

Glendale Community College
Health Science Division
Nursing Department

Policy Handbook
2021-2022

Table of Contents

Application Eligibility	3
Application Process	5
Evaluation of Program: Program Evaluation Policy	7
Evaluation of Program: Comprehensive Program Evaluation Plan	9
Nursing Department Policies	31
Student Chain of Command	32
Attendance Policy	33
Grading Policy	35
Honesty and Disciplinary Measures.....	37
Student Probation Policy.....	38
Reinstatement Policy	40
Transfer and Challenge Policy	42
Advanced Placement Policy: Military Personnel.....	43
Advanced Placement Policy: LVN-RN Career Ladder	45
Grievance Policy.....	47
Job Descriptions	48
Associate Dean of Health Sciences	49
Lead Instructor of Nursing	52
Instructor of Nursing.....	53
Nursing Resource Lab (NRL) Assistant	55
Nursing Program Specialist	58
Administrative Assistant	61

APPLICATION ELIGIBILITY

PREREQUISITE COURSES

The following 6 courses must be completed with a grade of "C" or better in order to be eligible to apply:

1. Human Anatomy
2. Human Physiology
3. Microbiology

These 3 science courses must:

- Include labs and equal 14 semester/21 quarter units. In the event that there are insufficient units, only a college level Chemistry course (with lab) will be used to make up the deficit
- Effective February 2022, applicants for Summer/Fall 2022 will not have a science recency on courses with a "C" or higher.
- No more than one (1) substandard grade (W, C-, D, F) between these three (3) courses within the last 7 years
- COVID-19 Conditions:
 - Substandard grades (W, EW, NP, C-, D, F) in Anatomy, Physiology, and Microbiology taken during Spring/Summer/Fall 2020 will not be counted towards GPA calculations and will not be counted as a repeat.
 - Online labs for Biology and Chemistry courses will be accepted for courses taken during Spring/Summer/Fall 2020.
 - The Nursing Department highly recommends letter grades for the prerequisite courses, especially in Anatomy, Physiology, Microbiology, and English 101. If students choose to take these courses with a "Pass/No Pass", a "P" notation will be interpreted as a "C" in the Chancellor's Formula

4. Freshman English

- AP scores of 3 or higher will be accepted. This can only be verified with an official transcript from AP CollegeBoard.
- The Nursing Department highly recommends letter grades for the prerequisite courses, especially in Anatomy, Physiology, Microbiology, and English 101. If students choose to take these courses with a "Pass/No Pass", a "P" notation will be interpreted as a "C" in the Chancellor's Formula

5. General Psychology

- AP scores of 3 or higher will be accepted. This can only be verified with an official transcript from AP CollegeBoard.
- Lifespan and/or Developmental Psychology are not accepted and cannot be substituted

6. Eligibility for Intermediate Algebra

- AP scores of 3 or higher will be accepted. This can only be verified with an official transcript from AP CollegeBoard.
- Guided Placement Surveys (GPS) are required for applicants who have not completed Freshman English or Elementary Algebra in a U.S. College or University

SOCIAL SECURITY NUMBER (SSN) or INDIVIDUAL TAXPAYER IDENTIFICATION NUMBER (ITIN)

Possession of an SSN or ITIN is required by the California State Board of Registered Nursing for licensure. The department requires a copy of your SSN/ITIN and a government-issued photo ID together on one sheet. Other acceptable forms of SSN/ITIN verification include the first page of your most recent tax return or your W-2 form. These documents will be returned to you.

HIGH SCHOOL DIPLOMA

Applicants without a college degree posted on their transcript must submit proof of high school completion as required by the California State Board of Registered Nursing for licensure. If you have a college degree, proof of completion of high school is not needed.

If high school was completed in the United States, you may choose to submit proof of completion using one of the two ways listed below:

1. One official high school/GED transcript, OR
2. Submit a copy of your diploma **and** bring your original diploma for verification

If high school was completed outside the United States, foreign high school must be officially evaluated using one of the official GCC-approved evaluators listed below. Translations will not be accepted. Provide ONE "General Report" from one of the following evaluators. For some companies, you must allow at least 3 weeks for processing. It is the applicant's responsibility to plan ahead.

World Evaluation Services, Inc.	www.wes.org	212-966-6311
International Educational Research Foundation	www.ierf.org	310-258-9451

GPA REQUIREMENT

Applicants must have a minimum overall GPA of 2.5, and a minimum science GPA (Anatomy, Physiology, Microbiology) of 2.0

COVID-19 Conditions:

- Substandard grades (W, EW, NP, C-, D, F) in Anatomy, Physiology, or Microbiology taken during Spring/Summer/Fall 2020 will not be counted towards GPA calculations

APPLICATION PROCESS

STEP 1: APPLY

Rn Program applications are accepted twice a year during the following windows:

- February 1 – March 1 for Summer/Fall
- July 15 – August 15 for Winter/Spring

Optional Application Workshops will be held via Zoom for those seeking assistance with the application, no appointments necessary. Application Workshop schedules are available online.

STEP 2: EQUIVALENCY

After the application deadline, the department will review each application to verify the following:

1. All prerequisite courses taken outside Glendale Community College are equivalent
 - a. If you took any prerequisite courses at a private college or outside of California, the department may request a syllabus of the course to determine eligibility.
2. Minimum overall GPA of 2.5
3. Minimum science GPA (Anatomy, Physiology and Microbiology) of 2.0
 - a. No more than one (1) substandard grade in Anatomy, Physiology and/or Microbiology in the last 7 years (2014 to present). Grades of W, C- (minus), D, or F within the last 7 years are considered substandard grades.
4. Grades of C or higher in all prerequisite courses. Grades of C- (minus) will not be considered.
5. **COVID-19 Conditions:** Substandard grades (W, EW, NP, C- (minus), D, F) in Anatomy, Physiology, and Microbiology taken during Spring 2020, Summer 2020, and Fall 2020 will not be counted towards GPA calculations and will not be counted as a repeat.

STEP 3: CHANCELLOR'S FORMULA CUT SCORE

After determining equivalency, the department will verify that applicants have a Chancellor's Formula Cut Score of **75% or higher**. The following are considered to determine if applicants meet the minimum Chancellor's Formula Cut Score:

- a. Overall GPA
 - b. Science GPA (Anatomy, Physiology, and Microbiology)
 - c. English 101 (Freshman English) GPA
 - d. No more than one (1) substandard grade in Anatomy, Physiology and/or Microbiology in the last 7 years (2014 to present). Grades of W, C- (minus), D, or F within the last 7 years are considered substandard grades.
 - i. **COVID-19 Conditions:** Substandard grades (W, EW, NP, C- (minus), D, F) in Anatomy, Physiology, and Microbiology taken during Spring 2020, Summer 2020, and Fall 2020 will not be counted towards GPA calculations and will not be counted as a repeat.
1. If your Chancellor's Formula score is 75% or higher, you will be invited via email to take the TEAS Version VI scheduled by Glendale Community College (GCC). During this pandemic, we are expected to administer the TEAS Version VI online via Proctorio.
 2. If your Chancellor's Formula score is lower than 75%, you are not eligible to take the TEAS Version VI until you have completed the Chancellor's Formula Remediation Plan developed by GCC's Nursing Counselor. The department will notify students about this process via email.

STEP 4: TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS)

The TEAS VI is required for all eligible applicants, regardless of any educational degree. Applicants must receive a total score of **62% or higher** on the first attempt of the current version to be eligible. Previous versions of the TEAS will not be accepted.

- a. Eligible applicants who have not taken the TEAS VI will be invited (around May for Summer/Fall applicants, around November for Winter/Spring applicants) to take the TEAS VI scheduled by Glendale Community College (GCC) if determined eligible. During this pandemic, we are expected to administer the TEAS Version VI online via Proctorio.
- b. Applicants who have already taken the TEAS VI will be asked to send their first score (first attempt of TEAS VI) electronically through www.atitesting.com to the Nursing Department using “**Glendale CC ADN CA**” (around May for Summer/Fall applicants, around November for Winter/Spring applicants) once they have been notified that they are eligible.
- c. Applicants who do not pass the TEAS VI on the **first attempt** will be required to complete a TEAS Remediation Plan that will be developed by GCC’s Nursing Counselor. You will be not be eligible for selection until you have completed the TEAS Remediation Plan. The department will notify students about this process (around May for Summer/Fall applicants, around November for Winter/Spring applicants) via email.

STEP 5: RANDOM SELECTION

All applicants whose Chancellor’s Formula score is 75% or above and receive a total score of 62% or higher on the TEAS VI will be eligible for random selection. **Letters will be sent via email (in June for Summer/Fall applicants, in December for Winter/Spring applicants).**

OPTIONS WHILE AWAITING ACCEPTANCE

1. **Add gcnursing@glendale.edu to your Contacts**

All letters and other notifications will be made via email. It is your responsibility to regularly check your email. Please notify the department of any changes in personal information.

2. **Complete General Education Requirements**

If you are not accepted, meet with your academic counselor and work on completing your general education (GE) degree requirements for the Associate’s Degree. It is highly recommended that students have their GEs completed upon entering the Nursing Program. Obtaining an Associate Degree is a requirement for various CSU’s ADN-BSN Collaborative Track Programs.

3. **Make an appointment with Academic Counseling**

It is not mandatory to meet with an Academic Counselor in order to submit your application. However, if you need counseling for other degree completion/graduation requirements, please ask to see the Nursing Counselor. Email gcnursing@glendale.edu to request an appointment once you have a Glendale Community College Student ID number. You must provide unofficial transcripts of all coursework at the time of the appointment.

EVALUATION OF PROGRAM

The Glendale Community College Associate Degree Nursing Program Evaluation Plan Policy

The ADN program has an inclusive, ongoing, and systematic written program evaluation plan that assures a connection of assessment and evaluation to program planning and improvement. Data from the ongoing evaluation of courses and program outcomes are collected regularly to inform faculty in decision-making regarding student learning, program-level outcome achievement, program maintenance, improvement, and growth.

The current Program Evaluation Plan (PEP) also called the Systematic Plan of Evaluation (SPE) includes a review of the program outcomes, such as the NCLEX-RN exam pass rates, program completion rates, and job placement rates. Other program evaluation components required by the California Board of Registered Nursing (BRN) that are regularly evaluated include graduate program satisfaction, curriculum threads/concepts, resources, employer satisfaction, and student classroom and clinical evaluations. Additionally, direct measurements of the end program learning outcomes will be measured regularly and evaluated. The following table presents the schedule of the current Program Evaluation Plan

Assessment Method and Frequency of Current Program Evaluation Plan

Area Evaluated	Assessment Method & Frequency	Criteria for Success
NCLEX Pass Rate	Review NCLEX report annually	Above State NCLEX pass rate 80%
Attrition/Retention Rate	Review of attrition records every semester	Attrition < 25% Retention > 75% Per graduating class
Post-graduation Employment Rate	Student survey sent 6 - 8 months after graduation, each semester	> 60% of graduates become employed as an RN
Curriculum Threads Evaluation	4 th semester student survey conducted every semester	>80% of students agree that all thread components have been addressed and taught are well
Area Evaluated	Assessment Method & Frequency	Criteria for Success
Graduate Satisfaction Survey	4 th semester student survey conducted every semester	>75% of graduates are satisfied with GCC Nursing Program
Resource Evaluation	Student survey conducted every spring semester of an odd numbered year.	>70% of students report that they have needed resources to meet the learning objective.
Employer's Satisfaction Evaluation	Employer Survey conducted every fall semester of an odd numbered year	>75% of employers are satisfied with GCC graduates

Classroom Instruction	Student Survey conducted every fall semester of an odd numbered year	>75% of students agree that classroom instructions meet the students' learning needs
Clinical Instruction & Clinical Sites Evaluation	Student survey conducted every fall semester of an odd year	>75% students agree that clinical instruction and clinical agencies meet course objectives
Systematic Plan of Evaluation for Direct Measures of Graduate Learning Outcomes (GLOs) *to begin Spring 2021	Comprehensive exams administered and collected every semester to third and fourth semester students. These exams include: 1) Pharmacology and Parenteral Therapy A, 2) Diagnostic A, 3) Medical/Surgical Comprehensive A, 4) Management/Professional Issues B, and 5) Kaplan Predictor A. Evaluation of results conducted every fall semester of an even year	Students will score 60% or better on the subscales of each GLO on the Kaplan Comprehensive Integrated Comprehensive Exams. 90% of 4 th semester students will score a "Satisfactory" rating on the Clinical Evaluation tool objectives/concepts for the capstone course NS 214.
Comprehensive Program Evaluation Plan	Faculty review, assessment, and evaluation of all aspects of nursing program every 5 years	See Comprehensive Program Evaluation Plan format for criteria for success in each category

Evaluation findings can be used but not limited to grant applications, the college program reviews, Student Learning Outcome assessments, the self-study for the Board of Registered Nursing for continuing approval, the Accrediting Commission for Community and Junior Colleges (ACCJC)/Western Association of School and Colleges (WASC) accreditation, and the Accreditation Commission for Education in Nursing (ACEN). Data may also be shared with campus administrators, clinical affiliates, the Nursing Advisory Committee, and students, as needed.

Faculty understand the importance of the SPE as an ongoing quality improvement process, which has effectively evaluated all aspects of the ADN program. The Comprehensive SPE is a more complete assessment that occurs regularly every 5 years to evaluate all aspects of the program. This assessment tool includes faculty review of the program mission statement and philosophy, the admission process, library resources, policies and procedures, and several areas of the nursing program.

Glendale Community College
Associate Degree Nursing Program
COMPREHENSIVE PROGRAM EVALUATION PLAN (CPEP) 2020

Criteria: Program Outcomes	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
The National Council Licensure Examination for Registered Nurses (NCLEX-RN) Pass Rate	Dean, Director, Nursing Faculty	NCLEX report in Director's Office	Annual	Review NCLEX report in faculty meeting	80% or greater for all first-time test-takers during the calendar year.	<p>Monitor pass rate quarterly and review annually (See PEP).</p> <p>Overall NCLEX pass rate for 2020 is 97% (76/78), RN pass rate 100% (68/68), and LVN pass rate 80% (8/10)</p> <p>It has been noted in spring 2021, that the 2020 pass rate for the 10-student LVN-ADN Career Ladder students was</p>	<p>GCC students' pass rate has been consistently higher than the state level of 75%. In 2016, faculty decided to increase the threshold to an 80% to ensure that the pass rate is much more closely monitored in case it drops. Continue to monitor annually.</p> <p>The following will be implemented by faculty to help ensure that the pass rate will not drop:</p> <ul style="list-style-type: none"> • identify students who struggled with course content during their enrollment, such as those who repeated a course, required tutoring and/or referral for accommodations, or those who were known to have difficult circumstances. Through this identification, instructors and/or department administration will contact students to determine if there are any needs (i.e. resources, place to study, etc.) that we may assist with for their success on NCLEX-RN. • continue to offer an on-site or virtual Kaplan NCLEX-RN preparation/review course every semester within two weeks of graduation. The review course is an

					<p>right at the threshold of 80%. This is due to the fact that 2 of the 10 students in the cohort were not able to take the NCLEX -RN exam until 8 to 9 months later due to the COVID -19 pandemic testing restrictions.</p>	<p>intense, 4-day course which is included in the Kaplan Integrated Testing Program that students pay in installments each semester during their enrollment. Previous graduates continue to report that this preparatory course and program integrated within the curriculum were integral in their passing exam.</p> <ul style="list-style-type: none"> • continue offering students assignments that allow students to practice NCLEX-RN style questions; these types of practice questions are content-specific and available with the Kaplan Integrated Testing Program through Focused Review Tests. • continue to utilize the normed Kaplan Integrated Exams in every semester course with proctored exams and required remediation to help students identify areas of weakness and develop a study plan to overcome identified areas of weakness. • continue to utilize the comprehensive Predictor A exam in the 4th semester capstone course, NS 214 with requirements for remediation. • include the comprehensive Predictor A Diagnostic A exam, Pharmacology Comprehensive A, Medical-Surgical Comprehensive, and the Professional Issues/Leadership comprehensive exam in the third and fourth semesters starting Spring 2021 to assess student areas of improvement and identify course gaps that require follow-up by the instructor.
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							<ul style="list-style-type: none">• continue to review and revise course exams to align with the critical thinking and prioritization required on NCLEX-RN.• continue to review data from the National Council for State Boards of Nursing (NCSBN) and make curriculum and program improvements in identified weak subject areas.• continue to identify the students who failed NCLEX-RN and the possible rationale for their failure to identify changes required to support graduate success.
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Attrition and retention of the graduating class	Director; Nursing faculty; nursing counselor;	Attrition record in Director's Office and Administrative Assistant	Every semester	Review of attrition records in faculty meeting	Attrition < 25% Retention > 75% Per graduating class	<p>Monitor every semester.</p> <p>Spring 2020 graduating class:</p> <p>Attrition: 7.5% generic (3/40)</p> <p>A total of 3 students dropped or failed during the course of 4 semesters from Fall 2018 to Spring 2020.</p> <p>Fall 2020 graduating class:</p> <p>Attrition: 12.5% generic (5/40)</p>	<p>Early identification of students at risk for failure</p> <p>Referral to nursing advisor for assistance</p> <p>Tutoring for Pharmacology, Medical Surgical Nursing</p> <p>Remediation / Enrichment clinical classes NS 219</p> <p>NRL staff will be available to set up simulation and skills training stations as needed</p> <p>Referring students to the Food for Thought Pantry to assist students in need</p> <p>Nursing program will continue to refer students to apply for scholarships</p> <p>Referrals to Instructional Assistance Center for screening of potential learning disability</p> <p>Referrals to the Health Center for mental and emotional support as needed.</p>

						<p>A total of 5 students dropped or failed during the course of 4 semesters from Spring 2019 to Fall 2020.</p> <p>Attrition: 0% CL group (0/10)</p>	
Post-graduation employment rate survey	Director; Nursing faculty	Composite summary of survey date; minutes of Faculty meeting; Self-study	Every June and December	Director and Faculty review data from Post-graduation employment rate survey	> 60% of graduates report that they are employed as RNs	<p>> 70% of graduates were employed as RNs from 2016 to 2020. Combined Post-graduation employment rate for the graduating classes of December 2019 and June 2019 is 76% (55/72). 83% (25/30) for June 2019, and 71% (30/42) for</p>	<p>In 2018, the nursing program was awarded the Gold Star by the California Chancellor's Office for success in 100% student employment and wage outcomes. The surveys for the 2020 employment rate are unexpectedly lower. Delays in hiring may be attributed to the increased lag time for students to be able to take the NCLEX-RN exam sooner because of limited scheduled exam seating due to the COVID-19 pandemic. In addition, 45 to 55% of our graduates are in collaborative ADN-BSN programs, wherein they are enrolled in full-time programs after graduation, particularly if they are a part of the program with California State University, Los Angeles and Northridge. When enrolled in a collaborative program, the student may be unable to secure employment for at least 6 months after graduation due schedule conflicts with the intense training and schedule commitments required by new graduate residency programs and the RN-BSN Collaborative Program itself.</p>

						December 2019	
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Criteria: Exit Surveys	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Curriculum Integrated Threads	Director; Nursing faculty	Self-Study; Composite summary of student evaluation survey; Terminal objectives, and clinical evaluation tools	Every Fall semester by students; every Spring semester by faculty.	Students evaluation every Fall semester; Review by Faculty every Spring semester	75% students agree that all thread components are well covered in GCC program; All faculty agree that integrated threads are current, relevant, and complete.	Reviewed by faculty every Spring semester of the following year. Spring 2020 79% - 100% & Fall 2020 81% - 100% of students agree in all areas that all components are well covered in the program.	The areas that appear to need some improvement but are not below threshold of 75%, are in the areas of Leadership, Legal Issues and Ethics. The 4 th semester faculty have decided to implement the on-line platform (Shadow Health) which has the Leadership module to help students apply content and strengthen areas of Leadership and Supervision, starting spring 2021. In addition, there is only 50% of clinical hours due to the pandemic and students may feel they are lacking. Faculty in each semester will be looking at implementing activities in lecture, lab or seminar to emphasize legal and ethical issues, starting winter 2021. Instructors will reinforce the variability of teaching modalities to reach all learners.
		Composite summary of		Director and Faculty	> 75% of graduates	> 75% of graduates	The Los Angeles County Department of Health Services (DHS) Mentoring and Tutoring Grant

Graduate Satisfaction Survey	Director; Nursing and faculty	survey date; minutes of Faculty meeting; Self-study	Every Semester (4 th)	review data from Graduate Satisfaction Survey	report that they are satisfied with the GCC program	were satisfied with the GCC program. Graduate Satisfaction rate for Spring 2020 is 93% and Fall 2020 96%	provided funding for tutoring and was abruptly discontinued for the year 2020-2021 due to the COVID-19 pandemic. The program will work on a different source of funding for students to continue providing this service. Instructors will be encouraged to schedule more lab time in lieu of remote meetings to help the student access the skills lab for practice and reinforcement of concepts.
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Criteria: General Surveys: Clinical, Class & Resources	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Student Evaluation of classroom instructions	Director; Nursing faculty	Composite summary of survey data; minutes of Faculty meeting; Self-study	Every Fall semester of an odd year by students	Director and Faculty review data from Student evaluation of classroom instructions	>75% of students agree that classroom instructions meet the students' learning objectives	Data compiled annually for PEP and Self-study	Continue to monitor; will update when curriculum is revised and implemented; Due to a large amount of data collected annually, Faculty changed Student Resources Evaluations to the spring of every odd numbered year. Increase student involvement in meetings and faculty decisions.
Student Evaluation of clinical instruction	Director; Nursing faculty	Composite summary of survey data; minutes of	Every Fall semester of an odd year by	Director and Faculty review data from Student	>75% students agree that clinical	Data compiled annually for	Continue to monitor; will update when curriculum is revised and implemented; Due to a large amount of data

and clinical sites/agencies		Faculty meeting; Self-study	students; and faculty	Evaluation of clinical instruction and clinical sites/agencies	instruction and clinical sites/agencies meet course objectives	PEP and Self-study	collected annually, Faculty changed Student Resources Evaluations to the spring of every odd numbered year. Increase student involvement in meetings and faculty decisions.
Student Evaluation of resources	Director or designee	Composite summary of student evaluation of resources survey; minutes of Faculty meetings; Self-study	Every spring semester of an odd year by students and faculty	Director and Faculty review data from Student survey of resources	> 75% of students report that they have needed resources to meet learning objectives	> 75% of students reported they had needed resources to meet learning objectives	Continue to monitor; Due to a large amount of data collected annually, it was difficult to provide meaningful analysis and monitor changes in a short time frame, faculty has decided in 2020 to do evaluate Student Resources in the spring of every odd numbered year.

Program Evaluation Plan

Criteria: Curriculum	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Program's philosophy: currency; relevance; and congruency to College's Mission Statement & Goals	Director; Nursing faculty	Student Handbook 2021-2022; Evidence of review in minutes of faculty meetings	Every 5 years	Review by faculty at faculty meetings; comparison of Program's Philosophy with College's Mission Statement & Goals	All faculty agree that the program Philosophy is current and congruent with the Mission & Goals of GCC	Reviewed & updated in Fall 2020	All faculty agreed that the program Philosophy is current and congruent with the Mission & Goals of GCC
Terminal objectives, Class Sequence, and Unifying Theme are current and relevant	Director; Nursing faculty	Student Handbook 2021-2022	Every 5 years and as needed	Review by faculty at faculty meeting	All faculty agree that Terminal objectives and Unifying Theme are current and relevant	Reviewed & updated in Fall 2020	Continue to monitor
Student/Program Learning Outcomes (SLOs /PLOs): updated	Director; Nursing faculty	GCC website and class syllabi	Every 3 years and as needed	Faculty members review SLOs at the end of each semester	All SLOs are updated online and follow up actions documented and implemented	SLOs of all nursing classes are posted online and updated every 3 years	Continue to monitor

Criteria: Curriculum and Instruction	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
BRN approved curriculum content	Director; Nursing faculty	College catalog; Schedule of classes; GCC Nursing Student Handbook 2021 – 2022; course syllabi; Director’s office; minutes of faculty meeting.	Every 5 years and as needed	Program review by faculty every 5 years; completion of BRN approval process	Curriculum content includes theory and clinical practice as approved by BRN; Curriculum units meet BRN accreditation standards	Reviewed by faculty Fall 2020.	Revisions made to GCC Nursing Student Handbook 2021-2022 College Catalogue: continue to monitor. Curriculum reviewed for revision 2019, temporary hold at this time.
Clinical agency contracts are current	Director; Nursing faculty; GCC Dept. of Business	Nursing Dept. “Facility Contracts” file; GCC Dept. of Business	Annually	Inspection of contract files annually	100% of clinical agency contracts are monitored and kept current	Contract files reviewed and renewed as needed; All contracts are current as of Fall 2020.	Continue to monitor

Criteria: Organization & Administration	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Dept. Organization Chart in relationship to Dept. Director and Faculty	Director; Nursing faculty	Nursing Dept. Faculty Handbook; Self Study	Update as needed.	Periodic review of Dept. Org. Chart by Faculty as changes occur	Dept. Org. chart reflects the current relationships among Dept. director and faculty members	All faculty agree that Org. chart is current and accurate, update in Spring 2021	None needed; updated spring 2021
Faculty participation in college-wide Governance and/or department committees	Nursing faculty	College/Dept. Committee Membership Lists and minutes of faculty meetings	Annual	Review of self-reporting participation by individual faculty members	100% of full-time nursing faculty, employed more than one year, all serve on college and/or Dept. committees	100% of full-time nursing faculty participate on college and/or Dept. committees	None needed
Student participation in nursing Faculty meetings	Director or designee	Minutes of faculty meetings	Annual	Review student attendance at faculty meetings	At least two students attend faculty meetings each semester	More than two students attended faculty meetings each semester (except for 2020 due to transition to virtual meetings)	Continue to monitor; Assistant Director and NRL Staff held virtual student information sessions
Director of Nursing Qualifications	Human Resource Dept. & BRN	Transcripts in personnel file; BRN authorization; Curriculum Vitae on file; BRN file in Dept.	At time of hire to position & license verification every 2 years	Evaluation of qualifications at appointment; completion of BRN approval form; self-evaluation per HR requirement	Division chair holds a Master's degree in nursing and is currently licensed as a RN in California	Division chair holds MSN from UCLA and has a valid RN license in CA, and has been approved by BRN for the position	None needed

Assistant Directors qualifications and duties	Division Chair & BRN	Transcripts in personnel file; BRN authorization; Curriculum Vitae on file; BRN file in Dept.	Every 2 years and with position change	Evaluations of qualifications at appointment; completion of BRN approval form; evaluation by Director every 2 years	Two Assistant Directors hold Master's degrees in nursing and are currently licensed as RNs in California. They are appointed to serve in the Director's absence and assist in program activities	Current two Assistant Directors hold Master's degrees in nursing and are currently licensed as RNs in California; have BRN approval	None needed
Criteria: Faculty	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Policies related to faculty roles and responsibilities	AFT Academic Affairs Director and Faculty	GCC Faculty Union (AFT) agreement; GCC Full-time & adjunct Faculty Handbook; Nursing Dept Faculty Handbook Minutes of faculty meetings	Annual Every 5 years Every 5 years	Periodic review by Faculty to determine congruency and identify potential discrepancies	All faculty received copy of AFT agreement contract; agree on congruency with Nursing's policies; Nursing Dept's policies are congruent with AFT's and GCC's policies	Review all the policies to assure policies' congruency	Continue to monitor and update as needed

Faculty Qualifications	Director & Human Resource Dept.	Curriculum Vitae in Nursing Dept. & Transcripts in Personnel Files at Human Resources; California BRN approval forms in files	At time of hire and license verification	view of CV, transcripts, and license at time of hire and placement on salary scale; completion of California BRN approval forms	100% full-time faculty members are BRN approved; possess a valid California license and have a graduate degree with a major in nursing; 100% adjunct faculty meet BRN minimum standards for teaching in the California Community College system	All faculty have BRN approval to teach in respective areas, have a current California nursing license, and are qualified to teach in the California Community College system	Continue to monitor
Maintenance of scholarly and professional development activities	BRN; Director of Nursing Dept. GCC Human Resources	Individual Faculty Report in Nursing Faculty Handbook; completed FLEX hours report in GCC Human Resources Dept.	Every 2 years by BRN; Annual submission of Faculty Report to Nursing Dept. and annual Flex hours report to Human Resource	Self-reporting of CEU to BRN; review of individual Faculty report; individual completion of hours of FLEX report to Human Resources	100% faculty complete professional development requirements for BRN and GCC	100% faculty have completed the CEUs and FLEX hours required by BRN and GCC	Continue to monitor

Criteria: Faculty	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Faculty-Student Ratios in Clinical Area	Director of Nursing	Semester Record of clinical groups	Every semester	Review and discussion by clinical faculty	Student to Faculty ratio in clinical does not exceed 1:10, except preceptorship of 1:15	1:10 ratio not exceeded	Continue to monitor
Policy & Procedure	Director; Nursing faculty	Student & Faculty Handbooks	Annual	Faculty review in faculty meetings	Updates reflect current regulations and policies	Reviewed and updated Student Handbook annually. Current version 2021-2022	Uploaded Student Handbook on GCC Website and on Canvas in 1 st semester.
Full Time Faculty Evaluation	Human Resources; director; Administrator or Peer	Individual faculty's personnel file in Human Resources & Nursing Dept.	Every 3 years or as needed per Guild contract	Student survey; class or/and clinical observations by director, administrator, and peer	100% full time tenured faculty receive regular evaluation per Guild contract	100% full-time tenured faculty received required evaluation per Guild contract	Continue to monitor

Adjunct Faculty Evaluation	Human Resources; Director or designee	Individual faculty's personnel file in HR & Nursing Dept.	1 st semester or 2 nd semester after hiring; then every 3 years	Student survey; Class or clinical observations by director or designee	100% adjunct faculty receive regular evaluation per Guild contract	100% adjunct faculty received required evaluation per Guild contract	Continue to monitor
Faculty Handbook	Faculty and Director or designee	Nursing Department Workroom	Every 3 years	Review in faculty meetings.	100% faculty agreement on update or change	Reviewed in faculty meeting every 3 years and as needed	Updated Spring 2021
Criteria: Faculty	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Content Experts	Director	Self-study report in Nursing Dept; BRN Faculty approval file; Faculty Handbook	Every 5 years and as needed	Completion of BRN approval forms; Completion of required CEUs in specialty area per BRN regulations; Completion of remediation if needed	At least one full time faculty member will be approved as a Content Expert by the California BRN for teaching in the following subject areas: gerontology, mental health nursing, maternal-child nursing, pediatrics, and	Qualified Content Experts have been identified and approved for all 5 subject areas <u>Content Experts:</u> -Medical-Surgical Karima Esmail and Fiona Virani-Hajililoo	Continue to monitor

					medical-surgical nursing	-Obstetrics: Kohar Kesian -Pediatrics: Marilyn Getz -Psychiatry: Rose Onyekwe -Geriatrics: Jing Johnson	
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Criteria: Students/Graduates	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
<p>Student Survey Content:</p> <p>a. Classroom Evaluation</p> <p>b. Clinical Evaluation</p> <p>c. Curriculum threads evaluation</p> <p>d. Resources Evaluation</p> <p>e. Graduates Satisfaction Evaluation</p> <p>f. Employer's Satisfaction Evaluation</p> <p>g. Post-graduation employment rate survey</p>	Director or designee	Student survey data record in Director's office	Every 5 year and as needed	Faculty review all survey questions for currency and relevancy; revise questions as needed	100% agreement by faculty on student survey questions	Student survey questions reviewed by nursing faculty for Fall 2019.	Due to a large amount of data collected annually, it was difficult to provide meaningful analysis and monitor changes in a short time frame; faculty agreed in Fall 2020 to only evaluate Classroom and Clinical Evaluation and Resource Evaluation every fall of an odd year.
Nursing Program Student Health Files	NRL	NRL Student Health files	Every semester and as needed	NRL staff review and maintain student health records; update as needed	100% of students have current, updated health/immunization records on file	100% of students have completed health record on file (2016 –2021)	Continue to monitor

Employers Satisfaction Survey (Performance of graduates)	Director; Nursing faculty; nursing counselor	Employer Survey Report in Director's Office	Annual	Employer Survey sent to the Affiliated Hospitals 6-12 months after graduation	> 70% of employers are satisfied with GCC graduates	Review survey questions annually and update as needed. Last review Fall 2020	Continue to monitor; The faculty learned that employers found it redundant when asked for annual surveys regarding new graduate hires. This frequent evaluation made it difficult to provide meaningful data in a short time frame. Faculty has decided in 2020 to evaluate this in the spring of every odd numbered year.
Criteria: Students/Graduates	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Admission, Selection of student	Director; Nursing faculty; Counseling Dept.	Admission & selection policy posted on GCC website; Application forms; completion of academic counseling	Selects the students for entrance each semester; Review application form & process annually	Select students based on Admission & Selection criteria	Admission criteria used to randomly select from the pool of eligible students	Application form and admission process reviewed, updated and implemented; application form posted online since 2012 and was updated every semester. 100% of students'	Continue to monitor

Student Demographic	Director or designee	Student demographic data on application form; Report to BRN survey; Research and Planning Dept. of the college	Every semester	Collect, review, and analyze graduate demographic data	Collect, review, and analyze students' demographic data annually	demographic data collected, reviewed, and analyzed	Continue to monitor
Student grievance	Director; Nursing faculty; Office of Instructional Services	Complaint file in Director's office	As needed	Director and nursing faculty review complaint and find resolution according to Dept. & college policy	Resolution for each grievance; record maintained in student files	Resolution reached for each grievance	Continue to monitor
Informal complaints or student concerns	Director; Nursing faculty	Minutes of faculty meetings	As needed	Faculty discussion of student concerns; review of informal complaints	Resolution for each student concern and revise policy if needed	All student concerns were successfully resolved	Continue to monitor

Criteria: Resources	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Clerical and student services are adequate	Director or designee	College Org. chart; Nursing Dept. Org. chart	Annually	Compare clerical services available with specific needs of the program	Adequate staffing for NRL, adequate support staff (administrative assistance & academic counseling)	The Nursing Program Specialist, Administrative Assistant, and Nursing Counselor have been fully funded by the college since 2016-17. NRL staff is adequate for service. One NRL staff was permitted to be full-time. Both are still 100% grant funded.	None needed
Accessibility and adequacy of NRL resources	Director or designee; NRL staff	Data summary from Student Evaluation of Resources survey	Annually (every Spring)	Collect data and review Student Evaluation of Resources survey	75% of students agree that NRL resources are adequate and accessible to meet their learning needs	75% of students agreed that NRL resources were adequate and accessible to meet their learning needs	Continue to monitor

<p>Accessibility and adequacy of holdings in GCC Library</p>	<p>Director or designee; Library director; Nursing Library Liaison</p>	<p>Library catalog; data summary from Student Evaluation of Resources survey</p>	<p>Every 5 years and at time of Self Study review</p>	<p>List of periodicals reviewed, holdings reviewed by Director, nursing faculty, & library liaison when new textbooks are selected</p>	<p>All library holdings and resources are current (within last 5yrs) and accessible to students via e-books or on shelf</p>	<p>GCC library holdings reviewed and updated with new collections</p>	<p>In fall 2020, faculty agreed to use a resource provided by Elsevier; the Clinical Nursing Skills Video Collection is updated regularly. Use of this begins Spring 2021 and will replace the college library subscription to Alexander Street (outdated content)</p> <p>Continue to monitor</p>
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Criteria	Responsible person(s)	Document Location	Assessment Frequency	Assessment Method	Criteria for Success	Evaluation Data Summary	Response to Evaluation Data: Action Plan
Program Evaluation Plan (PEP)	Director or designee	PEP file	Bi-annual	Review PEP and update as needed	PEP will be reviewed and updated bi-annually	<p>Reviewed annually (2016 – 2019)</p> <p>The tremendous amount of data, time necessary to evaluate surveys annually and the ability to create meaningful change with such a quick turnaround was difficult for faculty to maintain on an ongoing yearly basis. Faculty decided that careful analysis would require more time for observation and thought prior to implementation.</p>	<p>Classroom and Clinical Evaluation and Resource Evaluation every fall of an odd year</p> <p>Continue to monitor.</p>

NURSING DEPARTMENT POLICIES

- ❖ Student Chain of Command
- ❖ Attendance Policy
- ❖ Grading Policy
- ❖ Honesty and Disciplinary Measures
- ❖ Student Probation Policy
- ❖ Reinstatement Policy
- ❖ Transfer and Challenge Policy
- ❖ Advanced Placement Policy: Military Personnel
- ❖ Advanced Placement Policy: LVN-RN Career Ladder
- ❖ Grievance Policy

STUDENT CHAIN OF COMMAND

Score on Test or Assignment (Paper, Quiz, Etc.) is Below 76%	⇒	Contact your instructor	⇒	Email the Nursing Advisor		
Questions About Class or Clinical	⇒	Contact your instructor	⇒	Make an appointment with the Director through the front desk		
Confidential Issues	⇒	Email the Program Ombudsperson	⇒	Make an appointment with the Director through Nursing Program Specialist		
Clinical Help or Remediation	⇒	Contact your instructor	⇒	See NRL Staff or follow-up with the Nursing Advisor	⇒	Make an appointment with the Director through Nursing Program Specialist
Class Fundraisers or Activities	⇒	Contact other officers in other semesters or attend SNA meetings to ask officers for advice.	⇒	Email the SNA Advisor	⇒	See your Semester Representative 1 st semester: 2 nd semester: 3 rd semester: 4 th Semester:
Health Requirements	⇒	See NRL Staff				

ATTENDANCE POLICY

The college policy regarding absences as stated in the Catalog will be followed:

“Students are expected to attend all class meetings. There are no authorized absences from class and irregular attendance may result in exclusion from classes.”

“It is the student’s responsibility to register properly for classes. A student who fails to enroll officially in a class [includes payment of fees] will not be given credit for that class.”

“Students also have the responsibility of officially withdrawing from college or dropping from class when they stop attending, and of observing established deadlines. A student who is failing and does not withdraw will receive an F when grades will be assigned.”

“It is the responsibility of each student to know the attendance and absence policy of each class in which he or she is enrolled.”

The policy is further defined by the Catalog statement that the student may be dropped for continuous or cumulative absences for the number of hours a semester-length class is scheduled to meet in a two-week period. Additionally, the student may be dropped for failure to attend all class meetings during the first week of instruction without prior arrangement with the faculty.

The Nursing Faculty specifies that any student who does not attend the first class meeting and does not to notify the Department may be dropped from the class. The faculty stresses that being tardy three times is considered equivalent to one absence. Tardiness is defined as either late arrival or early departure.

Any student who incurs the status of excessive absences in laboratory or theory will be dropped from the course. The student may petition the Nursing Department for reinstatement (being allowed to continue in the course). The student is to initiate the petition process, obtaining the form from, and submitting it to the Department Office. Additionally, depending on the circumstances or history of the student, he or she may be asked to appear before the faculty to explain why the petition should be granted. The Department faculty may choose to discuss mitigating circumstances. It is the privilege of the faculty member(s) to request a physician's note to verify the illness and/or student fitness to return to class/clinical. The faculty will make recommendations to the individual instructor presenting the problem who will then make the final decision regarding action(s) he or she deems necessary.

CLASSROOM: Excessive absences occur when a student misses more hours of didactic than the number determined by the definition above. The accompanying Addendum shows the calculated hours for each course beyond which absences are considered “excessive.”

CLINICAL: Excessive absences are incurred in a manner similar to those for lecture classes. It is the responsibility of the student to notify the instructor whenever absent or tardy. The student will follow the notification procedure specified by the individual instructor. When a student has been absent for an assignment to a special area, the faculty member may reassign the days. It is up to the faculty member to identify alternative assignments and activities in lieu of any missed clinical time.

MAKE-UP TIME: There is NO provision for making up absent time. A faculty member who is absent may require an assignment in lieu of the students' clinical experience. Faculty members are not required to provide make up assignments.

RESCHEDULING: There may be circumstances where the Division Dean and/or Nursing Faculty will have to cancel or reschedule a clinical day or lecture. If the rescheduling occurs on a day other than that utilized for the class and the student is unable to attend, the student will not be penalized.

Attendance at extended laboratory experiences (field trips, workshops, meetings) is mandatory if scheduled during regular clinical hours. Any student who is unable to meet overall course objectives, even if absences were not excessive, will not receive a satisfactory clinical evaluation.

If an instructor feels that a student in attendance in class, or at a clinical facility is ill, the instructor will determine whether the student should remain or not with regard to limiting the risk of spread of communicable illnesses. The instructor has the authority to request an ill student go home. If a student is sent home for any clinical behavior (e.g. inappropriate dress, poor preparation, unsafe care), hours missed are computed as absent.

IT IS THE RESPONSIBILITY OF THE STUDENT TO CONSULT WITH HIS OR HER INSTRUCTOR REGARDING THEIR ATTENDANCE STATUS.

ADDENDUM

Hours of Didactic and Clinical Hours in 2 Weeks (converted to semester length schedule per college policy):

Course	Didactic Hours	Clinical/Lab Hours
NS 200	3 (short session)	N/A
NS 201	N/A	6
NS 202	2	3
NS 203	2	3
NS 204	1	3
NS 205	1 (short session)	N/A
NS 208	5	N/A
NS 210	6	12
NS 211	6	12
NS 212	4	15
NS 213	4	15

Course	Didactic Hours	Clinical/Lab Hours
NS 214	5	21
NS 215	3	6
NS 216	N/A (short session)	12
NS 217	2 (short session)	N/A
NS 218	3 (short session)	N/A
NS 219	0 (short session)	12
NS 220	N/A	12
NS 222	4	9
NS 223	7	12
NS 232	1	3
NS 233	1	3

***Important note:** The defined hours listed above do not entitle the student to miss classroom or clinical time. The above hours merely define the amount of time per college policy before the student is in excessive hours of absence. Once a student receives excessive absences, the faculty member reserves the right to fail the student based on the failure to meet the required amount of hours. Classroom and clinical makeup assignments and activities relative to any hours missed are at the discretion of the faculty member.

GRADING POLICY

POLICY REGARDING GRADING AND WRITTEN COURSE REQUIREMENTS

General Grading and Enrollment Information

1. Student achievement may be measured in various ways including, but are not limited to, examinations, projects, reports, or research papers. The final grade is a composite of the evaluative measures used and weighted as explained in the course outline.
2. Students must earn a grade of “C” or better in all courses required by the nursing major for the degree or certificate. The grading scale for the Department of Nursing:

A 91 – 100%

B 82 – 90%

C 75 – 81%

F < 74.5% (**No** score below 74.5% will be rounded to a passing grade)

Please Note: There is no “D” grade given in the Department of Nursing.

3. The student name on all attendance sheets, forms, tests or quizzes, written work, and clinical papers or charting must be legible. Any signature that is unreadable will not be given credit for the work. In the clinical setting, if such an incident poses a threat to the safety or well-being of a patient, the student may be warned with progression to probation.
4. The syllabi for courses with a clinical component provide the student with grading criteria, the objective or competencies the student is expected to demonstrate, and the indicators which identify satisfactory performance. Students who receive a failing evaluation in the clinical area will be excluded from the course at that time and need to withdraw from the course. A student who is not doing satisfactory work in the classroom will be allowed to continue to the end of the semester if he or she chooses. It is the student’s responsibility to be aware of drop and withdraw deadlines, their own progress, and the impact of a failing grade on their GPA. The faculty and Director cannot overturn mandatory dates established by Admissions and Records in compliance with state law.
5. Students must purchase required textbooks as outlined in their course syllabus. Unless the instructor specifies otherwise, an electronic book (e-book) is allowed in place of a physical textbook.
6. Students who are enrolled in any nursing course which integrates theory and clinical experiences within the unit structure, must be successful in both components. A student who fails an integrated course must repeat the entire course, both clinical and didactic.
7. The student who fails any two nursing courses or the same course twice will be dismissed and ineligible to return. A student may reenroll in a course only once after a previous withdrawal. Enrollment is defined as attending at least one class meeting.
8. The student who earns a grade of “Must Improve” on the Clinical Evaluation Tool in three clinical rotations will be dismissed and ineligible to return, regardless of theory course grade.
9. Any student who withdraws while performing unsatisfactory work (clinically or academically) is considered for Department reentry criteria to have failed the course.

Examinations, Quizzes, and Final Examinations Testing Policies

1. The student is responsible for notifying the instructor or Department **prior to** examination time if unable to take an examination.
2. The instructor is not required by college policy to offer a make-up examination. Any faculty member may, after so advising the student, refuse to offer a make-up examination in an attempt to curtail abuse of the policy. Make-up examinations must be completed before the next lecture, or before the next test, whichever is earlier. Other specific

arrangements may be made at the discretion of the instructor. The faculty member may elect to construct a different test for the make-up examination.

3. Students are not permitted to use the restrooms during examinations. All belongings, except those necessary for test-taking must be kept at the front of the classroom. When a student completes the exam, s/he must exit the classroom quietly and return when class resumes. The instructor reserves the right to alter these guidelines as necessary.
4. The instructor reserves the right to review or not to review course quizzes and examinations. The final exams in all nursing courses are not reviewed with the students.
5. Final examinations will not be given prior to the scheduled examination time.
6. Final examinations will be given according to the posted departmental schedule. If the posted time conflicts with another final exam, it is the responsibility of the student to notify the nursing instructor prior to the scheduled time for the exam.
7. The Kaplan Integrated Testing Program is a required component within the nursing curriculum. It is the student's responsibility to have their username and password available to access the system for scheduled exams. In addition, it is the student's responsibility to obtain a functioning device (i.e. laptop and/or tablet with internet access capability) to take the scheduled exams in class as assigned.
8. Exams are proctored using proctoring software, which must run on students' computers. Students must verify that their computers can run the software. The proctoring software also requires a webcam and microphone. If students do not have access to a device with a webcam and microphone, the students may make a request to check-out a device from the college library (while supplies last). It is ultimately the student's responsibility to ensure that requirements are met prior to exams.

Other Required Assignments

1. It is expected that all assignments will be complete and submitted on time. All submitted assignments will be legible. Typed papers are always preferred and, in some instances may be required.
2. The instructor reserves the right to refuse any assignments that are late, incomplete, illegible, and/or poorly or improperly completed and these would then result in an "F" grade for that assignment.
3. Grading will be determined by the criteria of the individual faculty member as published in the course overview/syllabus. No late work will be accepted without prior instructor approval. An instructor may choose to approve a request for late submission of work, and also subject the work to a 10% (or larger) grade penalty for each day of the school week it is late.
4. Any required work/assignment not completed by the end of the course will result in a final grade of "F" in the class unless the student has experienced an unforeseen but verifiable emergency **and** has received prior permission from the instructor. It is not the student's prerogative to choose to not complete assignments since all learning activities have a purpose associated with them. This statement is in compliance with College Policy (see Catalog). If an "Incomplete" grade is assigned and the student is allowed to progress in the course sequence, all work must be made up within the first six weeks of the next possible term. Failure to complete the incomplete work within the six-week time frame will result in the student being excluded from any nursing course in which he or she is enrolled at the time.
5. Written work may be required in APA format.

Clinical Evaluation:

1. The student will be counseled and advised when the instructor perceives that stated objectives are not being met. Continued problems may result in failure or dismissal. (See Probation Policy).
2. At the end of each rotation the instructor will meet with each student for discussion of the written student evaluation. The student may request a copy of the final clinical evaluation.

6/2005, 5/2006, 4/2007, 5/2008, 5/2009, 05/2010, 6/2011, 8/2015, 4/2019, 10/2019, 12/2020

HONESTY AND DISCIPLINARY MEASURES

Faculty Expectations Regarding Honesty

1. It is expected that GCC nursing students will exhibit the highest standards of ethical behavior in their clinical and scholastic endeavors. Nurses provide care and advocacy for vulnerable populations and must conduct themselves with integrity.
2. In the event that any student in the Department of Nursing would be guilty of cheating, he or she may be subject to the following:
 - a. 0% on the test/assignment;
 - b. Mandatory meeting with the entire faculty;
 - c. Ineligibility of an applicant for enrollment in a nursing program, and/or
 - d. Resultant probation, suspension, or dismissal.
3. The Nursing Department adheres to the GCC Academic Honesty Policy. (See College Catalog/GCC Student Handbook/Nursing Student Handbook - Section V.)
4. In addition, students who allow others to copy their work or exams, or who participate in supplying answers during testing/evaluation situations will also be considered as committing acts of academic dishonesty.
5. Students will make a commitment not to share information about items or content on exams with other students as a means of providing them with test information. Violation of this will be considered an act of academic dishonesty.

Disciplinary Measures

1. Again, while it is not likely that improper or incompetent conduct will occur, rules to govern such conduct are necessary to protect the integrity of the program and the discipline of nursing. The following is a summary of some major criteria that would be sufficient cause for faculty review and referral to the Vice President of Instruction with possible resultant failure, suspension, or dismissal.
 - a. Absences/tardiness which exceed course limitations
 - b. Irresponsible or careless attitude.
 - c. Untrustworthy or improper behavior.
 - d. Breaching patient/client confidentiality.
 - e. Physical or mental illness deemed sufficient to interfere with meeting objectives and progressing in the Nursing Program.
 - f. Dishonesty in classroom and/or clinical areas.
 - g. Falsification of records.
 - h. Behavioral evidence or actual impairment of substance abuse.
 - i. Unsafe clinical practice that seriously jeopardizes patient/client health or safety.
 - j. Exceeding limits of reinstatement or failure guidelines.
2. For more information, please refer to Faculty Expectations of Student Behavior and Grading Policy in this Handbook and sections on General Conduct and Academic Honesty in the College Catalog and GCC Student Handbook.
3. Any student dismissed from the Program because of violation of this policy is **ineligible** for reentry/reinstatement.

STUDENT PROBATION POLICY

A student who is doing unsatisfactory work in the clinical and/or academic setting will be placed on progressive notice and ultimately on probation if improvement is not demonstrated. It must be noted, however, that because of the seriousness of the activities in which nursing students are engaged, it is possible that an exceptional situation could occur which would jeopardize patient safety and result in immediate probation or the immediate dismissal of the student.

Conditions of Academic Probation: The student is expected to maintain a minimum average of 75% in all course work and meet attendance requirements. At midterm, or when the student's success in a course is in jeopardy, the student will be made aware of his or her academic status. If for any reason this communication fails to reach the student, it is ultimately the responsibility of the student to be aware of individual academic standing in any class. Students are referred to departmental and campus resources and it is their responsibility to follow through in utilizing the resources offered.

Conditions of Clinical Warnings and Probation: Students who are not meeting clinical objectives will be given feedback and guidance. If performance does not improve they will be given progressive warnings in the following sequence:

1. Verbal warning – in the event the student has not demonstrated the ability to meet the competencies for their level, the student will be verbally warned and further guidance, referrals, and possible remediation assignments will be provided.
2. Written warning – if the student demonstrates they are unable to improve after a verbal warning they will be progressed to written warning. The written warning will include areas they need to improve in, guidance in actions to take to improve, and what the expected outcomes will be. Students who have been on written warning will receive at best a “Needs Improvement” evaluation.
3. Probation – in the event the student continues to demonstrate an inability to meet the competencies, the student will be placed on probation using the Clinical Evaluation Tool for their level. The student is placed on probation when the instructor identifies behaviors which indicate the student is not meeting minimal competency requirements of the course or is deemed unsafe. In the event of a major safety violation or failure to meet the bolded and underlined competencies within the clinical evaluation tool, the student can be placed on probation without having received verbal and/or written warnings. Competencies which require improvement will be identified, actions to be taken outlined, and expectations clarified. When probation is implemented the student is given a written unsatisfactory interim evaluation which will include the following components:
 - a. Identification of specific unmet objectives and clinical behaviors which resulted in probation; and,
 - b. Behaviors that must be demonstrated within a specified time period in order to be removed from probation and continue in the Nursing Program.

There are 2 possible outcomes from being on probation; the student can complete the activities outlined by the instructor and meet the expectations and complete the rotation, or the student may continue to not meet expectations and be dismissed from the rotation. Students who have been on probation will receive at best a “Needs Improvement” evaluation.

A conference may be held by the Program Director (or representative), the student, and the instructor(s) concerned. If the Director is not present or represented, he or she will be advised of the situation as soon as practical. The student is required

to sign the evaluation; the signature indicates only that the statement has been read and does not imply agreement with the document itself. The student may respond in writing to the evaluation.

Probationary Outcomes: At the end of time specified in the individual probation the student may be:

- a. Successfully removed from probation and given an overall “Must Improve” final evaluation;
- b. Continued on probation for an additional specified time period; or
- c. Given a failing final course evaluation.

There are times when actions taken, or the failure to take action may be deemed serious enough to generate safety risks, and at these times steps may be accelerated to probation or removal from the clinical setting. Examples of this would include violations of bolded competencies (i.e. medication administration) which may generate unsafe situations for the student and patient.

If a clinical failure occurs in a course that integrates classroom and clinical experiences, the student may **not** remain in the classroom. A student on probation may advance to the next clinical rotation while on probation **only** if both rotations provide clinical practice for the same course.

Any student who withdraws while on probation is considered to have failed the course from a departmental level. Therefore, a student who voluntarily drops or withdraws while on probation will be considered "not in good standing" for purposes of accepting/prioritizing petitions for reinstatement (see Reinstatement Policy). Any student placed on clinical probation twice within one semester or twice within the program is ineligible to remain in the Program. A student who receives three “Must Improve” clinical evaluations for courses during his or her enrollment is also ineligible to remain in the Program. In both of these instances the overall clinical evaluation will automatically be an “Unsatisfactory” (Fail).

Academic probation once invoked continues to the end of the course. Completion of the course with a satisfactory average and successful removal of probationary status will result in successful completion of the course. Inability to achieve at least a 75% in course theory will result in course failure and ineligibility for advancement.

Conditions of Administrative Probation: Circumstances may arise in which the student is felt by the faculty to have demonstrated behaviors inconsistent with expectations stated in the Nursing Student Handbook and which go beyond the concerns of a single course or clinical rotation. In such instances the Nursing Program Director may place the student on administrative probation for a specified period of time. The probationary period may extend beyond the confines of a single enrollment period and the Director and nursing faculty will jointly monitor the student’s performance. Should this occur, the probationary process described above will be followed. If the student fails to meet the contract/expectations outlined, he or she may be dismissed from the Program. This is a very serious consequence that is not implemented lightly since it will remain part of the student’s permanent record.

4/2004, 5/2006, 4/2007, 5/2008, 5/2009, 5/2010, 6/2011, 8/2015

REINSTATEMENT POLICY

The student who withdraws or is excluded from the Glendale Community College Nursing Program must petition the Nursing Department for reinstatement if they have:

1. withdrawn for personal reasons;
2. withdrawn from a course while on probation (clinical or academic);
3. been excluded for academic or clinical failure; **or**
4. been excluded for ineligibility to progress in course sequence.

The student seeking reinstatement will have:

1. filed a petition for readmission/ reinstatement (petitions are available at the department office)
2. participated in an exit interview with the Director or a designee at the time of withdrawal/exclusion from the program;
3. fulfilled all recommendations made at the time of the exit interview; **and**
4. been enrolled in the Nursing Program within one year (or repeat coursework may be required); and,
5. demonstrated dosage calculation and skills readiness for the course requested.
6. students seeking reinstatement after being unsuccessful in NS 208 must retake NS 208 and successfully pass before being eligible to return to the program.

The student will **not** be eligible for enrollment (reinstatement) if they:

1. fail two nursing courses or fail the same course twice;
2. withdraw failing from two nursing courses, or withdraw failing from the same course twice with an unsatisfactory theory average or clinical performance evaluation;
3. experience any combination of (1 and 2) above;
4. incur clinical probation twice, at any time during their enrollment;
5. receive three overall "Must Improve" clinical evaluations; **or**
6. receive a combination of two "Must Improve" clinical evaluation grades and a failing course theory grade during their enrollment,
7. withdraw enrollment from the same course more than once (enrollment is defined as attending at least one class meeting);
8. were already reinstated once before;
9. have not been enrolled in the Nursing Program within the last year.

The student who leaves the program through "W" (withdrawal) or dismissal and is documented as clinically unsafe at that time may be denied readmission.

The Reinstatement Petition is available from the Department of Nursing Office and downloadable online at www.glendale.edu/nursing under "Important Documents." The form should be completed with careful attention to detail and expression of ideas. When completed it should be returned to the Nursing Office within 2 weeks of withdrawal, but no later than A DAY PRIOR TO THE LAST FACULTY MEETING OF THE SEMESTER. The form must be accurately and thoroughly completed. Petitions will be reviewed by the Director who will submit eligible petitions and recommendations to the faculty at the final meeting of the semester. If there are more petitions than spaces at the same priority level, a random selection will be made for the available seats. The department will notify the student in writing regarding the outcome of the petition.

Priority List for Enrollment/Reinstatement

Students will be reinstated based on **available seats** and student **priority status**. The priority guidelines used by the faculty in assigning a priority status are: (from highest priority to lowest):

1. New students meeting admission criteria;
2. GCC students who dropped a class due to personal reasons and were in good standing at the time of the withdrawal;
3. GCC students attempting to return after 1 withdraw failing, or failure who actively participated in meeting with the Faculty Advisor and tutoring and mentoring to maximize their success;
4. GCC students attempting to return after 1 withdraw failing, or failure who did not participate in tutoring and mentoring;
5. Foreign nurse graduates who met conditions of acceptance to make up deficiencies identified by the BRN.
6. Transfer students who were in good standing in their previous program (this category includes foreign graduate nurses).

6/2004, 5/2006, 4/2007, 5/2008, 5/2009, 5/2010, 6/2011, 8/2015, 4/2019, 6/2019

TRANSFER AND CHALLENGE POLICY/PROCEDURE

Nursing classes may be challenged by students with equivalent coursework or appropriate and recent (within the past seven years) prior experience in healthcare. Students attempting to transfer from other accredited nursing programs must be in good standing from the program they are leaving.

Transfer:

1. Transfer credit is given for equivalent courses required by this program which have been taken at a regionally accredited American community college, university, or nursing school. Courses for which credit is requested must be verified by official transcript and have been completed with a grade of "C" or better.
2. Establishment of "equivalent" status will be determined by an academic counselor, the Division Chairperson of the course area in question, and/or the Nursing Department Director/Faculty.
3. Courses from foreign institutions must be evaluated for equivalence through a college approved agency. Agencies approved to evaluate course equivalencies are identified by Admissions and Records.

Credit by Examination:

1. Students wishing to challenge a nursing course(s) must follow the procedure and guidelines outlined in the College Catalog (Credit by Examination).
2. Challenge examinations for nursing courses with integrated theory and clinical have both a written and performance (nursing skill practicum competency) exam. The written test must be completed with a "C" or better (using the Department of Nursing grading scale) before the student is eligible to complete the performance test.
3. In order to request credit by examination the student must have been approved for enrollment in the Department as a nursing student.

Foreign Education

1. Students from other countries must have their transcripts evaluated at their own expense by an accredited foreign evaluation service and have the official (sealed) evaluation sent to Glendale Community College.
2. If a course of study was completed, the degree or diploma must be formally evaluated to determine equivalence to an American program or degree.

6/2002, 5/2006, 4/2007, 5/2008, 5/2009, 5/2010, 8/2015

ADVANCED PLACEMENT POLICY

MILITARY PERSONNEL

In alignment with CCR Sections 1423.1, 1423.2 and amended CCR Sections 1418, 1424, 1426, and 1430 that implement Senate Bill 466, the Glendale Community College Nursing Program is committed to granting credit to students for relevant military education and experience toward the requirements for licensure as a Registered Nurse.

Individuals who present with relevant military education and experience equal to, but not limited to Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IDMT 4NOX1C) are eligible for advanced placement in a prelicensure nursing program. All nursing courses may be challenged; however, individuals must have proof of prior relevant education and experience that meet the specific requirements of each course.

Interested candidates who meet the criteria must request an appointment with the Program Director or designated advisor at least eight weeks prior to the application deadline to discuss eligibility requirements for the Associate Degree Nursing Program. Evaluation of the experience(s) or courses will be performed by the nursing director, content expert(s), lead instructor(s), and Board of Registered Nursing, if necessary. Prior education, military education, and military experience will all be evaluated on an individual basis in order to grant the individual full or partial course credit. Challenge procedures may include one, or a combination of the following evaluation methods: 1) cumulative course challenge examinations, 2) essentials of medication administration exam(s), 3) and skills competency exam(s).

PREREQUISITES

Applicants seeking challenge/advanced placement must meet all general entrance requirements of the Associate Degree Nursing Program, which include:

1. Submission of a copy of their DD-214 (Certificate of Release or Discharge from Active Duty)
2. Completion of Generic RN Program prerequisites
3. Meeting the Chancellor's Formula cut score with a minimum of 75%
4. Successful completion of the Testing of Essential Academic Skills (TEAS) pre-admission examination with a Total Score of 62% or higher
5. Submission of official transcripts from each institution attended
6. Documentation verifying appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
7. Submission of syllabi or information of all courses
8. Documentation of work experience

It is recommended that recency of education and experience be within the last five years of application. Military Challenge students will not be considered for advanced placement if they have previously failed a nursing course at another nursing school.

ADVANCED PLACEMENT PROCESS

Acceptance of Military Challenge students into the Associate Degree Nursing Program is contingent upon successful level of achievement on challenge examinations or other evaluative methods to validate achievement of course objectives such as;

1. Achievement of 75% or above on the Challenge Exam(s) for nursing courses,
2. 75% or higher in designated advanced placement prerequisites,
3. "Satisfactory" performance on the skills competency evaluation, and
4. 90% or higher on the medication dosage calculation examination

The Director of the Nursing Program and Faculty committee will determine placement based on the results of the challenge exams and other evaluative methods. Once the candidate is deemed eligible for this process, the following materials will be made available to the applicant prior to the examinations and skills testing:

1. Course Outlines, Syllabus, Textbook lists, and a link to the college library's resources on Nursing
2. List of critical elements for all nursing skills
3. Nursing Student Handbook to review policies related to medication administration.

Advanced Placement will be granted if the applicant meets minimum requirements equivalent to those required of students enrolled in the actual course. Advanced Placement students are admitted based on spaces available; however, military personnel and veterans are given preference.

ADVANCED PLACEMENT POLICY

LVN-RN CAREER LADDER

The Licensed Vocational Nurse to Registered Nurse (LVN-RN) Career Ladder program provides the student with additional theoretical and clinical skills to seek employment in hospitals, clinics, private physician offices, and skilled nursing facilities as Registered Nurses.

Upon completion of the Licensed Vocational Nurse to Registered Nurse (LVN-RN) Curriculum and General Education requirements, the student will receive a Certificate of Completion in Registered Nursing, an Associate in Science Degree, and will be eligible to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN) and receive a license from the Board of Registered Nursing (BRN) to practice nursing in the State of California.

PREREQUISITE COURSES

The following 6 courses must be completed with a grade of "C" or better in order to be eligible to apply:

1. Human Anatomy
2. Human Physiology
3. Microbiology

These 3 science courses must:

- Include labs and equal 14 semester/21 quarter units. In the event that there are insufficient units, only a college level Chemistry course (with lab) will be used to make up the deficit
- Effective February 2022, applicants for Summer/Fall 2022 will not have a science recency on courses with a "C" or higher.
- No more than one (1) substandard grade (W, C-, D, F) between these three (3) courses within the last 7 years
- COVID-19 Conditions:
 - Substandard grades (W, EW, NP, C-, D, F) in Anatomy, Physiology, and Microbiology taken during Spring/Summer/Fall 2020 will not be counted towards GPA calculations and will not be counted as a repeat.
 - Online labs for Biology and Chemistry courses will be accepted for courses taken during Spring/Summer/Fall 2020.
 - The Nursing Department highly recommends letter grades for the prerequisite courses, especially in Anatomy, Physiology, Microbiology, and English 101. If students choose to take these courses with a "Pass/No Pass", a "P" notation will be interpreted as a "C" in the Chancellor's Formula

4. Freshman English

- AP scores of 3 or higher will be accepted. This can only be verified with an official transcript from AP CollegeBoard.
- The Nursing Department highly recommends letter grades for the prerequisite courses, especially in Anatomy, Physiology, Microbiology, and English 101. If students choose to take these courses with a "Pass/No Pass", a "P" notation will be interpreted as a "C" in the Chancellor's Formula

5. General Psychology

- AP scores of 3 or higher will be accepted. This can only be verified with an official transcript from AP CollegeBoard.

- Lifespan and/or Developmental Psychology are not accepted and cannot be substituted

6. Eligibility for Intermediate Algebra

- AP scores of 3 or higher will be accepted. This can only be verified with an official transcript from AP CollegeBoard.
- Guided Placement Surveys (GPS) are required for applicants who have not completed Freshman English or Elementary Algebra in a U.S. College or University

SOCIAL SECURITY NUMBER (SSN) or INDIVIDUAL TAXPAYER IDENTIFICATION NUMBER (ITIN)

Possession of an SSN or ITIN is required by the California State Board of Registered Nursing for licensure. The department requires a copy of your SSN/ITIN and a government-issued photo ID together on one sheet. Other acceptable forms of SSN/ITIN verification include the first page of your most recent tax return or your W-2 form. These documents will be returned to you.

HIGH SCHOOL DIPLOMA

Applicants without a college degree posted on their transcript must submit proof of high school completion as required by the California State Board of Registered Nursing for licensure. If you have a college degree, proof of completion of high school is not needed.

If high school was completed in the United States, you may choose to submit proof of completion using one of the two ways listed below:

3. One official high school/GED transcript, OR
4. Submit a copy of your diploma **and** bring your original diploma for verification

If high school was completed outside the United States, foreign high school must be officially evaluated using one of the official GCC-approved evaluators listed below. Translations will not be accepted. Provide ONE "General Report" from one of the following evaluators. For some companies, you must allow at least 3 weeks for processing. It is the applicant's responsibility to plan ahead.

World Evaluation Services, Inc.	www.wes.org	212-966-6311
International Educational Research Foundation	www.ierf.org	310-258-9451

GPA REQUIREMENT

Applicants must have a minimum overall GPA of 2.5, and a minimum science GPA (Anatomy, Physiology, Microbiology) of 2.0

COVID-19 Conditions:

- Substandard grades (W, EW, NP, C-, D, F) in Anatomy, Physiology, or Microbiology taken during Spring/Summer/Fall 2020 will not be counted towards GPA calculations

GRIEVANCE POLICY

Any student at GCC who feels that his or her rights have been infringed upon has access to due process. The student is expected to attempt in good faith to resolve differences with the individual concerned before resorting to grievance proceedings. If these attempts are unsuccessful, the student may elect to use either the Departmental (discussed below) or College process (see College Catalog).

The Departmental process is identical to the process of the College with the exception of a time line and the office of the administrator.

1. Within 10 school days of the time the student is aware of a problem or conflict he or she must deliver in writing to the Director of the Nursing Program a request for an informal hearing. The purposes of the hearing are described in the College Catalog.
2. Within three school days of receiving the request, the Director (or designee) will convene a conference with those persons involved in the grievance.
3. The result of the conference will be a written recommendation/solution.
4. The Director (Associate Dean, Health Sciences) may elect not to hear the grievance and direct the student to the College Grievance Process.

The student is allowed to attend all scheduled lectures until a decision is reached. However, if it is felt that patient safety is jeopardized, the student will be excluded from the clinical setting. If the student is not satisfied with the department decision, he or she may pursue GCC's procedure. If the student elects to initially pursue the higher campus procedure, the student may not resort to the Departmental procedure if dissatisfied with the college-level decision.

GCC Grievance Procedures: <https://www.glendale.edu/students/student-policies/grievance-procedures>

JOB DESCRIPTIONS

- ❖ Associate Dean of Health Sciences
- ❖ Lead Instructor
- ❖ Instructor of Nursing
- ❖ Nursing Resource Lab (NRL) Assistant
- ❖ Nursing Program Specialist
- ❖ Administrative Assistant

ASSOCIATE DEAN OF HEALTH SCIENCES

Description

DEFINITION

Responsible for the administration of the Health Sciences Division, which includes the following programs: Associate Degree Nursing, Emergency Medical Technician, and Alcohol and Drug Studies.

SUPERVISION RECEIVED AND EXERCISED

Supervision provided by the Dean of Instructional Services.

Examples of Duties

Provides leadership for the division through continuous organizational assessment, planning, direction, and evaluation.

Anticipates changes in evolving health care issues and marshal educational resources and planning efforts to meet changing community needs.

Provides leadership for program improvement and new program development through implementation of a written plan of program and curriculum evaluation with subsequent analysis, review, and revision as indicated.

Oversees the division use of an appropriate process, sequence, and schedule for curriculum revision and implementation.

Works with the faculty in the development and consistent implementation of program policies.

Promotes staff development and continuing education activities which will maintain currency in practice and foster excellence in nursing and health education.

Facilitates and promote cooperative and effective working relationships, encouraging shared governance at the division level, and seeking student involvement in its governance.

Provides leadership in the recruitment, selection, orientation, supervision, evaluation, and retention of faculty and staff.

Supervises all continuing education classes offered for continuing education credit in nursing.

Prepares annual budget for the division and assume responsibility for budget supervision of regular and grant funding.

Assists faculty and staff in the selection, ordering and distribution of equipment, books, and instructional supplies or materials.

Facilitates faculty, staff and student acquisition of new technologies in the classroom and workplace.

Coordinates programs with licensing boards, assigned consultants, and regulatory agencies, consistently implementing rules and regulations.

Represents the college in all relationships with other professional nursing organizations.

Maintains contractual relationships and obligations with local health care organizations.

Provides leadership in the process of accreditation and the preparation of reports for accreditation/approval visits, program review process, and annual reports to licensing agencies.

Participates in class scheduling and establish clinical rotations for the nursing program, facilitating new clinical experience opportunities for students.

Facilitates division advisory committee meetings.

Provides leadership in promoting programs and recruiting a qualified pool of student applicants.

Seeks additional outside funds and resources to support and expand programs.

Provides consultation in areas of expertise within the college as well as in the community.

Represents the interests of the division, its faculty, and students to the college.

Communicates activities, policies, and administrative decisions to the faculty, staff, and students.

Participates in the governance and professional activities of the college.

Performs related work as assigned.

Minimum Qualifications

Knowledge of:

Principles, practices, methods and procedures of professional nursing and other health sciences programs offered within the division.

Current standards of practice, including state and federal laws and regulations that apply to the provision of health care and prelicensure education for health care providers; including but not limited to the California Nurse Practice Act, CA Title 16, CA Title 22, Department of Health Services (DHS) standards and expectations, HIPAA, etc.

Maintenance of contractual and other legal records related to prelicensure and pre-certification education.

Knowledge, skills, and attitudes (KSA's) required for graduates of the programs offered within the division to be successful as entry level practitioners in health care.

Ability to:

Interpret, apply and explain rules, regulations, policies and procedures.

Assess and evaluate programs.

Prepare and administer district and grant program budgets.

Communicate effectively both orally and in writing.

Work effectively with the faculty, staff, students, graduates and outside agencies.

Select, develop, supervise and evaluate faculty and staff.

Prepare clear, concise, comprehensive reports.

Delegate duties when appropriate.

EMPLOYMENT STANDARDS

Minimum Requirements:

Education:

Master's Degree or higher from an accredited college or university which includes coursework in Nursing, Nursing Education or Administration.

Experience:

Possession of or eligibility for a license to practice as a professional nurse in the State of California.

Minimum of one year's experience in an administrative position as a director or assistant director in a pre-licensure nursing program or equivalent within the last 5 years.

Minimum of three academic year's full-time experience in professional nursing education within the last ten years.

One year's continuous experience in the practice of professional nursing, or equivalent experience as determined by the California Board of Registered Nursing.

Note: Appointment subject to approval of the California Board of Registered Nursing.

Desired Qualifications

Administrative and/or teaching experience in a community college setting.

Experience in working with diverse racial/ethnic groups.

LEAD INSTRUCTOR OF NURSING

One faculty member of each semester level teaching team is designated to serve as a lead instructor. Faculty that are assigned lead instructor responsibilities hold a Master's Degree and have prior full-time teaching experience as a team member in the semester they are assigned to coordinate. Clinical nursing experience consistent with the course objectives and student learning outcomes is strongly considered.

Lead instructors are responsible for:

- Reviewing, maintaining, and updating lab training and clinical calendars;
- Coordinating the orientation, onboarding, and mentoring of new faculty in both the theory and clinical components of the course;
- Scheduling and facilitating team meetings
- Collaborating with other instructors to review and update the curriculum and SLOs;
- Evaluating student progress
- Changing teaching methodologies or activities to improve the course.
- Reports significant student activities, issues, and concerns to the nurse administrator (director) and finding ways to resolve these issues.

Additional responsibilities may include:

- Updating and maintaining the course within the learning management system (i.e., Canvas);
- Reviewing student compliance with clinical agency and program credentialing
- Documenting student learning outcomes
- Maintaining accurate course grade books;
- Compiling attendance records,
- Coordinating student orientation,
- Providing updated information from faculty and division meetings, and

Sharing resources for ongoing faculty development.

INSTRUCTOR OF NURSING

DESCRIPTION

This is a full-time, tenure-track, 10 month-per-year position. This classroom teaching assignment is in the Nursing Department in the Health Sciences Division. The ideal candidate for this position will possess current clinical and classroom skills in teaching Medical Surgical Nursing.

Full-time members of our teaching faculty maintain 18 instructional and 5 office hours per week and are expected to devote as much time as necessary to perform the professional responsibilities of the position. Participation in professional activities, weekly faculty meetings, monthly division and campus meetings, evaluation activities, curriculum development, and campus committees is also required. The assignment may involve teaching the evening and weekend classes. This position reports to the Associate Dean- Health Sciences.

The Associate Degree Nursing Program at Glendale Community College offers a pre-licensure registered nursing program, and career ladder options with both a traditional standard schedule and weekend evening option.

EXAMPLES OF DUTIES

1. Maintain existing Department of Nursing student standards, policies, and curriculum.
2. Assist in program planning, peer evaluation, and project development.
3. Assist in the development, revision, and implementation of policies for the nursing program.
4. Participate in curriculum maintenance, development, evaluation, and revision as needed.
5. Assist the Associate Dean with obtaining clinical sites and additional adjunct staffing selection as needed.
6. Select and organize course material consistent with student learning outcomes, student level, program philosophy, and program unifying theme.
7. Facilitate student learning through a variety of teaching strategies, current technologies and interactive learning environments.
8. Monitor student attainment of student learning outcomes.
9. Supervise and evaluate student performance in the clinical and classroom environment.
10. Promote an environment that is conducive to effective teaching, learning, and student learning outcomes.
11. Maintain student and classroom records (e.g., attendance, census, grades).
12. Advise and assist students in the attainment of their educational goals.
13. Work collaboratively and effectively with other faculty, classified staff, and student workers.
14. Participate in professional growth through staff development and continuing education activities that maintain currency and competency in both nursing and teaching.
15. Participate in student and community activities, campus governance, committees, and professional activities that promote the professions of nursing and teaching.

MINIMUM QUALIFICATIONS

Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science from an accredited institution OR the equivalent OR the minimum qualifications as set by the California Board of Registered Nursing, whichever is higher.

Desirable Qualifications

1. Current California licensure as a Registered Nurse or eligibility to obtain this.
2. At least one year's experience as a registered nurse providing direct patient care within the past five years in the area of medical-surgical nursing.
3. Recent work experience and/or pre-licensure teaching experience in the area of medical-surgical nursing.
4. Proficient in word processing, Windows usage, and use of other computer software programs.
5. Competent in researching information using both traditional print resources, electronic databases, and utilizing the internet.
6. Experience working with community college students or adult students in classroom and clinical settings.
7. Experience in working with diverse racial/ethnic/age groups.
8. Ability to work collaboratively and effectively with colleagues and community education partners.
9. Courses taken in Geriatrics and clinical experiences with geriatric patients.

ADDITIONAL INFORMATION

How to Apply

This position requires the following documents to be attached to your online application in order to be considered:

- Current resume
- Cover letter that addresses minimum and desirable qualifications
- Three recent (within the last three years) signed and dated letters of recommendation that can attest to your professional experience.
- Transcripts showing required degree must be submitted. Unofficial transcripts will be accepted only during the application process. Official transcripts are required upon offer of employment. Foreign transcripts and degrees require official certification of equivalency to
- U.S. transcripts and degrees by a certified U.S. review service at the time of application.
- Proof of current California licensure as a Registered Nurse.

Please note: All required documentation must be attached to the online application by the applicant by the closing date. Additional documents not requested in the announcement, will not be reviewed. Incomplete applications will not be considered.

Starting salary is from \$55,546 to \$76,900 per year depending upon education and experience. Step placement within the appropriate column is determined by Article VIII of the Collective Bargaining agreement. Fringe benefits, which are subject to change pursuant to negotiations under Section 3500 of the California Government Code, are presently provided and include family and domestic partner medical and dental, two-party vision plan, and employee life insurance.

Selection Process

All completed applications and application materials will be screened to ensure that the minimum requirements stated in the job announcement are met. Those candidates who meet the minimum qualifications and possess the highest degree of desired job-related qualifications will be invited to the college for an interview at their own expense. Each interview will include a teaching demonstration on an assigned topic. The College President will make the final recommendation to the Governing Board of Glendale Community College.

All candidates will be notified by email or mail of their final disposition in the selection process. This position is offered contingent upon funding. The district reserves the right to extend, withdraw, and/or reopen this position at any time.

About the College

Glendale Community College (GCC) is nestled in the foothills of the San Rafael Mountains, centrally located at the intersection of three major freeways, just ten miles from downtown Los Angeles. Glendale is affectionately known as Jewel City, one of the fastest growing communities in the Southern California region. A vibrant hub of economic activity and cultural diversity; it is an exciting place to work and live!

GCC is recognized throughout the state as a model of shared governance and collegiality. Known for excellence and rigor, we have one of the highest transfer rates to the UC system and other California four-year colleges. Additionally, the college offers a broad range of vocational programs and takes pride in providing outstanding student services and curriculum to help prepare students for success in the 21st Century.

GCC is committed to maintaining an environment which provides opportunities to individuals with a wide variety of talents, experiences, perspectives, and backgrounds. We believe in the importance of diversity amongst our faculty, staff, and student population to better serve the college and surrounding communities.

Equal Employment Opportunity

Glendale Community College District provides all applicants for district employment with equal employment opportunities and provides present employees with training, compensation, promotion, and all other attributes of employment without regard to a person's race, religious creed, color, age, sex, national origin, veterans' status, ancestry, marital status, sexual orientation, medical condition, gender identity or disability.

Accommodations

Applicants who require a reasonable accommodation for the application, testing or interviewing processes should contact the Human Resources Department at the time of application submission.

NURSING RESOURCE LAB ASSISTANT

Description

Assists nursing students with improving their knowledge of nursing skills through implementation of the nursing process, clinical assessment procedures, and care of patients across the spectrum of nursing. Schedules and monitors the use of equipment and laboratories. Assists students with documentation of clinical health requirements, class assignments, and portfolio tracking.

SUPERVISION RECEIVED AND EXERCISED

Supervision is provided by the Associate Dean of Health Sciences.

Provides work direction to lower-level staff and student workers.

Examples of Duties

Monitors and tracks the use of equipment, supplies and facilities in Nursing Resources Lab (NRL).*

Coordinates, maintains and secures supplies and equipment in the lab.*

Assists students with computer programs, audio-visual equipment, set up and disassemble simulators, and other educational tools for their skill development and remediation.*

Assists instructors with simulation practice in class.

Reviews and practices nursing procedures taught in class by instructors with students, including, but not limited to: ambulating patients; dressing wounds; taking blood pressure, temperature, pulse, and respiration readings; administering medications, including injections and intravenous medications; and caring for enteral feedings; tracheostomies, urinary catheters, and colostomies.*

Prepares supplies and equipment for demonstrations, simulations and student debriefing.*

Issues materials and equipment to students for use in laboratory assignments and keeps records of loaned resources.*

Maintains records of student health and program requirements.*

Assists students with the remediation process after referral from and consultation with faculty.*

Assists instructors with web-based assignments, medical equipment (usage and repair), anatomical models, and multi-media resources.*

Assists instructors with skills testing and may proctor makeup examinations as needed.*

Maintains, cleans and repairs lab equipment such as mannequins, beds and video equipment.*

Contacts vendors as needed to repair or replace equipment or supplies.*

Maintains and organizes storage and work areas.*

Maintains and updates catalog of books, resource material, web-based activities and software.*

Orders office supplies and maintains inventory.*

Maintains schedules of student workers or hourly lab assistants.

Maintains records or student attendance in the NRL.

Performs other related duties as assigned.

Minimum Qualifications

Knowledge of:

Current concepts, principles, and practices of nursing, clinical procedures associated with the treatment of all patients.

Basic anatomy and physiology.

Basic principles of microbiology, nutrition, health physics and pharmacology.

Medical terminology.

Specialized computer software used in the nursing and allied health professions.

Word processing, spreadsheet and database computer software.

Recordkeeping procedures.

Ability to:

Give clear, concise explanations and demonstrations of complex nursing concepts, practices and procedures to students.

Adhere to established Nursing Resources Lab guidelines from the student handbook.

Plan and organize work to meet schedules and timelines.

Follow complex instructions and procedures.

Establish and maintain effective working relationships with faculty and students.

Communicate effectively both orally and in writing.

Work with minimal supervision.

Maintain accurate records.

Operate and train students in the use of media equipment.

Set-up and disassemble patient simulator technologies; utilize and demonstrate applications and a variety of hospital equipment.

Operate a computer, utilizing word processing, spreadsheet and database software.

Provide work direction to others.

Minimum Qualifications:

Current licensure by the State of California as a registered nurse.

One year of direct patient care experience.

Desired Qualifications

Current and valid certification in Basic Life Support, Advanced Cardiac Life Support and Advanced Trauma Life Support.

NURSING PROGRAM SPECIALIST

Description

DEFINITION

Performs a variety of administrative support functions for multiple major programs within the Nursing Department. Evaluates the completeness of student application packets, provides students with program information, procedures, and processes and serves as a liaison with several program licensing authorities.

SUPERVISION EXERCISED AND RECEIVED

Supervision is received by the Associate Dean of Allied Health.

Provides work direction to lower-level staff. Supervision is exercised over student workers.

Examples of Duties

Performs a full range of complex support duties requiring extensive knowledge of specific programs by preparing, typing, editing and proofreading a variety of materials such as course outlines, correspondence, requisitions, statistical reports, etc.; schedules appointments, travel arrangements, and meetings; uses computer terminal for input and retrieval of information.

Evaluates the completeness of student applications to various Nursing programs.

Communicates with students regarding missing documents and forwards completed files to Associate Dean for final approval.

Prepares correspondence to students regarding program acceptance, instructions, materials lists, and health information required for program enrollment.

Performs administrative support duties, including handling daily office situations such as establishing priorities to meet deadlines, maintains records, prepares Board Slips and assignment sheets.

Interfaces with Counselors and Nurse Associates regarding student information and referrals.

Interfaces with program licensing boards, provides documentation and information verbally in the absence of the Associate Dean.

Orders all supplies, ensuring the department to be adequately stocked at all times.

Gathers and compiles data from a variety of sources. Manages extensive and confidential student files.

Receives, reviews, and routes mail using discretion in the handling of confidential and sensitive materials.

Respond to all inquiries, electronic, written, or verbal regarding Division programs.

Maintains student telephone directories.

Has extensive interaction with students, refers students to various resources on campus.

Greets and screens visits and telephone calls from students, faculty, staff, and visitors in a pleasant and helpful manner.

Responds to questions, requests, and complaints from students, staff, faculty, and the public in a sensitive and cooperative style; maintains harmonious operating conditions in a service-oriented environment serving a multi-cultural and multi-ethnic population.

Selects, trains, evaluates and maintains schedules of student workers.

Performs other duties as assigned.

Minimum Qualifications

Knowledge of:

Customer service skills in dealing with prospective applicants.

Word processing, spreadsheet, presentation, database, e-mail and financial software as well as use of the Internet.

Office management principles.

Proper business etiquette.

Nursing Programs and their application process.

State of California nursing requirements.

General knowledge of State Occupational Programs.

Communicate effectively both orally and in writing.

Medical terminology.

Ability to:

Establish and maintain a sizeable and complex inter-related filing system.

Operate a variety of office equipment.

Receive, review, and route incoming, inter-departmental mails, and fax transmissions, using discretion in the handling confidential material.

Effectively provide higher-level secretarial support for the Division and Associate Dean.

Interact with faculty, staff, prospective applicants, students, State Nursing Board representatives, and providers of services to our department in a professional manner.

Respect and appreciate the diverse cultural backgrounds of our applicants and students.

Project an enthusiasm for our programs to the prospective applicants.

Maintain a keen sense of public relations and proper business etiquette, while maintaining professional standards in conduct.

Multi-task in a very busy, challenging, and high traffic office.

Review nursing applications and supporting documentation.

Compose and format business correspondence, reformat numerous office forms, and complete numerous State forms related to our Nursing Programs.

Interview, train, and provide work direction to student workers.

EMPLOYMENT STANDARDS

Minimum Qualifications:

Four years of increasingly responsible clerical experience preferably in a non-profit or public agency.

Desired Qualifications

Associate's or Bachelor's degree from an accredited college or university may be substituted for the clerical experience on a year-for-year basis.

Coursework in bookkeeping, budgeting or related areas.

ADMINISTRATIVE ASSISTANT

Description

DEFINITION

Performs a wide variety of independent, para-professional tasks relating to the department to which assigned.

SUPERVISION RECEIVED AND EXERCISED

Direction is provided by the department administrator.

May provide work direction to student workers.

Examples of Duties

Assists the administrator with the preparation of the annual budget.

Maintains computerized records and monitors expenditures for all activities.

Monitors budget expenditures.

Assists the administrator in preparing reports and/or correspondence directly related to the functions and operations assigned.

Orders and maintains records of all materials acquired.

May coordinate exhibits and activities including but not limited to art exhibits, Advisory Committee, Faculty, Staff Training Programs or Patron's Club.

Makes recommendations, places orders, and maintains records for the purchase of office equipment and supplies.

May prepare and post vouchers for all incoming payments.

Prepares deposit statements; writes checks; balances and updates check book.

May maintain general ledger and balance sheet for all incoming and outgoing funds.

Maintains records of hours worked and/or sick leave usage.

Types requisitions, service contracts, work orders, and personnel reports.

Processes and maintains time reports for hourly classified positions.

May coordinate and maintain calendar of room usage.

Provides work direction and training to student workers.

Verifies time sheets for student workers.

Performs other duties and responsibilities as assigned.

Minimum Qualifications

Knowledge of:

Budget recordkeeping practices and procedures.

Knowledge of modern office methods, procedures and practices including computer software programs.

Ability to:

Prepare and maintain complete and accurate reports.

Interpret policies and procedures.

Operate office equipment.

Assist in budget preparation, and monitor accounts.

Maintain good relationships with faculty, staff and public.

Type or keyboard accurately at rate of 40-words-per-minute.

Train and provide work direction to others.

EMPLOYMENT STANDARDS

Minimum Qualifications:

Three years of increasingly responsible clerical experience preferably in a non-profit or public agency.

One year of coursework in business or a related field may be substituted for one year of administrative assistant experience.

Desired Qualifications

Courses in bookkeeping, budgeting or related areas.