



## Secretary of State

Professional Licensing Boards Division  
237 Coliseum Drive  
Macon, Georgia 31217-3858  
(478) 207-1300

**Cathy Cox**  
SECRETARY OF STATE  
[www.sos.state.ga.us](http://www.sos.state.ga.us)

**Mollie L. Fleeman**  
DIVISION DIRECTOR  
Professional Licensing Boards Division

March 28, 2005

Cordia Starling, R.N., Ed.D., Chairman  
Division of Nursing  
Dalton State College  
213 North College Drive  
Dalton, GA 30720

Dear Dr. Starling:

At its March 9-11, 2005 meeting, the Board of Nursing reviewed your response to its October 28-29, 2004 site visit report. Based upon documentation of compliance with rules relating to annual reports, the most recent site visit report, responses to the site visit report, and a passing percentage of at least eighty (80) percent (147/170, 86.4%) of all first-time writers on the licensing examination over the four (4) most recent calendar years (2001-2004), Full Approval for Dalton State College was extended until December 31, 2009. [410-3-.02 (3)(a)] Unless another reason presents itself, the next site visit will be scheduled for the 2008-09 academic year. [410-3-.01 (d)]

Please let me know if any clarification is needed.

Yours truly,

A handwritten signature in cursive script that reads "Julia E. Gould".

Julia E. Gould, R.N., M.S.  
Nursing Education Consultant

February 18, 2005

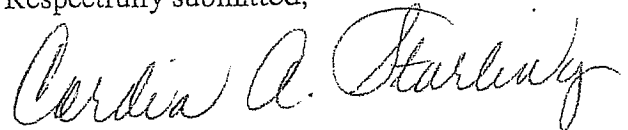
Julia E. Gould, RN, MS  
Nursing Education Consultant  
Georgia Board of Nursing  
237 Coliseum Drive  
Macon, GA 31217-3858

Dear Julia:

It was our pleasure to accommodate you during the site visit in October. Thank you for the thorough overview of our program and your helpful comments and suggestions. We strive for program excellence, and your wisdom and knowledge are greatly appreciated in helping us to achieve this goal.

Enclosed you will find our response to the site visit report recommendations. Should any clarification or additional information be needed, please contact me by phone or email (706-272-4453 or [cstarling@em.daltonstate.edu](mailto:cstarling@em.daltonstate.edu)).

Respectfully submitted,



Cordia A. Starling, RN, EdD  
Nursing Division Chair

## REPLY TO GEORGIA BOARD RECOMMENDATIONS

### 410-3-.04 (4) Continue to develop test items based on prevailing standards of test construction and on the incorporation of nursing decision-making.

Most of the full-time faculty took the online course Basic Assessment Strategies for Nursing Educators: Test Development and Item Writing offered by the National Council State Boards of Nursing. Faculty took the course Spring of 2003. Two faculty members were new to the Division and did not take the course but have reviewed the materials to aid in their test construction. Fall of 2003, a committee was formed to develop a test grid with specific parameters for item construction based on cognitive levels and the NCLEX-RN test plan. The grid was approved at the end of Fall 2003 and was put into use Spring of 2004. It will be re-evaluated at the end of this Spring and revised as needed. Faculty will continue to work on generating test items that require critical thinking and use of nursing decision-making, particularly in the sophomore year courses. Faculty will also be encouraged to take part in continuing education opportunities that focus on test construction and evaluation as these arise.

Further, the Division has entered into a testing contract with Educational Resources, Incorporated. Students have access to online practice tests and remediation for each nursing course as well as take RN-CAP tests at the end of each semester to test their knowledge base of the completed course. This Spring, students will also take the RN-Assessment to evaluate their readiness for the NCLEX-RN exam. Although this method of testing does not involve test item development by the faculty, it does enhance faculty created testing and student test-taking skills. Faculty can look at the results and evaluate the curriculum as well as test items. Students benefit from repeatedly answering test items similar to those on the NCLEX-RN exam and receiving feedback on areas of weakness. Thus, students can study and practice testing for each nursing course and prepare for the NCLEX-RN exam. We hope this new venture will aid student academic success while in the program and increase NCLEX-RN exam pass rates after completion of the program.

**410-3-.05 (2) Provide a written policy for the verification of faculty member licenses and advanced practice authorization (if applicable).**

Each faculty member will provide a copy of his or her license at the beginning of employment and at the time of renewal for each state in which clinical supervision of students takes place. The copy will be kept in individual faculty personnel files in the Division Chair's office. At the end of each fall term, the Division Chair will review each faculty member's personnel file to verify current licensure and advanced practice authorization. Licensure and advanced practice authorization will also be verified online through state board of nursing websites. Faculty clinical supervision of students will not be allowed until current state licensure is verified in the state of the clinical setting.

**410-3-.07 (8) Provide a written policy for the verification of student licenses and/or certificates in any health-related field.**

Students selected into the nursing sequence will be sent a letter of notification. A response sheet indicating intentions to enter or not enter the class will be included with the letter. Also included on the response sheet if he or she holds licenses and/or certificates in any health-related field. If yes is the answer, the student will be asked to provide a copy of the license and/or certificates that apply in accordance to established deadlines for other program admission requirements (i.e. physical, current CPR certification, etc.). Copies of the documents will be kept in individual student records on file in the Nursing Division.



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February 3, 2005

Cordia Starling, R.N., Ed.D., Chairman  
Division of Nursing  
Dalton State College  
213 North College Drive  
Dalton, GA 30720

Dear Dr. Starling:

I would like to thank you, the faculty, staff and students for an enjoyable site visit on October 28-29, 2004. I also appreciated being able to meet with Dr. Burran and Dr. Hutcheson during their busy days.

At its January 12-14, 2005 meeting, the Board of Nursing reviewed the enclosed site visit report. The Board requires that a written response to the recommendations, with effective dates of implementation, be received in the Board office no later than February 24, 2005 for review at its March 9-11, 2005 meeting. [410-3-.10 (2)(b)]

Please let me know if any clarification is needed.

Yours truly,

A handwritten signature in cursive script that reads "Julia E. Gould".

Julia E. Gould, R.N., M.S.  
Nursing Education Consultant

cc: Dr. James Burran, President  
Dr. John Hutcheson, Vice President for Academic Affairs

**Georgia Board of Nursing  
Site Visit Report  
Dalton State College  
October 28-29, 2004**

**Administrators**

James A. Burran, Ph.D., President  
John A. Hutcheson, Ph.D., Vice President for Academic Affairs  
Cordia A. Starling, R.N., M.S.N., Ed.D., Chairman, Division of Nursing

**Board Visitors**

Julia E. Gould, R.N., M.S., Nursing Education Consultant  
[Toni Barnett, R.N., Ph.D., F.N.-P, Board Member, was unable to participate in the visit unexpectedly. Dr. Starling graciously agreed to allow Ms. Gould to conduct the visit.]

**Overview**

The previous site visit was conducted on October 30-31, 2000.

At its May 15-18, 2001 meeting, the Board of Nursing extended the program's Full Approval through December 31, 2005.

The current visit was conducted on a routine basis.

The National League for Nursing Accrediting Commission (NLNAC) visited the program on October 22-24, 2002. Accreditation was continued through 2010.

During the site visit, the visitor used a worksheet based upon individual Board of Nursing Rules (Chapter 410-3). Each one was evaluated as Met, Not Met, Needs Improvement or Not Applicable. The site visit report includes narrative comments under each major category, for example, Curriculum. Amended., with specific rules identified as appropriate. Commendations are referenced in regular type and recommendations, in bold face. If compliance with a rule was met, there may not be a narrative reference to it. All Commendations and Recommendations at the end of the report have cited rules. The rules may be accessed at the Board of Nursing website [www.sos.state.ga.us/plb/m](http://www.sos.state.ga.us/plb/m) under Board rules, Nursing Education Programs, 410-3-.01 to 410-3-.10.

## Meetings

October 28, 2004, 8:25-10

Cordia A. Starling, R.N., Ed.D., Chairman, Division of Nursing

October 28, 2004, 10:05-10:35

James A. Burran, Ph.D., President

John A. Hutcheson, Ph.D., Vice President for Academic Affairs

Cordia A. Starling, R.N., Ed.D., Chairman, Division of Nursing

October 28, 2004, 10:40-10:55

Freshmen 28

October 28, 2004, 12:35-2:15

Tammy Cabrera, R.N., M.S.N., F.N.P., Instructor

Charlotte Moss, R.N., M.S.N., Assistant Professor

Lisa Peden, R.N., M.S.N., Assistant Professor

Billie Precise, R.N., M.S.N., Assistant Professor

Robin Roe, R.N., M.S.N., Assistant Professor

Cordia Starling, R.N., Ed.D., Professor

Mary Taylor, R.N., M.S.N., Associate Professor

October 29, 2004, 11-11:15

Sophomores 28

## SITE VISIT REPORT

### 410-3-.03 Organization and Administration

The Southern Association of Colleges and Schools has accredited the College through 2013 as a Level II institution (may award baccalaureate degrees). Dr. Burran stated that the College is authorized to award baccalaureate degrees in business administration and social work. It is applying to be able to award a baccalaureate degree in elementary education. As long as the State University of West Georgia offers its RN-BSN Program on the campus, Dr. Burran did not anticipate the College awarding a baccalaureate in nursing degree in the near future. The LPN Program will continue as part of this College for the foreseeable future because it is growing.

On July 1, 2003, Dr. Starling was appointed as the Chairman of the Division of Nursing upon the retirement of Trudy Swilling. The transition from one Chairman to another has occurred smoothly. [410-3-.03 (3)] Dr. Starling reports to the Vice President for Academic Affairs. The Division has a Coordinating Council and an Advisory Committee. On the Coordinating Council, representatives from Hamilton Medical Center, the LPN Program, and Dr. Starling meet to coordinate affiliations at the hospital. The Advisory Committee consists of representatives from the practice settings. Each nursing course has a coordinator.

Dr. Starling is on a 12-month contract and stated that she had the authority to run the Division. Her teaching load varies by semester. It is 25-30% in the fall and about 50% in the spring. She participates in Nursing 1101, Fundamentals of Nursing I, Nursing 1103, Fundamentals of Nursing II, and Nursing 2203, Nursing Issues. She coordinates Nursing 1105, Maternal and Infant Care. Faculty members stated that Dr. Starling was always accessible to them.

Students must satisfactorily complete 70 semester hours (37 nursing; 33 non-nursing) in order to graduate. Nursing courses are offered in four (4) semesters. Admission to the program occurs only in the fall semester.

The budget appeared to be adequate to meet the needs of the Division. Dr. Starling provides input about the budget to the Vice President for Academic Affairs. Generally, her requests are honored. Faculty salaries are competitive and equitable. Adequate monies are available for equipment, supplies, and print and non-print resources. The Division has no external funding or grants. Dr. Burran stated that a formal proposal for an Intellectual Capital Partnership Program (ICAPP) grant has been submitted in collaboration with Hamilton Medical Center. It would model the acceleration of LPN's to RN's.

The program has a total of 114 students (63 freshmen; 51 sophomores). Nine (9) freshmen will return in the spring and one (1) sophomore. With eight (8) full-time faculty members, the 1:20 faculty/student ratio is maintained. Dr. Starling stated that the Division would like to admit 80 students.



The plan for total program evaluation is detailed and comprehensive. In addition to the evaluation plan, the program has 11 outcomes each of which has a stated assessment procedure and use of assessment findings. Each outcome has two faculty members who choose to be assigned. Evaluation of all aspects of the program by faculty members, students, and practice setting representatives was clearly evident. [410-3-.03 (7); 410-3-.05 (12); 410-3-.09 (2)(d)]

#### **410-3-.04 Curriculum**

The College statement of purpose is published in the *2004-2005 Catalog*. The mission of the Division is consistent with it. The philosophy addresses faculty beliefs about individuals, nursing, caring, therapeutic interventions, education, nursing education, and critical thinking. The graduate is educated to be a provider of care, manager of care, and member within the discipline of nursing.

Faculty members adopted the educational competencies established by the National League for Nursing Council of Associate Degree Programs Competencies Task Force in 1998. Eight (8) core components were identified which are essential to the entry level registered nurse and are incorporated in the three (3) associate degree nursing roles. The components are: professional behaviors; communication; assessment; clinical decision-making; caring interventions; teaching and learning; collaboration; and managing care.

The program has 19 objectives that are consistent with the mission and the philosophy. The plan for the organization and development of the curriculum ascribes to Chater's model relating to setting, student, and knowledge base. The curriculum focuses on five (5) major concepts: Maslow's hierarchy of needs; growth and development; health-illness continuum; safety; and critical thinking/nursing process/ clinical decision-making. Ten (10) supporting threads have been identified: health teaching; nutrition; pharmacology; rehabilitation; communication; cultural diversity; economic, ethical, and legal issues; professional, political, and historical issues; therapeutic intervention; and technology. Content moves from simple to complex and from broad to specific concepts. In the course materials, program, course, and unit objectives are related to content, concept/thread, and related activities on a consistent basis. The connection between nursing and general education courses is clearly articulated. The philosophy, outcomes, written plan for the organization and development of the curriculum, teaching/learning strategies, activities, and interactions, and policies and critique/evaluation of learning are internally consistent. [410-3-.04 (1)(b)] The internal consistency is enhanced by the expressed cohesiveness and esprit de corps amongst faculty members and students. [410-3-.04 (1)(b)]

The curriculum is inclusive of learning activities in classrooms, simulated settings, and practice settings, in reality-based situations, incorporating caring and promotion and maintenance of health. The learning activities occur with people of all age groups who have commonly occurring acute and long-term physical and mental health problems, illnesses, and experiences. The care of adults and children is integrated in Nursing 1103, Fundamentals of Nursing II, Nursing 1106, Mental Health Nursing, Nursing 2201, Health

and Illness I, and Nursing 2202, Health and Illness II. In Nursing 1105, Maternal and Infant Care, a once a week 12-hour shift was utilized at Gordon Hospital in Calhoun. Dr. Starling stated that it was a big success.

According to the 2004 Annual Report, Nursing 1104, Nutrition, was offered partially online with limited campus meetings. It will be offered entirely online in fall 2005. Nursing 1107, Medical Terminology, which is not a required course, was offered entirely online in the spring 2004.

In the first semester, Nursing 1101, Fundamentals of Nursing I, and Nursing 1102, Pharmacology are taught as 7.5 week minimesters during the first half of the semester. Nursing 1103, Fundamentals II, and Nursing 1104, Nutrition, are taught during the second half of the semester. Nursing 1105, Maternal and Infant Care, and Nursing 1106, Mental Health Nursing, are taught as minimesters during the second semester.

The entire sophomore year is devoted to two sequential full semester courses – Nursing 2201, Health and Illness I and Nursing 2202, Health and Illness II. Nursing 2203, Nursing Issues is taught during the final semester. Dr. Starling stated that some of this course might be offered online.

The connections amongst learning activities in the campus labs, the computer lab, the classroom and the practice settings were clearly articulated in the course materials. Courses have detailed calendars, guidelines, outlines, and powerpoint handouts to enhance student learning. [410-3-.04 (20, (3))]

For many years, throughout the program, consistent with the Statement of Purpose of the College, students and faculty members have participated in a variety of service learning projects. [410-3-.04 (1)(a), (f), (g)]. On October 21, 2004, 17 volunteer students and 4 faculty members took blood pressures and pulses for employees during the Shaw Industry's health fair. Employees were taught as appropriate and referred to treatment if needed. Students were awarded one (1) bonus point when 75% was achieved on examinations. On March 12, 2001, as part of a March of Dimes Project, volunteer students taught mothers about the need for adequate folic acid in the diet to prevent spinal birth defects. Students were awarded a bonus in Nursing 1105, Maternal and Infant Care. Prevent Blindness of Georgia is a vision screening program for 4-year old children. Students can be certified in the screening and referral process. Students stated that they liked opportunities for service learning.

This curriculum abounds with a variety of teaching/learning strategies, activities, and interactions incorporating praxis, reflection, critical thinking, and decision-making. [410-3-.04 (2)] It also has teaching/learning strategies, activities, and interactions which facilitate the transition to professional practice. [410-3-.04 (3)] For specified courses throughout the curriculum, students maintain portfolios. The contributions to the portfolio are delineated in the syllabi. In Nursing 1103, Fundamentals of Nursing II, groups of students participated in a charting lab. Manikins were adorned with bandages,

IV's, dressings, catheters, and colostomies. Each group was assigned to a manikin to chart its observations. These were presented to, and critiqued by, the class.

In Nursing 1105, Maternal and Infant Care, students complete a clinical enrichment project as part of the course grade. A variety of options are available. Students can read a factual or fictional book on childbearing and/or childrearing, can view the video "A Midwife's Tale, volunteer for three (3) hours at an agency, church, or civic association, complete additional computer simulations, attend a GNA 16<sup>th</sup> District meeting, or create the nursing bulletin board for two months. Reports of these activities are submitted.

The *Handbook* and syllabi describe expected clinical behaviors related to critical thinking, nursing process, and clinical decision-making. Courses are assigned to a level and each clinical evaluation tool is course/level specific. For years, this program has published over-riding competencies for safety which apply to all clinical courses and are considered critical elements. A satisfactory grade in practice settings is based upon a clearly articulated statement of professional accountability, nursing care plans and written assignments, and clinical performance and skills.

Written examinations were reviewed. While there were some excellent items, work needs to be continued to develop test items based on prevailing standards of test construction, and on the incorporation of nursing decision-making. [410-3-.04 (4)] Some items provided clues or had stems that did not set up the options. Some items required the identification of a health problem with a description of it. These could be reworked to incorporate nursing decision-making. According to the 2004 Annual Report, faculty members revised test grids to reflect the NCLEX-RN test plan and level of complexity with an increased percentage of application and analysis items across the curriculum.

#### 410-3-.05 Faculty

Faculty members described themselves as team members, with diverse backgrounds, who support each other. They are very student-oriented and with every decision they consider the needs of students. The students echoed this description.

Degree	Full-time	Part-time
Ed.D.	1	0
M.S.N.	7	0
B.S.N.	0	2
Total	8	2

Three (3) faculty members are family nurse practitioners. Tammy Cabrera is certified and authorized by the Board of Nursing. Charlotte Moss completed a nurse practitioner program and chose not to be certified. Robin Roe is certified but was not authorized by the Board. She began to remedy this during the visit. A written policy needs to be established for the verification of faculty member licenses and advanced practice authorization (if applicable). [410-3-.05 (2)]

The program has affiliated with practice settings in Tennessee. To that end, Dr. Starling and Ms. Precise are licensed in Tennessee.

Faculty members have the graduate nursing education, expertise, and professional development necessary to enable the learning goals of the curriculum. [410-3-.05 (9)] Faculty Qualification Records document participation on College and Division committees, community service, continuing education, graduate study and certifications. Faculty members stated that they had no issues with workload.

The faculty generally functions as a committee-of-the-whole with subcommittees as appropriate. Faculty members randomly evaluate portfolios of the graduating class as one way to evaluate the integrity, consistency and congruency of the curriculum. Guidelines with a rating scale have been established.

New full-time and part-time faculty members attend a general College orientation. Dr. Starling meets with each of them to review handbooks. Each person is assigned to a mentor. New faculty members stated that everyone was very helpful and tried to make them feel welcome.

#### **410-3-.06 Preceptorial Learning Activities**

Learning activities with preceptors are not utilized in this program.

#### **410-3-.07 Students**

The program has three plans for generic students seeking admission some of which take into account SAT or ACT scores and the completion of specified, required general education courses. The options available for generic and licensed practical nurse students enable flexible admission standards. [410-3-.07 (2)] Published documents clearly delineate the expectations for students. [410-3-.07 (2)]

Licensed practical nurse students have the opportunity to earn up to 14 semester hours by examination for Nursing 1101, Fundamentals of Nursing I, Nursing 1102, Pharmacology, Nursing 1103, Fundamentals of Nursing II, Nursing 1104, Nutrition, and Nursing 1105, Maternal and Infant Care. Having satisfactorily completed required prerequisites, the applicant must achieve a score of at least the 60<sup>th</sup> percentile on the NLN Nursing Acceleration Challenge Examination (ACE) I PN-RN in order to be awarded credit for Nursing 1101, 1103, and 1104. In addition to the aforementioned, the applicant must achieve a score of at least 80% on the Division's pharmacology examination. In order to be awarded credit for Nursing 1105, the applicant must meet the above requirements, complete the prerequisites, and achieve a score of at least the 75<sup>th</sup> percentile on the NLN Nursing Acceleration Challenge Examination I PN-RN Nursing Care During Childbearing and Nursing Care of Hospitalized Children and Adolescents.

A written policy needs to be established for the verification of student licenses and/or certifications in any health-related field. [410-3-.07 (8)]

#### 410-3-.08 Performance of Graduates

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

Year	Total	Passing	%Passing
2000	36	32	88.8
2001	37	32	86.5
2002	32	28	87.5
2003	53	45	84.9
Total	158	137	86.7

As of September 30, 2004, 42/48 (87.5%) of the 2004 first-time writers have passed.

According to the 2004 Annual Report, a total testing package with Educational Resources, Inc (ERI) will be initiated in the Fall 2004.

#### 410-3-.09 Educational Facilities and Resources

The classrooms are adequate to meet the needs of the program. The campus lab has patient units and a wide variety of audiovisual resources and computers. Reed Krause, the technical assistant, helps students with supplies and equipment. The College purchased a \$53,000 ER simulator which had just arrived. It needs a new \$2,000 compressor. Dr. Starling stated that students and faculty members could use it to increase clinical and critical thinking skills. The LPN and EMT students as well as area health care providers in the community could also use it.

In 2000, faculty members and the library director established the Division of Nursing Library Materials Acquisition and Deletion Policy. It was revised in September 2004. The policy provides for an annual evaluation of collections usually with publication dates within the last five (5) years. Each faculty member can request 12 print titles from her assigned subject area each year. A clear system of acquisitions, reviews, and deletions of print and non-print resources has been developed.

The Division is housed in Sequoya Hall. The chairman's office, faculty offices, conference room and secretary's office are on the first floor. The full-time secretary is dedicated to the Division.

The Division currently has nine (9) practice settings on its 2004-05 list. Contracts are only effective for one (1) year. All were current. Several years ago, faculty members established criteria for the selection and evaluation of clinical learning experiences in practice settings as follows: must meet course and clinical objectives; must reflect student interests and needs; provide an environment in which quality care is delivered by competent health care professionals; must be receptive to students; and must be accessible to students and faculty.

According to the 2004 Annual Report, Parkridge Valley Behavioral Health System, Chattanooga, TN, now requires Level II background checks on all faculty members and students. In negotiating the contract, the agency wanted the College to do the background checks and make a decision about whether faculty members or students could affiliate. This procedure would be inconsistent with Board of Regents policy. Dr. Starling stated that the program would probably not use the facility. Other practice settings are being sought to mental health/psychiatric nursing learning activities.

## COMMENDATIONS

1. The transition from one chairman to another has occurred smoothly.  
[410-3-.03 (3)]
2. Evaluation of all aspects of the program by faculty members, students, and practice setting representatives was clearly evident.  
[410-3-.03 (7); 410-3-.05 (12); 410-3-.09 (2)(d)]
3. The philosophy, outcomes, written plan for the organization and development of the curriculum, teaching/learning strategies, activities, and interactions and policies and critique/evaluation of learning are internally consistent.  
[410-3-.04 (1)(b)]
4. Internal consistency is enhanced by the cohesiveness and esprit de corps amongst faculty members and students.  
[410-3-.04 (1)(b)]
5. Consistent with the College statement of purpose, faculty members and students participate in a variety of service learning projects.  
[410-3-.04 (1)(a), (f), and (g)]
6. Teaching/learning strategies, activities, and interactions incorporate praxis, reflection, critical thinking, and decision-making.  
[410-3-.04 (2)]
7. Teaching/learning strategies, activities, and interactions facilitate the transition to professional practice.  
[410-3-.04 (3)]
8. Courses have detailed calendars, guidelines, outlines, and powerpoint handouts to enhance student learning.  
[410-3-.04 (2) and (3)]
9. Faculty members have the graduate nursing education, expertise, and professional development necessary to enable the goals of the curriculum.  
[410-3-.05 (9)]
10. Options available for generic and practical nurse students enable flexible admission standards.  
[410-3-.07 (2)]
11. Published documents clearly delineate expectations for students.  
[410-3-.07 (2)]

## RECOMMENDATIONS

1. Continue to develop test items based on prevailing standards of test construction and on the incorporation of nursing decision-making.  
[410-3-.04 (4)]
2. Provide a written policy for the verification of faculty member licenses and advanced practice authorization (if applicable).  
[410-3-.05 (2)]
3. Provide a written policy for the verification of student licenses and/or certificates in any health-related field.  
[410-3-.07 (8)]





## Secretary of State

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March 28, 2005

Cordia Starling, R.N., Ed.D., Chairman  
Division of Nursing  
Dalton State College  
213 North College Drive  
Dalton, GA 30720

Dear Dr. Starling:

At its March 9-11, 2005 meeting, the Board of Nursing reviewed your response to its October 28-29, 2004 site visit report. Based upon documentation of compliance with rules relating to annual reports, the most recent site visit report, responses to the site visit report, and a passing percentage of at least eighty (80) percent (147/170, 86.4%) of all first-time writers on the licensing examination over the four (4) most recent calendar years (2001-2004), Full Approval for Dalton State College was extended until December 31, 2009. [410-3-.02 (3)(a)] Unless another reason presents itself, the next site visit will be scheduled for the 2008-09 academic year. [410-3-.01 (d)]

Please let me know if any clarification is needed.

Yours truly,

Julia E. Gould, R.N., M.S.  
Nursing Education Consultant