



## A MESSAGE from the President



**Janell Lang**  
 NN2 President

### *The Winds of Change*

During the past year, the NN2 Organization has experienced an evolutionary process. This included a change of venue for the annual Board Retreat, which was held November 16-17, 2007. While we all missed the warm, sunny climes of Austin, Texas and the delightful departures from the Board's work to visit Mueller's Barbeque in Taylor and gaze at the cattle on the Executive Director's ranch, members agreed that we needed to meet in a central location and condense our efforts. So, we met outside the Detroit Metro Airport and worked throughout Friday evening and all day Saturday in order to complete our tasks, with members returning home late that evening. We were able to accomplish this objective at no additional cost to the organization.

At the retreat, a significant amount of time was devoted to the examination and reassessment of NN2's Strategic Plan. The Board voiced concerns about lack of interest of many members to serve on some of the current committees, the duplicative efforts of committees, and whether the present committee structure was deemed relevant to the membership. So, we thought outside the box and determined our most vital goals to be:

- To promote excellence in health care education at the two-year college level by identifying and promulgating successful innovations in instructional design and methodologies;
- To advocate for increased allied health and nursing appropriations at both the federal and state levels;
- To develop leaders in two-year college health care education;

- To collaborate with other national associations and organizations that influence health care education.

To this end, committee reconstruction occurred to realize these goals. It was decided to merge Membership and Marketing into one committee. Its charge is to recruit and retain members in all categories, to support diversity in the membership, and to promote NN2 both internally and externally.

Emerging Issues and Outreach also were combined into a single committee. Its charge will be to examine changes in the health care delivery system, which will influence educational practices, to identify and promote innovations in allied health education, to recommend programming for future conferences, and to maintain and strengthen relationships with other organizations, such as the American Association of Community Colleges (AACC), the Association of Schools of Allied Health Professions (ASAHP), and the Health Professions Network (HPN).

In addition, three new committees were created. They include Advocacy, Accreditation, and Leadership.

The charge of the Advocacy Committee is to develop strategies for increased allied health appropriations at federal and state levels; persuade policymakers and the public of the need for increased support of allied health and nursing education in two-year colleges, and serve as a clearinghouse for information which may affect allied health education.

The Accreditation Committee's charge is to review and make recommendations to the board on current issues in accreditation changes, to examine data for implications in health care education, and to identify and to share with the membership any professional societies' plans to extend the credentialing system.

The Leadership Committee's charge is to plan and conduct professional development

programs for new directors/deans/department chairs which will assist them in the performance of the challenging tasks of the position. We are hoping to implement the first leadership academy prior to the annual conference in Dallas in 2009.

What NN2 needs from its members is a commitment to serve on one of these committees, to spearhead its growth in collaboration with one or more of the board members. We are looking to you to strengthen and expand the exciting possibilities of this organization. Only by your willingness to fully engage in NN2's initiatives will these goals be achieved.

Later this spring, you will receive a survey asking you which committee you might be willing to join. Please consider sharing your experience, expertise, ideas, and enthusiasm with other NN2 members so that we all may attain our common goal: a strong educational foundation for the future nursing and allied health workforce.

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*Editor's Note:*  
 NN2 strives to prepare a newsletter that is informative to members. We encourage the submission of information and best practices related to health career education and training, which you think will be helpful to other members. Articles may be submitted to Barbara Jones, NN2 Connections Editor, by email: [bjones@ladelta.cc.la.us](mailto:bjones@ladelta.cc.la.us).

## Membership Application

Name: \_\_\_\_\_

Title: \_\_\_\_\_

College / Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

### Type of Membership: (Check one)

- Individual: \$50       Professional Organization/Agency: \$500  
 Institutional: \$200       Corporate: \$750

### **Please make your check payable to:**

National Network of Health Career Programs in Two-Year College

### **Mail your check and completed membership application to :**

National Network of Health Career Programs in Two-Year College  
 Attention: Cullen Johnson  
 Executive Director  
 714 Harsh Road  
 Marblehead, OH 43440

## NN2 IN BALTIMORE IN 2008!



*Keynote Speaker*

**Dr. George Boggs**  
President/CEO,  
American Association  
of Community Colleges

Join us in Charm City for the 21st Annual Meeting of the National Network of Health Care Programs in Two-Year Colleges (NN2) on **October 8-11, 2008** at the Tremont Plaza, (222 South Paul) in Baltimore, Maryland. The focus of the meeting is **Access, Advocacy and Accountability**. With invited and proposed speakers, exhibits, and numerous networking opportunities, this is one conference you don't want to miss. The keynote speaker for the Conference is Dr. George Boggs. Dr. Boggs is president and chief executive officer of the American Association of Community Colleges (AACC) based in Washington, DC. Dr. Boggs previously served as faculty member, division chair, and associate dean of instruction at Butte College in California, and for 15 years he served as the superintendent/president of Palomar College in California. He served as a member of the Committee on Undergraduate Science Education of the National Research Council and has served on several National Science Foundation panels and committees. He holds a bachelor's degree in chemistry from The Ohio State University, a master's degree in chemistry from the University of California at Santa Barbara, and a PhD in educational administration from The University of Texas at Austin.

The conference will feature submitted and invited presentations, posters or demonstrations. NN2 anticipates that presenters will provide dynamic and provocative learning opportunities for attendees that are interactive and that engage the participants. The breakout sessions will include the areas of access, advocacy and accountability addressing such topics as:

**Access** – examples of how two-year colleges are trying to be innovative in expanding enrollments to serve more students, shared programs and consortia partnerships with higher education, or institutions and partnerships with the healthcare industry.

**Advocacy** – Providing training support and educational programs to individuals with developmental disabilities, creating and supporting effective learning, or understanding

and supporting a variety of generational learners in the classroom.

**Accountability**- Assessing and improving student learning; providing public evidence of students' educational performance; providing public evidence of programmatic and institutional performance; balancing mission, vision and core values with national priorities; or the role of accreditation in finding common ground.

The NN2 evening social and networking event will

### WEDNESDAY, OCTOBER 8

Morning	Golf opportunity
1:00pm – 4:00pm.	Pre-conference Board meeting
2:00pm – 5:00pm	Registration
6:00pm	Reception at Tremont

### THURSDAY, OCTOBER 9

7:00am – 8:00 am	Breakfast and new members' breakfast with president
	Visit vendors
7:30am – 12 Noon	Registration
8:15am – 9:00am	Welcome and Announcements (Eustis, Mayor, Kurtinitis)
9:00am – 10:30 am	Keynote by Dr. George Boggs, AACC President
10:30am – 11:00am	Break – refreshments and visit vendors
11:00am – 12:00N	Dr. Kurtinitis
12:00N – 1:30pm	Lunch at Tremont
1:40pm – 2:30pm	Dr. Mark McCulloch
2:30pm – 3:30pm	Patricia Hall – “Mind Mapping”
5:00pm	Dinner at Phillips Seafood Restaurant

### FRIDAY, OCTOBER 10

7:00am – 8:00am	Breakfast
7:00am – 12 Noon	Registration
8:00am – 8:15am	Welcome, morning announcements, introduce speaker
8:15am – 9:30am	Plenary session speaker -Ken Sammet
9:30am – 10:00am	Committee Meetings
10:00am – 11:00am	Break, refreshments, and visit vendors
11:10am – 12:30pm	Round tables for Hot Topics
12:30pm – 2:00pm	Lunch at Tremont and Annual Business meeting
2:00pm – 3:00pm	Breakout Session #2
	Marcie Weinstein – “Innovative Collaborative Programs”
3:00pm – 4:00pm	Breakout Session #3
4:00pm	Dismiss for afternoon and evening activities

### SATURDAY, OCTOBER 11

7:00am – 8:00am	Breakfast, post-conference Board meeting
8:00am	Welcome and Announcements
8:15am – 9:15am	Breakout Session #4
9:15am – 10:15am	Breakout Session #5
10:15am – 10:45am	Break, refreshments and visit vendors
10:45am – 11:30am	Reports, meeting summary, dismissal

be held at Phillips Seafood in the Inner Harbor and Light Street Pavilion area of Baltimore. Maryland seafood and Phillips is synonymous to many. The restaurant has a great harbor view so people, boats, and the waterfront can be watched. Come join us for a wonderful evening of fun and fellowship. For more information on the 2008 Annual Meeting of NN2, visit [www.nn2.org](http://www.nn2.org).

## NN2 BOARD OF DIRECTORS



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# Welcome New Sponsors!

Atlantic Cape Community College, Mays Landing, NJ  
Broome Community College, Binghamton, NY  
Citrus College, Glendora, CA  
Cuyahoga Community College, Cleveland, OH

MedVance Institute, West Palm Beach, FL  
Salem Community College, Carneys Point, NJ  
Pennsylvania College of Technology, Williamsport, PA



Your NN2 Board hard at work planning the organization's future at the retreat in November in Detroit.

*The History of the Wild Frontier*

Anne Loochtan, PhD

I frequently talk with groups about distance learning and health care programs. When I ask people when they think distance learning started, I usually receive a number of answers, but most think it has only been the last 10 or 15 years due to the advent of personal computers. In fact, it can be traced back to the early 1800's when the first correspondence course was recorded in England supported by the newly-inaugurated penny-post. (History of Distance Learning) Correspondence remained the primary mode of distance learning for many years until the early to mid-20th century when radio also became popular. Both techniques required the learner to assume most of the responsibility of their learning, with the teacher taking on a role as facilitator.

Never has a new instructional media taken education by storm as has distance learning in the late 20th century. It has truly changed colleges' approach to education. Prior to this, slate boards and chalk, pencil and paper were the revolutionary instructional media of the time. I still remember using mimeographs at a small community college in the West. They were far better than taking notes for some purposes, and far cheaper than the copy machines. When colored chalk found its way into our classrooms, it was another heralded improvement. Remember overheads? We thought we were moving into the space age. When heat-resistant colored pens for overheads came out, we thought it was the next best thing since sliced bread. And don't forget film, then video, and an effective interlibrary loan system. These were all welcome additions to our instructional media armamentarium.

But did they cause a revolution? A resounding no! They added color to classroom instruction, but we still used the same basic "sage on the stage" approach. That is, except for the small contingent of distance learning programs and colleges throughout the world who were mostly print-based, and mostly, suffered discrimination from traditional educators. But they persisted, and some even grew. However, they were hardly considered a revolution, more of an annoyance. Revolutions, after all, require critical mass. Even the appearance of television in the classroom did not significantly fulfill its promise to revolutionize education, although TV certainly enhanced it.



In the early 1980s though, the stage was being set for a revolution in both technology-mediated instruction and distance learning. With the appearance of the personal computer and branching logic tutorials enhanced by computers, as well as the appearance of the Intranet, technology began to subtly affect the ways that educators did things. For the first time, fairly low-cost instructional technology was able to combine with classroom teaching in ways that could not have been imagined 30 years earlier. Suddenly, personal computers replaced workbooks, and students could work independently and even enjoy it. Games, especially for younger children, became ubiquitous. This must have been what they meant in my college educational foundations class when they talked about "teaching machines."

Remember modems? The appearance of low-cost modems suddenly brought the computer age into personal homes and then to schools. However, for the first few years, it was maddeningly slow, and there was little retrievable information (yet). One had to understand things like FTP and connection protocols in order to establish a connection. Users had to understand what they were

connecting to; hardly the stuff of the average Joe, but getting closer.

The critical mass of the revolution occurred in the 1990's. By this time, high-speed Internet connections became more common in schools and colleges, and suddenly there was the critical mass to make distance education a movement. Many, many colleges adopted DL for core curriculum, and a few created entire programs. However, health care programs have been slow to jump on the bandwagon.

References:

No author. History of Distance Learning, For adult educators, retrieved February 19, 2008. <http://www.cdlponline.org/index.cfm?fuseaction=whatis&pg=3>

\* Note: This is the first in a series of three articles on the use of distance learning in education. In the next "Connections" issue, Dr. Loochtan will discuss the advent of distance education in health care education.



HIGHER EDUCATION ACT REAUTHORIZATION UPDATE

Congress has been working for years on the reauthorization of the Higher Education Act (HEA). Once the HEA is approved and signed into law, higher education will have to work within the new rules for the immediate future. The Committee on Education and Labor in the U.S. House of Representatives passed the "College Opportunity and Affordability Act" (H.R. 4137) reauthorizing the Higher Education Act (HEA) on November 15, 2007. The House committee bill accompanies the reauthorization bill passed by the Senate (S 1642) in July 2007. The bill went to the full House and passed on February 7, 2008. The next step is a conference with the Senate. Regional accreditors, programmatic accreditors, higher education institutions and agencies, governmental agencies, and for-profit colleges have been heavily involved in the negative rulemaking sessions this past fall.

The American Association of Community Colleges provided highlights of H.R. 4137 in the most recent President's Report for

member institutions (view this report on the AACC website at [www.aacc.nche.edu](http://www.aacc.nche.edu)). They noted that H.R. 4137 includes:

- rejection of the "single definition" of institution of higher education (which would have made for-profit colleges newly eligible for a host of federal programs);
- making part-time and certificate students eligible for Academic Competitiveness Grants as well as a new year-round Pell Grant;
- creation of a new teacher training program focused exclusively on community colleges;
- a new articulation grant program that encourages colleges to work with states and other institutions to facilitate transfer arrangements,
- and a host of new grant programs in areas as diverse as nursing, rural development, and remedial education.

As noted by AACC, the proposed legislation requires new reporting requirements in areas such as fire safety, textbooks, peer-to-

peer file sharing, campus crime, etc. AACC and other higher education stakeholders will watch the legislation with interest and concern. We should provide appropriate recommendations to state legislators as the bill moves to Senate conference to assure positive outcomes for community colleges. For more information, the Council for Higher Education Accreditation provides a newsletter on the progress of the HEA Reauthorization bill, as well as a chart comparing the accreditation provisions of H.R. 4137, S. 1642, and current law. *CHEA HEA Update Newsletter. Number 42, November 20, 2007 at [www.chea.org/Government/index.asp](http://www.chea.org/Government/index.asp).*

# HEALTH PROFESSIONS AND NURSING EDUCATION COALITION BRIEFING REPORT

Lois Simmons

The Health Professions and Nursing Education Coalition (HPNEC) held a briefing and open house on February 7 in the Rayburn House Office Building in Washington, DC. Lois Simmons, Board Member-at-Large, represented NN2 at this event.

As of this writing, President George Bush has proposed to delete all funding for FY 2009 for Title VII and to decrease Title VIII funding by 30%. The purpose of the briefing was to encourage members of the House of Representatives to restore funding for both Title VII and VIII to 2005 levels. Past recipients of VII and VIII funds, including Area Health Education Centers, Allied Health Project Grantees, Nursing Workforce Development programs, colleges of medicine and dentistry, and Minority and Disadvantaged Health Professions Training programs staffed information tables to answer questions and provide additional information following the briefing. Approximately 40 Congressional Staff attended the briefing and visited the information tables.

The Briefing was titled “Strengthening the Health Safety Net.” Of special interest were the speakers at the briefing session. First on the agenda was Dr. David Satcher, the 16th

Surgeon General of the U.S. Dr. Satcher served in that position from 1998 to 2001. He stated that the decreases in Title VII and VIII “chip away at support for health equity and diversity. It is worse than cynical; it is contradictory to say we support quality healthcare for the population and at the same time decrease funding for Title VII and VIII.”

Other speakers included Dr. Denise Rodgers from the University of Medicine and Dentistry of New Jersey (UMDNJ), who personally benefitted from Title VII funding during her education; Dr. Mary Hill, associate dean from the Howard University Division of Nursing; and Dr. Thomas Cavaliere, Dean of the School of Osteopathic Medicine at UMDNJ. Each of the presenters spoke eloquently and passionately about the benefits provided to the national healthcare system by Title VII and VIII programs.

Upon observing that all of the other representatives in the briefing were from four-year schools, Lois reflected on a few statistics provided recently by the American Association of Community Colleges (AACC). For example, 60% of new RNs are educated at the associate degree level. Community colleges educate 63% of allied health professionals;

yet in FY 2006, community colleges received only 6% of the \$106 million in federal grant money awarded to health professions schools. In Maryland (Lois’ home state), in FY 2007, only one community college received Title VII money, which represented 3% of the total grant funds in the state. For Title VIII in FY 2007, only one Maryland community college received a grant for a nursing program, which represented 9.8% of the total sent to Maryland.

Each person reading this article can take an active role in asking for funding for health professions education. As you contact your Congressional representatives, **urge them to restore Title VII and VIII funding and to increase the share of the federal dollars awarded to two-year colleges, where we can educate more students, in a shorter time, for less money.**

The New HPNEC brochure for FY 2009 has been printed and is posted to the HPNEC web site at [www.aamc.org/advocacy/hpniec](http://www.aamc.org/advocacy/hpniec). NN2 is a signatory for this publication. The source for several statistics cited in this article, the AACC publication, “Keeping America Healthy and Safe: Community Colleges,” is available at [www.aacc.nche.edu](http://www.aacc.nche.edu).

## TEACHING THE UNTHINKABLE

*Incorporating Emergency Preparedness into the Curriculum: Thinking about what to teach, and how to teach it to health science students*

James Mecklenburger

Americans are zealously preparing to respond well and systematically -- since 9/11 and Hurricane Katrina especially -- to sudden, overwhelming, unthinkable events such as dirty bombs, industry meltdown, hurricanes, earthquakes or pandemic flu.

And so, health professions are beginning to teach about what happens when health systems are pressed unexpectedly into coping with dire circumstances. Accreditation Standards or guides are in the works, and CAAHEP is in the forefront of Standards development in this area.

Educators want to know the why’s and how’s of teaching this somewhat unfamiliar topic: What teaching materials resources can they draw upon? What curriculum options are there? What will accreditation require?

TEACHING THE UNTHINKABLE is a workshop created by CAAHEP for Program Directors, Faculty and Administrators of Health Science Education Programs. It’s an opportunity to catch up with the latest developments in emergency preparedness and, especially, to think carefully about how to teach about emergency preparedness. Attendees will learn from experts and work with fellow attendees to consider educational options. This intensive event helps attendees develop a new network of colleagues, provides some curriculum maps to this field, offers a look at new accreditation language, includes a copy of the first and only textbook in this emerging field, and suggests ways to access local and Internet resources.

The fee for this workshop is \$139 if you are associated with a CAAHEP-accredited program or \$169 for other attendees and it includes a copy of the first (and at this moment only) textbook for health science programs on this topic: *Emergency Preparedness for Health Professionals*.

The workshop will be offered four times in 2008. The first two have already been scheduled: April 29th in Las Vegas and May 1-2 in Orlando. The other two will be held in October (specific dates yet to be determined) in Dallas and Los Angeles.

For more information, email Dr. James Mecklenburger ([jim@caahep.org](mailto:jim@caahep.org)) or call CAAHEP at 727-210-2350.

## CAMPUS SAFETY & PREPAREDNESS

Barbara Jones

Tragedies happen, but can we be prepared to handle or prevent them? Winter weather, thunderstorms, tornadoes, and hurricanes can cause tremendous loss of life and property, but in most cases we have warnings and time to take action to avoid the danger and to preserve life. The tragic deaths of 32 students and faculty at Virginia Tech University last year caused all higher education institutions to reflect, discuss, and review their campus safety plans and upgrade notification practices. However, the past few weeks have reminded us that it is difficult to make our open campuses and public places secure.

As an administrator at a community college in Louisiana, our campus was shocked and saddened by the recent tragedy at Louisiana Technical College-Baton Rouge. A student took the lives of two fellow students, as well as her own. No one recognized any of the typical warning signs of violence or mental illness. At Northern Illinois University, another troubled student took the lives of 5 college students, as well as his own. In this case, the student had been treated for mental illness, but none recognized signs of violence. Could faculty, staff, or students help to avoid such danger in any of these cases? In the most recent two incidents, emergency plans were followed, and students contacted authorities within minutes of the incidents occurring. The emergency plans in place worked.

The fact is that open campuses and public places will be susceptible to violence. With thousands of students coming and going from open access commuter colleges such as most community colleges, how can we identify the student with issues and problems too big for them to handle? How can we provide them with the help they so desperately need? What is our responsibility for providing a safe college environment?

The February 22, 2008 *Chronicles for Higher Education* presents multi-faceted approaches, both high-tech and low tech, that are being taken by institutions to improve campus safety:

- Text message systems
- Web page announcements
- Intercom announcements
- Voicemail/phone message “blasts”
- Public media – radio, television
- Even the use of bull-horns

In many cases, the plans revolve around making students a part of the campus safety plans—empowering them to be a part of the response solution. It is recommended that students receive information in student orientations about mental

health services, student notification systems, emergency response plans, information sharing methods, how to be aware of surroundings, and how to report concerns. Students, faculty, and staff must be empowered to report any behaviors that could potentially threaten the safety of the individual or others to college officials for proper investigation.

Early Warning Signs of Violence presented by the U.S. Department of Education:

When observing an individual’s behavior it is important to look for multiple signs, consider the situation, determine if further analysis is required, and then determine the appropriate intervention, if necessary. In most cases, community colleges refer students to the institution’s Counseling Center.

1. Social withdrawal
2. Excessive feelings of isolation or rejection
3. Being a victim of violence
4. Feelings of being picked on and persecuted
5. Uncontrolled anger
6. Low school interest and poor academic performance
7. Impulsive and chronic hitting, intimidating, bullying
8. Expression of violence in writings and drawings
9. History of discipline problems
10. Past history of violent and aggressive behavior
11. Drug use and alcohol use
12. Affiliation with gangs
13. Inappropriate access to, possession of, and use of firearms
14. Intolerance for differences, prejudicial attitudes
15. Serious threats of violence.

Imminent warning signs indicate a student has a very high potential of being violent – safety must be of utmost concern.

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for seemingly minor reasons
- Detailed threats of lethal violence
- Possession and/or use of firearms and other weapons
- Other self-injurious behaviors or threats of suicide

There are no guaranteed ways to prevent future tragedies as the ones experienced during the past year. However, many interventions and precautions, such as the ones outlined, can

be implemented to provide greater safety and increased empowerment to the students, the faculty, and the communities who work and live within institutions of higher education.

Dwyer, K. P., Osher, D., & Warger, C. (1998). *Early Warning, Timely Response: A Guide to Safe Schools*. Washington, DC: U.S. Department of Education.

Elliott, D.S., Grady, J.M., Shaw, T.E., Aultman-Bettridge, T., & Beaulieu, M.T. (2000). *Safe Communities ~ Safe Schools Planning Guide: A Tool for Community Violence Prevention Efforts (SCSS-001)*. Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

Hoover, E. (2008). *Louisiana Shootings Underscore Vulnerability of Open Campuses*. Retrieved from <http://chronicle.com/free/v54/i24/24a01701.htm>

Hoover, E. (2008). *Colleges must create “Culture of Preparedness,” Campus safety experts say*. Retrieved from <http://chronicle.com/daily/2008/02/1699n.htm>.

## Give

A fund in the memory of students slain at Louisiana Technical College-Baton Rouge, Taneshia Butler and Karshika Graves, has been established. Donations can be made to the families through any Chase Bank in the Greater Baton Rouge area, The LTC, Baton Rouge Campus Student Memorial Fund, or online at <http://www.lctcs.edu/lctcRemembers/donations.asp>.

Northern Illinois University has established a scholarship fund to honor the memory of the students slain in the February 14 tragedy, Gayle Dubowski, Julianna Gehant, Catalina Garcia, Ryanne Mace, and Daniel Parmenter. The February 14 Student Scholarship Fund will receive gifts through the NIU Foundation for the general scholarship fund. For more information: <http://www.niu.edu/memorial/scholarships.shtml>.