



ST. CLOUD TECHNICAL & COMMUNITY COLLEGE

ASSOCIATE DEGREE IN NURSING (ADN) MOBILITY PROGRAM

Student Handbook
2025-2026

Updated June 2025

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WELCOME to the St. Cloud Technical & Community College (SCTCC) Associate Degree in Nursing Mobility Program Student Handbook! We are excited that you have chosen to pursue your nursing career with us. Let's take a brief moment to explore our program's history.

St. Cloud Technical & Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Associate Degree in Nursing Mobility Program was established in the fall of 2010 and is approved by the Minnesota Board of Nursing (<https://mn.gov/boards/nursing/>). The program is nationally accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) and has been since 2019 (www.nln.org). We are proud of our long history and excited for our future as we continue to excel in the area of nursing education. The faculty and staff are here to support you as you pursue your Associate Degree in Nursing education.

The St. Cloud Technical & Community College Associate Degree in Nursing Student Handbook is your guide to learn about the structure, expectations, and policies of the Associate Degree in Nursing Mobility Program. It also provides the framework for the academic and clinical laboratory policies and requirements.

The St. Cloud Technical & Community College Student Handbook addresses the policies for all students enrolled in the College, including nursing students. Associate Degree in Nursing students are to refer to the St. Cloud Technical & Community College Student Handbook for all information that is not specific to the Associate Degree in Nursing Mobility Program. This handbook can be found on the SCTCC website.

Please save both handbooks and take the time to familiarize yourself with them. It is your responsibility to understand the content of both handbooks. Keeping them accessible will help you refer back to important information throughout your time in the program.

Thank you for choosing St. Cloud Technical & Community College Associate Degree in Nursing Mobility Program. The nursing faculty and I look forward to the coming year in partnership with you.

Best regards,

Jennifer Knaack, PHD, RN
Director of Nursing

Disclaimer:

Every effort has been made to ensure the accuracy of the material contained within this handbook. However, all policies, procedures, clinical information/documentation, program information, and fees are subject to changes at any time by appropriate action of the faculty, the college administration, the Director of Nursing, the Dean of Health Sciences and Nursing, the Minnesota State Colleges and Universities Board of Trustees, the Minnesota Board of Nursing, or the Minnesota Legislature without prior notification. The provisions of the Associate Degree in Nursing Mobility Student Handbook do not constitute a contract between the student, the college, or the Associate Degree in Nursing Mobility Program. The information in this handbook is for use as an academic tool and is subject to change at any time. The Associate Degree in Nursing Mobility Student Handbook may undergo changes following a student's admission and progression in the Associate Degree in Nursing Mobility Program. All students, current and/or returning, will be responsible for and held to changes in the current handbook. Nursing students will be notified of handbook changes in writing, announcements in class, and on D2L.

PREFACE

St. Cloud Technical & Community College

Associate Degree in Nursing (ADN) Mobility Program Student Handbook

This policy handbook provides information specific to the Associate Degree in Nursing Mobility Program. The information will be useful to you as you enter, progress through, and exit the program and will help you be a more successful student.

The policies presented in this handbook supplement those presented in the St. Cloud Technical & Community College Catalog. All students are expected to read the handbook and retain a copy of the handbook throughout the program. The handbook is updated and posted on the program web page on an annual basis.

The Nursing Faculty reserve the right to update the policies in this book as the need should arise. Policy changes will be provided in writing and announced in classes. Students are encouraged to seek the counsel of course instructors or advisors if they have any questions about the policies presented in this publication.

The St. Cloud Technical & Community College Associate Degree in Nursing program is accredited by: National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) 2600 Virginia Avenue NW, Washington, DC 20037 [202-909-2526](tel:202-909-2526).

SECTION I: INTRODUCTION

St. Cloud Technical & Community College Associate Degree in Nursing (ADN) Program

Faculty and Staff Directory

Faculty and Staff	Phone	Room	Email
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The preferred method of communication is via the sctcc.edu e-mail system. Please check your email account on a regular basis for communication. The e-mail method of communication is recommended for corresponding with faculty or to set up appointments with faculty. Faculty office hours are posted on their office doors.

St. Cloud Technical & Community College Mission and Vision Statement

Vision Statement

We are a community of learners rooted in meaningful relationships where everyone belongs and thrives.

Mission Statement

We provide the education, training, and support necessary for equitable participation in our society, economy, and democracy.

SCTCC's Shared Beliefs

- Education empowers individuals and transforms generations.
- Every individual has intrinsic value, and every voice deserves to be heard.
- Our differences enrich our community.
- An antiracist and antidiscrimination ethos is necessary for advancing social justice and equity.
- It is our responsibility to ensure equitable outcomes for our students. Each student can succeed.
- Innovation, flexibility, and life-long learning are critical for our community to thrive.
- Mutually accountable relationships built on trust are essential for our success.
- Community partnerships strengthen and sustain us.

St. Cloud Technical & Community College Associate Degree in Nursing Mobility Program Mission and Philosophy Statement

Mission Statement

The St. Cloud Technical & Community College's (SCTCC) Associate Degree in Nursing (ADN) Mobility Program provides accessible nursing education to prepare safe, caring, and competent entry-level professional nurses that provide care to diverse populations in rural and urban communities.

Philosophy

The philosophy of the SCTCC Nursing Programs is congruent with the mission, vision, and core values of the St. Cloud Technical & Community College's which are committed to:

- Quality education, continuous improvement, and responsiveness to the local community and industry; commitment to a teaching/learning environment that sustains innovation, technology, educational excellence, and lifelong learning;
- Providing educational opportunities and affordable access to a diverse student body;
- Staff development, availability, and success; and
- Offer nursing programs that provide students with a gateway to pursue higher levels of education through articulation.
- Cultivating a culture where relationships are based on trust, mutual accountability, and antidiscrimination to advance social justice and equity in health care.
- Recognizes each individual has their own story and deserves to reach their highest potential

The nursing faculty believes that nursing is both an art and a science; a profession guided by scientific principles and the four core values of the National League for Nursing (NLN), which include caring, diversity and inclusion, excellence, and integrity (NLN, 2025).

Nursing is devoted to promoting, maintaining, and restoring the health of individuals and families, as well as promoting a peaceful, dignified death. Registered Nurses (RN) care for diverse individuals and families across the lifespan in a variety of inpatient and community-based settings by providing safe, culturally sensitive, individualized, patient-centered care and by participating as a member of the health care team.

RNs recognize that teamwork and interdisciplinary collaboration among health care professionals is critical to delivering safe, quality patient care. As a member of the health care team, RNs maintain a spirit of inquiry to continuously improve the quality and safety of health care that is evidence-based. Through the use of informatics and technology, RN's make sound nursing judgments in the delivery of safe, patient-centered care.

Professional values guide interactions with individuals, families, and the health care team. RN's demonstrate professional identity by exhibiting professional behaviors such as accountability, integrity, and assuming ethical and legal responsibility for the care they provide. RN's continue professional growth and development through lifelong learning.

The Nursing Program's Curriculum Model

The curriculum model of the SCTCC nursing program is guided by the *core values, integrating concepts, program outcomes, and nursing practice* developed by the NLN (2010), which are integral elements of student learning and foundational for all nursing practice. The model illustrates the personal, progressive, and lifelong professional development of the nurse through the accumulation, analysis, and synthesis of knowledge, scientific findings, and human experience. The core values and integrating concepts are integrated within each course and are progressively developed in depth and complexity throughout the nursing curriculum, while the program outcomes are the overall goals of the nursing program and converge into nursing practice.

National League for Nursing Core Values

The core values are embedded in nursing's historic paradigm and are foundational for all nursing practice at SCTCC. These values are *caring, diversity and inclusion, excellence, and integrity*.

Caring means "promoting health, healing, and hope in response to the human condition. A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders." (NLN, 2025).

Diversity and Inclusion: "affirming the uniqueness of and differences among persons, ideas, values, and ethnicities. A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies. It also addresses behaviors across academic and health enterprises. Differences affect innovation so we must work to understand both ourselves and one another. And by acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth." (NLN, 2025)

Excellence: “co-creating and implementing transformative strategies with daring ingenuity. A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated.” (NLN, 2025).

Integrity: “respecting the dignity and moral wholeness of every person without conditions or limitation. A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community.” (NLN, 2025).

National League for Nursing Integrating Concepts

The integrating concepts emerge from the core values, which are progressive and multidimensional, and developed during students learning experiences. They include: *context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork*. Within each concept there are specific knowledge, practice, and ethical apprenticeships inherent to that concept. These apprenticeships offer a set of specific knowledge, understanding, and skills that students become familiar with as they progress in their learning throughout the nursing curriculum.

Context and Environment, in relation to organizations, refers to the “conditions or social system within which the organization’s members act to achieve specific goals. Context and environment are a product of the organization’s human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness” (NLN, 2010).

Knowledge and Science refer to the “foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. These foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that discipline’s evolving science; and (e) understanding the nature of evidence-based practice” (NLN, 2010).

Personal and Professional Development is a “lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability” (NLN, 2010).

Quality and Safety is the “degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals,

populations, and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective” (NLN, 2010).

Relationship-Centered Care “positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team at the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment” (NLN, 2010).

Teamwork means to “function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care” (NLN, 2010).

Student Learning Outcomes

The National League for Nursing (NLN) (2022) has defined the expected culmination of student learner outcomes applicable to all nursing programs. Graduates should be prepared (1) to promote and enhance *human flourishing* for patients, families, communities, and themselves; (2) to show sound *nursing judgment*; (3) to continually develop their *professional identity*; and (4) to maintain a *spirit of inquiry* as they move into the world of nursing practice, and beyond. The student learner outcomes were developed using the NLN integrating concepts and core values, and relate to the SCTCC’s college-wide outcomes.

Upon successful completion of the program, the St. Cloud Technical & Community College Associate Degree in Nursing graduate will be able to:

Human Flourishing:

Demonstrate nursing care that is client-centered, culturally sensitive, and based on the holistic needs of clients, families, and communities.

Nursing Judgment:

Use sound nursing judgment in the provision of safe, quality care that promotes the health of clients within a family and community context.

Professional Identity:

Practice professional nursing in a caring, ethical and legal manner that integrates integrity, accountability, leadership, teamwork, and collaboration.

Spirit of Inquiry:

Contribute to the management of healthcare and continued quality improvement by incorporating evidence-based practice, cost containment, and current technology.

St. Cloud Technical & Community College Learning Outcomes

SCTCC college outcomes represent fundamental values and skills believed to be critical to successful graduates. SCTCC purposefully identifies necessary competencies and integrates curricula that support these outcomes. These desired outcomes become part of student development in and out of the classroom and provide the focus for student-centered decision-making. SCTCC college outcomes and assessment data provide evidence of student learning and keep us focused on our mission, vision, and philosophy.

Demonstrate Personal & Social Accountability

Students will develop a sense of personal and professional responsibility by incorporating values into ethical decision-making.

Competencies

- Demonstrate personal and professional growth
- Develop skills for better physical and emotional health
- Demonstrate teamwork and collaboration
- Model and uphold ethical, legal, and moral responsibility

Think Critically

Through consideration of multiple perspectives, students will clarify, analyze, and develop methods that are useful for solving problems and complex issues to make valid, relevant, and informed decisions.

Competencies

- Synthesize and evaluate information
- Articulate and justify ideas
- Create innovative solutions
- Use analytical, deductive, and inductive reasoning
- Develop mathematical and scientific reasoning
- Employ reflective thinking to assimilate, relate, and adapt

Communicate Effectively

Students will use appropriate processes to demonstrate effective communications in a variety of contexts and formats including listening, reading, speaking, and writing.

Competencies

- Demonstrate effective listening
- Comprehend and critique written material
- Convey ideas and words of others accurately
- Practice effective oral communication in interpersonal, group and public settings
- Discover, develop, revise, and present ideas in writing

Understand Social & Global Perspectives

Students will demonstrate a global perspective and identify the key components of social responsibility in their profession, their community, and in the rapidly changing world.

Competencies

- Practice civic involvement and social responsibility
- Develop a broader awareness of the impact of economic conditions and political change
- Understand and adopt stewardship of the environment
- Appreciate and value diversity
- Develop and understand social processes and culture
- Comprehend human values within an historical and social context through expressions of the arts and the humanities

Apply Knowledge

Students will demonstrate knowledge and skills through interdisciplinary application of concepts and constructs. Application of knowledge takes place through student participation in experiences across all disciplines, which includes practice and demonstration to adapt intellectually and to develop workplace readiness.

Competencies

- Compare and contrast approaches to knowledge and skills acquisition
- Assess alternatives to improve, design, or creatively solve a problem or situation
- Develop technological competence for personal and/or career application
- Manage time and other resources efficiently and effectively
- Research and manage information effectively

ADN Program Outcomes

Program outcomes are indicators that reflect the extent to which the purposes of the nursing program are achieved and by which program effectiveness is documented. Program outcomes are measurable, consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals.

1. Performance on NCLEX: The 3-year mean on the NCLEX pass rate is at 80% or above.
2. Program Completion Rate: Eighty percent (80%) of students admitted to the nursing program will graduate within 150% of the time from entry into the nursing program.
3. Program Satisfaction (Advisory Board Members/Faculty/Students/Graduates/Employers): 80% of respondents will agree or strongly agree with survey questions regarding program satisfaction
4. Job Placement: 80% of students who respond at 6 to 12 months post-graduation that are available for work will be employed as a RN or continuing with nursing education.

Minnesota State Performance Standards for Entry-Level Nursing Programs

Minnesota State Performance Standards are compatible with the scopes of practice as defined by the Minnesota State Board of Nursing. The examples listed (see Appendix B) are for illustrative purposes only and are not intended to be a complete list of all tasks in an entry-level program. These standards are utilized for academic and/or career advising.

Any applicant unable to meet the standards listed is encouraged to meet with a nursing advisor and/or the College's Disability Services Office. Reasonable accommodations to meet standards may be available for otherwise program-qualified individuals with disabilities. A copy of the Minnesota State Cognitive, Psychomotor, and Physical Guidelines for Nursing can be viewed in the Appendix B.

References:

National League for Nursing (NLN). (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York: Author.

National League for Nursing (NLN), (2025). NLN core values. Retrieved from <http://www.nln.org/about/core-values>

National League for Nursing (NLN). (2012). Core competencies of nurse educators. Retrieved from <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>

St. Cloud Technical & Community College (2025). College Outcomes. Retrieved from <http://www.sctcc.edu/outcomes>

SECTION II: ASSOCIATE DEGREE NURSING MOBILITY PROGRAM ADMISSION INFORMATION

Admission Standards

In addition to the SCTCC admissions requirements, applicants must complete the application procedures and preliminary requirements of the nursing program. Once these requirements are met, the student is eligible to apply for acceptance to begin the Associate Degree in Nursing (ADN) Mobility Program.

Prospective students should be aware that declaring nursing as a major does not guarantee admission to the ADN Mobility Program; it is an indication of interest. Acceptance into the ADN Mobility Program is based on a point system which is detailed on the application.

Prerequisites for ADN Mobility Program major courses include completion of all prerequisite course work (general education courses) with a cumulative grade point average (GPA) of 3.0 or above in these courses. All courses must be completed with a minimum of a 'C' grade.

Students must be Licensed Practical Nurses (LPN), remain licensed throughout the program, and in current good standing with no restrictions on their license. Recent graduates of a Practical Nursing (PN) program must be licensed within the time frame designated on the application in order to be considered.

Advanced standing means academic credit granted a Licensed Practical Nurse in recognition of prior nursing education and nursing experience. (MN Board of Nursing Rules Statute 6301.2340: Subp. 3 (17). Students admitted to the Associate Degree in Nursing Mobility Program must be an LPN in order to meet program admission requirements. As such, students admitted to the program are awarded advanced standing credits with the expectation that they possess a level of knowledge that has prepared them for success and that they recognize areas where self-review and remediation are needed in order to handle the level of difficulty of the academically rigorous and accelerated pace of the ADN Program.

The student may apply to enter the ADN Program upon completion of the last prerequisite course. The application to continue into the ADN Program is available December 1st online.

Acceptance Process

St. Cloud Technical & Community College (SCTCC) has limited space in its Associate Degree in Nursing (ADN) Mobility Program. Every effort is made to allow students completing general education requirements at SCTCC to continue into the program in a timely fashion; however, with limited space available there are certain criteria each student must meet. The following criteria must be met to be eligible to apply for entrance into the program.

- **Course work completed:** Applications will be accepted in the spring of each year. Students wishing to apply must plan on completing all coursework during the semester they are applying.
- **GPA requirement:** In order to enter the program, a student's GPA must be 3.0 or higher on General Education requirements or transfer equivalents.
- **ATI TEAS Entrance Exam:** The required cut score for the ATI TEAS for ADN Mobility Program entrance is 56. Students may take the TEAS test up to three times in a year if needed. The TEAS score is good for three (3) years. The test measures general knowledge in the areas of reading, math, science, and English and language usage.

- Students will be ranked according to a pre-designed rubric which includes points for GPA, ATI TEAS test and LPN work experience; (work experience as an LPN is not required for application however).

Applicants who are qualified but not accepted for admission into the ADN Program are placed on a waiting list based on the above criteria in order of rank. If spaces become available, applicants from the waiting list will be granted admission. No applications will be accepted after the deadline. The waiting list does not carry over from year to year. Once the fall program has started, the waiting list will no longer be in effect; students will need to reapply.

Transfer of Credits Policy

Student transferring credits must follow the St. Cloud Technical & Community College (SCTCC) transfer policy (See SCTCC Student Handbook). Courses taken at an educational institution other than SCTCC and are not a part of Minnesota Transfer Curriculum (MnTC) will be evaluated by Admissions, General Education department and/or the Nursing Department in order to determine whether or not the courses are equivalent to required prerequisite courses.

Each nursing program uses a unique standard to evaluate student competency; therefore, any nursing courses (NURS) in which such standards are used will not be accepted for transfer from other institutions.

Transfer courses will be evaluated by the Director of Nursing or designated nursing faculty for the following:

- Comparable to SCTCC prerequisite course in content and credits
- Completed within the past 3 years (exception is General Education courses)

After Application

Applicants will be notified of their admission status by the date designated on the application. Applicants who have been selected for admission into the Associate Degree in Nursing Mobility Program must indicate acceptance into the program by the date indicated in the notification.

After Acceptance or Placement on Waiting or Alternate List

Upon acceptance into the program, students will be informed of the time and date of a **mandatory** orientation session. If the student is unable to attend the scheduled orientation session, faculty or the Director of Nursing must be notified as soon as possible. If orientation is not attended, students must meet with the Director of Nursing for an individual orientation. If either the scheduled or individual orientation is not attended, the student forfeits their place and the next individual on the waiting list will be granted admission to the nursing program. Extenuating circumstances for not attending the scheduled orientation session may include but not limited to:

- Student– injury, extended illness or hospitalization
- Family member– hospitalization
- A death in the family
- Court ordered appearance
- Military service – call to active duty
- Study abroad

Registration Procedures

All nursing classes have controlled online registration. Only students admitted to the ADN program will be allowed to register for nursing classes. Students may register for both nursing

courses and general education courses during that time. Once the registration period has ended, all changes in the nursing NURS courses must be approved by the Dean of Health Sciences and Nursing.

SECTION III: GENERAL POLICIES AND PROCEDURES

Clinical Sites

An integral part of a nursing program is student participation in clinical experience. In these experiences, students care for patients and residents at a variety of health care facilities within approximately 100-mile radius from the campus site. St. Cloud Technical & Community College (SCTCC) contracts with local and regional health care facilities to provide these experiences. These experiences are scheduled at many different locations and may occur at varied start times, shifts, and dates due to clinical site availability. Students are responsible for arranging their own transportation to and from the Clinical site.

Data Practices and Informed Consent

Health information collected is private data. Facilities may impose additional requirements regarding the health of persons working in their facilities and may require that health information about students in Clinical courses be made available to them. St. Cloud Technical & Community College (SCTCC) may ask students to provide their health information to determine whether the student meets a Clinical site's health requirements for care providers.

Students are not legally required to provide this information to the college. However, refusal to provide the information requested could mean that a clinical site may refuse to accept the student at its facility. The ADN Program does not guarantee an alternative facility placement. If no alternative clinical placement is available, the student cannot fulfill the clinical requirements of the program, and, therefore, is unable to progress in the SCTCC ADN Program.

Clinical Requirements

In order to participate in clinical experiences, students are required to submit the following items to SCTCC nursing department. Detailed description of each follows the list.

- Background Study (MN)
 - Including fingerprinting
 - Authorization for release of student background study
- Immunization form
- Performance Standards
- Name and Date of Birth
- Authorization of Release of Information
- Current American Heart Association BLS for the Health Care Provider
- HIPAA certification
- Nursing Handbook acknowledgement
- Code of conduct
- Drug Screening Form
- Confidentiality statement
- Consent for photo/video/recording
- Current active LPN License maintained throughout the program

****Health care facilities' regulations require the above information. Individual clinical sites may require additional information.**

Students who fail to provide the required documentation by the due date may not be eligible for admission into the program. It is the student's responsibility to be sure they remain current in CPR and LPN licensure throughout the program and provide documented proof of being current. Students will not be allowed to participate within clinical with an expired CPR card or inactive LPN license, which will lead to an unexcused absence and possibly failure of the course.

Criminal Background Studies

Minnesota (MN) State laws require that any person who has direct contact with patients and residents at health care facilities licensed by the State Department of Health must have a state criminal background check completed. Results of the study are to be on file in the department of nursing before students begin their clinical experiences. Any student who does not pass the criminal background check and has not been cleared to provide direct patient care will not be permitted to participate in clinical experiences. If unable to complete their clinical experiences, the students would not be able to complete the program and will not be able to graduate from the nursing program. The student may however continue to progress through the nursing program (provided they meet all progression criteria). Criminal background studies are completed at the time of admission and yearly, if applicable.

SCTCC reserves the right to run criminal background checks at any time during the course of the nursing program should information be brought forward indicating that the student's background study would no longer be cleared. The Director of Nursing or the instructor will contact the student to complete another background study.

Students must remain in good legal standing before, during, and after completing the clinical portions of the nursing program. If there is an incident that could potentially deem any student inappropriate for clinical, it is the legal and ethical responsibility of the student to report potential issues to the instructor or Director of Nursing immediately.

If, at any time during the nursing program, a student is determined to be in violation of the law, and a recheck of the criminal background study finds the student to be ineligible to provide direct patient contact, the student will be unable to participate in clinical. If unable to complete their clinical experiences, the students would not be able to complete the program and will not be able to graduate from the nursing program.

Immunization Records

Completed immunization forms must be on file prior to beginning any clinical experience. The immunizations required are standards set by the Minnesota Department of Health (MDH) and Human Services and Centers for Disease Control and Prevention (CDC). Individual clinical sites may require additional immunizations for those students and faculty providing care within their facilities. If a student fails to provide the required immunization data, the clinical site may refuse to accept the student at its facility. This includes students who are conscientious objectors to immunizations. The St. Cloud Technical & Community College (SCTCC) ADN Program does not guarantee an alternative facility placement; thus the student cannot fulfill the clinical requirements of the program, and, therefore, is unable to progress in the ADN Program. Immunization documentation is submitted yearly. Students are responsible for keeping a copy for their personal records.

Cost for immunizations and/or proof of immunizations is the responsibility of the student. County Public Health Departments may offer a low-cost vaccination if a student is concerned about the cost of vaccinations requirements.

Performance Standards (Physical, Cognitive, and Psychosocial Requirements)

In order to provide safe and competent care for ill and vulnerable patients and meet the psychomotor and cognitive objectives of required nursing program course, students participating in clinical/lab and theory experiences must meet the physical, cognitive, and psychosocial requirements as guided by the Minnesota State Performance Standards for pre-nursing students and of individual Clinical facilities (see Appendix B).

Students must maintain good health throughout the program in order to meet expected course and program outcomes and the technical skills as outlined in the Minnesota State Performance Standards (see Appendix B). If health changes impact the ability to perform expected behaviors and/or academic outcomes, students are required to 1) notify their faculty and 2) see their healthcare provider and obtain documentation concerning their ability to perform skills involved in direct patient care (see performance standards in Appendix B). If there are restrictions related to their return, students are referred to the accessibility coordinator to request accommodations and determine if the accommodations are reasonable for clinical. If the clinical site is not in agreement with the accommodations, then a student cannot be placed in clinical. Students who do not comply (i.e. do not disclose injury or change in health, or refuse to follow up with a healthcare provider for example) will be unable to progress in clinical.

Healthcare provider documentation needed:

- A note from the healthcare provider on script paper or letterhead including that the student:
 - May return to classroom and clinical or
 - May return with restrictions (detailed restrictions listed) and
 - Must include an end date for the restrictions, or
 - If no restrictions documentation must state “no restrictions

The information contained in student health records is considered confidential. A written release of information to St. Cloud Technical & Community College (SCTCC) is included as a part of the health form. Some facilities may impose certain requirements regarding the health of persons working in their facilities and may require that health information about students in clinical site programs be made available to them. The college or nursing program may ask students to provide health information which will be used to determine whether a student meets a clinical site’s health requirements for care providers.

Students with psychomotor and/or cognitive limitations that prevent them from independently performing the psychomotor and/or cognitive skills required should contact the college Director of Disability Services prior to the start of the academic school year to explore services available to them. Please see the section on reasonable accommodations. The student may not be able to progress in the program until the limitations have been resolved.

Liability Insurance

Nursing liability insurance is required and the cost of this insurance is covered by course tuition. Liability insurance does not cover in the case of personal injury or illness. Students may choose to obtain additional student nurse liability insurance. The costs associated with this additional insurance are to be paid by the student.

Authorization for the Release of Student Information

Students are required to sign an authorization for the release of information to clinical agencies. Copies of the above information are kept in the students' nursing file and available for agencies to review, if requested.

Health Insurance

Though this is not a requirement for clinical or program participation, it is recommended that students have basic health insurance. College fees do not cover this fee or premium. Independent student health insurance is available. See Student Affairs for more information.

Drug and Alcohol Policy

The St. Cloud Technical & Community College (SCTCC) Nursing Department is committed to maintaining an environment that is free from the influence of alcohol, prescription medications or over the counter (OTC) medication which may impair or affect the students thinking, behavior, and/or skill performance, and illegal drugs. In order to ensure student, employee, faculty, and patient safety in the classroom, lab, and clinical setting, SCTCC upholds the drugfree campus policy in the SCTCC Student Handbook and extends this policy to clinical sites off campus. Due to the nature of the nursing profession, should concerns arise in this area, faculty and/or administration reserve the right to address situations on an individual basis.

Drug Testing

Drug testing is required for some clinical sites. Nursing students will be required to have a multipaneled drug urine test upon admission to the nursing program due to clinical site requirements. This fee will be paid by the student. The results will be shared between the drug test vendor and the nursing programs' Administrative Assistant and Director of Nursing at St. Cloud Technical & Community College via a secure portal. If the drug screening result is flagged, an email will be sent to the student with further directions depending on the reason for the result being flagged. Drug screening results that have been flagged for review will be handled on an individualized basis. If the student is unable to attend clinical due to the drug test result, the student will not meet eligibility to attend clinical. As a result, the student will not be eligible to progress through the program and will ultimately be dismissed from the program.

Email and Technology

All students will need access and be able to use a computer, printer, and the internet to fulfill the academic requirements of the nursing program. If you need assistance with these items, please reach out to the Director of Nursing for resources that may be available.

At a minimum, computers must be equipped with Windows 10 or later, Adobe Acrobat Reader, and Microsoft Office. Computers and printers are available for student use at the Student Computer Laboratory located at 1-405 or H-117. Students requiring assistance with computer-related issues should contact the Help Desk at [320-308-6445](tel:320-308-6445).

Students must keep an updated address, phone number and e-mail address in the Nursing Department at all times to ensure prompt communication such as scheduling changes and program requirement and follow up needs. Please check your SCTCC e-mail and D2L, at minimum on a daily basis from Monday - Friday for official Nursing Program, SCTCC and instructor communications, including course updates, assignments, announcements etc.

All electronic communication between instructors and students must be done via the official SCTCC course web site (D2L) or e-mail system. Students' personal e-mails (yahoo, hotmail, gmail, etc.) will likely be blocked by security software that protects the network from spam/viruses. Faculty may not check or respond to emails on weekends, holidays and summer. Please remember that email is considered to be part of professional, appropriate, and official communication between faculty, administration, and fellow peers. Unprofessional or inappropriate use of this is in violation of the SCTCC Student Handbook.

Name Tags

St. Cloud Technical & Community College (SCTCC) identification (ID) tags are required as a part of the nursing uniform to be worn during all clinical experiences. Clinical ID tags may be purchased in the BookStore in the Northway Building.

Personal Health Risks

Nursing students have learning experiences in health care facilities and provide nursing care for clients who are ill. It is likely that clinical experiences will include caring for clients with infectious diseases. It is the responsibility of the student nurse to meet the health requirements and to practice standard precautions to minimize the risks to one's personal health. By enrolling in the nursing program, the student acknowledges these risks.

Academic Advising

ADN students will be assigned an advisor from the Academic Advising Center. Drop-in Hours are Monday to Friday, 8:15am to 3:00pm. Phone number: [320-308-5741](tel:320-308-5741). Advising appointments are available via Zoom. Please contact the above number or email advising@sctcc.edu.
Website: <http://www.sctcc.edu/advising>.

It is the responsibility of the student to seek assistance, academic counseling, and/or advising in order to meet nursing program standards. Regular contact with your advisor is strongly advised. Academic counseling is available, and the faculty will work with students or provide referral. Nursing students are apprised of progress through the Star Fish reporting system as early as week six of the semester. Progress reports can be provided at any time during the semester at the faculty discretion.

Student support services on campus include:

- *Counseling: Personal, Academic, Career*
- *Center for Academic Success (CAS)*
- *Veteran Services*

Reasonable Accommodations

There are conditions for which reasonable accommodations may be appropriate under the Americans with Disabilities Act. The ADN Program will make all reasonable accommodations required by law for qualified individuals. All students are, however, required to perform at a safe level in all areas required for completion of the nursing program. Individuals who have any disability, either permanent or temporary, which may affect their ability to perform in nursing, must contact the St. Cloud Technical & Community College accessibility services at the start of the program.

Disabilities Accommodations

St. Cloud Technical & Community College is committed to providing students with disabilities reasonable accommodations to participate in all services, programs, and activities. Students requiring accommodations must first register with Accessibility Services and provide appropriate documentation of their disability. Accommodations are provided on an individualized, as needed basis, determined through the appropriate documentation. Please contact Accessibility Services at [320-308-5757](tel:320-308-5757) or acc@sctcc.edu, to develop your Accommodations Plan.

The accommodations authorized in your Accommodations Plan should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively so it is essential to discuss your needs at the beginning of the semester.

Responsibility for Health Care Costs

Any health care costs incurred during the time period in which the student is in the ADN Program will be the student's responsibility. Health insurance information is available in the Student Affairs Office.

Additional Costs

At times in the program, additional costs will occur for which the students will need to plan. These may include:

- Costs of supplies for presentations, small projects or other group projects
- Costs associated with travel to and from clinical and school (gas and associated car maintenance and repairs)
- Uniforms, shoes, and equipment (i.e. stethoscope/watch/pen)
- Other costs associated with coursework
- Application costs for taking national board exams and testing center
- ATI Complete package

See Appendix D for cost of program. If financial hardship prevents students from being able to incur these costs, the students should meet with the Director of Nursing to seek assistance.

Workers' Compensation

For purposes of Workers' Compensation insurance, the position of the clinical facilities and St. Cloud Technical & Community College is that, as a nursing student, one is not an employee of either the clinical facilities to which the student is assigned or the College. Thus, the student is not eligible for workers' compensation.

SECTION IV: PROGRAM EXPECTATIONS

Academic Progression/Graduation Requirements

Statement of Integrity

Integrity is crucial to the practice of nursing. Therefore, behavior of nursing students shall demonstrate moral, ethical and legal values as is stated in the Nursing Code of Ethics (See Appendix A) and adhere to the St. Cloud Technical & Community College (SCTCC) Student Conduct Code found in the SCTCC Student Handbook and Nursing Program Handbook. Legal definitions of Nursing can be found in Appendix C.

Academic Integrity

Academic integrity is highly valued at St. Cloud Technical & Community College and throughout higher education. Maintaining academic integrity is the responsibility of every member of the college community: faculty, staff, administrators, and students. Academic integrity requires students to refrain from engaging in or tolerating acts including, but not limited to, submitting false academic records, cheating, plagiarizing, altering, forging, or misusing a college academic record; acquiring or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors, or awards.

Any violation of the St. Cloud Technical & Community College's academic integrity policy S3.28 <https://www.sctcc.edu/academic-integrity> is considered a disciplinary offense and will be subject to the policies of this instructor and can be submitted to the Director of Campus Life for review, entrance into a violation database, and possible disciplinary action as outlined in the academic integrity procedure S3.28.1. Students accused of academic dishonesty may appeal against the decision. Students may review the complaint/grievance policy and procedure at <https://www.sctcc.edu/complaints>

Nursing Code of Ethics

Integral to the profession of nursing is a concern for the welfare of the sick, injured and vulnerable and for social justice. Therefore, the students enrolled in nursing courses at St. Cloud Technical & Community College (SCTCC) accept the moral and ethical responsibilities that have been credited to the profession of nursing and are obligated to uphold and adhere to the professions Nursing Code of Ethics.

The American Nurses Association (2015) Code for Nurses with Interpretive Statements outlines the goals, values, and ethical principles that direct the profession of nursing and is the standard by which ethical conduct is guided and evaluated profession.

The Nursing Faculty at SCTCC has an obligation to teach, uphold and enforce professional, moral and ethical principles of the profession of nursing. These behaviors are adhered to in each nursing course. Students who engage in behavior that violate moral and/or ethical standards described in the SCTCC Student Handbook, the SCTCC AD Nursing Handbook, and/or the 2009 Minnesota Statue 148 (See Appendix C), have failed to meet behavioral progression requirements; the consequences of which may range from course failure to program removal. Students who have been removed from the program for these reasons are not eligible to apply for readmission to the ADN program at SCTCC.

Behaviors that violate professional, moral, and ethical standards include, but are not limited to

- Academic dishonesty which can include exams and written assignments
- Behaviors that violate the Student Code of Conduct (see SCTCC College Handbook)
- Behaviors unbecoming of the Nursing Profession
- Breach of confidentiality (HIPAA)
- Disrespectful behavior to staff/patient(s); student(s)/faculty
- Compromised patient safety
- Incomplete or erroneous documentation
- Any type of Social Media breach

Students may be placed on probation with a student success plan (see Appendix G) or dismissed from the nursing program related to his/her behavior and actual/potential harm to others. Students have the right to appeal against any disciplinary action, see SCTCC Student Handbook for more information.

Confidentiality

Confidentiality is an essential component of nursing practice. The student is expected to adhere to the respective clinical site policy pertaining to confidentiality of patient information obtained or shared within the clinical setting. Information obtained within the laboratory or classroom setting is to be respected and maintained in a confidential manner. Clinical agencies' personnel or policies are not to be discussed outside of the classroom.

HIPAA: All students are required to sign a HIPAA (Health Insurance Portability and Accountability Act of 1996) form during clinical orientations. This document outlines the appropriate handling of confidential medical information. All students are required to strictly adhere to HIPAA guidelines.

Patients have a legal right to confidentiality related to all aspects of their care, and professional nurses have a legal obligation to safeguard the patient's confidentiality. Students may not provide information about their patient(s) to any individual not directly involved with the patient's care.

Conversation related to patients is only allowed in the clinical area, clinical conference area, and the classroom for the purposes of furthering nursing education. Discussion related to patients, or any clinical occurrences are prohibited in public places such as the cafeteria, lounge, or at home as well as within any form of social media. Any materials or documents with identifying patient information contained on them may not be removed from the clinical setting and must be discarded in a confidential manner.

Social Media Policy

Student nurses have a responsibility to understand the benefits and consequences of participating in social media, including both personal and professional social media use. A common myth with social media is that the communication or post is private and accessible only to the intended recipient. Social media is a public forum and any information posted in this media is considered public. Students should also be cautious of engaging in compromising behavior that may be photographed and tagged in another individual's social media without permission of the student, see Appendix H.

Any questionable behavior with social media that is reported to the Director of Nursing will be investigated. If the preponderance of evidence is found that the student is in violation with this

policy, disciplinary action will be taken. Disciplinary action may range from probation with a student success plan, to dismissal from the program, and/or reporting to a place of employment, Clinical agency and/or the Minnesota Board of Nursing. Nurses have an ethical obligation to report when others are engaging in questionable or unprofessional behavior. This could include reporting to an instructor, Director, charge nurse, employer or Board of Nursing.

Examples of questionable or unprofessional behavior may include, but are not limited to the following:

- Identifiable patient information or image or HIPAA violation
- Blurring of professional patient/client/resident – nurse boundaries
- Sharing of information or photos gained through the patient/client/resident - nurse relationship
- Lateral violence or cyber bullying, which may be behaviors of intimidation or bullying directed towards another individual
- Disparaging remarks towards a patient/client/resident, student, SCTCC employee, or clinical agency employee
- Harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comment or image
- Derogatory content posted in regard to SCTCC Nursing Department or a partnering clinical agency

Helpful Weblinks

[NCSBN's Nurses Guide to Using Social Media](#)

Due Process

Students can expect fair treatment in academic matters, and the following steps will be followed in each situation.

- Notification of the charge
- Presentation of the evidence supporting the charge
- An opportunity to respond
- Notification of the consequences
- Information about the appeal process, Due Process Form (Appendix G)

Chain of Command

If a student has a concern, please follow the chain of command in dealing with questions. Always remain professional and

- Check to see what information the syllabus may have about your question or concern
- Check to see if there is a policy or language in the Nursing Student Handbook which might answer your question
- Meet with your instructor
- Meet with the Director of Nursing
- Check the SCTCC Student Handbook
- Review student policies found online

SCTCC Campus Policy: Complaint/Grievance Policy

See MinnState Policy 3.8; SCTCC Policy S3.24

St. Cloud Technical & Community College, in order to provide quality instruction and service, encourages student access to college faculty, staff and administration to resolve questions, concerns, or complaints regarding SCTCC policies, procedures, or other actions or inactions of the College.

Students are encouraged to use available informal means to have decisions reconsidered before submitting a complaint or filing a grievance. The ultimate objective of this policy and procedures is to reach a mutually agreed upon resolution to the issue as quickly and efficiently as possible. No retaliation of any kind shall be taken against a student for participating in the complaint or grievance process. These procedures shall also protect data privacy rights. The college maintains a record of all complaints and grievances filed, collected and archived in the Administrative Affairs Division.

This policy does not apply to academic grade disputes. Grade appeals are handled under a separate policy/procedure. Student complaints regarding discrimination or harassment are subject to SCTCC and Minnesota State Board Policy 1.B1, Procedure 1B.1.1.

Complaint Procedure

The goal of the complaint procedure is to quickly address a student's question/concern about a college decision, action or inaction and come to a resolution agreeable to the student and the college as soon as possible.

Submitted verbally or in writing, the student may bring the complaint directly to a faculty member, administrator, manager, department chairperson, college supervisor or other SCTCC staff. Complaints may also be brought to the supervisor or dean of the department/division closest to the disputed action.

Grievance Procedure

Student(s) not satisfied with the outcome of a complaint - and/or if the complaint involves the application of a college policy – may file a written grievance with the supervisor (director, dean or vice-president) of the employee or department whose action gave rise to the grievance. To file a written Grievance, the grievant must provide the following information:

- name of the student(s) filing the grievance
- name of the faculty or staff member whose action(s) is being grieved,
- statement of facts and nature of the grievance, including specific policy violation, if known
- any documentation or evidence
- date(s) of the incident(s)
- resolution being sought by the grievant
- grievant's signature and date

The written materials must be submitted to the Assistant of the Vice-President of Administration (office 1-401E). The Administrative Assistant will forward the grievance to the appropriate academic or administrative officer.

Appeals

A student may appeal a grievance decision based on the application of a specific college rule, regulation, policy or procedure. The same written material submitted in the original decision will be presented for appeal to the appropriate divisional Vice-President.

If the grievance involves a board policy, the actions of a college or university president, an issue of institutional or program quality such as an institution's compliance with the standards of an accrediting or licensing agency, or a claim of consumer fraud or deceptive trade practice, a student may further appeal the college or university decision to the Office of the Chancellor. The decision of the chancellor is final and binding. To contact the Chancellor's Office: Academic and Student Affairs, Office of the Chancellor, Wells Fargo Place, 30 East 7th Street, Suite 350, St. Paul, MN 55101.

St. Cloud Technical & Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). In cases that involve SCTCC's compliance with the standards of the College's accrediting agency, questions or concerns may be directed to: Higher Learning Commission, 230 North LaSalle Street, Suite 7-500, Chicago, IL 60604. More information is available at: <https://www.sctcc.edu/complaints>

SCTCC Equal Opportunity Employer Statement

It is the policy of St. Cloud Technical & Community College to prohibit discrimination and ensure equal opportunities in its educational programs, activities and all aspects of employment for all individuals regardless of race, color, creed, gender (including pregnancy), religion, national origin, veteran's status, marital status, sexual orientation/affectional preference, age, mental or physical disability, status with regard to public assistance or inclusion in any group or class against which discrimination is prohibited by federal, state or local laws and regulations. Further, the college will not tolerate acts of sexual harassment/assault within its area of jurisdiction.

Civil Rights

St. Cloud Technical & Community College will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the 1992 Crime Bill.

To report instances of discrimination or harassment, contact one of the following designated officers available at: <https://www.sctcc.edu/equal-opportunity-and-civil-rights>

Inquiries about services offered under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act should be referred to:

Avery Cook, Accessibility Services Coordinator

Phone: [320-308-5064](tel:320-308-5064) TTY: [800-222-1009](tel:800-222-1009) Relay at 711

More information available at: <https://sctcc.edu/accessibility-services>

Evaluation Criteria

Course Evaluation Criteria

The grading scale that is used for all courses in the nursing program is found in the table below.

Letter Grade	Percentage	GPA
A	94% to 100%	4.0
B	87% to 93.9%	3.0
C	80% to 86.9%	2.0
D	73% to 79.9%	1.0
F	72.9% and below	0.0

Students must achieve 75% or higher cumulative score on all exams, see course syllabi for specific requirements and 80% or higher on total points possible for the theory courses to progress in the program.

Clinical experience is evaluated; students must meet all competencies at a 'met or in progress' rating on the Clinical Evaluation Tool by the end of the semester to successfully complete clinical.

A grade of "C" (80%) is required for successful completion of each nursing course; any grade less than 80% is not acceptable. Grades are not rounded up.

For Consent to Use Student's Academic Work for accreditation, see Appendix E.

Each nursing course syllabus identifies the grading method used to evaluate progression through the course. Grading methods may vary with each course and will be outlined in the course syllabi. Faculty believe students benefit from feedback related to performance and/or behavior. Faculty will objectively and clearly identify and document student performance and behavior which supports program success and that which may hinder maximum professional growth and competency.

Academic Progression/Graduation Requirements:

- Admission into the program requires
 - 3.0 or greater cumulative GPA in required prerequisite and nursing courses.
 - Current unrestricted practical nurse license.
 - Students who are on academic warning or probation may not be considered for the program.
- Once accepted, the student must obtain a "C" or above in every course.
- A student earning a grade below a "C" in any required course cannot progress in the nursing course sequence.
- If a student fails a class, that class may be repeated once after a written letter of intent for re-entry into the program is provided to the Director of Nursing by the application deadline for next admittance based on space availability.
- If a student fails or withdraws from the same course twice, the student will be dismissed from the ADN program. Students are eligible to reapply and be placed back into the application pool to the nursing program. Students will need to submit a letter of intent to

the Director of Nursing, may retake the TEAS exam and complete a written success plan prior to applying. See the readmission process below.

- If a student fails two courses in the same semester during the nursing program, the student will be dismissed from the ADN program. Students are eligible to reapply and be placed back into the application pool to the nursing program. Students will need to submit a letter of intent to the Director of Nursing, may retake the TEAS exam and complete a written success plan prior to applying. See the readmission process below.
- All grades/points will be posted on D2L for students to see his/her progression within a timely manner. Students are responsible for monitoring grades weekly in D2L. Students must e-mail faculty to schedule appointments if needed.

Withdrawal Procedure

Students selecting to withdraw from a class(es) must fill out a Course Withdrawal Form. This form is obtained from Registration.

- The student must notify the academic advisor and complete the program withdrawal process.
- Students wishing to completely withdraw from the college should obtain and complete a Withdrawal Worksheet from the Admissions Office.

Procedures for Repeating Failed/Withdrawn Courses

If a student has been unsuccessful in a nursing course or has withdrawn from a course(s) because of academic, personal, or medical issues, the student must meet with the Director of Nursing (DON) to discuss options for progression.

Courses in the nursing curriculum are sequential, i.e. successful completion of first-semester nursing courses is required before a student can progress to second-semester courses, and so on. Therefore, students who have failed or withdrawn from a nursing course(s) may not register for nursing course(s) for the following semester(s).

Students may repeat a nursing course on a space-available basis. Students who have failed or withdrawn from a course(s) must repeat the entire course and **re-do** all assignments in that course, rather than re-submit previous work. Alternate assignments may be given by instructors to students repeating a nursing course. If there are more nursing students who must repeat the same course during the same semester than space is available, students will be rank ordered according to prerequisite and nursing course GPA.

Procedure for Readmission

Students who have withdrawn/failed out of the ADN Program may opt to apply for readmission one (1) time within two (2) years of their last semester attended and begin the program again with a new cohort of students. Continuing evaluation of the ADN Program curriculum results in yearly revision, and classes and/or clinical courses are updated in order to include current content or material or be re-sequenced.

Courses that have been taken greater than two years from the re-entering semester are not considered valid for program completion and must be re-taken.

If the student fails to meet progression requirements after readmission, the student will be removed from the program and will not be eligible for subsequent readmission to the ADN Program at SCTCC for 5 years.

If the student is eligible and desires readmission to the ADN Program, the student must submit written documentation to the Director of Nursing which provides evidence to support readmission. The documentation should include a plan of action that identifies mechanisms that have been put in place or life circumstances that have changed to enhance the probability of success in the Nursing Program. This written plan of action must be received by the application deadline of February 1st for the following fall. If a student is readmitted to the ADN Program they must meet, in person, with the Director of Nursing to discuss a plan and develop a contract for success. If the contract is not fulfilled, the student may not progress within the program.

In order to ensure that a student who has been out of the ADN Program for a period of time has retained the skills and knowledge to safely and completely care for patients, remediation may be required as a condition of readmission at the discretion of nursing faculty and the Director of Nursing.

Attendance Policy

Regular attendance in the classroom, lab, and clinical settings is essential to ensure that the students have acquired the necessary knowledge and skills to be successful in practice. Students are held to the same professional standards as those expected within the work environment. Therefore, students are expected to arrive on time for all classes (theory, lab sessions, and clinical). If a student anticipates that he/she will miss a classroom or clinical experience, the student must notify the instructor in advance. If the student is ill, the student must notify the instructor as soon as possible. Recurring absences and tardiness will be reviewed by faculty and may result in the course's objectives not being achieved. If the course objectives are not achieved, the student cannot be successful in the course. Specific course requirements and consequences related to attendance are outlined in the course syllabi.

Clinical Experience, Responsibilities and Uniform

Clinical experiences occur in a variety of settings in and outside the St. Cloud area. Clinical experiences may be scheduled for both day and evening hours according to clinical site availability.

Uniforms and school identification are required in multiple school-related settings. This includes, but is not limited to: clinical sites, on-campus lab setting, volunteer settings, etc. When outside the campus the embroidered uniform top with the complete uniform must be worn. Please note that only approved colors of uniforms are to be worn in the clinical (and lab) settings.

Clinical partners may prohibit body art such as tattoos, piercings, henna, etc. Piercings must be removed, with the exception of one small earring in each ear (lower lobe).

Clinical partners and facilities are non-smoking in buildings and parking areas, (cigarettes, smokeless cigarette devices, and chewing tobacco). This includes the aroma/odor of smoke as well. Clients, patients, cohorts, staff, etc., may be sensitive to odors, especially that of tobacco.

Many of our clinical partners (and our nursing labs) are "Scent Free" facilities. This means that no aroma/odor is to be present on the student or faculty. Scents include clothing or hair that smells of smoke (tobacco or wood smoke), perfumes, colognes, scented body lotions, scented powders, body odor, breath odor (tobacco or halitosis), or scented hair products. Students may be asked to leave the clinical site/lab if odor is present.

Use of electronic devices will be addressed in course syllabus, orientation, and/or clinical coursework.

Clinical Dress Code

- Designated color for uniform tops and bottoms. May wear a white or black shirt underneath the scrub top. The shirt may be short-sleeve, $\frac{3}{4}$ length or full-length sleeve.
- Official school logo uniform jackets may be worn over scrub top at clinical sites.
- Clean shoes that enclose the top of the foot and heel.
- Socks must be worn.
- Neat, short fingernails; clear nail polish is acceptable.
- Clean hair pulled off neck: if long then pinned, braided, or in a bun. Ponytails should not come into contact with clients or equipment. A headband may be worn.
- If wearing a hijab, it should be black and shoulder length.
- Hair color must be of a “natural” hair color (i.e. no pink, blue, purple, etc.).
- Mustaches, beards and sideburns must be kept neatly trimmed.
- Minimal jewelry and doesn’t have the potential to interfere with patient care and student safety.
- Body piercing – limited to one set of post earrings only and no larger than a dime/no hoops, other visible body piercings removed or covered with a mask.

Individual clinical sites may have specific policies regarding dress code, which needs to be followed.

Simulation In Health Care Education

Simulation will be utilized within nursing theory/lab courses and clinical courses to evaluate and maintain skills and theories taught. Refer to Section V for additional information.

SECTION V: SIMULATION AND NURSING LAB POLICIES

Utilization Of Nursing Labs in Healthcare Education

Purpose of Nursing Skill/Simulation Labs

The policies and guidelines established for the St. Cloud Technical & Community College ADN Program have been developed to:

- Create a realistic environment for clinical and educational practice
- Provide a safe, clean and well-maintained environment and equipment
- Protect and maintain costly equipment
- Foster and reinforce learning using simulation technology and related resources
- Provide hands-on learning experiences specific to course objectives as guided by nursing curriculum
- Accommodate unique learning needs of students with diverse backgrounds, abilities, and educational experiences
- Assist with the development of critical thinking skills necessary for health care related fields

Mission of Nursing Skill/Simulation Labs

The SCTCC ADN program stands firm on the commitment and dedication to our communities in which we live and serve. In collaboration with our industry partners, our goal is to educate and prepare nursing students to provide high-quality, safe, accessible and cost-efficient nursing care to individuals across the lifespan. It is with the aid of technology and simulation (in theory courses, campus laboratories and clinical experiences) that this can be achieved. Simulation encourages learning by incorporating different learning styles, use of critical thinking skills, and the application of leadership opportunities, and through collaboration with peers. To see the Simulation in Health Care Education Participation Expectations and Confidentiality Statement, see Appendix F.

Goals of Nursing Lab/Simulation Lab

The use of nursing skills and high/low-fidelity simulation labs, along with case scenarios, are intended to mimic the clinical setting and complement other teaching and learning approaches in preparing nurses for their role in practice. Their use is designed to help students develop technical, problem-solving, and critical thinking skills. Simulated experiences include environmental factors that make students' learning realistic and assist in helping students transition from lab setting to clinical setting to post-graduation work environments.

Simulation used within nursing education offers:

- Realistic client situations that can be reproduced and varied.
- No threat to patient safety with ethical concerns minimized.
- Improved health outcomes for patient safety.
- Enhanced clinical learning and performance utilizing established remediation practices.
- Active learning using simple to complex scenarios.
- Immediate correction of errors that can be discussed immediately.
- Consistent and comparable experiences for all students.
- Promotion of self-evaluation and feedback from peers.

- Fostering decision making and critical thinking skills.

Strategies within the lab setting are employed to ensure the highest level of skill performance and readiness. Such strategies may include practice and return demonstration, clinical simulations and case scenarios, debriefing, consistent use of proper medical terminology, application and/or introduction of the nursing process in skill performances, care plans and documentation, computer-assisted instruction, electronic medical records, and individualized and additional instruction.

General Policies of the Nursing Skill/Simulation Labs

It is the intent of the nursing faculty and administration at SCTCC to provide a safe learning experience for all students, faculty, staff and volunteers, partners in education, partners in health care and community partners. The following guidelines maintain safety while using the nursing skill labs and clinical simulation manikins. It is expected that all involved in classroom, clinical laboratory, and mobile environments will adhere to these guidelines. Nursing faculty or designee will update the contents of this manual as needed. All learners, staff, and faculty will be advised of revisions.

- The term “student” refers to anyone that is utilizing the nursing labs or mobile simulation manikin as a learner or participant in a simulation/lab activity.
- The term “faculty” refers to anyone that is serving in the instructor role.
- No food or drinks are allowed in any campus laboratory or Simulation Control Center, except as noted in the syllabus.
- St. Cloud Technical & Community College is a smoke-free building. Smoking is only allowed in designated areas away from the building and its entrances.
- ALL electronic devices, including cell phones, PDA's, cameras, camera phones, and video recorders are to be turned off during simulation unless approved by faculty. These items must be kept in your backpack, coat or purse and switched off or silent.
- Learners shall report any physical limitations to faculty/instructor as soon as possible so that reasonable accommodations (as directed by the accessibility process of SCTCC, see SCTCC student handbook) may be taken. If a non-disability medical condition occurs, the student must report this to the faculty/instructor as soon as possible. Medical clearance is required before learners with physical injuries, illness, surgery or communicable disease will be allowed to practice or return demonstration in the Nursing Skill and Simulation Lab.
- Use of the Nursing Skill and Simulation Lab on the SCTCC campus is coordinated by the Nursing Faculty with the assistance of the Nursing Program Lab Assistant.

Access to Lab

Unsupervised or unauthorized learners are not allowed contact with lab items or simulation manikins. Students should not be in the lab outside of posted open lab hours unless granted permission from faculty or lab assistant.

Lab Equipment and Computers

No equipment, computers or supplies may be removed from the lab without prior consent of the Nursing Faculty or Nursing Program Lab Assistant. Any damage to equipment or supplies should be reported immediately to the Nursing Faculty or Nursing Lab Assistant. Students or learners may be held responsible for damaged equipment, so handle equipment carefully,

according to policy and procedure and as you have been instructed. Any malfunction of laboratory computers should be reported immediately to the Nursing Faculty or Nursing Lab Assistant. Students must abide by all SCTCC Computer Use policies.

Simulation Preparedness

All students are expected to come to simulation prepared by having read the scheduled simulation objectives and assignments prior to the start of the simulation. They are to have all supplies necessary for the simulation in their possession (i.e. stethoscope, text(s), watch with second hand, writing utensil, lab kit, etc.). If a student is referred to the lab for additional skill practice, students must read and come prepared to practice their skills. If unprepared, students may be asked to leave the lab setting. Unprepared behavior will be documented, and faculty will be notified.

Manikins

All learners shall practice proper hand-washing techniques upon entering the labs. This helps to keep manikins and equipment clean and reinforces the habit of handwashing. Gloves shall be worn by all learners during isolation contact with the simulation manikins and/or contact with simulated body fluids. Manikins are to be treated with the same respect as live patients. Any malfunction of the simulation manikins or equipment must be reported immediately to Nursing Faculty and/or Nursing Lab Assistant.

Absolutely NO markers, newsprint or pens are allowed near the manikins. No betadine, iodine, or KY jelly may be used on or near the manikins. These substances cannot be removed or may damage the manikins. Each manikin requires specific guidelines for maintenance, cleaning, and use of the instruments.

Safety In Laboratory Settings

Physical Safety

- Learners will be instructed in safe patient handling techniques prior to practice and demonstration. Caution should be utilized when practicing lifting skills and should not lift a manikin without permission from Nursing Faculty or Nursing Lab Assistant.
- The wheels of all equipment (beds, wheelchairs, stretchers, bedside tables, etc.) are to be locked during practice and after use.
- Learners are not to sit on beds, stretchers, or wheelchairs unless practicing a particular skill under supervision.
- Safely use step stools for items out of reach.
- Fire extinguishers and emergency exits are mapped out in the hallways.
- Any accidents and injuries should be reported immediately to the Nursing Faculty or Nursing Lab Assistant. Any student, faculty, or volunteer must complete a First Report of Injury form and submit it at <https://sctcc.edu/safety> .

Hazardous Waste Disposal

- All sharps used at SCTCC labs are to be disposed of in the approved receptacles (SHARPS containers) which are located in several areas in each lab and NEVER into the trash.
- If a SHARPS container is $\frac{3}{4}$ full, please notify Nursing Faculty or Nursing Lab Assistant.
- A contracted transporter will dispose of the used SHARPS containers.
- NO trash will be disposed of in the SHARPS containers.

Infection Control

Students will be briefed on Standard Precautions and Transmission specific precautions (droplet, airborne, contact). All equipment, linens, utensils, dressings, etc. that encounter a client's bodily fluid are considered contaminated and need to be handled accordingly. The following are basic guidelines to follow.

- Wash hands before and after "client" care.
- Use barrier protection (eyewear, masks, gloves, gowns) when indicated.
- Dispose of equipment and other materials appropriately (for example, SHARPS containers).
- Report presence of open lesions or infections to the instructor.
- Universal precautions are to be utilized in all nursing simulation and skills lab procedures at all times.

Latex Warning

St. Cloud Technical & Community College attempts to maintain a Latex Free environment; however, it is imperative that anyone with a latex allergy or severe sensitivities notify Nursing Faculty or Nursing Lab Assistant prior to any activities with the simulation manikins. It should be noted that the laboratory environments are NOT latex free. Students/faculty must consult with their own Health Care Provider about allergy risks and treatments. Latex-free gloves are provided for use within the laboratory setting; other latex free lab materials/equipment are not supplied by SCTCC.

SECTION VI: APPENDICES & FORMS

Appendix A

Nursing Code of Ethics

The Code of Ethics for Nurses with Interpretive Statements, 2001, is for all nurses, regardless of practice setting or nursing role. Nurses may be challenged to fulfill moral and ethical obligations of their profession while providing care for their patients in a less-than-optimal health care system. The code sets the ethical standard for the profession of nursing and provides an enduring framework for all nurses to use in ethical decision-making. The full version of the Code of Ethics can be viewed at <https://codeofethics.ana.org/provisions>.

The Code of Ethics for Nurses provides the following:

- A succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- The profession's nonnegotiable ethical standard.
- An expression of nursing's own understanding of its commitment to society.

Below are the ten (10) provisions of the Code of Ethics:

- Provision 1:
 - The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- Provision 2:
 - A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
- Provision 3:
 - The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
- Provision 4:
 - Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
- Provision 5:
 - The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
- Provision 6:
 - Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
- Provision 7:
 - Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
- Provision 8:
 - Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
- Provision 9:

- Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
- Provision 10:
 - Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Appendix B Performance Standards

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 disabilities, or who believe they may have a protected disability, can request accommodation, which may assist with meeting the standards for nursing programs. To connect with SCTCC Accessibility Services you can visit us online [Accessibility Services | St. Cloud Technical & Community College \(sctcc.edu\)](https://www.sctcc.edu/accessibility-services), call 320-308-5064, email acc@sctcc.edu, or drop by the office at 1-454 in the Northway Building. To schedule an appointment with Accessibility Services, please go to [Accessibility Services Appointment Scheduling \(office365.com\)](https://www.sctcc.edu/accessibility-services/appointment-scheduling).

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"> Ability to assess, plan, implement, and evaluate care. Organize workload to manage time effectively and prioritize the delivery of client care. Use resources effectively to understand the evidence, context of situations, and perspectives (their own and others) to make logical and informed decisions. Possess problem-solving skills, including the ability to reason, measure, calculate and use data to make decisions in time-pressured environment. Assimilate information from class, lab and clinical to demonstrate achievement of learning outcomes. Ongoing demonstration of skills mastery while integrating and mentally sorting new information.
Interpersonal Skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	<ul style="list-style-type: none"> Maintain and protect client confidentiality and privacy. Establish professional and ethical relationships with others. Accept feedback and integrate new understanding into behavior. Display personal accountability, integrity, understanding that student behavior affects others. Practice the ability to delegate. Promote a team-building environment. Provide effective and therapeutic care in a variety of cultural settings. Convey empathy, compassion and sensitivity in interactions and relationships.
Communication Skills	Communication skills sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team. Accurately interpret and document nursing actions and client responses. Display the capacity to engage in successful conflict resolution and advocate for client rights and needs. Effectively communicate in English in verbal, written, and electronic resources with colleagues, school staff, and members of the interdisciplinary team. Use therapeutic communication techniques to provide support to peers, clients and families. Process relevant information; accurately and timely communicate to the healthcare team. Ability to design teaching plans for client education and assess effectiveness.
Psychomotor Skills	Psychomotor skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> Provide disease prevention and health promotion, care coordination and case findings. Move about client's room and/or workspaces to complete client assessment. Administer rescue procedures - cardiopulmonary resuscitation. Demonstrate the ability to work for long periods. Safely use and calibrate equipment in a variety of settings. Perform procedures necessary to safely admit, transfer, or discharge a client. Prepare and administer medications and treatments. Perform nursing skills safely and efficiently.
Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> Ability to provide comprehensive assessment of client's health status through collection and synthesis of data to establish baseline status for client. Ability to integrate assessment information to form a plan of care. Recognize emergent needs; perform appropriate targeted assessment, interventions and evaluation. Assume accountability for delivered care; recognize limits of knowledge, skills and licensure scope. Understand and process healthcare provider orders according to assessment data, evaluate effectiveness of interventions and communicate with members of the healthcare team. Demonstrate distinction between provider-dependent and independent nursing interventions.
Emotional-Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<ul style="list-style-type: none"> Demonstrate emotional stability while encountering a wide variety of emotions in self and others. Communicate empathy, recognize own values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others. Personal flexibility to adapt to rapidly changing environments. Ability to apply sound judgement in pressured situations.
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility and tolerance	<ul style="list-style-type: none"> Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing. Recognize and preserve individual human dignity. Advocate for the client's best interest. Demonstrate professional accountability and ability to work in hierarchical environment. Demonstrate intent to follow the ANA Code of Ethics. Practice participation in development of healthcare policies, procedures. Demonstrate understanding of nursing theory and practice.
Environmental Stressors	Other considerations	<ul style="list-style-type: none"> Ability to work with infectious agents and blood-borne pathogens. Ability to work in area with potential chemical and radiation hazards, potential allergens such as latex. Ability to work in areas of potential violence. Ability to work in close proximity to others.
Other	Sensory	<ul style="list-style-type: none"> Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.

References
H.C. Gonzalez, E-L. Hsiao / Teaching and Learning in Nursing 15 (2020) 53-56.

Appendix C
Legal Definitions of Nursing

The following tables provide crucial definitions and delineate current scope of practice for the practical and professional nurse.

Definitions
<p>Subd. 3a. Assignment. "Assignment" means the designation of nursing tasks or activities to be performed by another nurse or unlicensed assistive person.</p>
<p>Subd. 7a. Delegation. "Delegation" means the transfer of authority to another nurse or competent, unlicensed assistive person to perform a specific nursing task or activity in a specific situation.</p>
<p>Subd. 7b. Intervention. "Intervention" means any act or action, based upon clinical judgment and knowledge that a nurse performs to enhance the health outcome of a patient.</p>
<p>Subd. 8a. Monitoring. "Monitoring" means the periodic inspection by a registered nurse or licensed practical nurse of a delegated or assigned nursing task or activity and includes: (1) watching during the performance of the task or activity; (2) periodic checking and tracking of the progress of the task or activity being performed; (3) updating a supervisor on the progress or completion of the task or activity performed; and (4) contacting a supervisor as needed for direction and consultation.</p>
<p>Subd. 12a. Patient. "Patient" means a recipient of nursing care, including an individual, family, group, or community.</p>

Minnesota Board of Nursing 148.171 Minnesota Nurse Practice Act Practice of Practical and Professional Nursing

LPN Scope of Practice	RN Scope of Practice
<p>Sec. 6. Subd. 14. Practice of practical nursing. The "practice of practical nursing" means the performance, with or without compensation of those services that incorporates caring for individual patients in all settings through nursing standards recognized by the board at the direction of a registered nurse, advanced practice registered nurse, or other licensed health care provider and includes, but is not limited to:</p> <ul style="list-style-type: none"> (1) conducting a focused assessment of the health status of an individual patient through the collection and comparison of data to normal findings and the individual patient's current health status, and reporting changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider for delegated or assigned tasks or activities; (2) participating with other health care providers in the development and modification of a plan of care; 	<p>Sec. 7. Subd. 15. Practice of professional nursing. The "practice of professional nursing" means the performance, with or without compensation of those services that incorporates caring for all patients in all settings through nursing standards recognized by the board and includes, but is not limited to:</p> <ul style="list-style-type: none"> (1) providing a comprehensive assessment of the health status of a patient through the collection, analysis, and synthesis of data used to establish a health status baseline and plan of care, and address changes in a patient's condition; (2) collaborating with the health care team to develop and coordinate an integrated plan of care; (3) developing nursing interventions to be integrated with the plan of care; (4) implementing nursing care through the execution of independent nursing interventions;

<p>(3) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse;</p> <p>(4) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider;</p> <p>(5) assigning nursing activities or tasks to other licensed practical nurses (LPNs);</p> <p>(6) assigning and monitoring nursing tasks or activities to unlicensed assistive personnel;</p> <p>(7) providing safe and effective nursing care delivery;</p> <p>(8) promoting a safe and therapeutic environment;</p> <p>(9) advocating for the best interests of individual patients;</p> <p>(10) assisting in the evaluation of responses to interventions;</p> <p>(11) collaborating and communicating with other health care providers;</p> <p>(12) providing health care information to individual patients;</p> <p>(13) providing input into the development of policies and procedures; and</p> <p>accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an</p>	<p>(5) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider;</p> <p>(6) delegating nursing tasks or assigning nursing activities to implement the plan of care;</p> <p>(7) providing safe and effective nursing care;</p> <p>(8) promoting a safe and therapeutic environment;</p> <p>(9) advocating for the best interests of individual patients;</p> <p>(10) evaluating responses to interventions and the effectiveness of the plan of care;</p> <p>(11) collaborating and coordinating with other health care professionals in the management and implementation of care within and across care settings and communities;</p> <p>(12) providing health promotion, disease prevention, care coordination, and case finding;</p> <p>(13) designing and implementing teaching plans based on patient need, and evaluating their effectiveness;</p> <p>(14) participating in the development of health care policies, procedures, and systems;</p> <p>(15) managing, supervising, and evaluating the practice of nursing;</p> <p>(16) teaching the theory and practice of nursing; and</p> <p>(17) accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an individual who has completed an approved professional nursing education program as described in section 148.211, subdivision 1.</p>
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<p>individual who has completed an approved practical nursing education program described in section 148.211, subdivision 1.</p>	
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APPENDIX D

ADN Mobility Program Estimated Expenses

TUITION

Status

Cost per Credit

Minnesota Resident

Tuition rates per credit and fees are subject to change according to Minnesota State College and Universities (MnSCU) and/or college policies. Current tuition and fee rates are posted at <https://sctcc.edu/tuition>

Non Minnesota Resident

<https://sctcc.edu/tuition>

TEXTBOOKS

Nursing courses (Theory Bundle)

\$300*

Clinical courses (Nursing Kit)

\$70*

ONLINE ASSESSMENT PROGRAM

ATI Complete Bundle

\$1952.00* (Divided into two payments)

(Includes Predictor Exam and Live Review Course)

ADDITIONAL COSTS

Criminal Background Check

\$55*

Drug testing

\$52*

CPR Certification

\$60*

RN Licensure and

NCLEX RN Examination Fee

\$340*

UNIFORM

Uniform & Uniform Logo

\$200 total*

Lab Coat/Jacket

Shoes

Watch

Scissors

Stethoscope

Student Badge

Additional expenses may include housing, food, transportation and day care.

FINANCIAL ASSISTANCE

SCTCC Financial Aid Office

Scholarships as available

*Approximate Costs

Revised: 5/2025

APPENDIX E
Consent to Use Student Academic Work

I hereby give St. Cloud Technical & Community College the right to use, reproduce, and to permit the use to other agencies or accreditation bodies all my student academic work for accreditation, educational, or publication purposes without further compensation. I consent that all of this material shall be solely and completely the property of St. Cloud Technical & Community College and all privacy policies and procedures be adhered to and respected.

I hereby certify that I am 18 years old or over, and competent to sign my own name. I also certify that I have read and completely understand the contents of the above release before affixing my signature below.

Name: _____

Signature: _____

Address: _____

City: _____

State: _____

Phone: _____

APPENDIX F
Simulation in Health Care Education Participation Expectations and Confidentiality Statement

Learning objectives for simulation in health care education include but are not limited to the following: a) apply basic to complex nursing skills, b) improve critical thinking skills, c) recreation of high risk/low frequency skills, d) assist in development of leadership skills and teamwork, and e) provide instant feedback and situation debriefing.

Each simulation experience is meant to offer you an opportunity to experience a mock-up of possible clinical experiences you may encounter in various health care settings and environments. It is our expectation that you participate fully in these experiences and treat the environment and the patients in the simulation as though they are your patients.

The experience of simulation may evoke some unexpected actions, patient responses and outcomes. Simulation learning activities are an opportunity to evaluate hospital systems, teamwork activities, as well as individual preparedness during various patient care situations and emergencies. At the end of many simulations, we will take time to debrief in small and/or large groups. This will be your opportunity to discuss how you feel the educational experience has gone and what possible improvements could be made as a system, team, or as an individual. Please be sensitive to your team members and do not share individual performance issues with other peers. We expect professional behavior and attire when in the nursing simulation lab (ie, Lab coat, stethoscope). Likewise we expect confidentiality to be maintained so that we can facilitate a safe, structured learning environment for all nursing students. Students will be asked to complete an evaluation form related to their simulation experiences. We appreciate your thoughtful responses regarding your perceptions related to the simulation experience and how we can make improvements for the future.

I, _____, agree to the above contract and listed specifications.

Simulation scenarios may be videotaped for debriefing purposes in order to enhance student learning.

I, _____, grant permission to videotape nursing simulation experiences for learning outcome assessment purposes and educational review with peers and nursing faculty.

Students and faculty participating in simulation scenarios may be photographed for public relations reporting to the St Cloud Technical & Community College community, the community at large, for presentations within the academic community, or for marketing purposes.

I, _____, grant permission for my photograph and identifying information to be disseminated for public relations reporting to the St Cloud Technical & Community College community, the community at large, for presentations within the academic community, or for marketing purposes.

Signature

Date

APPENDIX G
Student Success Plan



St. Cloud Technical & Community College
Student Success Plan

Student's Name:
Date Initiated:

Describe barriers that you have experienced impacting your ability to meet the minimum requirements of the program.

Please share interventions that you have implemented to minimize the barriers you have experienced in the nursing program.

Please describe a plan that will support you during your enrollment in the Practical Nursing Program to ensure successful completion of the Practical Nursing Program (Include institutional resources that will be supportive):

Clinical Action Plan

Faculty Input

I have read and understand the above information.

Student signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Director of Nursing: _____ **Date:** _____

Created 8/2020_Revised 6/2025

SMART Goals Worksheet

This worksheet can help you to write SMART goals for completing your student success plan (SSP)

SMART means:	Explanation statement	Write your goal statements on the lines in this column
S is for Specific	What am I going to do? Why is this important to do at this time? What do I want to ultimately accomplish? How am I going to do it?	
M is for Measurable	How will I know that I have reached my goal?	
A is for Attainable	Can I see myself achieving this goal? Can I break it down into manageable pieces?	
R is for Realistic	Is the goal too difficult to reach? Or too easy?	
T is for Timely	What is my target date for reaching my goals (or the pieces of my goals)?	

APPENDIX H

Social Media Policy

I have read and agree to the terms of St. Cloud Technical & Community College Nursing Department Social Media Policy. I understand that if I engage in behavior that is not professional and becoming of a nurse it could result in disciplinary action. I also understand that if I witness another student engaging in this type of behavior and do not report to the Director of Nursing I could also be in violation of this policy, and could result in disciplinary action.

Student Name: _____ Date: _____

(Signature)

Student Name: _____
(Print)



A member of Minnesota State