

PROSPECTUS

**SUBSTANTIVE CHANGE PROCEDURE E:
THE CONSOLIDATION OR MERGER OF INSTITUTIONS**

**FOR A COC MEMBER INSTITUTION INITIATING A CONSOLIDATION/MERGER
WITH A NON COC-ACCREDITED INSTITUTION**

- 1. Consolidation/Merger with a Non COC-Accredited
Institution Offering Certificates or Diplomas**

Submitted By

DALTON COLLEGE

DALTON, GA 30720

NOVEMBER 30, 1995

Dr. James A. Burran

President

The proposed substantive change involves the transfer of governance of the Dalton School of Health Occupations (DHSO) from the Georgia Department of Technical and Adult Education (GDTAE) to the Board of Regents of the University System of Georgia. The curricula, students, faculty, staff, and other resources of the DSHO will be integrated into Dalton College's Division of Technical Education. The two local institutions are located approximately two and a half miles apart within the city limits of Dalton, Georgia. Convenient access between the two is provided by predominately four and five laned, well maintained city and state roads.

The format of this prospectus tracks the order of the eight specific topics on which Dalton College is required to provide information in the section, "For A COC Member Institution Initiating a Consolidation/Merger with a Non COC-Accredited Institution," subpoint 1., "Consolidation/Merger with a Non COC-Accredited Institution Offering Certificates or Diplomas, or Offering Degrees at the Same Level," in SUBSTANTIVE CHANGE PROCEDURE E: THE CONSOLIDATION OR MERGER OR INSTITUTIONS. Each of the eight narrative responses is followed by appropriate documentation referenced in the text as Attachments.

1. RATIONALE FOR THE SUBSTANTIVE CHANGE

The history of both institutions reflect the support of the area for educational opportunities to address identifiable community needs. The Dalton Vocational School of Practical Nurses was established in late 1959 as a joint venture between the Dalton Board of Education and the local, nonprofit Hamilton Memorial Hospital to provide critically needed nurses for health care providers in northwest Georgia. Between 1959 and 1985, supervision and shared funding was provided by the Georgia State Board of Education and the Dalton Board of Education. Following the creation of the GDTAE by the state legislature in 1985, to administer the state's system of technical institutes, full state funding flowed from that agency to the Dalton Board of Education as the fiscal agent for the renamed DHSO. By that time, the School had added programs in Emergency Medical Services in response to community needs.

Dalton College was authorized by the Board of Regents of the University System of Georgia to serve as a two-year unit of the System for northwest Georgia in 1963, pending the provision of funds by the community for the initial campus land and buildings. The county bond referendum was approved by a ratio of 26:1 and the College admitted its first class in the Fall of 1967. Although envisioned as primarily a transfer institution, Dalton College's initial curricula included a "terminal occupational" program in Secretarial Science, which enrolled about four percent of the College's charter class, and the College's first mission statement committed it "to enhance the individual's ability and further the ends of community life--both social and economic." Additional career curricula, including associate degree nursing, were added between 1968 and 1973 to address identifiable community needs.

In 1973, the College, along with three other two-year units of the University System, was authorized to add a division of Vocational-Technical Education under the aegis of a collaborative funding agreement between the Georgia State Department of Education and the Board of Regents of the University System. The Division of Technical Education, as it is now named, continues to receive approximately half of its funding from the GDTAE through a budget allocation to the Board of Regents which provides the remainder of the Division's budget. The College serves as

both the designated state-supported technical institute for Whitfield and Murray Counties and as the Regents two-year institution for a seven-county service area.

The Division of Technical Education currently enrolls approximately forty percent of the College's nearly 3,200 students in a wide range of two-year Associate of Applied Science degree and less than two-year certificate curricula, including a nationally accredited Medical Laboratory Technology degree program and certificate programs in Medical Office Assisting, Medical Transcription, Medical Coding Specialist, and Phlebotomy. The Associate of Science in Nursing program, accredited by the National League for Nursing, is administered by the Division of Nursing. Through cooperative agreements, the Division provides advanced placement for graduates of the Dalton School of Health Occupations graduates and prepares ADN graduates for admission to a Bachelor of Nursing program offered on the campus of Dalton College by West Georgia College, a four-year unit of the University System in Carrollton, Georgia, approximately 100 miles from Dalton.

The compatibility of purpose between the DHSO and Dalton College is clearly evident in the current mission statements of the institutions (Attachments I and II). The former aspires to "enable students to achieve their potential, contribute to the quality of life in the community, and support the economic development of the North Georgia area." A central component of the College's mission is to provide opportunities to all persons in its service area "to prepare themselves for careers of gainful employment [and] to develop their individual, professional, and vocational competencies" through "vocational, technical, and professional curricula."

In a December, 1994 agreement "hailed both by Governor Miller and members of the General Assembly," the current Commissioner of the GDTAE and the Chancellor of the University System committed their agencies to collaborations that would redirect and focus the educational resources of the state on "the needs of students . . . with a view to particular local situations." Maintaining two state-supported postsecondary institutions within a city of approximately 23,000 is clearly fiscally inefficient.

The merger of the DHSO into the existing Division of Technical Education at Dalton College will eliminate the present redundancy in basic infrastructures -- administration, student services, academic faculty, academic resources and support, and, eventually, facilities and maintenance. Symbolically, the transfer of fiscal agency to the College from the Dalton Board of Education will also more obviously identify the postsecondary nature of the curricula.

Incorporating the curricula of the DHSO into the Division of Technical Education will, additionally, provide students in those programs with full access to all of the resources of the College, including those maintained in support of the associate degree and baccalaureate nursing programs, other extensive holdings and services through the Learning Resource Center, an array of academic, career, personal, and financial counseling through Student Services, campus student activities, and full-time faculty of the College for general education course work. In turn, the College will be enriched by the additional diversity of students in those professional certificate programs, the perspectives of health-care faculty in additional fields, and the resources peculiarly appropriate to Licensed Practical Nursing and Emergency Medical Services.

MISSION STATEMENT

The mission of Dalton School of Health Occupations is to educate competent health care providers by offering quality instruction in health care education. The health occupations programs enable students to achieve their potential, contribute to the quality of life in the community, and support the economic development of the North Georgia area.

DALTON COLLEGE STATEMENT OF PURPOSE

The faculty and administration of Dalton College view the campus as embracing the entire area whose people it serves. For all persons on this extended campus, the mission of the College is to provide opportunities for self-fulfilling and productive living by enabling them to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional, and vocational competencies, and to enrich their physical and cultural lives.

To fulfill these general purposes, the College has established seven goals:

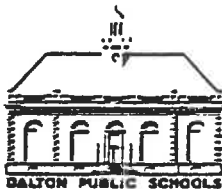
1. To provide academic curricula in the liberal arts tradition for students who intend to transfer to other institutions.
2. To provide vocational, technical, and professional curricula for students who wish to enter the work force upon completion of their associate degree or certificate programs.
3. To provide developmental and compensatory courses for institutional credit which will enable students to overcome academic deficiencies and to adjust to the college learning environment.
4. To provide academic and administrative services adequate to support the educational purposes of the College.
5. To provide counseling and other student services for those desiring assistance in making academic, personal, or career decisions.
6. To provide programs and services designed to foster intellectual, professional, career, cultural, and recreational development for all interested persons in the community.
7. To assess and evaluate systematically the College's effectiveness in accomplishing the foregoing goals and to apply the results of such evaluation for the improvement of the College's programs and services.

2. DOCUMENTATION OF THE LEGAL AUTHORITY FOR THE SUBSTANTIVE CHANGE

Legal authority for the transfer of governance of DSHO to Dalton College involves three agencies: The Board of Regents of the University System of Georgia, the Georgia Department of Technical and Adult Education, and the Dalton City Board of Education. In attached documentation, the appropriate spokespersons for each have expressed concurrence and support for the proposed transfer.

Informal discussions about changes in the governance of the DHSO have taken place since 1990 among the director of the DHSO, administrators of Hamilton Medical Center, personnel of the Dalton Board of Education, the Commissioner of the GDTAE, administrative staff of the College, and the Chancellor of the University System. However, as noted in a joint letter from the Director of the DSHO and the Superintendent of the Dalton Public Schools to the Commissioner of the GDTAE, the "Student Centered Collaboration Agreement between the Department of Technical Adult Education and the University System. . . made this [transfer of governance to Dalton College] feasible." (Attachment III)

In his prompt response to that letter of June 13, 1995, Commissioner Breeden, on July 21, 1995, expressed his concurrence and indicated that he would open formal communications with Chancellor Portch, which he did via his letter of June 27, 1995.(Attachments IV and V) In his concurring response of July 18, 1995, the Chancellor indicated that he was "ready to do what is needed." (Attachment VI) The other agency involved, the Dalton City Board of Education, formally adopted a resolution on November 13, 1995, indicating that it "intends to transfer the management responsibilities and the governance, and responsibility for funding of the Dalton School of Health Occupations to the Dalton College." (Attachment VII)



June 13, 1995

Dr. Kenneth Breeden
Commissioner
Department of Technical & Adult Education
1800 Century Place-Suite 400
Atlanta, Georgia 30345-4304

Dear Dr. Breeden:

This is to follow-up our conversation of June 8, 1995 regarding the governance of the Dalton School of Health Occupations. Mr. Norman Burkett, President Emeritus of Hamilton Medical Center, requested we explore the option of our institution being placed under the authority of the Vocational Division of Dalton College.

The Student Centered Collaboration Agreement between the Department of Technical Adult Education and the University System has made this a feasible alternative to converting to a state agency school.

At the present, Dalton School of Health Occupations offers Practical Nursing, Paramedic Technology, New Connections, and the Basic EMT programs. The Dalton School of Health Occupations has State Board approval for the Radiological Technology Program. This program continues to be funded by the Hamilton Medical Center. Mr. Burkett has requested this program be considered a part of the Dalton School of Health Occupations programs when exploring the governance options.

The Dalton Board of Education supports the transfer of governance to the Vocational Division of Dalton College. They believe the program will be served best by a post-secondary institution.

Thank you for considering this option for Dalton School of Health Occupations. Please call me or Mr. Frank Thomason if you have any questions.

Sincerely,

Rubye Sane, Director
Dalton School of Health Occupations

Frank W. Thomason, Superintendent
Dalton Public Schools

FWT:fb

cc: Dr. James Burran, President, Dalton College
Norman Burkett



GEORGIA DEPARTMENT OF TECHNICAL AND ADULT EDUCATION

Kenneth H. Breeden, Commissioner

July 21, 1995

Mr. Frank W. Thomason, Superintendent
Dalton Public Schools
Post Office Box 1408
Dalton, Georgia 30722-1408
and
Ms. Rubye Sane, Director
Dalton School of Health Occupations
1221 Elkwood Drive
Dalton, Georgia 30720

Dear Frank and Ruby:

This is in response to your joint letter of June 13, 1995, regarding the transfer of the Dalton School of Health Occupations to Dalton College.

The Student Centered Collaborative Agreement has made this an appropriate alternative which I will fully support.

I am forwarding a copy of your letter to Chancellor Portch, as well as a letter indicating that I am willing to work with you, Dalton College and the Chancellor's office to develop any necessary agreements.

Thank you for your commitment to the Dalton School of Health Occupations.

Sincerely,


Kenneth H. Breeden

KHB/tb

cc: Chancellor Stephen R. Portch
President James A. Burran



GEORGIA DEPARTMENT OF TECHNICAL AND ADULT EDUCATION

Kenneth H. Breeden, Commissioner

June 27, 1995

Honorable Stephen R. Portch
Chancellor of the Board of Regents
of the University System of Georgia
244 Washington Street
Atlanta, Georgia 30334

Dear Steve:

There has been interest for several years in converting Dalton School of Health Occupations to state governance and operation. In recent months, I have encouraged Rubye Sane, Director of the Dalton School of Health Occupations, to think in terms of coming under the Vocational Division of Dalton College if they wish to pursue this direction.

Enclosed is a copy of a joint letter from Rubye Sane and Frank W. Thomason, Superintendent of Dalton Public Schools. It appears that much thought has been given to this issue, and it has the support of the local board.

Please let me know what your thoughts are regarding this proposal.

Sincerely,


Kenneth H. Breeden

KHB/tb

Enclosure



BOARD OF REGENTS
OF THE
UNIVERSITY SYSTEM OF GEORGIA

OFFICE OF THE CHANCELLOR
344 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE (404) 656-2202
FAX (404) 657-6979

July 18, 1995

Mr. Kenneth H. Breeden
Commissioner
Georgia Department of Technical and Adult Education
1800 Century Place, Suite 400
Atlanta, Georgia 30345-4304

Dear Ken:

Thanks for sharing this with me. I am very supportive of this development, so by all means send your letter. We stand ready to do what is needed.

Sincerely,

Stephen R. Portch
Chancellor

cc: President James A. Burran
Dr. Joan M. Elifson

RESOLUTION
DALTON CITY BOARD OF EDUCATION


WHEREAS, The Dalton City Board of Education believes that a "statewide" system of vocational-technical schools can best be effected through uniformity of policies, procedures, and governance; and

WHEREAS, The Dalton City Board of Education believes that such a unified system would better serve the educational needs of the citizens of our area by providing a service which is uniform throughout the state while relieving the Dalton City Board of Education of the legal responsibility for local funding of the Dalton School of Health Occupations; and

WHEREAS, The Dalton School of Health Occupations will continue to serve the citizens of Dalton and the contiguous area; and

NOW THEREFORE, The Dalton Board of Education intends to transfer the management responsibilities, and the governance, and responsibility for funding of the Dalton School of Health Occupations to the Dalton College, subject to a satisfactory management agreement being reached with the State Board of Technical and Adult Education and Dalton College.

IN WITNESS WHEREOF, I have signed and sealed these presents this 13th day of November, 1995.



Randall T. Maret, Chairman
DALTON CITY BOARD OF EDUCATION



Attest:

3. PROPOSED TIMETABLE FOR THE IMPLEMENTATION OF THE SUBSTANTIVE CHANGE

Transfer of governance: July 1, 1996

Transfer of fiscal responsibility: July 1, 1996

Transfer of student records: July 1, 1996

Publication of incorporated programs: 1996-97 Dalton College Catalog

Admission of first entering day class by Dalton College: Summer Quarter 1996

Admission of first entering evening class by Dalton College: Fall Quarter 1997

Physical relocation to Dalton College Campus: July 1, 2001

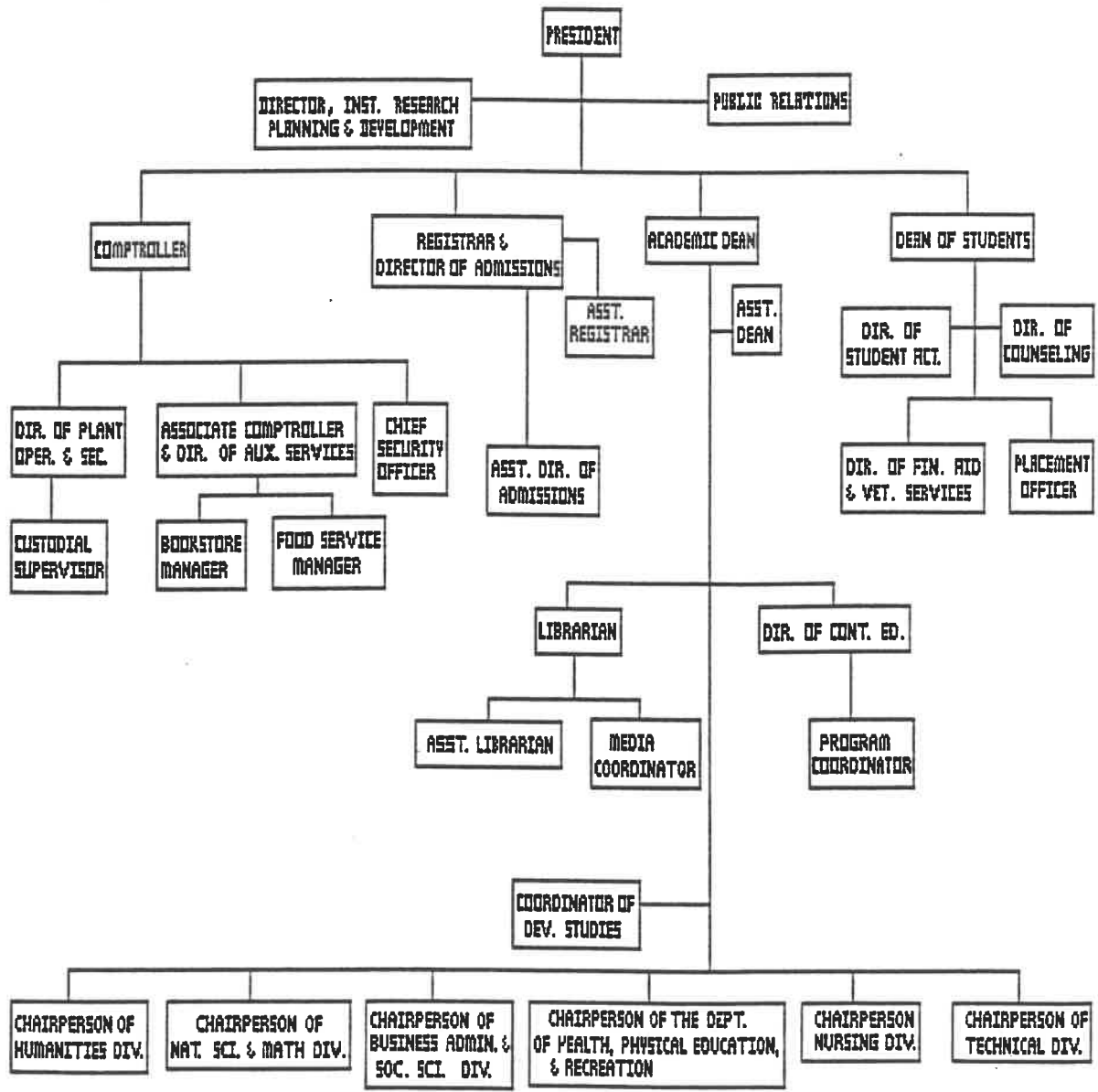
4. EFFECTS OF THE CHANGE ON THE ADMINISTRATIVE ORGANIZATION AND ON THE BOARD GOVERNANCE STRUCTURE

Governance of Dalton College is vested by the Constitution of Georgia in the Board of Regents of the University System of Georgia. The proposed incorporation of the DHSO into the Division of Technical Education at Dalton College will have no effect on the board governance structure of Dalton College.

Administrative and supervisory responsibility for the existing DSHO faculty, students, and programs will be assigned to the Chairperson of the Division of Technical Education. Day-to-day operational responsibilities will be delegated by the Chairperson to the department/program coordinator in the same administrative manner as existing programs in the Division. As indicated in Attachment VIII, the Chairperson of the Division of Technical Education reports to the Academic Dean, the chief academic officer of the college and one of the four senior administrative officers reporting to the President of the College.

Other administrative responsibilities for the incorporated DSHO will be assumed by the other senior administrative officers of College who report to the President: Director of Admissions and Registrar, Comptroller, and Dean of Student Affairs.

DALTON COLLEGE ORGANIZATIONAL CHART



5. EDUCATIONAL PROGRAM, INCLUDING ADMISSIONS REQUIREMENTS AND CURRICULUM, AND INVENTORY OF DEGREE MAJORS/PROGRAMS

The DSHO offers a 92 quarter hour Practical Nurse program, which may be completed by full-time day students in five quarters (15 months) or by part-time evening students in eight quarters (24 months). Graduates of the program are eligible to take the Practical Nurse Licensure Examination administered by the Georgia Board of Examiners of Licensed Practical Nurses. The Practical Nursing Program is approved by the Georgia Board of Examiners of Licensed Practical Nurses and meets the guidelines of the Georgia Board of Technical and Adult Education. Attachment IX provides the following information about this program:

- a. Admissions Requirements
- b. Program Description
- c. Program Outline
- d. Day and Evening Master Curriculum Plans
- e. Course Descriptions
- f. Program Characteristics
 - Philosophy
 - Purpose
 - Goals
 - Objectives
 - Graduate Objectives
 - Outcomes

The DSHO also offers two programs in Emergency Medical Services: (1) Emergency Medical Technology, a 30 quarter credit hour curriculum preparing graduates to take the National Registry EMT Intermediate Examination and (2) Paramedic Technology, a 60 quarter credit hour curriculum preparing graduates to take either the National Registry Paramedic Examination or that administered by the Composite Board of Medical Examiners. Both programs meet the requirements of the Georgia Department of Human Resources and the Georgia Department of Technical and Adult Education.

Attachments X and XI provide the same information about these programs as that outlined above for the Practical Nurse program.

When incorporated into the program offerings of the Division of Technical Education at Dalton College, the Practical Nurse program and the Paramedic Technology program will lead to the Certificate; the Emergency Medical Technology program will lead to the mini-certificate. Career ladder opportunities will be available to licensed graduates of those programs through the College's existing Associate of Science in Nursing program and Associate of Applied Science in Health degree.

After the addition of the Practical Nurse and Paramedic Technology certificate curricula to the Division of Technical Education, the basic skills and general education components of these programs will be assumed by the faculty of the College in the same manner as that currently employed in all of the institution's certificate and career programs. The College currently offers, in addition to University System Core Curriculum (transfer) courses, options in Medical Mathematics, Applied Mathematics, Technical English, Communication Skills, and Reading Skills to support occupational and professional curricula in the Division of Nursing and the Division of Technical Education. The College also offers an array of Academic Support courses in English, mathematics, and reading, as components of the University System's mandatory Developmental Studies program for degree-seeking enrollers. Those courses are available to non-degree students on a voluntary basis or may be required by local institutional policies.

Dalton College intends to maintain selective admissions criteria to the health-related programs assumed from the DSHO. The admission requirements specified in Attachments X and XI exceed the minimum certificate and degree admission requirements of the University System of Georgia and Dalton College.

The Dalton School of Health Occupations is currently accredited by the Southern Association of Colleges and Schools Commission on Occupational Education Institutions, as indicated on the attached certificate. (Attachment XII) On August 2, 1995, Ms. Rubye R. Sane,

Director of the DSHO, requested of the COE a one-year delay in the team reaccreditation visit scheduled for July 17-20, 1996, in light of the proposed change in governance. (Attachment XIII) The Commission approved that request at its October, 1995 meeting in Charleston, South Carolina, with an effective date of October 3, 1995. (Attachment XIV) Subject to a favorable reception of this prospectus by the Executive Director of the Commission on Colleges and of the prescribed subsequent procedures for Substantive Change, reaccreditation by the Commission on Occupational Education for the DSHO will superseded by the reaffirmation of accreditation for Dalton College by the Commission on Colleges.

Practical Nursing Program

Diploma Program

- Admission Requirements
- Program Description
- Program Outline
- Day and Evening Program Master Curriculum Plans
- Course Description
- Programs:
 - Philosophy
 - Purpose
 - Goals
 - Objectives
 - Graduate Objectives
 - Outcomes

**DALTON SCHOOL OF HEALTH OCCUPATIONS
PRACTICAL NURSE PROGRAM**

INFORMATION SHEET

The Practical Nurse Program is a 15 month, 5 quarter program which will enable the graduate to take the State Board Examination and work as a Licensed Practical Nurse in a hospital, nursing home, clinic, doctor's office or other medical facility.

The program consists of theory courses and clinical experiences in a variety of medical settings. Classes are usually scheduled in a variety of medical settings. Classes are usually scheduled during the hours of 8:00 AM to 4:00 PM in first and second quarters. In the last three quarters, there will usually be 2 class days and 3 clinical days per week. Clinical hours will vary from 6:45 AM to 3:00 PM or 3:00 PM to 11:00 PM.

Child care and transportation arrangements should be made as soon as possible. Regular attendance is required in the practical nurse program. Study time at home should equal approximately 2 hours for every hour that is spent in class.

The Practical Nurse Program at the Dalton School of Health Occupations is approved by the Georgia Board of Examiners of Licensed Practical Nurses and has a 100% placement record. Please call (706) 278-8922 if you have any questions concerning your application to the Dalton School of Health Occupations.

A prospective student who has been convicted of a misdemeanor or a felony may be admitted to the Practical Nurse Program. A conviction of a misdemeanor or a felony may prevent the graduate from taking the Practical Nurse Licensure Examination. Permission to take this examination is determined by the Georgia Board of Examination of Licensed Practical Nurse.

ENTRANCE DATES

**Day Classes: Winter Quarter (January)
Summer Quarter (July)**

Evening Classes: Fall Quarter (September)

ADMISSIONS PROCEDURE

- **Complete the application form with remittance of application fee and return to the admissions office.**
- **High school transcript or copy of GED scores, college or technical school transcripts must be requested by you to be sent to the Dalton School of Health Occupations.**
- **Request financial aid transcript from any technical school or college previously attended.**
- **Complete the autobiography and return to the admissions office.**
- **Minimal ACT, SAT, CPE, or ASSET test scores.**

ACT - 19

SAT - 350 Math / 350 Verbal

**ASSET - Reading - 38
Writing - 35
Math - 35**

CPE - 23

APPLICATION REQUIREMENTS

1. **The application for the July day class is February 1. All transcripts, entrance test scores, references, birth certificates, and autobiographies must be in the admissions office by March 15.**
2. **The application deadline for the January day class is July 1. All transcripts, entrance test scores, references, birth certificates, and autobiographies must be in the admissions office by August 15.**
3. **The application deadline for the September evening class is March 1. All transcripts, entrance test scores, references, birth certificates, and autobiographies must be in the admissions office by April 15.**
4. **All students accepted for the Practical Nurse Program must attend a program orientation. Attendance is mandatory. Those applicants not in attendance will be dropped from the selection process and must complete a new application for the next class. You will be notified in writing regarding the date and time of the program orientation.**

PRACTICAL NURSING
PROGRAM DESCRIPTION

Practical Nursing is a 92 credit hour diploma program. It produces graduates who are prepared for employment as practical nurses. Graduates are to be competent in the general areas of: communication, math and interpersonal relations. Graduates are to be competent in the occupational areas of: anatomy and physiology, drug calculations, administration of medications, nutrition and diet therapy, nursing ethics, patient care and wellness and prevention of illness.

These individuals will be prepared for licensure as set forth by the Georgia Board of Examiners of Licensed Practical Nursing.

A prospective student who has been convicted of a misdemeanor or felony may be admitted to the Practical Nursing Program; however, such a conviction may prevent graduates from taking the Practical Nurse Licensure Examination. Permission to take this examination is determined by the Georgia Board of Examination of Licensed Practical Nurse.

PROGRAM OUTLINE

<u>ESSENTIAL</u>	<u>GENERAL</u>	<u>CORE</u>	<u>COURSES</u>	<u>CLASS</u>	<u>LAB</u>	<u>CREDIT</u> <u>HOURS</u>
ENG 101	English			50	0/0	5
MAT 101	General Mathematics			50	0/0	5
PSY 101	Psychology			50	0/0	5
<u>ESSENTIAL FUNDAMENTAL OCCUPATIONAL COURSES</u>						
AHS 101	Anatomy and Physiology			50	0/0	5
AHS 102	Drug Calculation and Administration			20	20/0	3
AHS 103	Nutrition			20	0/0	2
NSG 111	Nursing Fundamentals			70	80/60	13
<u>ESSENTIAL SPECIFIC OCCUPATIONAL COURSES</u>						
NSG 112	Medical Surgical Nursing I			90	0/0	9
NPT 112	Medical Surgical Nursing Practicum			0	0/210	7
NSG 113	Medical Surgical Nursing II			90	0/0	9
NPT 113	Medical Surgical Nursing II Practicum			0	0/210	7
NSG 214	Maternal Child Care Nursing			100	0/0	10
NPT 214	Maternal Child Care Nursing Practicum			0	0/140	4
NSG 215	Nursing Leadership			20	0/0	2
NPT 215	Nursing Leadership Practicum			0	0/80	2
DIS 150	Nursing Board Review Directed Study			30	0/0	1
<u>Elective</u>						
	Occupational Related Elective			30		3
Total Contact Hours				1420		
Total Credit Hours				92		

Quarter	Course Acronyms, #s, Titles	Total Actual Clock Hours: THEORY	Total Actual Clock Hours. CLINICAL	Total Credit Hours
First Qtr.	ENG 101 - English *(does not count toward total hours)	*(50)		5
	MATH 101 - General Math	50		5
	PSY 101 - Psychology in the Workplace	50	-0-	5
	AHS 101 - Anatomy and Physiology	50		5
	AHS 151 - Medical Terminology (Elective) +	30	+	3
	Totals for Quarter	*180	-0-	23
Second Qtr.	NSG 111 - Nursing Fundamentals	70 (C.R) 80 (Lab)	60	13
	AHS 102 - Drug Calculations/Administrati	20 (C.R) 20 (Lab)	-0-	3
	AHS 103 - Nutrition +	20	+ -0-	2
	Totals for Quarter	210	60	18
Third Qtr.	NSG 112 - Med/Surg/Pharmacology/Diet Therapy I	90	-0-	9
	NPT 112 - Med/Surg/Pharmacology/Diet Therapy Practicum I	-0-	210	7
	NSG 215 - Nursing Leadership +	20	+ -0-	2
	Totals for Quarter	110	210	18
Fourth Qtr.	NSG 113 - Med/Surg/Pharmacology/Diet Therapy II	90	-0-	9
	NPT 113 - Med/Surg/Pharmacology/Diet Therapy Practicum II (includes Mental Health Nursing)	-0-	210	7
	NPT 214 - Nursing Leadership Practicum Integrated +	-0-	+	IP
	Totals for Quarter	90	210	16
Fifth Qtr.	NSG 214 - Maternal/Child Care Nursing	100	-0-	10
	NPT 214 - Maternal/Child care Practicum	-0-	140	4
	NPT 215 - Nursing Leadership Complete	-0-	80	2
	DIS 150 - State Board Review +	30	+ -0-	1
	Totals for Quarter	130	220	17
GRAND TOTAL		+ 720	+ 700	92

C.R. = CLASSROOM - IP = IN PROGRESS

School Name: Dalton School of Health Occupations**PRACTICAL NURSING PROGRAM MASTER CURRICULUM PLAN**

Quarter	Course Acronyms, #s, Titles	Total Actual Clock Hours: THEORY	Total Actual Clock Hours: CLINICAL	Total Credit Hours
First Qtr.	ENG 101 - English *(does not count toward total hours)	*(50)	-0-	5
	MATH 101 - General Math	50	-0-	5
	AHS 101 - Anatomy and Physiology	50	-0-	5
	PSY 101 - Psychology in the Workplace	50	-0-	5
	Totals for Quarter	<u>200</u>	<u>-0-</u>	<u>20</u>
Second Qtr.	NSG 111 - Nursing Fundamentals	95	-0-	7 IP
	AHS 102 - Drug Calculations and Administration	20	-0-	2 IP
	AHS 103 - Nutrition	20	-0-	2
	AHS 151 - Medical Terminology	30	-0-	3
	Totals for Quarter	<u>165</u>	<u>-0-</u>	<u>14</u>
Third Qtr.	NSG 111 - Nursing Fundamentals	55	60	4 Com.
	AHS 102 - Drug Calculations and Administration	20	-0-	1 Com.
	NSG 112 - Med/Surg Nursing I	28	-0-	3 IP
	NPT 112 - Med/Surg Nursing Practicum I	-0-	15	1 IP
	Totals for Quarter	<u>103</u>	<u>75</u>	<u>9</u>
Fourth Qtr.	NSG 112 - Med/Surg Nursing I	40	-0-	4 IP
	NPT 112 - Med/Surg Nursing Practicum I	-0-	150	5 IP
	Totals for Quarter	<u>40</u>	<u>150</u>	<u>9</u>
Fifth Qtr.	NSG 112 - Med/Surg Nursing I	22	-0-	2 Com.
	NPT 112 - Med/Surg Nursing Practicum I	-0-	45	1 Com.
	NSG 113 - Med/Surg Nursing II	48	-0-	5 IP
	NPT 113 - Med/Surg Nursing Practicum II	-0-	75	3 IP
	Totals for Quarter	<u>70</u>	<u>120</u>	<u>11</u>
Sixth Qtr.	NSG 113 - Med/Surg Nursing II	42	-0-	4 Com.
	NPT 113 - Med/Surg Nursing Practicum II	-0-	135	4 Com.
	Totals for Quarter	<u>42</u>	<u>135</u>	<u>8</u>

Continued for Class Admitted on: October 1995 - September 1997 Evening Program

Quarter	Course Acronyms, #s, Titles	Total Actual Clock Hours: THEORY	Total Actual Clock Hours: CLINICAL	Total Credit Hours
Seventh Qtr.	NSG 214 - Maternal/Child Health Nursing	72	-0-	7 IP
	NPT 214 - Maternal/Child Health Nursing	-0-	110	4 IP
	Totals for Quarter	<u>72</u>	<u>110</u>	<u>11</u>
Eighth Qtr.	NSG 214 - Maternal/Child Health Nursing	28	-0-	3 Com.
	NPT 214 - Maternal/Child Health Nursing Practicum	-0-	30	1 Com.
	NSG 215 - Nursing Leadership	20	-0-	2
	NPT 215 - Nursing Leadership Practicum	-0-	80	3
	DIS 150 - Directed Study State Board Review	30	-0-	1
	Totals for Quarter	<u>78</u>	<u>110</u>	<u>10</u>
GRAND TOTAL		720	800	92

8/95/JMS:vw

IP = In Progress
m. = Complete

Revised October 1995
wjb/1

PRACTICAL NURSING

COURSE DESCRIPTION

AHS 101 ANATOMY AND PHYSIOLOGY

Prerequisite: Provisional admission. Focuses on basic normal structure and function of the human body. Topics include: an overview of each body system, how systems coordinate activities to maintain a balanced state, recognizing deviations from the normal, and medical terminology including basic word structure and terms related to body structure and function.

AHS 102 DRUG CALCULATION AND ADMINISTRATION

Prerequisite: MAT 101. Utilizes basic mathematical concepts and includes basic drug administration. Topics include: resource materials, systems of measurement, abbreviations, drug calculations, and administration of medications in a simulated clinical environment.

AHS 103 NUTRITION

Prerequisite: Provisional admission. A study of nutritional needs of the individual. Topics include: basic nutrients, food sources, the role nutrition plays in the maintenance of health for the individual, and using diet to treat certain pathologic conditions.

AHS 151 INTRODUCTION TO MEDICAL TERMINOLOGY

AHS 151 introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topic includes: origin of word building, abbreviations and symbols. Terminology related to the human anatomy and how these elements are used in orders and reports.

NSG 111 NURSING FUNDAMENTALS

Prerequisites: AHS 101, ENG 101, MAT 101, PSY 101. An introduction to the nursing process. Topics include: ethics and law, professional orientation, community health, infection control, patient care, application of therapeutic procedures and treatment, first aid, CPR, geriatrics, and utilizing the nursing process.

NSG 112 MEDICAL SURGICAL NURSING I

Prerequisites/Corequisite: AHS 102, AHS 103, NPT 112, NSG 111. Focuses on wellness and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. Topics include: cardiovascular, respiratory, endocrine, urinary, reproduction, and gastrointestinal systems and associated illness; pharmacology; and nursing procedures and techniques; and utilizing the nursing process.

NSG 113 MEDICAL SURGICAL NURSING II

Prerequisites/Corequisite: AHS 102-AHS 103-NPT 112, NSG 111
Focuses on wellness and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. Topics include: oncology, musculoskeletal, neurological, integumentary, and sensory systems, mental health and associated illness; pharmacology; nursing procedures and techniques; and utilizing the nursing process.

NSG 214 MATERNAL-CHILD NURSING

Prerequisites/Corequisites: AHS 102, AHS 103, NPT 214, NSG 111. Focuses on wellness and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. Topics include: the reproductive system, obstetrics, maternal and child care, and associated illness; pharmacology; and nursing procedures and techniques; and utilizing the nursing process.

NSG 215 NURSING LEADERSHIP

Prerequisites/Corequisites: NSG 111, AHS 102, AHS 103, NPT 215. Builds on the concepts presented in nursing fundamentals and develops the skills necessary for successful performance in the job market. Topics include: leadership skills, management skills, and employability skills.

NPT 112 MEDICAL SURGICAL NURSING I PRACTICUM

Prerequisites/Corequisite: AHS 102, AHS 103, NSG 111, NSG 113. Practicum focuses on wellness and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. Topics include: cardiovascular, respiratory, integumentary, urinary, and gastrointestinal systems and associated illness; pharmacology; and nursing procedures and techniques; and utilizing the nursing process.

NPT 113 MEDICAL SURGICAL NURSING II PRACTICUM

Prerequisites/Corequisite: AHS 102, AHS 103, NSG 111, NSG 113. Practicum focuses on wellness and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. Topics include: oncology, musculoskeletal, neurological, endocrine, and sensory systems; mental health and associated illness; pharmacology; nursing procedures and techniques; and utilizing the nursing process.

NPT 214 MATERNAL-CHILD NURSING PRACTICUM

Prerequisites/Corequisites: AHS 102, AHS 103, NSG 111, NSG 214. Practicum focuses on wellness and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. Topics include: obstetrics, maternal and child care and associated illness; pharmacology; nursing procedures and techniques; and utilizing the nursing process.

NPT 215 NURSING LEADERSHIP PRACTICUM

Prerequisites/Corequisites: AHS 102, AHS 103, NSG 111, NSG 215. Builds on the concepts presented in nursing fundamentals and develops the skills necessary for successful performance in the job market. Topics include: leadership skills, management skills, and employability skills.

PRACTICAL NURSING

PHILOSOPHY

The Practical Nursing Program, under the direction of the State Board of Technical and Adult Education, confirms the dignity and worth of the individual within the framework of a democratic society. The program fosters an environment which encourages the individual to benefit and contribute as a partner in Georgia's economic progress, development, and stability.

The program of instruction acknowledges individual differences and respects the right of individuals to seek fulfillment of their physical, mental, social, educational, emotional, spiritual, and economic needs. The program does not discriminate on the basis of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

Education is a lifelong, dynamic learning process resulting in changes in knowledge or behavior enabling individuals to develop their potential in becoming productive responsible members of our existing and changing society. Education allows for upward and/or horizontal mobility according to the individual's capabilities. The teacher and learner must understand their roles in the learning process. The teacher is a manager of a variety of selected instructional resources. The teacher organizes instruction using meaningful educational objectives, progressing from simple to complex using learning activities to meet the needs of individual learners. The student assumes responsibility for learning by actively participating in the learning process.

Nursing education builds on a foundation of basic education, within the concept that nursing is an art and an expanding science. This science is concerned with the basic therapeutic, rehabilitative, and preventative health care for people of all ages and diversities in various stages of dependency. The quality of nursing is impacted by the physical, intellectual, emotional, and ethical characteristics of the practitioner.

Philosophy-continued

Each health occupation is a segment of the health team making an important contribution in meeting the total needs of patients. Nursing education prepares students to function cohesively with all members of the health team. The practical nurse should have an understanding of the physical and psychosocial needs of individuals.

This is a dynamic field which requires that curriculum should be technologically current, enabling the student to understand the relationship between knowledge, skill and ethics. The program of study should prepare the student to make safe nursing judgements as a practitioner of nursing.

The practice of practical nursing encompasses the giving of direct patient care and the performances of selected acts, including assessment, administration of treatments and medications, and the maintenance of health and prevention of illness under the direction of a registered nurse, a licensed physician, or a licensed dentist. Practical nursing also involves participation in assessing, planning, implementing and evaluating nursing care. The ultimate goal of the faculty is to prepare practitioners who will be assets to the nursing profession, function safely within the framework of their defined role, and continue professional development.

PRACTICAL NURSING

PURPOSE

The purpose of the Practical Nursing program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of practical nursing.

The Practical Nursing program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Practical Nursing program is intended to produce graduates who are prepared for employment as practical nurses. Program graduates are to be competent in the general areas of: communications, math, and interpersonal relations. Graduates are to be competent in the occupational areas of: anatomy and physiology, drug calculations, administration of medications, nutrition and diet therapy, nursing ethics, patient care, and wellness and prevention of illness.

These individuals will be prepared for licensure as set forth by the Georgia Board of Examiners of Licensed Practical Nursing.

PRACTICAL NURSING

GOALS

The goals of the Practical Nursing program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.
2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.
3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.
4. Provide quality practical nursing education in an atmosphere that fosters an interest and enthusiasm for learning.
5. Prepare graduates to function as accountable and responsible members within their field of endeavor.
6. Prepare graduates to function as safe and competent practitioners in the practical nursing field.
7. Prepare program graduates with the highest level of competence possible given the constraints of the interest and ability levels of the individual.
8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.
9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Practical Nursing program graduates.
10. Prepare students to function as accountable and responsible members of a health care team concerned with basic therapeutic, rehabilitative, and preventive care for people of all ages and cultural diversities in various stages of dependencies.
11. Allow students to use the nursing process in meeting the physical and psychosocial needs of the health consumer and adhere to the legal and ethical guidelines of the nursing profession.

PRACTICAL NURSING

Goals-continued

12. Prepare graduates to function within the definition and framework of their role specified by the Nurse Practice Act.
13. Prepare graduates to function as safe, competent practitioners in various health care settings.
14. Possess necessary knowledge to write the State Board Examiners for Licensed Practical Nursing successfully.
15. Educate students to maintain their own physical and emotional health.

PRACTICAL NURSING

OBJECTIVES

The objectives of the Practical Nursing program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.
2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.
3. Provide academic instruction which supports effective learning within the program and which enhances professional performances on the job.
4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.
5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.
6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.
7. Provide education that fosters development of good safety habits.
8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.
9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.
10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.
11. Promote faculty and student rapport and communications to enhance student success in the program.

PRACTICAL NURSING ENTRY INTO PRACTICAL PROGRAM OBJECTIVES

Upon entry into practice, the graduate will:

1. Assist with the nursing process at each level of Maslow's hierarchy under the appropriate supervision.
2. Perform safely in all aspects of nursing care seeking assistance when indicated and following policies and procedures of the employing institution.
3. Assist with the development, implementation and evaluation of individual teaching plans.
4. Analyze nutritional status to promote optimum nutrition.
5. Prepare, administer and evaluate drug therapy.
6. Possess knowledge of common, well-defined health needs with predictable outcomes; and intervene according to current nursing care standards serving as a patient advocate.
7. Establish and maintain effective communication with patients, families, significant others, and health team members.
8. Identify cultural diversity and personalize care to reflect this diversity throughout the life cycle.
9. In a long term care facility assumes responsibility and accountability for the management and continuity of patient care. Delegate's aspects of nursing care to other health care workers commensurate with their educational preparation and experience.
10. Assume responsibility for continued growth in the practice of nursing.
11. Appraise growth and development levels and utilize the nursing process to assist the patient in meeting the expected developmental tasks.
12. Practice in a cost effective manner.
13. Practice within the ethical, political and legal framework of nursing maintaining confidentiality of information regarding patients.
14. Promote participation of the patient, family, significant others, and members of the health care team in the plan of care.
15. Apply principles of the biological, physical, and social sciences in performing nursing functions.
16. Respects and adheres to patient's rights and responsibility.

GOAL

The goal of Dalton School of Health Occupations Practical Nursing Program is to prepare students for employment as safe, effective Practical Nurses.

PROGRAM OUTCOMES

Outcome #1

At least 90% percent of the graduates of the Practical Nursing Program who take the NCLEX-PN examination within one year of graduation will pass on the first try.

Outcome #2

After one year of employment, 90% of graduates will express satisfaction with their work performances based on their preparation at Dalton School of Health Occupations.

Outcome #3

90% of employers of Dalton School of Health Occupations nursing graduates will express satisfaction with the performance of the graduates after one year of employment.

Outcome #4

Six months following graduation, 80% of Dalton School of Health Occupations graduates will be employed in the health care industry.

Outcome #5

In any given quarter, the attrition rate of students failing to progress in the program due to academic failure in nursing will not be greater than 15%.

Outcome #6

After one year of employment, 90% of graduates will have participated in professional growth activities. Professional growth activities are defined as:

1. the regular reading of nursing literature
2. attendance at workshops/seminars/in-services
3. participation in a professional organization
4. continuation of formal education

Emergency Medical Technology

Certificate Program

- Admission Requirements
- Program Description
- Program Outline
- Course Description
- Programs:
 - Philosophy
 - Purpose
 - Goals
 - Objectives
 - Outcomes

DALTON SCHOOL OF HEALTH OCCUPATIONS EMERGENCY MEDICAL TECHNOLOGY

INFORMATION SHEET

The EMT program provides entry level training in preparation for initial employment. The EMT program provides initial training in anatomy and physiology, emergency assessment of the patient's condition, emergency treatment procedures, emergency vehicle operations, standard communications procedures, and the legal and ethical standards for emergency medical care.

Upon completion of the EMT program, the graduate is eligible to take the National Registry EMT Intermediate Exam. Program requirements meet the Georgia Department of Technical and Adult Education's program standards and guidelines. Graduates must satisfactorily pass the National Registry EMT Intermediate Exam. The certified EMT Technologist will be prepared for an entry level position.

The Emergency Medical Technology program consists of theory courses and clinical experience in a variety of emergency medical settings. The program is a four quarter, 389 hour certificate program. The entrance is Fall quarter.

ADMISSION REQUIREMENTS

- Must be at least 18 years old.
- Documentation of high school graduation or GED is required.
- Completion of application with \$15.00 application fee.
- Three letters of recommendation.
- Minimal SAT or ASSET test scores.
SAT - 350 Math/350 Verbal
Asset - Reading - 38
 Writing - 35
 Math - 31
- Attend Mandatory Orientation

ADMISSION PROCEDURES

- **Complete the application form with remittance of application fee and return to the admissions office.**
- **High school transcript or copy of GED scores, college or technical school transcripts must be requested by you to be sent to the DSHO.**
- **Request financial aid transcript from any technical school or college previously attended.**
- **An accepted applicant must attend the mandatory orientation.**

BASIC EMERGENCY MEDICAL TECHNOLOGY

COURSE OUTLINE

Specific Occupational Courses

<u>Course</u>	<u>Class Hours</u>	<u>Lab Hours</u>	<u>OBI Hours</u>	<u>Credit Hours</u>
EMS 100 Emergency Medical Tech I	60	20	0	7
EMS 101 Emergency Medical Tech II	64	20	0	7
EMS 102 Emergency Medical Tech III	60	20	0	7
EMS 104 Emergency Medical Tech IV	65	20	60	9
Total Contact Hours		389		
Total Credit Hours		30		

**BASIC EMERGENCY MEDICAL TECHNOLOGY
COURSE DESCRIPTION**

**SPECIFIC OCCUPATIONAL
EMS - 100
EMERGENCY MEDICAL TECHNOLOGY I**

Course Description

Introduction to Emergency Medical Services and Emergency Medical Technicians' skills; Emergency Medical Services and the Law; Introduction to Emergency Vehicle Operations, and Equipment; Introduction to Blood and Airborne Pathogens; Universal precautions; Introduction to Hazardous Materials; Introductory Anatomy and Physiology: Patient Assessment; and Radio Communications.

**SPECIFIC OCCUPATIONAL
EMS - 101
EMERGENCY MEDICAL TECHNOLOGY II**

Course Description

Introduction to written documentation; Introduction to Basic Life Support; Introduction to the use of an Automatic External Defibrillator; Introduction to the use of airway adjuncts and oxygen therapy; Introduction to wounds, bleeding, and bandaging; Introduction to Shock, Instruction of MAST as an invasive procedure; Introduction to General Pharmacology and the use of Epinephrine - SQ 1:1,000 in anaphylaxis.

**SPECIFIC OCCUPATIONAL
EMS - 102
EMERGENCY MEDICAL TECHNOLOGY III**

Course Description

Covers the invasive procedure of IV therapy and treatment and management of injuries to soft tissue, the abdomen, the musculoskeletal system, the head, neck, chest and spine. Covers environmental and behavioral emergencies as well as disaster/triage and patient lifting, moving and handling.

**SPECIFIC OCCUPATIONAL
EMS - 104
EMERGENCY MEDICAL TECHNOLOGY IV**

Course Description

Procedures in assessment and management of medical emergencies, pediatrics, obstetric, environmental and behavioral emergencies are covered. Sessions involving patient management and mechanical aspects of extrication are included. Supervised experience with patients in clinical facilities is included.

EMERGENCY MEDICAL SERVICES

Emergency Medical Technology

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Emergency Medical Services program are expressed in the following statements.

Emergency Medical Services is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Emergency Medical Services program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Emergency Medical Services program is founded on the value attributed to individual students, the emergency medical services profession, and technical education.

The Emergency Medical Services program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as technical fundamentals. Program graduates are well grounded in the fundamentals of emergency medical services theory and application and are prepared for employment and subsequent upward mobility.

The Emergency Medical Services program is a theoretically and technically advanced program that provides the student with necessary knowledge and skills to adapt to the rapidly changing emergency medical services field. Important attributes for success of program graduates are critical thinking, problem solving, human relations skills, and the ability to apply technology to work requirements.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

Philosophy-Continued

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Emergency Medical Services program must promote the concept of change as the technology evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in emergency medical services.

EMERGENCY MEDICAL SERVICES
Emergency Medical Technology
PURPOSE

The Emergency Medical Technology program's purpose is to provide entry level for EMT's in preparation for actual employment.

EMERGENCY MEDICAL SERVICES**Emergency Medical Technology****OBJECTIVES**

The objectives of the Emergency Medical Services program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.
2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.
3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.
4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.
5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.
6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.
7. Provide education that fosters development of good safety habits.
8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.
9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.
10. Promote good public relations via contacts and regular communication with business, industry, and the public sector.
11. Promote faculty and student rapport and communications to enhance student success in the program.

Objectives-continued

12. The Emergency Medical Technology Program provides initial training in anatomy and physiology, emergency assessment of patient conditions, emergency treatment procedures, emergency vehicles operations, standard communications procedures and the legal and ethical standards for emergency medical care.

EMERGENCY MEDICAL SERVICES**Emergency Medical Technology****GOALS**

The goals of the Emergency Medical Services program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.
2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.
3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.
4. Provide quality emergency medical services education in an atmosphere that fosters interest in and enthusiasm for learning.
5. Prepare graduates to function as accountable and responsible members within their field of endeavor.
6. Prepare graduates to function as safe and competent Basic Emergency Medical Technologists.
7. Prepare program graduates with the highest level of competence possible given the constraints of the interest and ability levels of the individual.
8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.
9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Emergency Medical Services program graduates.

GOAL

The goal of Dalton School of Health Occupations EMT Certificate Program is to prepare students for employment as safe, effective Emergency Medical Technologist.

PROGRAM OUTCOMES

Outcome #1

At least 90% percent of the graduates of the EMT Certificate Program who take the DHR State EMT examination within one year of graduation will pass on the first try.

Outcome #2

After one year of employment, 90% of graduates will express satisfaction with their work performances based on their preparation at Dalton School of Health Occupations.

Outcome #3

90% of employers of Dalton School of Health Occupations EMT graduates will express satisfaction with the performance of the graduates after one year of employment.

Outcome #4

Within 6 months, 75% of Dalton School of Health Occupations graduates will be employed full time as an Emergency Medical Technologist in EMS or EMS related field.

Outcome #5

In any given quarter, the attrition rate of students failing to progress in the program due to academic failure in EMS will not be greater than 20%.

Outcome #6

After one year of employment, 90% of graduates will have participated in professional growth activities. Professional growth activities are defined as:

1. the regular reading of EMS literature
2. attendance at workshops/seminars/in-services
3. participation in a professional organization
4. continuation of formal education

Paramedic Technology

Diploma Program

- Admission requirements
- Program Description
- Program Outline
- Course Description
- Programs:
 - Philosophy
 - Purpose
 - Goals
 - Objectives
 - Outcomes

DALTON SCHOOL OF HEALTH OCCUPATIONS PARAMEDIC PROGRAM

INFORMATION SHEET

The Paramedic Technology program provides educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of emergency medical services.

The Paramedic Technology program is intended to produce graduates who are prepared for employment as paramedics. Program graduates are to be competent in the general areas of communications, math, and interpersonal relations. Graduates are to be competent in the six emergency medical services divisions outlined in the national curriculum; pre-hospital environment, preparatory, trauma, medical, obstetrical/gynecological and neonatal, and behavior. Graduates of the program receive a Paramedic Technology diploma and are prepared to take the National Registry Paramedic Exam or the state written examination administered by the Composite Board of Medical Examiners. Program requirements meet the Georgia Department of Human Resource Guidelines and the Georgia Department of Technical and Adult Education program standards.

The Paramedic Technology program consists of theory courses and clinical experience in a variety of emergency medical settings. The program is four quarters in length. The entrance is Fall Quarter.

ADMISSION REQUIREMENTS

1. Must be at least 18 years old.
2. Documentation of high school graduation or GED is required.
3. Completion of application with \$15.00 application fee.
4. Documentation of medical and dental examinations.
5. Three letters of recommendation.

ADMISSION REQUIREMENTS (Con't)

- 6. Verification of work experience. Six months of work experience required or EMS 150.**
- 7. Submit copies of current EMT Certification Card, CPR Card.**
- 8. Attend Mandatory Orientation.**
- 9. Minimal SAT or ASSET test scores.**
 - SAT - 350 Math/350 Verbal**
 - ASSET - Reading - 38**
 - Writing - 35**
 - Math - 31**

ADMISSIONS PROCEDURE

- Complete the application form with remittance of application fee and return to the admissions office.**
- High school transcript or copy of GED scores, college or technical school transcripts must be requested by you to be sent to the DSHO.**
- Request financial aid transcript from any technical school or college previously attended.**
- Submit documentation of medical and dental examinations.**
- Submit verification of work experience, EMT Certification , and CPR Certification.**
- An accepted applicant must attend the mandatory orientation.**

PARAMEDIC TECHNOLOGY

PROGRAM OUTLINE

<u>ESSENTIAL GENERAL CORE COURSES</u>		<u>CLASS</u>	<u>LAB</u>	<u>CREDIT HOURS</u>
ENG 101	English	5	0/0	5
MAT 100	Basic Mathematics	3	0/0	3
 <u>ESSENTIAL FUNDAMENTAL OCCUPATIONAL COURSES</u>				
EMS 103	Introduction to the Paramedic Program	5	1	5
EMS 105	Fluids, Electrolytes and Shock	2	1	2
EMS 106	General Pharmacology	2	1	2
EMS 107	Respiratory Function and Management	4	1	4
EMS 109	Trauma	4	2	5
XXX xxx	Occupational Related Elective	-	-	3
				<u>21</u>
 <u>ESSENTIAL SPECIFIC OCCUPATIONAL COURSES</u>				
EMS 108	Cardiology	8	2	9
EMS 111	Medical Emergencies I	3	0	3
EMS 112	Medical Emergencies II	3	0	3
EMS 113	OB/GYN	1	1	1
EMS 114	Pediatrics	2	1	2
EMS 116	Behavioral Emergencies	1	0	1
EMS 118	Clinical Application of Emergency Care	0	36	12
				<u>19</u>
				31

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EMS 103 INTRODUCTION TO THE PARAMEDIC PROFESSION

Prerequisite: Provisional admission. Introduces the student to the paramedic profession and provides an overview of human systems with emphasis on appropriate medical terminology, systems function, and initial patient management. Discussion of the paramedic profession centers on functions that extend beyond those of the basic EMT. Topics include: the role and responsibilities of the paramedic, the emergency services system, medical/legal considerations, emergency medical services communications, major incident response, medical terminology, anatomy and physiology, primary and secondary assessment and early field management. This course provides instruction on topics in Division I, Sections 1,2,3,4, and 6 and Division II of the national curriculum.

EMS 105 FLUIDS, ELECTROLYTES, AND SHOCK

Prerequisite/Corequisite: Program admission, EMS 103. Emphasizes the pathophysiology of shock and the functions and characteristics of body fluids. Topics include: cardiovascular anatomy and physiology; fluid and electrolyte balance; and classification, assessment, and management of shock. This course provides instruction on topics in Division II, Section 4 of the national curriculum.

EMS 106 GENERAL PHARMACOLOGY

Prerequisites/Corequisites: Program admission, EMS 103, EMS 105, MAT 100. Provides a study of the principles and procedures necessary for the proper use and administration of pharmaceuticals in emergency medical care. Topics include: identification of drugs, drug calculations, drug administration techniques and procedures, and drug safety and standards. This course provides instruction on topics in Division II, Section 5 of the national curriculum.

EMS 107 RESPIRATORY FUNCTION AND MANAGEMENT

Prerequisites: Program admission, EMS 103. Provides an in-depth study of the anatomical and physiological foundation of respiration and the assessment and management of respiratory pathophysiology and distress. Topics include: anatomy and physiology of the respiratory system, respiratory assessment, airway and ventilation management, and respiratory disease. This course provides instruction on topics in Division IV, Section I and Division II, Section 3 of the national curriculum.

EMS 108 CARDIOLOGY

Prerequisites: Program admission, EMS 103. Emphasizes the study of the cardiovascular system, electrocardiography, and cardiovascular treatment methods. Topics include: cardiovascular anatomy and physiology; principles of electrocardiography; recognition of cardiac dysrhythmias; assessment and management of cardiovascular emergencies; methods of emergency cardiovascular treatment such as pharmacologic intervention, defibrillation, and cardioversion; and ACLS skills. This course provides instruction on topics in Division IV, Section 2 of the national curriculum

EMS 109 TRAUMA

Prerequisite/Corequisite: EMS 105. Introduces student to assessment and management of trauma patients. Topics include: systematic approaches to the assessment and management of trauma, such as basic trauma life support (BTLIS) and pre-hospital trauma life support (PHTLS); anatomy and physiology of the integumentary system, the major internal organs, the types of soft tissue injuries and their management, the types of musculoskeletal injuries and their management, and the classification and care of burns. This course provides instruction on topics in Division I, Section 5 and Division III, Sections 1 and 2 of the national curriculum.

EMS 111 MEDICAL EMERGENCIES

Prerequisites: EMS 105, EMS 107. Provides an in-depth study of the endocrine, nervous, digestive, genitourinary, immune systems, infectious disease, and anaphylaxis. Topics include: assessment and management of endocrine system disorders, assessment and management of nervous system disorders, assessment and management of digestive system and genitourinary system disorders, and anaphylaxis. This course provides instruction on topics in Division IV, Sections 3,4,5,6, and 8 of the national curriculum.

EMS 112 MEDICAL EMERGENCIES II

Prerequisite/Corequisite: EMS 111. Emphasizes the etiology and pathophysiology and in-field management of immune system compromise and infectious disease and toxicologic, environmental, and gerontological emergencies. Topics include: assessment and management of the patient with infectious disease and the utilization of universal precautions; toxicology, alcoholism, and substance abuse disease process; management of environmental emergencies; and geriatrics and gerontology. This course provides instruction on topics in Division IV, Sections 7,9, and 10 of the national curriculum.

EMS 113 OB/GYN

Prerequisite: EMS 105. Provides a study of female reproductive systems, birth processes, and management of OB/GYN emergencies. Topics include: anatomy and physiology of the female reproductive system, normal and abnormal birth processes, assessment and management of OB/GYN emergencies, assessment and management of the newborn, and management of sexual assault victims. This course provides instruction on topics in Division V, Section 1 of the national curriculum.

EMS 114 PEDIATRICS

Prerequisites: EMS 105, EMS 107, EMS 108, EMS 109. Provides the student with the necessary knowledge and skills to care for the ill or injured pediatric patient. Topics include: growth and development, specific diseases of the pediatric patient, approach to and assessment of the pediatric patient, and management of the pediatric patient. This course provides instruction on topics in Division IV, Section 11 and Division V, Section 1 of the national curriculum.

EMS 116 BEHAVIORAL EMERGENCIES

Prerequisite: Program admission. Provides an overview of the assessment and the management of behavioral emergencies as they pertain to prehospital care. Topics include: communication skills and crisis intervention, assessment and management of the adult and adolescent patient with behavioral emergencies, management of the violent patient, management of the suicidal patient, medical/legal consideration, and stress management. This course provides instruction on topics in Division 6, Section 1 and Division 1, Section 7 of the national curriculum.

**EMS 118 CLINICAL APPLICATION OF ADVANCED
EMERGENCY CARE**

Prerequisite/Corequisite: EMS 103. Provides supervised experience that meets Georgia Department of Human Resources (GDHR) requirements for actual patient care in the hospital and advanced ambulance settings. Simulations in the classroom, experience on an advanced ambulance, and service in a hospital develop assessment and treatment skills. Emphasis is placed on ethics and hospital etiquette, assessment and management of medical emergencies, practice of paramedic roles and responsibilities, and application of patient care skills. This course will be delivered in one, two, three, or four quarters in accordance with technical institution and hospital affiliation agreements. Clinical opportunities will be provided that meet GDHR requirements for clinical experience in the following areas: The emergency department, ICU/CCU, OR/recovery, IV team, pediatrics, nursery, labor/delivery, crisis intervention, morgue, and advanced ambulance. Topics include: ethics and hospital etiquette, care of the critical intensive care patient, intravenous therapy, airway and ventilation management, management of normal and abnormal deliveries, management of the pediatric patient in the emergency department, management of the adult in the emergency department, patient care in an advanced ambulance, and psychological intervention.

EMERGENCY MEDICAL SERVICES

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Emergency Medical Services program are expressed in the following statements.

Emergency Medical Services is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Emergency Medical Services program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Emergency Medical Services program is founded on the value attributed to individual students, the emergency medical services profession, and technical education.

The Emergency Medical Services program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as technical fundamentals. Program graduates are well grounded in the fundamentals of emergency medical services theory and application and are prepared for employment and subsequent upward mobility.

The Emergency Medical Services program is a theoretically and technically advanced program that provides the student with necessary knowledge and skills to adapt to the rapidly changing emergency medical services field. Important attributes for success of program graduates are critical thinking, problem solving, human relations skills, and the ability to apply technology to work requirements.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

Philosophy-continued

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Emergency Medical Services program must promote the concept of change as the technology evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in emergency medical services.

EMERGENCY MEDICAL SERVICES

PURPOSE

The purpose of the Emergency Medical Services program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of emergency medical services.

The Emergency Medical Services program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Emergency Medical Services program is intended to produce graduates who are prepared for employment as paramedics. Program graduates are to be competent in the general areas of communications, math, and interpersonal relations. Graduates are to be competent in the six emergency medical services divisions outlined in the national curriculum: pre-hospital environment, preparatory, trauma, medical, obstetrical/gynecological and neonatal, and behavioral.

EMERGENCY MEDICAL SERVICES

GOALS

The goals of the Emergency Medical Services program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.
2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.
3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.
4. Provide quality emergency medical services education in an atmosphere that fosters interest in and enthusiasm for learning.
5. Prepare graduates to function as accountable and responsible members within their field of endeavor.
6. Prepare graduates to function as safe and competent paramedics.
7. Prepare program graduates with the highest level of competence possible given the constraints of the interest and ability levels of the individual.
8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.
9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Emergency Medical Services program graduates.

EMERGENCY MEDICAL SERVICES

OBJECTIVES

The objectives of the Emergency Medical Services program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.
2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.
3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.
4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.
5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.
6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.
7. Provide education that fosters development of good safety habits.
8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.
9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.
10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.
11. Promote faculty and student rapport and communications to enhance student success in the program.

GOAL

The goal of Dalton School of Health Occupations Practical Nursing Program is to prepare students for employment as safe, effective Practical Nurses.

PROGRAM OUTCOMES

Outcome #1

At least 90% percent of the graduates of the Practical Nursing Program who take the NCLEX-PN examination within one year of graduation will pass on the first try.

Outcome #2

After one year of employment, 90% of graduates will express satisfaction with their work performances based on their preparation at Dalton School of Health Occupations.

Outcome #3

90% of employers of Dalton School of Health Occupations nursing graduates will express satisfaction with the performance of the graduates after one year of employment.

Outcome #4

Six months following graduation, 80% of Dalton School of Health Occupations graduates will be employed in the health care industry.

Outcome #5

In any given quarter, the attrition rate of students failing to progress in the program due to academic failure in nursing will not be greater than 15%.

Outcome #6

After one year of employment, 90% of graduates will have participated in professional growth activities. Professional growth activities are defined as:

1. the regular reading of nursing literature
2. attendance at workshops/seminars/in-services
3. participation in a professional organization
4. continuation of formal education

Accredited Institution

This certifies that

**Dalton Vocational School of Health Occupations
1221 Elkwood Drive, Dalton, GA 30720**

is accredited by the
Southern Association of Colleges and Schools
Commission on Occupational Education Institutions
and is entitled to all the services, privileges,
and professional recognition resulting therefrom.

Effective Date: January 1, 1995

Expiration Date: December 31, 1995

Jeresa J Lane
Chairman
Commission on Occupational
Education Institutions

Mary Bowman
Executive Director
Commission on Occupational
Education Institutions

Identification #: 111900

Date of Issuance: December 21, 1994



Dalton School of Health Occupations

Winkler Health Education Center

1221 ELKWOOD DRIVE
DALTON, GEORGIA 30720

TELEPHONE
(706) 278-8922
(706) 278-2105
EXTS. 1856/1857

Ruby Sane
DIRECTOR

August 2, 1995

Sue P. Schooler
Associate Executive Director
Accrediting Commissioner on the
Council on Occupational Education
41 Perimeter Center East, N.E.
Suite 640
Atlanta, GA 30346

Dear Ms. Schooler:

The Dalton School of Health Occupations is scheduled for a Team Visit June 17 - 20, 1996. We are requesting a one year delay due to a proposed change in governance. If the proposal is accepted the Dalton School of Health Occupations will be placed under the governance of the Dalton College July 1, 1996. The institution will be merged under COC with the College at that time. Mr. Larry Little, Director of the Vocational Division is responsible for communicating with the COC regarding this proposal. Thank you for this consideration.

Please call me if you have any questions.

Sincerely,

Ruby R. Sane
Ruby R. Sane
Director

Enclosure

c Frank W. Thomason, Superintendent Dalton Public Schools
Larry Little, Director
Vocational Technical Division, Dalton College

wjb/3



October 11, 1995

41 Perimeter Center East, NE
Suite 640
Atlanta, Georgia 30346

404-396-3898
800-917-2081
FAX 404-396-3790

Ms. Rubye Sane, Director
Dalton Vocational School of Health Occupations
1221 Elkwood Drive
Dalton, Georgia 30720

Dear Ms. Sane:

The Accrediting Commission of the Council on Occupational Education reviewed your request for a one-year delay of the COE visiting team at its October, 1995 Commission meeting in Charleston, South Carolina.

The official action of Commission was to approve the delay of your visiting team until the calendar year of 1997.

The effective date of this decision is October 3, 1995.

Our office will be contact you at a later date to schedule the COE visiting team.

Please contact our office if you should have questions regarding this matter.

Sincerely,

Harry L. Bowman
Harry L. Bowman *slb*
Executive Director
Accrediting Commission of the
Council on Occupational Education

HLB/rg

6. RESOURCES

As indicated earlier in this prospectus, the resources available to current students at the DSHO and Dalton College will be enhanced by the proposed change in governance through full access to the resources of each currently independent institution by the integrated student body.

a. Financial

Financial resources for the operation of the existing programs of the DSHO by Dalton College will be provided by the GDTAE and by redirected Regents funds in the continuation budget of Dalton College.

As indicated in Attachment XV, the GDTAE allocated \$393,569 to the DSHO in fiscal year 1996. Attachment XVI indicates that the actual draw of the DSHO from the GDTAE for salaries and benefits in FY 96 totals \$393,754.19. The GDTAE will transfer to the Regents that continuation allocation plus any increases needed for the annualization of the salary increases granted during FY 96, any step raises to which continuing personnel are entitled, and any across the board raise which may be approved by the Georgia General Assembly for fiscal year 1997. Those funds will be directed by the Regents to Dalton College as an increase in its FY 97 allocation for the operation of the GDTAE-Regents joint-funded Division of Technical Education.

Currently, maintenance and operation services for the DSHO are provided by the Hamilton Medical Center. Other expenses, including supplies, travel, and equipment are funded by student tuition. In the projected FY 97 budget for the operation of the DSHO programs by the Division of Technical Education, these non-personal expenses total \$94,000 (See below). Dalton College will redirect \$40,000 for maintenance and operation from unassigned funds in its continuation Plant Operations budget in FY 97 and \$54,000 for the other non-personal items

from an unfilled position (salary and benefits) in the continuing budget of the Division of Humanities.

To ensure long-term stability of funding for the of the DHSO incorporated into the Division of Technical Education, only continuation budget allocations from both the GDTAE and the Regents are utilized in the first-year budget. Any new allocations from either agency or other funding sources, student tuition, and student enrollment formula funds from the Regents will provide opportunities for the College to further enhance those programs or reallocate redirected funds, or both.

The projected Fiscal Year 1997 budget for the operation of programs transferred from the DSHO is as follows:

Budget Item	Amount	Source
Faculty Salaries	\$303,432*	GDTAE
Benefits	90,322*	GDTAE
Supplies	20,000	REGENTS
Travel	4,000	REGENTS
Equipment	30,000	REGENTS
Maintenance/Operation	40,000	REGENTS
	<hr/> <hr/>	
	\$447,754	

*Subject to adjustment for annualization of FY 96 salary increases, step raises, and across-the-board appropriations.

Letters from the State of Georgia Department of Audits (Attachments XVII and XVIII) indicate "no current year findings" in the annual audits of Dalton College for the Fiscal Years 1994 and 1995. The most recently published review report

(FY 94) for Dalton College by the State of Georgia Department of Audits is attached as XIX. The latest published Audit Report for the City of Dalton Board of Education (FY 94), which currently serves as the fiscal agent for the DSHO, is attached as Attachment XX.

b. Library/learning Resources

The DSHO's current learning resource collection and multi-media equipment are adequate to meet the needs of the students and faculty in the programs offered by the School. The library is centrally located in the school's facility, and the computer, nursing, and EMS laboratories are easily accessible for teaching. In addition, DSHO students have access to the Medical Library of the Hamilton Medical Center, located approximately one block from the DSHO facility. The School's library is open 7:30 a.m. - 10:00 p.m., Monday through Thursday and 7:30 a.m. - 4:00 p.m. on Friday.

Attachment XXI provides an inventory of the DSHO's learning resources: 379 films and cassettes, 183 VHS tapes, 188 computer-assisted instructional programs, 669 current editions of reference works, and 9 periodical subscriptions.

Incorporated students in the Practical Nursing and Emergency Medical Services programs will, as Dalton College students, have full access to the resources of the College's Library Resource Center. As noted in the self-study prepared for the National League for Nursing, which reaccredited the Associate Degree Nursing Program of the College at its January, 1995 meeting, the LRC holdings include more than 148,000 print volumes and government documents, over 6,000 video and audio tapes, and 383 serials titles. Extensive electronic resources are available through On-line Public Access Catalog computer stations, the State of Georgia's One Statewide Library, CD-ROM, and Internet.

c. Physical Facilities

The DSHO is housed in the Ben and Bess Winkler Health Education Center on the campus of the Hamilton Medical Center. Three classrooms of approximately 480 square feet each are located on the second floor of the building, as is a 16-station computer laboratory and a thousand square foot nursing laboratory. The latter is equipped with eight adult beds, two infant beds, and appropriate cabinets, storage areas, and other instructional aids.

The Emergency Medical Services programs are housed on the lower level of the building in a multi-purpose classroom and laboratory.

The brick and concrete block facility is well maintained by the Hamilton Medical Center's maintenance department and meets all applicable safety codes.

Relocation of the programs to the campus of Dalton College is anticipated within five years. The scheduled construction of a 50,000 square foot general purpose classroom and office building during FY 97, with occupancy by the Fall of 1997, will enable the College to plan for the orderly conversion of space in the building that currently houses the Divisions of Nursing and Natural Science/Mathematics to accommodate new programs. Preliminary architectural work is also underway for the conversion of current storage space in the Technical Building to classroom and multipurpose laboratory space.

d. Equipment

Equipment for the nursing and emergency medical services programs meet current health care industry standards. After the incorporation of those programs into the Division of Technical Education curricula, funds for maintaining state-of-the-art equipment will be provided through the cooperative agreement between the GDTAE and the Regents for the operation of that Division at Dalton College.

A current in-house inventory of the equipment held by the DSHO may be found in Attachment XXII. These holdings will be transferred to the inventory of Dalton College at the time the proposed merger is consummated.

At such time as the current DSHO programs are physically relocated on the campus of Dalton College, substantial sharing of equipment and facilities between the associate degree nursing program and the practical nursing program and between the emergency medical services programs and existing health care programs of the College are anticipated. In the interim, opportunities for mutual enhancements among the programs through the sharing of facilities and equipment will be conscientiously pursued.

e. Faculty.

All current faculty of the DSHO meet or exceed the requirements of the GDTAE for individuals engaged in the practice of occupational education, as set forth in "Terms and Conditions of Employment," Attachment XXIII, which also provide detailed competency based job descriptions. Qualifications for instructors include "a diploma or associate degree in the teaching field or discipline" and "three years of full-time, paid, in-field

work experience within the past seven years."

Qualifications of current DSHO faculty range from an associate of science in nursing degree with continuous, paid, in-field work experience since 1986 to the masters of science in nursing with continuous, paid, in-field work experience since 1975.

These seven full-time faculty members will be transferred to the staff of Dalton College at the time of the merger. The current staffing of the DSHO meets all specialized accrediting and approval agency standards and is adequate to serve the School's current 38 full-time and 51 part-time students. Dalton College, therefore, does not anticipate the need for additional faculty nor for current faculty to secure additional formal credentials. All current faculty of the DSHO and of Dalton College are expected to engage in regular professional development.

f. Current and Additional Resources

The current resources of the DSHO, as documented throughout this prospectus, are adequate to support effective instruction. The School is accredited by the Commission on Occupational Education, and the criteria of that agency appear appropriate for the offering of certificate, less than associate degree occupational programs. Each of the programs of the School is approved by the appropriate state agency: the Georgia Board of Examiners of Licensed Practical Nurses and the Georgia Department of Human Resources.

The proposed incorporation of the DSHO into the Division of Technical Education of Dalton College will result in enlarged and strengthened resources for all of the College's students, especially in health care fields. The unified governance and delivery of postsecondary state-supported

health care education programs in the Dalton area will also result in more responsible and efficient use of public resources.