed designee.
B. The duties of the Chairperson shall be to:

1. prepare the agenda for each meeting;
2. preside at all meetings of the GCNFO;
3. call special meetings of the GCNFO;
4. preserve the principles of parliamentary procedure at all meetings of the GCNFO;
5. serve as an ex-officio member of all committees of the GCNFO;
6. serve as liaison between college administration and the GCNFO;
7. serve as liaison between cooperative agencies and the GCNFO;
8. provide for maintenance of a permanent copy of minutes and proceedings of all meetings on file in the Nursing Department office, and
9. appoint membership to Standing Committees.

### Article VII - MEETINGS

**Section 1: Meetings**

The GCNFO shall meet once a month during the Fall and Spring semester. The place and time shall be determined by the Chairperson.

**Section 2: Minutes**

The minutes shall be taken by the Department Administrative Assistant. The minutes shall be typed and permanently maintained on the Shared “S” Drive. A copy of the minutes will be maintained by the Chairperson.

**Section 3 Special Meetings**

Special meetings may be called by the Chairperson or at the request of the members.

### Article VIII - QUORUM AND VOTING

**Section 1: Quorum**

Two thirds of the GCNFO voting members shall constitute a quorum.

**Section 2: Voting and Debate**

A. **Voting**
   
   Decisions shall be made by a two thirds majority vote of GCNFO members present.

B. **Voting and Debate**
   
   Suspension of rules of voting and debate may be requested at the beginning of the meeting in accordance with Robert's Rules of Order.
Section 1: Standing Committees

A. Committees
   There shall be five standing committees:
   1. Bylaws
   2. Curriculum
   3. Evaluation
   4. Admission and Progression
   5. Peer Review

B. Meetings
   Meetings shall be called by the Chairperson of the Committee. The committee shall meet at least once during the Fall and Spring semesters.

C. Service
   Each GCNFO voting member shall serve on at least one committee per academic year. Non-voting members may serve on Standing Committees.

D. Reporting
   Standing Committees shall report to the GCNFO and the Director of Nursing. An annual report shall be submitted at the end of each academic year.

Section 2: Officers of Standing Committees

A. Officers
   One officer of each committee shall be a Chairperson. He/she shall be elected by members of the committee and shall serve for one academic year.

B. The duties of the Chairperson shall be:
   1. Call all meetings of the committee
   2. Prepare the agenda for each meeting
   3. Preside at all meetings or designate an alternate
   4. Present reports and recommendations of the committee to the GCNFO at monthly and/or called meetings; and
   5. Compile an annual report.
Section 3:  **Bylaws Committee**

A. **Members**  
The Committee shall be composed of at least two members of the GCNFO who are appointed annually at the September meeting. The members shall have full voice and vote.

B. **Functions**  
The Bylaws Committee shall:
1. review the Bylaws annually
2. receive suggested amendments
3. suggest amendments; and
4. submit proposed amendments to the voting body.

Section 4:  **Curriculum Committee**

A. **Members**  
1. Faculty  
The Committee shall be composed of at least two members of the GCNFO who are appointed annually at the September meeting. These members shall have full voice and vote.

2. Students  
Two student representatives shall serve on the Curriculum Committee—one from Year 1 and one from Year II. Student members shall have full voice but no vote.

B. **Functions**  
The Curriculum Committee shall:
1. Develop the philosophy, conceptual framework, and educational objectives of the Associate Degree Nursing and Vocational Nursing programs.
2. Plan and develop a curriculum framework based on the philosophy and objectives of the nursing program;
3. Systematically review revisions of the Associate Degree Nursing and Vocational Nursing Program’s philosophy, conceptual framework, educational objectives, and curriculum and make recommendations to the GCNFO;
4. Act on requests submitted by the Director of Nursing or College Administration; and
5. Annually review program entrance requirements, nursing course prerequisites and re-admission and progression policies with the **Admissions and Progressions** Committee and make recommendations as necessary to the GCNFO.
6. Review each course summary on a rotating basis for course changes and especially changes based on student evaluations.

Section 5:  **Evaluation Committee**

A. **Membership**  
1. Faculty  
The Committee shall be composed of at least two members of the
GCNFO who are appointed at the annual meeting in September. These members shall have full voice and vote.

2. Students
Two student representatives shall serve on the Evaluation Committee of the ADN program, one from Year I and one from Year II. One student representative shall serve on the Evaluation Committee from the VN program. Student members shall have full voice but no vote.

B. Functions
The Evaluation Committee shall:
1. oversee implementation of the total program evaluation plan;
2. review total program evaluation plan every three years and propose revisions to the GCNFO;
3. define, collect, and analyze data for annual graduate follow-up;
4. develop and implement a plan for collecting and analyzing student retention data; and
5. act on requests submitted by the Director of Nursing, Dean of Health Occupations, or College administration.

Section 6: Admission and Progression Committee

A. Members
1. Faculty
   The Committee shall be composed of at least three faculty members who are appointed at the September GCNFO meeting. These members shall have full voice and vote.
2. Students
   One second year student from the ADN program and one VN student shall serve on the committee. The student members shall have full voice but no vote.

B. Functions
The Admission and Progression Committee shall:
1. develop written criteria for the review of re-admission and transfer applicants;
2. conduct formal student hearings;
3. review applications and transcripts of students desiring admission, transfer, or readmission and make recommendations regarding acceptance;
4. accept and review petitions relating to student progression through the ADN and VN programs and make recommendations to the Director of Nursing; and
5. annually review program entrance requirements, nursing course prerequisites and re-admission and progression policies with curriculum committee and make recommendations as necessary to the GCNFO.

Section 7: Peer Review Committee

A. Members
1. The Peer Review Committee shall be composed of four Galveston College employees appointed by the Director of Nursing. The Galveston College attorney shall serve in an ex officio capacity. The committee members shall consist of:
a. Three (3) RN's employed by Galveston College;
b. To the extent feasible, consist of at least one registered nurse who has a working familiarity with the area of nursing practice in which the nurse being reviewed practices; and
c. One Galveston College faculty-non RN.

2. Members shall serve for two academic years. Membership will be filled on a staggered basis to preserve continuity of membership. In even number years: Two RN, faculty members shall be appointed. In odd number years: one RN faculty and one Galveston College Faculty- non RN shall be appointed.

B. Functions

1. The Peer Review Committee shall investigate any incidents and determine if there has been:
   a. unprofessional conduct;
   b. failure to care adequately for a patient;
   c. failure to conform to the minimum standards of acceptable professional nursing practice; and/or
   d. impaired status by an RN.

2. The “Policy and Procedure for Peer Review of Registered Nurses” from the Nurse Practice Act and Board of Nursing Rule 217.19 are the documents which govern the Peer Review process. The actual plan to be followed by the committee is filed in the Director of Nursing’s office.

3. All RN members of the committee shall have full voice and vote.

### Article X - AD HOC SPECIAL COMMITTEES

**Section 1:** The GCNFO Chairperson shall appoint Ad Hoc and Special Committees as needed.

**Section 2:** Ad Hoc/ Special Committees shall, upon completion of the assigned task and filing of the final report, be automatically dissolved.

**Section 3:** Examples of Potential Ad Hoc Committees

I. Recognition Ceremony Committee

   **A. Members**
   The members of the committee shall be composed of one (1) VN faculty, a minimum of three (3) ADN faculties, 1 VN student representative, and 1 ADN student representative

   **B. Function**
   The recognition ceremony committee shall coordinate all activities of the recognition ceremony.
II. Information Technology Committee

A. Members
   1. The members shall include the Hall Professor, skills Laboratory Coordinator, and a member from the V.N. and A.D.N. faculty
   2. Members shall be appointed annually at the September GCNFO Meeting.

B. Functions
   The information technology committee shall:
   1. Develop, implement, and evaluate strategies to improve instructional delivery.
   2. Survey faculty needs for training and hardware.
   3. Review requests and evaluate software for value and compatibility.

III. Test Oversight Committee

A. Members
   1. The members shall include at least three (3) faculty members and all the appointed level coordinators

B. Functions
   1. To present researched guidelines for test construction to faculty and obtain consensus for use of guidelines
   2. To present systematic designators for key words
   3. To review use of data item/test analysis
   4. To review one exam from each course randomly chosen
   5. To find an expert presenter to do a faculty workshop
   6. To pilot, present, and incorporate external entrance, continuing, and exit testing
   7. To review an exam from each course annually for understanding of the guidelines

IV. Faculty Professional Development Committee

A. Members
   1. The committee will be composed of at least two (2) members of the GCNFO who are appointed annually at the September meeting.
   2. In case of only two members, they will be considered Co-Chairpersons and if an impasse occurs, the Chairperson of GCNFO may then help make the decision.
   3. If there are more than two members, a chairperson of the committee will be elected.

B. Functions
   The Faculty Professional Development Committee shall:
   1. Foster faculty development by seeking and providing events throughout the academic year that will increase holistic knowledge and wellness for the entire nursing faculty.
2. Provide opportunities for faculty and staff that will increase their knowledge and skills and that will improve teaching, student learning, and student success.

3. Work closely with the Chairperson of GCNFO to seek funding for events as needed for seminars, workshops, presentations/presenters or online educational activities.

4. Annually seek information from faculty as to what they would like to see presented and what their specific needs might be.

Section 4: In order to accommodate scheduling conflicts, online chat or teleconferencing type meetings may be held.

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<th>Article XII - PARLIAMENTARY AUTHORITY</th>
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Robert's Rules of Order shall be the parliamentary authority for the GCNFO.

Revised: 11/2009