

# **2023-2024**

## **Memorandum of Understanding**

### **DAKOTA NURSING PROGRAM**



### **A Collaborative Consortium**

### **Among**

**Bismarck State College  
Dakota College at Bottineau  
Lake Region State College  
Williston State College**

### **For the Delivery of the:**

**Certificate in Practical Nursing (PN)  
And the  
Associate in Applied Science Degree in Nursing (ADN RN)**

## **Background**

During the 2003 legislative session, HB 1245 changed the law in North Dakota to permit Associate Degree Nursing (two-year) programs to prepare students to test for licensure as Registered Nurses and as Practical Nurses. To address this change, North Dakota community colleges (Bismarck State College, Lake Region State College, Dakota College at Bottineau, and Williston State College) developed the Dakota Nursing Program (DNP) to deliver the Associate Degree Nursing Program. The program has an option for a Certificate (one year) in Practical Nursing.

The Dakota Nursing Program provides access into career ladder opportunities for place-bound, employed certified nurse assistants (CNA) to become licensed practical nurses (LPN), and LPNs to become Registered Nurses (RN). Each career step enables students to attain their nursing career goal while staying and working in medically underserved communities.

During 2001, the State Board of Higher Education (SBHE) accepted a delivery model to provide access to nurse education utilizing the four quadrants as defined by Workforce Training legislation in 1999.

## **Purpose of the Memorandum**

The purpose of the Memorandum of Understanding is to clarify the relationship among Bismarck State College (BSC), Dakota College at Bottineau (DCB), Lake Region State College (LRSC), and Williston State College (WSC) for the delivery of the Dakota Nursing Program. In March 2004 the North Dakota State Board of Higher Education (SBHE) approved the four campuses to offer the Dakota Nursing Program to deliver the Associate Degree Nursing (ADN) program and the Certificate in Practical Nursing (PN). The North Dakota State Board of Nursing gave initial approval of the Dakota Nursing Program PN Certificate in July 2004, and the ADN (RN) program in September 2004.

This collaborative program among four institutions follows the Tri-College model utilizing one curriculum, one consortium director for the Associate Degree Nursing and Practical Nursing Program, nurse administrator and nurse faculty at each partner college campus, shared theory courses among campuses, and laboratory and clinical experiences at designated sites. Specifically, this memorandum articulates academic, student service, and fiscal arrangements by which the parties agree to operate in meeting the needs of the students.

## **Assumptions**

The collaborative agreement assumes that the academic program made possible through this agreement would be truly collaborative involving shared facilities and resources from all institutions prorated based on the number of sites and students. This basic assumption permeates the agreement and is the premise upon which the program structure deals with challenges such as providing shared administrative and faculty resources from each of the four institutions. Student records will be shared but all FERPA rules and regulations must be understood and followed by all NDUS participants. The participating sites will annually approve the DNP student handbook and sign the MOU for the upcoming year.

## **Staffing**

Nursing administrators for the program will be referred to as the consortium director (one position) and the nurse administrator (one position on each partner campus)

### Each campus will:

1. contribute to the support of one consortium director and one program coordinator.
  - a. The college responsible for employment of the consortium director and program coordinator will be agreed upon by the academic officers upon hiring of a new consortium director.
  - b. The consortium director and program coordinator will be housed at and adhere to the policies and procedures of the responsible college.
  - c. Each year the academic officers will make a decision regarding the salary and benefits for the consortium director and the program coordinator.
  - d. The responsible college academic officer will directly supervise, approve leave, and discuss the annual review with the consortium director.
  - e. The consortium director will supervise the program coordinator.
2. support one nurse administrator and appropriate numbers of nurse faculty to teach shared nursing theory course(s)
3. support lab/clinical faculty to teach nursing labs, coordinate and instruct clinical activities (Lab/clinical staff require one staff member per 5-8 students as per clinical facility requirements)
4. support faculty to advise and support students.
5. appoint a site learning resource facilitator at satellite sites
6. appoint a site manager if a site is intended to be more than a temporary satellite site and plans include educating nurses at this site on a more permanent basis
7. appoint nursing faculty full-time, part-time, or adjunct status at non-home institutions as applicable.
8. be responsible to teach an equitable number of credits of shared nursing theory courses based upon the number of sites and students.
9. collaborate to provide nursing theory courses delivered via IVN, desk-top conferencing, and/or online; faculty at designated sites will coordinate nursing labs and clinical experiences

### **Procedure for Delivering to New Sites**

1. The college nurse administrator identifies a new site in collaboration with the consortium director.
2. The college nurse administrator seeks campus approval.
3. Academic officers from four institutions approve request for additional site.
4. Upon approval by the academic officers, the consortium director requests Board of Nursing (BON) approval (process may take up to 2 months).
5. Academic officers submit updated satellite delivery information to Academic Affairs Council, Chancellor's Cabinet, and the SBHE (process takes at least 2 months).
6. Academic officers request approval from the Higher Learning Commission (HLC) and U.S. Department of Education (DOE) (process may take up to nine months).

## Curriculum

Requirements pertaining to the Dakota Nursing Program's curriculum include general education and nursing courses. The classes will be scheduled to accommodate the needs of nursing students.

Consideration will be given to scheduling extended day and/or online courses to increase access for non-traditional students.

General education and laboratory science courses are provided on-campus, online, or at remote sites to provide greater access to the program. The North Dakota University System General Education Transfer Requirement Agreement (GERTA) provide mobility among campuses for transfer students for general education courses.

Curricular changes that have been approved by the nursing leadership team, academic officers, each respective campus curriculum committee, North Dakota Board of Nursing (BON) and appropriate accreditation agencies will be operationalized.

**Courses listed below represent practical and associate degree (RN) nursing courses that are taught among institutions within the Dakota Nursing Program. The following matrix indicates those courses deemed transferable among the DNP institutions. The numbers on the matrix represent the number of semester hours associated with the course at each institution and which institutions have agreed to transfer the commonly numbered course in each row.**

Prefix	Number	Course Title	Credits
NURS	120	Foundations of Nursing	3
NURS	121	Practical Nursing I	3
NURS	122	Clinical Practice I	3
NURS	124	Clinical Practice II	3
NURS	126	Clinical Practice III	3
NURS	127	Practical Nursing II: Introduction to Medical Surgical Nursing	2
NURS	129	Practical Nursing III	4
NURS	145	Introduction to Maternal Child	2
NURS	224	Professional Role Development	2
NURS	225	Alterations in Health I	3
NURS	226	Maternal Child Nursing	3
NURS	227	Clinical Application I	4
NURS	228	Alterations in Health II	4
NURS	229	Health Promotion and Psychosocial Nursing	2
NURS	237	Clinical Application II	5
NURS	259	Role Transition	1

## **Course Descriptions**

### **NURS 120 Foundations of Nursing - 3 credits (Theory course)**

Develop an understanding of the multidimensional base of nursing knowledge, including basic human needs, nursing process, nursing judgement, informatics, ethical and professional, health promotion and disease prevention concepts. Gain an understanding of the role of the practical nurse within the interdisciplinary team, the vital importance of communication while providing safe and quality client care, and how nurses use evidence-based information in their practice.

### **NURS 121 Practical Nursing I - 3 credits (Theory course)**

Explore three core concepts of health assessment, nutrition and mental health as they relate to client care. Learn how the nurse incorporates this knowledge in caring for the diverse client from the moment they begin care for an individual to any point along the health-illness continuum.

### **NURS 122 Clinical Practice I - 3 credits (Lab/Clinical course)**

Apply the social, biological, behavioral and nursing science principles to simulated and actual client care in the nursing lab and during clinical in health care facilities. Students will see, practice and perform demonstrations of basic nursing skills and procedures in a supervised setting. Includes the study of math and medical terminology and use of the nursing process and critical thinking skills to organize and provide safe and effective client care.

### **NURS 124 Clinical Practice II - 3 credits (Lab/Clinical course)**

Gain additional nursing skills in the laboratory and apply those advanced skills in the clinical setting. Utilize the tools of informatics, nursing process, clinical reasoning, therapeutic communication, evidence-based practice, and management concepts to provide safe and culturally sensitive client care for individuals across the lifespan in a variety of medical facilities.

### **NURS 126 Clinical Practice III - 3 credits (Lab/Clinical course)**

Refine nursing knowledge, skills and ethical comportment in the role of a practical nursing student to provide safe and effective care for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Critical thinking, effective and therapeutic communication, nursing process, management of nursing care, and delegation of unlicensed assistive persons are incorporated into the clinical experience.

### **NURS 127 Practical Nursing II Introduction to Medical Surgical Nursing - 2 credits (Theory course)**

Examine safe and effective client care of the bio-psychosocial individual along the health-illness continuum. Students will be involved in teaching and learning activities that enhance critical thinking skills, examine aspects of self-determination, health promotion, disease prevention and evidence-based practice. Students will increase their understanding of nursing process and prioritization in the care of culturally unique clients across the lifespan in an ethical and legal manner.

### **NURS 129 Practical Nursing III - 3 credits (Theory course)**

Continue to examine evidence-based nursing interventions, nursing process, nutrition and drug therapy for health promotion and disease prevention in the culturally diverse client across the lifespan along the health-illness continuum. Students will have access to additional knowledge in the areas of quality improvement, informatics, accountability, ethical, legal and professional issues of the practical nurse.

**NURS 145 Introduction to Maternal Child Nursing - 2 credits (Theory course)**

Focus on the nursing care of the woman, newborn, child and families. Examine health maintenance and study the diseases and disorders affecting women, newborns, and children. Gain an understanding of pediatric growth and development and common illnesses. Use knowledge of family centered care, teaching and learning principles, and therapeutic communication while working within the interdisciplinary team to assist clients to use self-determination in decisions affecting their health.

**NURS 224 Professional Role Development - 2 credits (Theory course)**

Investigate the role of the RN. Students will learn about historical trends, increase their knowledge of the background and current application of safety goals and competencies, and use previous skills in management to now refine leadership skills. Students will start the process of analyzing individual performance and system effectiveness.

**NURS 225 Alterations in Health I - 3 credits (Theory course)**

Explore the pathophysiology and nursing interventions used in caring for individuals experiencing acute and chronic alterations in health that build on concepts, knowledge and skills introduced in practical nursing courses and the supporting sciences. Utilize evidence-based practice, nursing judgement, therapeutic communication, and the nursing process as a framework for providing and managing nursing care to diverse individuals along the health-illness continuum.

**NURS 226 Maternal Child Nursing - 3 credits (Theory course)**

Integrate prior learning while expanding knowledge of the neonate, developing child, women's health, and childbearing family. Health maintenance and study of diseases and disorders affecting diverse neonates, children, women, and families along the health-illness continuum and during the end stages of life are examined. Emphasis is placed on therapeutic communication, the role of the registered nurse, ethical/legal issues, and health promotion and maintenance during life stages of growth and development for neonates, children and women.

**NURS 227 Clinical Applications I - 4 credits (Lab/Clinical course)**

Participate collaboratively with members of the interdisciplinary healthcare team to provide safe and culturally sensitive client-centered care in the lab, clinical area and simulation lab. Practice parenteral medication therapies and demonstrate professional and leadership competencies while incorporating evidence-based practices and sound nursing judgment.

**NURS 228 Alterations in Health II - 4 credits (Theory course)**

Continue the study of acute and chronic alterations in health across a variety of healthcare environments. Discuss the principles of clinical judgement, leadership and delegation while prioritizing and providing safe, effective, and culturally sensitive client care for individuals experiencing complex alterations in health. Analyze ethical health care, quality improvement processes and effective work practices within the healthcare system.

**NURS 229 Health Promotion and Psychosocial Nursing - 2 credits (Theory course)**

Examine safe and effective client care in the areas of health promotion for individuals and groups in communities and in care of the client experiencing psychosocial issues. Expand skills in promoting a client's self-determination, advocating for clients, and working within the interdisciplinary healthcare team while making evidence-based decisions to improve the safety and quality of client care.

**NURS 237 Clinical Applications II - 5 credits (Lab/Clinical course)**

Prioritize safe, effective, and culturally competent client care in acute and community settings during this clinical and simulation lab course. Clients with complex alterations in health and psychosocial issues are managed with a spirit of inquiry and collaboration to make evidence-based clinical judgements. Quality improvement practices related to national safety goals are examined. Students will be challenged with a precepted activity during the latter part of this course.

**NURS 259 Role Transitions - 1 credit (Lab course)**

Examine the process of identifying and obtaining a position as a registered nurse. Explore nursing organizations, the legislative process, and lifelong learning. Investigate what it takes to prepare for and be successful in passing the NCLEX RN® examination. Be part of developing an evidence-based research question, use technology to prepare a portfolio, and reflect on what it means to be accountable and responsible in the role of the RN.

**Graduation Requirements**

**Graduation requirements for a Certificate in Practical Nursing and an Associate in Applied Science in Nursing (ADN-RN)**

1. Satisfy respective campus and curricular requirements for the certificate or degree.
2. Receive a minimum grade of "C" in all courses required by the Dakota Nursing program.

**Student Services**

Each college offering the program assumes responsibility for providing student services to the nursing students registered at its institution. Logistics for handling student services among consortia colleges have been established. Each institution must make sure the following services are available to nursing students:

1. academic advising
2. academic support
3. application and registration support
4. books and equipment including uniforms and medical supplies
5. course/program delivery equipment
6. financial aid
7. marketing of program
8. practice lab and clinical facilities
9. technical support available at each site during class hours and in the class to proctor exams
10. technical processing of:
  - a. academic progress
  - b. transcripts
  - c. tuition & fees
  - d. computer access

## Financial

The commitment date for accepting the next year's budget will be at the Academic Officer meeting in April. Financial responsibility of operating the program at each institution is as follows:


Personnel (Salaries, Benefits, Travel)	Each Institution
Nursing consortium director 100% (ADN & PN)	60% divided equally among the 4 campuses 20% prorated based on number of sites 20% prorated based on student capacity  Designated employer: Lake Region State College Designated supervisor: VP for Academic Affairs
Program coordinator support for consortium director 100%	60% divided equally among the 4 campuses 20% prorated based on number of sites 20% prorated based on student capacity  Designated employer: Lake Region State College Designated supervisor: DNP Consortium Director
DNP expenses, phone, etc.	100% divided equally among the 4 campuses
Clerical support on each college campus	100% local
Site facilitator and/or site manager at each satellite site	100% local
Nurse administrator	100% local – including travel
Theory faculty	100% local – including travel
Clinical faculty (1 per 5-8 students at each institution)	100% local
Lab	100% local
Workload Credit Compensation	\$750 per credit to be invoiced per semester between campuses.



**APPROVAL SIGNATURES**

This memorandum will be in effect for one year from the date of the earliest signature. It will be reviewed and renewed at least annually and may be modified at any time during the year by agreement of all the parties, BSC, DCB, LRSC and WSC. Any member of the consortium may withdraw from this memorandum by notifying the other members, in writing, no fewer than 90 days prior to the expiration of this agreement but shall not affect current students already admitted to the Dakota Nursing Program.

**BISMARCK STATE COLLEGE**

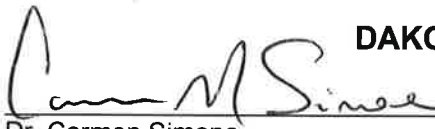
  
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Dr. Douglas Jensen  
President

1-30-23  
Date

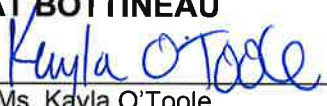
  
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Dr. Daniel Leingang  
Vice President for Academic Affairs

30 Jan 23  
Date

**DAKOTA COLLEGE AT BOTTINEAU**

  
\_\_\_\_\_  
Dr. Carmen Simone  
Campus Dean

2/9/2023  
Date

  
\_\_\_\_\_  
Ms. Kayla O'Toole  
Associate Dean for Academic Affairs

4-3-23  
Date

**LAKE REGION STATE COLLEGE**


  
\_\_\_\_\_  
Dr. Doug Darling  
President

4/17/23  
Date

  
\_\_\_\_\_  
Mr. Lloyd Halvorson  
Vice President for Academic & Student Affairs

2/27/23  
Date

**WILLISTON STATE COLLEGE**

  
\_\_\_\_\_  
Dr. Bernell Hirning  
President

2-22-2023  
Date

  
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Ms. Kimberli Wray  
Vice President for Academic Affairs

Date