



# NURSING PROGRAM STUDENT HANDBOOK



Associate of Science Degree  
Practical Nursing Diploma  
Programs

**2025 – 2026**

Northwest Technical College ~ 905 Grant Avenue SE ~ Bemidji ~ MN ~ 56601

## INTRODUCTION

Welcome to Northwest Technical College (NTC) and the Nursing major. Nursing is a career rich in satisfaction, opportunities, and challenges. This handbook is intended to provide students with information related to program policies and processes. Nursing faculty/advisors and course syllabi also serve as a source of program information. College policies and Student Services personnel can be located in the online College Handbook and College Catalog ([www.ntcmn.edu](http://www.ntcmn.edu)).

The faculty and administration of the Associate of Science Nursing Degree (AD) and Practical Nursing (PN) Diploma programs at Northwest Technical College (NTC) have prepared the Nursing Program Student Handbook for student and faculty use. It addresses the general information, policies, and standards necessary to maintain an effective and efficient nursing education program. Students are held responsible for being informed of all nursing policies.

## HANDBOOK DISCLAIMER

Every effort is made to ensure the accuracy of the material contained in this Handbook. All policies, procedures, clinical information/documentation, program information, and fees are subject to changes at any time by appropriate action of the following parties: nursing faculty, college administration, dean, Minnesota State Colleges and Universities (Minnesota State System and System Board of Trustees), Minnesota Board of Nursing, and/or Minnesota Legislature without prior notification.

This handbook is neither a contract nor an offer to make a contract. While every effort is made to ensure the accuracy of the information enclosed, the Handbook is updated as necessary. NTC reserves the right to make changes at any time concerning course offerings, degree requirements, services, policies, or any other subject addressed in this document. The information enclosed is provided solely for the convenience of the students and readers.

This handbook supersedes all previous versions of the Handbook. Students are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within. Changes made between years are noted in the handbook with the month and year of change or addition.

When a change is adopted into the handbook during an academic year, students will be emailed the change. Faculty may also include the change in syllabi and/or highlight the change in D2L Brightspace. This is consistent with NICNursing's goal of excellent communication and transparency.

The listing of general NTC policies may be found using the following link: [STUDENT POLICIES](https://www.ntcmn.edu/myntc/registration/student-life/handbook-policies/).  
<https://www.ntcmn.edu/myntc/registration/student-life/handbook-policies/>

Graduation does not guarantee successful passing of NCLEX or licensure by the Board of Nursing.

Updates to the 2025-2026 Nursing Program Student Handbook were the combined efforts of the entire Nursing Department. Completion date: August 18, 2024.

## **EQUAL OPPORTUNITY AND ACCESSIBILITY**

Northwest Technical College is committed to making all educational programs, course materials, services and activities sponsored by the College accessible to individuals with disabilities. Students requesting accommodation(s) due to a disability or other need for access should contact Accessibility Services as soon as possible. To contact Accessibility Services please call (218) 755-3883, (218) 766-2139 or email: [accessibility@bemidjistate.edu](mailto:accessibility@bemidjistate.edu). This information is also available through Minnesota Relay Services at (800) 627-3529.

## **HISTORY OF THE BEMIDJI NURSING PROGRAMS**

The Northwest Technical College (NTC) Bemidji Campus Practical Nursing Program began in 1966 under the direction and efforts of Mr. Jake Outwin and Mrs. Sarah Robinson. The first class enrolled 16 students, and through the years, clinical sites ranged from Bemidji to Minneapolis. The Bemidji Campus was initially called the Bemidji Area Vocational Technical Institute and has undergone some name changes as the campus evolved. Effective July 1, 1992, Bemidji Technical College merged with five other northern Minnesota vocational or technical colleges to become Northwest Technical College, or “the Six Pack” as it became known. Campuses included Thief River Falls, East Grand Forks, Detroit Lakes, Moorhead, Wadena, and Bemidji. In July of 1995, NTC formally withdrew from the six-pack to become its own entity, retaining the name of Northwest Technical College (NTC). In that same year, NTC became part of a new Minnesota State Education System, the Minnesota State Colleges and Universities (MnSCU), now called Minnesota State.

Many changes in the nursing curriculum and the utilization of community agencies have been made through the years to accommodate the changing needs of students and the healthcare delivery system. In 1979, the Practical Nursing Program began implementing the present education articulation process through Agassiz Regional Nursing Education Consortium (ARNEC). In 1998, the program began offering an Associate of Applied Science in Practical Nursing (AASPN) and the concurrently offered diploma in Practical Nursing. In 2000, this program became part of the single NTC Practical Nursing (PN) Program. The advent of the present Practical Nursing Diploma curriculum came about in 2014. This curriculum change streamlined the program - students can earn their diploma and apply for LPN licensure in one year. The two Practical Nursing programs became one program with the Minnesota Board of Nursing on Jan. 1, 2014.

In 2008, the Northwest Technical College nursing program introduced an Associate of Science in Nursing degree. This option created an opportunity for Licensed Practical Nursing (LPN) graduates to obtain their associate degree. In the fall of 2015, a new two-year Traditional Associate Degree program was launched. With the advent of the Covid pandemic in 2020, both the Associate Degree (AD) in nursing program and the Practical Nursing (PN) program adapted to providing on-line education.

The NTC Associate in Science Nursing Degree and Practical Nursing Diploma programs were approved for initial five-year accreditation from the Accreditation Commission for Education in Nursing (ACEN) in September 2019 with an initial accreditation date of June 30, 2017. In March of 2024 the ACEN team did an accreditation visit with the outcomes of complaint for both the PN & AD programs. Final confirmation of continued accreditation was granted in October 2024. The PN & AD programs were granted continued ACEN accreditation through spring 2032.

NTC is aligned with Bemidji State University under the controlling body of the Minnesota State System. NTC is the official controlling body of the Nursing Program.

**ORGANIZATIONAL CHART for NORTHWEST TECHNICAL COLLEGE**

**Nursing Division**

**President of Bemidji State University and NTC**

*Dr. John Hoffman Ph.D.*

**Vice President of Academic Affairs for NTC**

*Dr. Ketmani Kouanchao Ed.D.*

**Dean of Allied Health**

*Nicholle Bieberdorf MSN RN*

**Nursing Program Coordinator/Director**

*Jennifer Morehart MS RN*

**Nursing Faculty**

*Chelsey Erickson BSN RN*

*Shari Hahn MSN RN*

*Brenda Henriksen MSN RN*

*Amber Larson BSN RN*

*Jennifer Morehart MS RN*

*Shannon Swanson BSN RN*

*Erin Tatro MSN RN*

*Loretta Vobr MSN RN*

**Nursing Assistant Faculty**

*Barb Breeze RN*

**Nursing Program Clinical/Lab Assistant**

*Cassie Maish LPN*

**Administrative Assistant for Health & Human Services**

*Viola Anderson*

## **MISSION, VISION, and CORE VALUES**

### **Mission Statement for NTC**

Northwest Technical College engages, supports, and prepares students for rewarding careers through innovative programs and hands-on learning.

### **Vision Statement for NTC**

Northwest Technical College will be a regional leader in providing accessible and innovative education to meet the evolving needs of our diverse students, communities, and workforce.

### **Equity & Inclusion Statement for NTC**

NTC celebrates diversity, strives for equity, and promotes inclusion. We value all students from all religions, race, ethnicities, genders, ages, sexual orientations, socio-economic status, physical ability and national or regional origin.

### **Core Values for NTC**

Our students, faculty and staff strive for:

- Excellence – focus on quality and continuous improvement.
- Integrity – earn trust by doing what we say we will do; ensure high professional and ethical standards.
- Inclusion – provide an atmosphere of respect, sense of belonging, dignity, and acceptance of all.
- Student Success – provide access and educational opportunities for personal and professional growth.
- Innovation – deliver creative and future-oriented career and technical programs.
- Community Engagement – develop strong collaborative relationships with education, business, and industry to meet regional needs.

### **NTC Institutional Learning Outcomes (ILOs)**

1. Communication: Effectively communicate ideas through written, spoken, or visual formats appropriate for a target audience, social or professional context.
2. Problem Solving: Apply critical thinking, mathematical reasoning, and technology skills to implement solutions.
3. Responsible Citizenship: Demonstrate citizenship, equity, inclusion and environmental sustainability through ethical and responsible behavior across personal, academic professional, social and societal contexts.

## **MISSION STATEMENT for NTC NURSING PROGRAMS**

The mission of the Nursing Program is to educate diverse students to become quality entry-level healthcare team members who provide compassionate, culturally sensitive, holistic care in a variety of settings. During this process, students undergo a transformation where a spirit of inquiry, collaboration, resourcefulness, and professional identity are nurtured.

## **PROGRAM APPROVAL, ARTICULATION, and ACCREDITATION**

Both the Minnesota State College and University system (Minnesota State) and the Minnesota Board of Nursing (MBON) must provide approval of the NTC Practical Nursing (PN) Diploma and Associate of Science in Nursing Degree (AD) programs.

Graduates earn either a PN diploma or an associate of science degree (AD) and are eligible for licensure upon the successful completion of the National Council of Licensure Examination (NCLEX). The state board sets and regulates standards and provides approval of the nursing school curriculum designed to train nursing students to be eligible to sit for the NCLEX. Program approval is granted every year when the annual compliance report meets state board requirements.

PN graduates may apply to the NTC LPN Step-In program to complete the associate of science degree after they have obtained their license as an LPN. AD graduates, the program has an articulation agreement with Bemidji State University for continuing education to Baccalaureate Degree.

## **Institutional Accreditation**

The Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (HLC) approves NTC for accreditation.

Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602  
Phone: (800) 621-7440

## **Nursing Accreditation**

Both the NTC Associate in Science Nursing Degree and Practical Nursing Diploma programs were approved for an initial five-year accreditation from the Accreditation Commission for Education in Nursing (ACEN) in September 2019. Initial accreditation date: June 30, 2017. Spring of 2024 was the last visit for review of continuing accreditation.

More information can be found at [www.acenursing.org](http://www.acenursing.org).

Accreditation Commission for Education in Nursing  
33423 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
Phone: (404) 975-5000

## **CORE VALUES (Philosophy)**

The NTC Nursing philosophy is designed to define the meaning of the program's core values: caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness. We value the role the program plays in the progressive development of the student. We believe our graduates must be equipped to think critically, adapt to dynamic environments, and embrace new learning to shape nursing practice.

We believe *caring*:

- is a fundamental socially significant force in fostering concern and consideration for the comfort, well-being, and safety of the whole person
- promotes health, healing, and hope for vulnerable individuals in need
- explores all possibilities to understand the unique needs of individuals, families, and communities

We believe *diversity*:

- includes not only ways of being but also ways of knowing
- involves understanding ourselves and each other to recognize the uniqueness of individuals
- includes cultures, values, and beliefs that are unique and valued with respect and dignity

We believe *ethics*:

- demonstrates conduct reflective of personal and professional moral values
- requires a systematic process and accountability in decision-making

We believe *excellence*:

- strives for progressive transformation while embracing opportunities for enhancing knowledge, practices, and outcomes
- challenges understood and expected norms to seek improved processes in establishing best practices

We believe *holism*:

- is complex, involving interrelationships among physical, psycho-social, and spiritual elements of the individuals, families, or communities within the health-illness continuum
- includes values, beliefs, and practices that are unique and respected

We believe *integrity*:

- is honesty and strength of character, essential to building and maintaining all human relationships
- is having the humility to understand how actions directly impact others
- is consistent adherence to moral and ethical principles

We believe *patient-centeredness*:

- is an orientation to care respectful of and responsive to individual patient preferences and needs, ensuring patient values guide all decisions
- involves creating a culture that accepts uniqueness of people through all levels of care

The philosophy of the Nursing Program incorporates the core values of the program's theoretical framework adapted from the National League for Nursing (NLN, 2010).

### NLN Education Competencies Model: NTC Nursing Program Theoretical Framework



National League for Nursing. (2010).

Outcomes and competencies for graduates of practical/vocational, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing (p. 10).

## NTC PROGRAM FRAMEWORK

Philosophy	<ul style="list-style-type: none"><li>• Foundation for the AD and PN Nursing Programs</li></ul>
Concepts and Definitions	<ul style="list-style-type: none"><li>• Evidence-based</li><li>• Meet National Standards</li><li>• Flow from Philosophy Statement</li></ul>
Student Learning Outcomes	<ul style="list-style-type: none"><li>• Evidenced-based</li><li>• Meet National Standards</li><li>• Each Student Learning Outcome corresponds to a concept</li></ul>
Competencies and Apprenticeships	<ul style="list-style-type: none"><li>• Developed for each Student Learning Outcome</li><li>• Three Apprenticeships integrated into the competencies: Knowledge, Skills/ Practice Know How Attitude/Ethical Comportment</li></ul>
Course Outcomes	<ul style="list-style-type: none"><li>• Correspond to the competencies and apprenticeships</li></ul>
Activities and Measurements	<ul style="list-style-type: none"><li>• Developed to measure each course outcome</li></ul>

## STUDENT POPULATION

Students in the Nursing Programs include various cultures and ethnic origins. Beginning students must have a high school diploma or high school equivalent. Students interested in nursing should have a genuine interest in people. It is necessary to possess the physical capability to care for people requiring assistance with personal care and to possess the mental, physical, and emotional capability to provide holistic nursing care and monitoring. Students must have a knowledge base of the human body and be able to apply it to client care, drawing from an educational background in the sciences, math, psychology, and nursing.

Individuals interested in nursing are active learners with a personal commitment to lifelong learning. Those who pursue this career must value collaborating with colleagues in a variety of disciplines and settings.

## ROLE OF THE NURSE

In today's changing healthcare system, the nurse is valuable in providing care to individuals requiring specialized nursing knowledge and skill. The nurse works to promote individuals' health and general welfare while sick, injured, or in need of health information to prevent illness. The Licensed Practical Nurse works directly with patients in applying the nursing process to safeguard life and health in administering medication and treatment under the supervision of the Registered Nurse or licensed physician. In addition to direct client care, the Registered Nurse collaborates, delegates, and often coordinates with all members of the healthcare team in a decision-making/leadership role. Licensed Practical Nurses and Registered Nurses may find employment in various healthcare settings, including outpatient services, clinics, hospitals, long-term care, public health, home care, and rehabilitative care. Nursing evolves continuously to meet the ever-changing demands of the healthcare system.

## NTC STUDENT LEARNER OUTCOMES

### PRACTICAL NURSING (PN) Student Learner Outcomes

*Students graduating from NTC's PN Nursing Program will exhibit the following qualities:*

CONCEPT	PN STUDENT LEARNING OUTCOME
Human Flourishing	Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.
Professional Identity	Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.
Nursing Judgment	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.
Spirit of Inquiry	By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status.
Resource	National League for Nursing (NLN) 2014 <a href="http://www.nln.org/professional-development-programs/teaching-resources/practical-nursing">http://www.nln.org/professional-development-programs/teaching-resources/practical-nursing</a>

### ASSOCIATE IN SCIENCE IN NURSING (AD) Student Learner Outcomes

*Students graduating from NTC's AD Nursing Program will exhibit the following qualities:*

CONCEPTS	AD STUDENT LEARNING OUTCOMES
Human Flourishing	Apply knowledge and skills learned in the program to uphold patients' right of self-determination and promote holistic well-being of client and family.
Nursing Judgment	Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.
Professional Identity	Implement one's role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, underlying question assumptions, and offer new insights to improve the quality of care for patients, families, and communities
Reference	National League for Nursing (NLN). (2010).

## NTC NURSING FACULTY COMMITTEES

NTC nursing faculty and staff function as committees with the ACEN Standards guiding the programs. Nursing faculty and staff are assigned to three Nursing Committees that support the alignment of the ACEN Standards.

**Curriculum Committee** shall determine the major components of the curriculum and recommend curriculum changes. Evaluate the implementation of the curriculum and conduct appropriate action.

1. Assure the assessment and evaluation of student learning outcomes, program outcomes, and course objectives,
2. Develop and process proposals for the Academic Affairs and Standards Council (AASC), verify the accuracy of catalog entries, and confirm the currency of the course outlines,
3. Review mission and vision of college and program alignment annually, and
4. Review, coordinate, and contribute to the ACEN Standard 4 criterion.

**Student Affairs Committee** shall determine policies/processes regarding admission, progression, graduation, student advisement, including Student Nurses Association, and concerns; and facilitate student representation to faculty meetings

1. Determine admission requirements for the major.
2. Review and determine responses to student grievances/appeals for exceptions to School policy.
3. Review and determine action regarding students' progression in the major, including facilitating resequencing reviews and decisions.
4. Organize and facilitate Student Representatives.
5. Review and prioritize content for New Student Orientation.
6. Review and revise the student sections of the Nursing Program Student Handbook every semester.
7. Review, coordinate, and contribute to the ACEN Standard 1, specific to student learning outcomes and program outcomes, and Standard 3 criterion.

**Resource Committee** shall determine student resource needs, faculty and support staff resource needs, program administration needs as well as resource and space utilization, i.e., space, equipment, library, software, laboratory, and clinical facilities.

1. Collaborate with information technology (IT) staff to facilitate the support of faculty and students in the use of IT resource materials to support the objectives of the curriculum.
2. Coordinate the ordering of books and resources for students and faculty.
3. Annually review library and educational materials and make recommendations for changes, priorities, and improvements.
4. Review space and make recommendations.
5. Review and revise the resources sections of the Nursing Program Student Handbook on an annual basis.
6. Review, coordinate, and contribute to the ACEN Standard 2, 3, and 5. Criterion.

COMMITTEES	ACEN STANDARDS	ASSIGNMENTS(2025-2026)
Curriculum Committee	Curriculum (4)	Brenda (chair), Shari, Jennifer, Loretta, Shannon, Erin, Chelsey, Amber (all full-time faculty)
Student Affairs Committee	Mission & Administrative (1) Students (3)	Jennifer, Cassie, & Viola
Resources Committee	Faculty (2) Students (3) Resources (5)	Jennifer, Cassie, & Viola

## PROGRAM POLICIES

College-wide Policies and procedures are outlined in the NTC College Handbook and apply to all students. The Nursing Program has additional policies to which nursing students are held accountable. Program-specific policies are listed below.

### COURSE/SEMESTER PROGRESSION POLICY

The recommended sequence of required courses for the PN program and the AD programs are found on the NTC Nursing home page.

### ASSOCIATE DEGREE (AD) & PRACTICAL NURSING (PN) PROGRAM PROGRESSION:

- Completion of all required courses, including the required general education courses, is required for program completion and graduation based on the following criteria:
  - **All nursing courses must be passed at a minimum of 80% or higher**
  - **All program-required courses must be passed with a grade of “C” or higher.**
- Successful completion of both Nursing Programs (AD and PN) requires successful completion of outcome assignments (as identified by \* on the course syllabus) associated with each course. Students will be allowed two (2) total attempts to complete and pass any outcome assignment. If not successful with the first attempt, the student **MUST** meet with a faculty tutor before submission of the second/final attempt. The second attempt **MUST** be passed with 80% to successfully pass the course. The grade of the first attempt is entered in the grade book.
- To progress to the next semester, **ALL** nursing courses listed with co-requisites must be passed in the semester assigned to progress to the next semester.
- To progress to the next semester, **ALL** general education courses sequenced in a specific semester must be passed in the assigned semester to progress to the next semester. General education courses may be taken early.
- If a student does not pass a sequential general education course during any semester, a meeting between the student and nursing faculty, or nursing faculty advisor, or Nursing Program Director is required to determine a final program progression decision.
- Co-requisite courses are nursing theory, clinical, and/or lab courses offered.
- Before the published withdrawal date, students will be advised of their academic status. Students will assess their ability to pass the course and reach out to the course faculty and faculty advisor (as needed) via email for guidance. Students need to consider the financial aid impact of withdrawal or course failure.

#### **Student options:**

- a. **Withdrawal** - If withdrawal is the chosen option, the student must withdraw from the course by the posted NTC withdrawal date through eServices.
  - b. **Continue** - An at-risk student may attempt to complete the course instead of choosing to withdraw. Students will need to complete a Performance Improvement Plan (found on the Nursing Program home page). If the student is not successful in meeting the course requirements after the final withdrawal date, the grade earned in the course will go to transcript as earned.
  - c. **Resequencing** – Students who withdraw or fail to pass may have the option to apply for resequencing or reapply to the program. See below.
- Students who are registered for courses and have not met the pre- or co-requisites for that course will be administratively withdrawn from the course. Students will not be allowed to progress if it is determined that pre-requisites or co-requisites have not been met.
  - Failure of any ADNG or PNSG course in semester one requires the student to reapply to the program with a restart the following year. First semester students are not eligible for resequencing. ***Students must submit a new nursing program application.***
  - General education courses that apply to the program may be taken in the interim.
  - Failure of any nursing course a second time will result in dismissal from the nursing program.
  - One program re-application, and one resequencing per program are permitted. Forms are available on the NTC Nursing Program home page.
  - With approval from the Nursing Program Director a student may utilize one program deferral (personal leave of absence) per program. The form is available on the NTC Nursing Program home page.

## **RESEQUENCING POLICY**

A student must request to be resequenced if they desire to return to the ADNG or PNSG nursing program, following a withdrawal or failure of a required course or co-requisite course in Semesters 2, 3, or 4. The student must submit a new nursing program application and start the program over if the program return time is greater than one year.

- The Resequencing Request forms must be received by the Nursing Department within two weeks following the close of the semester.
- Resequencing requests will be reviewed by nursing program leadership and faculty. Resequencing approval will be based on professionalism demonstrated in the academic setting, academic history, and space availability.
- The Resequencing Request forms are found on the NTC Nursing Program home page.
- The student will receive notification of approval or denial of resequencing request one week into the following semester.

## **ACADEMIC EVALUATION OF NURSING COURSES**

### **Course Grading Policy**

The academic grading system is as follows:

- A 100-94%
- B 93.99-86%
- C 85.99-80%
- D 79.99-74%
- F Less than 74%

Nursing students must achieve 80% or better in all nursing courses and the grade of “C” or better in all program required courses. “A,” “B,” and “C” are passing grades in nursing. This standard is established as the grade achievement needed during nursing school to be able to pass the NCLEX licensing exam.

The nursing course grades assigned are based on assessment categories: written exams, ATI exams (where applicable), and assignments. Faculty reserve the right to use additional learning products; details will be outlined in individual course syllabi. The D2L grade book for each course reflects the independent grading categories. All assessments are calculated using a weighted formula.

Faculty create, proctor, and analyze the written exams. All proctored course exams must be passed with an average of 80% to pass the course. Assignments and additional course assessments will not be included in the final calculated grade unless course exams are passed with an average of 80%. Failure to maintain an 80% assignment average may reduce the student’s overall course grade.

No rounding will occur on any material used for student evaluation, including exams, assignments, and final grade.

ATI exams are scheduled each semester throughout the program. (See the Assessment Technology Incorporated [ATI] section for more details.)

## **Outline of assessment weights used for final nursing course grade.**

### Courses without ATI Exam(s)

- Course exams are weighted at 70% of the total grade
- Assignments are weighted at 30% of the total grade

### Courses including ATI Exam(s)

- Course exams and/or professional projects are weighted at 65% of the total grade
- Assignments are weighted at 25% of the total grade
- ATI exams and remediation are weighted at 10% of the total grade

### Courses with lab and lecture without ATI Exams

- Course exams are weighed at 65% of the total grade
- Lab performance is weighted at 25% of the total grade
- Assignments are weighted at 10% of the total grade

### Courses with lab and lecture with ATI Exams(s)

- Course exams are weighed at 65% of the total grade
- Lab performance is weighted at 25% of the total grade
- ATI exams and remediation are weighted at 10% of the total grade

### Courses with lab and lecture (and assignments) with ATI Exams

- Course exams are weighed at 55% of the total grade
- Lab Performance is weighed at 25% of the total grade
- Assignments are weighted at 10% of the total grade
- ATI exams & remediation are weighed at 10% of the total grade

### Clinical/lab courses without ATI Exam(s)

- Clinical/lab performance is weighed at 70% of the total grade
- Clinical/lab assignments are weighed at 30% of the total grade

### Clinical/lab courses with ATI exams(s)

- Clinical/lab performance is weighed 65% of the total grade
- Clinical/lab assignments are weighed at 25% of the total grade
- ATI exams and remediation are weighted at 10% of the total grade

**Course Exam Testing Policy** One and one-half (1.5) minutes will be allowed for each test question.(Example: students will have 45 minutes to complete a 30-question exam)

- The provision of an exam breakdown or study guide will be considered by faculty to help students focus their studies.
- Faculty perform statistical exam analysis, identify missed concepts, and may provide students with guidance for review for future exams.
- Due to test integrity, exams will not be opened in the classroom.
- Students with concerns are encouraged to discuss their exam 1:1 with faculty. Students are asked to email or make an appointment to visit with their instructors.
- If a student scores less than 80% on an exam, it is the expectation that students seek a faculty tutor for content review during the instructors posted office hours or posted study time/tutoring time.
- No exams or test questions will be dropped.
- Faculty recommend the use of ATI test-taking tutorials.
- NTC Student Success Center and online proctoring services through Respondus Lockdown Browser will be the only allowed proctoring software.
- Online exams will be open for 6 hours, usually opening at 1000 Central Standard Time (CST). The faculty will inform students of specific details within the course syllabus and/or direct communication.
- Respondus Lockdown is the only approved proctoring service allowed by ATI Exams with the NTC Nursing Department. Online proctoring services are a student expense paid through student fees each semester.
- When using any Nursing program approved online proctor service, the following guidelines are required:
  - Students must sit upright at a desk or table (or at a minimum, sitting upright on a bed with their arms bent at a

- 90-degree angle on the computer keyboard, and the keyboard on their lap).
- The exam environment should be “clean” or covered with a sheet to cover any papers or items in the exam environment. Students must show their environment before and after the exam. The scan must be performed slowly to allow an entire view of the exam area (floor, ceiling, desktop, chair, surrounding areas).
- Once the student clicks into proctor service, there is absolutely no leaving the room until the student has closed out of the online proctoring service.
- The volume/microphone on the computer must be on during the proctored exam.
- Students must show a state-issued photo ID with a first and last name for every exam. The student must display the ID long enough so that the proctoring service can completely capture the information on the ID.
- **No one other than the student may be in the room during the exam. This exclusion includes no pets or children in the room during the exam.**

**Course Exams:** All nursing students will be required to have their exams proctored by an approved proctor.

**Respondus Monitor:** This service is used by faculty for remote test taking opportunities for students. The majority of your exams will occur over this platform, so be prepared with your device to utilize this service. Students pay a fee through NTC to access course exams through this service.

**ATI Exams:** For ATI testing, each student will incur a one-time fee that is paid at the beginning of their program that covers ATI Proctoring. ATI proctoring also uses Respondus Monitor.

**Academic Integrity** – (added 10/25/2024)

NTC Nursing does not condone any type or form of academic integrity/cheating issues. These issues include:

- Bribery – offering, giving, receiving or soliciting of anything of value to obtain a grade or consideration
- Cheating – any conduct during a program, course, assignment, quiz or examination that involves the unauthorized use of written or oral information, or information obtained by any other means of communication; the buying, selling, sharing of assignments or questions or theft or any examination or quiz prior to or after its administration; the unauthorized use of any electronic or mechanical device during any program, course, quiz or examination or in connection with laboratory reports or other materials related to academic performance; the unauthorized use of notes, laboratory reports, term reports, theses and written materials in whole or part; the unauthorized collaboration/collusion on any test, assignment or project.
- Lying – deliberate misrepresentation by words, actions or deeds of any situation or fact, in part or whole for the purpose of avoiding or postponing the completion of any assignment, duties, test or examination in a course, internship or program.
- Plagiarism – literary theft, in any writing assignment: using others’ words or ideas without correct acknowledgement. This includes sources the student knows personally (friends, other students, relatives, etc.) as well as text, internet, and other sources.

**Student Conduct During Exams:** (Updated 10/25/2024)

Test taking integrity is of the UTMOST importance to ensure quality of the nursing program and your ability to pass the NCLEX licensing exam. During an exam students are expected to exhibit the following behaviors.

- Scan of valid ID - you must scan an ID that has your picture on it, this could be your school ID or driver’s license, failure to complete a valid ID scan is considered a violation of test integrity policies
  - Scan of desk area - pick up computer and do full scan of your table surface, you should only have your ID on your desk surface, failure to complete correct scan is a violation of test integrity policies
  - Full face in view – the camera must be adjusted to assure the face from full neck to top of head remains in full view at all times.
  - No wandering eyes - **keep your eyes looking straight at the screen in front of you at all times.**
  - Quiet environment - no one else (pets and children included) should be in the same room with you, turn off TV, radio, music, etc. - use public libraries or other quiet environments outside of your home as needed
  - Cell phones, smart watches, ear buds should NOT be in the same room. If your hair or other object is covering your ears you must show both of your uncovered ears to the camera before starting your exam.
  - White Board – students will be allowed a **clean** dry erase white board that must be part of the initial environment scan and must also be cleaned and scanned at the end of the exam. Scan must include front & back of white board.
- (8/23/2025)

Any student not adhering to the above criteria may lose points on the exam and/or be required to take all future exams under direct supervision in either a testing center or live video. Any student found to be in violation of the above should expect a conversation with Faculty, Program Director, and possibly Dean. **Violations of academic integrity may result in loss of points for the exam or potentially loss of all exam points, which could result in course failure, expulsion from the Nursing program, or sanctions by the college.** Students who violate these rules may be subject to the **Consequences for Academic Integrity Violation.**

**Student Assignment Conduct:** (Added 10/25/2024)

Course assignments are necessary to achieve End of Program Learning outcomes; Nursing Judgement, Professional Identity, Human Flourishing, & Spirit of Inquiry. Students are expected to perform all assignments independently without the use of outside resources (i.e. AI, Course Hero, soliciting others to complete work, etc.), unless indicated by the Nursing Faculty. All assignment directions **MUST** be followed as they relate to use of provided assignment templates. The use of outside resources to complete assignments is an academic integrity issue and considered cheating. Students who use outside resources to complete assignments will be subject to **Consequences for Academic Integrity Violation.**

**Consequences for Academic Integrity Violation:** (Added 10/25/2024)

- Performance Improvement Plan (PIP) for Academic Integrity initiated at first instance and 0 (zero) points for exam or assignment.
- A second violation of Academic Integrity, in any course for any reason, will result in the student being expelled from the Nursing Program with an inability to enroll in any future NTC Nursing Programs or courses.

**Third Attempt Policy**

**Math Exam:** All students will be required to pass the MATH EXAM at 100% within three attempts during their first semester in the nursing program. Students who do not pass the math exam at 100% on a second attempt will be required to create a Personalized Improvement Plan (PIP) with the course instructor. The course instructor (and student's advisor if the instructor deems it necessary) will require specific assigned remediation. Any student required to create a PIP must complete all remediation to remain ~~and~~ in good standing in the course. The third attempt at the math exam must be completed before the last day of the course.

Math in subsequent semesters will require a minimum score of 80% with remediation to 100%. Students who are unable to pass a math exam at the required minimum of 80% are required to retake the math exam. Students who after three attempts do not complete the math exam at 80% or complete required remediation will be required to withdraw from nursing courses. Faculty discretion allows for consideration of extenuating circumstances when planning for remediation and retesting requirements. (Updated 8/2023)

**PN PROGRAM**

Semester 1: Math Competency Exam: PNSG 1125 Clinical I

Semester 2: Math Competency Exam: PNSG 1155 Technical Skills II

**TRADITIONAL AD PROGRAM**

Semester 1: Math Competency Exam: ADNG 1050 Foundations-Nursing Skills

Semester 2: Math Competency Exam: ADNG 1200 Clinical I

Semester 3: Math Competency Exam: ADNG 2100 Clinical II

Semester 4: Math Competency Exam: ADNG 2050 Advanced Skills

**Step-In AD PROGRAM**

Semester 1: Math Competency Exam: ADNG 1300 Transitions (Lab)

Semester 2: Math Competency Exam: ADNG 2100 Clinical II

Semester 3: Math Competency Exam: ADNG 2050 Advanced Skills

**Skills Test-Out:**

- Students who are not successful in passing their skills test-out on their first attempt in the lab are given two more attempts. These additional attempts will be scheduled into future lab dates per the availability of faculty.
- Students who do not pass any Skills Test Out on a second attempt in any given semester will be required to create a Personalized Improvement Plan (PIP) with the course instructor. The course instructor (and student's advisor if the

instructor deems it necessary) will require specific assigned remediation. Any student required to create a PIP must complete all remediation to remain enrolled in good standing in the course.

- After first and second failed attempts on a skill, faculty will identify for the student the area(s) of competency which require improvement before a retest is allowed. Students may be required to provide verbal, written, in person, or recorded remediation for test outs.
- Students who are unable to demonstrate a satisfactory level of patient safety and infection prevention practices after a third attempt in any SKILLS TEST-OUT, in any given semester, will receive a non-passing grade in the course where the skills test out was assigned.
- Students who are unable to pass any skills test out within three attempts will be required to withdraw from nursing courses. Faculty discretion allows for consideration of extenuating circumstances when planning for remediation and retesting requirements.

### **Late Assignment Policy** (Updated 8/2022)

The Nursing Department reserves the right to make exceptions to this policy in extreme circumstances left to the discretion of the course instructor. Instructors may require that all coursework is completed, regardless of points awarded, to pass a course. Instructors are not required to accept any late work per this policy. Refer to individual course syllabi.

#### 1. Deductions:

- A 10% deduction will be taken for late assignments with notification via email prior to the posted due date.
  - A 20% deduction will be taken for late assignments if the instructor is not notified by email prior to the posted due date.
  - Per course design and faculty discretion, late assignments may receive a grade of “0.”
2. Students are required to retain written documentation of the notification through email along with the instructor’s response to the notification. This ~~document~~ is the only item that will function as notification evidence should there be a discrepancy between the instructor’s and student’s information.
  3. If the late assignment falls within five (5) days of the end of the semester, the student may receive a grade of “incomplete” per college policy. Incompletes are granted at the discretion of the faculty. However, the course must be completed before the subsequent semester to comply with course pre/co-requisites or program completion.
  4. All pass/fail assignments are required for course completion.

### **Late Exam Policy** (Updated 8/2022)

Completion of all Nursing Exams is required for passing all nursing courses.

The Nursing Department reserves the right to make exceptions to this policy in extreme circumstances left to the discretion of the course instructor. Refer to individual course syllabi for course-specific exam policies.

#### 1. Deductions:

- A 10% deduction will be taken for late exams with notification via email prior to the posted due date.
  - A 20% deduction will be taken for late exams if the instructor is not notified by email prior to the posted due date.
  - Late exams, with proper instructor communication, may be accepted up to **five (5) days** beyond the original exam date. After five days, the exam will receive a grade of “0.”
2. Students are required to retain written documentation of the notification through email along with the instructor’s response to the notification. This ~~document~~ is the only item that will function as notification evidence should there be a discrepancy between the instructor’s and student’s information.
  3. If the late exam falls within five (5) days of the end of the semester, the student may receive a grade of “incomplete” per college policy. Incompletes are granted at the discretion of the faculty. However, the course must be completed before the subsequent semester to comply with course pre/co-requisites or program completion.

## **ATTENDANCE POLICY**

### **LAB and CLINICAL**

**Attendance is key to being successful, especially in the learning environment of lab and clinical settings. Student presence at all labs and clinical is expected, just as it would be for any job. In the event of illness or an emergency, it is the student’s responsibility to notify the faculty before the beginning of lab or clinical.**

In case of unavoidable absence from class or clinical, the student must contact his/her instructor no less than one hour

before the start of class or clinical. If the instructor is unavailable, leave either an email message or a voice message. In the case of unavoidable absence from clinical, follow the procedure designated by your instructor. Refer to your Clinical schedule for additional instructor contact information.

### **Lab Absence:**

- All laboratory attendance is required to be made up. All unavoidable absences must be communicated to the instructor via email. The student will make up missed lab time during designated time per course instructor.
- Course failure is earned should a student miss and not make up laboratory time.
- A total of 4 excused hours of absence will be permitted in **extreme** circumstances.
- Exceptions are rare and involve extenuating circumstances. The criterion of the excused absence will be reviewed by faculty and decided by faculty if an exception has been met.

### **Clinical Absence**

Attendance at **all** clinical experiences assigned, including but not limited to, clinical orientation, clinical, simulation, and post-conferences are **mandatory**. In the event the student finds it necessary to be absent from an assigned clinical experience due to an illness or an emergency, the student must report the clinical absence to the faculty involved no less than one hour before the scheduled clinical experience. It is always the student's responsibility to initiate the communication of, and make-up arrangements for any clinical absence (clinical orientation, clinical, simulation, and post-conference) with the appropriate faculty. It is faculty's responsibility to outline expected communication requirements at the beginning of the clinical rotation.

The Clinical Absence Policy applies to every individual clinical rotation per course per semester.

- Every hour missed of clinical is made-up with a time-equivalent assignment.
- Make-up of clinical absences is based on faculty and clinical site availability.
- Make-up for the first clinical absence will be at the clinical site or in the NTC Simulation Lab to assure the student achieves the clinical objectives set for the course.
  - It is the student's responsibility to speak with the appropriate faculty to inform them of the clinical miss.
  - It is the student's responsibility to speak with the appropriate faculty to schedule a clinical make-up day within two school days of return to campus/school.
  - If the clinical absence is not approved, i.e., a student does not contact faculty for the clinical make-up day, the student will receive a zero for the clinical day.
  - If a student receives a zero for a clinical day the clinical time must still be made up to pass the course. This is to meet the MBON requirements that all student nurses must meet the minimum required number of clinical hours.
- Make-up for a second clinical and/or simulation absence will be at the clinical site or in the NTC Simulation Lab. Note: Clinical make-up for a second clinical absence is reliant on an available, current NTC nursing faculty. Make-up must be completed within the confines of the semester and/or course for which the clinical was missed.
- Course failure is typically earned should a student miss a third clinical day.
- Due to COVID-19, discussion between clinical instructor, student, and clinical coordinator is required to determine the next steps. If there are no make-up opportunities for a third clinical day miss, reference to the NTC Nursing Program Progression Policy and the NTC Readmission Policy for Nursing Students located in the Nursing Program Student Handbook will serve as the primary resource. The Nursing Program Coordinator/Director will be included in communication between the students and faculty involved.
- Note: Exceptions may be considered. Exceptions will be rare and involve extenuating circumstances. The criterion of the excused absence will be reviewed by faculty and decided by faculty and Dean if an exception has been met.

### **Assessment Technology Incorporated (ATI) Policy**

Every student must recognize ATI exams are a priority in the program and a success factor for the student. Costs for these resources are billed to students as course fees.

Included in the student's overall charge for ATI is the Virtual ATI and ATI Live Review in both the AD and PN programs. The three-day ATI Live Review is scheduled during finals week of spring semester, after graduation.

**The ATI Live Review may be held on campus or virtually, is required for program completion, and attendance is mandatory.**

**All students are required to participate in all ATI assessments and NCLEX graduation products.**

## Program Orientation

Nursing Program applicants who are accepted into the program are required to attend the Welcome Orientation in July for the Traditional and Practical Nursing program and December or January for the LPN Step-Instudents.

## Program Documentation

Following initial program acceptance, additional documentation is required before the program start.

Accepted Nursing candidates must procure an account with **Verified Credentials**, an electronic tracking tool for required verification of clinical eligibility. Requirements must be met **before** the program start regardless of scheduled clinical participation (see the appendix for more detailed information about Verified Credentials).

Information and detailed instructions regarding completion of requirements and submission of documentation will be provided upon students' acceptance of their seat. Nursing candidates are responsible for costs and fees associated with background studies and tracking of other eligibility requirements. Failure to comply with documentation requirements by the assigned due date(s) may result in dismissal from the Nursing Program.

For more information about specific clinical site requirements, contact the Nursing Department. Documentation must be submitted by the specified deadline. Records must be kept current throughout program completion.

Eligibility requirements include:

- **MN DHS State and National Background studies.** Evidence of both “clearances” (approval to provide direct contact services) must be on file **before starting any Nursing class (ADNG or PNSG)**.
- **Immunization.** Immunization mandates are driven by clinical facility requirements.
- Immunization & TB Screening Requirements:
  - MMR (measles, mumps, rubella) – TWO vaccinations or antibody blood testing verifying immunity to measles, mumps, and rubella – *all three components* must be **tested** and indicate immunity
  - Varicella (chickenpox) – TWO vaccinations or antibody blood testing verifying immunity to varicella (history of chickenpox is **not** accepted as verification of immunity)
  - Tdap (tetanus, diphtheria, pertussis) – must have documentation of one adult Tdap booster within the last ten (10) years. Tdap vaccine is not the same as other vaccines containing some, or even all, the vaccine components (DTap, TD, or DT are not accepted)
  - Hepatitis B – series of three vaccinations, antibody blood testing verifying immunity, or signed NTC declination/waiver.
    - Declination: Hepatitis B is the only long-standing immunization allowing declination exemption. If declined, the student must submit a signed NTC declination/waiver.
  - Influenza – vaccination is required each fall (due by November 1st) for students participating in clinical during flu season (mid-fall through spring semester).
    - Exemptions for *influenza vaccination* allow for medical or religious reasons only. As with vaccination, exemption documentation is required annually.
    - Students requesting exemption from Influenza vaccination must request approved “Influenza Exemption Request” form from the NTC Nursing department, indicate and sign statements of understanding, and provide documentation of a medical contraindication or rationale explaining religious reasons for exemption.
    - Clinical site policy regarding wearing a mask while providing care during the flu season must be followed.
  - COVID-19 – Recommended annually per CDC guidelines. (8/4/25)
    - Clinical policy for wearing masks and/or other accommodations such as COVID testing prior to clinical shifts may apply per clinical site policy.
  - TB (tuberculosis) Screening – Initial **Two-step** Mantoux (two completed skin tests applied and read one to four weeks apart **or** Quantiferon TB blood testing).
    - Must be **current** within six (6) months of submitting documentation.
    - **Annually thereafter**, two-step Mantoux skin test **or** Quantiferon TB blood testing if you travel out of the country, had a break in the program, or have any signs or symptoms with possible indications of TB infection.
    - If Mantoux or Quantiferon test shows *positive* results, or if the student has a history of positive

reaction to TB skin or blood test, a clear chest x-ray and physician's follow-up assessment and clearance letter that indicates that they have been physically assessed and don't have any signs or symptoms of TB and it's safe for them to work with the public.

- **BLS CPR certification.** Students must take an American Heart Association (AHA) or American RedCross (ARC) BLS Provider or BLS for Healthcare Provider course covering infant, child, and adult, AED and obstructed airway, and including a written test. **NOTE: AHA Heartsaver course cards are not accepted.** It is the student's responsibility to maintain current, appropriate certification status in BLS CPR throughout the Nursing Program. A scanned copy of the student's current certification card must be electronically submitted to Verified Credentials, according to program policy, before participation in any clinical experience.

Immunizations, TB screening, and BLS/CPR Dates by programs: (8/4/25)

- PN and Traditional AD students: Due August 1<sup>st</sup> unless otherwise indicated.
- LPN Step-In students: Due January 1<sup>st</sup> unless otherwise indicated.
- Influenza vaccinations: Due November 1<sup>st</sup> each year

### **Criminal Background Checks**

Student participation in clinical experience is an essential component of the Nursing Program. NTC contracts with local healthcare facilities to provide these experiences. Any person who has direct contact with patients and residents at healthcare facilities licensed by the Minnesota Department of Human Services (MNDHS) must have a clear criminal background study on file (***MN State Background Study process includes fingerprinting and photo requirements***). In addition, students must have a *national* background clearance which includes Social Security trace, County Criminal Record history, State by State sex offender search, and Federal list of excluded individuals & entities. Both the MN State and national clearance are required by the contracted clinical facilities used by NTC. Satisfactory background study clearances must be on file in the Nursing Department.

- MNDHS is a one-time requirement while the student is enrolled in the NTC PN or AD Nursing major unless a disqualifying incident occurs. Students will remain on NTC's active DHS roster until program completion.
- National clearance is a one-time requirement, unless there is a break in program progression. Clinical sites require national clearance within 12 months of clinical participation. (8/4/25)

**Any student who has not been cleared to provide direct patient care *without continuous supervision* will not be permitted to participate in clinical experiences, thereby rendering the individual ineligible to progress in the Nursing Program and qualify for a degree in nursing.** If a student must appeal a disqualification, and their appeal produces a "set-aside" from MNDHS for the NTC Program, the decision letter from MNDHS must allow the student to provide direct contact services *without continuous supervision*. If continuous supervision is required, the student must withdraw from the program. If the clearance wait is greater than the length of a semester, the student may be required to be deferred from the program. Students should direct questions and appeals as follows:

- State (DHS) background study – Minnesota Department of Human Services, Licensing Division, 444 Lafayette Blvd., St. Paul, MN 55155-3842. Phone: (651) 431-6620. Web address: [www.dhs.state.mn.us](http://www.dhs.state.mn.us).
- National background study – Verified Credentials, 20890 Kenbridge Court, Lakeville, MN 55044. 952-985-7202 or 800-473-4934 or <http://www.verifiedcredentials.com>

Background study information is stored on the respective, secure online sites of MNDHS and Verified Credentials and only shared with clinical agencies, per contractual agreements, in the event an audit requiring documentation occurs. Only the Nursing Department and the individual students are able to access their background study information.

### **Departmental Student Folder**

Student folders are maintained in the Nursing Program office. An individualized student folder is initiated after the student is accepted into the Nursing Program. Student folders are maintained in a supervised area and in a locked file cabinet accessed only by faculty and staff of the Nursing Program. Student folders are to be used in the nursing department area only. If a student wishes to review his/her departmental folder, it will be reviewed in the presence of Nursing Program staff, faculty, Director or the Dean, and will be returned for filing. Items in the student folder are placed by the Nursing Program staff, faculty, Director, and Dean. Students may submit records of honors, awards, published articles, and other such items to their faculty advisor for inclusion in their student file. While the student is actively enrolled in the nursing major, the following may be included in the student's folder:

- Evidence of current nursing assistant registry

- Evidence of current LPN licensure – for LPN Step-In students (MUST maintain license through graduation)
- Miscellaneous correspondence such as public service, academic status, awards, recommendations, and testing
- Correspondence from and with the student
- Advising notes

Folders begun for students who take beginning nursing courses but do not enroll in any further nursing courses within one year will be moved to an inactive status folder, and after two years will be destroyed. After graduation, the student folder will be kept for at least a year and then will be destroyed. A record of graduates' addresses will be maintained to facilitate contact with alumni, program evaluation, and other such activities. A permanent transcript is maintained in the Records Office. Requests for copies of the NTC transcript should be made to the Registrar's office.

### **Clinical Courses**

Due to safety and liability concerns, all nursing students are required to complete the appropriate clinical facility orientation. The Nursing Department must submit rosters and schedules to the clinical sites before the start of clinical. Due to challenges brought on with students changing sites, movement between clinical sites after July 15 for fall semester or after December 15 for spring semester must be requested through the office of the Nursing Department.

### **NTC Academic Integrity Policy and Nursing Program Honor Code**

Violations of this policy are covered under the Student Code of Conduct. By this Code, students who, after due process, are found to have violated the Academic Integrity Policy, shall be subject to college sanctions that may include discretionary sanctions, including failure on assignments and/or examinations, suspension, or expulsion.

- NTC 3300-1-01 Academic Integrity <https://www.ntcmn.edu/about/wp-content/uploads/sites/7/2021/11/policies-3300-1-01-Academic-Integrity.pdf>
- NTC 3310-1-01 Learner Code of Conduct <https://www.ntcmn.edu/about/wp-content/uploads/sites/7/2021/11/policies-3310-1-01-Learner-Code-of-Conduct.pdf>

The profession of Nursing requires the highest standards of integrity and professionalism. The NTC Nursing program supports the Minnesota Nurse Practice Act (<http://mn.gov/health-licensing-boards/nursing/laws-and-rules/nurse-practice-act/>) and the Academic Integrity Policy of NTC. All nursing students, at the beginning of their nursing program, read, sign, and publicly share the NTC Nursing Program Honor Code.

### **NTC NURSING PROGRAM Honor Code**

“Before you my peers and instructors, I pledge to a commitment of professional behavior while I am a nursing student at Northwest Technical College. I respect the commitment that we are making to the profession of nursing and will behave in a manner that is becoming of a nurse. I am committed to professional communication that shows respect for my peers, my instructors, and my patients. I will protect the privacy of my patients during my studies, and I will not be associated with actions that infringe on patient rights. I will abstain from any form of plagiarism, cheating, deceit, or lying in my studies, and I will not allow my work to be associated with those that do. I will give credit to those who do original work and will not submit someone else's statements or works as my own. I will have integrity in my studies, and I am committed to informing the nursing program of any actions on behalf of myself or my peers that violate this honor code. I acknowledge I have been introduced to and made aware of the NTC Nursing Program Student Handbook and will adhere to the Handbook policies. I make this commitment to you my peers and instructors as I dedicate myself to the service of nursing.”

### **Technology Requirements**

- A computer with internet capability is required for every nursing student. A computer with internet access is an integral part of the student's education in the NTC Nursing Program. The Chrome Book or tablet is not an acceptable computer option. Computer access for course work, DSL or high-speed internet connections is required.
- Access to Lock-Down Browser is necessary for all campus testing. Information concerning network compatibility is available through the NTC IT Helpdesk.
- All nursing students are charged an annual fee for electronic proctored exams.
- U-Central/Nursing Central is a custom-designed resource application required of all nursing students. Access is made available through course fees and is used in the lab and clinical setting. Every student must have a handheld data device for downloading the NTC custom-designed program.
- **Virus Protection** All students are required to install current and active virus protection while using the College's network. The College can provide virus protection at no cost if needed. See the computer helpcenter.
- **Required software:** Microsoft® Office is available at no cost to the NTC student via a download. Directions are

### **Liability Insurance**

The Nursing Program is required to have liability insurance for practice in the clinical areas. As reflected in the fees statement, the student will be billed a nominal fee for group liability coverage. Liability insurance is to cover situations pertaining to the injury of others.

### **Health Insurance**

Students participating in clinical experience are highly encouraged to carry personal health insurance. The Nursing Program and related clinical facilities do not provide group health insurance coverage for students.

### **Professionalism**

Professionalism is expected at all times. Appropriate classroom, lab, and clinical behavior demonstrate the professionalism of nursing. Students are required to abstain from behavior that disrupts the learning environment. Examples of such behavior include, but are not limited to the following: arriving late; interrupting an instructor; disrupting the testing environment; using electronic devices or laptops for activities unrelated to course activities; disrupting classmates; talking negatively or disrespectful to, or about peers, instructors, clinical sites, or programs; leaving before the dismissal of class or leaving the clinical setting; attending class under the influence of chemicals or alcohol, or narcotics; and using a cell phone for unauthorized purposes in the learning environment. Students may be asked to leave the learning environment for the class period, including all-day clinical, if disruptive behavior occurs. Disruptive behavior may be considered grounds for dismissal from the class. Repeated violations may result in disciplinary action and potential dismissal from the program.

Cell phones are not to be used for personal use in the learning environment unless under an extreme circumstance and if instructor permission is granted. Recording (voice or video) of the instructor in class/lab/clinical is prohibited unless formally requested of the faculty teaching the course or through the Accessibility Services department. Cell phones in the educational environment, considered to be on campus or in the clinical setting, must be approved and outlined by each instructor. Every instructor determines the level of cell phone use for communication between students and faculty.

Courses with lab or clinical responsibilities will include grading on professional demonstrations. See individual course syllabi for details.

Professionalism is demonstrated in performance. A Performance Improvement Plan (PIP) is a tool used by faculty and administration to assist in successful learning. See details within the Program Definitions section. Attendance is one of many performance measures assessed in nursing school. The Performance Improvement Plan form is available on the NTC Nursing home page.

Participation and evaluation are essential in the nursing profession. Nursing students are expected to participate in individual courses and program evaluations at various intervals. The department provides evaluation surveys and procedures.

### **Clinical/Lab**

#### **Clinical Facility Requirements**

- Clinical affiliates require proof of immunizations, including COVID-19 vaccination or approved exemption, appropriate CPR certification, and background clearance.
- Orientation to clinical facilities will occur before all clinical assignments. Students must review and sign appropriate confidentiality, disclosure, HIPAA, information release (for access to electronic medical records onsite), and policy agreements to practice in contracted clinical facilities. Safe nursing care of patients and the maintenance of public safety are the primary concerns upheld by the program, clinical agencies, and the Minnesota Board of Nursing.
- Mandatory review of COVID-19 education and policy is required before participating in any clinical experience.
- Students must adhere to all rules, regulations, and policies of the clinical site, including those applicable to employees. It is the students' responsibility to meet these requirements, or they will be withdrawn from clinical courses. This includes the required participation in drug testing if required by a clinical facility. Drug testing is an additional expense for the student if required by a clinical facility. The Nursing office will provide information about if drug testing is required.

- Cell phone use policy may vary by department in the clinical setting.
- Nursing students will include SN following their name (example: R. Jones, SN) in clinical/lab charting.

### **Latex Allergy**

Students who have latex allergies are advised to consult their healthcare provider about ways to maintain their safety while practicing nursing. While the college may be able to minimize exposure for students in the classroom, we are not able to control the clinical environment. Practice in the clinical setting is an absolute requirement for graduation.

### **Scent Free Environment**

A fragrance-free environment helps create a safe and healthy workspace. Scent sensitivity and allergies are a common issue. Fragrances from personal care products, air fresheners, candles, and cleaning products have been associated with adversely affecting a person's health including headaches, upper respiratory symptoms, shortness of breath, and difficulty with concentration. People with allergies and asthma report that certain odors, even in small amounts, can cause asthma symptoms. For the comfort of all NTC Nursing department faculty and students NTC nursing is dedicated to a scent free environment. Non-adherence to this policy may result in a student being sent home to shower and return scent free.

### **Blood Borne Pathogens**

Possible exposure to bloodborne pathogens will be addressed according to college and facility policies. Students will be liable for any expenses incurred for any follow-up medical care required.

### **Safe Care**

Students must be able to provide physically, emotionally, and behaviorally safe care in lab and clinical situations. The following statement describes the student's needed abilities to meet the safe care standards in the academic and healthcare environments. "The student provides for a safe, effective care environment including appropriate infection control application; performs nursing tasks safely and accurately to meet the patient's physical and psychological needs; recognizes limitations and seeks out needed assistance; demonstrates high-level concern for safety measures; and protects client and healthcare personnel from environmental hazards."

NTC, BSU, and Clinical Partner health policies may be updated throughout the academic year and must be adhered to by all students.

- Students have to wash their hands regularly.
- Cleaning the lab and classrooms is everyone's responsibility. Cleaning kits are available in all classrooms. All tabletops in lab settings are to be cleaned by students and faculty.

### **Dress Code for Clinical/Lab/Simulation**

Students, when in required scrubs, represent the NTC Nursing Program and the nursing profession. The student's professional appearance is addressed below.

If a student does not follow the dress code, and if correction of appearance is not immediately modifiable, the student will be sent home to conform to the required dress code. These missed hours will be counted toward the total hours of absence and will prompt the assignment of required clinical make-up.

Students will wear their program designated colored scrubs and required shoes during all lab and simulation sessions, including test-out days. The student's scrubs should not be worn outside of the clinical, lab, or simulation environment, except entering and exiting the academic setting.

- **PN Program** – a mandatory "Galaxy Blue" scrub top and pants or skirt is required. Use the Cherokee ® brand to identify the true Galaxy Blue color. (Clarified 1/2020)
- **AD Program** – a mandatory "Caribbean Blue" scrub top and pants or skirt is required. Use the Cherokee ® brand to identify true Caribbean Blue color (Clarified 1/2020).

### **The requirements listed below are related to professionalism, safety, and infection control.**

- Students must wear clean, reasonably wrinkle-free scrubs for each clinical experience. Scrubs are expected to be laundered every day. Scrub pants/skirts must not drag on the floor. Infection prevention is key to patient safety

- Cultural headdress must be solid in color and no longer than shoulder length. The headdress should be pinned back, and the drape of the garment must not compromise student or patientsafety.
- If a shirt is worn under the scrub top, it must be the same color as your scrubs, white, black, brown, or grey, with no embellishments.
- Uniform shoes are to be kept clean at all times.
- All uniform shoes must have a non-porous, non-mesh top. Clogs are permitted only with a closed heel. Crocs, sandals, open-toed, slippers, boots, or backless shoes are not allowed.
- Scrubs and uniform shoes are to be worn in the clinical and lab areas only (and if lecture class is held on the same day).
- Skirts must be of sufficient length to cover knees but short enough that the hem does not touch the floor when bending or climbing stairs.
- An NTC patch is required to be sewn or glued on all nursing scrub tops. The patches are available in the NTC Bookstore and must be positioned on the upper portion of the right sleeve.
- If a rotation requires business casual attire, jeans are not considered business casual and are not allowed in the clinical or lab setting.
- Body Art (tattoos): Those that may be offensive to patients, family members, guests of patients, and/or other customers or employees are not allowed to be visible. Examples of inappropriate tattoos include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background, or religion. (Sanford, 2018). Note: Clinical site policy will supersede program policy.
- Clinical faculty hand out badges (appropriate to the assigned clinical site). Badges are required for facility access and security. Badges must be worn on the upper torso and visible for all lab experiences and each clinical shift. Students are responsible for returning their assigned badges to their clinical faculty. Students may be responsible for the initial purchase of the badges and/or for the subsequent replacement of lost badges.
- The course grades will be entered as incomplete if a clinical site badge is lost or not submitted at the end of the clinical.
- Jewelry must be conservative and appropriate. Jewelry guidelines are listed below:
  - Facial and oral jewelry must be removed (clear spacer may be used)
  - Other body piercings that cannot be concealed must be removed
  - Plugs/gauges must be concealed, covered with tape, or worn with a solid plug/gauge.
  - Earrings may be worn if there are small post earrings and no more than three (3) posts per ear. No hoop, dangle earrings.
  - Rings are discouraged; a wedding set or band is permitted.
- Fingernails must be short, clean, well maintained, and adhere to clinical site policy. Artificial, acrylic, or gel nails are not permitted.
- Food, beverages, and chewing gum are not permitted in the patient care areas and must be consumed in appropriate break areas or according to facility policy.
- Hair must be of a natural color, clean, neatly trimmed, and off the face and collar. Scrub or working cap, matching program colors, is permitted. Trendier colors are permitted with the requirement of a scrub or working cap.
- Hair longer than collar length must be pulled back or put up with a comb, barrette, or hairband.
- Facial hair must be groomed this includes clean-shaven or a trimmed beard or mustache.
- Make-up should be conservative and professionally appropriate.
- Compliance with the facility's "scent-free" environment policy requires that scented perfumes, colognes, lotions, deodorants, and hairsprays not be worn at any clinical site. A daily bath or shower and appropriate use of deodorant are expected.
- Students presenting to a clinical setting bearing any strong odors including, but not limited to, body odor, gasoline, alcohol, tobacco smoke, or perfumes will be dismissed from the clinical setting.
- No smoking allowed during clinical shifts.
- Departure from the clinical unit or clinical site is not allowed during patient care or observation days under any circumstance.

### **Professional Behavior for the VIRTUAL classroom**

A virtual classroom is any meeting of students and faculty in an online real-time face-to-face environment. Examples of virtual class platforms include but are not limited to Zoom and Skype. Professional behavior is expected, including logging in early and being prepared.

### **During the virtual class meeting:**

1. The VIDEO must remain on throughout the virtual class meeting if requested by the instructor.
2. Professional behavior during the virtual class meeting:
  - a. Sit upright in a chair. Lying down is not considered professional behavior.
  - b. Driving while in a virtual meeting is unsafe.
  - c. Refrain from eating during the virtual class meeting.
  - d. Make sure your upper body is dressed. Visible clothing must be non-offensive.
  - e. Make sure your first and last name are shown in your photo.
3. Professional background during the virtual meeting:
  - a. Be aware of your physical background.
  - b. If you use a virtual background, it must be non-offensive.
4. Asking questions and comments should be made using the virtual meeting tools. Private/side conversations in the Chat Box are discouraged. Note: Chat Box discussions are available to faculty in their entirety, including private conversations.
5. The faculty reserve the right and may give alternate directions on how class virtual meetings shall be conducted.

### **Disruptive and/or unprofessional behavior:**

- Faculty reserves the right to mute or remove any student from the virtual class for violation of any of the Zoom behavioral expectations.
- If removal from virtual class is needed, the student will be required to meet with the faculty and program dean before being allowed to participate in any future virtual class meetings.
- Failure to participate in a required virtual class will follow the absence guidelines set forth in the Northwest Technical College Nursing Program Student Handbook.

### **Supplies**

When students report for their LAB experience, they must have the following items:

Appropriate books, supplies (bandage scissors, watch, pen light, etc.), and supply packs for subjects assigned.

When students report for their CLINICAL experience, they must have the following items:

Scrubs (clean and wrinkle-free), name badge, stethoscope, bandage scissors, black pen, penlight, handheld device, and watch. A personal computer may be required for use in post-clinical assignments.

### **Confidentiality**

Every student must sign the HIPAA (Health Insurance Portability and Accountability Act of 1996) form, which outlines the use and appropriate handling of confidential medical information, before the start of the first clinical course. Patient confidentiality is our priority. The patient has the legal right to confidentiality in all aspects of care, and the nurse has a legal responsibility to safeguard the patient's confidentiality.

### **Social Media**

It is the policy of the NTC Nursing Program to manage social media as an extension of marketing and communications on behalf of NTC. The Nursing Program at NTC respects the right of students/staff to participate in social media; however, the business needs of NTC must be served while also maintaining their corporate identity, integrity, and reputation in a manner consistent with the Nursing Program's mission, core values, policies, and applicable laws. The NTC Nursing Program will investigate alleged violations of the policy and impose corrective action on the student/staff who fail to comply with state or federal laws or with organizational policies, standards, guidelines, or procedures related to the use of social media.

#### **Scope**

This policy applies to NTC Nursing students and staff when using social media while at work, home, campus, or anywhere when the student/staff's affiliation with NTC, clinical, or capstone site is identified, known, or presumed.

#### **Purpose**

The purpose of this social media policy is to assist students/staff in understanding how social media applies to their NTC affiliation and their responsibilities when communicating through these methods.

#### **Definitions**

- a. **Social media:** is primarily internet and/or mobile-based methods of networking using web/mobile-based tools to communicate widely, quickly, and easy to share information and to communicate with others. Such as but not limited to Facebook, Twitter, Instagram, Snapchat, TikTok, and texting.

**b. Protected Health Information (PHI):** is any identifiable health information, including demographic information, which contains:

- Past, present, or future physical/mental health or condition of an individual
- Past, present, or future payment for an individual's healthcare
- Identifies the individual, OR there is a reasonable basis to believe the information can be used to identify the individual.

### **When Using Social Media**

- Students/Staff using social media should not:
  - Disclose NTC's patients' or affiliates' confidential information, or PHI
  - Disclose location, facility type, or any demographic identifier of clinical or capstone
- When using social media, the student/staff will not express or represent that their views are the views of NTC unless they have been authorized to do so.
- The student/staff may be asked to remove any reference to NTC enrollment or affiliation
- Students/Staff photographing any individuals (patients, family, staff as an example but not limited to) or physical structures must obtain written authorization from NTC or affiliates.

### **Compliance**

- Students/Staff shall receive notice of this policy at the beginning of each semester and may receive periodic education on its application and use
- By federal and state laws, regulations, and NTC related policies, NTC Nursing reserves the right to monitor Student/Staff social media activities and maintain detailed reports of social media usage
- Students/Staff found violating this policy may be subjected to corrective disciplinary action including, but not limited to removal from NTC Nursing Program, expulsion from NTC, criminal prosecution, or additional liability associated with other legal actions
- Alleged violations require immediate reporting to the direct supervisor, NTC nursing department chair, and or the affiliates human resources, and risk management
- All violations will be investigated collaboratively with appropriate staff and legal officials to determine appropriate corrective and disciplinary action, up to and including expulsion.

### **Actual or Potential Inability to Practice Nursing**

Because of the level of responsibility associated with the nursing practice, the nurse/student must be in full control of his/her mental and physical capacities at all times when the client's safety and/or the safety of self and others is at stake (see the "Technical Standards for Entry-Level Nursing Programs" in the Appendix). *The student's physical and emotional health, conduct, values, and attitudes must not threaten the safety or welfare of self, clients, students, and others within the department and affiliated agencies.*

Nursing Faculty have ultimate discretion on students' ability to be safe in the clinical or lab environment.

The use of mood-altering drugs, including all forms of alcohol, narcotics, depressants, stimulants, hallucinogens, marijuana, prescription, over-the-counter drugs, or any other material that results in behavior or appearance that adversely affects academic performance or client safety, may be grounds for discipline according to NTC's Student Code of Conduct and program policies.

### **Standard Blood and Body Fluid Precautions**

#### **Precautions**

- When handling blood and/or body fluids, students are to follow the established policies within the agencies where clinical shifts are scheduled.
- All students involved in clinical experience which are not covered by specific agency policy and who are handling blood and/or body fluids, must follow standard precautions to protect themselves, clients, and classmates.
- Immediately following a significant exposure, the student shall inform the instructor.
- Students must report any cuts, scrapes, wounds, skin rashes, dermatitis to the clinical instructor before performing any tasks that may involve exposure to blood or body fluids.
- Students must restrict direct contact if there is a lesion with drainage.
- Students must wear appropriate protective equipment when performing any task(s) that may involve exposure to blood or body fluids.

- All blood or body fluids should be considered infectious.

### **Management of Blood/Body Fluid Exposures**

Should significant exposure to blood or body fluids occur, follow the policy as outlined below:

- If exposure occurs in a healthcare facility with established guidelines for blood and body fluid exposure, those guidelines will be followed.
- If the exposure occurs in a clinical lab setting or in a setting where guidelines have not been established, the student shall:
  - Be referred to the student's physician or healthcare provider. It is recommended that the student seek a referral within a few hours as chemoprophylaxis may be needed.
  - If patient source testing is recommended by the healthcare provider, NTC's Human Resources Department will be consulted.
- All expenses incurred because of the management of, and follow-up of blood and body exposure will be at the exposed student's expense.

Significant exposure includes:

- Any puncture of the skin by a needle or other sharp object that has had contact with a patient's blood or body fluids.
- Mucous membrane exposure (splash to eye or mouth) of blood or other body fluids.
- Cutaneous exposure involves large amounts of blood or prolonged contact with blood or body fluids, especially when the exposed skin is chapped, abraded, or afflicted with dermatitis. Bite wounds are included in this category.

### **High-risk body fluids**

Defined by the CDC as blood, semen, vaginal secretions, cerebrospinal fluid, pleural fluid, peritoneal fluid, pericardial fluid, synovial fluid, and amniotic fluid.

## LICENSURE INFORMATION

Graduates of the Nursing program will be eligible to make an application for the licensing examination.

### **Registration links:**

[Licensure by Exam Application](https://www.hlb.state.mn.us/mbn/Portal/DesktopModules/ServiceForm.aspx?svid=6&mid=78)

<https://www.hlb.state.mn.us/mbn/Portal/DesktopModules/ServiceForm.aspx?svid=6&mid=78>

[National Council Licensure Exam \(register with Pearson Vue to take NCLEX\) https://portal.ncsbn.org/](https://portal.ncsbn.org/)

### **Registration steps:**

1. Submit an application for licensure/registration to the board of nursing/regulatory body where you wish to be licensed/registered (fees are non-refundable).
  - Minnesota licensure by examination application fee
  - Criminal Background Check fee
2. Apply online or mail a paper application (<https://mn.gov/boards/nursing/licensure/apply-for-a-license/apply-by-exam.jsp>).
3. Provide evidence you have not engaged in conduct warranting disciplinary action.
4. Watch your email for the Criminal Background Check fingerprint packet.
5. The Nursing office will confer program completion on the Minnesota Board of Nursing website after the NTC Registrar has verified all institutional criterion has been met and the student has completed the ATILive Review. **Verification by the Registrar's office takes approximately 3-4 weeks from the date of graduation.**
6. Register and pay <http://www.pearsonvue.com/nclex/capva/> for the NCLEX examination with Pearson VUE.
  - Minnesota: Apply online, by telephone, or by mail.
  - Out-state: Contact that state for their application packet.
7. Watch for the test service to send your authorization to test (ATT) by email.
8. Schedule the examination at one of the testing centers after the authorization to test (ATT) has been received from the testing service. The ATT is valid for 90 days. Attention: Check your spam and junk folders as it is possible that candidate correspondence from Pearson VUE could automatically go to one of these folders. All correspondence from Pearson VUE will end with "@pearson.com".
9. Visit [ncsbn.org](https://portal.ncsbn.org/) for a complete overview of the NCLEX® examination process.

**Program codes:** US10402700 (RN-ADN) and US10209900 (PN)

### **Minnesota Board of Nursing**

2829 University Avenue SE #200, Minneapolis, MN 55414-3253

Telephone: 612-617-3000

E-Mail: [nursing.board@state.mn.us](mailto:nursing.board@state.mn.us) Website: [www.nursingboard.state.mn.us](http://www.nursingboard.state.mn.us)

**Pearson Vue** web site: [www.pearsonvue.com](http://www.pearsonvue.com)

### **National Council of State Boards of Nursing, Inc. (NCSBN)**

111 E. Wacker Drive, Suite 2900, Chicago, IL 60601-4277

Telephone: 312-525-3600

**NCLEX Examination** Information:

E-Mail: [info@ncsbn.org](mailto:info@ncsbn.org) and [nclexinfo@ncsbn.org](mailto:nclexinfo@ncsbn.org) Website: [www.ncsbn.org](http://www.ncsbn.org)

## PROGRAM DEFINITIONS

### Definition of Terms

The following terms are used in the Nursing Handbook:

**ACEN:** Accreditation Commission for Education in Nursing. ACEN is the accrediting body chosen by the NTC Nursing Advisory Board and nursing faculty. ACEN supports the interests of nursing education, nursing practice, and the public by the functions of accreditation.

**A.D. or A.S.:** Associate of Science Degree

**Accreditation:** A voluntary, peer-review, self-regulatory process by which a non-governmental association recognizes educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the improvement of the institution or program related to resources invested, processes followed, and results achieved.

**Advanced Standing:** academic credit granted to a licensed practical nurse in recognition of prior nursing education and experience

**Appeal: 1)** A process to follow by a student wanting to apply to, or continue in, the Nursing program following the violation of the course repeat policy. The process is outlined in the Course Repeat Violation Policy. **2)** A process to follow by a student if their background check status includes a disqualification that must be appealed to MNDHS. The determination of MNDHS must allow clearance or set-aside for student to provide direct contact services *without* continuous supervision.

**Assessment Technology Incorporated (ATI):** An educational supplement that provides online education services and support for faculty and student, including assessments and study tools.

**Associate of Science in Nursing Program:** 64-credit program to earn a degree

**Exited:** Required to leave the program.

**LPN:** Licensed Practical Nurse

**NAPNES:** National Association for Practical Nurse Education and Services

**NCLEX:** National Council Licensure Examination

**NFLPN:** National Federation of Licensed Practical Nurses

**NLN:** National League for Nursing is an organization for nurse faculty and leaders in nursing education. The NLN offers professional development, networking opportunities, testing services, nursing research grants, and public policy initiatives to 40,000 individual and 1,200 institutional members.

**Objectives:** Identifies how to meet specific competencies

**PN:** Practical Nursing or Practical Nurse

**Performance Improvement Plan** An individual contract between student and instructor-created because of concern noted by faculty about student behavior(s) in

the clinical setting, lab, classroom, or simulation. Expectations of the student are outlined by the faculty, and the student develops an action plan to improve performance. Failure to meet expectations and actions will result in a failing grade and a possible risk of ineligibility to progress in the program.

**Practical Nursing program:** 36-40 credit program to earn a diploma

**QSEN Competencies:** Quality and Safety Education for Nurses Competencies is a project to meet the challenge of preparing future nurses to have the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

**RN:** Registered Nurse

**Remediate:** The process of correcting weak areas of content knowledge after taking standardized exams.

**Resequencing Request:** Process and request for placing a student back into a semester rotation based on a prioritized basis with academic status and space availability used as considerations. The student must request resequencing using the identified form.

**Student Learning Contract (renamed Performance Improvement Plan):** An individual contract between the student and instructor-created because of concern noted by faculty about student behavior(s) in the clinical setting, lab, classroom, or simulation. Expectations of the student are outlined by the faculty, and the student develops an action plan to improve performance. Failure to meet expectations and actions will result in a failing grade and a possible risk of ineligibility to progress in the program.

**Student Learning Outcomes:** a) Behaviors identified in the syllabus as evidence that the student has achieved the general objective and b) NLN Educational Competencies

**Student Solution Form:** This form may be used when a student has a concern or complaint about his/her education or experience at NTC.

**Unsuccessful Attempt at a Course:** Grades of C-, D, F, or W are considered unsuccessful attempts at a course. Successful course grades for the nursing program are A, B, or C.

**Verified Credentials/Qualified First:** Electronic tracking tool for required verification of clinical eligibility (used by all student cohorts admitted to NTC Nursing *Spring semester 2021 or after*)

**Wait-List:** Qualified applicants who are not accepted into the Nursing program, due to available space are placed on a waitlist. The qualified applicant may be accepted should an opening occur.

**Withdrawal:**

- a. Withdrawal from the Nursing program is departing from a particular course or courses by the student due to personal reasons or failure of assessment. Every course has a designated withdrawal date outlined in course registration under "course details". The electronic withdrawal must be completed before the deadline.
- b. Withdrawal for the college is departing from all college classes on or before the drop/withdrawal period

## APPENDIX



- Student Success Factors
- Course Credit to Homework Ratio
- Advising
- Verified Credentials
- Technical Standards
- Appeals Process/ Grievance Process

## STUDENT SUCCESS FACTORS including Studying Hints Course Credit to Homework Ratio

The NTC standard for hours to credit:

- Each student, whether campus or distance, is expected to actively participate in one (1) hour per credit per week over 16-week semester consuming course materials for theory course and dedicate an additional two (2) hours per credit per week of preparation outside of the assigned time to master the above course objectives and student learning outcome assignments.
- Each student, whether campus or distance, is expected to participate in two (2) hours per credit per week over a 16-week semester consuming and practicing course materials for lab courses and dedicate an additional one (1) hour per credit per week of preparation outside of the assigned time to master the above course objectives and student learning outcome assignments.

### Advising

Students are to communicate with their assigned nursing faculty advisor each semester. Assigned nursing faculty advisors will contact students, using face to face, phone, or email, based on the message and need.

### CLINICAL/PROGRAM ELIGIBILITY TRACKING (Updated 08/2025)

Students are responsible for all fees and costs associated with eligibility requirements.

VERIFIED CREDENTIALS: NTC contracts with Verified Credentials for tracking of all program eligibility requirements. Starting spring semester, 2021, students admitted to the NTC Nursing Program are required to procure an account with Verified Credentials for a **Criminal Background & Document Review** package for completion of required background screening and eligibility documentation required by contractual agreements with our clinical facilities. This includes immunizations, TB screening, and BLS/CPR certification.

### MNDHS BACKGROUND CHECK:

- Fee paid online to DHS
- Fingerprint/photo fee paid to IDEMIA/IdentoGO at the time of service. (updated 7/2023) May only use DHS authorized agency –listing, by region, is available when students schedule appointment for fingerprinting.

Background studies must be completed upon acceptance of a seat in the program. This applies to all NTC Nursing Programs and both the MN State as well as National background studies. All other requirements must be submitted before the program starts irrespective of scheduled clinical participation dates. Requirements include, but may not be limited to, immunizations and/or titer results, tuberculosis screening, and BLS CPR certification.

Accepted nursing candidates (all programs) receive information and instructions upon acceptance of a seat in their respective programs.

### Drug Testing (if required by clinical site):

Drug testing is done through Verified Credentials. Several locations are available throughout the state and nationwide. Drug testing is an additional expense for the student if required by a clinical facility.

- Fees are paid directly to Verified Credentials
- Students who must be tested will be notified by the nursing department and provided with information.

### Clinical/Lab Policy:

Students must adhere to all rules, regulations, and policies of the clinical site, including those applicable to employees. It is the students' responsibility to meet these requirements, or they will be withdrawn from clinical courses. This includes the required participation in drug testing if required by a clinical facility.

## TECHNICAL STANDARDS FOR ENTRY-LEVEL NURSING PROGRAMS

The student's physical and emotional health, conduct, values, and attitudes must not threaten the safety or welfare of self, clients, students, and others within the department and affiliated agencies.

These technical standards are required abilities for effective performance in Minnesota State nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota State Board of Nursing. The examples show how a standard may be applied in entry-level nursing education programs. The examples listed are for illustrative purposes only and not intended to be a complete list of all tasks in an entry-level Nursing Program.

### Minnesota State Associate Degree Nursing Programs Performance Standards

The system of Minnesota State Colleges provides the following example of performance standards, based on the Minnesota Nurse Practice Act, that associate degree nursing students are required to meet and maintain to provide safe and effective care, to be successful and progress in nursing programs. The examples listed are for illustrative purposes only and are not intended to be a complete list of all tasks in a nursing program.

Students with documented disabilities, or who believe they may have a protected disability, can request accommodation, which may assist with meeting the standards for nursing programs. For assistance, contact BSU/NTC ACCESSIBILITY SERVICES at [accessibility@bemidjistate.edu](mailto:accessibility@bemidjistate.edu) or call 218-766-2139.

Requirements	Standards	Examples include but are not limited to...
Critical-thinking Skills	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	<ul style="list-style-type: none"> <li>• Ability to assess, plan, implement, and evaluate care.</li> <li>• Organize workload to manage time effectively and prioritize the delivery of client care.</li> <li>• Use resources effectively to understand the evidence, context of situations, and perspectives (their own and others) to make logical and informed decisions.</li> <li>• Possess problem-solving skills, including the ability to reason, measure, calculate and use data to make decisions in a time-pressured environment.</li> <li>• Assimilate information from class, lab and clinical to demonstrate achievement of learning outcomes.</li> <li>• Ongoing demonstration of skills mastery while integrating and mentally sorting new information.</li> </ul>
Interpersonal Skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	<ul style="list-style-type: none"> <li>• Maintain and protect client confidentiality and privacy.</li> <li>• Establish professional and ethical relationships with others.</li> <li>• Accept feedback and integrate new understanding into behavior.</li> <li>• Display personal accountability, integrity, understanding that student behavior affects others.</li> <li>• Practice the ability to delegate.</li> <li>• Promote a team-building environment.</li> <li>• Provide effective and therapeutic care in a variety of cultural settings.</li> <li>• Convey empathy, compassion and sensitivity in interactions and relationships.</li> </ul>

Communication Skills	Communication skills sufficient for verbal and written professional interactions	<ul style="list-style-type: none"><li>• Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team.</li><li>• Accurately interpret and document nursing actions and client responses.</li><li>• Display the capacity to engage in successful conflict resolution and advocate for client rights and needs.</li></ul>
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		<ul style="list-style-type: none"> <li>• Effectively communicate in English in verbal, written, and electronic resources with colleagues, school staff, and members of the interdisciplinary team.</li> <li>• Use therapeutic communication techniques to provide support to peers, clients and families.</li> <li>• Process relevant information; accurately and timely communicate with the healthcare team.</li> <li>• Ability to design teaching plans for client education and assess effectiveness.</li> <li>• Provide disease prevention and health promotion, care coordination and case findings.</li> </ul>
Psychomotor Skills	Psychomotor skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li>• Move about client's room and/or workspaces to complete client assessment.</li> <li>• Administer rescue procedures - cardiopulmonary resuscitation.</li> <li>• Demonstrate the ability to work for long periods.</li> <li>• Safely use and calibrate equipment in a variety of settings.</li> <li>• Perform procedures necessary to safely admit, transfer, or discharge a client.</li> <li>• Prepare and administer medications and treatments.</li> <li>• Perform nursing skills safely and efficiently.</li> </ul>
Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li>• Ability to provide comprehensive assessment of client's health status through collection and synthesis of data to establish baseline status for client.</li> <li>• Ability to integrate assessment information to form a plan of care.</li> <li>• Recognize emergent needs; perform appropriate targeted assessment, interventions and evaluation.</li> <li>• Assume accountability for delivered care; recognize limits of knowledge, skills and licensure scope.</li> <li>• Understand and process healthcare provider orders according to assessment data, evaluate effectiveness of interventions and communicate with members of the healthcare team.</li> <li>• Demonstrate distinction between provider-dependent and independent nursing interventions.</li> </ul>
Emotional-Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<ul style="list-style-type: none"> <li>• Demonstrate emotional stability while encountering a wide variety of emotions in self and others.</li> <li>• Communicating empathy, recognizing one's own values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others.</li> <li>• Personal flexibility to adapt to rapidly changing environments.</li> <li>• Ability to apply sound judgement in pressured situations.</li> </ul>
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility, and tolerance	<ul style="list-style-type: none"> <li>• Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing.</li> <li>• Recognize and preserve individual human dignity.</li> <li>• Advocate for the client's best interest.</li> <li>• Demonstrate professional accountability and ability to work in hierarchical environment.</li> <li>• Demonstrate intent to follow the ANA Code of Ethics.</li> <li>• Practice participation in development of healthcare policies and procedures.</li> <li>• Demonstrate understanding of nursing theory and practice.</li> </ul>

Environmental Stressors	Other considerations	<ul style="list-style-type: none"> <li>• Ability to work with infectious agents and blood-borne pathogens.</li> <li>• Ability to work in areas with potential chemical and radiation hazards, potential allergens such as latex.</li> <li>• Ability to work in areas of potential violence.</li> <li>• Ability to work in close proximity to others.</li> </ul>
Other	Sensory	<ul style="list-style-type: none"> <li>• Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.</li> </ul>

## Minnesota State *Practical Nursing Programs Performance Standards*

The system of Minnesota State Colleges provides the following example of performance standards, based on the Minnesota Nurse Practice Act, that practical nursing students are required to meet and maintain to provide safe and effective care, to be successful and progress in nursing programs. The examples listed are for illustrative purposes only and are not intended to be a complete list of all tasks in a nursing program.

Students with documented disabilities, or who believe they may have a protected disability, can request accommodation, which may assist with meeting the standards for nursing programs. For assistance, contact BSU/NTC ACCESSIBILITY SERVICES at [accessibility@bemidjistate.edu](mailto:accessibility@bemidjistate.edu) or call 218-766-2139.

Requirements	Standards	Examples include but are not limited to...
Critical-thinking Skills	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	<ul style="list-style-type: none"> <li>• Ability to understand context of situations, make logical decisions and request assistance as needed.</li> <li>• Organize workload to manage time effectively and prioritize the delivery of client care.</li> <li>• Ability to recognize and report changes in client's condition to registered nurse or instructor.</li> <li>• Assimilate information from class, lab and clinical to demonstrate achievement of learning outcomes.</li> <li>• Ongoing demonstration of skills mastery while integrating new information.</li> </ul>
Interpersonal Skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	<ul style="list-style-type: none"> <li>• Maintain and protect client confidentiality and privacy.</li> <li>• Establish professional relationships.</li> <li>• Accept feedback and integrate new understanding into behavior.</li> <li>• Display personal accountability, integrity, understanding that student behavior affects others.</li> <li>• Practice the ability to assign tasks to other LPN's and unlicensed personnel.</li> <li>• Promote a team-building environment.</li> <li>• Provide safe effective care in a variety of cultural settings.</li> <li>• Convey empathy, compassion and sensitivity in interactions and relationships.</li> </ul>

<p>Communication Skills</p>	<p>Communication skills sufficient for verbal and written professional interactions</p>	<ul style="list-style-type: none"> <li>• Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team.</li> <li>• Accurately document nursing actions and client responses.</li> <li>• Display the capacity to participate in successful conflict resolution and advocate for client rights and needs.</li> <li>• Effectively communicate in English in verbal, written, and electronic resources with colleagues, school staff, and members of the interdisciplinary team.</li> <li>• Use therapeutic communication techniques to provide support to peers, clients and families.</li> <li>• Process relevant information; accurately and timely communicate with the healthcare team.</li> <li>• Ability to perform client education and adjust information to client understanding.</li> </ul>
<p>Psychomotor Skills</p>	<p>Psychomotor skills sufficient for providing safe, effective nursing care</p>	<ul style="list-style-type: none"> <li>• Move about client's room and/or workspaces to complete client assessment.</li> <li>• Ability to administer rescue procedures - cardiopulmonary resuscitation.</li> <li>• Demonstrate the ability to work for long periods.</li> <li>• Safely use and calibrate equipment in a variety of settings.</li> </ul>

		<ul style="list-style-type: none"> <li>• Perform procedures necessary to safely admit, transfer, or discharge a client.</li> <li>• Prepare and administer medications and treatments.</li> <li>• Perform basic nursing skills safely and efficiently.</li> </ul>
Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li>• Conduct focused assessment; compare data with normal findings, report changes to registered nurse or other licensed healthcare provider.</li> <li>• Observe client's condition, utilizing all senses, and data from equipment, report changes.</li> <li>• Ability to respond to client distress calls.</li> <li>• Implement interventions delegated or ordered by healthcare providers.</li> <li>• Participate with other members of the healthcare team to develop and modify care plans.</li> </ul>
Emotional-Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<ul style="list-style-type: none"> <li>• Demonstrate emotional stability while encountering a wide variety of emotions in self and others.</li> <li>• Communicating empathy, recognizing one's own values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others.</li> <li>• Personal flexibility to adapt to rapidly changing environments.</li> <li>• Ability to apply sound judgement in pressured situations.</li> <li>• Recognize limits of knowledge and abilities and seek assistance.</li> </ul>
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility, and tolerance	<ul style="list-style-type: none"> <li>• Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing.</li> <li>• Recognize and preserve individual human dignity.</li> <li>• Advocate for the client's best interest.</li> <li>• Demonstrate professional accountability and ability to work in hierarchical environment.</li> <li>• Demonstrate intent to follow the ANA Code of Ethics.</li> </ul>
Environmental Stressors	Other considerations	<ul style="list-style-type: none"> <li>• Ability to work with infectious agents and blood-borne pathogens.</li> <li>• Ability to work in areas with potential chemical and radiation hazards.</li> <li>• Ability to work with potential allergens such as latex.</li> <li>• Ability to work in areas of potential violence.</li> <li>• Ability to work in close proximity to others.</li> </ul>
Other	Sensory	<ul style="list-style-type: none"> <li>• Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.</li> </ul>

A task force of representatives from nursing education in Minnesota originally developed these Technical Standards. Educational institutions represented were Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Range Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges.

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## **SOLUTION AND APPEALS PROCESSES**

### **The NTC Nursing Department handles nursing student concerns through the ACEN Student Standard (3).**

The Student Grievance/Appeal Form is used when the student wishes to address failure in any required general education or nursing course. The Form must be completed by the student, signed off by the advisor, and submitted by the student to the Nursing Department for the attention of the Dean. The Dean will bring the Appeal Form to the designated ACEN Standard 3 faculty meeting or request an Appeal Committee subgroup. The discussion will be held between the Dean and faculty with a decision provided to the student within thirty days. The Appeal Form may also be used for further review of a nursing program decision prior to submitting a formal grievance or course grade appeal. (Search the NTC Nursing home page for Handbook & Forms).

It is the intent of the NTC Nursing Programs and individual faculty members to make fair and reasonable decisions concerning individual students' academic performance and progress. Students who are not satisfied with the decision-making of the Nursing program have the right to seek a remedy through the College's designated Appeals and Grievances Process (Policy: Grade Appeals; DIN 3320-1-02). Appeals related to graduation, financial aid reinstatement, and college policies must also be submitted through the NTC campus committee.