

**Department of Nursing**

**STUDENT  
RESOURCE  
MANUAL**

2023-2024



**BEMIDJI**  
STATE UNIVERSITY

## Welcome to the Bemidji State University Department of Nursing!

The curriculum in the nursing program is designed to teach, challenge, and excite you on your journey to becoming an independent learner and a successful professional nurse. To complete this rigorous program and to practice effectively as a professional nurse, you must demonstrate competency in many areas. A student nurse must perform all essential functions with or without accommodations. You have to take an active role in your education. This resource manual will help you as you progress through the nursing program.

This *Student Resource Manual* is intended to provide you, the nursing student, with the information you need to successfully manage your educational career at BSU. The information provided is specific to the Department of Nursing and is supplementary to the *BSU Undergraduate Catalog* (<http://www.bemidjistate.edu/academics/catalog>) and *BSU Student Handbook* (<http://www.bemidjistate.edu/offices/student-affairs/handbook/>), essential documents of Bemidji State University. **Each student is responsible for the contents in these references.**

The *Department of Nursing Student Resource Manual* applies for each academic year. It is updated and posted on our website annually; current students are notified via email when the new version is available and provided with a summary of substantive changes effective immediately for all students. If significant changes in policies/procedures are made and implemented at a time other than the annual update, students will be notified of the changes via email and changes will be effective immediately. We hope this *Resource Manual* is helpful to you. We welcome any recommendations and/or comments.

In addition to this and other written resources, faculty advisors are an invaluable source of information and guidance. Every student is assigned an advisor who is prepared to assist you with program planning, degree completion and other questions pertaining to university life. We encourage you to meet with your advisor regularly to ask questions and seek additional information.

The Department of Nursing wishes you much success on your educational journey!

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Upon request this document can be made available in alternate formats. Please contact the Accessibility Services Office at Bemidji State University at 218-755-3883 or email [accessibility@bemidjistate.edu](mailto:accessibility@bemidjistate.edu).

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# Curriculum & Structure

## Goals of the Department of Nursing

In support of the institutional mission, the goals of the Bemidji State University baccalaureate nursing program are to:

1. Prepare nursing students to enter professional nursing practice.
2. Maintain academic excellence, which includes national accreditation and the recognition of standards/directions within the discipline, Minnesota Board of Nursing, and communities of interest.
3. Maintain a contemporary curriculum that promotes the development of a professional nurse who embodies a holistic view of people. Implement educational strategies and practices conducive to the personal and professional development of students.
4. Students will demonstrate responsible use of knowledge and critical inquiry to address professional nursing practice in a changing society and in a variety of settings.
5. Utilize an effective shared governance model that is congruent with the institution, the program and the needs of the learners.
6. Acquire and allocate resources to provide a positive learning environment.
7. Recruit and retain qualified and diverse students committed to academic excellence and professional development.
8. Recruit and retain diverse and qualified faculty who contribute to the university, the profession, and service and scholarly endeavors.

Est. 1/5/89

Revised: 5/90; 7/01; 2/07, 5/18, 9/22

Reviewed: 5/94; 4/17/97; 4/21/05; 4/30/09; 4/11, 4/13, 4/14, 3/16, 4/17, 4/19, 5/20, 5/21

## Vision & Mission

Vision: We are a force for innovation, learning, and discovery in preparing proficient nurses for a dynamic healthcare world.

Mission:

- To engage in scholarship that supports the development of critical thinkers, creative problem solvers and innovative leaders in care delivery.
- To teach and support professionalism in nursing care for all individuals and populations.
- To educate and mentor the baccalaureate nurse generalist for a future that includes lifelong learning and a diverse global practice.

Est: 4/14/94

Reviewed: 10/94; 4/21/05; 4/13; 4/14, 3/16, 5/18, 5/20

Revised: 4/17/97; 7/01; 12/01, 2/14/02, 2/15/07, 5/13/09, 4/17, 5/21, 9/22

## Philosophy

### **Humankind – Health**

Human beings are viewed holistically. Each individual and each group is a complex integration of biological, psychological, social, cultural, and spiritual dimensions.

Human beings are unique, autonomous, and possess inherent dignity, worth, and rights. We exist dependently, independently, and interdependently. Rights infer responsibilities within each individual's capacity.

Growth and change may be multifaceted, influenced by individual differences in personal potential and by subjective meanings and values.

Health involves a complex, multidimensional phenomenon influenced by biological, psychological, social, cultural, and spiritual variables.

Health is individually defined and subjectively perceived. Internal and external forces and resources influence health.

Human beings experience varying states of health during their lives.

### **Nursing**

The provision of nursing care, as part of the health care system, is influenced by legal, political, economic, social, and global forces. Humane, quality health care is a right and should be equally accessible to all people.

People have the right to make informed decisions in regard to their health and health care. Nursing addresses human responses to life experiences and varying states of health and illness.

Nursing is involved with the promotion, attainment, and preservation of optimal health and the amelioration of suffering.

Nursing supports human beings in growth and change to maximize health potentials across the lifespan and/or to support a peaceful death.

Nurses assess, design, provide, manage, and coordinate care for individuals, families and communities/populations representing diverse cultures, values, and beliefs.

Nursing is guided by a respect for human dignity and requires a commitment to caring. Nurses respect and encourage client autonomy.

Nursing practice is conducted in a variety of contexts. Critical reflective thought, liberal education, professional knowledge, practice abilities, life experiences, and the values of the individual provide the foundation for nursing practice.

Ethical professional behavior and decision-making abilities are essential in one's practice and relationships.

Membership in the discipline of nursing involves a commitment to excellence; advocacy for nursing and humane, quality health care; accountability for one's individual practice; responsible inquiry; and continued professional growth.

Professional nursing practice is influenced by and contributes to society. Inherent to addressing the health needs of people and the evolution of nursing as a discipline are collaboration with other groups, use of knowledge in refining practice, and the critical examination of nursing practice.

### **Learning**

Baccalaureate nursing education fosters self-directed learning to enable nurses to understand the meaning of their experiences and to realize values in their practice.

Baccalaureate education prepares graduates to serve as generalists in nursing practice and serves as a basis for graduate study.

The learning environment encourages participants to critically examine assumptions, to explore alternative views, and to support the development of expanded or new perspectives.

Learning is a complex process. Though some forms of learning may be predictable and observable, not all significant learning can be equated to measurable changes in behavior. Learning includes the individual meaning that emerges for the learner.

Faculty serve as resources and facilitators in the learning process. The learning environment provides for mutual respect, engages the learner in learning, and assists the learner in examining perspectives upon which practice is conducted.

Experiential learning provides an arena whereby knowledge, practice, and individual meanings may be critically examined. Critical thought and reflection enhance the development of autonomy and empowerment for personal and professional growth.

Revised: 4/26/90; 5/94; 2/95; 7/01; 11/01, 2/14/02, 10/16/03, 4/17/17

Reviewed: 10/94, 4/95, 2/19/04, 2/17/05, 3/08/07; 4/11; 4/13; 4/14, 3/16, 5/18, 5/20, 5/21, 9/22

Edited: 8/97

## **Curriculum Outcomes – Essentials of Baccalaureate Education**

Elements addressed in the BSU Nursing Program include:

- 1. Liberal Education for Baccalaureate Generalist Nursing Practice**
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- 2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
  - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- 3. Scholarship for Evidence-Based Practice**
  - Professional nursing practice is grounded in the translation of current evidence into one's practice.

4. **Information Management and Application of Patient Care Technology**
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
5. **Health Care Policy, Finance, and Regulatory Environments**
  - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
6. **Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
7. **Clinical Prevention and Population Health**
  - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
8. **Professionalism and Professional Values**
  - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
9. **Baccalaureate Generalist Nursing Practice**
  - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
  - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Established: 1983

Revised: 5/94, 2/95, 3/8/07; 9/18/09; 7/5/11

Reviewed: 1/26/90; 5/29/90; 10/94; 7/01; 11/1/01; 12/6/01, 2/14/02, 2/28/02, 4/25/02, 2/17/05; 7/5/11; 4/13; 4/14, 3/16, 4/17, 5/18 Advisory Board, 4/19, 5/20, 5/21

## Shared Governance

The Department of Nursing uses a shared governance committee structure for decision making, program evaluation and establishment of mission and policies.

Students are an important part of shared governance. Their input and feedback provide the department with valuable information that contributes to a better program.

Department of Nursing committees meet approximately once per month. All regular department faculty meetings are open, except those at which personnel or students are discussed. Students are welcome to attend, present at, or participate in discussions at all regular department faculty meetings and standing committee meetings.

Students anticipating enrollment or currently enrolled in the nursing major may communicate concerns and requests in writing to the appropriate committee chairperson or to the Chief Nursing Administrator (CNA). Special requests or presentations shall be communicated in writing to the committee chairperson for placement on the agenda. The schedule of regular meetings will be posted in advance of each semester.



## **Department Standing Committees**

The Department of Nursing standing committees are: Curriculum Committee; Student Admission, Progression, and Concerns Committee; Academic Resources Committee; Faculty and Budget Committee; Department of Nursing Leadership Committee; and the Student Input Forum.

The *Curriculum Committee* functions, in conjunction with faculty and within the parameters of institutional policies, to determine elements related to the curricula including course content, evaluation, and prerequisites.

The *Student Admission, Progression, and Concerns Committee* determines policies regarding admission, progression, graduation, student advisement, and retention, and makes decisions about individual student grievances.

The *Academic Resources Committee* determines student resource needs, faculty and support staff resource needs, and program administration needs, as well as resource and space utilization, e.g., space, equipment, library, software, laboratory, and clinical facilities.

The *Faculty and Budget Committee* determines policies regarding departmental function, faculty and staff needs, and general program operations.

The *Department of Nursing Leadership Committee* is made up of all the standing committee chairs, program coordinators, and the CNA.

*Student Input Forums* function to provide a communication and evaluation link between students and faculty. Student Input Forums will be scheduled annually. They will be open forums to allow students to provide input into all areas of the nursing programs. The CNA will schedule and facilitate the forums. These forums serve in an advisory capacity. Matters relating to the students will be brought before the students for their input and recommendations.

Established: 12/87

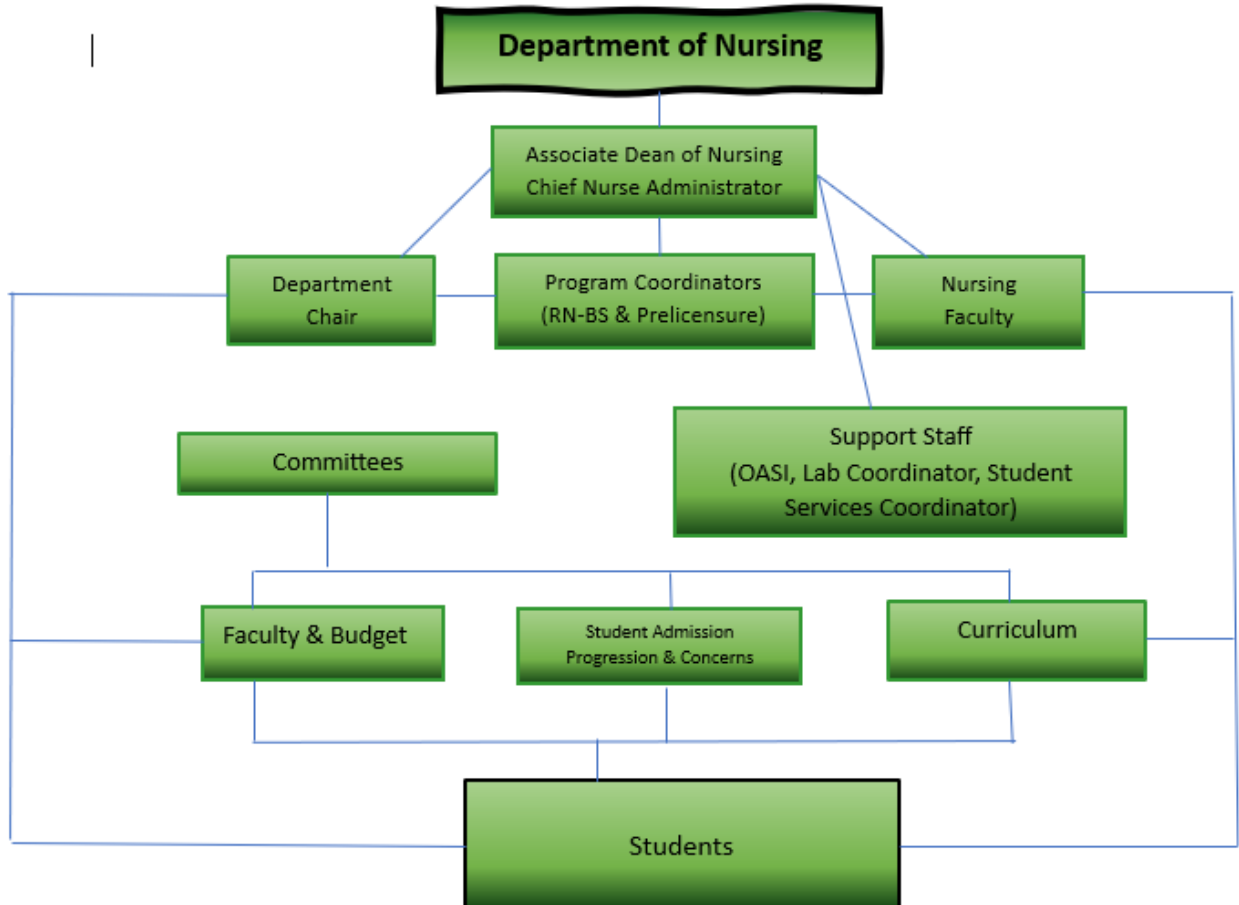
Revised: 5/19/88, 6/15/90, 2/23/95, 3/30/95, 5/95, 11/8/01, 8/20/02, 2/9/06, 8/07, 2/12/10, 5/2013, 5/16, 5/17, 1/18, 5/20, 5/21

# Department of Nursing Organizational Chart

Est. 4/5/90

Revised: 8/21/92; 3/23/95, 5/23/01, 4/02, 8/02, 8/07, 5/13, 5/15, 6/17, 1/18, 5/18, 7/19, 5/20, 5/21

\*\*Chart is currently under revision will be added soon 7/21



# Admission, Progression, Retention, & Concerns

## Admission

Formal admission is required for the baccalaureate nursing major and is separate from admission to Bemidji State University. Admission procedures differ between the Pre-Licensure and RN-BS Track and are explained in detail on the department website: <http://www.bemidjistate.edu/academics/departments/nursing/apply/>.

Students wishing to apply to the program a second time must complete a new application. Students will only be allowed to apply to the nursing major twice.

International Students: (non-US citizens) Prelicensure are required to have a onetime International Background screen prior to admission to the program.

All international students' transcripts must be reviewed prior to being admitted to the program. CGFNS International, Inc., will be used to evaluate transcripts.

Revised 6/17, 5/20, 5/21, 5/22, 2/23

## Advising

1. Students are assigned faculty advisors after admission to the major. Advisee-advisor assignments are posted on the student's BSU portal and listed at the top of the Interactive Degree Audit Report (DARS). The student service coordinator will be available to assist with advising during the summer months.
2. Advisees may request an advisor change at any time by completing the written request form provided by [advising@bemidjistate.edu](mailto:advising@bemidjistate.edu).
3. The faculty advising role focuses on assisting the student with academic advising. Students are encouraged to meet with advisors for academic planning and registration. It is the student's responsibility to initiate meetings with the advisor. It is the advisor's responsibility to lend support and guidance as requested. It is ultimately the student's responsibility to know and meet the program requirements.
4. Other university support services are available through referral and provide information concerning resources to students.
5. Students are required to meet the BSU Liberal Education requirements (see the *BSU Undergraduate Catalog*) in order to graduate, or they may transfer in an AA degree or complete the Minnesota Transfer Curriculum through another educational institution. The liberal education requirements are very specific. Therefore, students should be sure to only select classes that are listed as options for the applicable goal areas.
6. The course and credit requirements for the nursing major are described in the *BSU Undergraduate Catalog*. It is the student's responsibility to read the *Catalog* and be familiar with all the requirements.
7. Graduation requirements may be found at the BSU [Records and Registration website](#).

Reviewed 5/20, 5/21, 5/22, 4/23

## BSU Pre-Licensure Nursing Testing Policy

### **Academic Integrity**

- Required on all BSU syllabi
- BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work.
- Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.
- Plagiarism is a serious infraction and will result in a major grade penalty or failure in the course.

### **Students with Special Needs**

- Required on all BSU syllabi
- BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities.
- Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible.
- Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: [accessibility@bemidjistate.edu](mailto:accessibility@bemidjistate.edu). This information is also available through Minnesota Relay Services at 800.627.3529.

### **Missed exams/quizzes**

- Students are expected to take all exams/quizzes on the dates and times scheduled.
- If an emergency situation arises, preventing a student from taking the quiz/exam, the student must notify ALL NRSNG faculty PRIOR to the exam time and arrange for a make-up time in order to receive full credit. An alternate make-up exam may be given.-At the discretion of the faculty member, the student may also be required to provide validation for the absence.
- A 25% deduction will be taken from the earned exam score if the instructor is not notified by phone/email prior to the posted exam start day/time.
- A missed exam will need to be taken within 5 business days of the scheduled exam. It is the student's responsibility to communicate a make up exam time with the course faculty.
- If a student arrives late for a Nursing exam or quiz, they will not be allowed to take the exam at the scheduled time. They will receive the late exam policy 20% deduction, at faculty discretion as it disturbs the students testing. It is the student's responsibility to set up another test day within five business days of the posted exam start day/time.
- Unannounced quizzes will be given at the discretion of the faculty. There will be no make-up quizzes given for unannounced quizzes.
- If the student is an athlete, it is the student's responsibility to email all applicable faculty members before the absence

### **Test Delivery**

- All tests should be set so that there is one question at a time, except for NRSNG2000.
- All tests should be set so that there is no more than 1.5 minutes per question, matching what is used on the NCLEX exam.
- Due to test integrity, exams will not be opened in the classroom for review.
- Student with concerns about their exam are encouraged to discuss the exam content one on one with their faculty, within five business days of taking the exam.

- If a student scores less than 75% on an exam, it is the expectation that the student reaches out to the nursing faculty to review the exam content within five business days of taking the exam.
- No exams will be dropped.
- Faculty recommend all students review ATI test-taking tutorials.
- No online exams will be given in the pre-licensure program.
- Make-up exams will be completed in the BSU Student Success Center with a test proctor (including ATI exams).

### **Evaluation**

The Grading Standard for the BSU Nursing Program is as follows

93-100 = A

84-92 = B

75-83 = C

68-74 = D

<68 = F

### **Dosage Calculation**

- Students are required to pass the dosage calculation exam in order to continue to be enrolled in the course.
- The student will have 3 attempts to achieve a 92%, if it is not achieved the student will earn an “F” in the course. The student will receive the grade earned on the 1st attempt even if a 100% is achieved on subsequent attempts.

### **Skills Test Outs**

- Student are required to pass all recorded and in person test out skills.
- If the student does not pass on the first attempt the student will be required to spend 1 hour in the lab practicing and 1 hour with the nursing tutor prior to re-testing.
- Must wait a minimum of 24 hours between test out times, allowing time for practice and remediation of the skill.
- The student will have 2 attempts to successfully complete each skill test out. If it is not achieved the student will earn an “F” in the course.
- All skills test outs are recorded for integrity.

Reviewed 5/20, 5/21

Revised 5/23

## **Attendance Policy**

### Lab and Clinical

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

### **Lab Absence:**

- All missed laboratory attendance is required to be made up. All unavoidable absences must be communicated to the instructor via email. The student will make up missed lab time during designated time per course instructor.

- Make up lab time should be determined with the faculty, it is the student's responsibility to create a makeup plan that is approved by the faculty.
- Course failure is earned should a student miss and not make up laboratory time.

**Clinical Absence:**

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

The clinical absence policy applies to every individual clinical rotation per course per semester.

- Every hour missed of clinical is made-up with a time-equivalent assignment.
- It is the student's responsibility to speak with the appropriate faculty to inform them of the missed clinical.
- If the clinical absence is not approved, i.e., student does not contact faculty for the clinical make-up day, the student will receive a zero for the clinical day, unprofessional behavior form will also be initiated.
- If a student receives a zero for a clinical day the clinical time must still be made up to pass the course. This is to meet the MBON requirements that all student nurses must meet a minimum required number of clinical hours.
- If a second clinical day is missed may result in course failure.

Revised 9/22, 4/23

## Academic Evaluation of Nursing Courses

### *Grading Standard within Courses*

1. After being admitted into the nursing program, all nursing courses must be passed with a minimum of 75% or “C”.

2. The Department of Nursing grading standard is as follows:

93-100 = A

84-92 = B

75-83 = C

68-74 = D

<68 = F

Note: The Department of Nursing does not use plus and minus grades. The nursing program does not accept Pass/No Credit or Pass/Fail grades for any pre-requisite, required, or Nursing courses.

3. The grading standard will be included in every syllabus within the evaluation section.

4. The professor reserves the right to lower grades when assignments are submitted late. Unusual circumstances will be taken into consideration.

5. Students who pass an assignment will not be allowed to repeat the assignment for a better grade.

6. Students who earn less than a “C” on an assignment *may* be allowed to redo the assignment if the faculty member permits. Students who are allowed to repeat assignments will receive a grade no higher than a “C” on that assignment.

7. Exams, homework, quizzes, graded assignments and final grades will be the percentage achieved. **Rounding & Curving of exam scores is not done.**

8. Courses in the Pre-Licensure may follow the following grading policy for course exams/quizzes:

- Students must earn a “C” (75%) or better in the cumulative score of exams in order to pass the course. The cumulative score of the exams will not be rounded up. If the cumulative score for the exams is a “D” or “F” that is the grade for the course.
- If the cumulative exam score of 75% is achieved, homework, quizzes, and other graded assignments will be included.

9. Students wanting to contest a grade should follow the Academic Grade Challenge Policy found in the *BSU Student Handbook*. The Appeal of Final Course Grade process can be found at: <https://www.bemidjistate.edu/mybsu/student-complaints/>

### *Incompletes*

10. An incomplete will be given only when the student has made a request to the professor prior to the end of the semester. Prerequisite courses must be completed prior to beginning courses the next semester.

## Changes in Contact Information

Students must submit any changes in name, address, phone number and email address to the Department of Nursing and the Records Office.

## Computer Requirements

1. All Pre-Licensure students are required to have a laptop computer, with a working camera and speakers along with a minimum 8 GB hand-held device.
2. All RN-BS students must have access to a computer, with a working camera and speakers, and high-speed internet.
3. Further university IT recommendations and resources are listed here:  
<http://www.bemidjistate.edu/offices/its/hardware-software/techrecommendations/>.

Revised 5/20, 5/21

## Continuing and Discontinuing Enrollment

Both Prelicensure and RN-BS Students not continuing enrollment in nursing courses, other than by dismissal, are requested to communicate with their advisors about their decision and to discuss plans for returning to the program.

RN-BS students only may enroll in the nursing major on a part-time or full-time basis; part-time students are encouraged to work with their advisors on a course progression schedule. Students may transition to part-time status at any time.

Students enrolled in the RN-BS major must complete all nursing course requirements within a six year period after initial enrollment in nursing courses.

Revised 5/16, 6/17, 1/18, 5/19, 5/20, 5/21, 5/22

## Critical Standards

The following are considered to be critical standards, in addition to satisfactory academic achievement, within the program:

1. The Department of Nursing and affiliated agency policies, procedures, and communication protocols are followed.
2. Critical incidents are recognized and reported to appropriate agency personnel and departmental faculty.
3. The confidentiality of client records and situations is appropriately maintained.
4. Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. The most current *Publication Manual of the American*



*Psychological Association (APA)* serves as the format for all papers assigned in the BSU Department of Nursing. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.

5. The student's physical and emotional health, conduct, values, and attitudes must not threaten the safety or welfare of self, clients, students, or others within the department and affiliated agencies.
6. Nursing practice is conducted safely within the scope of practice as established by the Minnesota Board of Nursing.
7. All students will follow the *Code of Ethics for Nurses*:
  - a. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
  - b. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
  - c. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
  - d. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
  - e. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
  - f. The nurse, through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
  - g. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
  - h. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
  - i. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.  
[ANA (2015). Code of Ethics for Nurses with Interpretive Statements.]
8. It is the responsibility of the student to choose behavior conducive to learning by being prepared, prompt, attentive, and courteous in the classroom and by conforming to policies set by the faculty to maintain an academic decorum. [The Bemidji State University Student Code of Conduct](#) will be closely adhered to by the department. All students and faculty are expected to treat everyone with respect and can expect to be treated courteously by others.

**Any written report or academic written warnings get filled out by the faculty and student. The written report/warning may constitute immediate withdrawal from a course and/or a failure in the course, and /or dismissal from the major. Then sent to be reviewed and tracked by the Student Admission, Progression and Concerns committee.**

Revised 5/14, 5/16, 1/18, 5/21  
Reviewed 6/17, 5/19, 5/20, 5/21, 5/22,  
5/23

## **Departmental Student Records**

An advisory folder for each student is initiated upon acceptance into the nursing program. The Department of Nursing maintains files for all current Pre-Licensure and RN-BS Track students.

While the student is actively enrolled in the nursing major, the following are examples of information that could be maintained digitally, either in the student file or in the clinical eligibility tracking software:

1. Letters regarding admission status
2. Background study notification letters, uploaded by students.
3. Evidence of current immunization records, uploaded by students.
4. Miscellaneous correspondence related to academic status, grievances, awards, or recommendations
5. Disciplinary forms

After graduation, the student folder will be maintained for a minimum of two years before being destroyed. A cumulative record of graduate contact information will be maintained by the department to facilitate contact with alumni. Aggregate data will also be maintained for the purpose of program evaluation and other such activities. Permanent transcripts are maintained in the Records Office.

### ***Student Advisory Folder Procedures***

1. Digital student folders will exist on the BSU server (J: drive) in a location directly accessible only to SAPC committee members, the Nursing Department Chair, and the department of nursing administrative assistant, or maintained in the clinical eligibility tracking software. Hard copies student information will be maintained in a supervised area in a file cabinet accessed only by faculty and staff until it can be scanned in and filed in the Digital Student Folder.
2. Digital Student folders are to be accessed/used only within a supervised department area.
3. If a student wishes to review his/her digital departmental folder, a meeting will need to be set up with a SAPC committee members, the Nursing Department Chair, or the department of nursing administrative assistant. The student will be allowed to review the secured information in the presence of one of the above mentioned department representatives.
4. Items listed above may be placed in the digital student folder by the SAPC committee members, the Nursing Department Chair, or the department of nursing administrative assistant. Students may submit records of honors, awards, published articles, and other such items to their faculty advisor for inclusion in the digital student file.
5. A student may review his/her digital student folder and appeal to the Student Admission, Progression, and Concerns Committee for removal of items considered to be inaccurate, misleading, or otherwise in violation of privacy or other rights. If the appeal fails, the student has the right to add a written rebuttal to the record and/or proceed through the grievance procedure as described in the *BSU Student Handbook*.
6. Student coursework is maintained for two years, after which time it will be destroyed. Such material may be available upon request to faculty.

Revised 2/06, 5/14, 5/16, 6/17, 5/18, 5/20, 5/21

Reviewed 5/22, 5/23

## Exposure/Injury Protocol

Students who are injured while participating in classes or other activities on campus should follow the procedures suggested by [Student Health and Counseling](#) and the office of [Environmental Health and Safety](#).

**Universal blood and body substance precautions and blood-borne pathogens** information will be posted in the nursing lab and provided to students through course materials.

Students participating in off-campus clinical learning experiences will follow individual agency protocols.

Established: 6/17

Reviewed: 5/20, 5/21, 5/22,

5/23

## Malpractice Policy/Procedure

Student malpractice insurance coverage for practice in clinical areas will be automatically provided by the University and paid for with differential tuition. This insurance is to cover situations pertaining to injury of others.

Revised 5/15

Reviewed 5/20, 5/21,

5/23

## Plagiarism/Academic Dishonesty

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. The most current *Publication Manual of the American Psychological Association (APA)* serves as the format for all papers assigned in the BSU Department of Nursing.

Any form of academic dishonesty may result in disciplinary action including: a Documentation of Unprofessional Behavior/Practice form filed and reviewed by the Student Admission, Progressions and Concerns committee and BSU Conduct Officer; failure of the assignment or project; failure of the course; and/or expulsion from the University.

The following definitions and examples are provided to help students determine what will be considered academic dishonesty/plagiarism and how to avoid it:

- **Plagiarism:** submitting coursework as one's own that includes words, thoughts and ideas from another author without proper citation (author, date, page number). Direct quotes must include quotation marks in addition to proper citation.
- **Paraphrasing:** rewording an author's words, thoughts and ideas to demonstrate individual perspective and understanding. The author is acknowledged for his/her original words, thoughts, and ideas through proper citation.

Other instances of academic dishonesty include, but are not limited to, giving or receiving unauthorized assistance on an examination; unauthorized collaboration on individual assignments; providing false information (e.g., family emergency, death or illness) to obtain an extension or exemption from an assignment; or any act designed to provide a student with an unfair advantage or the attempt to commit such acts.

Examples:

1. Working with one or more other students on an individual assignment and submitting the work as your own.
2. Submitting the work of others as your own.
3. Submitting the work of others as your own with minimal changes.
4. Submitting others' work, in part or whole, without quotation marks, adequate paraphrasing, or proper citation.
5. Submitting the same work, in part or whole, for more than one course without both instructors' approval, or with only minimal revisions to the original work that has already received credit and submitting again as new work.
6. Taking an examination for another person.
7. Sharing testing materials.
8. Sharing simulation scenarios.
9. Sharing clinical work.

Established: 5/16

Reviewed 5/18, 5/20, 5/21, 5/22

Revised: 6/17, 5/19

### **Prerequisites within the Nursing Program**

Several courses in the nursing curriculum are sequentially arranged. Progression to selected courses is based on successful completion (grade of "C-" or better) of listed prerequisite courses.

A student who fails or withdraws from a course that is a prerequisite for a course in the following semester must stop out of the program until the needed course is available.

Students seeking an alteration in the progression of courses and/or requirements in the nursing program should follow the grievance process described elsewhere in this document.

Revised 6/17, 11/19

Reviewed 5/20, 5/21

### **Program Evaluation**

Students are requested to participate in individual course and program evaluations at various intervals. Evaluation surveys and procedures are provided by the department. Periodically, permission will be sought from individuals to make copies of course assignments for program evaluation.

Reviewed 5/20, 5/21

### **Retention in the Major**

The Department of Nursing reserves the right of retaining in the major only those students who, in the judgment of the departmental faculty, satisfy the requirements of scholarship, behavior, and health characteristics suitable for the profession.

When a student demonstrates professional and/or personal attributes that do not meet the standards of safe clinical practice and professionalism in clinical, classroom, lab or community settings, the Department of Nursing faculty will schedule a meeting with the student to initiate the *Documentation of Unprofessional Behavior and/or Unsafe Practice*

(Appendix C). This process may result in a written warning, plan for remediation, failure of course or exit from the Nursing program.

Established: 5/15/85

Revised: 10/29/87, 3/29/88, 4/20/88, 4/21/88, 5/27/88, 9/88, 2/2/89, 5/4/89, 4/5/90, 5/3/90, 4/20/92, 5/93, 3/94, 9/95, 4/97, 8/99, 5/23/01, 2/02, 8/02, 10/6/05, 2/06, 8/07, 4/09, 4/13, 5/14, 5/17, 1/18, 5/19

Reviewed: 5/20, 5/21, 5/22, 5/23

## **Change in Health Status- Return to Campus/Clinical**

Student health and safety is a priority at Bemidji State University. Physical and mental health are both necessary to provide good patient/client care and participate in our lab/clinical courses. If you have experienced a significant change in health status, you will not be allowed to return to campus without completing the Return to Campus/Clinical form (Appendix E)

Established: 5/21

Revised 5/21

Reviewed 5/22,  
5/23

## **Scholarships**

Several scholarships are available for students who have been accepted into the nursing program. Applications are due in February each year for the following school year. Details about each scholarship and the application process can be found on the Department of Nursing website: <http://www.bemidjistate.edu/academics/departments/nursing/scholarships/>.

Reviewed 5/20, 5/21, 5/22

## **Social Media Policy**

### **I. Policy**

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

### **II. Scope**

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

### **III. Purpose**

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

#### IV. Definitions

1. **Social Media:** is primarily internet- and/or mobile-based methods of networking using web/mobile-based tools to communicate widely, quickly and easily for the purpose of sharing information and communicating with others. Such as, but not limited to:
  - a. Facebook
  - b. Twitter
  - c. Texting
  - d. Tik Tok
  - e. Instagram
  - f. Snapchat
  
2. **Protected Health Information (PHI):** is any identifiable health information, including demographic information that contains:
  - a. Past, present or future physical/mental health or condition of an individual
  - b. Past, present or future payment for and individuals healthcare
  - c. Identifies the individual, OR there is reasonable basis to believe the information can be used to identify the individual
  
3. **When Using Social Media**
  - a. Students/staff using social media shall not:
    - Disclose BSU entities', patients', or affiliates' confidential information or PHI
    - Disclose location, facility type, or any demographic identifier of clinical or capstone.
  - b. When using social media the student/staff will not express or represent his/her views as those of BSU unless he/she has been authorized to do so.
  - c. Students/staff photographing any individuals (patients, family, staff as example but not limited to) or physical structures must obtain written authorization from BSU or affiliates.
  - d. When using social media, the student must comply with all other policies and procedures of BSU and the Department of Nursing.
  
4. **Compliance**
  - a. Students shall receive notice of this policy at the beginning of the program and may receive periodic education on its application and use.
  - b. In accordance with federal and state laws, regulations, and BSU entity-related policies, BSU reserves the right to monitor student/staff social media activities and maintain detailed reports of social media usage.
  - c. Students/ found violating this policy may be subjected to corrective disciplinary action including but not limited to expulsion from BSU, criminal prosecution, or additional liability associated with other legal actions.
  - d. Alleged violations require immediate reporting to the direct supervisor, BSU Department of Nursing chair, and/or the affiliate's human resources and risk management.
  - e. All violations will be investigated collaboratively and legal officials to determine appropriate corrective and disciplinary action, up to and including expulsion.

## Student Concerns and Grievances

Bemidji State University is committed to the safety and equitable treatment of all members of the university community. The student complaint process outlined below is designed to ensure all concerns and complaints of members of our student body are handled in a prompt and fair manner.

Although we hope the vast majority of our students can complete their education without feeling that they have been treated in an unjust or inequitable manner, there will be instances where student complaints are warranted and we are here to help resolve these issues.

### ***BSU Policy Definitions***

**Grievance** – A written claim raised by a student alleging improper, unfair, arbitrary, or discriminatory action by an employee involving the application of a specific provision of a university rule/regulation or a Minnesota State Colleges and Universities (MnSCU) Board policy or procedure. A grievance may also be about issues of institutional or program quality such as Bemidji State University’s compliance with HLC standards, or a claim of consumer fraud or deceptive trade practices.

**Complaint** – A claim by a student alleging improper, unfair or arbitrary treatment. A complaint may also be about issues of institutional or program quality such as Bemidji State University’s compliance with HLC standards, or a claim of consumer fraud or deceptive trade practices.

**Appeal** – A request for reconsideration of a grievance application of a policy or procedure.

**Retaliation** – Retribution of any kind taken against a student for participating in a complaint or grievance.

**Student** – An individual student, a group of students, or the student government.

Policies that govern the student complaint processes can be found [here](#). The [Office of the Provost and Vice President for Academic and Student Affairs](#) is available to advise and support students through the student complaint process.

### ***Department of Nursing Grievance Process***

The Department of Nursing takes student complaints seriously. Our goal is to ensure students have access to transparent, due process that leads to an appropriate resolution of the complaint in a timely manner. The Department of Nursing will follow BSU’s policies with exceptions related directly to admission to the nursing program, safe patient care and professional behavior of a nurse.

Grievances and complaints related to Department of Nursing policies or procedures will be heard by the department’s Student Admission, Progression and Concerns Committee (SAPC). Students with progression, policy, or procedure concerns must meet with their faculty advisor and submit a written grievance in a timely manner, using the process outlined below. SAPC will post its meeting dates online to facilitate planning for timely submission.

Faculty have authority in the courses they teach regarding course content, assignments and evaluations and will make the final decisions regarding these items. Examples include redoing assignments, rescheduling exams, questions regarding an evaluation or points awarded, test questions, and late assignments. These and other matters directly related to the course or coursework should be resolved with the faculty member(s) and may not be appealed through the Department of Nursing. Students wanting to contest a grade should follow the [Academic Grade Challenge Policy](#) in the *BSU Student Handbook*.

The full grievance process will be as follows:

Student discusses the complaint with his/her faculty advisor.



If a Student Grievance Form is appropriate, it should be submitted to the Department of Nursing Office. This form (Appendix D) can be found at the BSU Department of Nursing website on the Student Resource Manual page. The submission should include: (a) description of the concern in 500 words or less, (b) steps taken to resolved the concern, and (c) any documentation necessary to support the outcome being sought (catalog description, course syllabus, resource manual/handbook, Department of Nursing website, etc.).



The Student Grievance Form must be submitted within the first 6 weeks after receiving the decision/situation being grieved.

Grievances filed during summer session will be reviewed as determined necessary by Nursing Dean, Nursing Department Chair, or SAPC chair.



A review of the grievance by the SAPC committee will occur at the next scheduled meeting after the grievance has been submitted. Student will be emailed the date and time of the meeting. Student will have 48 hours to state whether they accept or decline attendance at the meeting. A student choosing to attend the meeting will have five minutes during the meeting to present the grievance. The student will receive a formal response with the committee's decision within six weeks of the meeting. The student's advisor, the department chair, and the dean will receive a copy of the committee's decision, and a copy will be placed in the departmental student file.



If the student still has concerns regarding the grievance after the SAPC committee has made its decision, the student may appeal the decision to the Associate Dean of Nursing. The Associate Dean of Nursing is the final step in the appeal process.

Approved 1/5/18  
Revised 5/22  
Reviewed 5/19, 5/20, 5/21



# Pre-Licensure

## Admission to Pre-Licensure

### *Admission to BSU*

Students must be admitted to Bemidji State University prior to applying for admission to the nursing major. Official transcripts of credits transferred from other post-secondary schools must be available in the BSU Admissions Office to be considered for admittance to the nursing major.

### *Application to Nursing Major*

Admission to the University does not grant admission to the nursing program. All students must apply and be accepted to the nursing program before they may begin the sequence of professional nursing courses. Details about the application procedure and a link to the online application can be found on the Department of Nursing website:

<http://www.bemidjistate.edu/academics/departments/nursing/apply/4-year/>.

### *Admission to Major*

Applicants should be aware that because the size of each entering class is limited, admission to the nursing program is competitive. Admission is dependent on the number of applications and evidence of meeting the requirements described on the website and in the Pre-Licensure Application Instructions.

### *Acceptance Process*

Applications will be accepted on a continuous basis throughout the year until the program becomes full. If the program becomes full, qualified students can choose to be added to a waitlist or defer their application to the following admission cycle.

Accepted applicants will be notified within two weeks of admittance.

Established: 3/07

Revised: 4/09, 4/13, 5/14, 5/16, 6/17, 5/19, 5/20, 5/21, 5/23

Reviewed 5/22

## Course Substitution/Transfer Equivalency

Course substitutions are not permitted for nursing (NRSG) courses. Requests for course substitution and transfer equivalency for non-nursing courses will be processed according to the BSU process: <http://www.bemidjistate.edu/mybsu/degrees/course-substitutions/>.

Transfer equivalency requests for Pre-Licensure prerequisite courses must be formally approved by the Department of Nursing before the nursing application is submitted. It is the student's responsibility to discuss any anticipated requests with his/her advisor.

Revised: 6/17, 5/19, 5/21

Reviewed: 5/20, 5/21

## Background Studies

Applicants must submit to and satisfactorily complete the approved Department of Nursing background check as a condition of admission. An offer of admission is contingent upon the

successful completion of the background check(s) with results deemed favorable. Admission may be denied or rescinded based on the outcome of the background check.

Students who are currently enrolled must satisfactorily complete an annual background (both national and state) check as a condition of continuing enrollment in the Department of Nursing. **Clinical agencies may have requirements which include verifications other than those required by Nursing. In those situations, students will be required to meet those individual agency standards prior to clinical placement, which may result in additional costs to students.**

Throughout the program it is expected that all students will self-disclose any occurrences which could result in a discrepancy (criminal charge or conviction) on a background check to the Nursing Department Chair and Nursing Clinical Coordinator at the time of the occurrence (within 14 days). If/when a student self-reports a new occurrence, they may be required to complete additional background checks. If/when a student's background check reports that they need direct supervision, they will be dismissed from nursing program.

Students may be dismissed from the program with any of the following:

- Students who fail to submit or do not pass the background check.
- Occurrences resulting in a discrepancy (criminal charge or conviction).
- If/when a student does not self-disclose, and an occurrence is found

The only time a background check would come to SAP is if the clinical site does not approve of clinical placement.

If a background check has discrepancies, the student may refer/contact Minnesota Board of Nursing to explore their options on how to continue to pursue the profession of nursing.

Minnesota law requires that any person who provides services that involve direct contact with patients and residents at a facility licensed by the Minnesota Department of Health have a background study conducted by the state. An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed facility. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree.

A student who is disqualified for unsupervised provision of care as a result of a background study may request the Commissioner of Health to reconsider the disqualification. Individuals who request reconsideration are responsible for handling this step on their own.

If a person who is disqualified chooses not to request reconsideration, or the request is denied, the disqualification becomes final and the person cannot be placed in a clinical setting that involves direct contact with patients. If such a placement is part of the academic requirement for a student's program, the student will be unable to fulfill the academic requirements to successfully complete the program.

Students are required to complete the DHS NetStudy 2.0 online background study, including fingerprinting at an authorized facility, in order to maintain their enrollment in the Nursing program. Students will cover the cost of DHS study and the fingerprinting cost. Results of the study are sent to the student and must be uploaded to the clinical eligibility tracking system.

Students are also required to complete federal background studies through the approved vendor in order to participate in clinical experiences. International students or residents of

Canada will complete the appropriate study in place of the federal study. Students are responsible for payment of the federal and international background studies. Results of the study are sent to the student and must be uploaded to the clinical eligibility tracking system.

Students must also complete a release of information form, giving the BSU Department of Nursing permission to share the results of the studies if requested by the clinical agencies to which they have been assigned.

Revised: 6/17, 5/21, 5/22, 5/23

Reviewed: 5/18, 5/19, 5/20, 5/21

## **Clinical Eligibility**

Students and the college may not waive health policy or immunization requirements set by clinical affiliates. Students who do not abide by clinical affiliate health policy or immunization requirements may be unable to attend clinicals, which may result in course failure, or failure to progress in the nursing program. Students must submit documentation of compliance with health policy requirements before specified deadlines. The health policy and immunization requirements set by our clinical affiliates may change at any time during the nursing program.

To establish clinical eligibility, all students admitted to the Pre-Licensure Program must submit the following documentation to the department's clinical eligibility tracking system:

1. State and federal background study results
2. Current immunization records
3. Current American Heart Association CPR certification
4. Proof of nursing assistant coursework
5. Any and all paperwork required by the faculty or clinical facilities

Newly-admitted students without the required documentation on file by the deadline set by the department will be dropped and not permitted to begin the program. Failure to maintain clinical eligibility documentation throughout the program may result in inability to progress in the program.

Documentation of the influenza vaccination for the current flu season or a written medical exemption letter, signed by a healthcare professional, is due annually as determined by the clinical coordinator. The submitted document(s) must include the medical source.

Clinical sites may have additional eligibility requirements specific to their facilities, which students must meet in addition to those listed above.

Revised: 5/16, 5/17, 6/21, 5/21, 2/23

Reviewed: 5/18, 5/19, 5/20, 5/21, 5/22,

5/23

## **Clinicals/Practicums**

1. Practicum hours are calculated at two clinical/practicum hours per credit hour. For instance, a one-credit course entails 15 - 16 hours of class time. Thus, a one-credit practicum course would entail 30 - 32 hours of practicum experience pending the weeks in the semester.
2. All students must have current, approved background studies to have direct patient contact in their practicums. Clinical assignments will be contingent upon verification of these requirements, and lack of such verification will prevent the student from beginning, remaining involved, and/or completing a course.
3. Clothing worn by students for clinical/practicum experience is to be in accordance with the respective agency policies (see "Dress Code for Clinicals/Practicums").

4. Name badges provided by the department are to be worn by the student during clinical/practicum experiences.

5. Students are responsible for their own transportation and auto insurance affiliated with clinical/practicum experiences.
6. Clinical/practicum experiences associated with the program are not conducted during a student's scheduled time of employment.
7. In case of non-urgent and urgent/emergency messages or needs, the course policy for notification procedures should be followed.
8. Formal contracts are required between the BSU Department of Nursing and agencies where students conduct their clinical/practicums.
9. Faculty reserve the right to make final decisions regarding clinical placement in clinical/practicum courses.
10. Students identify when assistance or further preparation is needed prior to engaging in practicum experiences, refrain from participating in nursing practicum activities for which one is not adequately prepared, and seek consultation from faculty and/or agency personnel.

Reviewed 5/20, 5/21, 5/22

### **Dress Code for Lab/Clinicals/Practicums**

This code reflects professional student attire during practicum, while obtaining assignments, and while participating in other activities where the student is representing Bemidji State University Department of Nursing.

#### Hospital/Lab

- Selected green BSU scrub top with black uniform pants; must be clean and free of wrinkles.
- Clean, white, crewneck t-shirt under scrub top
- Green scrub jacket optional
- Mostly-white or black shoes and hose/socks; no open-toe or open-heel (sling-backs)
- BSU name badge (worn above the waist) required.

#### Community

- Selected BSU polo shirt with navy, black, or khaki pants (no jeans)
- Clean, closed-toe/heel shoes and socks/hose
- Navy or black sweater optional
- BSU name badge (worn above the waist) required

#### Obtaining Assignment from Hospital

- BSU scrub top with slacks/skirt (no jeans, shorts, or capris)
- Shoes and hose/socks (no tennis shoes, open-toed shoes, sandals, or flip-flops)

#### Nails

- No acrylics or gel nails
- Extending no longer than ¼ inch past fingertips
- If permitted in clinical area, clear or pale-colored nail polish only

## Jewelry

- Jewelry (piercing/jewelry) should be conservative and appropriate. Jewelry that may be offensive to patients, family members, guests of patients, and/or other customers or employees is not allowed. Examples of inappropriate jewelry include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background or religion. Examples of inappropriate piercing/jewelry include facial jewelry, large ear jewelry (plugs/gauges) or excessive pieces of ear jewelry per ear.
- Facial and oral jewelry must be removed (clear spacer may be used).
- Other body piercings that cannot be concealed should be removed.
- Plugs/gauges should be concealed, covered with tape, or a solid plug/gauge should be worn.

## Hair

- Off the face, neatly styled
- Pulled back off collar if hangs below
- Hair ornaments should be neutral in color

## Facial Hair

- Neatly trimmed moustaches and/or beards

## Tattoos

- All efforts must be made to conceal tattoos that contain language or content which could be offensive. Body art (tattoos) that may be offensive to patients, family members, guests of patients, and/or other customers or employees is not allowed to be visible. Offensive body art may be covered with clothing or tape. Examples of inappropriate tattoos include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background or religion.

## Miscellaneous

- Shirts need to be long enough not to reveal bare skin during expected activities.
- Shoes should be limited to the closed-toe/heel type; no sandals, flip-flops, or sling-backs.
- Garments worn under the BSU polo shirt should be white or black.
- NRS 2204 Health Assessment, students will follow guidelines in syllabi

Revised: 5/16, 6/17, 5/19

Reviewed 5/18, 5/20, 5/21, 5/22,

5/23

## **Course Policies**

1. Active and relevant participation is expected by all students to make the course a success.
2. Test information and review:
  - a. Individual faculty will determine review of tests and final exams.
  - b. Item analysis will be completed by the instructors and addressed with the class as determined by the instructors.
  - c. Class time will not be designated for test item discussions. Any questions regarding individual test items should be submitted via email to the instructor.



- d. Students will be assigned nationally-normed proctored tests as appropriate. Expectations for performance will be outlined in the course syllabus.
3. It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using **University-assigned electronic mail addresses**. It is the responsibility of each student to monitor the University-assigned electronic mail account for communications from the University. Students may expect a response from faculty within 48 hours during the workweek but should not expect faculty responses during weekends. If you have not heard back from a faculty within the timeframe, professional courtesy is to re-email the faculty.
4. Students are expected to check email daily as well as the D2L Brightspace course site for any class updates or postings. Many course materials will be provided in D2L for printing rather than as handouts in class. Students are responsible for all information posted in the D2L Brightspace course site, announced in class, and/or Bemidji State University email.
5. Any student who, because of a disability, may require special arrangements in order to complete course requirements should contact the instructor as soon as possible in order to make the necessary accommodations.

Revised 5/18, 5/21

Revised 9/22

## ATI Assessment and Review Policy

### Practice Assessments

- There are practice assessments and proctored assessments available to the student which will be required in specific courses. Practice assessments are taken independently by students outside of class time. These assessments will help the student to identify strengths as well as gaps in knowledge which require remediation. These gaps in knowledge are referred to as “Topics to Review”.
- Practice assessments A and B will be taken first with rationales disabled allowing the student to create their individual focused review as a study guide. After the due date of each assessment, rationales may be enabled so the student can retake the exam for additional study. When possible, one week will be allowed between each practice and proctored assessment.
- No points are awarded for practice assessments or focused review. They must be completed by the due date to test for the proctored assessment.

### Focused Reviews/Remediation:

- Focused Review/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student’s individual assessment report will contain a listing of the “Topics to Review” and a post-study quiz.
- The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students will provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page and by submitting written Remediation Templates as required.
- If remediation is not completed by the due date, a 25% points deduction will be applied to ATI score. If remediation is not completed within 5 business days after the due date, the ATI Exam score will be converted to a “0”.

### **Proctored Assessments**

- Standardized proctored assessments may be scheduled during courses. Proctored assessments will be completed either on campus or virtually with a virtual proctor program. These assessments will help the student to identify what they know as well as areas requiring remediation called “Topics to Review”. Points are included in the Proctored Assessment rubric.
- Proctored assessments will have required remediation. If all components of remediation are not completed by the due date, a 25% points deduction will be applied to ATI score. Components of remediation include 1) handwritten topics missed and/or active learning templates, 2) minimum required time in focused review, and 3) post-study quiz if indicated. If remediation is not completed within 5 business days after the due date, the ATI Exam score will be converted to a “0”.
- Level 2 is the benchmark for success. Students who score below level 2 are required to retake the proctored assessment. See appropriate tables in the pages to follow for remediation requirements before the second attempt. If a level 2 is not achieved on the second attempt, the student will receive an incomplete in the course, remediate further, and take a third attempt. Any cost associated with the third attempt is the responsibility of the student. If the student doesn’t achieve a level 2 or higher on the third attempt, a meeting with nursing faculty is required to establish a plan for remediation prior to progressing in the program. After the meeting, a grade will be issued for the respective course.

### **Comprehensive Predictor**

- An ATI Comprehensive Predictor will be administered before the mandatory ATI 3-day Live Review.
- A second comprehensive predictor will be given during finals week. Students achieving less than a 92% probability on the second Comprehensive Predictor exam will receive an incomplete and will be required to take a third attempt after the semester ends. The student will cover the cost of the third attempt.
- Prior to taking the third comprehensive predictor, the student must complete 75% of the Virtual-ATI content. If still unsuccessful at achieving a 92% probability after the third attempt, the student must complete 100% of the Virtual-ATI content and take the comprehensive predictor for the fourth time (at their own expense). If after the fourth attempt, the student still has not met the 92% probability benchmark, a face-to-face meeting with a nursing faculty is required to establish a plan for remediation prior to taking the NCLEX. After the meeting, a grade will be issued for NRSG 4201

### **Dosage Calculation Proctored Assessments**

Dosage calculation proctored assessments will be completed in specific nursing courses. Each proctored assessment has a corresponding practice assessment. Each dosage calculation assessment must be completed with at least 92% proficiency within three attempts in order to pass the course. After the third attempt with a score less than 92%, the student will fail the course.

1. Dosage Calculation: Fundamentals; taken in NRSG 2203 Intro to Clinical Practice
2. Dosage Calculation: Adult Medical Surgical; taken in NRSG 3007 Practicum I
3. Dosage Calculation: Nursing Care of Children; taken in NRSG 4003 Rural Practicum
4. Dosage Calculation: Mental Health; taken in NRSG 4001 Mental Health Nursing
5. Dosage Calculation: Maternal Newborn; taken in NRSG 3008 Practicum II
6. Dosage Calculation: Critical Care; taken in NRSG 4201 Role Practicum

## ATI Content Mastery Series (CMS) | Grading Rubric

### CMS Practice Assessment Requirements

***Both MUST be completed prior to Proctored Assessment by the assigned due date in order to sit for the Proctored Exam***

***If remediation is not completed by due date, student will receive a “0” on the proctored exam***

<b>Complete Practice Assessment A Remediation</b>	<b>Complete Practice Assessment B Remediation</b>
<ul style="list-style-type: none"> <li>Minimum one hour Focused Review in ATI online.</li> <li>For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment dropbox.</li> </ul>	<ul style="list-style-type: none"> <li>Minimum one hour Focused Review in ATI online.</li> <li>For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment dropbox.</li> </ul> <p style="margin-top: 20px;"><i>These must be different topics from your Practice Assessment “A” remediation.</i></p>

### CMS Proctored Assessment Remediation & Rubric

Level 3	Level 2	Level 1	Below Level 1
<ul style="list-style-type: none"> <li>Minimum <b>one</b> hours Focused Review</li> <li>For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember.</li> </ul> <p>Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</p>	<ul style="list-style-type: none"> <li>Minimum <b>two</b> hours Focused Review</li> <li>For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember.</li> </ul> <p>Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</p>	<ul style="list-style-type: none"> <li>Minimum <b>three</b> hours Focused Review</li> <li>For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember.</li> </ul> <p>Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</p>	<ul style="list-style-type: none"> <li>Minimum <b>four</b> hours Focused Review</li> <li>For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember.</li> </ul> <p>Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</p>
<p><i>These must be different topics from your Practice Assessment “A” &amp; “B” remediation.</i></p>	<p><i>These must be different topics from your Practice Assessment “A” &amp; “B” remediation.</i></p>	<p><i>These must be different topics from your Practice Assessment “A” &amp; “B” remediation.</i></p>	<p><i>These must be different topics from your Practice Assessment “A” &amp; “B” remediation.</i></p>

<b>50 points</b>	<b>45 points</b>	Take Proctored Assessment Retake and follow the rubric below to earn credit.	Take Proctored Assessment Retake and follow the rubric below to earn credit.
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**CMS Proctored Assessment Retake Rubric**  
*(Only taken if you earned a level 1 or below on Proctored Assessment)*

Level 3	Level 2	Level 1	Below Level 1
<ul style="list-style-type: none"> <li>• Minimum <b>two</b> hours Focused Review</li> <li>• For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</li> </ul> <p><i>These must be different topics from your Practice Assessment “A”, “B”, and initial proctored remediation.</i></p>	<ul style="list-style-type: none"> <li>• Minimum <b>two</b> hours Focused Review</li> <li>• For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</li> <li>• <i>These must be different topics from your Practice Assessment “A”, “B”, and initial proctored remediation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Minimum <b>three</b> hours Focused Review</li> <li>• For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</li> <li>• <i>These must be different topics from your Practice Assessment “A”, “B”, and initial proctored remediation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Minimum <b>four</b> hours Focused Review</li> <li>• For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.</li> <li>• <i>These must be different topics from your Practice Assessment “A”, “B”, and initial proctored remediation.</i></li> </ul>

<b>45 points</b>	<b>40 points</b>	<b>35 points</b>	<b>30 points</b>
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**Comprehensive Predictor Practice Assessment Requirements**

*Both MUST be completed prior to Proctored Assessment by the assigned due date in order to sit for the Proctored Exam*  
*If remediation is not completed by due date, student will receive a “0” on the proctored exam*

**Complete Practice Assessment A Remediation**

- Minimum one hour Focused Review in ATI online.
- For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.

**Complete Practice Assessment B Remediation**

- Minimum one hour Focused Review in ATI online.
- For each topic missed, complete a handwritten active learning template and/or identify and handwrite three critical points to remember. Place all screen shots of handwritten assignments in one document and place in d2l assignment folder.

*These must be different topics from your Practice Assessment "A" remediation.*

## Comprehensive Predictor Proctored Assessment Rubric

95% or above Passing Predictability = 100 points	90% or above Passing Predictability = 90 points	85% or above Passing Predictability = 70 points	84% or below Passing Predictability = 60 points
<b>Remediation</b> <ul style="list-style-type: none"> <li>• Minimum 1-hour Focused Review</li> <li>• For each topic missed, complete an active learning template, and/or identify three critical points to remember</li> </ul>	<b>Remediation</b> <ul style="list-style-type: none"> <li>• Minimum 2-hour Focused Review</li> <li>• For each topic missed, complete an active learning template, and/or identify three critical points to remember</li> </ul>	<b>Remediation</b> <ul style="list-style-type: none"> <li>• Minimum 3-hour Focused Review</li> <li>• For each topic missed, complete an active learning template, and/or identify three critical points to remember</li> </ul>	<b>Remediation</b> <ul style="list-style-type: none"> <li>• Minimum 4- hour Focused Review</li> <li>• For each topic missed, complete an active learning template, and/or identify three critical points to remember</li> </ul>
Proctored Assessment Retake to be completed by all students, second exam score will be placed in gradebook			

### Remediation After Unsuccessful Course\*

Students who are unsuccessful in a course will meet with the Program Chair to review potential barriers to the student's success, to review the one-time re-attempt process, and to review the remediation plan required for success. This acts as a retention strategy for students.

The remediation portfolio required will include (but may not be limited to):

- A student success plan
- A learning contract which includes identification of knowledge gaps, study skills, test taking strategies and stress management techniques.
- A completed checklist for individual remediation assignments (ATI products that align with specific course objectives)

### Potential Re-Admission to the Program

Students who seek re-admission to the program will also need to follow the remediation process for all unsuccessful courses prior to being considered for re-admission into the program. The goal is to support students and strengthen the areas in which students were challenged as they wait for re-admission.

The remediation portfolio required will include (but may not be limited to):

- A student success plan
- A learning contract which includes identification of knowledge gaps, study skills, test taking strategies and stress management techniques.

- A completed checklist for individual remediation assignments (ATI products that align with specific course objectives)

In addition, the student will need to go through the initial application process again and will restart the program.

### **Continuing and Discontinuing Enrollment**

Students not continuing enrollment in nursing courses, other than by dismissal, are requested to communicate with their advisors about their decision and to discuss plans for returning to the program.

Students enrolled in the Pre-licensure Nursing major must complete all nursing course requirements within a five year period after initial enrollment in nursing courses.

Revised 5/20, 5/21

### **Unsuccessful Course or Course Withdrawal**

Nursing courses are taken in a sequence in which prior learning serves as a basis for continued learning. If a student is unsuccessful in a course in the Pre-Licensure program, the student must repeat the course prior to progressing.

A Pre-Licensure student who fails or withdraws from a nursing course may repeat the course only once. Only one course can be repeated. A second experience of receiving an unsuccessful grade (D, F or W) in the same or different nursing course will result in dismissal from the nursing program.

Revised: 1/18, 5/21, 5/22

Reviewed: 5/20, 5/21

# RN-BS Track

## Admission to RN to Baccalaureate Program

### *Admission to BSU*

Students must be admitted to Bemidji State University **prior** to applying for admission to the nursing major. Any liberal education goal areas may be, but are not required to be, completed prior to admission to the nursing program.

### *Application to Nursing Major*

Admission to the nursing major is a separate process from admission to Bemidji State University and is on a first-come, first-served basis. Details about the admission requirements and a link to the online application can be found on the Department of Nursing website:

<http://www.bemidjistate.edu/academics/departments/nursing/apply/rntobs/>.

### **Admission to the Major:**

- Be fully admitted to Bemidji State University.
- Achieved a minimum cumulative GPA of 2.50 in previous RN program
- Submit a RN-BS Program application.
- Applicants to the program must have earned an associate degree or diploma degree as a registered nurse or be licensed RNs by the end of the first semester in the BSU RN-BS program (must have RN License prior to starting NRS 4116/NRS 4120). If a license is not acquired within the first 16 weeks of the program, the student will no longer be eligible to progress in RN-BS nursing courses.
- Be licensed to practice as a registered nurse or be a graduate with state license pending in Minnesota, Wisconsin, or North Dakota. Full admission to the program requires unencumbered licensure. See below, unencumbered RN license information.
- Have internet access suitable for delivery of online courses, practice experiences, and peer collaboration.
- Students must reside in Minnesota, North Dakota, or Wisconsin and student must have an unencumbered RN license from the state in which they reside (must have RN License prior to starting NRS 4116/NRS 4120). If a student has an encumbered RN license, they are not eligible for admittance to the program. If a student changes states of residency while in the program, may not be able to continue in the program unless they move to North Dakota, Wisconsin, or Minnesota. If a student changes states of residency, they must notify the Department of Nursing.

### *Transfer Credits*

Applicants will receive transfer evaluations from the Admission's Office once they have been admitted to BSU. The completion of a bachelor's degree at BSU requires the completion of the BSU liberal education requirements or the [MN transfer curriculum](#). RN Advantage credits (15 total upper division) will be awarded to the academic record once they have an unencumbered/unrestricted RN license.

### *Admission Review*

The Department of Nursing works with Extended Learning to determine the admission status of applicants to the RN-BS nursing major.

### *Admission Status*

1. Applicants who meet all admission requirements will be admitted with regular status.



2. Once the program has reached full enrollment, applicants may be placed on a waitlist.
3. Once accepted, if applicants do not take courses within one year, they must reapply to the program.

### ***Admission Notification***

1. The Center for Extended learning will notify applicants of their admission to BSU.
  2. The Department of Nursing will notify applicants of their admission status to the baccalaureate nursing major.
  3. Individuals admitted to the nursing major will be enrolled in the mandatory D2L Brightspace Nursing Program Orientation course.
4. **Admitted students are required to register for fall/spring classes two weeks before the semester starts.** Seats in the nursing classes will not be held for admitted students after that date.

Revised: 3/91; 12/92; 11/94; 7/95; 4/97; 1/98; 2/99; 11/99; 5/01, 3/02, 2/06, 4/13, 5/14, 5/16, 6/17, 11/19, 5/20, 11/20, 5/23  
Reviewed: 5/21, 5/22,

## **Practice Compliance Requirements**

In order to comply with state, federal, and agency requirements, students must submit required documentation by deadline set by department. All documentation must remain up-to-date while enrolled in the program.

The RN-BS program uses an online clinical eligibility tracking system, Passport, to store background studies and practice compliance requirements. Students will be sent an email with login information to set up their Passport account. To enroll and remain in the RN-BS program, it is the student's responsibility to keep their practice compliance requirements current. If students are not compliant and current (up-to-date) with all of these items, they will face ineligibility of admission, delay of course progression or program dismissal. Newly-admitted students without the required documentation on file by the deadline set by the department will be dropped from their courses, and not permitted to begin the program. Failure to maintain clinical eligibility documentation throughout the program will result in inability to progress in the program.

The National and State (in the state the student resides) background study must show the ability to provide direct patient care. A student that is not authorized to provide unsupervised care, based on background study results, will be unable to progress in the program.

Practice Compliance Requirements:

- National and State (in the state the student resides) background studies that shows the ability to provide direct patient care.
- Any, and all, paperwork required by the faculty or clinical facilities

Students will cover the cost of the practice compliance requirements, and will upload the documents into the clinical eligibility tracking system (Passport).

Clinical sites may have additional eligibility requirements specific to their facilities, which students must meet in addition to those listed above. Students must also complete a release of information form, giving the BSU Department of Nursing permission to share the results of the practice compliance requirements if requested by clinical agencies.

## General Program Information

### *Registration for Courses*

Online registration is accomplished using e-Services, available through [MyBSU](#). After the initial semester, registration may require an access code, which students must obtain from their advisors.

### *Course Scheduling in the Department*

Courses are conducted in a blended and/or online format. On-campus days are listed in the notes of each course, which can be found on the BSU website <http://www.bemidjistate.edu/academics/schedule/>.

### *Library and Computer Resources*

The Bemidji State University library is open during the day, evenings and weekends. Distance students are entitled to full use of library resources. Students have off-campus access to library resources via the library home page: <http://www.bemidjistate.edu/library/>. All BSU students also have access to free Microsoft Office through Office 365, which can be found linked at the top of the BSU email homepage.

### *Departmental Advising*

Once students are admitted to the program, they are assigned a nursing faculty advisor who can help plan an individual's academic program. The student service coordinator will be available to assist with advising during the summer months.

### *Communication*

It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using **University-assigned electronic mail addresses**. It shall be the responsibility of each student to monitor the University-assigned electronic mail account for communications from the University. Students can expect a response from faculty within 48 hours during the workweek but should not expect faculty responses during weekends.

## Clinicals/Practicums

1. It is important to note that enrollment in practicum courses will require additional time outside of the regularly scheduled class time.
2. Students in the RN-BS Track Program must maintain an unencumbered RN license.
3. All students must be in compliance with all practice compliance requirements. Clinical assignments will be contingent upon verification of these requirements, and lack of such verification will prevent the student from beginning, remaining involved, and/or completing a course.
4. Clothing worn by students for practicum experience is to be in accordance with the respective agency policies.
5. Students are responsible for their own transportation and auto insurance affiliated with

- practicum experiences.
6. Practicum experiences associated with the program will not be conducted during a student's scheduled time of employment.
  7. Formal contracts are required between the BSU Department of Nursing and agencies if students have a clinical assignment at that location.
  8. Faculty reserve the right to make final decisions regarding clinical placement in clinical/practicum courses.
  9. Students identify when assistance or further preparation is needed prior to engaging in practicum experiences, refrain from participating in nursing practicum activities for which one is not adequately prepared, and seek consultation from faculty and/or agency personnel.

Revised: 5/16, 5/20, 11/20

Reviewed 5/22,5/23

### **Continuing and Discontinuing Enrollment**

RN-BS students may enroll in the nursing major on a part-time or full-time basis; part-time students are encouraged to work with their advisors on a course progression plan within student planner.

Students may transition to part-time status at any time.

Students not continuing enrollment in nursing courses, other than by dismissal, are requested to communicate with their advisors about their decision and to discuss plans for returning to the program.

Students enrolled in the RN-BS major must complete all nursing course requirements within a six year period after initial enrollment in nursing courses.

Revised 5/20, 5/21,5/23

Reviewed 5/22

### **Unsuccessful Course or Course Withdrawal**

An RN-BS student who receives a "D" or "F" in a nursing course may repeat the course only once. Only one course can be repeated. A second experience of receiving an unsuccessful grade (D or F) in the same or different nursing course will result in dismissal from the nursing program.

If an RN-BS student needs to withdraw from one or more courses, they should contact their faculty advisor prior to withdrawing and a degree completion plan should be developed. If a student withdraws from all registered nursing courses during the first program semester, they must reapply to start again the following semester. Concepts of Professional Nursing (NRSG 3100) must be successfully completed as a pre- or corequisite in order to progress in the program.

Revised: 1/18, 5/23

Reviewed: 5/20, 5/21, 5/22

# Appendices

## Appendix A: Baccalaureate Essentials Assignment Table: Pre-Licensure

Essential	Course to demonstrate Pre-Licensure	Assignment descriptions Pre-Licensure	Standard (expected outcome)
<p>Essential I</p> <p><b>Liberal Education for Baccalaureate Generalist Nursing Practice</b></p> <p><i>A solid base in liberal education provides the cornerstone for the practice and education of nurses.</i></p>	3000 Elements of Scholarly Practice	<p><b>WebQuest essay assignment</b></p> <ol style="list-style-type: none"> <li>1. Evaluate information on the Internet; evaluate a website for quality, accessibility, currency, and relevancy.</li> <li>2. Demonstrate scholarly writing skills through the completion of an essay that addresses the WebQuest activity and findings.</li> </ol>	80% of the students will pass the assignment with a score of 75% or above.
<p>Essential II</p> <p><b>Basic Organizational and Systems Leadership for Quality Care and Patient Safety</b></p> <p><i>Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.</i></p>	4250 Leadership in Nursing	<p><b>Leadership assignment</b></p> <p>Students apply knowledge gained in the classroom to leadership behaviors they observe during the Role Integration Practicum experience. In an APA paper they analyze leadership behavior and outcomes observed in 3 different situations. Potential topics include: leading a team, implementing a change, participating in a quality improvement project, dealing with an error, mentor or developing another employee, delegating patient care, or supervising patient care.</p>	80% of the students will pass the assignment with a score of 75% or above.
<p>Essential III</p> <p><b>Scholarship for Evidence-Based Practice</b></p> <p><i>Professional nursing practice is grounded in the translation of current evidence into one's practice.</i></p>	4100 Nursing Research	<p><b>Evidence-based project</b></p> <p>Using the steps described in the course material, students will develop an evidence-based project based on a Nurse Sensitive Indicator from a place of employment or a clinical site.</p>	80% of the students will pass the assignment with a score of 75% or above.
<p>Essential IV</p> <p><b>Information Management and Application of Patient Care Technology</b></p> <p><i>Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</i></p>	3007 Acute Care Practicum I	<p><b>Weekly clinical evaluations</b></p> <p>Clinical evaluation rubric includes reference to the effective use of clinical information technology and patient care technology. (Objective #2)</p>	80% of the students will achieve a score of 3 or above on objective 2 each week.
<p>Essential V</p> <p><b>Health Care Policy, Finance, and Regulatory Environments</b></p> <p><i>Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare</i></p>	4250 Leadership in Nursing	<p><b>Health policy assignment</b></p> <ol style="list-style-type: none"> <li>1. Describe the current status of a current national health care policy issue assigned by faculty, using current, high-quality sources to support your analysis.</li> <li>2. Clearly state and support with rationale from high-quality and current sources, your position on the future of the current national health care policy issue assigned.</li> </ol>	80% of the students will pass the assignment with a score of 75% or above.

Essential	Course to demonstrate Pre-Licensure	Assignment descriptions Pre-Licensure	Standard (expected outcome)
<i>system and thereby are important considerations in professional nursing practice.</i>		<ol style="list-style-type: none"> <li>3. Draft a professional letter or email to one of your federal legislators, articulating your position and your preference for the legislator's action. Include accurate contact information (name and email or mailing address).</li> <li>4. Reflect on your role as a novice professional nurse related to influencing national health care policy.</li> <li>5. Self-evaluation</li> </ol>	
<p>Essential VI  <b>Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b>  <i>Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</i></p>	<p>3008            Acute Care Practicum II</p>	<p><b>Interprofessional rotation journal</b>            Your reflective journaling must include the clinical rotation you were assigned to and address the following topics regarding the professional nurse's role and interprofessional communication and collaboration in that setting. The clinical reflections must be no less than 100 words each. <i>Give examples of what you observed when possible. Do not include client, nurse, or physician identifying information.</i></p> <ol style="list-style-type: none"> <li>1. As you observed the professional/registered nurse's role in this setting, what struck you as evidence of a professional level of nursing practice?</li> <li>2. Describe your observations regarding the use of evidence-based practice.</li> <li>3. Give some examples of dependent and independent nursing interventions you saw carried out in the department and/or how teamwork came into play. Describe how each health team member communicated and collaborated together.</li> <li>4. Describe a clinical situation in this setting that posed a communication challenge. This can be between client/nurse, nurse/nurse, nurse/physician, nurse/nurse anesthetist/, physician/phlebotomist, etc. What was difficult? How was it handled? What were some effective communication techniques that were used or could have been used?</li> <li>5. As a student nurse, how did you contribute to your patients' safety and high quality care within the health care team?</li> <li>6. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team in the unit/department (i.e., scope of discipline, education and licensure requirements).</li> </ol>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>

<b>Essential</b>	<b>Course to demonstrate Pre-Licensure</b>	<b>Assignment descriptions Pre-Licensure</b>	<b>Standard (expected outcome)</b>
<p>Essential VII (1)</p> <p><b>Clinical Prevention and Population Health</b></p> <p><i>Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</i></p>	<p>4003</p> <p>Practicum: Rural Communities/ Populations</p>	<p><b>Community Health assessment paper</b></p> <p>Students complete a community-focused assessment, analysis, diagnosis, implementation and evaluation using the nursing process.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>
<p>Essential VII (2)</p> <p><b>Clinical Prevention and Population Health</b></p>	<p>4110</p> <p>Community Health Nursing</p>	<p><b>Issue/role presentation</b></p> <p>Purpose: To conduct a review of the literature on a specific topic/issue related to community health nursing practice. Students will be able to appreciate the multiplicity of factors influencing community health nursing practice. Students will provide a presentation of a specific issue that will encourage group participation and allow students to learn from each other about the many concerns affecting community health nursing.</p> <p><b>Emergency Preparedness Modules &amp; PHN Role in Disaster Response Online Discussion topic</b></p> <p>Purpose: Community health nurses may be involved with emergencies or disasters in the communities they live and work in. Being prepared is essential to responding in an effective manner. Students complete the questions from the modules using knowledge gained from the modules and reflection of concepts.</p>	<p>80% of the students will pass each assignment with a score of 75% or above.</p>
<p>Essential VIII</p> <p><b>Professionalism and Professional Values</b></p> <p><i>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</i></p>	<p>4201</p> <p>Practicum: Role Integration</p>	<p><b>Reflective journal assignment</b></p> <p>The reflective journaling assignment includes the student's SMART objectives within the Capstone rotation assigned and topics such as the professional nurse's role, collaboration, and development of the broader theory of Benner's Theory <i>From Novice to Expert</i> or another nursing theory that fits the Capstone experience within the student's understanding of their own development during the Capstone experience.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>
<p>Essential IX (1)</p> <p><b>Baccalaureate Generalist Nursing Practice</b></p> <p><i>The baccalaureate-graduate nurse is prepared to practice with patients, including</i></p>	<p>3007</p> <p>Acute Care Practicum I</p>	<p><b>Complex case assignment</b></p> <p>This assignment involves planning and caring for a patient in the clinical setting with the submission of written work reflecting the full nursing process. In addition, one intervention is</p>	<p>80% of the students will pass the assignments with a score of 75% or above.</p>

<b>Essential</b>	<b>Course to demonstrate Pre-Licensure</b>	<b>Assignment descriptions Pre-Licensure</b>	<b>Standard (expected outcome)</b>
<p><i>individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</i></p> <p><i>The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.</i></p>		<p>supported with evidence from the literature and analysis of one article.</p> <p><b>Weekly clinical evaluations</b> The clinical evaluation tool used to evaluate students reflects many of the attributes of baccalaureate generalist practice as described by this essential. Clinical evaluation points reflect students' practice abilities.</p>	<p>80% of the students will earn at least 75% of the total clinical evaluation points.</p>
<p>Essential IX (2) <b>Baccalaureate Generalist Nursing Practice</b></p>	<p>3008 Acute Care Practicum II</p>	<p><b>Family assignment</b> Develop a specific health-promotion and teaching plan based on a family assessment, nursing diagnosis, and contributing risks or etiological factors.</p> <p><b>Weekly clinical evaluations</b> The tool used to evaluate students reflects many of the attributes of baccalaureate generalist practice as described by this essential. Clinical evaluation points reflect students' practice abilities.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p> <p>80% of the students will earn at least 75% of the total clinical evaluation points.</p>
<p>Essential IX (3) <b>Baccalaureate Generalist Nursing Practice</b></p>	<p>4003 Community Health Nursing</p>	<p><b>Community Health assessment paper</b> Students complete a community-focused assessment, analysis, diagnosis, implementation and evaluation using the nursing process.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>

Revised 7/7/14, 3/16, 4/17, 5/18, 7/19, 5/21

## Appendix B: Baccalaureate Essentials Assignment Table: RN-BS Track

Essential	Course to demonstrate RN-BS	Assignment descriptions RN-BS	Standard (expected outcome)
<p>Essential I</p> <p><b>Liberal Education for Baccalaureate Generalist Nursing Practice</b></p> <p><i>A solid base in liberal education provides the cornerstone for the practice and education of nurses.</i></p>	<p>3100</p> <p>Concepts of Nursing and Health Care</p>	<p><b>Reflective journal</b></p> <p>Assignment objectives:</p> <ol style="list-style-type: none"> <li>1. Synthesize previous liberal arts knowledge and methods into nursing knowledge and practice.</li> <li>2. Demonstrate creativity and writing ability through reflective journaling.</li> </ol> <p>The student will complete assigned journal entries or reflections on selected learning concepts. This reflection should integrate previous general knowledge into nursing knowledge.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>
<p>Essential II</p> <p><b>Basic Organizational and Systems Leadership for Quality Care and Patient Safety</b></p> <p><i>Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.</i></p>	<p>4210</p> <p>Nursing Leadership and Management</p>	<p><b>Leadership &amp; the QI change process</b></p> <p>Purpose: to foster the development of leadership skills required to lead an evidence-based quality improvement initiative by applying the Institute of Health Care Improvement Model to improve an actual patient safety issue from a leadership perspective. The student will choose a nursing leadership theory to employ along with the IHI Model for Improvement and work from the role of a process leader to identify the problem, select team members, develop an AIM statement, determine outcome, identify process and balancing measures for the proposed improvement, and outline a plan for change (PDSA: Plan Do Study Act).</p>	<p>80% of the students will successfully complete the certification requirements with a score of 75% or above.</p>
<p>Essential III</p> <p><b>Scholarship for Evidence-Based Practice</b></p> <p><i>Professional nursing practice is grounded in the translation of current evidence into one's practice.</i></p>	<p>4260</p> <p>Evidence, Practice, and Research</p>	<p><b>Evidence-based project</b></p> <p>The student will develop an evidence-based project in response to a clinical practice need identified in a place of employment or other clinical site. The project will include generation of a PICO(T) question, literature search and synthesis resulting in a practice change recommendation, systematic plan for implementation of the change, and creation of a poster illustrating the project.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>
<p>Essential IV</p> <p><b>Information Management and Application of Patient Care Technology</b></p> <p><i>Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</i></p>	<p>3240</p> <p>Information Management and Collaborative Communication</p>	<p><b>Consumer website evaluation</b></p> <p>Purpose: to analyze and evaluate health-related website for credibility, usability and accuracy for practice with patients who are consumers in the information age. It is critical that nurses are able to guide patients (consumers) in their use of the internet when they are seeking health-related information.</p>	<p>80% of the students will pass this assignment with a score of 75% or above.</p>



<b>Essential</b>	<b>Course to demonstrate RN-BS</b>	<b>Assignment descriptions RN-BS</b>	<b>Standard (expected outcome)</b>
<p>Essential V  <b>Health Care Policy, Finance, and Regulatory Environments</b>  <i>Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.</i></p>	<p>3300  Health Care Policy, Finance, and Regulatory Environments</p>	<p><b>Health policy analysis paper</b>  This paper will analyze the United States health care system including health policy. Student will identify examples of health policy and/or regulation and describe how this policy influences the health care system. Student will discuss advantages, disadvantages, quality of health care, supply, demand, access to care, health equity issues, and disparities of health care delivery in the United States. Student will discuss health care finance including cost, affordability, and sources of payment. Included in this paper will be identification and discussion of advantages and disadvantages of a current national health care policy issue assigned by faculty.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>
<p>Essential VI  <b>Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b>  <i>Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</i></p>	<p>3240  Information Management and Collaborative Communication</p>	<p><b>Interprofessional team paper</b>  Student will provide an analysis of an assessment of the group dynamics of an interprofessional or intra-professional group. We will be using videos of such groups. Everyone will watch the same videos. After watching these video meetings of healthcare professionals, students will compare and contrast various professional and/or discipline perspectives of the work of the team. Students will apply communication models and concepts along with teamwork elements. Students will reflect on the impact of the analysis on student's nursing practice.</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>
<p>Essential VII (1)  <b>Clinical Prevention and Population Health</b>  <i>Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</i></p>	<p>4116  Family and Population Health Nursing</p>	<p><b>Emergency Preparedness Modules</b>  Purpose: Community health nurses may be involved with emergencies or disasters in the communities they live and work in. Being prepared for emergencies and disasters is essential to responding in an effective manner. Students review the web-based modules and complete the questions from the modules using knowledge gained from the modules and reflection of concepts.</p>	<p>80% of the students will pass this assignment with a score of 75% or above.</p>
<p>Essential VII (2)  <b>Clinical Prevention and Population Health</b></p>	<p>4120  Family and Population Health Practicum</p>	<p><b>Community Assessment and Intervention Project</b>  Purpose: The CAP/CIP will provide an opportunity to assess a community and its population(s) to gain information to be able to identify real or potential problems for the population. The student will conduct community visits to develop a community assessment,</p>	<p>80% of the students will pass the assignment with a score of 75% or above.</p>

<b>Essential</b>	<b>Course to demonstrate RN-BS</b>	<b>Assignment descriptions RN-BS</b>	<b>Standard (expected outcome)</b>
		identify issues/problems, determine levels of prevention, specify interventions and evaluate a selected intervention based on the Public Health Intervention Wheel model.	
Essential VIII <b>Professionalism and Professional Values</b> <i>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</i>	3100 Concepts of Nursing and Health Care	<b>Essential assignment</b> Purpose: to engage in reflective thought regarding one's self-concept as a baccalaureate-prepared professional nurse. The student will evaluate and interpret their abilities regarding dimensions of professional practice based on the <i>AACN Essentials of Baccalaureate Nursing for Professional Practice</i> (2008). This self-reflection and evaluation will assist the student in articulating to self and others (sharing your voice) what it is to be a baccalaureate-prepared professional nurse.	80% of the students will pass the assignment with a score of 75% or above.
Essential IX <b>Baccalaureate Generalist Nursing Practice</b> <i>The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</i>	4120 Family and Population Health Practicum	<b>Community Assessment and Intervention Project</b> Purpose: The CAP/CIP will provide an opportunity to assess a community and its population(s) to gain information to be able to identify real or potential problems for the population. The student will conduct community visits to develop a community assessment, identify issues/problems, determine levels of prevention, specify interventions and evaluate a selected intervention based on the Public Health Intervention Wheel model.	80% of the students will pass each assignment with a score of 75% or above.
Essential IX (2) <b>Baccalaureate Generalist Nursing Practice</b> <i>The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.</i>	4260 Evidence, Practice, and Research	<b>Evidence-based project</b> The student will develop an evidence-based project in response to a clinical practice need identified in a place of employment or other clinical site. The project will include generation of a PICO(T) question, literature search and synthesis resulting in a practice change recommendation, systematic plan for implementation of the change, and creation of a poster illustrating the project.	80% of the students will pass the assignment with a score of 75% or above.
Essential IX (3) <b>Baccalaureate Generalist Nursing Practice</b> <i>The baccalaureate-graduate nurse is</i>	4120 Family and Population Health Practicum	<b>Family Assessment Paper</b> Purpose: Student will apply the nursing process by completing a comprehensive family assessment in the context of the family living in a community, identify family response to health and illness concerns, plan appropriate nursing	80% of the students will pass the assignment with a score of 75% or above.

<b>Essential</b>	<b>Course to demonstrate RN-BS</b>	<b>Assignment descriptions RN-BS</b>	<b>Standard (expected outcome)</b>
<i>prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</i>		interventions, and identify desired outcomes of care. Student will learn and apply a family assessment model with a self-selected family. This written paper is partially based on your interviews and visits with a family with whom you are acquainted and from course concepts and resources.	

Revised 7/7/14, 4/17, 5/18, 7/19, 5/21

Reviewed 3/16

## Appendix C: Documentation of Unprofessional Behavior and/or Unsafe Practice

### BEMIDJI STATE UNIVERSITY DEPARTMENT OF NURSING

Student name (type or print legibly) \_\_\_\_\_ Student ID # \_\_\_\_\_ Course # \_\_\_\_\_

Semester and Year \_\_\_\_\_ Advisor name \_\_\_\_\_ Date of Incident(s) \_\_\_\_\_

Date this form was discussed with the student \_\_\_\_\_ Location of Incident(s) \_\_\_\_\_

As documented below, this student has demonstrated professional and personal attributes that do not meet the standards of professionalism in clinical, classroom, lab or community settings, and safe clinical practice. The responsible faculty/academic staff will be taking the actions indicated below:

**Faculty/Academic Staff: Check recommended action(s)**

*Written Warning*       *Plan for Remediation*       *Failure of Course*       *Expulsion from BSU program*

**A maximum of 3 Documentation of Unprofessional Behavior and/or Unsafe Practice events will be grounds for expulsion from BSU programs.**

Signature (faculty/academic staff) \_\_\_\_\_ Date \_\_\_\_\_

Faculty/Academic Staff: Check (✓) the appropriate categories below and provide specific, relevant documentation related to the behaviors of concern.

1. The student fails to meet the standards of professionalism from a biological, psychological, sociological and/or cultural standpoint.

- Failure to carry out psychomotor/technical skills in a safe and/or professional manner.
- Failure to carry out communicative skills in a safe manner.
- Act of omission in the care of client.
- Act of commission in the care of a client.
- Displays mental, physical and/or emotional behavior(s) which negatively affect others.
- Does not come to class or clinical prepared.
- Other \_\_\_\_\_

Supporting documentation required: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The student lacks consistency in responsible preparation, documentation and/or communication.

- Attempts activities without adequate preparation or assistance.
- Demonstrates inaccurate or incomplete verbal/written communication.
- Acts in such a way to create significant anxiety and/or stress to others.
- Is verbally abusive and/or exhibits threatening, coercive or violent behavior toward anyone.
- Is unable to achieve therapeutic nurse-patient relationships characterized by rapport, empathy and respect.
- Violates the boundaries of professional nurse-patient/family relationships, e.g., engages in romantic or sexual relationships.
- Is unable to maintain satisfactory relationships with others in clinical, university or community settings.
- Other \_\_\_\_\_

Supporting documentation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The student fails to practice within the boundaries of the Minnesota Nurse Practice Act, guidelines or the course syllabus, policies of the College of Nursing and the rules and regulations of the health care agency that is the site of the course.
- Is habitually tardy/absent
  - Is habitually tardy in submitting assignments.
  - Exhibits criminal behavior.
  - Is suspected of being under the influence of drugs and/or alcohol in class, clinical or university settings.
  - Dresses inappropriately and/or exhibits nonprofessional appearance/behavior.
  - Exhibits behavior that is offensive to others (sexist, racist, threatening, demeaning).
  - Needs repeated reminders of responsibilities consistent with the policies of the College of Nursing and/or clinical agency.
  - Other \_\_\_\_\_

Supporting documentation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. The student fails to meet American Nurses Association's *Code of Ethics and Standards of Practice*.
- Does not maintain confidentiality.
  - Demonstrates dishonesty.
  - Ignores unethical behavior of others.
  - Does not demonstrate respect for others.
  - Does not advocate for the rights of the patient.
  - Misrepresents or falsifies actions or information.
  - Other \_\_\_\_\_

Supporting documentation  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. The student lacks effort directed toward self-improvement.
- Is resistant or defensive regarding suggestions to improve.
  - Appears unaware of her/his deficiencies and the need to improve.
  - Does not accept constructive criticism or take responsibility for errors.
  - Is abusive or critical during times of stress.
  - Demonstrates arrogance.
  - Other \_\_\_\_\_

Supporting documentation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional Incident description (including others involved) or comments:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Plan for Remediation (if indicated as an action on pg. 1)

Goal:

Completion Date

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**This section is to be completed by the student.**

I have read this evaluation, discussed it with the course instructor, and received a copy.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

My comments are: (optional)

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Reviewed and received by Program Chair \_\_\_\_\_  
Date

Follow-up \_\_\_\_\_  
Date

Outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The student's advisor, the department chair, SAP-C committee, and the dean will receive a copy of the documentation, and a copy will be placed in the departmental student file.

**Appendix D: Department of Nursing Student Grievance Form**

To submit a complaint or grievance related to Department of Nursing policies or procedures, please complete this form, providing as much information as possible. Attach additional sheets if necessary. **This form should not be used for a grade challenge or a concern related directly to course content or assignments.** Students can contest a grade by following the BSU [Academic Grade Challenge Policy](#).

NAME: \_\_\_\_\_ STUDENT ID # \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Program: \_\_\_\_\_ Pre-Licensure \_\_\_\_\_ RN-BS Faculty Advisor: \_\_\_\_\_

Describe your situation or area of concern.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What steps have you taken to resolve the issue? Who did you talk to and when?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What outcome are you seeking?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SUBMIT THIS FORM TO THE NURSING DEPT OFFICE**

\*\*\*\*\*

*Office Use Only*

What steps were taken to resolve this concern? (Attach notes from other staff if applicable.)

How was the concern resolved? Include dates of actions taken.

Date of follow-up contact with student: \_\_\_\_\_ By: (name of faculty) \_\_\_\_\_

## Appendix E: Return to Campus/Clinical

### Return to Campus/Clinical

#### **To the Student:**

Student health and safety is a priority at Bemidji State University. Physical and mental health are both necessary to provide good patient/client care and participate in our lab/clinical courses. If you have experienced a significant change in health status, you will not be allowed to return to campus without filling out the following:

I, \_\_\_\_\_, have made an informed decision to return to campus post health status change. I have received clearance/authorization from a primary care provider to return to campus/clinical following my health status change. I also understand if my primary care provider indicates restrictions, those restrictions may interfere with my ability to meet all course requirements.

#### **To the Primary Care Provider:**

Bemidji State University students participate in many different experiences involving patient /client care. Student and patient/client safety are imperative. Some examples of care experiences include but are not limited to *six-to-ten-hour shifts, lifting and transferring patients, walking and standing, job tasks comparable to the registered nurse*. The student must be able to perform the duties with or without reasonable accommodations. If accommodations are needed, student must work with Accessibility Services at BSU.

Please indicate your recommendation regarding this student's ability to return to campus/clinical:

My patient/client (student's name): \_\_\_\_\_

\_\_\_\_\_ May attend/return to campus and clinical on (date) \_\_\_\_\_

\_\_\_\_\_ Has NO restrictions

\_\_\_\_\_ Has the following restrictions:

\_\_\_\_\_ Should not return to campus and clinical courses.

I have read the above consent signed by my patient/client, information to the primary care provider, and selected a restriction recommendation as noted above.

\_\_\_\_\_  
(Primary Care Provider)

\_\_\_\_\_  
(Date)

Established: 5/21  
Reviewed: 5/22,  
5/23



## Student Receipt and Acknowledgement

This handbook is neither a contract nor an offer to make a contract. The information enclosed is provided solely for the convenience of the students and readers.

The information in this Resource Manual is current as of the time of publication. However, policies are subject to change between editions. The BSU Department of Nursing reserves the right to make changes at any time with respect to course offerings, degree requirements, services, policies, or any other subject addressed in this document. Amendments may be added as deemed necessary. Any revisions will take priority over the contents of this edition and will be communicated to students and effective immediately.

I have read and understand Bemidji State University's ATI Assessment and Review Policy located in the Nursing Resource Manual.

I understand that it is my responsibility to utilize all the books, tutorials, and online resources available from ATI, as designated by Bemidji State University.

This handbook supersedes all previous versions of the *Student Resource Manual*. Students are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within.

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I have reviewed the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

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Student Signature

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Date

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Student Name (Print)