Curriculum Committee Meeting  
April 4, 2002

Members present: Deb Filer, Tom Quinn, Avis Dyrud, Shari Olson, Dennis Bendickson, Kathy Olson, Greg Dvergsten, Ron Braaten, Mark DaParma

Members absent: Rocky Ammerman, Jack Haymond, Kathy Huschle

DECISIONS:

1. Request to add Journalism 1101 Introduction to Mass Communication to the Minnesota Curriculum under Area 9 (Ethical and Civic Responsibility) approved.

2. Request to drop Journalism 1106 Introduction to Photography (1 credit) and Journalism 2206 Advanced Photography (3 credits) approved.

3. Request to assign Introduction to Photography dual course numbers, Arts 1130 and Journalism 1130 (3 credits) approved. Courses will share the same common course outline.

4. Request to change the Small Business Management curriculum to the state approved Small Business Management curriculum approved. Essentially all current Small Business Management courses are dropped and content reorganized into new courses. For specific course changes see Dennis Sevigny.

5. The request to replicate the AD nursing program to Wadena and Detroit Lakes was approved.

6. Request to increase the number of credits for Nursing 2111 from 7 to 8 and Nursing 2112 from 9 to 10 was approved. The increase in credits reflects an increase in lab credits and a decrease in the ratio of hours to lab credit from 3 to 2. Request also to increase class size in both classes to 60 students approved.

7. Request to drop BCST 1142 Video Graphics approved. The course has never been offered.

8. The request to replicate the practical nursing program to Roseau was approved.

DISCUSSION ITEMS

1. The process for submission of changes for the catalog was discussed. Course or program changes will need to be submitted to the curriculum committee and/or the academic dean for approval to be included in the catalog.

2. The experimental course FBMT 1169 Introduction to Commodity Marketing for .5 credit approved 1/31/02 will be renumbered to 0169 to reflect its designation as an experimental course.

3. Discussion on the articulation agreement with UND deferred until the next meeting.

4. The list of actual and proposed list of on-line courses was reviewed.

5. Mark DaParma will be proposing an Internship course of variable credits for the CSIS program at the next meeting.

6. Discussion was held regarding the requirement that all NCTC graduates be required to have at least one on line course.

7. John Leopold will be participating in a faculty exchange program next year. A faculty member from Lithuania will be teaching Art classes at Northland next year.

8. The MSCF State Academic Affairs committee has engaged in an attempt to define general education and is asking for input and ideas from individual campuses. Northland defined general education as perceived on this campus in our last NCA report. Curriculum committee and CTL members will continue the discussions in order to assist in the creation of a statewide definition.

NEXT MEETING April 25, 2002 AT 12 noon.
<table>
<thead>
<tr>
<th>Institution: Northland Community and Technical College</th>
<th>Number of annual graduates: 30-50</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-Digit CIP #</td>
<td>Program Name</td>
</tr>
<tr>
<td>51.161300</td>
<td>Practical Nursing</td>
</tr>
</tbody>
</table>

Name of affiliated educational institution that offers one or more credits in this program: None

Is this award jointly offered: Yes/No—No

**Brief Catalog Description of Program:** Practical Nursing is to provide the knowledge and skills necessary for students to enter a challenging career in Nursing. ...(See Northland Catalog)

**SECTION II: PROPOSED RELOCATION/REPLICATION**

<table>
<thead>
<tr>
<th>Relocation: Yes/No—No</th>
<th>Replication: Yes/No—Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective date(s): May 24, 2002</td>
<td>Number of Graduates Anticipated: 15 in three years from a cohort group</td>
</tr>
<tr>
<td>Proposed New Institution:</td>
<td>Proposed New Site: Roseau, MN. A site application is being forwarded to the Chancellor Office.</td>
</tr>
</tbody>
</table>

*If program is being relocated to another institution, please complete a "Program Closure" form for the program at the original site.
*Service area also incorporates those areas within a reasonable commute of the new location, where a reasonable commute is about an hour’s drive.
A. Provide a rationale for making the change, including information about who is requesting the transfer. Because of the shortage of nurses and because of student requests, Northland College is proposing to offer a Licensed Practical Nurse Program based in Roseau, MN. Roseau is 67 miles north of the Thief River Falls campus and is in the service area of Northland. The program location will solve the travel issues of many potential students. The program will be offered to a cohort group over a three-year span.

B. Describe and document student interest in the program within the service area.

A student interest meeting was held in Roseau. Eighteen students have expressed an interest in the program to this date. The interest meeting received only limited publication through radio. Northland believes that there may be other interested students in the Warroad and surrounding areas. Northland will begin the process of assessing students to further identify student numbers before classes begin.

C. Describe and document occupational/professional demand for the program within the service area.

Currently, there is a well-known shortage of nurses in Minnesota that is even more critical in Northwest Minnesota. (See attachment)

D. Describe the faculty, equipment, and library resources available for implementation of the program at the new location (include resources of cooperating institution also).

Students have access to the public library in Roseau and at the Northland Campus. Additionally, students will have access to Northlands on-line library and databases.

E. Describe the relationship of the program to the institutional mission.

This program will help the college complete a mission of providing occupational education to those in need.

F. Describe how the program will be funded.

The program will be funded like other programs on the Northland campus. Since some instruction will use electronic methods, the costs to the college will be comparatively less than other programs. Equipment costs will be minimal.

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Section VIV

Application Author: Dorinda Sorvig
Title: Director of LPN Nursing
Campus: Northland Community and Technical College
Phone and E-Mail: 218-681-0865
dsorvig@nctc.mnscu.edu
Approval Chief/Academic Officer:

*NOTE: In combination with an electronically sent application, you must send a hard copy of this signature page to complete the application process.*
SECTION V. APPENDICES/SUPPORTING DOCUMENTATION

A. Institution Curriculum Committee Membership and Minutes (required)
B. Evidence of business/industry support (required for occupational programs, optional for others)
C. Occupational/Professional Demand Data (required, if applicable)
E. Student Interest Data (required, if applicable)
F. Copies of Agreements with Cooperating Institutions (required, if applicable)
From: "Margie Takash" <margie.takash@so.mnscu.edu>
To: <TQUINN@nctc.mnscu.edu>
Date: 5/7/02 4:26PM
Subject: Northland replications

To: Quinn, Tom
Northland Community and Tech. College

From: JoAnn Simser, Director for Academic Programs
Minnesota State Colleges and Universities

Date: Wednesday, May 01, 2002

This is to inform you that the following program applications have been approved:

Replicate
ID 11936 CIP 51.161300 Practical Nursing, Diploma, Thief River Falls Campus, 54 credits; Replicated to Roseau Courthouse Commons.
ID 11937 CIP 24.010100 Liberal Arts and Sciences, AA, Thief River Falls Campus, 64 credits; Replicated to Roseau Courthouse Commons.

An updated program inventory is attached.

For any future correspondence regarding these program applications, please reference the ID value. I can be reached at (651)297-2285.

List of CCs
Veterans, Licensure, Marketing, Labor Relations, Budget, Research, MnSCU Academic Programs Staff

Email list of CC Addresses
ron.dreyer@so.mnscu.edu;leslie.mercer@so.mnscu.edu;mitchell.rubinstein@so.mnscu.edu;joann.simser@so.mnscu.edu;mary.messimer@so.mnscu.edu;doug.larson@state.mn.us;wendy.mccance@so.mnscu.edu;joan.woessner@so.mnscu.edu;darla.senn@so.mnscu.edu;karen.kedrowski@so.mnscu.edu;toni.munos@so.mnscu.edu;

JoAnn Simser, Director for Academic Programs
Academic Programs Unit
joann.simser@so.mnscu.edu
(651)297-2285

CC: "Darla Senn" <Darla.Senn@so.mnscu.edu>, "Eva Scates-Winston" <Eva.Scates-Winston@so.mnscu.edu>, "Gary Langer" <Gary.Langer@so.mnscu.edu>, "Joan Woessner" <Joan.woessner@so.mnscu.edu>, "JoAnn Simser" <JoAnn.Simser@so.mnscu.edu>, "Karen Kedrowski" <karen.kedrowski@so.mnscu.edu>, "Mitchell Rubinstein" <Mitchell.Rubinstein@so.mnscu.edu>, "Ron Dreyer" <ron.dreyer@so.mnscu.edu>, "Toni Munos" <Toni.Munos@so.mnscu.edu>, "Wendy McCance" <Wendy.McCance@so.mnscu.edu>, <doug.larson@state.mn.us>
June 20, 2006

Dr. James Davis
Interim President
Northland Community and Technical College
1101 Highway 1 East
Thief River Falls, MN 56701

Dear President Davis:

This letter is formal notification of the action taken concerning Northland Community and Technical College by Minnesota Online on behalf of the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

I have received the report from the team and chair Dr. Gary Langer assigned to review Northland Community and Technical College’s online programs. I agree with the team’s recommendation to approve the College’s request to offer all associate degrees and programs through online delivery.

It is clear that the college has begun to present patterns of evidence that indicate plans for sustainability, development and growth of support systems, and attention to quality standards and best practices for online learning.

A copy of this letter and the final report will be forwarded to the Higher Learning Commission for their records. If you have questions about the Minnesota Online Institutional Change Request review procedures or final report please contact Lynette Olson, Office of the Chancellor.

Sincerely,

Linda L. Baer, Ph.D.
Senior Vice Chancellor of Academic and Student Affairs

Enclosure: Final Team Report

c: Higher Learning Commission
   Gary Langer, Chair
DATE: July 28, 2004

TO: Linda Baer, Senior Vice Chancellor for Academic and Student Affairs
    Minnesota State Colleges and Universities

FROM: Orley Gunderson, President
      Northland Community and Technical College

CC: Gary Langer, Associate Vice Chancellor/Minnesota Online Chief
    Operating Officer
    Lynnette Olson, Assessment and Effectiveness Director

SUBJECT: Request for MnOnline Site Visit for AAS degree approval

Please accept this letter as the statement you have requested regarding Northland Community and Technical College’s AAS degree in Practical Nursing approval. The information below provides context for transitioning NCA’s accreditation to offer the AAS degree in Practical Nursing online from the former Northwest Technical College to Northland Community and Technical College.

The AAS Practical Nursing degree is delivered cooperatively with Northwest Technical College-Bemidji. Northwest Technical College-Bemidji is delivering the online diploma in Practical Nursing. The nursing courses are delivered by instructors from both colleges. The enclosed report will outline how the AAS degree in Practical Nursing is delivered.

To support quality online delivery of the practical nursing program, the College participates in a collaborative regional initiative to provide distance education degrees/courses. Currently, member institutions include Minnesota State Community and Technical College, Northland Community and Technical College, and Northwest Technical College Bemidji. Beginning this fall, Alexandria Technical College joins the existing members first on a pilot basis and then as a full member in January 2005. The “Regional Distance Intra-Agency Agreement” further outlines the relationship between member institutions. (Included in the attached report)

The “Distance Education Blueprint” also composed during the original formation of the regional collaborative, identifies member institution and shared distance service responsibilities. (Included in the attached report)
Also composed in the collaboration formation is a set of foundational principles or “Essentials” that offers to students as much seamlessness as is possible until the MnSCU Seamless Project is fully implemented. The Essentials support a coordinated but somewhat autonomous approach to academics, services and technologies. While the Essentials remain subject to additional shaping with member consensus, as new member institutions join the regional collaborative they are asked for their commitment to uphold the Essentials. (Included in the attached report).

As outlined by the Blueprint, member institutions are responsible for and determine academic programming, course offerings and staffing, assessment of student academic achievement, provide supervision and evaluation, and implement other responsibilities as identified.

The extent to which member institutions coordinate the respective college responsibilities varies. However, several planning and operational groups provide vehicles for coordinating efforts (e.g., Joint Council of Presidents, Regional Academic Leadership/Provost Council, Operations Advising Teams: Faculty, Services, Technology) to the extent members determine is appropriate. These same vehicles provide input to the shared service office as it carries out its designated responsibilities.

The change request that resulted in the former Northwest Technical College’s accreditation to offer the Associate of Applied Science degree online is included in the attached report.

Northland Community and Technical College appreciates your investment in facilitating the College to move forward with gaining from Minnesota Online and your endorsement of the College’s capacity to offer the Associate of Applied Science degree in Practical Nursing online.

Thank you.

Attachment: Report
INSTITUTIONAL CHANGE REQUEST

Online Delivery of Academic Programs

Miscellaneous Documents

A. Overall Online Course Survey Report
B. Sample – Quality Improvement
C. Minutes – Assessment and Program Review Committee
D. Enrollment & Evaluation Data – Practical Nursing
E. Noel-Levitz Results
F. Agreement for Developing & Delivering Online Courses
G. Copyright and Intellectual Property for Online Educators
H. HLC Final Team Report – April 25 & 26, 2005 Visit
I. Program Reviews in Progress: Welding Technology & Auto Body Collision Repair Technology
J. Sample Program Outcomes – Supervisory Leadership
K. Organizational Chart
Online Associate of Applied Science in Practical Nursing

A Northland Community and Technical College-East Grand Forks
and
Northwest Technical College-Bemidji
Collaborative Delivery Model

Degree: AASPN Awarded from NCTC

Submitted to Minnesota Online July 28, 2004
GENERAL COLLEGE INFORMATION—DISTANCE EDUCATION

Northland Community and Technical College (NCTC) is an accredited two-campus, public college located in rural northwestern Minnesota that offers Associate of Applied Science degrees, diplomas and certificates. NCTC’s primary service area is the remote, rural northwestern quarter of Minnesota and the easternmost part of North Dakota. The Distance program serves a large area including, but not limited to: two metropolitan service areas (Fargo-Moorhead, Grand Forks-East Grand Forks), three American Indian reservations (White Earth, Red Lake, Cass Lake), one of the USA’s primary farming regions (Red River Valley), most of Minnesota’s 10,000 lakes and the recreational economy they support, 233 small towns and cities, and several state forests.

Northland Community and Technical College provides industry-validated technical and general education curricula both on-campus and through distance delivery. NCTC collaborates specifically with Northwest Technical College-Bemidji and more generally with other higher education institutions and business partners to produce capable workers at the occupational entry level and upgrade incumbent worker skills to meet changing industry needs. At NCTC, the Associate of Applied Science in Practical Nursing (AASPN) degree is appropriate education for employment. The AASPN program offers a purposefully chosen combination of technical and general education courses. Rigorous Technical courses are required to ensure entry-level novice Practical Nurses provide safe nursing care and General Education courses are chosen to enhance development of critical thinking skills, and provide for academic and career mobility.

A collaborative dyad, Northland Community and Technical College – East Grand Forks and Northwest Technical College-Bemidji draws on expert nursing faculty that design, develop and deliver to students attending regional college campuses including Bemidji, East Grand Forks, Thief River Falls, Moorhead, Detroit Lakes, Wadena, and Fergus Falls as well as students whose degree intent declared is exclusively the distance AASPN.

DISTANCE PRACTICAL NURSING HISTORY

In 1996, Northwest Technical College (NTC) administration completed a strategic planning process that adopted asynchronous or “anywhere/anytime” technical education as its vision. NTC leadership believed that asynchronous education would assist students in earning degrees by overcoming barriers to education, such as the area’s geographic remoteness and treacherous winter climate.

Simultaneously, as the college built the new infrastructure for distance education, practical nursing faculty and leadership eagerly grasped the opportunity to respond to the growing nursing shortage. Technology and curriculum content experts merged talents to creatively convert courses and remodel the Practical Nursing program into an asynchronous learning format. At this time, NTC initiated its “all laptop policy”, equipping faculty with laptop computers, requiring student laptop use in the electronically integrated classroom, and providing access to the Internet. By 1999, NTC had established the Virtual Campus to
enhance distance student access and learning. Each year more students were drawn to the flexibility that self-directed, asynchronous learning provides. To support student success, Virtual Campus services provided resources and assistance necessary to guide students’ learning in an online environment for the first time in their lives.

Initial development of the web-based practical nursing degree program in 1996 was funded by a $250,000 grant awarded to NTC from the State of Minnesota and $100,000 from the US Department of Agriculture RUS. In 1998, a Sloan grant of $30,000 was awarded to support continued implementation of the project.

In the fall of 1996, NTC staff attended the Sloan Foundation’s Asynchronous Learning Network (ALN) Conference in New York. This is an internationally known and respected conference on E-learning. Since that time, faculty and administration have regularly attended Sloan ALN conferences. During the summer of 2001, faculty and administration presented “Cost, Access and Quality Online: Nursing and Allied Health Profession” at the Robert Wood Johnson-Sloan Summit on Online Healthcare Education.

The initial program design included: core nursing courses delivered through the Internet and complementary learning facilitated at clinical sites near the students. The first cohort was recruited through NTC’s partner, North Dakota LINC (Ladders in Nursing Careers). Chosen from rural areas with no access to nursing education, the first cohort of fourteen students began in 1997. All of these learners were already employed in rural health care facilities as certified nursing assistants. In the fall of 1998, NTC graduated 11 students with an A.A.S. degree in Licensed Practical Nursing. Coursework was completed with an 80% success rate, comparable to the on-site education program. In August 1999, a new cohort began with 30 nursing students and similar successes were experienced, as the curriculum and delivery were fine-tuned. Please see appendices C & E for further data.

During the years of 2002-2004 NTC went through a major reorganization of the six original NTC partners including Bemidji, East Grand Forks, Moorhead, Wadena, Detroit Lakes, and Virtual Campus. The reorganization split the East Grand Forks and Bemidji NTC campuses into two different colleges - NCTC- East Grand Forks/Thief River Falls and NTC - Bemidji. The remaining southern campuses joined Fergus Falls to become a third college entitled Minnesota State Community and Technical College. Prior to the college reorganization, the distance PN program was consistently coordinated and delivered by both the East Grand Forks and Bemidji campuses. Despite the college reorganization, Distance PN remains viable and deliverable through collaboration between the NCTC-EGF and NTC-Bemidji campuses. The degree for the AASPN is now officially awarded by NCTC.

During the reorganization years of 2002-2004, the regional College President’s led efforts to integrate and align the newly formed colleges and strengthen the regional concept and distance education. Following directive correspondence dated 2.21.03 from College Presidents Roland Barden, Orley Gunderson, Ken Peeders and Jon Quistgaard, two nursing steering committees were created consisting of nursing faculty from two and four-year campuses within northwest MnSCU. The designated nursing steering committees,
known as Northern Tier and Southern Tier, met separately on several occasions. Steering committees were charged with nursing program development based on the parameters of the initial strategic plan articulated by the College Presidents. Please refer to Appendix H.

In February 2004, the Practical Nursing leadership of both the Northern and Southern Tier nursing steering committees met and merged their expertise to create a new and aligned Practical Nursing curriculum plan for students attending the three regional colleges of NCTC, NTC and MSCTC. Goals established at the retreat were preceded by group review of assumptions about nursing practice and education, discussion about conceptual framework, curriculum building models and considerations for stakeholders.

Review of our regional practical nursing programs revealed that we share common educational curricula for basic nursing skills including vital signs, holistic patient data collection, patient care and comfort measures, and medication administration for patients experiencing both health and illness. Likewise, state boards of nursing across the nation recognize that broad similarities exist between practical nursing education programs even though some variation exists in educational preparation such as general education requirements, numbers of nursing credits and advanced skill requirements. This allows endorsement of LPN licensure from one state to another to be a simple process.

Major Steering Committee discussions have acknowledged the relationships between the state board of nursing regulation of legal scope of practice, nursing education program design and current nursing practice of LPN’s. When rated among all state boards of nursing, the Minnesota and North Dakota boards of nursing have relatively flexible practice parameters for LPN’s and are not highly restrictive of which tasks LPN’s may and may not perform (Seago, Spetz, Chapman, Dyer & Grumbach, 2004). Thus, many regional health care facilities expect LPN’s to be educationally prepared to perform advanced nursing skills and other job duties that maximize their legal scope of practice. Nationwide, most hospital nursing administrators agree that their state’s scope of practice for LPN’s is appropriate and most have job descriptions that maximize the scope of practice and use of advanced nursing skills (Seago et al, 2004).

Parallel to our region, hospital nursing directors across the nation report a general preference for practical nurses trained in nursing programs that are 18 months or more in length compared to those one year in length (Seago et al, 2004). Healthcare facilities in several regional communities also prefer LPN’s with a higher level of education, the AASPN.

The intensive two-day meeting included review of current program requirements, course descriptions, credit numbers, pre/corequisites and course objectives. Course content was realigned to create remodeled courses that are fully transferable between the three Practical Nursing programs and feasible to deliver both on-campus and via distance education modalities.

Review of Appendix I shows how Practical Nursing course equivalencies are aligned between Northern and Southern Tier PN programs. The majority of the new Practical
Nursing courses are identical in course content and credits. There are only two exceptions where the group divided course content to respect faculty’s divergent philosophies about learning methods and their preferences for course delivery. These differences were managed by clustering course content in such a fashion that allows each nursing program to uphold faculty preferences while maintaining transferability for students. For example, a MSCTC student who successfully completes Health Promotion I can transfer that course to the NCTC or NTC program for two equivalent courses, Nursing I and Nursing I Skills. The converse is true for a NCTC or NTC student who transfers to a MSCTC college. All three college Practical Nursing partners have agreed to recognize transfer of these course equivalencies. Please see further information in Appendix J. This agreement facilitates use of distance PN for all students on all campuses and colleges.

This major course and program realignment has created a three-fold benefit for Practical Nursing students.

- Students can optimize flexibility by consuming equivalent, transferable practical nursing courses available via online delivery.
- Streamlined degree options are available to facilitate student mobility through advanced education opportunities.
- Smooth course transfer and program progression is now secure for students who relocate and complete their degree with a collaborative program.

Each college web site class schedule provides visible access to practical nursing course choices available via distance education. It is a simple process for any campus-based student to enroll for a practical nursing course available via distance education. Prior to registration each semester a student meets with their program advisor to review their individualized program progression and semester course choices. The student may then enter the web registration system and enroll for both on-campus and distance education course choices. An online learning self-assessment tool is available on the web to help students determine if online learning is a good fit with their learning style. Increasing numbers of campus-based students have opted to create flexible degree completion strategies by blending campus courses with online courses.

**NCTC PRACTICAL NURSING (AASP)N PROGRAM DESCRIPTION**

The Practical Nursing program prepares the student to practice within the scope of practical nursing under the supervision of a registered nurse. The student is taught to use the nursing process at the practical nurse level in the maintenance of health and prevention of illness, the observation and nursing care of persons experiencing changes in health status, and how to administer prescribed medication and treatments. The student will receive supervised learning experience in caring for individuals in a variety of health care settings, such as hospitals, long term care facilities, and physician clinic settings to name a few examples. The successful LPN possesses excellent communication skills and abilities essential to safe and effective nursing practice as part of a health care team. The program prepares interested students for future continued education in the nursing field. After successful completion of the program, graduates are eligible to apply to take the
National Council Licensure Examination for the Practical Nurse. Distance Practical Nursing majors are offered part-time completion with some on-campus laboratory and clinical requirements. Students interested in attending full-time can do so by combining campus and distance courses after consultation with their program advisor. The Practical Nursing program is officially approved by Minnesota Board of Nursing.

**BENEFITS OF AASPN PROGRAM DESIGN**

Northland Community and Technical College believes the distance delivery of the Practical Nursing Program is imperative to individual students, to healthcare providers, and to higher education. Specific benefits are outlined below.

**Individual** - From an individual's perspective, the NCTC Distance Practical Nursing A.A.S. program enables students to:

(1) Learn the theory and skills required to be a Licensed Practical Nurse,
(2) Grow educationally,
(3) Maintain current income while in school,
(4) Establish a means of increasing future income through education.

**Healthcare Provider** - From a healthcare perspective, the NCTC Distance Practical Nursing A.A.S. program enables areas void of qualified nurses to:

(1) Increase recruitment, satisfaction, and retention by promoting educational advancement of employees, providing this opportunity as a benefit;
(2) Retain employees in local healthcare facilities thereby meeting the healthcare worker market demand, preventing the out-flux of rural population to cities, contributing to the economic vitality of the community, encouraging "homegrown" nurses to establish local careers.

**Higher Education** - From higher education's perspective, the NCTC Distance Practical Nursing A.A.S. program enables NCTC to:

(1) Establish a relationship with life-long learners,
(2) Increase customer satisfaction by providing learner-sensitive, responsive, and diverse delivery methods;
(3) Be a leader in technology and educational delivery;
(4) Partner with business and industry;
(5) Help meet a current health-care staffing shortage need.

[Please see Appendix A for the current AASPN Program Sheet].

**PRINCIPLES OF DISTANCE EDUCATION**

As a result of the restructuring among regional colleges the original member institutions agreed that only one member would offer and award each of the majors associated with the former Northwest Technical College. To ensure a continued focus on student service and uninterrupted program progression, the Regional Collaborative Service Center
(RCSC) located in Perham, Minnesota will continue to provide coordinated student support services in conjunction with regional colleges. The Distance Education Blueprint (Appendix L) and the Regional Distance Education Consortium Agreement (Appendix K) and provide an overview of both member institution and the RCSC’s responsibilities.

The member institutions collaborated on a set of foundational principles titled the “Essentials” that maximizes collaborative resources to provide for seamless student services until the MnSCU Seamless Project is fully implemented. The Essentials support a coordinated yet loosely autonomous approach to academics, services and technologies. Please see Appendix M.

Student Access to Student Services

The Regional Collaborative Service Center located in Perham, Minnesota has provided coordinated student support services designed to meet the needs of distant learners. Within the infrastructure of this Service Center, NCTC’s system supports the following online transactions: admission, registration, book purchasing, financial aid, and curriculum plans. Equally important, student services forms (proctor, withdrawal, application for graduation, change in student record, request for incomplete, transcript request) are available in an interactive online format. Distance and on-campus students may access this information at [http://distance.minnesota.edu/](http://distance.minnesota.edu/). Students may also contact the RCSC admission office via phone or e-mail. The Service Center office has several staff members including an admissions clerk, registrar, and financial aid counselor who specifically deal with distance student questions and service.

Admission Services

In order to be admitted into Northland Community and Technical College, all students must demonstrate an ability to benefit by presenting a high school transcript or G.E.D. In addition, as part of the program admission procedure, prospective students must complete a basic skill assessment that guides initial course placement. The basic skill assessment is available to be completed online in a pre-approved proctored testing environment. Entering students must also present proof of immunization.

Academic Advisement Services

Once admitted, students are referred to the Distance Practical Nursing Advisor. The Distance Practical Nursing Advisor interacts with students through US Mail, telephone, and/or e-mail. Students may also make appointments with the advisor through an online appointment book. A Program Progression Form is completed on each student and is available to both the advisor and the student for review. Prior to registration for courses, each student must confer with the Distance PN Advisor for review of progression and advice on registration. Before beginning program coursework, students with low test scores remediate through enrollment in online developmental courses in respective areas (math, reading, and writing).
On-line Bookstore Services

The Northland Community and Technical College Online Bookstore is operated in conjunction with MBS Books. The bookstore is accessed at http://distance.minnesota.edu/. NCTC contracts with Missouri Bookstore (MBS) who is a textbook distribution partner for distance learning or extended campus institutions worldwide. MBS creates a portal web site per institution that provides seamless delivery of books and learning materials. Students can purchase their books, sell their books back and track their order from MBS’s convenient and easy to use web site www.mbsdirect.net.

Student Admission Requirements and Orientation to Technology

Overview information regarding online learning at Northland Community and Technical College is available to prospective students through public web pages. Students interested in enrolling in distance education courses are provided information regarding the required computer skills and what computer software and hardware are necessary to be successful. A variety of electronic materials are available to ensure students fully understand the unique challenges of distance education.

Multiple approaches are utilized to help students make informed decisions about whether or not to pursue distance education. Students are encouraged to take the self-assessment test located on the admissions page of the Distance Education website http://distance.minnesota.edu/success.php. This tool is designed to highlight the student’s strengths and opportunities as they apply to distance education.

The Perham Service Center provides pertinent information to all prospective students. The respective college’s Transfer Specialist evaluates transcripts in conjunction with program faculty and processes transfer credits.

A Program Advisor is available to discuss with prospective students the program and demands of online learning. Following admission to the college and program, each student is assigned an Academic Advisor who will assist the student with scheduling and academic issues. The college subscribes to a philosophy that academic advisement is essential to student success and should be provided in an individualized manner.

To help assure that students are adequately prepared to perform the computer skills necessary to succeed in an online program, the Academic Advisor recommends students enroll in Introduction to Computer Technology during their first semester. It is imperative that the student has mastered the technology piece prior to approaching nursing content challenges which are the main focus of the practical nursing courses.

The distance program establishes minimum hardware/software requirements. Students in the Distance Practical Nursing Program are expected to provide their own software, Internet Service Provider, e-mail and computer hardware system to take a web-based
An Internet Management Software (IMS) is utilized by NCTC for delivery of on-line coursework. The current IMS platform Anlon will be transitioned to the new Desire 2 Learn platform beginning fall 2004. Students have access to courses and o-line technical support via a direct link provided at both http://www.NCTCmn.edu/distance and the home page of the current IMS platform. Students experiencing any difficulty utilizing the required technology are encouraged to contact technical support via the link or through an 800 number. Technical support staff has a high commitment to excellent customer service, helping students login to the Internet, troubleshooting concerns, and helping with usernames and passwords. Each campus also has a computer help center which is often able to address computer-related challenges students may encounter.

Northland Community and Technical College’s course design is purposefully simple and straightforward: presenting content in a framework that minimizes navigation issues and maximizes self-help abilities of learners. Additionally, each course incorporates an introduction that orients the learner to the course.

Interaction between Students and Faculty and Among Students

Northland Community and Technical College aspires to a pedagogical model for online courses/programs which is suited to an identified learner profile: incumbent worker who seeks to participate in courses/degree program to advance or maintain career while simultaneously maintaining work, family and community responsibilities. Thus, the pedagogical model of the college is primarily asynchronous.

NCTC’s model embeds a variety of interactivity into each course. Students interact with the faculty member and peers. The IMS platform also allows students to complete group projects asynchronously. The online environment gives students equal voice in the online environment without the time barriers that exist in a regular classroom. The IMS course shells utilize a syllabus, schedule, assignments, discussion questions (asynchronous chat), group work, individual projects, self-quizzes, tests, and competency demonstrations. IMS features also include: highly scalable modules for content development, system management, assessment, course content tracking, communication and collaboration.

Faculty Oversight of Distance Education

Appropriately credentialed faculty coordinate course and program development. Practical nursing faculty on both the NCTC – EGF and NTC - Bemidji campuses have developed and utilize web-based courses for teaching both on-campus and online. The majority of NCTC’s and NTC’s online instructors are tenured, full-time faculty dividing their instructional time between online and on-campus course delivery. This staffing strategy has formed a strong tie bonding the experience and quality of the on-campus programs with the online program. To date, instructors teaching online nursing courses have also
made the personal and professional choices to share their course materials with other faculty and generously mentor faculty who are novices in the online environment.

Faculty assume responsibility for the delivery of course objectives. Assignment of faculty to distance courses comes upon recommendation of the Program Co-Directors. Faculty who are experienced on-campus instructors, creative, computer proficient, and trained are excellent candidates for on-line instruction. The rigor and quality of instruction is evident in the course content delivered, the NCLEX-PN exam results, and the performance of graduates in the workplace. (Please see Appendix C for further data)

Course assignments are submitted to the Shared Services Center in Perham MN where course seats are portioned out to the three college’s Distance Education web schedules. Decisions regarding the quantity of seats available are based on numbers of students exclusively enrolled as online PN majors and the number of seats requested by each nursing program director. Adjustments to course availability is made by mutual agreement and processed via each campus administration then submitted to the Shared Services Center for updating to the web.

Technology Appropriate for Objectives of the Program

Software supporting the course development at Northland Community and Technical College includes: Microsoft Office Suite (Word, Access, Excel, PowerPoint) and Desire 2 Learn, the instructional management system. In addition, faculty utilizes program specific software, freeware, and other applets and links available on the Internet.

The software and hardware applications available to faculty are appropriate for the instruction of the course objectives and program outcomes. In addition to the computer technology, Distance PN also utilizes video-taped instruction of nursing skills and skills laboratory packets.

Currency of Materials, Programs, and Courses

The College’s mission demands that the curriculum process supports quality development of programs, courses, and materials. Northland Community and Technical College has experience in curriculum development that involves partnership with business/industry. Programs are developed utilizing a variety of resources such as industry identified critical knowledge, skills and abilities, national skill standards such as the National Council for Licensure Examination – Practical Nursing (NCLEX-PN) and specific requirements identified by accrediting and regulatory bodies within the field such as the Minnesota Board of Nursing Abilities. The respective Program Advisory Committees advise the college on selection of faculty, program requirements, course content, equipment, learning activities and student assessment. The Program Co-Directors analyze with the Program Advisory Committees from the respective business/industry and college administration, data on enrollment, placement, credentialing exams, employer feedback, graduate feedback, enrolled student feedback, and advisory committee feedback. The distance PN program was replicated into an online format only after it was field tested and approved on
This practice increased the probability of soundly structuring the online program and ensured the college was very experienced at the onset of online learning.

Practical Nursing faculty members strive to keep course materials current. The PN faculty recognize the constant changes in medicine, new techniques in nursing care provision, new information discovered by research, and format alterations in NCLEX-PN examination delivery all demand that the instructional material utilized within the program be up-to-date and applicable. All nursing instructors are required to maintain continuing education for Minnesota teaching licensure and Minnesota Board of Nursing licensure.

**Faculty Selection and Training**

Faculty selection is central to establishing a quality learning experience for students. NCTC and NTC recruit distance instructors from its own established faculty focusing on those who want to be a part of distance and have taught at least one-year on-campus. These criteria ensure that distance instructors have interest, experience, and qualifications that mirror traditional classroom faculty. This approach has yielded a satisfied and cooperative faculty membership who aspire to continuously improve the quality of distance education. Teachers who are enthusiastic about trying new approaches and are rejuvenated by thinking “outside the box” are ideal candidates for the distance program. Many of the instructors feel a sense of freedom from traditional constraints and are able to institute innovative teaching techniques. Teachers become facilitators of communication, learning, and critical thinking by embracing alternative instructional approaches.

Distance instructors complete the Teacher Education Sequence required of all faculty by MnScu. In addition to this, distance instructors must attend a two-day orientation to the current IMS platform. The Instructional Design department conducts on going training for both IMS platform and pedagogical practice regarding asynchronous delivery. The basic application features of the IMS software are reviewed and faculty have the opportunity to start inputting their coursework while in the presence of the instructor.

Finally, Distance PN faculty receive mentoring from the PN Co-Directors of the NTC and NCTC Campuses. Mentoring is available online, by phone, and in person. NCTC places great importance on the mentoring of new distance faculty.

**Laboratories, Facilities and Equipment Appropriate to the Courses or Programs**

Northland Community and Technical College’s pedagogical design utilizes online courses for lecture, laboratory, and monitored clinical experiences. Faculty from NCTC – EGF and NTC - Bemidji continue to serve as the primary instructors of distance education practical nursing courses, including nursing skills laboratory courses. Both campuses also have well-equipped nursing labs, open lab time and PN lab assistants to provide for skill review and practice prior to face-to-face performance test-outs.

The distance education program also provides a variety of learning enhancers. Students registering for the nursing laboratory courses order their supplies on-line which includes a
text-book, a supply packet containing all supplies needed to practice the skills, CD ROM's, and a set of videos featuring NCTC & NTC instructors demonstrating each skill in a step-by-step fashion which compliments the web and textbook resources for the course.

Portable lab stations are available and can be delivered upon request to health care facilities located in areas with high volume student populations. The stations include mannequins, TV/VCR, table, lab supplies, IV pump, tube-feeding pump, and IV stand. Student practice is informally supported by a cadre of trained community-based mentors, which typically involves Registered Nurses in the student’s employment facility who has a stake in seeing the student achieve success.

**Evaluation and Assessment: Management of Student Assessments in Theory, Lab & Clinical**

All NCTC/NTC practical nursing theory components are delivered utilizing the IMS platform system. The IMS platform offers the capacity to track and graph student activity in each area of the course (read, respond, test, etc.). Student activity reports include activity by date, time, area, and action, offering a cumulative student report and comparisons to the class average. A significant number of course outcomes are also measured through comprehensive assessments and evaluation tools that are taken online. Desire 2 Learn has a premiere assessment engine and offers a wide array of evaluation tools (multiple choice, multiple select, true/false, short answer, essay, attach a file). The software grades multiple choice, multiple selection, true/false and short answer (keywords). In addition, information can be managed anonymously so instructors may blind grade essays. Immediate feedback may also be given to each student to encourage continuous learning. The grade book for each course is also present on-line through the IMS platform, therefore students can easily track academic progress in the course. The faculty-to-student ratio of Internet lecture courses is 1:25. This ratio was established by the Health Division as the most reasonable proportion which ensures quality delivery of curriculum.

The nursing laboratory components of the curriculum are delivered utilizing a variety of teaching approaches. The theory supporting the lab skills are provided in an on-line format. Students are purchase supply kits, videos, and skills text books. Students are provided standardized nursing laboratory evaluation sheets for further guidance towards successful application of skill sets. The required skills are then validated by an NCTC instructor during face-to-face performance test-outs. Scores from skills check-offs can also be entered and calculated into the online grade book. The faculty-to-student ratio of web-enhanced nursing lab courses is 1:15.

Equivalent in rigor and time to Northland Community and Technical College’s on-campus PN Program, each student in the Distance PN Program also completes 352 hours of hands-on clinical experiences. The clinical components of the PN curriculum are delivered in a fashion that enhances the learning experience further, places value on experienced RN’s, and creates a feasible clinical model.
Distance students who are in or near an established NTC, NCTC, MSCTC campus may attend clinicals at those sites if there is capacity. Beginning Fall 2004, the Distance Clinical I offering will offer two compressed clinical models. One option allows students to complete 6 twelve hour shifts beginning of the semester and 6 twelve hour shifts end of the semester. The second option allows students to complete their first clinical course in six weekends and 12 hour shifts. Spring, 2005 will support a similar Clinical II and Practicum model again on the EGF/Bemidji campuses. Please refer to Appendix D for further information.

Evaluation and Assessment: Student Success, Retention, Satisfaction

The Distance Practical Nursing Program produced its first graduates in 1998-99, and since, the program has established a record of increasing enrollment, as well as, 100 % job placement rate and high student academic achievement. Student Satisfaction Surveys indicate that this strong rate is credited to the strong commitment to customer service from our student services staff, instructional design staff and distance faculty. The credentialing exam first-time pass rate for the 1998 Distance PN graduates was 91%. Year 2000 graduates had a first time NCLEX pass rate of 95.2%. These pass rates exceed MN State Board of Nursing requirements and are comparable to on-campus pass rates. The student success, retention, satisfaction rates are generally equal to or greater than those reported on-campus. Please refer to Appendixes C & E for a review of assessment data.

Evaluation and Assessment: Changes Based on Evaluation of the Program

NCTC expects distance courses to meet or exceed on-campus quality therefore it pays attention to the factors supporting quality. Several techniques are utilized to maintain a focus on quality including:

- **Learning effectiveness** – Data gathered for the Program Profile focuses on feedback from advisory committee members (business/industry), alumni (incumbent workers), as well as currently enrolled and graduating students.
- **Cost effectiveness** – The Distance PN Program participates in a college wide Program Review that highlights financial feasibility of all programs and encourages cost containment. Historically this has occurred on a three-year cycle.
- **Access** – The PN Program is a leader in improving access to learning. The program utilizes Internet courses in distance and in blended learning situations on the campuses.
- **Faculty satisfaction** – The PN Program employs several creative strategies to support distance faculty including:
  - A shared “best practice” library to which all faculty contribute
  - Joint development of video and other multi-media products used in classes
  - Utilization of course shells into which courses are populated and then provided to new instructors

The NCTC/NTC Practical Nursing Co-Directors confer at least weekly regarding the curriculum delivery. Issues are addressed promptly. Program Profile (learning
effectiveness) and Program Review (cost effectiveness) data is collected and reviewed on a regular cycle. Distance PN web page information is also updated at least annually and as need arises. Improvements to the distance delivery approach occur on consistent basis. Feedback gathered from course evaluations, advisees, student prospects, distance and campus faculty and regulatory agencies each have a significant impact upon changes that are implemented towards the end goal of improved program quality.

Evaluation and Assessment: Integrity and Credibility of Degree

The Practical Nursing program employs continuous quality assessment and implements improvement measures to ensure student academic achievement, academic and institutional program effectiveness. Please refer to Appendix E for a historical synopsis of assessment measures. The Practical Nursing program is committed to quality evaluation as outlined in both Appendix E and F.

With the split of the former NTC and the Distance PN Program AASPN award now designated from Northland Community and Technical College, we are currently in a position to request NCA approval to continue the delivery of the AAS PN degree under the Northland Community and Technical College title. Although now separate colleges, Northwest Technical College’s Distance PN Program has retained the NCA accreditation once shared between the colleges AASPN online program. NCTC is committed to full collaborative partnership between the colleges and the Practical Nursing programs to maintain integrity of the Distance PN Program. Northland Community & Technical College understands and is prepared to accept the responsibilities inherent in maintaining quality distance education programming and continuous evaluation measures that meet and exceed NCA standards.
REFERENCES

Northwest Technical College.  *CAEL RFP-Online Associate of Science Degree in Nursing* (October 26, 2001).

March 8, 2006

Lynette Olson
Assessment & Effectiveness Director, Academic Innovations,
Minnesota State Colleges & Universities
Wells Fargo Place
30 E 7th Street, Suite 350
St. Paul, MN  55101

Dear Ms. Olson,

Please accept this Institutional Change Request from Northland Community and Technical College to gain approval from Minnesota Online (as proxy of the Higher Learning Commission) to offer all degrees and programs we are currently accredited to confer in a traditional format to an online environment. This documentation is forwarded to you in anticipation of a site visit on April 13 and 14, 2006.

We currently have approval to offer an AAS in Practical Nursing online. We are very pleased with our progress as an institution in the delivery of our online practical nursing degree as well as additional online courses. We are also pleased with the progress of our distance education consortium which has the following members: Northland Community and Technical College, Minnesota State Community and Technical College, Northwest Technical College, and Alexandria Technical College.

Our plan is to grow our distance education offerings to increase access to our excellent programs. We believe that when you visit our institution, you will see that we have the mechanisms in place to provide quality online instruction and services.

Please direct any questions or comments you may have regarding our documentation to Michelle Thomas at michelle.thomas@northlandcollege.edu or to Kent Hanson at kent.hanson@northlandcollege.edu.

Cordially,

Kent Hanson
Provost
# Minnesota Online Visit

## Tentative Agenda

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Activity and Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday,</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 12, 2006</td>
<td>6:00pm</td>
<td>Holiday Inn Grand Forks, Holiday Inn Grand Forks, ND</td>
<td>Review team arrives at hotel</td>
</tr>
<tr>
<td></td>
<td>8:00pm</td>
<td>Chair’s Room</td>
<td>Team meeting/Gary Langer, Jim Dillemuth, and Lynn Durwood</td>
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<tr>
<td><strong>Thursday,</strong></td>
<td>8:00am</td>
<td>Holiday Inn Grand Forks, ND</td>
<td>Pick up team and bring to EGF campus via college van, Mary Jo Bydal</td>
</tr>
<tr>
<td>April 13, 2006</td>
<td>8:30am</td>
<td>Room 106</td>
<td>Breakfast/Review Team, President Jim Davis, and Change Request Writing Team</td>
</tr>
<tr>
<td></td>
<td>9:00am-9:30am</td>
<td>Room 106</td>
<td>Chair Gary Langer’s meeting with President Jim Davis and Academic Administrators: Kent Hanson, Mike Normandin, Jeff Thomas, &amp; Distance Minnesota Teresa Theisen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 119</td>
<td>Resource Room Materials Review/Jim Dillemuth and Lynn Durwood</td>
</tr>
<tr>
<td></td>
<td>9:45am-10:15am</td>
<td>Room 106</td>
<td>Team member (TBA) meeting with Student Services Team: Dennis Bendickson, Mary Fontes, Teresa Theisen, Rocky Ammerman, Jo Ann Schill, Gene Klinke, Ellen Brehmer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 421A</td>
<td>Team member (TBA) meeting with Online Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 306B</td>
<td>Team member (TBA) meeting with students enrolled in online courses</td>
</tr>
<tr>
<td></td>
<td>10:30am-11:00am</td>
<td>Room 106</td>
<td>Team member/s (TBA) meeting with Director of Technology, Stacey Hron and D2L Campus Administrator, Karleen DeLorme, and D2L Faculty Mentors, Sherry Lindquist and Aliza Olson</td>
</tr>
<tr>
<td></td>
<td>10:30am-11:00am</td>
<td>306B</td>
<td>Team member/s (TBA) meeting with Library Services: Milt Kinzler and Cynthia Jorstad</td>
</tr>
<tr>
<td></td>
<td>11:15am-11:45am</td>
<td>Room 106</td>
<td>Review Team Meeting</td>
</tr>
</tbody>
</table>
### Minnesota Online Visit

#### Tentative Agenda

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Activity and Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00pm-12:45pm</td>
<td>Room 106</td>
<td>Lunch with Key Community Constituents</td>
<td></td>
</tr>
<tr>
<td>1:00pm-1:30pm</td>
<td>Room 106</td>
<td>Review Team Meeting with Assessment &amp; Program Review Chairs, Kerry Jaeger and Dorinda Sorvig, and Jeff Thomas, Dean</td>
<td></td>
</tr>
<tr>
<td>1:45pm-2:15pm</td>
<td>Room 106</td>
<td>Team member/s (TBA) meeting with Academic Affairs &amp; Standards Chairs, David Christian &amp; Kathy Huschle</td>
<td></td>
</tr>
<tr>
<td>1:45pm-2:15pm</td>
<td>Room 102</td>
<td>Chair Gary Langer’s meeting with Chief Academic Officer, Kent Hanson, Chief Financial Officer, Dennis Paesler, Chief Student Services Officer, Dennis Bendickson, and Dean of Student Services, Mary Fontes</td>
<td></td>
</tr>
<tr>
<td>2:30pm-3:00pm</td>
<td>Room 119</td>
<td>Review of College Assessment Plan</td>
<td></td>
</tr>
<tr>
<td>3:00pm-3:45pm</td>
<td>Room 106</td>
<td>Meetings to be Scheduled, TBD by Chair Gary Langer</td>
<td></td>
</tr>
<tr>
<td>4:00pm-4:45pm</td>
<td>Room 119</td>
<td>Resource Room Review</td>
<td></td>
</tr>
<tr>
<td>5:00pm</td>
<td>College Van</td>
<td>Return to Holiday Inn/ Review Team</td>
<td></td>
</tr>
<tr>
<td>6:00pm</td>
<td>The Pear Tree</td>
<td>Dinner/ Review Team</td>
<td></td>
</tr>
<tr>
<td>7:30pm-TBD</td>
<td>Chair’s Suite</td>
<td>Team Meeting</td>
<td></td>
</tr>
<tr>
<td>Friday, April 14, 2006</td>
<td>8:00am-9:00am</td>
<td>Holiday Inn                              Breakfast</td>
<td></td>
</tr>
<tr>
<td>9:00am-10:15am</td>
<td>Chair’s Suite</td>
<td>Review Team completes report and departs from hotel in own cars</td>
<td></td>
</tr>
<tr>
<td>10:30am-11:00am</td>
<td>Room 106</td>
<td>Review Team meeting with President Jim Davis and Change Request Writing Team</td>
<td></td>
</tr>
<tr>
<td>11:00am</td>
<td>The Commons</td>
<td>Preliminary Report to the Campus Community?</td>
<td></td>
</tr>
<tr>
<td>11:15am</td>
<td>TBD</td>
<td>Lunch or departure?</td>
<td></td>
</tr>
</tbody>
</table>
PARTICIPANTS

Change Request Writing Team:

Barb Forrest  Program Director/Instructor, Practical Nursing
Barb Weber  Math Instructor
Dorinda Sorvig  Program Director/Instructor, Practical Nursing
Beth McMahon  Program Director/Instructor, Medical Assistant
Health Division Chair
Jeff Thomas  Academic Dean, Thief River Falls
Kathy Huschle  Biology Instructor/Online Instructor/Academic Affairs and Standards Council Co-Chair
Kent Hanson  Executive Vice President
Mary Fontes  Dean of Student Services, East Grand Forks
Mary Hanson  Administrative Support Instructor
Michelle Thomas  Spanish/Cultural Anthropology Instructor
Mike Normandin  Academic Dean, East Grand Forks

College Employees:

Dr. Jim Davis  Interim President
Teresa Theisen  Associate Provost for Distance
Rocky Ammerman  Registrar/Transfer Specialist
Ellen Brehmer  Learning Services Coordinator
Margarita Bracamonte  Student Life Director/Anatomy & Physiology Instructor
Aliza Olson  D2L Faculty Mentor/History & Political Science Instructor
Mary Amundson  Practical Nursing Instructor/Online Instructor
Tracy Wright  Practical Nursing Instructor/Online Instructor
Stacey Hron  Director of Technology
Karleen Delorme  D2L Administrator/Web Support
Sherry Lindquist  D2L Faculty Mentor/Instructor
Milt Kinzler  Librarian, East Grand Forks
Cindy Jorstad  Librarian, Thief River Falls
Kerry Jaeger  Assessment & Program Review Chairperson/General Education
David Christian  Academic Affairs and Standards Council Co-Chair/Psychology
Dennis Paesler  Chief Financial Officer

Community Members:

Michael Moore, Community Development Director @ TRF
Oscar Sutherland, President of Community Bank @ EGF
Craig Mattson, City Administrator @ EGF
Henry Tweten, City Council Member @ EGF
## Distance Education Courses Taught by NCTC
**FY05 & FY06**

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20051 Summer</td>
<td>18</td>
</tr>
<tr>
<td>20053 Fall</td>
<td>24</td>
</tr>
<tr>
<td>20055 Spring</td>
<td>34</td>
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</table>

**Total for FY05**
76 courses


<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20061 Summer</td>
<td>31</td>
</tr>
<tr>
<td>20063 Fall</td>
<td>43</td>
</tr>
<tr>
<td>20065 Spring</td>
<td>62</td>
</tr>
</tbody>
</table>

**Total for FY06**
136 courses

212 DE courses over Two Years (FY05 & FY06)
Practical Nursing, AAS 63 Credits

Practical Nursing program prepares the student to practice within the scope of practical nursing under the supervision of a registered nurse. The student is taught to use the nursing process at the practical nurse level in the maintenance of health and prevention of illness, the observation and nursing care of persons experiencing changes in health status, and how to administer prescribed medication and treatments. The student will receive supervised learning experience in caring for individuals in a variety of health care settings, such as hospitals, long term care facilities, and physician clinic settings to name a few examples. The successful LPN possesses excellent communication skills and abilities essential to safe and effective nursing practice as part of a health care team. The program prepares interested students for future continued education in the nursing field. After successful completion of the program, graduates are eligible to apply to take the National Council Licensure Examination for the Practical Nurse.

Distance Practical Nursing majors are offered part-time completion with some on-campus laboratory and clinical requirements. Students interested in attending full-time can do so by combining campus and distance courses after consultation with their program advisor.

Program Prerequisites

1) Testing in math, reading & writing. Students achieving scores below the established minimums will be required to register and successfully complete at least one developmental course each semester until they have completed all required developmental courses. All developmental courses must be completed before any PNSG course.

2) Nursing Assistant Cert/evidence of NA course within last 5 years. Please note that evidence of CNA completion must be provided before enrollment in any PNSG courses. However, students may enroll in general education courses without this prerequisite completed.

3) CPR for Health Care Providers (AHA) or CPR for Professional Rescuer (RC) is required before PN Clinicals.

4) Minnesota Department of Human Services Licensing Division Background Study completion upon program entry and annually thereafter. Evidence of approval to provide healthcare must be on file prior to PN Clinical courses.

5) Minimal distance computer requirements met. Please note, students attending classes on-campus will need a laptop computer that meets campus computer requirements.

Curriculum Description

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNSG1200</td>
<td>Concepts of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>PNSG1202</td>
<td>Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>PNSG1204</td>
<td>Nursing I Skills</td>
<td>3</td>
</tr>
<tr>
<td>PNSG1208</td>
<td>Maternal Child Health</td>
<td>2</td>
</tr>
<tr>
<td>PNSG1210</td>
<td>Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>PNSG1212</td>
<td>Nursing II Skills</td>
<td>1</td>
</tr>
<tr>
<td>PNSG1214</td>
<td>Nursing Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PNSG1216</td>
<td>PN Clinical I</td>
<td>5</td>
</tr>
<tr>
<td>PNSG1220</td>
<td>Psychosocial Nursing</td>
<td>3</td>
</tr>
<tr>
<td>PNSG1222</td>
<td>Nursing III</td>
<td>4</td>
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<tr>
<td>PNSG1226</td>
<td>PN Clinical II</td>
<td>4</td>
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<tr>
<td>PNSG1232</td>
<td>IV Certification</td>
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<tr>
<td>PNSG1234</td>
<td>Nursing Roles</td>
<td>1</td>
</tr>
<tr>
<td>PNSG1236</td>
<td>Practicum</td>
<td>2</td>
</tr>
<tr>
<td>BIOL2221</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL2252</td>
<td>Anatomy &amp; Phys I*</td>
<td>3</td>
</tr>
<tr>
<td>BIOL2254</td>
<td>Anatomy &amp; Phys II*</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1111</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2222</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Chose ONE course from the following list

- Composition II (ENGL 1112)
- Intro to Public Speaking (SPCH 1114)
- Intro to Chemistry (CHEM 1020)
- Intro to Sociology (SOCI 1111)
- Abnormal Psychology (PSYC 2215)
- General Psychology (PSYC 1211)
- Advanced Physiology (BIOL2202)

Chose TWO courses from the following list

- Introduction to Ethics (PHIL1201, PHIL 1102)
- Philosophy (PHIL 1101) and/or
- College Algebra (MATH 1110, MATH 1114) and/or
- Cultural Anthropology (ANTH 2202)

Total Credits: 63
Employment Opportunities

Employment opportunities have experienced a major expansion in recent years. Graduates are currently employed in acute-care hospitals, state hospitals, long-term care facilities including nursing homes and rehabilitation hospitals, clinics and physicians’ offices, group homes and child care centers, health care and public health agencies, armed services, school nursing, industry and private homes.

College Accreditation

Northland Community & Technical College
2022 Central Ave NE
East Grand Forks, MN  56721
218-773-3441 • 1-800-451-3441

The PN program is approved by the Minnesota Board of Nursing. The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (800) 621-7440, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504.
Practical Nursing - AAS

APPROXIMATE COSTS: Please keep in mind that the costs listed below are not exact and may vary due to purchasing agreements and curriculum revision. This does not include any prerequisites or remedial courses.

Books - approximate cost:
First Year---------------------------------- $1200
Second Year-------------------------------- 500

Books Total------------------------------------------ $ 1,700

Tuition: $168 per credit:
First Semester (9 cr- Assuming you start with Fall) $1512.00
Second Semester (8 cr)-------------------------------- 1344.00
Third (Summer) Semester (6 cr)---------------------- 1008.00
Fourth Semester (8 cr)-------------------------------- 1344.00
Fifth Semester (7 cr)--------------------------------- 1176.00
Sixth (Summer) Semester (6 cr)---------------------- 1008.00
Seventh Semester (11 cr)----------------------------- 1848.00
Eighth Semester (8cr)----------------------------- 1344.00

Tuition Total------------------------------------------ $10,584

Miscellaneous program expenses:
Application/Registration----------------------------- $ 20.00
Uniforms--------------------------------------------- 200.00
Lab Supply Packets---------------------------------- 400.00
Stethoscope, Bandage Scissors, Hemostat, Penlight - 50.00
Liability Insurance Fee-------------------------------- 20.00
Student Life/Association Fee/$5.48 X 63 cr---------- 345.24
Technology Fee/$8 X 63 cr-------------------------- 504.00
State Board Exam------------------------------------ 400.00

Miscellaneous Program Total----------------------------- $ 1,939.24

Sub Total------------------------------------------ $14,223.24

Miscellaneous Technology expenses:
Computer--------------------------------------------- $1,500.00
Internet Access (Avg $30/mo X 33 months)---------- 990.00

Miscellaneous Technology Total----------------------------- $ 2,490.00

GRAND TOTAL------------------------------------------ $16,713.24

The estimated costs are computed on the basis of course completion over 8 semesters. Your cost can vary depending on length of time completion.
1. AASPN students choose a total of 3 courses (9 credits) from the choices below.

   - PNSG ??? - NCLEX - PN Review Course (1/0/0)
   - PNSG ??? - other as identified by site (0/1/0)
   - PNSG ??? - Multi-system Critical Thinking (1/0/0)
   - PNSG ???-Alternative Healthcare (1/0/0)

2-Nursing Assist. Cert./evidence of NA course within last 5 years

2. Recommendation and availability may vary by location.

3. If a student intends to continue his/her nursing education, a review of potential registered nursing programs' curriculum is suggested prior to choosing PNSG course.

3. For more information about MnTC please see http://www.state.mn.us/cgi-bin/portal.mnjsp/home.do?agency=NursingBoard. Please keep in mind that many RN programs require specific MnTC as a pre-requisite to entry and at least 30 MnTC (from 6 different goal areas) to graduate.

4. For more information about MnTC please see http://www.minnesotatransfer.org/MnTC/MnTC.html

5. Microbiology (Recommended at TRF, Required at Bemidji, EGF, and Distance)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>MSCGT</th>
<th>AVAILABILITY</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEM.</td>
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<tbody>
<tr>
<td>BIOL 2252</td>
<td>*3 (NTC,NTC,MSCTC) Human Anat &amp; Physiology I</td>
<td>BIOL 2252</td>
<td>Varies (Fa, Sp, Su)</td>
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</tr>
<tr>
<td>BIOL 2221</td>
<td>*3 (NTC,NTC,MSCTC) Microbiology</td>
<td>BIOL 2221</td>
<td>Varies (Fa, Sp, Su)</td>
<td>2/1/0</td>
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<tr>
<td>PNSG 1200</td>
<td>Concepts of Nursing</td>
<td>PNSG 1200</td>
<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>PNSG 1202</td>
<td>Nursing I</td>
<td>PNSG 1204, Health Promo 1, 5cr</td>
<td>Fa, Sp</td>
<td>4/0/0</td>
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<tr>
<td>PNSG 1204</td>
<td>Nursing I Skills</td>
<td>PNSG 1204, Health Promo 1, 5cr</td>
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<tr>
<td>PNSG 1214</td>
<td>Nursing Pharmacology</td>
<td>PNSG 1214</td>
<td>Fa, Sp</td>
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<td>SECOND SEM.</td>
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<tbody>
<tr>
<td>BIOL 2254</td>
<td>*3 (NTC,NTC,MSCTC) Human Anat &amp; Physiology II</td>
<td>BIOL 2254</td>
<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>PSYC 2222</td>
<td>*5 (NTC,NTC,MSCTC) Developmental Psychology</td>
<td>PSYC 2222</td>
<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>PNSG 1208</td>
<td>Maternal Child Health</td>
<td>PNSG1208, Family Wellness</td>
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<td>PNSG 1210</td>
<td>Nursing II</td>
<td>PNSG 1212, Health Promo 2, 5cr</td>
<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>PNSG 1212</td>
<td>Nursing II Skills</td>
<td>PNSG 1212, Health Promo 2, 5cr</td>
<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>PNSG 1216</td>
<td>PN Clinical I (160 hrs, 1:10 max ratio)</td>
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<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>THIRD SEM.</td>
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<th>MSCGT</th>
<th>AVAILABILITY</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ENGL 1111</td>
<td>*1 (NTC,NTC,MSCTC) Comp I/College Writing</td>
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<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>PNSG 1220</td>
<td>Psycho Social Nursing</td>
<td>PNSG 1220</td>
<td>Varies (Fa, Sp, Su)</td>
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<tr>
<td>PNSG 1222</td>
<td>Nursing III</td>
<td>PNSG 1222, Health Promo 3, 4cr</td>
<td>Varies (Fa, Sp, Su)</td>
<td>4/0/0</td>
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<tr>
<td>PNSG 1226</td>
<td>PN Clinical II [128 hrs, 1:10 max ratio]</td>
<td>PNSG 1226</td>
<td>Varies (Fa, Sp, Su)</td>
<td>0/4/0</td>
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<tr>
<td>PNSG 1234</td>
<td>Nursing Roles</td>
<td>PNSG 1234</td>
<td>Varies (Fa, Sp, Su)</td>
<td>1/0/0</td>
</tr>
<tr>
<td>PNSG 1236</td>
<td>Practicum [64 hrs, 1:15-15 ratio]</td>
<td>PNSG 1236</td>
<td>Varies (Fa, Sp, Su)</td>
<td>0/2/0</td>
</tr>
</tbody>
</table>

- The courses marked with asterisks can be taken prior to entering nursing courses if more convenient or to reduce future semesters' credit load.

- *The courses marked with asterisks can be taken prior to entering nursing courses if more convenient or to reduce future semesters' credit load.

- Nursing Elective Selection:
  1. Choose at least one of the courses below which cover expanded nursing skills.
  2. Recommendation and availability may vary by location.
  3. AASPN students choose a total of 3 courses (9 credits) from the choices below.
  4. Recommendation and availability may vary by location.
  5. If a student intends to continue his/her nursing education, a review of potential registered nursing programs' curriculum is suggested prior to choosing MnTC (MN professional nursing programs can be viewed at http://www.state.mn.us/cgi-bin/portal.mnjsp/home.do?agency=NursingBoard). Please keep in mind that many RN programs require specific MnTC as a pre-requisite to entry and at least 30 MnTC (from 6 different goal areas) to graduate.

- Choose One Course from the following list of Written/Oral Communication (Goal 1), Natural Sciences (Goal 3), or History/Social/Behavioral Science (Goal 5) Courses:
  - Composition 2
  - Intro to Speech/Public Speaking
  - Intro to Chemistry/General Chemistry
  - Intro to Sociology
  - Abnormal Psych
  - General Psych
  - Advanced Physiology

- Choose Two Courses from the following list of Critical Thinking (Goal 2), Mathematics/Symbolic Systems (Goal 4), or Global Perspective (Goal 8) Courses:
  - Intro to Ethics or Philosophy
  - College Algebra
  - Cultural Anthropology
NCTC-EGF
Distance Education Issues

Present: Dennis Bendickson, Steve Alston, Kent Hanson, Barb Forrest, Ruth LeTexier, Kate Schmalenberg, Mary Fontes.

Recorder: Mary Jo Bydal

**Transfer of Credit**

College will grant general education transfer of credit, as stated by John Quistgaard per the Presidents without stating how this would be done. The DE office determined the process without input from the colleges.

Kent had stated that he wanted Deb LaDoux to continue until June 30th. Up until a month ago the process was working. Then everything stopped. All the official paperwork is in Perham sitting there waiting to be done. They will say they are waiting for us to do it. Perham receives the official paperwork and fax to Kate, which are often times not readable.

We are buying their services, what is exactly is the service?

If all official docu are kept in perham, how can we adequately address the issues.

Barb stated she has not had any correspondence with DE Service Center for about 4 weeks.

What would happen if we pulled out?  
Can we deliver courses on line?  
Can we provide adequately all on line services needed?  
What hit would we take if our classes were listed only here?  
Would we have enough resources to develop and offer all of the courses we need to?

Plan A: group met and Debbie L needs to continue to do the work. The process until June 30th is exactly as it is right now with the same level of service. Kent will send DE an email today and reiterate his understanding. A conference call will need to be held for discussion. This group feels a meeting with Orley is necessary regarding the issues with DE.

Barb said another huge issue is future schedules/registrations for students. What mechanisms are set up for spring semester registrations.

Must have mechanisms to be sure all of our customers are served.

Ruth stated that we need to list all of the problems we have experienced to present to Orley.
Send email
Steve talk to Linda T and fix nursing situation, won’t take no for an answer
Barb to give MJ a list of 8 students to enroll, build A&P I at NCTC Distance cap of 8.
Kent to call Vern Treat and let him know how dissatisfied NCTC is with distance and to look at alternatives than present set up.
Distance faculty need to be talked with. Some have concern with us going on our own or pulling out now. Need an open discussion!!
Kent stated is he and Vern try to right the DE situation?

Lay ground work…talk with Vern, talk with faculty, talk with Orley
Regional Provost Meeting: Distance Consortium
12/2/05

NOTES

**Governance Board**

Facilitated by distance staff:
2 administrators from each college
1 faculty from each college

Responsibilities:
- Policy
- Visioning
- Planning
- Budget
- Personnel Oversight
- System structure

**Process Team**

Responsibilities:
Assess and assure the smooth delivery of on-line processes including, but not limited to:
Academic Assessment
Student Services
Bookstore/Library

Process Development
Course Distribution among Colleges
Program Development

Student Services Coordination
Calendar
Technology Issues
Implementation of Policy
Problem Resolution
Communications - liaison between Perham Center and campuses
Communication - liaison to Board

Membership: Lead by distance staff
4 Academic Deans
4 Student Services Deans
8 Faculty

Senior Director for On-line Consortium:
- Accountable to distance board.
- Lead effort to develop and prioritize consortium plans for technology-mediated learning.
- Work with Board to develop and implement policy.
- Pursue outside funding to support existing and new initiatives.
- Execute operational policies, providing quality service, maintaining fiscal soundness, implement operational efficiencies.
- Implementation of strategic and operational planning processes and initiatives.
- Lead strategy and development of continuous improvement.
- Ensure data collection and data driven decision making.
- Identify and respond to distance education training requirements.
- Identify new distance education opportunities.
- Ensure assessment of unit performance is analyzed and linked to the overall performances of colleges.
- Research and recommend best practices.
- Advise member colleges on distance education issues.
- Manage consortium staff.

Next Steps:
- Teresa develops her new job description based on above and a description for the Director of Operations and Technology Systems. To put in MSCTC format.
- Bring info. to Presidents.

Ad hoc group to meet in January with Teresa to review job descriptions. Need two weeks before meeting.
On-line Program Offerings Report or Petition
8/30/05
3pm, Room 106

Meeting Notes…

Present: Michelle Thomas, Kent Hanson, Jeff Thomas, Beth McMahon, Mary Hanson, Mike Normandin, Mary Fontes.

Discussion:

NCA is the ultimate approval…MN on-line is an “arm” of NCA, a function of approving on-line for NCA.

There is no rubric showing quality of what’s offered on-line.

Institutional Change Request to be completed to offer ALL degrees on-line.
Document Completion: December/January, 2006
Site Visit: April, 2006

- Goals
- Timeline
- Process

October 5th Lynette Olson, MN On-line, will be at EGF to discuss the process start to finish.

Michelle will post everything to D2L for review and discussion by this committee. She plans to hold meetings approximately six times from now until December.

Michelle will email the timelines to the committee. Also, Michelle will send the questions to the committee this week. She would like questions 1 & 2 completed before Lynette Olson arrives.

The next meeting is September 22, 2005, @ 2:30pm in TRF.

Mary Jo Bydal, Recorder
April 5, 2006

Michael Moore  
Community Development Director  
Box 528  
Thief River Falls, MN 56701

Dear Mr. Moore:

As a key college stakeholder, you are invited to attend a luncheon with the site visitors from Minnesota Online who are coming to visit our college to make a determination as to our capability to offer additional programs online. Currently we offer the AAS degree in Practical Nursing in an internet based format. To expand our online offerings, we need to have the approval of Minnesota Online who serves as a proxy for the Higher Learning Commission who is the main accrediting body for our college. The college has increased our online courses significantly over the last 5 years. We currently offer approximately 143 sections of courses online. Part of the college’s strategic plan is to increase our program offerings online, to do this; we need approval from our accrediting body.

Please join us for lunch at the East Grand Forks campus Thursday, April 13, 2006, at 12 Noon in Room 106. I have enclosed a parking permit to hang from your rear view mirror. You may park on the west side of the building and enter through that entrance, which is entrance “A”. The college receptionist is near that entrance to assist you with directions to the luncheon. Please contact Mary Jo at 218-773-4510 with your plans to attend or not to attend.

Thank you.

Sincerely,

Kent Hanson  
Executive Vice President

Enclosure

mjb
March 7, 2006

To Whom It May Concern:

On March 6, 2006, the Northland Community and Technical College-Thief River Falls Student Senate passed a unanimous resolution in support of Higher Learning Commission Accreditation for expanded offerings of online degrees, programs, and classes.

The NCTC-TRF Student Senate supports the development of online programs and degrees because the increased flexibility in student schedule, opportunity to take classes without paying for childcare and the savings on transportation costs related to going to class will benefit future students.

Sincerely,

Kristen Underdahl
President
NCTC-TRF Student Senate
September 11, 2006

President Anne Temte
Northland Community and Technical College
1101 Hwy. 1 E.
Thief River Falls, MN 56701

Dear President Temte:

This letter is formal notification of the action taken concerning Northland Community and Technical College by The Higher Learning Commission. At its meeting on August 28, 2006, the Institutional Actions Council voted to extend your accreditation to include the Registered Nurse (RN) Associate of Science degree on the White Earth Indian Reservation in Northwest Minnesota. The Commission Board of Trustees validated that action through its validation process that concluded on September 11, 2006. The date on this letter constitutes the effective date of this new status with the Commission.

I have enclosed your institution’s Statement of Affiliation Status (SAS) and Organizational Profile (OP). These documents replace the previous two-part Record of Status and Scope. The SAS is a summary of your organization’s ongoing relationship with the Commission. The OP is generated from data you provided in your most recent, (2005-06) Annual Report. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Report, we have made the change on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission website on Monday, October 2. Before this public disclosure however, I ask that you verify the information in both documents, and inform me before Friday, September 29, of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the Handbook of Accreditation, Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission’s change policy in Chapter 7.2 of the Handbook of Accreditation. I highly recommend that you review it with care and if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call Karen J. Solomon, Ed.D., your staff liaison.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Steven D. Crow
Executive Director

Enclosure: Statement of Affiliation Status
Organizational Profile

cc: Chair of the Board
STATEMENT OF AFFILIATION STATUS

NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
1101 Hwy. 1 E.
Thief River Falls, MN 56701

Affiliation Status: Candidate: 1970*
Accreditation: (1976- )

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A

Conditions of Affiliation:

Stipulations on Affiliation Status: None.
Approval of New Degree Sites: Prior Commission approval required.
Approval of Distance Education Degrees: No prior Commission approval required for programs offered through MnOnline.
Reports Required: None.
Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 1999 - 2000
Year for Next Comprehensive Evaluation: 2009 - 2010
Date of Last Action: 09/11/2006

Name Change:
Northland Community College to Northland Community and Technical College (7/1/95)
ORGANIZATIONAL PROFILE

NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
1101 Hwy. 1 E.
Thief River Falls, MN 56701

Enrollment Demographics (by headcount) (HLC Posted: 04/21/2006)

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<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tr>
<td>Undergraduate:</td>
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<tr>
<td>Graduate:</td>
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<td>Post-baccalaureate First Professional:</td>
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<tr>
<td>Non-Credit headcount:</td>
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Educational Programs (HLC Posted: 04/21/2006)

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<td>Bachelors</td>
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<td>Masters</td>
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<td>Other Undergraduate</td>
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<tr>
<td>Post-baccalaureate</td>
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</tbody>
</table>

Dual Enrollment (HLC Posted: 04/21/2006)

Headcount in all dual enrollment (high school) 230

Off-Campus Activities (HLC Posted: 09/11/2006)

In-State:
- Campuses: East Grand Forks (East Grand Forks)
- Sites: (White Earth Indian Reservation) ; Bemidji (NCTC) ; Detroit Lakes/Wadena (NCTC) ; Roseau (NCTC)
- Course Locations: None

Out-of-State:
- Campuses: None
- Sites: None
- Course Locations: None

Out-of-U.S.:
- Campuses: None
- Sites: None
- Course Locations: None

Distance Education Certificate and Degree (HLC Posted: 04/21/2006)

AAS in Practical Nursing

Internet
May 22, 2006

Karen Solomon  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL  60602-2504

Dear Karen:

Enclosed is a change request to offer our Practical Nurse (PN) and Registered Nurse (RN) programs on the White Earth Indian Reservation in Northwest Minnesota. As we discussed on the phone today, I am currently awaiting Minnesota State Colleges and Universities (MnSCU) approval for the Practical Nursing component. As part of this change request, I am enclosing (as an appendix) MnSCU’s approval for the RN component. The PN approval is currently in progress at our system level. Initially, we were going to offer the RN program only, but the tribe wanted to have a step out for students who were interested in practical nursing only. Once the PN program is approved at MnSCU, I will forward evidence to you. I am expecting this to occur in the next three weeks.

Please don’t hesitate to give me a call if you have any questions. My direct line is 218-773-4630.

Sincerely,

Kent Hanson  
Provost/CAO
Change Request

NORTHLAND COMMUNITY & TECHNICAL COLLEGE

PRACTICAL NURSING DIPLOMA

&

REGISTERED NURSING AS

TO BE OFFERED AT WHITE EARTH INDIAN RESERVATION

NORTHLAND COMMUNITY & TECHNICAL COLLEGE
1. What change is being proposed?

- Northland Community and Technical College (NCTC) propose offering Practical Nursing, Diploma and Registered Nursing, Associate of Science Degree programs at the White Earth Indian Reservation in Northwest Minnesota. This change is made possible from a Minnesota State Colleges and Universities (MnSCU) grant to serve the Under-represented Student Transition Group.

- The expected outcomes of this proposed change are to enhance services by improving educational opportunities on the White Earth Indian Reservation.

- NCTC’s Mission and Vision statement provides a foundation for our plans for this program. Twenty Native American students from the White Earth Reservation will be enrolled in the nursing program. Practical and registered nursing courses will be offered, along with general education courses in partnership with the White Earth Tribal Community College (WETCC).

The NCTC Mission Statement: “Northland Community and Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.”

The NCTC Vision Statement: “Northland Community and Technical College will be widely recognized as a progressive leader in community and technical college education, responsive to the needs of our learners through the use of partnerships, innovation, and technology.”

- The Higher Learning Commission policy I.C. 2.c. requires the submission of a change request whenever a program is offered in a new location.

2. What factors led the organization to undertake the proposed change?

- The College’s Strategic Plan area number 5 states that the institution will “Improve student access and success by supporting students from diverse backgrounds, encouraging professional development among employees, and enhancing communication inside and outside the college.”
The NCTC nursing staff has desired to develop a program that would be effective in the education of Native American students. A grant from MnSCU to serve the Under-represented Populations came to our attention in August of 2005. We applied and received this grant in October of 2005. The on-going planning for this project is supervised by a committee of 6 representatives of NCTC. (Appendix A: College Native American Grant Committee Minutes) An advisory committee on the reservation, consisting of members from WETCC, NCTC, tribal members and health care workers, is also involved in planning and implementation.

The needs analysis included an assessment of the enrollment statistics of Native American Students attending NCTC. Of the entire student population at NCTC, 3.4% are Native American; Native American students currently enrolled in the college’s nursing program are only 0.2%. Nationwide, student enrollment figures also reflect under representation of Native Americans. The National League for Nursing reports that only 0.5 percent of students enrolled in baccalaureate and master’s programs were Native American. (Appendix B: Enrollment Statistics). The statistics indicate the under-representation of Native American students in the nursing programs generally and the NCTC nursing programs specifically.

According to the U.S. Department of Health and Human Services, Native Americans are the most under-represented group in the nursing profession. This is evident in the Indian Health Service (IHS), the primary source of health care for Native Americans, which show that only one-third of the registered nurses in IHS are Native American.

A letter from the Chief Executive Officer of the Mahnomen Health Care Center (Appendix C) requests a program to train nurses for their facility. The letter further states that within the next 6-8 years, half of the currently employed RNs will be retiring. Recruitment and retention of RNs is difficult on the White Earth Reservation and, therefore, the tribe is committed to training qualified staff on the reservation. There are approximately 34 students that have been identified as possible candidates for the program.

- The Northland Foundation Director helped write the grant. We are working within the college with the nursing faculty, recruitment office, academic affairs officers, and the business officers in offering this program. The WETCC is donating classroom space and assistance with retention and tutoring. The Indian Health Service Scholarship department has helped by offering to provide scholarships for students participating in the grant program. The Mahnomen Health Care Center has been instrumental in its desire to help facilitate this program.
3. **What necessary approvals have been obtained to implement the proposed change?**
   *Identify the internal approvals required. Identify the external approvals required.*
   
   - The NCTC Academic Affairs and Standards Committee and the College’s Executive Council approved the change being requested. *(Appendix D)*
   
   - MnSCU approved the Registered Nurse change being requested. *(Appendix E)* Practical Nursing approval is in progress.

4. **What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?**

   - There is no impact.

5. **What are the organization’s plans to implement and sustain the proposed change?**

   - The Nursing faculty is developing a culturally sensitive curriculum that will facilitate learning in a Native American environment. The evolution of instruction and assessment of learning outcomes will be done similarly to our current evaluation and assessment plan, which includes program outcomes, course evaluation, and instructor evaluation.

   - The administrative structure includes Dr. James Davis who is Interim President until July 3rd, 2006, Dr. Anne Temte who will be replacing Dr. Davis as the President of NCTC beginning July 3rd, 2006, Kent Hanson who is Chief Academic Officer, Dr. Jeffery Thomas who is Academic Dean, and Susan Field, RN, MS the Director of the AD Nursing Program is the Project Manager. *(Appendix F: NCTC Organizational Chart)*

   - NCTC offers a strong commitment of support to the proposed project from administration and department employees with the following key staff:

     - Eugene Klinke, Director of Enrollment Management, will serve as the Program Director and will provide staff support for recruitment and retention. Klinke, as a White Earth Tribal member, will also be a strong liaison to the communities on the reservation and to the Program Coordinator.

     - The Director of Multicultural Diversity will provide support services to the students and to the Program Coordinator.

     - Mary Fontes, Dean of Student Services, will participate in recruitment, retention and advising activities.
• Sue Field, Director of RN Program, will be instrumental in the coordination of the curriculum development, partnerships with health care facilities on the reservation and on-site class delivery.

• The grant provided money to pay a salaried position to a Native American on the White Earth Indian Reservation. Lois Olson, LPN, from the Home Health Care Division on the Reservation will provide academic advising, recruiting, and help with student support services. She will be involved with extensive retention methods to keep the students engaged in their education and in meeting personal needs related to their retention, i.e., day care, transportation, etc.

• Support services include extensive retention efforts provided by the WETCC and Lois Olson who has been hired to provide one-on-one advising, recruiting, and retention. Registration, academic advising and retention services will be provided by the WETCC, Eugene Klinke, minority recruiter for NCTC, Lois Olson, and Susan Field Director of AD Nursing at NCTC.

• The financial aid counseling will be done by the NCTC financial aid department. The Indian Health Service Scholarship program will be working closely with the college to provide scholarships.

Library resources will be provided by NCTC through the internet and inter-library loan. Academic Advising will also be the responsibility of Gene Klinke, the Minority Recruiter for the college, and Sue Field, the Director of the AD Nursing program.

• NCTC received a grant for $98,000 to provide the needed money to develop the program, recruit students, and develop the curriculum. Of the $98,000, $20,000 is allotted for the recruitment of students, $47,000 for curriculum development, $18,000 for equipment to set up a lab, and $5500 for camps to be offered during the summer of 2006. There is $100,000 provided in kind from NCTC for faculty release time, equipment, and expenses. (Appendix G: Grant for Under-represented Students with Budget estimates) The grant may be renewed for 1 year.

• The timeline is fall of 2006 to provide General Education courses in partnership with WETCC and MSCTC. Nursing courses will begin fall 2007 on the reservation. Courses will be offered at the WETCC, South Main Street, Mahnomen, MN. Clinical sites include 2 hospitals in the area and one nursing home.

6. **What are the organization’s strategies to evaluate the proposed changes?**

• Evaluation will be on-going. The expected outcomes are below. The assessment of student learning is integrated throughout the program by surveys in each course
and program evaluation each semester. The program outcomes that will be assessed are the same ones that apply to all NCTC PN and RN students. Program learner outcomes are assessed annually. Student representatives will meet with faculty and the Director of Nursing each semester to discuss program needs. An advisory committee will meet each semester for support and input from advisory members. (Appendix H: Advisory Meeting Minutes - White Earth Indian Reservation)

The Expected outcomes for the program consists of:
1. Native American culture and learning styles will be incorporated into current nursing curriculum by 9/1/06.
2. General Education courses will be offered on the White Earth Indian Reservation fall of 2006/spring 2007.
3. RN completion program will begin summer of 2007 with 15 students enrolled.
4. PN program will begin fall of 2007 with 20 students enrolled.

• PN Program Learner Outcomes are as follows:
  ▪ Provide safe holistic individualized nursing care to diverse patient populations.
  ▪ Demonstrate competence with patient care equipment and technology.
  ▪ Apply safety and infection control measures to patient care.
  ▪ Perform medication administration safely and accurately.
  ▪ Demonstrate critical thinking/problem solving skills through prioritized patient care.
  ▪ Demonstrate effective and respectful communication skills.
  ▪ Demonstrate accountability for legal and ethical parameters for the Practical Nurse.
  ▪ Demonstrate competence consistent with the entry-level Practical Nurse.

• RN Student Program Learner Outcomes are as follows:
  ▪ The RN student will identify issues and values related to the legal and ethical care of patients in the clinical setting. RN student will present possible and/or probable conclusions to the issues and values related to the legal and ethical care of their patients in an appropriate and professional manner in the clinical setting.
  ▪ The RN student will read and interpret syringes using correct and accurate mathematic calculations.
  ▪ The RN student will submit one exam in Meds/Publishing online testing center.
  ▪ The RN nursing student will demonstrate effective team member skills, including the valuation of other clinical students within their own clinical group.
- The RN student will demonstrate professional workplace habits including punctuality, etiquette, dress, attitude and manners appropriate for the nursing profession.
- The pass rate for the NCLEX RN boards for graduating NCTC students will be at 90%.
Documentation to Support a Change Request

Northland Community and Technical College
Practical Nursing, Diploma & Registered Nursing, AS

APPENDICES

Appendix A: College Native American Grant Committee Minutes
Appendix B: Enrollment Statistics
Appendix C: Letter from CEO, Mahnomen Health Care Center
Appendix D: Academic Affairs & Standards Council Approval & Executive Council Approval
Appendix E: MnSCU Approval of RN Change Being Requested
Appendix F: NCTC Organizational Chart
Appendix G: Grant with Budget Information
Appendix H: Minutes from Advisory Committee Meeting – White Earth Reservation
Executive Council Minutes
May 18, 2006, 2 p.m.
EGF Campus, Room 106

Present: Jim Davis, Kent Hanson, Mike Normandin, Jeff Thomas, Becky Holthusen, Bonnie Stewart (via video), Dennis Bendickson, Dennis Paesler, Mary Fontes, Cindy Cedergren.

**Nursing Program Replication:** The Council approved the proposal to MnSCU to replicate the licensed practical nursing diploma program and Registered Nursing AS degree on the White Earth Indian Reservation.

**Public Information Access:** Becky Holthusen presented a proposed policy, form, and procedures for accessing public information. Questions were addressed. Policy accepted.

**Affirmative Action Plan:** Becky reported she has only received feedback from Mary Fontes and Kelsy Blowers. Reminder to all who need to provide info for the plan.

**Pandemic Planning:** Becky reported she had received a template from DOER. She will attend a regional meeting in Bemidji on May 30th. Others are welcome to attend (Kent indicated he would plan to). The coordinating committee will meet again on May 31st. We need to have a draft plan by June 15, with a final plan ready to present to MnSCU the week of July 24th.

**Presidential Transition Meeting:** At his request, Becky will meet next week with Whitney Harris from the Office of the Chancellor regarding the diversity piece of the transition process.

**Re-Employment of Early Retirees:** Becky shared information about MnSCU policy #4.6 regarding the restrictions on hiring retirees. Assignments must have written pre-approval by the President, and must meet certain criteria. Any spring semester assignments that have been made to retirees must be submitted to the Pres. Office immediately. It was decided that hiring for “a limited time” will be considered to be up to one semester. Written approval must accompany each assignment. This approval would include retirees hired for special events such as tournaments, and will be considered “seasonal” for this purpose.

**Academic Policies:** Kent Hanson presented a large number of revised academic policies for review. One change made was to repeal Policy #3380 Licensure. This policy will be replaced by a new faculty credentialing policy. All other policies were accepted.

**Goal Quest:** Jeff Thomas reported that a marketing company for colleges is interested in providing a presentation on campus on June 12. The presentation is scheduled for 9 a.m. in Room 545 at the TRF Campus. Dennis Bendickson will share this info with all appropriate Student Services staff.

**Strategic Plan Summary:** Jim Davis presented a summary page of the strategic plan and asked for feedback from the Council. The Council made no changes to the summary.
This document will be shared with Pres. Temte. The revised Mission and Vision Statements need to go to Shared Governance Council before final implementation.

**Foundation Update:** Bonnie Stewart reported on possible changes to scholarship application deadlines for new incoming students in fall semester. She will be consulting with the Scholarship Committee.

**Book-Selling:** Bonnie shared an idea she had received from a faculty member regarding complimentary textbook selling by faculty. The idea was to donate the books to the Foundation and the Foundation could sell the books to the book reps and receive the proceeds. Another idea mentioned by a Council member would be to put the money received into a specific program cost center, for college use. It was determined that we need to develop a college policy on this topic, so questions are not raised every year.

**Minnesota All-Academic Team:** Dr. Davis stated that the (4) PTK students who received this distinction this year have been receiving financial offers from transfer institutions. He stressed the importance of continuing to nominate two students from each NCTC campus in future years. It’s a great asset for the students.

**Budget:** Dennis Paesler reported that he is projecting approx. $100,000 in severance payments in FY06, plus comp time hours for an employee leaving. It was noted that any hours worked over 40 hours must be pre-approved by the respective supervisor.

FYE is currently 2,741 for FY06 (includes college in the high school, which generates no tuition). $934,000 remains as unspent funds, of which $75,000 is designated for Centers of Excellence funds). Dr. Davis stated that all new positions for FY07 must be pre-approved by him. Dennis reported on various additional non-salary costs are being added to the FY07 budget. Examples cited were: $9,000 for ITV lease; $10,000 tuition waiver for state universities; additional $40,000 for TRF utilities, additional $25 for EGF Campus utilities; $15,000 tuition waivers for employees/dependents attending 2-year colleges). Approx. $160,000 increased expenses over FY06 budget.

The FY07 budget should be finalized by June 15th.

**Office of the Legislative Auditor (OLA) Audit:** Dennis Paesler stressed the importance of documentation for audit purposes. We will likely receive recommendations for improvements in that area.

**IPESL Grants:** These are due by May 31st to MnSCU. Cindy will see that proposals are submitted.

**Next Meeting:** Thursday, June 1st at TRF Campus, 9 a.m., Room 654

Cindy Cedergren, Recorder