



The Office of Secretary of State

Karen C. Handel
SECRETARY OF STATE

Randall D. Vaughn
DIRECTOR
PROFESSIONAL LICENSING BOARDS

June 19, 2009

Cordia Starling, RN, EdD, Dean
School of Nursing
Dalton State College
650 College Drive
Dalton, Georgia 30720

Dear Dr. Starling:

At its May 13-14, 2009 meeting, the Board of Nursing reviewed your responses to its October 23-24, 2008 site visit report. The following decision was made.

Based upon review and documentation of compliance with rules relating to annual reports, the most recent site visit report and responses to recommendations, and an overall passing percentage of at least 80% (199/233, 85.4%) of all first-time NCLEX-RN writers over the last four years (2005-2008), Full Approval is extended to Dalton State College through December 31, 2013. [410-3-.02 (2)(a)] Unless another reason presents itself, the next site visit will be scheduled during the 2012-2013 academic year. [410-3-.01 (8)]

Please let me know if any clarification is needed. I can be reached at jegould@sos.ga.gov or (478) 207-1646.

Yours truly,

Julia E. Gould, RN, MS
Nursing Education Consultant

**Georgia Board of Nursing
Site Visit Report
Dalton State College
School of Nursing
650 College Drive
Dalton, Georgia 30720
October 23-24, 2008**

Administrators

John O. Schwenn, PhD, President
John A. Hutcheson, PhD, Vice President for Academic Affairs
Cordia A. Starling, RN, MSN, EdD, Dean, School of Nursing

Board Visitors

Toni Barnett, RN, PhD, FNP, Member, Georgia Board of Nursing
Julia E. Gould, RN, MS, Nursing Education Consultant

Overview

The previous site visit was conducted on October 28-29, 2004.

The current visit was conducted on a routine four-year basis.

At its March 9-11, 2005 meeting, the Board of Nursing continued the Full Approval through December 31, 2009.

The National League for Nursing Accrediting Commission (NLNAC) has accredited the program through 2010.

During the site visit, the visitors used a worksheet based upon individual Board of Nursing Rules (Chapter 410-3). Each one was evaluated as Met, Not Met, Needs Improvement, or Not Applicable. The site visit report includes narrative comments under each major category, for example, Curriculum, with specific rules identified as appropriate. Commendations are referenced in regular type and recommendations, in bold face. If compliance with a rule was met, there may not be a narrative reference to it. All Commendations and Recommendations at the end of the report have cited rules. The rules may be accessed at the Board of Nursing website www.sos.ga.gov/plb/rn under Board rules, Nursing Education Programs, 410-3-.02 to 410-3-.10.

This report and the responses to it will be reviewed by the Board of Nursing at a regularly scheduled meeting. Upon documentation of compliance with rules related to site visit reports and responses to recommendations, annual reports, and a passing percentage of at least 80% of all first-time NCLEX-RN writers over the four most recent calendar years, Full Approval might be considered for four years according to 410-3-.02 (2)(a).

Meetings

October 23, 2008, 8:35-10

Cordia Starling, RN, EdD, Dean

October 23, 2008, 10:05-10:30

Freshmen 12

October 23, 2008, 10:40-11:20

John Schwenn, PhD, President
John Hutcheson, PhD, Vice President for Academic Affairs
Cordia Starling, RN, EdD, Dean

October 23, 2008, 11:30-11:45

Reed Krause, RN, ASN, Campus Lab Assistant

October 23, 2008, 1:15-2

Sophomores 4

October 24, 2008, 10-12

Donna Bledsoe, RN, MSN, CNS, Assistant Professor
Lee Eades, RN, MSN, FNP, Assistant Professor
Sylvia King, RN, MSN, FNP, Assistant Professor
Lisa Peden, RN, MSN, Associate Professor
Billie Precise, RN, MSN, Associate Professor
Robin Roe, RN, MSN, FNP, Associate Professor
Cordia Starling, RN, EdD, Professor
Mary Taylor, RN, MSN, Associate Professor
Gail Ward, RN, MN, Associate Professor

October 24, 2008, 3:00-3:20

Verbal Report

SITE VISIT REPORT

410-3-.03 Organization and Administration

The Southern Association of Colleges and Schools has accredited the College to award associate and bachelor's degrees through 2013.

On March 3, 2008, Dr. Schwenn was appointed as the President replacing Dr. James Burran. In January 2008, the Division of Nursing became the School of Nursing. Dr. Starling's title changed from Chairman to Dean. Other than the name changes, there were no other changes. Dr. Starling reports to the Vice President for Academic Affairs.

Dr. Starling is on a 12-month contract and stated that she had the authority and responsibility for the administration, planning, implementation and evaluation of the program. She provides input about the budget to the Vice President for Academic Affairs. The budget appeared to be adequate to meet the needs of the School. Administrative support facilitates the acquisition of simulated equipment and supplies, consultation, and education of faculty and staff members. [410-3-.03 (6), 410-3-.05 (8), 410-3-.10 (1)]

The program does not have any external funding. In 2005-2006, an Intellectual Capital Partnership Program (ICAPP) grant funded the initiation of an accelerated LPN to RN cohort in collaboration with Hamilton Medical Center. Six (6) students graduated in the fall semesters of 2006 and 2007.

In order to graduate, students must successfully complete 70 semester hours (37 nursing; 33 non-nursing). Nursing courses are offered in four semesters beginning in the fall. According to the 2007 Annual Report, the number of class days for freshmen and sophomores was decreased from two 2-hour classes per week to one 4-hour class per week. This was part of a College mandate to help generate additional classroom space and decrease commuting time and cost for students.

The program has a total of 129 students (72 freshmen and 57 sophomores). With nine (9) full-time faculty members, the 1:20 faculty/student ratio is maintained.

The program has 11 outcomes each of which has a stated assessment procedure and use of assessment findings. Each outcome has one to two faculty members assigned to it. Minutes document business conducted and actions taken. [410-3-.03 (9)] At the time of the 2004 site visit, the program had a detailed and comprehensive plan for total program evaluation. It was published in the 2002 National League for Nursing Self-Study Report. It was not available for review during this visit. The written plan for continuous quality assessment and improvement which includes, but is not limited to, organization and administration, curriculum, faculty, students, performance of students and graduates, and educational facilities and resources must be provided. [410-3-.03 (8)]

410-3-.04 Curriculum

The College statement of purpose is published in the *2008-2009 Catalog* and includes four core commitments. The School's mission statement, published in the *2008 Associate Degree Nursing Student Handbook*, has core commitments which are inconsistent with those in the *Catalog*. Dr. Starling stated that the College had changed its core commitments and the School would be doing likewise. The College offers 10 bachelor's degree programs. The Bachelor of Business Administration includes accounting, management, management information systems, marketing, and operations management. The Bachelor of Science includes biology, early childhood education, and mathematics. The Bachelor of Social Work and the Bachelor of Applied Science (technology management) are the remaining programs. The President is interested in the development of an RN/BSN Program. Since 1990, the University of West Georgia has offered its RN/BSN Program in Dalton. It was originally housed at Dalton State College but has since relocated to the Winkler Center of Hamilton Health Care Systems.

Dalton State College is one of four University System of Georgia institutions that offer career certificate programs. Dr. Schwenn stated that the certificate programs were being evaluated carefully. He indicated that there was a community need for both the registered nurse and licensed practical nurse programs.

The philosophy addresses faculty beliefs about nursing, caring, communication, professional behaviors, safety, teaching/learning, and education. The graduate is educated to be a provider of care, manager of care, and member within the discipline. The new graduate outcomes were reworded and condensed from 19 to 12.

The plan for the organization and development of the curriculum ascribes to Chater's model relating to setting, student, and knowledge base. In the meeting with faculty members, some were blank about the written plan, especially the Chater model. The curriculum focuses on five (5) major concepts: Maslow's hierarchy of needs, growth and development, health-illness continuum, safety, and critical thinking/nursing process/clinical judgment. Ten (10) supporting threads have been identified: health teaching; nutrition; pharmacology; rehabilitation; communication; cultural diversity; economic, ethical, and legal issues; professional, political, and historical issues; therapeutic interventions; and technology. Currently, in the course materials, program, course, and unit objectives are related to content, concept/thread, and related activities on a consistent basis. Course materials have detailed syllabi, calendars, guidelines, and handouts to enhance student learning. [410-3-.03 (10); 410-3-.07 (2)]

Faculty members are continually vigilant for learning activities in practice settings which is clearly documented in the annual reports. Practice-based learning activities occur in diverse settings representative of the continuum of health care. [410-3-.04 (6)]

The curriculum abounds with a variety of teaching/learning activities, strategies, and interactions incorporating praxis, reflection, critical thinking and decision/making. [410-3-.04 (4)]

The *Handbook* and syllabi describe expected clinical behaviors related to critical thinking, nursing process, and clinical judgment. Courses are assigned to a level and each clinical evaluation is course-specific. For years, the program has published over-riding competencies for safety which apply to all clinical courses and are considered critical elements. A satisfactory grade is based upon clearly articulated statements of professional accountability, nursing care plans and written assignments, and clinical performance skills. Course-specific clinical evaluation is based upon over-riding competencies for safety and clearly stated performance criteria. [410-3-.04 (11)]

The section on Curriculum Organizational Design in the *2008 Associate Degree Nursing Student Handbook* includes the written plan as well as admission and selection criteria and the LPN/RN option. These pieces of information should be in separate sections.

In October 2007 and February 2008, Donna Ignatavicius, RN, MS, ANEF consulted with faculty members re proposed curricular changes. As a result, several changes are planned. In 2009-2010, the freshman sequence will change from the half-semester concept to full semester courses. Dr. Starling stated that the half-semester was too rushed. In the fall semester, Nursing 1101, Fundamentals of Nursing I (1-5-3) and Nursing 1103, Fundamentals of Nursing II (2-5-4) will be combined into Nursing 1101, Nursing Fundamentals (3-2-6). In the spring semester, Nursing 1105, Maternal and Infant Care (2-6-4) and Nursing 1106, Mental Health Nursing (2-6-4) which are currently taught for a half semester each, will be combined with adult nursing content and emerge as Nursing 1104, Health and Illness I (3-2-12-8). Faculty members stated that content would be taught across the semester. Clinical learning activities would be divided into 3-4 weeks of maternal/infant nursing, 3-4 weeks of mental health/psychiatric nursing and adult nursing during the last half of the semester.

Nursing 2201, Health and Illness I (4-15-9) will be renamed as Health and Illness II (3-2-15-9). Nursing 2201, Health and Illness II (4-15-9) will be renamed and Health and Illness III (3-2-15-9). Nursing 1102, Pharmacology (2-0-2) and Nursing 1103, Nutrition (2-0-2) are each offered online year round. Nursing 2203, Nursing Issues (1-0-1) is a hybrid course offered in the last semester. In the latter, a Discussion Board was initiated in which each student had to post information and respond to information pertaining to given topics relevant to nursing issues.

The revised philosophy and written plan for the organization and development of the curriculum which includes the rationale(s) for the placement, sequence and connection of nursing and non-nursing courses must be provided. [410-3-.04 (2), (3)] The rationale(s) for the change in the curriculum, the process for faculty involvement, and the timeline for implementation must be provided. [410-3-.04 (2); 410-3-.05 (12)] Provide a written plan for the transition of students (especially those who fail) from the current curriculum to the revised one. [410-3-.07 (2)]

410-3-.05 Faculty

Faculty members described themselves as dedicated teachers with diverse experiences who work well together. They have a desire to see students succeed and be successful and safe. New faculty members stated that good support was provided for them.

Degree	Full-time	Part-time
EdD	1	0
MSN	8	1
BSN	0	2
Total	9	3

All faculty members are currently licensed in Georgia and authorized as advance practice nurses if applicable. Dr. Starling and Ms. Precise are also licensed in Tennessee.

Faculty members have the graduate nursing education, expertise and professional development necessary to enable the learning goals of the curriculum. [410-3-.05 (8)] Faculty Qualification Records document participation on College and School Committees, community service, continuing education, graduate study, and certifications.

410-3-.06 Learning Activities with Preceptors

Learning activities with preceptors are not utilized in this program.

410-3-.07 Students

The program has three (3) plans for prelicensure students seeking admission some of which take into account SAT or ACT scores and the completion of specified, required general education courses. Options for prelicensure and licensed practical nurse students promote flexible admission standards. [410-3-.07 (2)]

Beginning with the Fall 2010, Plans I, II, and III will change. Plan I will include applicants with a total SAT score of 970 or a composite ACT score of 21, those who have a bachelor's degree, or non-traditional students who test above the exit score in all learning support areas. In addition, applicants must have passed Biology 2212, Anatomy and Physiology I, Biology 2213, Anatomy and Physiology II, Biology 2215, Microbiology, English 1110, English Composition I, and Math 1111, College Algebra with a "C" prior to beginning the nursing sequence. Applicants would be ineligible to enter if they were unable to pass these courses after two attempts.

Plan II will include applicants with a total SAT score of 870-960 or a composite ACT score of 19-20 or non-traditional students who test above the exit score in two learning support areas. They must pass the abovementioned courses plus two additional general education courses one of which must be Psychology 1101, Introduction to Psychology.

Plan III will include applicants with a total SAT score of less than 860 or a composite ACT score of less than 19 or non-traditional students who test above the exit score in one or none of the learning support courses. All general education courses must be completed satisfactorily prior to beginning the nursing sequence.

According to the 2007 Annual Report, the minimum GPA was raised from 2.5 to 2.75 for the entering Fall 2008 class including repeating students. All nursing courses (clinical and non-clinical) will count toward the one nursing failure allowed. The Nursing Entrance Test (NET) will be administered as part of the application process.

In the Fall 2007, a Freshman Nursing Student Orientation was held a week before classes started for the first time. It included a tour of the library and some "ice breaker" activities.

Licensed practical nurse students have the opportunity to earn up to 14 semester hours by examination for Nursing 1101, Fundamentals of Nursing I, Nursing 1102, Pharmacology, Nursing 1103, Fundamentals of Nursing II, Nursing 1104, Nutrition, and Nursing 1105, Maternal and Infant Care. Having satisfactorily completed required prerequisites, the applicant must achieve a score of at least the 60th percentile on the NLN Nursing Acceleration Challenge Examination (ACE) I PN-RN in order to be awarded credit for Nursing 1101, 1103, and 1104. In addition to the aforementioned, the applicant must achieve a score of at least 80% on the School's pharmacology examination. In order to be awarded credit for Nursing 1105, the applicant must meet the above requirements, complete the prerequisites, and achieve a score of at least the 75th percentile on the NLN ACE I PN-RN Nursing Care During Childbearing and Nursing Care of Hospitalized Children and Adolescents. Provide a written plan for the advanced placement of licensed practical nurses into the revised curriculum. [410-3-.07 (2)]

410-3-.08 Employment of Unlicensed Students and/or Graduates Prior to Licensure

The previous rule re employment is published in the *Handbook*. It should be updated with Rule 410-3-.08 (2).

410-3-.09 Performance of Graduates

Year	Total	Passing	% Passing
2004	48	42	87.5
2005	53	46	86.7
2006	49	42	85.7
2007	55	45	81.8
Total	205	175	85.3

Acceptable performance on the licensing examination for each nursing education program shall be a passing rate of eighty percent (80%) of its first-time writers in any given calendar year. A passing percentage of at least eighty percent (80%) of all first-

time writers on the licensing examination over the four (4) most recent years has been maintained.

The program uses the Educational Resources, Inc.(ERI) testing package throughout the course of study. In Nursing 2203, Nursing Issues, students must pass the RN Assessment test in order to graduate. If a student fails, an incomplete grade is issued pending remediation and passing the test.

The visitors asked faculty members why only 81.8% of the 2007 first-time writers passed. They did not have a clear idea but stated that some graduates either did not prepare for the test or did not take it seriously. Other graduates did not feel the need to take a review course.

410-3-.10 Educational Facilities and Resources

Reed Krause, RN, ASN, is the full-time campus lab assistant. The visitors met with him to tour the lab and understand his role in the program. The lab is used in every course. Mr. Krause arranges the lab into stations, orders supplies, and maintains equipment and supplies. Faculty members are present in the lab with the students. They were very supportive and appreciative of Mr. Krause. On August 11-12, 2008, representatives from Medical Education Technologies, Inc. (METI) provided on campus consultation for the use of the Emergency Care Simulator and a Human Patient Simulator. Mr. Krause also helps with student recruitment and career fairs. Learning activities in the campus lab are enhanced by the full-time lab assistant, faculty participation, and equipment and supplies. [410-3-.10 (1), (2)]

The School has one full-time secretary.

COMMENDATIONS

1. Administrative support facilitates the acquisition of simulated equipment and supplies, consultation, and education of faculty and staff members.
[410-3-.03 (6); 410-3-.05 (8); 410-3-.10 (1)]
2. Course materials have detailed syllabi, calendars, guidelines and handouts to enhance student learning.
[410-3-.03 (10); 410-3-.07 (2)]
3. Practice-based learning activities occur in diverse settings representative of the continuum of health care.
[410-3-.04 (6)]
4. Teaching/learning strategies, activities, and interactions incorporate praxis, reflection, critical thinking, and decision-making.
[410-3-.04 (8)]
5. Course-specific clinical evaluation is based upon over-riding competencies for safety and clearly stated performance criteria.
[410-3-.04 (11)]
6. Faculty members have the graduate nursing education, expertise, and professional development necessary to enable the outcomes of the curriculum.
[410-3-.05 (8)]
7. Minutes document business conducted and actions taken.
[410-3-.03 (9)]
8. Options for prelicensure and licensed practical nurse students promote flexible admission standards.
[410-3-.07 (2)]
9. Learning activities in the campus lab are enhanced by the full-time lab assistant, faculty participation, and equipment and supplies.
[410-3-.10 (1), (2)]

RECOMMENDATIONS

1. Provide the written plan for continuous quality assessment and improvement which includes, but is not limited to: organization and administration; curriculum; faculty; students; performance of students and graduates; and educational facilities and resources.
[410-3-.03 (8)]
2. Provide the revised philosophy and written plan for the organization and development of the revised curriculum which includes the rationale(s) for the placement, sequence, and connection of nursing and non-nursing courses.
[410-3-.04 (2), (3)]
3. Provide the rationale (s) for the change in the curriculum, the process for faculty involvement, and the timeline for implementation.
[410-3-.04 (2); 410-3-.05 (12)]
4. Provide a written plan for the transition of students (especially those who fail) from the current curriculum to the revised one.
[410-3-.07 (2)]
5. Provide a written plan for the advanced placement of licensed practical nurses into the revised curriculum.
[410-3-.07 (2)]



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March 18, 2009

Cordia Starling, RN, EdD, Dean
School of Nursing
Dalton State College
650 College Drive
Dalton, GA 30720

Dear Dr. Starling:

Dr. Barnett and I would like to thank you, the faculty, staff, and students for an enjoyable site visit on October 23-24, 2008. We also appreciated being able to meet with Dr. Schwenn and Dr. Hutcheson during their busy days.

At its January 14-15, 2009 meeting, the Board of Nursing reviewed the attached site visit report. The Board requires that written responses to the recommendations, with effective dates of implementation, be received in the board office no later than April 15, 2009 for review at its May 13-14, 2009 meeting. [410-3-.11 (2)]

Please forward this report to any interested parties and let me know if any clarification is needed. I can be reached at jegould@sos.ga.gov or (478) 207-1646.

Yours truly,
Julia E. Gould, RN, MS
Nursing Education Consultant



SCHOOL OF NURSING
650 College Drive
Dalton, GA 30720
706-272-2457 / Fax 706-272-2533
www.daltonstate.edu

April 14, 2009

Julia E. Gould, RN, MS
Nursing Education Consultant
Georgia Board of Nursing
237 Coliseum Drive
Macon, GA 31217

Dear Julia:

Enclosed you will find the responses to the recommendations from the October 23-24, 2008 visit and January 14-15, 2009 Board of Nursing meeting. Detailed documentation to support those responses has also been included.

Thank you for your valuable input on the revision and refinement of our curriculum. It was quite helpful as we thoughtfully and strategically revamped our program to improve student NCLEX-RN first time pass rates, retention and graduation rates, and remain in the forefront of nursing education trends.

Please feel free to contact me if you should need additional information or clarification (cstarling@daltonstate.edu; 706-272-4453). As always, your devotion and dedication to the quality of nursing education and the safe and effective health care of the public is greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Cordia A. Starling".

Cordia A. Starling, RN, EdD
Dean, School of Nursing
Dalton State College

RECOMMENDATIONS

1. **Provide the written plan for continuous quality assessment and improvement which includes, but is not limited to: organization and administration; curriculum; faculty; students; performance of students and graduates; and educational facilities and resources.**
[410-3-.03 (8)]

The plan for continuous quality assessment and improvement is summarized in the Program Outcomes Evaluation Chart which is completed each academic year. Each faculty member is assigned a program outcome to assess and evaluate for the year with the semester in which the report on that outcome is due. As the assessments/evaluations are finished, the date that the reports were done and given during faculty meeting are recorded in the table. An example of the completed tables from 2004 to 2008 accompanies this document. In addition, each year in the President's Annual Report a detailed evaluation of college and program outcomes, which includes how each outcome is assessed, is compiled by the Dean of the School of Nursing. The format is prescribed by the Office of Institutional Research for all Schools and Departments across campus. The School of Nursing's Annual Report for 2007-2008 is included with tabs placed specifically by the assessment/evaluation portion. A report has been generated every year for many years in accordance to SACS requirements for the college. Further, a new assessment/evaluation grid has been devised by the program to show the connection between program and course outcomes in the continuous quality assessment and improvement loop. An assessment/evaluation cycle for the cohort class beginning in the nursing sequence Fall 2006 and graduating Spring 2008 has been provided. All of these assessment/evaluation reports and the decisions made as a result have been documented in the faculty minutes throughout the academic year as they have been concluded.

2. **Provide the revised philosophy and written plan for the organization and development of the revised curriculum which includes the rationale(s) for the placement, sequence, and connection of nursing and non-nursing courses.**
[410-3-.04 (2), (3)]

The revised Nursing Mission Statement incorporating the college's new Statement of Purpose which includes the college's mission and core commitments is presented with this response. The new Philosophy and Curriculum Organization Design, which was revised to separate out the plans, admission and selection criteria, and the LPN/RN option as suggested, are also enclosed. The plans and LPN/RN option are mentioned in the Curriculum Organization Design without detail and only within the context of their relationship to the framework of the curriculum.

The curriculum was revised after a consultant's (Donna Ignatavicius, MS, RN, ANEF) visit in October 2007 and February 2008. The philosophy, program outcomes, and 2

curriculum were changed to more clearly reflect the Institute of Medicine Core Competencies for Health Professionals and Quality and Safety Education for Nursing Competencies. There was also consideration given to the 2003 NLN position statement calling for a rethinking of curricula to match the trends in health care and population reflective of the 21st century. In particular, the "Graying of America", increased chronic diseases and people living longer with those diseases, and cultural diversity were considered in the process of development. The consultant's report on national trends in nursing education, in depth review of similar programs throughout the state and their programs of study, as well as student, graduate, and employer evaluations of courses, the program, and graduates directed the modifications. The Board of Regents benchmark of 90% first time NCLEX-RN pass rates and a possible graduation/retention benchmark of 80% for system nursing programs were, too, an impetus for change.

Preliminary revision work began Spring 2008 with a change in the Plans in which each student is placed as a pre-nursing student. Plans are based on SAT, ACT or Compass scores and are designed to help students with varying backgrounds and academic capabilities be successful in the program. Students with lower test scores are now required to have certain and more general education courses completed before consideration into the nursing sequence. The courses that must be completed are foundational to nursing, such as Anatomy and Physiology I and II, Microbiology, and College Algebra and basic to academic success such as English 1101. Based on the characteristics of our students (older, employed with families, etc.), having more of the general education requirements completed so they do not have to be taken with nursing should make it easier to remain and be successful in the program. Case in point, everyone eligible for consideration was admitted to the nursing sequence Fall 2008. There were 38 alternates who were the lowest in ranking upon initial class selection included in the class. These students, in general, had taken the least amount of general education classes applicable to nursing because they had only been at the college one semester or had recently changed their major to nursing. Of those 38 students, 22 did not remain in the program. They either dropped back to complete more of their general education classes before continuing in the sequence, did not come into the sequence initially for the same reason, or failed a nursing course. (*See Comparison of Curriculum Changes - Plans)

Next a curriculum grid was developed based on the Plan I student required to have only Anatomy and Physiology I, College Algebra, and English completed before consideration into the nursing sequence. Co-requisites (general education courses) to the nursing courses were essentially the same as in the old curriculum with the exception of now having Anatomy and Physiology II as the co-requisite to nursing in the fall and Microbiology as the co-requisite in the Spring of the freshman year. These courses provide the biological knowledge base to help students understand the pathophysiology of disease states as well as how treatment regimens, including nursing care, work bridging theory with practice. (*See Comparison of Curriculum Changes - Curriculum Grid).

From there, a general idea about the new nursing courses and their content was conceptualized. The major differences from the old curriculum to the new are a discontinuation of the half semester courses in the freshman year and the institution of a campus lab with all nursing courses instead of just the Fundamentals courses. It was expressed via student evaluations and faculty comments that the half semester format moved too quickly. Thus, it was difficult for students to keep up with and grasp the material. Therefore, the freshman year was altered to contain a full semester Fundamentals course in the Fall and a full semester beginning Medical/Surgical type course incorporating OB/Mental Health in the Spring. This Spring course change was advised by the consultant. It was predicated on the fact that most Associate Degree graduates will work in medical/surgical type areas as opposed to specialty areas, and the NCLEX-RN tests more heavily on such content. Campus labs added to all the courses will facilitate the practice, review, and evaluation of new and old skills throughout the program. The labs will also lend more time to utilize simulations where skills can be practiced in light of critical thinking clinical scenarios with our Human Patient and Emergency Care Simulators. Before, all skills were introduced in the first semester of the program. In subsequent courses, students were only expected to spend a given amount of time in the lab each week practicing those skills that had already been presented.

Finally, course names and descriptions were developed to reflect the new content of each course. The new Fundamentals course (Basic Nursing Care) is, for the most part, a combination of the two old half session Fundamentals courses that began the nursing sequence. A little of the old Fundamentals content of the freshman year and Medical/Surgical content of the sophomore year was placed in the new Medical/Surgical course (Nursing Care Across the Lifespan I) along with the essentials of Mental Health and OB. There will be clinical rotations through Mental Health, OB, and Medical/Surgical units. The content of the nursing sequence was scrutinized to clearly delineate the progression from simple to complex in class and clinical from start to finish of the program. The less complicated components of the management and care of chronic and acute illnesses will be addressed in the first Medical/Surgical type course progressing to more complex management and care in subsequent Medical/Surgical courses (Nursing Care Across the Lifespan I and II). As the title of the new courses portray, growth and development is integrated throughout the curriculum. The sophomore year is essentially the same from old to new curriculum. The content was adjusted however from Fall to Spring and vice versa to match the new end of course testing package that will be provided by NLN instead of ERI. Dr. Larry Simmons in Academic Support for NLN provided a faculty workshop in early January 2009 to integrate the new curriculum with testing. His expertise was also utilized to formulate end of program testing to predict NCLEX-RN success, aid in test and content remediation, and coordinate a live NCLEX-RN review. (*See Comparison of Curriculum Changes Class/Lab/Clinical; Old Course Descriptions and New Course Descriptions, Course Content Chart)

3. **Provide the rationale (s) for the change in the curriculum, the process for faculty involvement, and the timeline for implementation.**
[410-3-.04 (2); 410-3-.05 (12)]

The stimulus for change has been driven by the aforementioned Board of Regents' benchmark of 90% first time pass rates and a proposed possible retention/graduation rate benchmark of 80% for all of its system's nursing programs. Suggestions from a renowned nursing education consultant, after program review, also prompted and helped guide the curriculum revision. It is optimistically anticipated that these adjustments will bolster first time pass rates on the NCLEX-RN exam, optimize retention and success of students, and keep the program in the forefront of nursing education trends.

Faculty and student input have been incorporated into the curriculum changes from the onset. Faculty played the major role in the conceptualization and development of the framework for the new curriculum and the courses that ensued. Student evaluations of the courses as well as of the program as graduates were greatly considered in this process. Faculty and students were also a part of the consultant's review and evaluation of the program. Her suggestions weighed heavily in the revisions. (*See School of Nursing Schedule for Curriculum Revision)

The new curriculum is slated to begin Fall 2009. Those students (pre-nursing majors) new to the program for Fall 2009 will be placed into plans based on the new criteria. All written information about the program has been revised to reflect the new curriculum. New program information handouts have been distributed to the Advising Center and an orientation of their advisors planned for some time in May. (*See Associate Degree Nursing Program) The DSC 2009-2010 catalog due out in August will contain the new curriculum for the program as well. DSC and Nursing websites will reflect the changes toward the beginning of the Summer term. During the selection process for the nursing sequence Fall 2010, students will be considered based on either the old or new plans. This leeway in the process will continue each year until there has been sufficient time for the old plans to cycle through the program. All students will be encouraged to complete as much as possible, if not all, of the general education courses before entering the nursing sequence so that these courses are not competing with the time and effort that must be placed into nursing courses for success. A statement to this effect will be placed in the new catalog under the information about the program. Freshmen beginning in the nursing sequence this Fall, will be under the new curriculum nursing courses while sophomores who started under the old curriculum will finish that curriculum out with their graduation Spring 2010.

4. **Provide a written plan for the transition of students (especially those who fail) from the current curriculum to the revised one.**
[410-3-.07 (2)]

Those students who failed Nursing 1101 (Fundamentals I), if eligible to return, will come back at the beginning of the Fall term in August to start in the new curriculum. There will be very little change for them other than instead of taking two half semester Fundamentals courses, there will be just one full semester Fundamentals course. They are returning at the same time in the semester they would normally return had they come back under the old curriculum. Those who passed Nursing 1101 but failed, did not enter, or withdrew from Nursing 1103 (Fundamentals II) will return, if eligible, to the new Fundamentals course Nursing 1111 (Basic Nursing Care) at the beginning of the Fall term instead of in the middle. Students were told last Fall that they would have to start at the beginning of the Fall in 2009 because under the new curriculum, there would no longer be a Nursing 1103 in the second half of the semester. Re-enters will be sent a letter in April to verify their intent to return to the nursing sequence. (*See re-enter letter and return sheet) The letter will specify what is necessary to be eligible to return and what course(s) they must re-enter in the sequence. Most said they wanted to start over at the beginning so their memory and skills would be refreshed. They felt this would aid in their success as they progressed in nursing. This affects about 10 students. Re-entering sophomores will still be under the curriculum they entered through Spring 2010. They should all graduate at that point and will not be impacted at all by the new curriculum. Around 5 students are in this category. Both old and new curriculum requirements will be interpreted liberally and individually with respects to admission, progression, and graduation until all under the old curriculum have cycled through.

5. **Provide a written plan for the advanced placement of licensed practical nurses into the revised curriculum.**
[410-3-.07 (2)]

The LPN to RN Option based on credit-by-examination will still be available to LPNs entering the nursing sequence. They will be able to exempt the Fundamentals, Pharmacology, and Nutrition nursing courses in the first semester of the nursing sequence as before. There will be no way however to give credit for OB in the second semester of the sequence since an OB course will no longer exist. Thus, instead of being able to exempt up to a semester and a half of nursing, LPNs will be able to exempt a semester of nursing at most. This only affects the LPNs admitted to the nursing sequence this Fall 2009. In the return of their Letter of Acceptance to the nursing sequence, an option to take the exemption exams is given. If that option is accepted, more detailed information about when the test will be offered, the costs, and the scores required is sent to those taking the test. This information is also under the program in the DSC catalog. It has been revised to reflect the LPN to RN Option changes along with the other curriculum changes. Thus far, only three students are eligible to opt for exemptions.

**Documentation
For
Recommendation #1**

**PROGRAM OUTCOMES EVALUATION CHART
2004-2005**

	FACULTY	DATE	DATE	DATE
Outcome 1	Precise, Taylor	3/17/05		
Outcome 2	Ward, Roe	11/4/04		
Outcome 3	Moss, Precise	11/4/04		
Outcome 4	Ward, Roe	11/4/04		
Outcome 5	Starling, Cabrera	9/2/04		
Outcome 6	Ward, Peden	12/6/04		
Outcome 7*	Starling, Peden	9/2/04		
Outcome 8	Starling	10/27/05		
Outcome 9	Cabrera, Krause	10/27/05		
Outcome 10	Ward	5/3/05		
Outcome 11	Taylor, Precise	10/27/05		

TIME	PROGRAM OUTCOME	ITEMS TO BE EVALUATED
Spring Semester	1	NCLEX Results
Fall Semester	2	Graduate satisfaction survey results
Fall Semester	3	Employer satisfaction survey results
Spring Semester		Course evaluation reports (NUR 1101, 1102, 1103, 1104, 2201) on development, maintenance, revision
Fall Semester	4	Employment
Fall Semester	6	Professional growth
Fall Semester	7	Graduation rates
Spring Semester	8	Continuing education
Fall Semester		Course evaluation reports (NUR 1105, 1106, 2202, 2203) on development, maintenance, revision
Spring Semester		Look at alumni and employer surveys for possible revisions prior to mailing
Spring Semester		Philosophy Program objectives Organizational chart Policies Clinical facilities
Fall Semester		Appoint Ad Hoc Committees 1) NCLEX results 2) Graduate surveys 3) Employer surveys
End Semester	5	Attrition rate
End Semester	9	Physical facilities, etc.
End Year	10	Library & instructional materials
End Year	11	Program evaluation

* DUE TO THE NEW PLANBUILDER PROGRAM, THE DIVISION OUTCOMES HAVE BEEN RE-NUMBERED. THE FORMER #6B IS NOW #7 AND THE OTHERS FOLLOWING WERE RE-NUMBERED ACCORDINGLY.

**PROGRAM OUTCOMES EVALUATION CHART
2005-2006**

	FACULTY	DATE	DATE	DATE
Outcome 1	Precise, Taylor	10/5/06		
Outcome 2	Ward, Roe	10/27/05		
Outcome 3	Moss, Precise	10/5/06		
Outcome 4	Ward, Roe	10/27/05		
Outcome 5	Starling, Cabrera	10/5/06		
Outcome 6	Ward, Peden	10/5/06		
Outcome 7*	Starling, Peden	10/5/06		
Outcome 8	Starling	10/5/06		
Outcome 9	Cabrera, Krause	10/5/06		
Outcome 10	Ward	10/5/06		
Outcome 11	Taylor, Precise	10/5/06		

TIME	PROGRAM OUTCOME	ITEMS TO BE EVALUATED
Spring Semester	1	NCLEX Results
Fall Semester	2	Graduate satisfaction survey results
Fall Semester	3	Employer satisfaction survey results
Spring Semester		Course evaluation reports (NUR 1101, 1102, 1103, 1104, 2201) on development, maintenance, revision
Fall Semester	4	Employment
Fall Semester	6	Professional growth
Fall Semester	7	Graduation rates
Spring Semester	8	Continuing education
Fall Semester		Course evaluation reports (NUR 1105, 1106, 2202, 2203) on development, maintenance, revision
Spring Semester		Look at alumni and employer surveys for possible revisions prior to mailing
Spring Semester		Philosophy Program objectives Organizational chart Policies Clinical facilities
Fall Semester		Appoint Ad Hoc Committees 1) NCLEX results 2) Graduate surveys 3) Employer surveys
End Semester	5	Attrition rate
End Semester	9	Physical facilities, etc.
End Year	10	Library & instructional materials
End Year	11	Program evaluation

* DUE TO THE NEW PLANBUILDER PROGRAM, THE DIVISION OUTCOMES HAVE BEEN RE-NUMBERED. THE FORMER #6B IS NOW #7 AND THE OTHERS FOLLOWING WERE RE-NUMBERED ACCORDINGLY.

**PROGRAM OUTCOMES EVALUATION CHART
2006-2007**

	FACULTY	DATE	DATE	DATE
Outcome 1	Precise, Taylor	11/1/07		
Outcome 2	Ward, Roe	4/16/07		
Outcome 3	Eades, Precise	4/16/07		
Outcome 4	Ward, Roe	4/16/07		
Outcome 5	Starling, King	11/1/07		
Outcome 6	Ward, Peden	4/16/07		
Outcome 7*	Starling, Peden	11/1/07		
Outcome 8	Starling	11/1/07		
Outcome 9	Krause, King	11/1/07		
Outcome 10	Ward	11/1/07		
Outcome 11	Taylor, Precise	11/1/07		

TIME	PROGRAM OUTCOME	ITEMS TO BE EVALUATED
Spring Semester	1	NCLEX Results
Fall Semester	2	Graduate satisfaction survey results
Fall Semester	3	Employer satisfaction survey results
Spring Semester		Course evaluation reports (NUR 1101, 1102, 1103, 1104, 2201) on development, maintenance, revision
Fall Semester	4	Employment
Fall Semester	6	Professional growth
Fall Semester	7	Graduation rates
Spring Semester	8	Continuing education
Fall Semester		Course evaluation reports (NUR 1105, 1106, 2202, 2203) on development, maintenance, revision
Spring Semester		Look at alumni and employer surveys for possible revisions prior to mailing
Spring Semester		Philosophy Program objectives Organizational chart Policies Clinical facilities
Fall Semester		Appoint Ad Hoc Committees 1) NCLEX results 2) Graduate surveys 3) Employer surveys
End Semester	5	Attrition rate
End Semester	9	Physical facilities, etc.
End Year	10	Library & instructional materials
End Year	11	Program evaluation

* DUE TO THE NEW PLANBUILDER PROGRAM, THE DIVISION OUTCOMES HAVE BEEN RE-NUMBERED. THE FORMER #6B IS NOW #7 AND THE OTHERS FOLLOWING WERE RE-NUMBERED ACCORDINGLY.

**PROGRAM OUTCOMES EVALUATION CHART
2007-2008**

	FACULTY	DATE	DATE	DATE
Outcome 1	Precise, Taylor	10/2/08		
Outcome 2	Ward, Roe	3/20/08		
Outcome 3	Eades, Precise	10/2/08		
Outcome 4	Ward, Roe	3/20/08		
Outcome 5	Starling, King	2/4/08	9/25/08	
Outcome 6	Ward, Peden	10/2/08		
Outcome 7	Starling, Peden	10/2/08		
Outcome 8	Starling	10/2/08		
Outcome 9	Krause, Bledsoe	10/2/08		
Outcome 10	Taylor	10/2/08		
Outcome 11	Taylor, Precise	10/2/08		

TIME	PROGRAM OUTCOME	ITEMS TO BE EVALUATED
Spring Semester	1	NCLEX Results
Fall Semester	2	Graduate satisfaction survey results
Fall Semester	3	Employer satisfaction survey results
Spring Semester		Course evaluation reports (NUR 1101, 1102, 1103, 1104, 2201) on development, maintenance, revision
Fall Semester	4	Employment
Fall Semester	6	Professional growth
Fall Semester	7	Graduation rates
Spring Semester	8	Continuing education
Fall Semester		Course evaluation reports (NUR 1105, 1106, 2202, 2203) on development, maintenance, revision
Spring Semester		Look at alumni and employer surveys for possible revisions prior to mailing
Spring Semester		Philosophy Program objectives Organizational chart Policies Clinical facilities
Fall Semester		Appoint Ad Hoc Committees 1) NCLEX results 2) Graduate surveys 3) Employer surveys
End Semester	5	Attrition rate
End Year	9	Physical facilities, etc.
End Year	10	Library & instructional materials
End Year	11	Program evaluation

COURSE ASSESSMENT GRID - NURSING 1101 Fundamentals of Nursing I		SEMESTER - Fall 2006 1st minimester			
	Delivery Method*	Assessment Tool	Expectations	Outcomes	Planned Revisions
I. PROGRAM GOALS					
1. NCLEX Results	L, CL, C	NCLEX-RN results (2008)	At or above the national average	87% pass rate (DSC) 87% national average	None as of now; future curriculum revision; new testing provider (from ERI to NLN)
2. Graduate Satisfaction	L, CL, C	Graduating Student Survey (2008)	Majority express satisfaction with educational preparation	62% would recommend RN program; 63% would select DSC RN program again; 65% satisfied with RN program; 73.5% felt prepared from moderate to great extent in gerontological nursing at entry level	None as of now; future curriculum revision; more faculty caring, personal relationships with students; student group sessions; more student involvement in program decisions where appropriate
3. Employer Satisfaction	L, CL, C	Graduate Questionnaire (2008)	After 6 months of employment, 80% express satisfaction with performance of graduates in critical thinking, communication, and therapeutic nursing interventions	Graduate Questionnaire not yet sent out for this class (sent out after 6 months of employment)	Graduate Questionnaire revised (shortened) and placed online to facilitate increased response
		Employer Satisfaction Survey		Employer Satisfaction Survey not sent out yet (sent out after 6 months of employment)	None as of now

4. Employment	L, CL, C	Graduating Student Survey (2008) Graduate Questionnaire (2008)	Within 3 months of passing NCLEX-RN, 75% will be employed	45% at the time of graduation already employed in "nursing-type" role Graduate Questionnaire not yet sent out (sent out after 6 months of employment)	N/A
5. Attrition Rate	L, CL, C	Calculation of the number failing compared to number passing course	No more than 15% failure rate	3% attrition (failed) or 2 out of 77 did not pass the course	None as of now; New course slated to replace NURS 1101/1103 Fall 2009(NURS 1111 - full semester course instead of half semester)
6. Professional Growth	L, CL, C	Graduate Questionnaire (2008)	80% participation in regular reading of literature; attendance of workshops/ seminars/ inservices; participation in professional organizations; continuation of formal education	Graduate Questionnaire not yet sent out (*see above response)	*See above Graduate Questionnaire revision comment
7. Graduation Rates	L, CL, C	Calculated at the end of each graduation cycle (number graduating in given year compared to number beginning in nursing sequence 3 years prior)	70% complete program within 3 years of entering nursing sequence	79% graduation rate for 2008	None as of now; future curriculum revision
8. Continuing Education	L, CL, C	Faculty Evaluation (DSC) Faculty Qualification Form (Ga Board of Nursing)	Each faculty member will attend at least 5 continuing education programs per year	Faculty attended between 8-56 professional development/continuing education activities 2007-2008; and between 5-54 the 2006-2007 academic year	None

9. Physical Facilities	L, CL, C	Facilities, Supplies, and Instructional Materials Evaluation Student Course Evaluations	Facilities, supplies, and instructional materials will adequately support instruction	Faculty evaluating course all agreed facilities, supplies, instructional materials adequate 88% responded that the supplies in campus lab were adequate; 87% responded that physical facilities were conducive to learning-comment about room being very cold	None Cold room temperature was reported to maintenance and was addressed.
10. Library	L, CL, C	Faculty Evaluation Student Course Evaluations	Learning resources (library and instructional materials) comprehensive, current, and available	100% of faculty ordered at least 5 learning resources for Library or courses taught (books, DVDs, equipment, etc.) 88% of the students responded that the library resources were comprehensive, current, and available	None
11. Program Evaluation	L, CL, C	Program Outcomes Evaluation Chart	Systematic evaluation of the unit in nursing, program of learning, and graduate for development, maintenance, and revision of the program, and/or program outcomes	The student course evaluations, student clinical evaluations, faculty clinical/agency evaluations, and clinical evaluation of student/faculty were completed, reviewed by the course team and reported on at the October 26, 2006 faculty meeting.	Maintain course with minor revisions
II. COURSE OBJECTIVES					

1. Critical Thinking/Nursing Process/Clinical Judgement	L, CL, C	Unit Exams, Final Exam, Campus Lab skills check offs, Clinical Evaluation of Students, Care Plan	No more than 15% attrition (passing = 75% test average) All pass Campus Lab skills check offs All pass clinical satisfactorily	3% attrition - 97% passed course All passed campus lab skills check offs All passed clinically	*See above In future will go to Care Map
2. Safety	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	*See above
3. Need for & Teach Information	L, CL, C	Exam	75% exam II, Final Exam	3% attrition - 97% passed course	*See above
4. Maintenance & Rehabilitation Technics	L, CL, C	Exam Care Plan Clinical Evaluation	75% exam I, Final Exam Use as intervention with appropriate nursing diagnoses in care plan Satisfactorily perform clinically	3% attrition - 97% passed course All satisfactorily completed care plan All passed clinically	*See above
5. Normal and Abnormal Growth and Development	L, CL, C	Care Plan Exam	List developmental tasks appropriate for patient and evaluate if meets tasks or not documenting source used to make that decision in care plan 75% exam I, Final Exam	All satisfactorily completed care plan 3% attrition - 97% passed course	*See above

6. Therapeutic Nursing Interventions	L, CL, C	Exam Care Plan	75% exam II, Final Exam Use appropriate nursing interventions for given diagnoses in care plan	3% attrition - 97% passed course All satisfactorily completed care plan	*See above
7. Effective Communication	L, CL, C	Exam Clinical Evaluation	75% exam II, Final Exam Satisfactorily perform clinically	3% attrition - 97% passed course All passed clinically	*See above
8. Cultural Diversity	L, CL, C	Care Plan	Include in assessment information (general appearance) in care plan	All satisfactorily completed care plan	*See above

9. Nursing Process	L, CL, C	Exam	75% exam II, Final Exam Utilize nursing process in completing care plan Satisfactorily perform clinically	3% attrition - 97% passed course All satisfactorily completed care plan All passed clinically	*See above
10. Ethical and Legal Considerations	L, CL, C	Exam	75% exam I, Final Exam	3% attrition - 97% passed course	*See above
11. Role of Health Teaching	L, CL, C	Exam	*See above	*See above	*See above
12. Therapeutic and Non-Therapeutic Communications	L, CL, C	Exam	*See above	*See above	*See above
13. Maslow's Theory	L, CL, C	Exam	*See above	*See above	*See above
14. Health Care Delivery	L, CL, C	Exam	List nursing diagnoses in priority according to Maslow's Hierarchy	All satisfactorily completed care plan	*See above
15. Stress, Adaptation and the Health-Illness Continuum	L, CL, C	Exam	75% exam I, Final Exam	3% attrition - 97% passed course	*See above
16. Nurse's Role	L, CL, C	Exam	75% exam III, Final Exam	*See above	*See above
17. Historical Events	L, CL, C	*See above	75% exam I, Final Exam	*See above	*See above
18. Clinical Agency Resources	L, CL, C	*See above	*See above	*See above	*See above

19. Critical Thinking Skills	L, CL, C	Exam	75% exam I, Final Exam	3% attrition - 97% passed course	*See above
		ERI Tutorial	Complete "Reach for an A" test taking tutorial	All completed tutorial	
		Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	
20. Technological Skills	L, CL, C	Exam	75% exam I, Final Exam	3% attrition - 97% passed course	*See above
21. Administer Drugs Safely in Campus Lab Setting	L, CL, C	Skill check off in campus lab	Pass medication skills check off	All satisfactorily passed the skills check off	*See above
22. Calculate Drug Dosages	L, CL, C	*See above	*See above	*See above	*See above

* L - Lecture, CL - Campus Lab, C - Clinical

COURSE ASSESSMENT GRID- NURSING 1103 Fundamentals of Nursing II		SEMESTER - Fall 2006 2nd minimester			
	Delivery Method*	Assessment Tool	Expectations	Outcomes	Planned Revisions
I. PROGRAM GOALS					
1. NCLEX Results	L, CL, C	NCLEX-RN results (2008)	at or above national average	87% pass rate (DSC); 87% national average	None as of now; future curriculum revision; new testing provider (from ERI to NLN)
2. Graduate Satisfaction	L, CL, C	Graduating Student Survey (2008) Graduate Questionnaire (2008)	majority express satisfaction with education preparation	62% would recommend RN program; 63% would select DSC RN program again; 65% satisfied with RN program Graduate Questionnaire not yet sent out for this class (sent out after 6 months of employment)	None as of now; future curriculum revision; more faculty caring, personal relationships with students; student group sessions; more student involvement in program decisions where appropriate Graduate Questionnaire revised (shortened) and placed online to facilitate increased response

3. Employer Satisfaction	L, CL, C	Employer Satisfaction Survey	After 6 months of employment, 80% express satisfaction of graduates in critical thinking, communication, and therapeutic nursing interventions	Employer Satisfaction Survey not sent out yet (sent out after 6 months of employment)	None as of now
4. Employment	L, CL, C	Graduating Student Survey (2008) Graduate Questionnaire (2008)	Within 3 months of passing NCLEX-RN, 75% will be employed	45% at the time of graduation already employed in "nursing-type" role Graduate Questionnaire not yet sent out (sent out after 6 months of employment)	None *See above Graduate Questionnaire revision comment
5. Attrition Rate	L, CL, C	Calculation of number failing course compared to number passing course	No more than 15% failure rate	6% attrition (failed) or 5 out of 77 did not pass the course	None as of now; future course revision (Fall 2009)
6. Professional Growth	L, CL, C	Graduate Questionnaire (2008)	80% participation in regular reading of literature; attendance of workshops/seminars/in services; participation in professional organizations; continuation of formal education	Graduate Questionnaire not yet sent out (*see above response)	*See above Graduate Questionnaire revision comment
7. Graduation Rates	L, CL, C	Calculated at the end of each graduation cycle (number graduating in given year compared to number beginning in nursing sequence 3 years prior)	70% complete program within 3 years of entering nursing sequence	79% graduation rate for 2008	None as of now; future curriculum revision

8. Continuing Education	L, CL, C	Faculty Evaluation(DSC), Faculty Qualification Form (Ga Board of Nsg.)	Each faculty member will attend at least 5 continuing education programs per year	Faculty attended between 8-56 professional development/continuing education activities 2007-2008; and between 5-54 the 2006-2007 academic year	None
9. Physical Facilities	L, CL, C	Facilities, Supplies, and Instructional Materials Evaluation Student Course Evaluations	Facilities, supplies, and instructional materials will adequately support instruction	Faculty evaluating course all agreed facilities, supplies, instructional materials adequate - clocks not working in lecture room big complaint and cramped conditions in campus lab when used for lecture 74% responded that the supplies in campus lab were adequate, 74% responded that physical facilities were conducive to learning	Battery clocks to replace the other clocks in the lecture room (Sequoia 102). No alternative to use of lab as lecture space for now due to increased campus enrollment and sparse classroom space campus-wide. None
10. Library	L, CL, C	Faculty Evaluation Student Course Evaluations	Learning resources (library and instructional materials) comprehensive, current, and available	100% of faculty ordered at least 5 learning resources for Library or courses taught (books, DVDs, equipment, etc.) 71% of the students responded that the library resources were comprehensive, current, and available	None

11. Program Evaluation	L, CL, C	Program Outcomes Evaluation Chart	Systematic evaluation of the unit in nursing, program of learning, and graduate for development, maintenance, and revision of the program, and/or program outcomes	The student course evaluations, student clinical evaluations, faculty clinical/agency evaluations, and clinical evaluations of students/faculty were completed, reviewed by the course team, and reported on at the February 26, 2007 faculty meeting.	Maintain course with minor revisions
II. COURSE OBJECTIVES					
1. Critical Thinking/Nursing Process/Clinical Judgement	L, CL, C	Unit Exams, Final Exam, Campus Lab skills check offs, Clinical Evaluation of Students, Care Plans, ERI RN-CAP test (Fundamentals in Nursing)	No more than 15% attrition (passing = 75% test average) All pass campus lab skills check offs All pass clinically satisfactorily	6% attrition - 94% passed course All passed campus lab skills check offs All passed clinically	Consider making standardized test a part of grade for the course (students do not take the test seriously because it does not count in grade).
2. Safety	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	None
3. Need for & Teach Information	L, CL, C	Care Plan	Use as intervention with appropriate nursing diagnoses in care plans -	All received 9/12 clinical points by completing this portion of the care plan satisfactorily	None; in future will go to care maps instead of care plans
4. Health Maintenance	L, CL, C	Care Plan	*See above	*See above	*See above

5. Nutrition Needs	L, CL, C	Care Plan	Write evaluative statement concerning nutritional adequacy based on food pyramid in patient care plans	All received 9/12 clinical point by completing this portion of the care plan satisfactorily	None; in future will go to care maps instead of care plans
6. Personal Diet	L, CL, C	Care Plan	include 24 hour patient food diary, weight evaluation, referenced diet principle in care plan	All received 9/12 clinical points on care plans and by completing this portion of the care plan satisfactorily	None; in future will go to care maps instead of care plans
7. Rehabilitation	L, CL, C	Care Plan	List adjunctive therapy (i.e. physical therapy, occupational therapy, etc.) in care plan	All received 9/12 clinical points on care plans by completing this portion of the care plan satisfactorily	None; in future will go to care maps instead of care plans
8. Growth and Development	L, CL, C	Pediatric Clinical Assessment/Teaching Project (presentation) Care Plan	Receive satisfactory on Peds Assessment and Teaching Project List developmental tasks appropriate for patient and evaluate if meets tasks or not documenting source used to make that decision in care plan	All satisfactorily completed the Peds Assessment and Teaching project All received 9/12 clinical points on care plans by completing this portion of the care plan satisfactorily	None In future will go to care maps instead of care plans
9. Nursing Skills	L, CL, C	Skills check off in campus lab	Pass catheterization skills check off	All satisfactorily passed the skills check off	None
10. Elimination Patterns	L, CL, C	Exam	75% exam I, Final Exam	6% attrition, 94% passed course	None
11. Communication Patterns	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	None
12. Nursing Care Plans	L, CL, C	Clinical Evaluation	9/12 points on Care Plans/Written Assignments for Clinical to satisfactorily pass clinically	All passed clinically	None

13. Drug Administration	L, CL, C	Clinical Evaluation/Medication Administration Report	Receive satisfactory on clinical day drugs administered and satisfactory on Medication Administration Report	All administered drugs satisfactorily in clinical and satisfactorily completed Medication Administration Report	None
14. Drug Administration Safety	L, CL, C	*See above	*See above	*See above	None
15. Oxygenation Process	L, CL, C	Exam	75% exam III, Final Exam	6% attrition, 94% passed course	
16. Surgical Patient Care	L, CL, C	Exam	75% exam I, Final Exam	*See above	None
17. Fluid & Electrolyte Balance	L, CL, C	Exam	75% exam II, Final Exam	*	None
18. Selected Diagnostic Tests	L, CL, C	Exam, Care Plan	75% exam I, Final Exam List and date all diagnostic procedures in care plan	* All received 9/12 clinical points on care plans by completing this portion of the care plans satisfactorily	None In future will go to care maps instead of care plans
19. Physiological & Psychological Components of Sleep	L, CL, C	Exam	75% Final Exam	*	None
20. Physiological & Psychological Components of Pain	L, CL, C	Exam	75% exam I, Final Exam	*	None
21. Nursing Diagnoses	L, CL, C	Care Plan	List 3 appropriate nursing diagnoses in priority order in care plan	All received 9/12 clinical points on care plans by completing this portion of the care plan satisfactorily	None; in future will go to care maps instead of care plans
22. Health-Illness Continuum	L, CL, C	Exam	75% exam I, II, III, Final Exam	6% attrition, 94% passed course	None
23. Death and Loss	L, CL, C	Exam	75% exam III, Final Exam	*See above	None

* L - Lecture, CL - Campus Lab, C - Clinical

COURSE ASSESSMENT GRID- NURSING 1105 Maternal & Infant Care		SEMESTER - Spring 2007 2nd minimester			
	Delivery Method*	Assessment Tool	Expectations	Outcomes	Planned Revisions
I. PROGRAM GOALS					
1. NCLEX Results	L, CL, C	NCLEX-RN results (2008)	At or above the national average	87% pass rate (DSC) 87% national average	None as of now
2. Graduate Satisfaction	L, CL, C	Graduating Student Survey (2008)	majority express satisfaction with educational preparation	62% would recommend RN program; 63% would select DSC RN program again; 65% satisfied with RN program; 73.6% felt prepared from moderate to great extent in OB nursing at entry level	None as of now; future curriculum revision; more faculty caring, personal relationships with students; student group sessions; more student involvement in program decisions where appropriate
3. Employer Satisfaction	L, CL, C	Graduate Questionnaire (2008)	After 6 months of employment, 80% express satisfaction with performance of graduates in critical thinking, communication, and therapeutic nursing interventions	Graduate Questionnaire not yet sent out for this class (sent out after 6 months of employment)	Graduate Questionnaire revised (shortened) and place online to facilitate increased response
		Employer Satisfaction Survey		Employer Satisfaction Survey not sent out yet (sent out after 6 months of employment)	None as of now

4. Employment	L, CL, C	Graduating Student Survey (2008)	Graduate Questionnaire (2008)	Within 3 months of passing NCLEX-RN, 75% will be employed	45% at the time of graduation already employed in "nursing-type" role	N/A
5. Attrition Rate	L, CL, C	Calculation of the number failing compared to number passing course	Graduate Questionnaire (2008)	No more than 15% failure rate	Graduate Questionnaire not yet sent out (sent out after 6 months of employment)	*See above Graduate Questionnaire revision comment None as of now; New course slated to replace NURS 1105/1106 (courses incorporated in new course that will also include beginning Med/Surg content) Spring 2010
6. Professional Growth	L, CL, C	Graduate Questionnaire (2010)	Graduate Questionnaire (2010)	80% participation in regular reading of literature; attendance of workshops/seminars/in services; participation in professional organizations; continuation of formal education	Graduate Questionnaire not yet sent out (*sent out after 6 months of employment)	*See above Graduate Questionnaire revision comment
7. Graduation Rates	L, CL, C	Calculated at the end of each graduation cycle (number graduating in given year compared to number beginning in nursing sequence 3 years prior)	Graduate Questionnaire (2008)	70% complete program within 3 years of entering nursing sequence	79% graduation rate for 2008	none as of now; future curriculum revision

8. Continuing Education	L, CL, C	Faculty Evaluation (DSC) Faculty Qualification Form (Ga Board of Nsg.)	Each faculty member will attend at least 5 continuing education programs per year	Faculty attended between 8-56 professional development/continuing education activities 2007-2008; and between 5-54 the 2006-2007 academic year	none
9. Physical Facilities	L, CL, C	Facilities, Supplies, and Instructional Materials Evaluation Student Course Evaluations	Facilities, supplies, and instructional materials will adequately support instruction	Faculty evaluating course all agreed facilities, supplies, instructional materials adequate - had to meet in campus lab for class and not as comfortable as regular classroom 100% responded that the supplies in campus lab were adequate; 100% responded that physical facilities were conducive to learning	Requested classroom space for Nursing 1105 for Spring 2008, but unable to get space in building because of day and length of class time - will continue the request for Spring 2009 None
10. Library	L, CL, C	Faculty Evaluation Student Course Evaluations	Learning resources (library and instructional materials) comprehensive, current, and available	100% of faculty ordered at least 5 learning resources for Library or courses taught (books, DVDs, equipment, etc.) 100% of students responded that the library resources were comprehensive, current, and available	None

11. Program Evaluation	L, CL, C	Program Outcomes Evaluation Chart	Systematic evaluation of the unit in nursing, program of learning, and graduate for development, maintenance, and revision of the program, and/or program outcomes	The student course evaluations, student clinical evaluations, faculty clinical/agency evaluations, and clinical evaluation of student/faculty were completed, reviewed by the course team, and reported on at the August 13, 2007 faculty meeting.	Maintain course with minor revisions
II. COURSE OBJECTIVES					
1. Critical Thinking/Nursing Process/Clinical Judgement	L, CL, C	Unit Exams, Final Exam, Clinical Evaluation of Students, Care Plan, ERI RNCAP Maternity Nursing	No more than 15% attrition (passing = 75% test average) All pass clinical satisfactorily Score at or above national average on ERI RNCAP Maternity Nursing	0% attrition; 100% passed course All passed clinically DSC average 64 national average 58	*See above To go to Care Map in Spring 2008 semester
2. Safety	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	*See above
3. Teaching Plans	L, CL, C	Care Plan	Include relevant patient teaching applicable to each nursing diagnosis	All received at least 14 out of 17 clinical points to pass clinically by completing this portion of the care plan satisfactorily	*See above
4. Nutrition	L, CL, C	Exam II, III, IV, Final Exam Care Plan	No more than 15% attrition (passing = 75% test average) Assess and evaluate nutrition based on age, height, and weight	0% attrition; 100% passed course All received at least 14 out of 17 clinical points to pass clinically by completing this portion of the care plan satisfactorily	*See above

5. Rehabilitation Plan	L, CL, C	Care Plan	Use as intervention with appropriate nursing diagnoses in care maps	All received at least 14 out of 17 clinical points to pass clinically by completing this portion of the care plan satisfactorily	*See above
6. Growth & Development	L, CL, C	Exam I, II, III, IV, Final Exam Care Plan	No more than 15% attrition (passing = 75% test average) List developmental level and impact of childbearing on meeting those tasks - assess and evaluate physical and behavioral maturity of newborn	0% attrition; 100% passed course All received at least 14 out of 17 clinical points to pass clinically by completing this portion of the care plan satisfactorily	*See above
7. Nursing Skills	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	*See above
8. Maintenance of Nursing Skills	L, CL, C	Campus Lab Practice	Students must spend 1-2 hours in campus lab reviewing and practicing skills pertinent to clinical area assigned a week before rotation	All completed review and practice before rotations	*See above
9. Communication	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	*See above

10. Cultural Diversity	L, CL, C	Exam I, II, III, IV, Final Exam Care Plan	No more than 15% attrition (passing = 75% test average) Consideration of ethnic diversity in overall care of the patient	0% attrition; 100% passed course All received at least 14 out of 17 clinical points to pass clinically by completing this portion of the care plan satisfactorily	*See above
11. Drug Administration	L, CL, C	Clinical Evaluation Care Plan	Satisfactorily perform clinically - safe administration of drugs in clinical area; completion of medication section on care plan	All passed clinically No drug areas during clinical rotations All received at least 14 out of 17 clinical points to pass clinically by completing this portion of the care plan satisfactorily	*See above
12. Maslow's Hierarchy	L, CL, C	Care Plan	List nursing diagnoses in priority according to Maslow's Hierarchy	All received at least 14 out of 17 clinical points to pass clinically by completing this portion of the care plan satisfactorily	*See above
13. Knowledge of Maternity Cycle & Newborn	L, CL, C	Exam I, II, III, IV, Final Exam	No more than 15% attrition (passing = 75% test average)	0% attrition; 100% passed course	*See above
14. Pathological Alterations During the Maternity Cycle & Newborn	L, CL, C	*See above	*See above	*See above	*See above
15. Ethical, Legal & Political Issues	L, CL, C	*See above	*See above	*See above	*See above

* L - Lecture, CL - Campus Lab, C - Clinical

COURSE ASSESSMENT GRID- NURSING 1106
Mental Health Nursing

SEMESTER - Spring 2007
1st minimester

	Delivery Method*	Assessment Tool	Expectations	Outcomes	Planned Revisions
I. PROGRAM GOALS					
1. NCLEX Results	L, CL, C	NCLEX-RN results (2008)	At or above the national average	87% pass rate (DSC); 87% national average	None as of now; future curriculum revision; new testing provider (from ERI to NLN)
2. Graduate Satisfaction	L, CL, C	Graduating Student Survey (2008)	Majority express satisfaction with education preparation	62% would recommend RN program; 63% would select DSC RN program again; 65% satisfied with RN program; 69% responded that the nursing curriculum prepared them "to a moderate - to a very great extent" for nursing care at the entry level in psychiatric nursing	None as of now; future curriculum revision; more faculty caring, personal relationships with students; student group sessions; more student involvement in program decisions where appropriate
3. Employer Satisfaction	L, CL, C	Graduate Questionnaire (2008)	After 6 months of employment, 80% express satisfaction with performance of graduates in critical thinking, communication, and therapeutic nursing interventions	Graduate Questionnaire not yet sent out for this class (sent out after 6 months of employment)	Graduate Questionnaire revised (shortened) and placed online to facilitate increased response

4. Employment	L, CL, C	Graduating Student Survey (2008)	Graduate Questionnaire (2008)	Within 3 months of passing NCLEX-RN, 75% will be employed	45% at the time of graduation already employed in "nursing-type" role	None
5. Attrition Rate	L, CL, C	Calculation of number failing course compared to number passing course	Graduate Questionnaire (2008)	No more than 15% failure rate	Graduate Questionnaire not yet sent out for this class (sent out after 6 months of employment)	*See above Graduate Questionnaire revision comment
6. Professional Growth	L, CL, C	Graduate Questionnaire (2008)	Graduate Questionnaire (2008)	80% participation in regular reading of literature; attendance of workshops/seminars/in services; participation in professional organizations; continuation of formal education	Graduate Questionnaire not yet sent out (*see above response)	*See above Graduate Questionnaire revision comment
7. Graduation Rates	L, CL, C	Calculated at the end of each graduation cycle (number graduating in given year compared to number beginning in nursing sequence 3 years prior)	Faculty Evaluation (DSC)	70% complete program within 3 years of entering nursing sequence	79% graduation rate for 2008	None as of now; future curriculum revision
8. Continuing Education	L, CL, C	Faculty Evaluation (DSC)	Faculty Evaluation (DSC)	Each faculty member will attend at least 5 continuing education programs per year	Faculty attended between 8-56 professional development/continuing education activities 2007-2008; and between 5-54 the 2006-2007 academic year	None

9. Physical Facilities	L, CL, C	Facilities, Supplies, and Instructional Materials Evaluation Student Course Evaluations	Facilities, supplies, and instructional materials will adequately support instruction	Faculty evaluating course all agreed facilities, supplies, instructional materials adequate 97% responded that the supplies in campus lab were adequate; 100% responded that physical facilities were conducive to learning	None
10. Library	L, CL, C	Faculty Evaluation Student Course Evaluations	Learning resources (library and instructional materials) comprehensive, current, and available	100% of faculty ordered at least 5 learning resources for Library or courses taught (books, DVDs, equipment, etc.) 100% of students responded that the library resources were comprehensive, current, and available	None
11. Program Evaluation	L, CL, C	Program Outcomes Evaluation Chart	Systematic evaluation of the unit in nursing, program of learning, and graduate for development, maintenance, and revision of the program and/or program outcomes	The student course evaluations, student clinical evaluations, faculty clinical/agency evaluations, and clinical evaluations of students/faculty were completed, reviewed by the course team, and reported on at the August 13, 2007 faculty meeting	Maintain course with minor revisions
II. COURSE OBJECTIVES					

<p>1. Critical Thinking/Nursing Process/Clinical Decision Making</p>	<p>L, CL, C</p>	<p>Unit Exams, Final Exam, Clinical Evaluation of Students, Care Plans, ERI RN-CAP (Mental Health Nursing)</p>	<p>No more than 15% attrition (passing = 75% test average) All pass clinically satisfactorily Score at or above the national average on end-of-course standardized testing (ERI-Mental Health Nursing)</p>	<p>7.5% attrition - 92.5% passed course All passed clinically DSC test average 61 National average 68</p>	<p>Consider making standardized test a part of grade for the course (students do not take the test seriously because it does not count in grade); book compared to test content and book was changed for the Spring 2008 class</p>
<p>2. Safety</p>	<p>L, CL, C</p>	<p>Clinical Evaluation</p>	<p>Satisfactorily perform clinically</p>	<p>All passed clinically</p>	<p>None</p>
<p>3. Teaching Plans</p>	<p>L, CL, C</p>	<p>Care Plan</p>	<p>Use as intervention with appropriate nursing diagnoses in care plans</p>	<p>All completed two satisfactory care plans incorporating appropriately teaching in the care plans</p>	<p>None; in future will go to care maps</p>
<p>4. Nutrition</p>	<p>L, CL, C</p>	<p>Care Plan</p>	<p>Write an evaluative statement concerning nutritional adequacy based on food pyramid, weight and height, 24 hour food diary - include referenced diet principle</p>	<p>All completed two satisfactory care plans incorporating nutrition components in the care plans</p>	<p>*(See above)</p>
<p>5. Rehabilitation Technics</p>	<p>L, CL, C</p>	<p>Care Plan</p>	<p>Use as intervention with appropriate nursing diagnoses in care plans</p>	<p>All completed two satisfactory care plans incorporating rehabilitation technics in the care plans</p>	<p>*(See above)</p>

6. Growth & Development	L, CL, C	Care Plan	List developmental tasks appropriate for patient and evaluate if meets tasks or not documenting source used to make that decision in care plan	All completed two satisfactory care plans incorporating developmental task component in care plans	*(See above)
7. Nursing Skills	L, CL, C	Care Plan Clinical Evaluation	Responds appropriately/therapeutically in patient interactions Satisfactorily perform clinically	All completed two satisfactory care plans incorporating therapeutic techniques in care plans All passed clinically	*(See above)
8. Long & Short Term Goal Collaboration	L, CL, C	Care Plan	Include goal for interaction with patient	All completed two satisfactory care plans incorporating patient interaction goal	*(See above)
9. Identification of Personal Feelings Toward Mental Illness & Impact	L, CL, C	Care Plan	Include summary of patient's and own response to interaction	All completed two satisfactory care plans incorporating patient's and own response to interaction	*(See above)
10. Therapeutic Relationships	L, CL, C	Exam	Exam I, Final Exam	7.5% attrition - 92.5% passed course	*(See above) None
11. Communication	L, CL, C	Exam	Exam I, Final Exam	7.5% attrition - 92.5% passed course	None

12. Therapeutic Nurse-Patient Relationship	L, CL, C	Exam Care Plan Clinical Evaluation	Exam I, Final Exam Responds appropriately/therapeutically in patient interactions Satisfactorily perform clinically	7.5% attrition - 92.5% passed course All completed two satisfactory care plans incorporating therapeutic techniques in care plans All passed clinically	(*See above)
13. Cultural Diversity	L, CL, C	Care Plan	Incorporate ethnicity/cultural components in description of general appearance of patient	All completed two satisfactory care plans	(*See above)
14. Drug Therapy	L, CL, C	Exam Care Plan	Exam II, III, Final Exam Include all psychotropic drugs patient receiving, why given, and results	7.5% attrition - 92.5% passed course All completed two satisfactory care plans incorporating drug therapy in care plans	(*See above)
15. Maslow's Hierarchy	L, CL, C	Care Plan	Identify 3 nursing diagnoses prioritized according to Maslow's Hierarchy	All completed two satisfactory care plans identifying nursing diagnoses according to the hierarchy	(*See above)
16. Major Manifestations of Common, Well-Defined Mental Illnesses	L, CL, C	Exam	Exam II, III, Final Exam	7.5% attrition - 92.5% passed course	(*See above)
17. Therapeutic Interventions	L, CL, C	Exam Care Plan	Exam I, II, III, Final Identify 2 appropriate nursing interventions for each nursing diagnosis	7.5% attrition - 92.5% passed course All completed two satisfactory care plans with appropriate nursing interventions	(*See above)

18. Mental Health Confidentiality	L, CL, C	Exam Clinical Evaluation	Exam I, Final Exam Satisfactorily perform clinically	7.5% attrition - 92.5% passed course All passed clinically	(*See above)
19. Patient Care	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	(*See above)

* L - Lecture, CL - Campus Lab, C - Clinical

COURSE ASSESSMENT GRID- NURSING 2201
Health & Illness I

SEMESTER - Fall 2007

	Delivery Method*	Assessment Tool	Expectations	Outcomes	Planned Revisions
I. PROGRAM GOALS					
1. NCLEX Results	L, CL, C	NCLEX-RN Results (2008)	At or above national average	87% pass rate (DSC); 87% national average	None as of now; future curriculum revision; new testing provider (from ERI to NLN)
2. Graduate Satisfaction	L, CL, C	Graduating Student Survey (2008)	Majority express satisfaction with education preparation	62% would recommend RN program; 63% would select DSC RN program again; 65% satisfied with RN program; 82.4% and 64.7% responded that the nursing curriculum prepared them "to a moderate - to a very great extent" for nursing care at the entry level in medical and surgical nursing respectively	None as of now; future curriculum revision; more faculty caring, personal relationships with students; more student involvement in program decisions where appropriate
		Graduate Questionnaire (2008)		Graduate Questionnaire not yet sent out for this class (sent out after 6 months of employment)	Graduate Questionnaire revised (shortened) and placed online to facilitate increased response

3. Employer Satisfaction	L, CL, C	Employer Satisfaction Survey	After 6 months of employment, 80% express satisfaction with performance of graduates in critical thinking, communication, and therapeutic nursing interventions	Employer Satisfaction Survey not sent out yet (sent out after 6 months of employment)	None as of now
4. Employment	L, CL, C	Graduating Student Survey (2008)	Within 3 months of passing NCLEX-RN, 75% will be employed	45% at time of graduation already employed in "nursing-type" role	None
5. Attrition Rate	L, CL, C	Graduate Questionnaire (2008)	No more than 15% failure rate	Graduate Questionnaire not yet sent out (*see above response)	*See above Graduate Questionnaire revision comment
6. Professional Growth	L, CL, C	Graduate Questionnaire (2008)	80% participation in regular reading of literature; attendance of workshops/seminars/in services; participation in professional organizations; continuation of formal education	4% attrition (failed) or 3 out of 71 did not pass the course	None as of now; future course revision (Fall 2010)
7. Graduation Rates	L, CL, C	Calculated at the end of each graduation cycle (number graduating in given year compared to number beginning in nursing sequence 3 years prior)	70% complete program within 3 years of entering nursing sequence	Graduate Questionnaire not yet sent out (*see above response)	*See above Graduate Questionnaire revision comment
				79% graduation rate for 2008	None as for now; future curriculum revision

8. Continuing Education	L, CL, C	Faculty Evaluation (DSC) Faculty Qualification Record (Ga Board of Nsg.)	Each faculty member will attend at least 5 continuing education programs per year	faculty attended between 8-56 professional development/continuing education activities 2007-2008; and between 5-54 the 2006-2007 academic year	None
9. Physical Facilities	L, CL, C	Facilities, Supplies, and Instructional Materials Evaluation Student Course Evaluations	Facilities, supplies, and instructional materials will adequately support instruction	Faculty evaluating course all agreed facilities, supplies, instructional materials adequate - difficulty finding classroom space when clinical days used for on campus workshops, seminars, etc. 80% responded that the supplies in campus lab were adequate; 84% responded that physical facilities were conducive to learning	Classroom space will continue to be a problem due to increased college enrollment - faculty encouraged to plan ahead and reserve rooms as early as possible when need additional classroom space None
10. Library	L, CL, C	Faculty Evaluation Student Course Evaluations	Learning resources (library and instructional materials) comprehensive, current, and available	100% of faculty ordered at least 5 learning resources for Library or courses taught (books, DVDs, equipment, etc.) 88% of the students responded that the library resources were comprehensive, current, and available	None

11. Program Evaluation	L, CL, C	Program Outcomes Evaluation Chart	Systematic evaluation of the unit in nursing, program of nursing, and graduate for development, maintenance, and revision of the program, and/or program outcomes	The student course evaluations, faculty clinical/agency evaluations, and clinical evaluations of students/faculty were completed, reviewed by the course team, and reported on at the February 4, 2008 faculty meeting.	Maintain course with minor revisions (also dependent upon consultant's recommendations)
II. COURSE OBJECTIVES					
1. Critical Thinking/Nursing Process/Clinical Judgement	L, CL, C	Unit Exams, Final Exam, Clinical Paper, Clinical Evaluation of Students, Care Maps, ERI RN-CAP (Custom Adult I)	<p>No more than 15% attrition (passing = 75% test average)</p> <p>All pass clinical paper with at least 22.5/30 points (75%)</p> <p>All pass clinically satisfactorily</p> <p>Score at or above the national average on end-of-course standardized testing (Custom Adult I)</p>	<p>4% attrition - 96% passed course</p> <p>All made at least 22.5 on clinical paper</p> <p>All passed clinically</p> <p>DSC test average 57 National average 59</p>	<p>Consider making standardized test a part of grade for the course (students do not take the test seriously because it does not count in grade)</p>
2. Safety	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	None
3. Teaching Plans	L, CL, C	Care Map	Use as intervention with appropriate diagnosis - place in appropriate section on care map for teaching/discharge instructions	All received 27 clinical points by completing this portion of the care map satisfactorily	None

4. Nutritional Needs	L, CL, C	Care Map	Write evaluative statement concerning nutritional adequacy based on food pyramid in appropriate section of care map	*See above	None
5. Rehabilitation Principles	L, CL, C	Care Map Exam	Use as intervention with appropriate diagnoses 75% exam III, Final Exam	*See above 4% attrition; 96% passed course	None
6. Growth & Development	L, CL, C	Care Map	Evaluate developmental level on care map; satisfactory care map of pediatric patient during pediatric clinical rotation	All received 27 clinical points by completing this portion of the care map satisfactorily and having a satisfactory pediatric care map	None
7. Therapeutic Nursing Interventions	L, CL, C	Care Map	Use of appropriate interventions for each nursing diagnosis on care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None
8. Communication	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinical	None
9. Cultural Diversity	L, CL, C	Care Map	Consideration of ethnic diversity in overall care of the patient	All received 27 clinical points by considering this entity of care in the care map satisfactorily	None

10. Drug Administration	L, CL, C	Clinical Evaluation Care Map Math Proficiency Test	Satisfactorily perform clinically; safe administration of drugs in clinical area; completion of medication section of care map; 80% on Math Proficiency Test	All passed clinical No medication errors while in clinical All received 27 clinical points by completing this portion of the care map satisfactorily Only one student did not pass the Math Proficiency Test	None
11. Psychosocial Relationships	L, CL, C	Care Map	Evaluate psychosocial relationships in appropriate section of care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None
12. Well Individual vs. One Experiencing Pathological Alterations	L, CL, C	Exam	75% exam I, II, III, IV, Final Exam	4% attrition; 96% passed course	None
13. Etiology of Pathological Alterations	L, CL, C	Care Map	Discuss pathophysiology surrounding patient medical diagnosis in appropriate section of care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None
14. Signs & Symptoms of Pathological Alterations	L, CL, C	Exam	75% exam I, II, III, IV, Final Exam	4% attrition; 96% passed course	None
15. Diagnosing Pathological Alterations	L, CL, C	*See above	*See above	*See above	None
16. Medical Modalities	L, CL, C	*See above	*See above	*See above	None
17. Nursing Diagnoses	L, CL, C	Care Map	List appropriate nursing diagnoses in priority order on care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None

18. Legal Issues	L, CL, C	Exam	75% exam I, II, III, IV, Final Exam	4% attrition; 96% passed course	None
19. Ethical & Professional Issues	L, CL, C	*See above	*See above	*See above	None
20. Nursing Interventions	L, CL, C	Care Map	Use of appropriate interventions for each nursing diagnosis on care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None
21. Treatment Modalities	L, CL, C	Exam	75% exam I, II, III, IV, Final Exam	4% attrition; 96% passed course	None
22. Effects of Political Issues	L, CL, C	*See above	*See above	*See above	None
23. Impact of Socioeconomic Status	L, CL, C	*See above	*See above	*See above	None
24. Critical Thinking Skills	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinical	None
25. Technology	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically (use of MAC system for drug administration; computer charting)	All passed clinical	None

* L - Lecture, CL - Campus Lab, C - Clinical

COURSE ASSESSMENT GRID - NURSING 2202
Health & Illness II

SEMESTER - Spring 2008

	Delivery Method*	Assessment Tool	Expectations	Outcomes	Planned Revisions
I. PROGRAM GOALS					
1. NCLEX Results	L, CL, C	NCLEX-RN Results (2008)	At or above the national average	87% pass rate (DSC) 87% national average	None as of now; future curriculum revision; new testing provider (from ERI to NLN)
2. Graduate Satisfaction	L, CL, C	Graduating Student Survey (2008)	Majority express satisfaction with educational preparation	62% would recommend RN program; 63% would select DSC RN program again; 65% satisfied with RN program; 82.4% and 64.7% responded that the nursing curriculum prepared them "to a moderate - to a very great extent" for nursing care at the entry level in medical and surgical nursing respectively	None as of now; future curriculum revision; more faculty caring, personal relationships with students; more student involvement in program decisions where appropriate
		Graduate Questionnaire (2008)		Graduate Questionnaire not yet sent out for this class (sent out after 6 months of employment)	Graduate Questionnaire revised (shortened) and placed online to facilitate increased response
3. Employer Satisfaction	L, CL, C	Employer Satisfaction Survey	After 6 months of employment, 80% express satisfaction with performance of graduates in critical thinking, communication, and therapeutic nursing interventions	Employer Satisfaction Survey not sent out yet (sent out after 6 months of employment)	none as of now

4. Employment	L, CL, C	Graduating Student Survey (2008) Graduate Questionnaire (2008)	Within 3 months of passing NCLEX-RN, 75% will be employed No more than 15% failure rate	45% at time of graduation already employed in "nursing-type" role Graduate Questionnaire not yet sent out (*see above response)	None *See above Graduate Questionnaire revision comment
5. Attrition Rate	L, CL, C	Calculation of the number failing course compared to number passing course	No more than 15% failure rate	1% attrition (failed) or 1 out of 69 did not pass the course	None as of now; future major course revision (Spring 2011)
6. Professional Growth	L, CL, C	Graduate Questionnaire (2008)	80% participation in regular reading of literature; attendance of workshops/seminars/in services; participation in professional organizations; continuation of formal education	Graduate Questionnaire not yet sent out (*see above response)	*See above Graduate Questionnaire revision comment
7. Graduation Rates	L, CL, C	Calculated at the end of each graduation cycle (number graduating in given year compared to number beginning in nursing sequence 3 years prior)	70% complete program within 3 years of entering nursing sequence	79% graduation rate for 2008	None as of now; future curriculum revision
8. Continuing Education	L, CL, C	Faculty Evaluation (DSC) Faculty Qualification Record (Ga Board of Nsg.)	Each faculty member will attend at least 5 continuing education programs per year	faculty attended between 8-56 professional development/continuing education activities 2007-2008; and between 5-54 the 2006-2007 academic year	None

9. Physical Facilities	L, CL, C	Facilities, Supplies, and Instructional Materials Evaluation	Facilities, supplies, and instructional material will adequately support instruction	Faculty evaluating course all agreed facilities, supplies, instructional materials adequate - one commented that lab was cramped for the disaster seminar	Larger than usual class Spring 2008 which led to cramped space (no other space available) - Should not be a problem this Spring (much smaller class)
10. Library	L, CL, C	Faculty Evaluation Student Course Evaluations	Learning resources (library and instructional materials) comprehensive, current, and available	100% of faculty ordered at least 5 learning resources for Library or courses taught (books, DVDs, equipment, etc.) 97% of students responded that the library resources were comprehensive, current, and available	None
11. Program Evaluation	L, CL, C	Program Outcomes Evaluation Chart	Systematic evaluation of the unit in nursing, program of nursing, and graduate for development, maintenance, and revision of the program, and/or program outcomes	The student course evaluations, faculty clinical/agency evaluations, and clinical evaluations of students/faculty were completed, reviewed by the course team, and reported on at the September 11, 2008 faculty meeting.	Maintain course with minor revisions; future major course revision (Spring 2011)

II. COURSE OBJECTIVES					
1. Critical Thinking/Nursing Process/Clinical Decision Making	L, CL, C	Unit Exams, Final Exam, Diabetic Study, Clinical Evaluation of Students, Care Maps, ERI RN-CAP (Custom Adult II)	No more than 15% attrition (passing = 75% test average) All pass Diabetic Study with at least 45/60 points (75%) All pass clinically satisfactorily Score at or above the national average on end-of-course standardized testing (Custom Adult II)	1% attrition - 99% passed course All made at least 45 on study All passed clinically DSC test average 64 National average 64	Consider making standardized test a part of grade for the course (students do not take the test seriously because it does not count in grade)
2. Safety	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinically	None
3. Teaching Plans	L, CL, C	Care Map	Use as intervention with appropriate diagnosis - place in appropriate section on care map for teaching/discharge instructions	All received 27 clinical points by completing this portion of the care map satisfactorily	None
4. Nutrition	L, CL, C	Care Map	Write evaluative statement concerning nutritional adequacy based on food pyramid in appropriate section of care map	*See above	None

5. Rehabilitation Principles	L, CL, C	Care Map	Use as intervention with appropriate diagnoses	*See above	None
6. Growth & Development	L, CL, C	Care Map	Evaluate developmental level on care map; satisfactory care map of pediatric patient during pediatric clinical rotation	All received 27 clinical points by completing this portion of the care map satisfactorily and having a satisfactory pediatric care map	None
7. Therapeutic Interventions	L, CL, C	Care Map	Use of appropriate interventions for each nursing diagnosis on care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None
8. Communication	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinical	None
9. Cultural Diversity	L, CL, C	Care Map	Consideration of ethnic diversity in overall care of the patient	All received 27 clinical points by considering this entity of care in the care map satisfactorily	None
10. Drug Administration	L, CL, C	Clinical Evaluation Care Map Math Proficiency Test	Satisfactorily perform clinically; completion of medication section of care map; safe administration of drugs in the clinical area; 80% on Math Proficiency Test	All passed clinical All received 27 clinical points by completing this portion of the care map satisfactorily No medication errors in clinical All passed the Math Proficiency Test	None
11. Well Individual vs. One Experiencing Pathological Alternations	L, CL, C	Exam	75% exam I, II, III, IV, Final Exam	1% attrition - 99% passed course	None

12. Etiology of Pathological Alterations	L, CL, C	Care Map	Discuss pathophysiology surrounding patient medical diagnosis in appropriate section of care map 75% exam I, II, III, IV, Final Exam	All received 27 clinical points by completing this portion of the care map satisfactorily 1% attrition - 99% passed course	None
13. Signs and Symptoms of Pathological Alterations	L, CL, C	*See above	*See above	*See above	*See above
14. Diagnosing Pathological Alterations	L, CL, C	*See above	*See above	*See above	*See above
15. Medical Modalities	L, CL, C	*See above	*See above	*See above	*See above
16. Nursing Diagnoses	L, CL, C	Care Map	List appropriate nursing diagnoses in priority order on care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None
17. Legal Issues	L, CL, C	Exam	75% exam I, II, III, IV, Final Exam	1% attrition - 99% passed course	None
18. Ethical & Professional Issues	L, CL, C	*See above	*See above	*See above	*See above
19. Nursing Interventions	L, CL, C	Care Map	Use of appropriate interventions for each nursing diagnosis on care map	All received 27 clinical points by completing this portion of the care map satisfactorily	None
20. Treatment Modalities	L, CL, C	Exam	75% exam I, II, III, IV, Final Exam	1% attrition - 99% passed course	None
21. Effects of Political Issues	L, CL, C	*See above	*See above	*See above	*See above
22. Impact of Socioeconomic Status	L, CL, C	*See above	*See above	*See above	*See above
23. Critical Thinking Skills	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically	All passed clinical	None

24. Technology	L, CL, C	Clinical Evaluation	Satisfactorily perform clinically (use of MAC system for drug administration; computer charting)	All passed clinical	None
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* L - Lecture, CL - Campus Lab, C - Clinical

**Documentation
For
Recommendation #2**

MISSION STATEMENT

We the faculty of the School of Nursing at Dalton State College believe that our mission is to prepare students for employment as safe, caring, beginning nurse generalists who will assist in meeting the health care needs and improving the overall quality of life within the region. Our mission corresponds with the four core commitments of the Dalton State College mission as found in the DSC Catalog.

- **selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment.**
- **excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services.**
- **public service through continuing education, economic, development, and cultural activities that address the needs and improve the quality of life of the region.**
- **continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.**

In fulfilling the first core commitment, The School of Nursing employs full time faculty with a minimum Masters Degree preparation. Many of the nursing faculty maintain additional certifications in a variety of specialty areas. These faculty members are dedicated to ensuring student success through team teaching efforts, and a technologically enhanced learning environment using human patient simulators, online course offerings and the use of clinical facilities with electronic medical record systems.

The second core commitment is fulfilled through providing students with exceptional learning opportunities in a wide variety of health care related areas that serve diverse patient populations. Supporting, encouraging, and recognizing the abilities, values, cultural, and gender diversity of the student population are priorities in promoting the success of our graduates.

In fulfilling the third core commitment, a commitment to public service is demonstrated by collaborative efforts with other DSC faculty and staff, local hospitals, agencies and schools. Faculty, staff and students frequently volunteer their knowledge and skills at local events or activities that seek to address health promotion, higher education, or support the mission of Dalton State College.

Every faculty and staff member of The School of Nursing continually strives to ensure fulfillment of the fourth and final core commitment. In order to meet the needs of our graduates and their employers as well as to ensure instruction is current and relevant to health care, data are collected from a variety of areas and evaluated to continually improve the quality of education and instruction. Each member of the nursing faculty serves on various college wide committees involved with planning and assessing the purpose and mission of the college.

In fulfilling the mission of the school and the college, we seek to inspire our students to be active members within the nursing profession. As we look to the future and our place in a competitive, global society, we seek to become more student-oriented and community-centered. Successful completion of the new graduate outcomes enable graduates to realize their career goals and function safely and effectively as beginning nurse generalists.

As the College continues to develop the depth and breadth of its offerings, a fresh round of construction projects is providing room for expansion. A new general classroom building, completed in late 1999, was later named the Lorberbaum Liberal Arts Building. A major addition to Roberts Library began in early-2001 and was completed in mid-2002. The James E. Brown Continuing Education Building opened in 2006 and an off campus building designed as an extension of DSC's School of Technical Education will open in 2009. Another major classroom building for the campus is on the drawing board, and funding is anticipated in 2011.

Dalton State College was initially accredited in 1969 by the Southern Association of Colleges and Schools to award the associate degree, and full accreditation has been continuous since that time. In 1998 the institution received SACS approval to offer the bachelor's degree, and full re-accreditation was affirmed in 2003.

**Dalton State College
Statement of Purpose**

**From Dalton State College
Catalog, 2008-2009, page 9**

STATEMENT OF PURPOSE

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees, and career certificate programs, and a wide variety of public service and continuing education activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
- 2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
- 3) public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region;
- 4) continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

OFFICIAL NOTICES

The statements set forth in this Publication are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

CURRICULUM ORGANIZATIONAL DESIGN

The School of Nursing at Dalton State College has designed a program which focuses on five major core values which influence the role of the nurse and the framework of our curriculum:

- 1) Caring**
- 2) Communication/Collaboration**
- 3) Professionalism**
- 4) Competence/Safety**
- 5) Evidence-Based Practice**

These core values are introduced in the first nursing course and serve as the vehicle for presenting theory and guiding practice in all subsequent nursing courses in the program.

We believe that students learn caring from interactions with faculty and fellow students. Therefore our students are educated in an atmosphere of shared and mutual respect which fosters a beginning to assimilation of the caring behaviors of the professional nurse. The caring behaviors of faculty are demonstrated through interactive teaching styles and most importantly through personal dialogue and meaningful teaching/learning interactions.

Communication and collaboration are both vehicles through which learning occurs and safe, quality nursing are given. Assignments are given in writing in each course syllabus and reinforced in informal one-on-one interactions as well as formal dialogue with the class as a whole. Collaboration

exists between nursing faculty, administrative staff, support staff, clinical agencies, and most importantly students.

Professional behaviors are emphasized as a means to safe, effective nursing care and evaluated in each clinical nursing course. Each student receives an end of program evaluation which critiques this area of their clinical performance.

The nursing faculty believe that every patient/client has a right to care given by a safe practitioner. Safety factors are integral components of all areas of the teaching/learning process. Through all nursing education endeavors, the student is taught to think critically in making important decisions and arriving at safe conclusions. Students are encouraged to examine research findings and utilize evidence-based practice when planning and delivering patient care.

Twelve curriculum concepts have been identified that provide the means for supporting the core values. These concepts are introduced in the first semester of the nursing sequence and provide the students with an overview or baseline from which to expand his/her knowledge in subsequent courses. The emphasis placed on individual concepts varies from course to course throughout the program. The curriculum concepts are as follows:

- 1) Maslow's Hierarchy of Needs
- 2) Growth and development
- 3) Health/Illness Continuum
- 4) Health Teaching

- 5) Nutrition
- 6) Pharmacology
- 7) Rehabilitation
- 8) Cultural Diversity
- 9) Economic, Ethical, and Legal Issues
- 10) Political and Historical Issues
- 11) Therapeutic Interventions
- 12) Technology

Each of the course descriptions defines the core content to be covered during that particular course of study. The curriculum concepts function to unify each course and to provide continuity throughout the program.

The curriculum progresses from simple to complex beginning with Basic Nursing Care, Pharmacology, and Nutrition and ending with Nursing Care Across the Lifespan III and Nursing Issues, a professional preparation/transition course. Thus, the first semester of the nursing sequence provides the basic knowledge and skill base for patient/client care, the administration of drugs, and the principles for diet therapy. The second semester of the sequence begins the first of three Nursing Care Across the Lifespan courses. Emphasis on the childbearing family and mental health is placed in the first of the series along with the less complicated components of the management and care of chronic and acute illnesses. As the series continues, more complicated elements of nursing management and care related to illness are introduced culminating in the

last course that also incorporates health care team management. Growth and development, which includes pediatrics, is integrated into each nursing course and reflected specifically in the names of the three sequential Nursing Care Across the Lifespan courses.

General education courses lay the foundation for understanding the physiologic processes of the body, computation of drug dosages, verbal and written communication skills, and human behavior. They are co- or pre-requisites to nursing courses to provide the knowledge and skills necessary for progression through the program. Satisfactory completion of Anatomy and Physiology I, College Algebra, and English Composition I are required before consideration into the nursing sequence. These three courses provide the physiologic concepts, math computational abilities, and writing skills important to the first semester of nursing (Basic Nursing Care, Pharmacology, Nutrition). Anatomy and Physiology II is a co-requisite in the first semester of the nursing sequence building on the physiologic understanding of the body for subsequent nursing courses. Microbiology is a corequisite to Nursing Care Across the Lifespan I to develop an understanding of how diseases involving microorganisms are spawned and complement the medical/surgical elements of the course. Psychology is also a co-requisite to support the mental health portion of the course. The rest of the general education courses serve to expand communication skills and incorporate knowledge of the historical and political systems of our state and nation (required by state legislature).

Plans are designed to help students with varying backgrounds and academic capabilities achieve success in the program. By tailoring the curriculum so that those with lower test scores have more of the general education foundation before entering the nursing sequence, a broader knowledge and skill base for nursing has been laid and competition of these courses with nursing has been eliminated. Therefore students, who may find the curriculum more challenging than others, have the opportunity to gain an in depth academic base before taking nursing courses and the ability to concentrate their efforts solely on those courses once enrolled. To adjust the curriculum to allow for practical nursing licensure and experience, an LPN to RN option exists. Course credit for previous knowledge and skill can be achieved for the first semester of nursing through standardized and program testing.

Team teaching is the strategy by which the various backgrounds, abilities, and skills of the nursing faculty is utilized. Further, the faculty incorporate a variety of teaching/learning/evaluation strategies to assist the student in successfully achieving established new graduate outcomes.

PHILOSOPHY

The faculty of The School of Nursing at Dalton State College believes that nursing is a profession dedicated to the promotion of health and healing and that caring, communication, professionalism, competence and safety, and teaching and learning are the means to that end.

Caring is a basic core value of nursing education as well as nursing practice. Nurses provide a caring presence which creates a healing environment for the individual, family, and community throughout the life span. A caring attitude is exemplified by respectful, sensitive, and empathetic interactions between the nurse, the individual, and the interdisciplinary team.

Effective communication is one way of demonstrating caring. To facilitate patient care and achieve positive client outcomes, therapeutic relationships must be established between the individual, the family, and the interdisciplinary team. Further, communication is an interactive process which includes verbal (spoken and written words), and nonverbal modes as well as information technology.

Caring and effective communication are fostered through professionalism, which is highly regarded as an integral component of the education process. Professional behaviors are continually stressed and integrated throughout the program to instill standards of professional practice. Students are held accountable for their actions and behaviors in relation to legal, ethical, and regulatory frameworks. Professional growth is encouraged through an emphasis on evidence-based practice, and a push toward continual education.

Education is viewed as a continuous process that provides opportunities for the individual to demonstrate learning as a modification of behavior through appropriate interaction with the environment. The learner is important and unique and is encouraged to actively participate in the learning process through structured activities that motivate the learner to utilize his or her abilities, experiences, and attitudes to become a safe, effective nurse.

References

Council of Associate Degree Program Nursing Competencies Task Force.

(2000). *Educational Competencies for Graduates of Associate Degree Nursing Programs*. New York: National League for Nursing & Jones & Bartlett Publishers.

Council of Associate Degree Programs. (1990). *Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies*. New York: National League for Nursing.

Kozier, B.; Erb, G.; Berman, A.; & Snyder, S. (2008). *Fundamentals of nursing: concepts, process, and practice*. (8th ed.). New Jersey: Pearson.

**DALTON STATE COLLEGE
SCHOOL OF NURSING**

**COMPARISON OF CURRICULUM CHANGES
PLANS**

Plans (old)

Plans (new)

I

I

No general education courses required

Biology 2212, Math 1111, English 1101 (10 hours)

II

II

**Biology 1107 (before taking Biology 2212)
Math 1111, 10 hours of general education
courses including the two mentioned**

**Biology 2212, 2213, Math 1111, English 1111,
Psychology 1101 (17 hours)**

III

III

**Biology 1107 and 1108 (before taking
Biology 2212)
Math 1111, 20 hours of general education
courses including the three mentioned**

**Biology 2212, 2213, 2215, Math 1111, English
1101, Psychology 1101
One other general education course (24
hours)**

**DALTON STATE COLLEGE
SCHOOL OF NURSING**

**COMPARISON OF CURRICULUM CHANGES
CURRICULUM GRID**

Curriculum Grid (old)		Curriculum Grid (new)	
YEAR 1		YEAR 1	
Fall		Fall	
NURS 1101, 1102, 1103, 1104	10 hrs	NURS 1111, 1112, 1113	10 hrs
BIOL 2212	4 hrs	BIOL 2213	<u>4 hrs</u>
MATH 1111	<u>3 hrs</u>		14 hrs
	17 hrs		
Spring		Spring	
NURS 1105, 1106	8 hrs	NURS 1114	8 hrs
BIOL 2213	4 hrs	BIOL 2215	4 hrs
PSYC 1101	<u>3 hrs</u>	PSYC 1101	<u>3 hrs</u>
	15 hrs		15 hrs
Summer		Summer	
BIOL 2215	4 hrs	COMM 1110	3 hrs
COMM 1110	3 hrs	HIST 2111 or 2112	3 hrs
HIST 2111 or 2112	3 hrs	or POLS 1101	
ENGL 1101	<u>3 hrs</u>	or Humanities Elective	<u>3 hrs</u>
	13 hrs		9 hrs
YEAR 2		YEAR 2	
Fall		Fall	
NURS 2201	9 hrs	NURSING 2011	9 hrs
POLS 1101	3 hrs	POLS 1101	
Humanities Elective	<u>3 hrs</u>	or HIST 2111 or 2112	<u>3 hrs</u>
	15 hrs		12 hrs
Spring		Spring	
NURS 2202	9 hrs	NURS 2012	9 hrs
NURS 2203	<u>1 hr</u>	NURS 2013	<u>1 hrs</u>
	10 hrs		10 hrs

**DALTON STATE COLLEGE
SCHOOL OF NURSING**

**COMPARISON OF CURRICULUM CHANGES
CLASS/LAB/CLINICAL HOURS**

Course Number (Old)	Credit Hours		Class Hours Per Week	Lab Hours Per Week	Clinical Hours Per Week	Course Number (New)	Credit Hours		Class Hours Per Week	Lab Hours Per Week	Clinical Hours Per Week
	Weeks	Semester Hours					Weeks	Semester Hours			
Fundamentals Nursing 1101	7 1/2	3	2	2	6	Basic Nursing Care Nursing 1111	15	6	3	2	6
Pharmacology Nursing 1102 (online)	7 1/2	2	online	online	online	Pharmacology Nursing 1112	15	2	online	online	online
Fundamentals II Nursing 1103	7 1/2	4	3	2	6	Nutrition Nursing 1113	15	2	online	online	online
Nutrition Nursing 1104	7 1/2	1	online	online	online	Nursing Care Across the Lifespan I Nursing 1114	15	8	3	2	12
Maternal & Infant Care Nursing 1105	7 1/2	4	4	0	12	Nursing Care Across the Lifespan II Nursing 2011	15	9	3	2	12
Mental Health Nursing Nursing 1106	7 1/2	4	4	0	12	Nursing Care Across the Lifespan III Nursing 2012	15	9	3	2	15
Health & Illness I (Med/Surg with Peds) Nursing 2201	15	9	4	0	15	Nursing Issues Nursing 2013	hybrid	1	hybrid	hybrid	hybrid
Health & Illness II (Med/Surg with Peds) Nursing 2202	15	9	4	0	15						
Nursing Issues Nursing 2203	hybrid	1	hybrid	hybrid	hybrid						

**DALTON STATE COLLEGE
SCHOOL OF NURSING**

COURSE CONTENT

NURSING 1111 - BASIC NURSING CARE	NURSING 1114 - LIFE SPAN I
<p>Introduction to Nursing</p> <ul style="list-style-type: none"> ◆ Ethical, Legal <p>Personal Care</p> <ul style="list-style-type: none"> ◆ Skin ◆ Cognitive & Mobility (Elderly) <p>Rehab</p> <ul style="list-style-type: none"> ◆ Body Mechanics ◆ Positioning <p>Communication (including Therapeutic)</p> <p>Vital Signs</p> <p>Assessment/Nursing Process</p> <p>Surgery/Wound Care</p> <p>Elimination</p> <p>Holistic Care/Culture</p> <p>Stress & Adaptation</p> <p>Rest/Sleep</p> <p>Medication Administration (campus lab)</p>	<p>Oxygenation</p> <p>Fluids & Electrolytes</p> <p>Respiration</p> <ul style="list-style-type: none"> ◆ Pneumonia ◆ RSV ◆ Asthma ◆ COPD <p>Cardiac</p> <ul style="list-style-type: none"> ◆ Hypertension ◆ CVA ◆ CHF ◆ DVT <p>Mobility</p> <ul style="list-style-type: none"> ◆ Fractures ◆ Casts, Braces, etc. <p>Skin</p> <ul style="list-style-type: none"> ◆ Acne ◆ Eczema ◆ Psoriasis <p>Pain (Chronic vs. Acute)</p> <p>Death</p> <ul style="list-style-type: none"> ◆ Hospice ◆ End of Life <p>Diabetes</p> <ul style="list-style-type: none"> ◆ Hypoglycemia <p>OB</p> <ul style="list-style-type: none"> ◆ Antepartal ◆ Intrapartal ◆ Postpartal <p>Mental Health</p> <ul style="list-style-type: none"> ◆ Mood Disorders/Suicide ◆ Anxiety Disorders ◆ Schizophrenia ◆ Substance Abuse ◆ Personality Disorders

(over)

**Dalton State College
School of Nursing**

Old Course Descriptions

NURS 1101. Fundamentals of Nursing I 1-5-3
Corequisites: NURS 1102, MATH 111, BIOL 2212

Introduces nursing concepts and skills. Requires clinical application in a health care setting. (Career Course) (F)

NURS 1102. Pharmacology 2-0-2
Corequisite: NURS 1101

Introduces pharmacological concepts including drug classifications, mathematical calculations, and principles of drug administration. This course satisfies the computer literacy requirement. (Career Course) (F, S, M)

NURS 1103. Fundamentals of Nursing II 2-5-4
Prerequisites: NURS 1101, 1102
Corequisite: NURS 1104

Continues the introduction of nursing concepts and skills with increased complexity of theory and practice. Requires clinical application in a health care setting with emphasis on medication administration. (Career Course) (F)

NURS 1104. Nutrition 1-0-1
Corequisite: NURS 1103

Introduces nutrition concepts with emphasis on metabolism, essential nutrients, and the nurse's role in diet therapy. This course satisfies the computer literacy requirement. (Career Course) (F, S, M)

NURS 1105. Maternal and Infant Care 2-6-4
Prerequisite: NURS 1103
Corequisite: BIOL 2213, PSYC 1101

Emphasizes nursing concepts and skills related to the childbearing family. Requires clinical application in health care settings specific to maternal and infant care. (Career Course) (S)

NURS 1106. Mental Health Nursing 2-6-4
Prerequisite: NURS 1103
Corequisite: BIOL 2213, PSYC 1101

Focuses on nursing concepts and skills related to mental health with emphasis on therapeutic communication. Requires clinical application in health care settings. (Career Course) (S)

NURS 1107. Medical Terminology 1-0-1

Enables students to learn major prefixes, suffixes and word roots used in modern medical terminology. A programmed text will allow students to progress at their own pace. (Career Course) (F, S)

NURS 2201. Health and Illness I 4-15-9
Prerequisites: NURS 1105, 1106, BIOL 2215

Concentrates on nursing concepts and skills related to the care of individuals across the life span. Addresses common well-defined alterations involving cellular proliferation, mobility, neurological functions, respiration, circulation, and immunity. Requires clinical application in a variety of health care settings. (Career Course) (F)

NURS 2202. Health and Illness II 4-15-9
Prerequisite: NURS 2201 and all general education courses

Concentrates on nursing concepts and skills related to the care of individuals across the life span. Addresses common well-defined alterations involving regulatory function, genitourinary function, digestion, integument, and the sensory organs. Requires clinical application in a variety of health care settings involving team management of patients and health care workers. (Career Course) (S)

NURS 2203 Nursing Issues 1-0-1
Prerequisite: NURS 2201
Corequisite: NURS 2202

Discusses current issues in nursing, prepares students in basic computer skills, and facilitates the transition from student to health care professional. This course satisfies the computer literacy requirement. (Career Course) (S)

NURS 2204 Pharmacology Review 1-0-1
Prerequisite: NURS 1102

Reviews drug classifications, actions, doses, side effects, and nursing implications. Pharmacology mathematical calculations will be included. (Career Course)

NURS 2210 Directed Independent Study 1-0-1

Directed review of nursing techniques and concepts. Available to all returning or advanced placement students. Grading will be pass/fail. (Career Course)

NURSING 2011. Nursing Care Across the Lifespan II 3-2-15
Pre-requisites: NURS 1111, 1112, 1113, 1114, BIOL 2215

A continuation course that concentrates on nursing concepts and skills related to the care of multicultural individuals across the lifespan. Addresses relevant well-defined health alterations. Requires clinical applications using evidence-based practice in a variety of health care, community based, and simulated settings.
(Career course) (F)

NURSING 2012. Nursing Care Across the Lifespan III 3-2-15
Pre-requisites: NURS 1111, 1112, 1113, 1114, BIOL 2215, and all general education courses
Co-requisite: NURS 2013

A culmination course that concentrates on nursing concepts and skills related to the care of multicultural individuals across the lifespan. Addresses complex well-defined health alterations. Involves team management of patients and health care workers. Requires clinical applications using evidence-based practice in a variety of health care, community based, and simulation settings. (Career course) (S)

NURSING 2013. Nursing Issues 1-0-1
Pre-requisites: Nursing 2011, and all general education courses
Co-requisite: Nursing 2012

Discusses current issues in nursing, prepares students for the NCLEX-RN exam, and facilitates the transition from student to health care professional. Satisfies the computer literacy requirement. (Career course) (S)

**Documentation
For
Recommendation #3**

ASSOCIATE DEGREE NURSING PROGRAM

Dalton State College offers a nursing program leading to the Associate of Science - Nursing Degree. This program provides persons with the knowledge and clinical expertise necessary to give direct nursing care to patients in a variety of settings. Some clinical experiences involve out-of-town travel and evening hours. Prospective students should be aware that all clinical sites are tobacco free areas and smoking is prohibited. The program of study includes general education and nursing theory, and provides opportunities to care for patients of all ages. This program is approved by the Georgia Board of Nursing and accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006, (212) 363-5555). Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for Registered Nurse (RN) licensure.

There are specific practices and/or acts delineated in the Nurse Practice Act which might prevent a candidate from being granted a license to practice as a Registered Nurse. Clinical facilities used by the program may require background checks and drug screenings that can result in refusal of student access. Failure to be accepted into clinical facilities may jeopardize a student's ability to complete the program. For more information, contact the School of Nursing.

Associate of Science in Nursing (Registered Nurse)

Course	Number		Credit Hours
GENERAL EDUCATION (33 hours)			
BIOL	2212K	Anatomy and Physiology I	4
BIOL	2213K	Anatomy and Physiology II	4
BIOL	2215K	Microbiology	4
COMM	1110	Fundamentals of Speech	3
ENGL	1101	English Composition I*	3
HIST	2111 or 2112	United States History	3
MATH	1111	College Algebra	3
POLS	1101	American Government	3
PSYC	1101	Introduction to Psychology	3
Elective		ENGL 1102, ENGL 1201, HUMN 1201, MUSC 1101	3
MAJOR FIELD COURSES (37 hours)			
NURS	1111	Basic Nursing Care	6
NURS	1112	Pharmacology	2
NURS	1113	Nutrition	2
NURS	1114	Nursing Care Across the Lifespan I	8
NURS	2011	Nursing Care Across the Lifespan II	9
NURS	2012	Nursing Care Across the Lifespan III	9
NURS	2013	Nursing Issues	1
Total			70

Students must maintain at least a "C" average while enrolled in the nursing program and shall earn at least a "C" in all nursing, math, and biological science courses, or the course shall be repeated. Science and/or nursing courses shall have been taken within five years of readmission or transfer into the program, or they shall be repeated. Students may repeat only one nursing course for academic reasons. Students are ineligible to enter, re-enter, or remain in the nursing sequence if unable to pass any of the required biological science courses or College Algebra after two attempts. Students must also comply with all School of Nursing policies.

SCHOOL OF NURSING
Schedule for Curriculum Revision

11/10/08

-Day long faculty meeting, Tuesday, December 9th, 9:00 a.m. - 4:00 p.m.

- *Discussion/revision Organizing Framework/Curriculum Design
- *Discussion/decision numbering and names of courses
- *Discussion/decision proposed Curriculum Grid
- *Discussion/decision proposed course hours and times
- *Determine course content of each course
- *Begin work on course descriptions

-Faculty meeting, Thursday, January 8th, 1:30 p.m. - 4:00 p.m.

- *Routine faculty meeting
- *Complete course descriptions
- *NLNAC standards review/report

-Faculty meeting, Friday, January 9th, 9:00 a.m. - 12:00 p.m. (if needed)

- *Finalize course descriptions
- *Finalize new curriculum for presentation to Academic Council

-Faculty meeting, Thursday, January 15th, 1:30 p.m. - 3:30 p.m.

- *Routine faculty meeting
- *Course syllabi discussion/revision

-Faculty meeting, Thursday, January 29th, 1:30 p.m. - 3:30 p.m.

- *Routine faculty meeting
- *NLNAC standards report
- *Course syllabi discussion/revision
- *Begin class selection process

-Faculty meeting, Thursday, February 5th, 1:30 p.m. - 3:30 p.m.

- *Routine faculty meeting
- *Course syllabi discussion/revision
- *Continue class selection process

-Faculty meeting, Thursday, February 19th, 1:30 p.m. - 3:30 p.m.

- *Routine faculty meeting
- *Complete syllabi revision (complete syllabus for each course to be turned in by Thursday, February 12th, 5:00 p.m.)
- *Continue class selection process (process completed with eligible forms turned in by Thursday, February 26th, 5:00 p.m.)

-Faculty meeting, Thursday, March 5th, 1:30 p.m. - 3:30 p.m.

- *Routine faculty meeting
- *Review complete Substantive Change Report (to be sent to NLNAC by March 13th)

**Documentation
For
Recommendation #4**



SCHOOL OF NURSING
 650 College Drive
 Dalton, GA 30720
 706-272-2457 / Fax 706-272-2533
 www.daltonstate.edu

April 9, 2009

Dear

The class that will begin nursing Fall 2009 has been selected. Because you have only failed one nursing course and/or have withdrawn from nursing with stated intentions of returning through contact with the School of Nursing, you are eligible for re-entry into the nursing sequence. A space will be reserved for you in the class if you are still interested in continuing in the program.

Please return the second copy of this sheet by MONDAY, APRIL 27, 2009 indicating if you will re-enter into the nursing sequence for the 2009-2010 academic year. Failure to return this sheet by the deadline will result in loss of your place in the class. If your plans have changed and you do not wish to re-enter the program, please notify us so your space in the class can be filled. No response indicates no interest and your file will be placed on inactive status unless you make personal contact with the School of Nursing expressing your desire to remain an active advisee.

Remember that you must have at least a 2.75 GPA to be eligible for readmission to the program. The nursing course(s) that you will re-enter and the math and biology courses required for completion of the program you have not successfully completed are checked below. Detailed information concerning physicals, uniforms and CPR certification will be mailed to you upon receipt of the enclosed sheet indicating your re-entry. Please retain this letter as proof of your admission to the program if you are applying for financial aid assistance.

Sincerely,

Cordia A. Starling, RN, Ed.D.
 Professor and Dean
 School of Nursing

cn

NURSING 1111 ____ 1112 ____ 1113 ____ 1114 ____

2201 ____ 2202 ____ 2203 ____

* still ok for anyone who wants to return to these courses up to Spring 2010

BIOLOGY 2212 ____ 2213 ____ 2215 ____

MATH 1111 ____

April 9, 2009

Dear :

The class that will begin nursing Fall 2009 has been selected. Because you have only failed one nursing course and/or have withdrawn from nursing with stated intentions of returning through contact with the School of Nursing, you are eligible for re-entry into the nursing sequence. A space will be reserved for you in the class if you are still interested in continuing in the program.

Please return this sheet by MONDAY, APRIL 27, 2009 indicating if you will re-enter into the nursing sequence for the 2009-2010 academic year. Failure to return this sheet by the deadline will result in loss of your place in the class. If your plans have changed and you do not wish to re-enter the program, please notify us so your space in the class can be filled. No response indicates no interest and your file will be placed on inactive status unless you make personal contact with the School of Nursing expressing your desire to remain an active advisee.

Remember that you must have at least a 2.75 GPA to be eligible for readmission to the program. The nursing course(s) that you will re-enter and the math and biology courses required for completion of the program you have not successfully completed are checked below. Detailed information concerning physicals and CPR certification are enclosed. Please retain this letter as proof of your admission to the program if you are applying for financial aid assistance.

_____ I plan to re-enter the nursing program for the nursing course checked below.

_____ I do not plan to re-enter the nursing program.

Signature _____

Date _____

NURSING 1111 X 1112 _____ 1113 _____ 1114 _____

2201 _____ 2202 _____ 2203 _____

* still ok for anyone who wants to return to these courses up to Spring 2010

BIOLOGY 2212 _____ 2213 _____ 2215 _____

MATH 1111 _____

Please return by mail or in person to: Dalton State College School of Nursing
Sequoya Hall
650 North College Drive
Dalton, GA 30720