

**AMARILLO COLLEGE  
NURSING DIVISION FACULTY ORGANIZATION MINUTES**

DATE: October 20, 2010  
TIME & PLACE: 1:30 p.m. - West Campus Jones Hall, Room 205

ATTENDANCE: Present: Lindy Billington, Jan Cannon, Angela Downs, Jeanette Embrey, Marcia Green, Deborah Hall, Carol Hergert, Denise Hirsch, Paul Hogue, Verena Johnson, Marianne Jones, Tabatha Mathias, Liz Matos, Susan McClure, Khristi McKelvy, Marjeanne Moore, Sheryl Mueller, Pat Murray, Phyllis Pastwa, Richard Pullen, Lyndi Shadbolt, Jennifer Siess, Teresa Smoot, Rebecca Vincent, Ruth Whitehead, Kim Wright, Kerrie Young, Mona Yarbrough and Carolyn Leslie, Administrative Assistant.

ABSENT: LaVon Barrett, Ginny Coppock, Theresa Edwards, Melanie Gray, D'dee Grove, Tamara Rhodes, Kelly Savage and Tammie Tabor.

AGENDA: See Attached.

MINUTES:

| TOPIC                                                                                                                                                            | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ACTION/<br>RECOMMENDATION                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>1. OPENING REMARKS</b><br><b>S. Mueller</b><br>Call to Order<br>Approval of Minutes<br>Announcements<br>Sympathy<br>Birthdays<br>Thank You<br>Congratulations | <b>1.0 OPENING REMARKS – S. Mueller</b> <ul style="list-style-type: none"> <li>Ms. Mueller called the meeting to order at 1:35 p.m.</li> <li>Ms. Mueller called for approval of the minutes from the September 22, 2010 Nursing Division Faculty Organization Meeting.</li> <li>Ms. Mueller expressed sympathy to Kelly Savage. Her father passed away early Monday morning, October 18<sup>th</sup>.</li> <li>Birthday wishes were offered to those celebrating birthdays during the end of October and the month of November. Those celebrating birthdays during the end of October are: Khristi McKelvy (30<sup>th</sup>) and Carolyn Leslie (31<sup>st</sup>). The November birthdays are: Kim Wright (7<sup>th</sup>), Jennifer Siess (10<sup>th</sup>), Teresa Smoot (16<sup>th</sup>), and D'dee Grove (17<sup>th</sup>).</li> <li>Ms. Mueller read a thank you note addressed to the faculty and staff from Jennifer Siess.</li> <li>Ms. Mueller extended a thank you to all faculty, staff, and students who participated in the Jones Hall Dedication.<br/>               °A video clip of the dedication can be viewed online at <a href="http://www.ac-ranger.com/">http://www.ac-ranger.com/</a>.</li> <li>Congratulations were extended to Ramona Yarbrough for completing requirements at the University of Phoenix for her MSN degree on October 11<sup>th</sup>.</li> <li>Debby Hall and Khristi McKelvy also received congratulations for completing their Health Information Technology Scholars (HITS) Program project.</li> </ul> | Richard Pullen asked for an addition to be made to the September 22, 2010 minutes. The change was made at the end of the attendance section of the minutes. "Student Representatives" was added before the names of Lindsey Brooks and Jolene Barber. Phyllis Pastwa made a motion that the minutes be accepted with the change requested by Richard Pullen, and Angie Downs seconded it. The motion carried by majority vote. |
| <b>2. REPORT FROM DIVISION CHAIR - S Mueller</b>                                                                                                                 | <b>2.0 REPORT FROM DIVISION CHAIR</b> <ul style="list-style-type: none"> <li><b>Sick Leave and Personal Leave</b>—Please be sure to complete the Employee Report of Leave for any sick leave or personal leave that you take. The form is located on the AC website.</li> <li><b>Technology Information Center (TIC) Extended Hours</b>—Please note that TIC hours have been extended from 7:00 a.m. to 7:00 p.m. Monday through Thursday and 7:00 a.m. to 6:00 p.m.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                |

| TOPIC | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ACTION/<br>RECOMMENDATION                                                                                        |
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|       | <p>on Friday. These extended hours will be evaluated this semester to determine if call volume warrants the extended support time. Please make sure that all technician requests are called in to TIC (ext. 5100) or emailed to <a href="mailto:Helpdesk-IT@actx.edu">Helpdesk-IT@actx.edu</a>. It is critical that the TIC generate an official work order for every technology issue. Please call the TIC in advance if there is an event scheduled that requires equipment to be setup or checked prior to use.</p> <ul style="list-style-type: none"> <li>• <b><u>Emergency Messaging Alert</u></b>—Please remember that AC is testing its emergency messaging system tomorrow, October 21<sup>st</sup>. Students, faculty, and staff will receive a phone call and an email. Be sure to go to the AC website, click on AC Alert on the home page, and make any necessary changes or additions in your contact information. You may also opt to receive a text message in the event of an emergency.</li> <li>• <b><u>Train the Trainers—HB 2504</u></b>—Patsy LeMaster is in the process of identifying faculty from each division, who will after their own training, train the remaining faculty in the division to make revisions in their online syllabi to meet HB 2504 criteria. HB 2504 states that each institution of higher education must make available to the public on the institution's website specific information for each undergraduate classroom course offered for credit by the institution. The syllabus requirement includes: <ol style="list-style-type: none"> <li>1) Any standards adopted by the institution.</li> <li>2) A brief description of each major course requirement.</li> <li>3) Required or recommended reading.</li> <li>4) A general description of the subject matter of each lecture or discussion.</li> </ol> <p>This is a separate process from the Faculty Senate task force that is engaged in studying how to best meet the additional requirement in HB 2504 for making end-of-course student evaluations available on the institution's website. Patsy's request is for two to three ADN Program trainers and one VN Program trainer.</p> </li> <li>• <b><u>Counselor Appreciation Luncheon</u></b>—There will be a luncheon in WCB-106 and a tour of Jones Hall for high school counselors on Wednesday, November 3<sup>rd</sup>, from 10:30 a.m. to 1:00 p.m. Most nursing faculty will be attending the BSA Faculty Appreciation Luncheon during that same time. However, if you are not attending the BSA luncheon, please be available to help these counselors find their way around Jones Hall.</li> <li>• <b><u>Generation NeXt Workshops</u></b>—Please consider attending at least one of the two workshops on Generation X learners on Tuesday, November 30<sup>th</sup>. Workshop 1 is entitled, "Understanding Today's Learners: Meet Generation NeXt" and Workshop 2 is entitled, "Teaching Today's Learners". Workshop 1 is offered from noon to 3:30 p.m. and Workshop 2 is offered from 5:30 to 9:00 p.m.</li> <li>• <b><u>Faculty Parking at NWTHS</u></b>—NWTHS is willing to issue employee parking stickers to faculty members. Faculty would then have access to any employee parking area. Once Becky Hunter, CNO, is provided a list of faculty members who need the employee stickers, she will provide parking stickers and parking maps. Becky noted that there is an abundance of handicap parking, which may be utilized by faculty members with handicap placards or tags. There is also an area with 10 parking spaces for individuals with temporary physical issues that could be used on a temporary basis. The agency will be getting a shuttle to take employees and students from the</li> </ul> | <p>The ADN Program trainers are: Jeannette Embrey and Marcia Green. The VN Program trainer is: Tamara Rhodes</p> |

| TOPIC                               | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ACTION/<br>RECOMMENDATION |
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| <b>3. COLLEGE COMMITTEE REPORTS</b> | <p>remote parking areas to the hospital entrance in January.</p> <ul style="list-style-type: none"> <li>• <b>Texas BON DECs</b>—Approval of the Differentiated Essential Competencies (DECs) is anticipated at the Board meeting on October 21<sup>st</sup> and 22<sup>nd</sup>. The rule change must be posted in the Texas Register for public comment for 30 days. The rule is anticipated to be effective in early 2011. All Texas nursing education programs must have plans for implementation of the DECs in program curricula by the end of 2011. The BON staff plan to host a workshop focusing on implementation of the DECs in 2011.</li> <li>• <b>Texas BON Proposed Changes to Rule 214 and 215 at October 2010 Meeting</b>—Both rules will be updated to reflect the change from the DELCs to the DECs. The definition of Multiple Entry-Exit Program (MEEP) will be clarified. A definition of “simulation” will be added, and the definition of “clinical learning experiences” will be amended. The definition of “clinical practice hours” will be clarified, and the importance of faculty supervised, hands-on patient care in clinical practice will be emphasized. The BON’s ability to change a program’s approval status based on individual program factors will be clarified. Rule 214 will be amended to clearly specify educational and experiential qualifications of vocational program directors or coordinators.</li> <li>• <b>Texas BON Education FAQs, Guidelines, and Position Statements</b>—The nurse consultants at the BON are currently developing new education FAQs, Guidelines and/or Position Statements for:             <ol style="list-style-type: none"> <li>1) Using clinical teaching assistants.</li> <li>2) Using non-faculty lab assistants.</li> <li>3) Using observational experiences and effects on clinical ratios.</li> <li>4) Using clinical preparation time for clinical hours.</li> <li>5) Waiving BSN faculty working on MSN degrees and implications for accredited programs.</li> </ol> </li> <li>• <b>NLN Call for Ambassadors</b>—The NLN has asked for a faculty member to serve as an NLN Ambassador for January 2011-December 2012. The NLN ambassador’s responsibilities are to keep faculty and leaders in the school of nursing informed about NLN initiatives and to provide a mechanism to share topics of faculty interest or concern with the NLN. Denise Hirsch has been selected to serve as the NLN Ambassador for this term beginning in January 2011.</li> </ul> <p><b>3. COLLEGE COMMITTEE REPORTS</b></p> <p><b>3.1 Academic Technology – Johnson</b></p> <ul style="list-style-type: none"> <li>• The committee met on October 4, 2010.</li> <li>• Faculty representatives will meet to focus on the portion of House Bill 2504 that deals with making faculty evaluations public. If you are interested in this and would like to volunteer, let Verena know.             <ul style="list-style-type: none"> <li>◦ Training will be coming regarding online syllabus and CV requirements.</li> <li>◦ An update to the bill will be posted on the web in January 2011.</li> </ul> </li> <li>• Updates on the CTL Student Help Center and IT work in Jones Hall have been completed. Upgrades to East and Washington Street campuses continue.</li> <li>• Parcels Hall has been gutted. There are 35 new smart classrooms available. There are still</li> </ul> |                           |

| TOPIC | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ACTION/<br>RECOMMENDATION                                                                                                                                             |
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|       | <p>issues with phones in Jones Hall.</p> <ul style="list-style-type: none"> <li>• There is a new AV key available from the TIC on the WSC. This key works if you need to get to the computer power button. One key fits all the AV carts.</li> <li>• Selections for the new LMS will start in the spring. There are still 3 years on the current LMS contract, but Lee Colaw wants to start looking soon. Options include Moodle rooms which can support Datatel or Blackboard.</li> <li>• <b><u>AC Online Support Team</u></b></li> <li>• The committee met on October 4, 2010.</li> <li>• Students need to clean up and clean out their My AC mailboxes. In January 2011, student emails will move to Google. Students can keep this email forever, and this can be used for texting.</li> <li>• A new application for Blackboard and Angel will be added for Smart phones soon. You can download this app and then put in your school's name. ENMU is not using this yet; however Heather Voran said that she'll be asking for them to use this starting next semester. This allows you to see your class in a format made for a smart phone.</li> <li>• An Angel community group option will soon be available. This option can be used for organizations like SNA and also for groups like the NCLEX teams. Heather Voran will be setting these up. They will look like a class and have a lead person, but others can be added as Editors.</li> </ul> <p><b><u>3.2 Assessment, Instructional Sub-committee -- Hirsch</u></b></p> <ul style="list-style-type: none"> <li>• The Committee met on Friday, October 15, 2010.</li> <li>• The discussion concentrated on the THECB Core Objectives: communication; critical thinking; quantitative and empirical objectives; personal responsibilities; social responsibilities; and teamwork.</li> </ul> <p><b><u>3.3 Commencement—Edwards</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b><u>3.4 Faculty Professional Development--Pastwa</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b><u>3.5 Faculty Evaluation—Shadbolt</u></b></p> <ul style="list-style-type: none"> <li>• All faculty members who have responsibility for a didactic course will have classroom evaluations done each semester through an online evaluation process. <ul style="list-style-type: none"> <li>◦ Students will be notified through their myAC email accounts (not AC Online), and will be given a link to follow for each class/instructor evaluation.</li> <li>◦ Those emails will be going out within the next couple of weeks.</li> <li>◦ Students need to be reminded to empty their myAC email accounts, otherwise the email</li> </ul> </li> </ul> | <p>There was a discussion about the effectiveness of the online classroom evaluations. The students will need clear instructions as to how to complete the online</p> |

| TOPIC | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ACTION/<br>RECOMMENDATION |
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|       | <p>will not get to them, and it will not be resent.</p> <p><b>3.6 <u>Faculty Handbook -- Savage</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b>3.7 <u>Faculty Senate -- Jones &amp; Smoot &amp; Hirsch</u></b></p> <ul style="list-style-type: none"> <li>• The Senate met Friday, October 1, 2010.</li> <li>• Budget reduction concerns (please see handout) were given to Dr. Russell Lowery-Hart with a discussion by Senate officers.</li> <li>• The budget reduction concerns were also given to Dr. Matney and are on the agenda for President's Cabinet this week.</li> <li>• The Piper Professor Election was on October 8, 2010. Dr. Steven Weber is the Piper nominee.</li> </ul> <p><b>3.8 <u>Financial Aid Appeals—Smoot</u></b></p> <ul style="list-style-type: none"> <li>• The committee met last Thursday.</li> <li>• The committee looked at the student issues of drops and failures in relation to financial aid.</li> <li>• They also addressed the problem of students exceeding the hours of degree plans.</li> </ul> <p><b>3.9 <u>Institutional Effectiveness—Young</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b>3.10 <u>Rank and Tenure—Pullen</u></b></p> <ul style="list-style-type: none"> <li>• The committee met Thursday October 8, 2010.</li> <li>• The deadline for submission of Tenure notebooks to the immediate supervisor was October 18, 2010. <ul style="list-style-type: none"> <li>◦ Supervisors must submit these notebooks to the committee chair by October 27, 2010 at which point the committee review process will begin. <ul style="list-style-type: none"> <li>➤ It appears that about 8 notebooks will be submitted for review.</li> </ul> </li> </ul> </li> <li>• Last year, Dr. Pullen developed a proposal to the college administration to provide more guidance to faculty who are petitioning for professorial rank in the area of "community service". <ul style="list-style-type: none"> <li>◦ The proposal was approved by administration and the Board of Regents last month and is now in the Faculty Handbook.</li> </ul> </li> <li>• The committee is also developing a policy statement about record-keeping of petitions (notebooks). <ul style="list-style-type: none"> <li>◦ Committee will present the policy statement to the Faculty Senate who has requested that a policy statement be drafted.</li> </ul> </li> <li>• The next committee meeting is November 15, 2010 to discuss each Tenure notebook. <ul style="list-style-type: none"> <li>◦ Dr. Pullen has a list of who is eligible for professorial rank in spring 2011. <ul style="list-style-type: none"> <li>➤ Please let Dr. Pullen know if you are electing to submit a petition and associated materials in spring for professorial rank.</li> </ul> </li> </ul> </li> </ul> | <p>evaluations.</p>       |

| TOPIC                                                    | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ACTION/<br>RECOMMENDATION |
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| <b>4. NURSING<br/>DIVISION<br/>COMMITTEE<br/>REPORTS</b> | <p><b>3.11 <u>Testing and Remediation—Edwards</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b>3.12 <u>Wellness-Cannon</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b>4. NURSING DIVISION COMMITTEE REPORTS</b></p> <p><b>4.1 <u>Advisory -- Mueller</u></b></p> <ul style="list-style-type: none"> <li>• The ADN and VN Programs will have separate program Advisory Committees beginning this semester. The ADN Program Advisory Committee will meet once each semester, and the VN Program Advisory Committee will meet only in the spring semester. Selection of committee members for the separate Advisory Committees is in progress. The ADN Advisory Committee will meet on November 23<sup>rd</sup> at 3:00 p.m. in Jones Hall 208.</li> </ul> <p><b>4.2 <u>Instructional Technology--Hall</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b>4.3 <u>Learning Resources—Hirsch</u></b></p> <ul style="list-style-type: none"> <li>• The committee met this morning at 8:30 am.</li> <li>• The committee approved the goals/objectives for this year.</li> <li>• A suggestion box will be placed in the NRC to identify students' concerns.</li> <li>• Ms. McKelvy will work on constructing a five-question survey for the NRC, which is "user-friendly". This survey will be conducted in the spring semester.</li> <li>• An email will be sent to all faculty members to determine learning resource needs.</li> <li>• Suggestions for student membership on this committee were discussed.</li> <li>• An updated list of all videos/DVDs is on the "J-drive" (Nursing folder/NRC folder).</li> </ul> <p><b>4.4 <u>Nursing Peer Review -- Crowley</u></b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> <p><b>4.5 <u>Research &amp; Program Effectiveness—Johnson</u></b></p> <ul style="list-style-type: none"> <li>• The committee met on October 3, 2010.</li> <li>• The committee accepted the Goals and Objectives for 2010-2011.</li> <li>• Committee members discussed timing of the formative evaluation in RNSG 2163: Clinical-Introduction to Community Based Nursing. Due to the irregular scheduling of student clinical assignments (health fair project and home health clinical days) during the semester, the best time to complete the formative evaluation has been in question. <ul style="list-style-type: none"> <li>◦ The committee's decision was that the formative evaluation should be done after each student's first assignments.</li> </ul> </li> <li>• The committee also considered a question about formative evaluations in RNSG 1362:</li> </ul> |                           |

| TOPIC | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ACTION/<br>RECOMMENDATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|       | <p>Principles of Clinical Decision Making. The question was whether or not the CPEC in the first of the two rotations in that course should be considered the formative evaluation since students are evaluated after both of the two required four-week clinical rotations in that course.</p> <ul style="list-style-type: none"> <li>◦ The committee's decision was that since these two clinical rotations are independent rotations with different instructors, the students do need to have a formative evaluation midway during each of their two clinical rotations.</li> <li>• It was noted by committee that the use of the formative evaluation form is merely one way for faculty to give performance feedback to students during clinical rotations. The formative evaluation process should be on-going throughout the clinical rotation.</li> <li>• The committee approved the following:             <ul style="list-style-type: none"> <li>◦ Updated CPEC Guideline using the formative evaluation designations of satisfactory, needs improvement and unsatisfactory.</li> <li>◦ 2009-10 PET</li> <li>◦ 2009-10 SEP</li> </ul> </li> <li>• The committee approved an external survey request for a doctoral candidate. The survey concerns teacher self-efficacy amongst novice nursing educators. This survey is for faculty members who have been teaching less than 5 years. The original email was forwarded to those faculty members who qualify.</li> </ul> <p><b>4.6 Student Activities—Jones</b></p> <ul style="list-style-type: none"> <li>• SNA met last week.</li> <li>• The community project has changed from the Evelyn Rivers Coat Project to a food drive for High Plains Food Bank.             <ul style="list-style-type: none"> <li>◦ The food drive will start next week and continue through the week of Thanksgiving.                 <ul style="list-style-type: none"> <li>➤ Boxes will be placed in Building B and Jones Hall for the contribution of nonperishable food items.</li> </ul> </li> </ul> </li> <li>• The Fall Social will be next week on Tuesday, October 26<sup>th</sup>, from 11:00 am to 3:00 pm in Building B.             <ul style="list-style-type: none"> <li>◦ Fliers will be posted today.</li> </ul> </li> <li>• SNA's next meeting will be on November 9<sup>th</sup>.</li> <li>• ADN Pinning will be on December 9<sup>th</sup> at 6:00 pm at the Central Church of Christ.             <ul style="list-style-type: none"> <li>◦ Ruth and Jan met with Level 4 students last week to discuss pinning.</li> <li>◦ The Pinning Committee will meet next week on October 27<sup>th</sup>.</li> </ul> </li> <li>• VN Pinning will be on Tuesday, December 7<sup>th</sup>, at 6:00 pm at Tascosa High School.</li> </ul> <p><b>4.7 Testing-Edwards</b></p> <ul style="list-style-type: none"> <li>• No Report</li> </ul> | <p>The motion to accept the updated CPEC guideline came from committee. It was seconded by Debby Hall and approved unanimously.</p> <p>The motion to approve the 2009-10 PET was entered by the R&amp;PE Committee. The motion was seconded by Richard Pullen and approved by majority vote with four abstentions.</p> <p>The motion for approval of the 2009-10 SEP was entered by the R&amp;PE Committee. The motion was seconded by Richard Pullen and approved by majority vote.</p> <p>There was discussion about a specific t-shirt being sold by SNA as a fund-raising activity. The appropriateness of the t-shirt design was questioned. This t-shirt design was selected by students and approved by the SNA faculty sponsors. It was decided by faculty consensus to suspend sales of this particular t-shirt because of the possible negative public perception of nursing and the Nursing Division generated by this t-shirt design.</p> |

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| 5.MISCELLANEOUS                     | <p><b>5. MISCELLANEOUS</b></p> <p><b>5.1 <u>NRC -- Hirsch</u></b></p> <ul style="list-style-type: none"> <li>The NRC will continue to be open on Saturday for the remainder of this semester. <ul style="list-style-type: none"> <li>The feasibility of continuing to remain open on Saturdays during the spring semester is being re-considered.</li> </ul> </li> </ul> <p><b>5.2 <u>Computer Testing Center -- Gray</u></b></p> <ul style="list-style-type: none"> <li>No Report</li> </ul> <p><b>5.3 <u>Advising -- McClure</u></b></p> <ul style="list-style-type: none"> <li>Ms. McClure thanked everyone for the flowers she received from the Nursing Division during her recent surgery and recovery.</li> <li>Ms. McClure asked the faculty to give thought as to when they would like to see the last day for a student to drop courses during the semester. <ul style="list-style-type: none"> <li>Some faculty would like the date earlier and some later in the semester.</li> <li>Ms. McClure asked that the faculty share their thoughts through email with her.</li> </ul> </li> <li>Level IV graduate applications are due by November 16<sup>th</sup>.</li> <li>Spring registration begins November 8<sup>th</sup>.</li> </ul> <p><b>5.4 <u>Staff Development -- Young</u></b></p> <ul style="list-style-type: none"> <li>The latest staff development was today, October 20, at 12:30. Brenda Rossnagel provided information about student disabilities and disability services at AC.</li> </ul> |                           |
| 6.TREASURER'S<br>REPORT             | <p><b>6. TREASURER'S REPORT -- Hirsch</b></p> <ul style="list-style-type: none"> <li>There is \$581.46 in the account.</li> <li>Flowers were sent to Jennifer Seiss and Connie Lax when they were in the hospital. <ul style="list-style-type: none"> <li>Flowers were also sent for Kelly Savage's dad.</li> </ul> </li> <li>The deadline for faculty dues is November 1<sup>st</sup></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |
| 7. VOCATIONAL<br>NURSING<br>REPORTS | <p><b>7. VOCATIONAL NURSING REPORTS</b></p> <p><b>7.1 <u>Coordinator's Report -- Barrett</u></b></p> <ul style="list-style-type: none"> <li>No Report.</li> </ul> <p><b>7.2 <u>Level I-Rhodes</u></b></p> <ul style="list-style-type: none"> <li>No Report.</li> </ul> <p><b>7.3 <u>Level II-Smoot</u></b></p> <ul style="list-style-type: none"> <li>No Report.</li> </ul> <p><b>7.4 <u>Admission/Progression—Barrett</u></b></p> <ul style="list-style-type: none"> <li>No Report</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |



| TOPIC                                                                      | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ACTION/<br>RECOMMENDATION |
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| <b>8. ASSOCIATE DEGREE NURSING REPORTS</b><br><b>ADN Director's Report</b> | <p><b>8. ASSOCIATE DEGREE NURSING REPORTS</b></p> <p><b>8.1 ADN Director's Report—Mueller</b></p> <p><b><u>THECB 2009 AD and BSN Graduates by Ethnicity and Gender</u></b></p> <p>Ms. Mueller called attention to the attached handout, which compares current ethnicity of ADN Program graduates with the West Texas Region and the state. Comparisons of projected ethnicity of RN graduates in the West Texas Region and state are included for 2015 and 2020. The projections show an increasing percentage of Hispanic RN graduates and decreasing number of white RN graduates in both the West Texas Region and the state. The attachment also compares the current gender status of the ADN Program graduates with the West Texas Region and the state. The ADN Program, by percentage, is producing significantly less male RN graduates than the West Texas Region and the state.</p> <p><b><u>Texas Center for Nursing Workforce Studies Update</u></b></p> <p>Ms. Mueller provided a handout with highlights of the TCNW studies from 2010 (see attachment). Some highlights include: 1) The number of RN graduates has increased 81.2% in the state from AY 2001 to AY 2009; 2) Based on the 8,211 graduates in AY 2009, there is a need to double the number of AY 2009 RN graduates to meet the target goal of 15,199 new RN graduates in 2013; 3) There is a need to triple the number of AY 2009 graduates to meet the target goal of 24,870 new RN graduates in 2020; 4) In the 2010 Hospital Nurse Staffing Study, 53% (188) of hospitals reported that the recession has had no effect on staffing and hiring of newly-licensed RNs; 5) The Texas RN hospital vacancy rate was 6.8% in 2010 as compared with 11.2% in 2008; 6) The faculty vacancy rate was 5.3% in AY 2009 as compared with 5.9% in AY 2008; 7) 74 of 87 nursing programs in the state (85.1%) cited non-competitive salary as one of the major barriers to recruitment and retention of faculty; 8) Faculty age (n=2369) ranged from 24-87 years in AY 2009; 9) 65% of nursing faculty are 50 years of age or older and will be eligible to retire now and during the next 12 years; 10) In 2009, 86.8% of ADN graduates in the state reported that the associate degree is the highest degree obtained. According to TCNW, the answer to the question as to whether the nursing shortage is over in Texas is: "A continuing increase in the aging population, number of uninsured and underinsured citizens requiring health care, the level of care needed for citizens who are critically and chronically ill, a greater need for primary care, health promotion and disease prevention to a diverse population in underserved areas, and the impact of health care reform legislation will fuel the continued demand for more RNs and nursing faculty in Texas."</p> <p><b><u>TNA Report</u></b>—Claire Jordan spoke to deans and directors at the TADDPN meeting last week in Austin. She reported that the 18 billion dollar state budget deficit will inevitably impact the funding of nursing initiatives in the new year. There is great interest among legislators in the roles of nursing. This is a good time to push advanced practice expansion. There is also interest in drafting legislation to address violence against nurses, particularly in ED and psych settings. Ms. Jordan noted that the IOM work related to the future of nursing is the most significant effort to define and promote nursing in the last 100 years. TNA is now evaluating the IOM documents for prioritization and implementation of the initiatives. Ms. Jordan reported that the amount of RN time that is actually utilized in direct patient care is one big concern as is the high level of assessment required in the new models of care for nursing. The good news for nursing in regards to the IOM initiatives is that RWJF will be funding the implementation of these proposed IOM initiatives.</p> <p><b><u>2010 NCLEX-RN Data</u></b>—The yearly report will be mailed to the schools of nursing in November. Preliminary 2010 data indicates that of the 8750 first-time test takers, 7818 candidates passed. This</p> |                           |

| TOPIC | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ACTION/<br>RECOMMENDATION |
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|       | <p>would be an 89.35% pass rate in Texas.</p> <p><b><u>AC ADN NCLEX-RN Pass Rate for May 2010</u></b>—Of the 50 May 2010 graduates, 42 are known to have passed on the first attempt. Four graduates failed the NCLEX-RN on the first attempt. At this point, this group has a pass rate of 91.3%. Two graduates still have a valid GN permit, and two graduates are still tied up in the Enforcement Department at the BON. These four graduates will not count in the 2010 NCLEX-RN pass rate.</p> <p><b><u>2009 RN NEPIS Survey</u></b>—Data for the survey was compiled by Ms. Leslie and Ms. Mueller, and it was submitted electronically on October 12<sup>th</sup>. Student data from the survey will be shared at the next faculty meeting on November 17<sup>th</sup>.</p> <p><b><u>NLNAC Annual Report</u></b>—The request for completion of this report arrived from the NLNAC this morning. The report is due on November 22<sup>nd</sup>.</p> <p><b><u>ADN Differentiated Essential Competencies (DECs)</u></b>—The final version of the DECs for Associate Degree Nursing are not substantially different from the last draft version. The Team Coordinators reviewed this draft and made some comments, and Ms. Mueller personally spent many hours making specific suggested revisions to all areas of the draft in an effort to more clearly differentiate associate degree nursing from vocational nursing and to add some of the competency content from baccalaureate nursing to associate degree nursing. It was disappointing that the DEC Workgroup did not add “community and populations” to any of the ADN competency statements, knowledge statements, and clinical judgment and behaviors statements. It was gratifying to see that the DEC Workgroup did consider the many suggested revisions submitted by this program; and in fact, the Workgroup moved into the final document many of suggested revisions verbatim.</p> <p><b><u>Employer Response to the DECs</u></b>—It was interesting to note that the employer response to the DECs in a survey in August was largely positive. In that survey, 92.3% of employers surveyed agreed or strongly agreed that the competencies clearly define the educational preparation of each level of nursing education, and 89.1% of employers surveyed agreed or strongly agreed that the competencies help differentiate between the scope of practice of the beginning nurse for each level of nursing education.</p> <p><b><u>The Future of Nursing: Leading Change, Advancing Health</u></b>—the Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine released their prepublication report this month.</p> <p>There are four key messages in the report:</p> <ol style="list-style-type: none"> <li>1) Nurses should practice to the full extent of their education and training.</li> <li>2) Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.</li> <li>3) Nurses should be full partners, with physicians and other health professionals, in redesigning health care in the U.S.</li> <li>4) Effective workforce planning and policy making require better data collection and an improved information infrastructure.</li> </ol> <p>Key message number 2 has received the most attention from the nursing education community as well as Recommendation number 4. Recommendation number 4 is to “increase the proportion of nurses with a baccalaureate degree to 80% by 2020.” See the attached copy of the report summary.</p> <p>Section 4 in the report is entitled, “Transforming Education”. In this chapter Key Message #2 is</p> |                           |

| TOPIC              | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ACTION/<br>RECOMMENDATION |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
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|                    | <p>addressed. This chapter, which includes a section on “The Role of Community Colleges”, is pivotal to nursing education of the future at all levels. This section will be discussed at a future faculty meeting.</p> <p><b>8.2. Level I -- Moore</b></p> <ul style="list-style-type: none"> <li>• <b><u>Introduction to Nursing</u></b></li> <li>• 116 students began this semester; 4 have dropped</li> <li>• <u>1209-001:</u></li> <li>• 13 students have not passed 2 exams with 2 exams and a final exam remaining.</li> <li>• 5 of those students have 65+ average for the 2 exams given and are probably salvageable.</li> <li>• <u>1209-002:</u></li> <li>• 25 students have not passed 2 exams with 2 exams and a final exam remaining.</li> <li>• 9 of those students have a 65+ average for the 2 exams given and are probably salvageable.</li> <li>• <b><u>Pharmacology</u></b></li> <li>• 1301-001—71 attending; after Module 2 exam, 4 are not passing</li> <li>• Med Lab and dosage calc are all complete.</li> <li>• 1301-002—53 attending (1 drop); after Module 2 exam, 2 are not passing.</li> <li>• Med Labs and dosage calculation are all completed</li> <li>• Module 3 exam is November 1<sup>st</sup></li> <li>• <b><u>Principles of Clinical Decision Making</u></b></li> <li>• 1331-001—72 attending (1 drop); 22 are failing after Exam 2.</li> <li>• 1331-002—57 attending; no drops; 9 failing.</li> </ul> <p><b>8.3 Level II – Wright</b></p> <ul style="list-style-type: none"> <li>• 108 total students (83 Generic + 25 Transition; 14 fast track students taking RNSG 1115)</li> <li>• 83 students are taking both RNSG 1247/1263 and RNSG 1251/1260</li> <li>• There have been 2 drops so far (one generic and one transition)</li> <li>• <b><u>RNSG 1247/1263 Concepts of Clinical Decision Making I</u></b></li> </ul> <table data-bbox="583 1052 1381 1328"> <tr> <td>Section 1</td><td>Section 2</td><td>Total</td></tr> <tr> <td>A = 3</td><td>A = 1</td><td>A = 4</td></tr> <tr> <td>B = 17</td><td>B = 11</td><td>B = 28</td></tr> <tr> <td>C = 20</td><td>C = 15</td><td>C = 35</td></tr> <tr> <td>D = 6</td><td>D = 6</td><td>D = 12</td></tr> <tr> <td>F = 0</td><td>F = 1</td><td>F = 1</td></tr> <tr> <td>Total 46</td><td>Total 34</td><td>Total 80</td></tr> <tr> <td>87.0 % passing</td><td>79.4 % passing</td><td>83.8% passing</td></tr> <tr> <td>13.0 % not passing</td><td>20.6 % not passing</td><td>16.3% not passing</td></tr> </table> <ul style="list-style-type: none"> <li>• <b><u>RNSG 1251/1260 Care of Childbearing Family</u></b></li> </ul> <table data-bbox="583 1360 1243 1510"> <tr> <td>Section 1</td><td>Section 2</td><td>Total</td></tr> <tr> <td>A = 5</td><td>A = 2</td><td>A = 7</td></tr> <tr> <td>B = 23</td><td>B = 7</td><td>B = 30</td></tr> <tr> <td>C = 12</td><td>C = 14</td><td>C = 26</td></tr> <tr> <td>D = 7</td><td>D = 9</td><td>D = 16</td></tr> </table> | Section 1                 | Section 2 | Total | A = 3 | A = 1 | A = 4 | B = 17 | B = 11 | B = 28 | C = 20 | C = 15 | C = 35 | D = 6 | D = 6 | D = 12 | F = 0 | F = 1 | F = 1 | Total 46 | Total 34 | Total 80 | 87.0 % passing | 79.4 % passing | 83.8% passing | 13.0 % not passing | 20.6 % not passing | 16.3% not passing | Section 1 | Section 2 | Total | A = 5 | A = 2 | A = 7 | B = 23 | B = 7 | B = 30 | C = 12 | C = 14 | C = 26 | D = 7 | D = 9 | D = 16 |  |
| Section 1          | Section 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total                     |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
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| B = 17             | B = 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B = 28                    |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
| C = 20             | C = 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | C = 35                    |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
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| 87.0 % passing     | 79.4 % passing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 83.8% passing             |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
| 13.0 % not passing | 20.6 % not passing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 16.3% not passing         |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
| Section 1          | Section 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total                     |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
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| B = 23             | B = 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | B = 30                    |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
| C = 12             | C = 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | C = 26                    |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |
| D = 7              | D = 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | D = 16                    |           |       |       |       |       |        |        |        |        |        |        |       |       |        |       |       |       |          |          |          |                |                |               |                    |                    |                   |           |           |       |       |       |       |        |       |        |        |        |        |       |       |        |  |

| TOPIC             | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ACTION/<br>RECOMMENDATION |       |       |          |          |          |                |               |               |                   |                   |                   |  |
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|                   | <table border="0"> <tr> <td>F = 0</td><td>F = 3</td><td>F = 3</td></tr> <tr> <td>Total 47</td><td>Total 35</td><td>Total 82</td></tr> <tr> <td>85.1 % passing</td><td>65.7% passing</td><td>76.8% passing</td></tr> <tr> <td>14.9% not passing</td><td>34.3% not passing</td><td>23.2% not passing</td></tr> </table> <ul style="list-style-type: none"> <li>• <b><u>RNSG 1115.001 Health Assessment (Theresa)</u></b><br/>59 attending, the final was last week</li> <li>• <b><u>RNSG 1115.002 Health Assessment (Verena)</u></b><br/>30 attending; the final will be 10-27-10</li> <li>• <b><u>RNSG 2307 Transition to Nursing Practice</u></b><br/>25 registered &amp; attending<br/>A = 0, B = 5, C = 17, D = 3, F = 0<br/>88.0% passing, 12% not passing</li> <li>• <b><u>HPRS 2200 Pharmacology for Health Professionals</u></b><br/>21 registered</li> </ul> <p><b>8.4 Level III – Pullen</b></p> <ul style="list-style-type: none"> <li>• Level 3 has a total of 102 individual students. One student dropped all three courses due to personal issues and not academic performance.</li> <li>• <b><u>RNSG 1248</u></b>: CDM II: A total of 70 students enrolled. One student dropped. Twelve students not passing after second exam (17%). Three (3) of these students are at high risk for failing.</li> <li>• <b><u>RNSG: 2201</u></b>: A total of 80 students enrolled. Three students dropped. 12 students not passing after second exam (15%).</li> <li>• <b><u>RNSG: 2213</u></b>: A total of 74 students enrolled between two sections. 8 students are not passing after second exam (12%).</li> <li>• Dr. Pullen is preparing a table that shows the distribution of students who are failing one or more Level 3 courses after the second exam. This table will be submitted to Liz Matos, Retention Specialist, in order to provide her with information to develop a retention plan for these students. Ms. Matos is already working with some of the Level 3 students with teaching, learning, and stress management strategies.</li> <li>• A survey was conducted of students in RNSG 2201 (Pediatrics) to determine their perception of supplemental instruction (SI) in this course. The purpose of the survey is to identify ways to enhance the utilization of SI in this course. The survey was a collaborative effort of Pat Murray, Olga McAlister, Sheryl Mueller, Angela Bray (SI coordinator), and Dr. Pullen. Survey results will be evaluated next week.</li> </ul> <p><b>8.5 Level IV-Grove</b></p> <ul style="list-style-type: none"> <li>• <b><u>RNSG 1110/2161 – Community</u></b></li> <li>• 55 students and all are passing.</li> <li>• <b><u>RNSG 2231/2262 – Critical Care</u></b></li> <li>• 93 students; 13 are not passing after one exam.</li> <li>• <b><u>RNSG 2221 -- Management</u></b></li> <li>• 95 students; 8 are not passing after two exams</li> </ul> | F = 0                     | F = 3 | F = 3 | Total 47 | Total 35 | Total 82 | 85.1 % passing | 65.7% passing | 76.8% passing | 14.9% not passing | 34.3% not passing | 23.2% not passing |  |
| F = 0             | F = 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | F = 3                     |       |       |          |          |          |                |               |               |                   |                   |                   |  |
| Total 47          | Total 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total 82                  |       |       |          |          |          |                |               |               |                   |                   |                   |  |
| 85.1 % passing    | 65.7% passing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 76.8% passing             |       |       |          |          |          |                |               |               |                   |                   |                   |  |
| 14.9% not passing | 34.3% not passing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 23.2% not passing         |       |       |          |          |          |                |               |               |                   |                   |                   |  |

| TOPIC                    | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ACTION/<br>RECOMMENDATION                                                                                                                                                                                                               |
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| 9. ADN COMMITTEE REPORTS | <p><b>9. ADN COMMITTEE REPORTS</b></p> <p><b>9.1 <u>Admission/Progression</u> -- Wright</b></p> <ul style="list-style-type: none"> <li>No Report.</li> </ul> <p><b>9.2 <u>Curriculum Committee Report—Pullen</u></b></p> <ul style="list-style-type: none"> <li>The committee met October 15, 2010.</li> <li><u>Staff Development</u> --Programs that are being planned or have been presented include:             <ol style="list-style-type: none"> <li>Students with DisAbilities presented by Brenda Rossnagel on October 20, 2010.</li> <li>Khristi McKelvy will give an overview of the operation of the Sim Man 3-G Manikin on November 17, 2010.</li> <li>A brief overview of simulation was provided at Sim Central on September 28, 2010.</li> </ol> </li> <li><u>Public Relations</u>--Mona Yarbrough completed her Master of Science in Nursing (MSN) degree. The fall Job Fair will be on October 20, 2010.</li> <li><u>Student Professional Contract</u>-- We have evaluated the student professional contracts in the program, and we are in the process of revising these contracts to make them more consistent across the program. However, contracts may differ somewhat depending on the needs of the classroom and clinical course. A basic template is being prepared and will be reviewed in committee at the first meeting in spring 2011 before being presented to Faculty Organization.</li> <li><u>Older Adult Content</u>—A table is being prepared that shows the thread of how older adult content is instructed in the classroom and clinical courses in the program. The table showing this thread will be reviewed in committee at the first meeting in spring 2011 before being presented to Faculty Organization.</li> <li><u>Emergency and Disaster Preparedness</u>—The content and placement of the emergency and disaster preparedness content in the program is being evaluated by a task force group.</li> <li><u>HESI 3rd Week Results</u>-- We reviewed the HESI results for the Level 4 students who took the exam at the 3rd week this semester. The mean for these students was 827 while the national mean was 840. These students are taking the exam at the 3rd week to determine strengths and weaknesses. Students with less than an 850 on the exam are required to have remediation. Students will repeat the exam during the 10th week of the semester. A comparative analysis of the 3rd week exam results and 10th week exam results will be performed. Testing Committee has also reviewed these results.</li> <li><u>Allocation of Classroom Lab Hours</u>—There was discussion about the THECB requirement that classroom lab hours be clearly delineated in classroom course manuals and/or calendars. Students must be able to understand what activities are "lab" hours.</li> <li><u>Student Learning Outcomes</u>—NLNAC and other nursing education references clearly indicate that programs specify "Student Learning Outcomes" (SLOs). It is quite likely that we are using the term "Program Objectives" (current) when in fact these are actually program SLOs. Each course has "Course Objectives", which may actually be course SLOs. The current "Module Objectives" would continue to be "Module Objectives". Sheryl Mueller is consulting with Dr. Linda Caputi to clarify what is expected of nursing programs. The program also has NLNAC-required "aggregate" Program Outcomes such as NCLEX-RN results, job placement, and employer and alumni satisfaction. These "aggregate" Program Outcomes would not change.</li> <li><u>Faculty Handbook Policies</u>—Each faculty member should have received the following revised</li> </ul> | <p>The Curriculum Committee entered a motion for approval of the revised Course Manual Guidelines. Jeanette Embrey seconded the motion, and the motion passed by majority vote. A motion was entered by the Curriculum Committee to</p> |

| TOPIC | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ACTION/<br>RECOMMENDATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|       | <p>policies and/or procedures electronically on October 14, 2010 for perusal:</p> <ul style="list-style-type: none"> <li>◦ <u>Course Manual Guidelines-</u> <ul style="list-style-type: none"> <li>➤ Minor changes in sentence structure and content.</li> </ul> </li> <li>◦ <u>Faculty Organization Rules and Regulations-</u> <ul style="list-style-type: none"> <li>➤ The "Clinical Simulation Committee" and "Technology Users Committee" have been combined into "one" committee titled "Instructional Technology Committee". The Clinical Simulation Committee and Technology Users Committee have been deleted from the Rules and Regulations and replaced with information regarding the Instructional Technology Committee</li> </ul> </li> <li>◦ <u>Professional Development: College-Wide and Nursing Division Staff Development-</u> <ul style="list-style-type: none"> <li>➤ This policy was revised to more accurately document the process of professional development in the Nursing Division, which comprises both VN and ADN Programs. These revisions were discussed with Lavon Barrett since the "Staff Development" component of this policy applies to the VN Program as well as the ADN Program. Ms. Barrett has endorsed the policy. NLNAC requires more detail in a professional profile (Attachment "A" within the policy") in the ADN Program than a staff development record (Attachment "B" within the policy) that is utilized in the VN Program. This is the reason that there are two different records for the two programs.</li> </ul> </li> <li>◦ <u>RNSG 2163: Community Health Dress Code--</u> <ul style="list-style-type: none"> <li>➤ The purposes for revising the dress code in this clinical course are to promote consistency in dress and professionalism among students when they are engaging in community-wide projects. The proposed dress code for this clinical course is similar to the dress code that has been successful in RNSG 2161: Clinical-Mental Health Nursing for the past couple of years. The proposed dress code is as follows:               <ol style="list-style-type: none"> <li>1) Black pants without cargo pockets</li> <li>2) White polo shirt with collar (with or without the AC logo)</li> <li>3) White clinical nursing shoes</li> <li>4) Blue lab coat with AC patch</li> </ol> </li> </ul> </li> <li>• <u>Advanced Placement (AP) Option Redesign (LVN to RN: Transition)--</u>The purpose of the revised AP Option is to build upon the education and experiences of the LVN and provide students with the requisite psychomotor and decision-making skills associated with contemporary RN practice. An original proposal was submitted to the Texas BON and NLNAC last year. The BON approved the original proposal; however, the NLNAC had some concerns about the role of the RN not being clearly delineated. The revised proposal addresses the NLNACs concerns. In the proposed model, Transition Students would be admitted in summer only and complete the program in 12 months rather than 18 months in the current option. The following documents were sent to all faculty members October 16, 2010 for perusal:           <ul style="list-style-type: none"> <li>◦ <u>Board of Nursing (BON) Proposal:</u> <ul style="list-style-type: none"> <li>◦ Purposes, objectives, and outcomes of the nursing program are included with the new proposal. Following this initial section is a comparison of the current</li> </ul> </li> </ul> </li> </ul> | <p>approve the changes in the Faculty Organization Rules and Regulations related to the Instructional Technology Users Committee. Mona Yarbrough seconded the motion, and the motion passed by majority vote.</p> <p>Curriculum Committee made the motion to approve the revised policy, Professional Development: College-Wide and Nursing Division Staff Development. Denise Hirsch seconded the motion, and it passed by majority vote.</p> <p>A motion was entered by the Curriculum Committee to approve the Community Health Dress Code. Debby Hall seconded the motion, and the motion passed by majority vote.</p> <p>Curriculum Committee entered a motion to approve the Advanced Placement Option Redesign. The motion was seconded by Kim Wright and it passed by majority vote.</p> |

| TOPIC | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ACTION/<br>RECOMMENDATION |
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|       | <p>and proposed AP Option in the nursing program (titled: Comparison of Current LVN to RN AP Option to Proposed Fast Forward Transition Option). The next table (titled: Curriculum Chart for Proposed Revised LVN to RN AP Option) showcases the flow of courses in the proposed option. The last table (titled: Curriculum Chart for Current LVN to RN AP Option describes our current program of study for our Transition students.</p> <ul style="list-style-type: none"> <li>○ <u>Curriculum: LVN to RN AP Option:</u> <ul style="list-style-type: none"> <li>○ Provides an overview of general education course requirements and major nursing course requirements in the proposed AP Option.</li> </ul> </li> <li>○ <u>Fast Forward (FF) Transition Option for Academic Affairs:</u> <ul style="list-style-type: none"> <li>○ This is a standard format used by Amarillo College whenever there is a request for change in curriculum. It is titled "Curriculum Revision Request" and it is required whenever there is a change in curriculum that must be approved by Academic Affairs.</li> </ul> </li> <li>○ <u>Fast Forward (FF) Transition Option Course Guide:</u> <ul style="list-style-type: none"> <li>○ This is a required format used by Amarillo College that shows the changes in courses from the current program to the proposed program. The attachment is titled "Program/Course Guide" and is also required by Academic Affairs whenever there is a change in curriculum.</li> </ul> </li> <li>○ <u>RNSG 1227 (Transition Classroom Syllabus) in Proposed Option:</u> <ul style="list-style-type: none"> <li>○ Note that the new WECM course name is "Transition from Vocational to Professional Nursing". This is the classroom syllabus in the proposed AP Option.</li> </ul> </li> <li>○ <u>RNSG 1261 Transition Clinical Syllabus (Clinical Companion to RNSG 1227):</u> <ul style="list-style-type: none"> <li>○ This is one of the most unique features of the proposed AP Option--a clinical companion course to the Transition classroom course. The clinical course has a total of 96 hours.</li> </ul> </li> <li>○ <u>RNSG 1151 (Care of the Childbearing Family Classroom Syllabus):</u> <ul style="list-style-type: none"> <li>○ The classroom course will build upon the students classroom experiences in a vocational nursing program. The focus of this classroom course will be on "high risk" clients and the RN role in the care of these clients.</li> </ul> </li> <li>○ <u>RNSG 1160 (Clinical: Care of the Childbearing Family Clinical Syllabus):</u> <ul style="list-style-type: none"> <li>○ This clinical course is the clinical companion course to RNSG 1151. Clinical experiences will build upon the students clinical experiences in a vocational nursing program. The focus of this clinical course will be to complement content on "high risk" obstetrical clients in the clinical setting.</li> </ul> </li> <li>○ <u>RNSG 2101 (Care of Children and Families Classroom Syllabus):</u> <ul style="list-style-type: none"> <li>○ The classroom course will build upon the students classroom experiences in a vocational nursing program. The focus of this classroom course will be on "high risk" clients and the RN role in the care of these pediatric clients.</li> </ul> </li> <li>○ <u>RNSG 2160 (Clinical: Care of Children and Families Clinical Syllabus):</u> <ul style="list-style-type: none"> <li>○ This course is the clinical companion course to RNSG 2101. Clinical experiences will build upon the students clinical experiences in a vocational</li> </ul> </li> </ul> |                           |

| TOPIC                | DISCUSSION/RATIONALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ACTION/<br>RECOMMENDATION |
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| 10. ADDITIONAL ITEMS | <p>nursing program. The focus of this clinical course will be to complement content on "high risk" pediatric clients in the clinical setting.</p> <p><b>9.3 R&amp;PE Committee – Johnson</b></p> <ul style="list-style-type: none"> <li>No Report.</li> </ul> <p><b>10. ADDITIONAL ITEMS</b></p> <p><b>10.1-Recruitment Task Force—Cannon</b></p> <ul style="list-style-type: none"> <li>College Night at the Civic Center was well attended. <ul style="list-style-type: none"> <li>There is always a great interest in nursing.</li> </ul> </li> <li>Individuals have contacted the Task Force about independent-speaking opportunities, such as to the Boy Scouts.</li> <li>Ready for the Real World is in December.</li> </ul> <p><b>10.2 Nursing Student Success Task Force--Pullen</b></p> <ul style="list-style-type: none"> <li>No Report</li> </ul> <p><b>10.3 Other</b></p> <ul style="list-style-type: none"> <li>Denise Hirsch spoke about the Navigator for Poverty Project. <ul style="list-style-type: none"> <li>If you are interested in becoming a Navigator or know someone in poverty, please contact Pat Cathcart or Denise Hirsch.</li> <li>The group is in need of a refrigerator and size 8 boys clothes.</li> </ul> </li> <li>Richard Pullen announced that there will be an End-of-Life Simulation AC/WT collaboration on January 21<sup>st</sup>.</li> </ul> |                           |
| 11. ADJOURNMENT      | <p><b>11. ADJOURNMENT</b></p> <p>The meeting was adjourned at 4:00 p.m. by faculty consensus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |

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Sheryl Mueller, Nursing Division Chair

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Date