



Lake Superior  
College  
Department of  
Nursing  
Student  
Handbook  
2025-2026

# Welcome to the Lake Superior College Nursing Program!

This Nursing Student Handbook has been designed and organized to help guide you through your selected Nursing Program. The content includes essential courses, lab and clinical expectations, as well as student responsibilities.

It is important that you keep and refer to this handbook throughout the course of your program.



Students are accountable for current information in the LSC Student Handbook and Nursing Student Handbook. All program and policy changes will be communicated through your LSC e-mail account. Any program policy changes will supersede previous policies.

This handbook should be used as a supplement to the Lake Superior College Student Handbook. Nursing policies will supersede college policies when applicable.

We welcome you to our program and look forward to working with you.

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Updated: 05/18/2020, 10/15/2021, 09/06/2022, 2/27/2023, 8/30/202, 7/10/2025

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# **Creating and Maintaining a Climate of Professional Nursing**

## **Welcome to the Nursing Program at Lake Superior College**

Choosing to pursue a nursing education is both meaningful and demanding. You have joined a rigorous program that requires commitment, focus, and preparation. We, the nursing faculty at Lake Superior College, are dedicated to supporting your academic success and helping you achieve your professional goals. You are a valued member of our nursing community—your input matters. Student feedback strengthens our program and is welcomed through course and program evaluations, as well as direct communication with faculty, the program director, or the division dean.

We are committed to fostering a learning environment where every student can thrive. We value:

- Clear, well-organized courses with transparent expectations.
- Learning experiences that are engaging, challenging, and thought-provoking.
- A diverse, inclusive, and respectful community.
- A safe space for open dialogue and shared perspectives.

As students, you play a crucial role in shaping the learning environment. To support a culture of respect and excellence, we encourage you to:

- Arrive prepared and be fully engaged in classes and clinicals.
- Listen actively and contribute meaningfully to discussions.
- Embrace diverse perspectives and challenge assumptions.
- Offer and receive feedback with professionalism and openness.
- Treat everyone in our community with respect and civility.
- Represent the nursing profession with integrity and pride.

Together, we aim to create an environment that supports your academic, personal, and professional growth.

## Lake Superior College Resources

These are *some* of the resources that can assist you on campus.

- Your individual faculty member: We believe in following the **vertical chain of command**, so always please *first* try to resolve the issue with your assigned faculty member. It is an infrequent occasion when your first contact would be the LSC president.
- Nursing Program Director: AS/AST-Kristen Fenlason
- Nursing Program Director PN-Tracy Moshier.
  - Meet with the program director *after* you've met with your instructor. We can help with listening, time management, classroom concerns, life concerns, test-taking skills, Kaplan, if you have concerns about your grade, and should you need to withdraw, etc., and can point you in the direction of other campus services. We can review your Degree Audit Report (DAR) and work on course substitutions to help ensure you are on track to graduate. If you have any questions regarding the program, clinical, or curriculum, please email the program director.
  - Note: for the 2025-2026 academic year, Kristen Fenlason is on sabbatical, so please direct questions to Tracy Moshier, as she will direct all nursing program options
- Dean of Allied Health and Sciences—meet with the Dean if you have concerns that your instructor and your program director have not resolved. If you have a conflict with a faculty member, please speak with them first. If the issue remains unresolved, then please meet with the Dean.
- Administrative Assistant, Allied Health: Missy Lancour. Missy can assist you with Clinician Nexus items, including immunizations, background checks, BLS, CNA, and more. If you're not sure who to send your question to, Missy is a good starting point, and she can send it to the person who does know.
- Clinical coordinator: Tracy Sonterre-Rieger—she can help you with your Clinician Nexus onboarding at Essentia or Aspirus as well as your computerized training at both facilities. Please pay attention to your emails from her, as they are always time-sensitive.
- Simulation and Lab Coordinator: Jacquie Semaan—Jacquie has a wealth of knowledge on skills, labs, lab supplies, and simulation.
- Dean of Students: Wade Gordon
- D2L shell "Resources for Nursing Students"
- Student Handbook (also listed in D2L shell)
- Academic advisor: schedule, DAR review, etc.
- Financial aid: Be especially sure to speak with financial aid if you need to withdraw from a class.
- Accessibility services: they help with many things, such as extended test time, quiet environments.

- Counseling services: free and available; please get in touch with Amy for an appointment. [Amy.Fullerton@lsc.edu](mailto:Amy.Fullerton@lsc.edu)
- Tutoring and Learning Center: study room reservations, math and science tutoring, tutors to assist with reading and organization, peer nursing tutoring, and English as a Learned Language resources.
- Library: study resources, study room reservation, completion of some library-related assignments
- Center for Equity and Inclusion: We strive to be inclusive and respectful. If you notice any microaggressions, discrimination, or exclusion, please discuss them with your instructor, your program director (Kristen or Tracy), your dean (Anna), or the dean of students (Wade). They also have an open-access food shelf and can offer emergency funds.

## **Resources Specific to Nursing Students**

### **LSC Nursing Honor Society Chapter**

Lake Superior College is part of the Organization for Associate Degree Nurses (OADN). This organization has a student organization, Alpha Delta Nu (ADN), and LSC has a student chapter with specific membership requirements. This chapter focuses on personal and professional growth, leadership, and community service.

### **LSC Nursing Club**

Lake Superior College also has a nursing club that welcomes all nursing students. This club emphasizes a community of learning and belonging and shares the goals of personal and professional growth, leadership and community service.

### **Nursing Peer Tutors**

Through Lake Superior College's Tutoring and Learning Center (TLC), nursing students are invited to set up time with the nursing peer tutors. Peer tutors are students who have completed the first two semesters of the nursing program and are paid as student workers. Although there are no specific tutors for the practical nursing program, PN students would likely find support and help for the practical nursing program as well.

### **Lake Superior College Department of Nursing Policies Manual**

The policy manual consists of fourteen policies that are specific to nursing students, for example, admission, grading, and clinical attendance.

# Department of Nursing

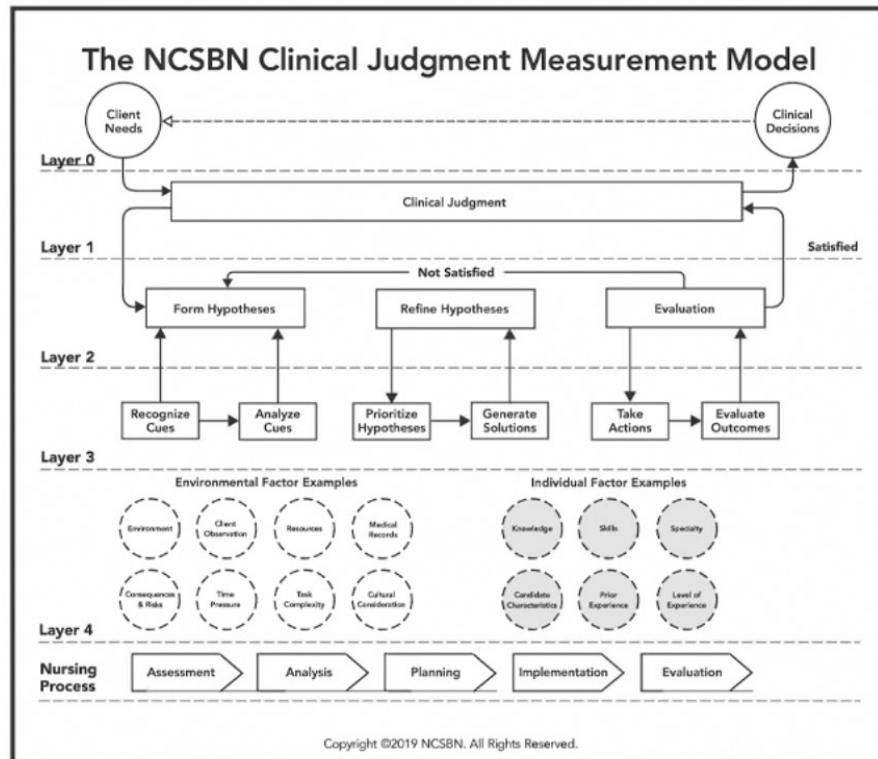
## Definitions

**Clinical Judgment** is defined by the skill of recognizing cues about a clinical situation, generating and weighing hypotheses, acting and evaluating outcomes for the purpose of arriving at a satisfactory clinical outcome. Clinical judgment is the observed outcome of two unobserved underlying mental processes, critical thinking and decision making. \*

**Problem-Solving** includes developing and evaluating interventions to resolve complex problems within the context of nursing. \*

**Critical Thinking** involves the skill of using logic and reasoning to identify the strengths and weaknesses of alternative health care solutions, conclusions or approaches to clinical or practice problems. \*

According to the National Council of State Board of Nursing (NCSBN) next generation research, Clinical judgement was linked directly to more than 46 percent of tasks performed by entry-level nurses, while problem solving and critical thinking were linked to more than 30 percent of tasks performed by entry-level nurses. \*



\*Retrieved from NCSBN <https://www.nclex.com/clinical-judgment-measurement-model.page>



# Nursing Program Curricular Framework



## Nursing Program Mission

The Lake Superior College Department of Nursing is committed to preparing competent entry-level nurses who will be accountable for delivering safe client care through clinical decisions, nursing actions, and professional behavior.

## Lake Superior College Department of Nursing Philosophy

The Lake Superior College nursing program believes nursing is a science and art with distinct knowledge, skills, values, and ethics. The nursing faculty supports Lake Superior College's mission, vision, and values to prepare a skilled workforce for the future. The Lake Superior College nursing program aims to empower nursing students to reach their fullest potential through evidence-based, innovative, student-focused learning. We seek to train nursing students to become practice-ready and to work and thrive in the evolving healthcare world. In addition to our program aligning with our college, the philosophy statement and

curricular framework is reflective of the National League for Nursing competencies for nursing education programs, Quality for Safety Education for Nurses (QSEN) competencies, National Council of State Boards of Nursing (NCSBN) objectives, and the Minnesota State Board of nursing scope of practice.

Nursing faculty are educationally and experientially qualified for their roles and responsibilities and actively maintain expertise in their teaching responsibilities through professional development. Faculty work autonomously to achieve a common goal and vision for the nursing program. New faculty are actively mentored. Faculty support student learners to develop the knowledge, skills, and attitudes necessary to become entry-level nurses.

Student policies and services have been designed to support student growth, attainment of end-of-program student learner outcomes and foster the goal of lifelong learning. Student feedback is vital to our nursing program's success and ongoing improvements; student representatives serve on our nursing faculty committees and are surveyed throughout the program, upon graduation, and after graduation. The inclusion of diverse stakeholder's voices is appreciated and actively sought in program implementation and ongoing quality improvement.

The nursing curriculum's theoretical framework incorporates principles of adult learning and Benner's Novice to Expert Model by building on students' previous didactic and experiential learning. Tanner's Clinical Judgment Model guides the development and application of clinical judgment and clinical reasoning. For simulation, we have adopted Jeffries' Simulation Theory and follow the INACSL Simulation Standards. Learning experiences in the classroom, lab, and clinical all strive to synthesize learning and make the learning experience come alive by bringing the clinical experience to the classroom to prepare the students to think and act like a nurse.

Culturally responsive pedagogy is instrumental in not only making students feel welcome and included but to prepare future nurses who are culturally informed regarding diversity and fundamental concepts such as demographics and social determinants of health. We aim to create and nurture a professional and respectful relationship where students feel valued, appreciated, included, and where their opinion, needs, and experiences matter. Faculty strive to empower the nursing students to develop an awareness, a curiosity, and an appreciation for differences. It is our desire that LSC nursing graduates uphold the ethics and values of the profession, while advocating for the patient's inherent worth and dignity with the overall goal of delivering quality care and improving healthcare outcomes for all. The nursing program prepares students to practice in a complex and changing healthcare environment within diverse communities.

To ensure that students are prepared for their role as entry-level nurses, the program utilizes a systematic evaluation plan that measures end-of-program

student learning outcomes, in which students demonstrate practice-ready knowledge, skills, and behaviors as graduates of the Lake Superior College nursing programs.

### Values

- Collaboration and Teamwork
- Quality improvement
- Diversity, Equity, Inclusion, Belonging
- Evidence-based practice
- Clinical judgment
- Professionalism

Last reviewed: May 20<sup>th</sup>, 2025

## **End of Program Student Learner Outcomes**

### **Practical Nursing**

- Demonstrate an awareness of diversity and inclusion, respecting and valuing diverse perspectives, backgrounds, and experiences.
- Employ clinical judgment in client care situations to ensure health care quality and safety.
- Collaborate in supporting client care through the utilization of information technology.
- Communicate professionally and work collaboratively to enhance client outcomes.
- Operate within the scope of practice for the practical nurse following legal, ethical, and regulatory frameworks.

Last Reviewed Fall 2024.

### **Associate Degree Nursing**

#### **For students starting Fall 2025 and beyond:**

- Integrate culturally sensitive practices by demonstrating cultural humility, respect, and inclusive practices.
- Implement clinical judgment by assessing client conditions and synthesizing data to provide safe, effective, client-centered care.
- Employ information literacy skills to enhance client care and professional practice.
- Collaborate with clients, support system, and the healthcare team to improve client health outcomes.

- Operate within the scope of practice and regulatory framework for the professional nurse.

Last Reviewed Fall 2024.

**For students who started the nursing program before Fall 2025:**

- Adapt to the diverse and evolving roles of the professional nurse
- Provide safe and effective evidence-based care to clients in all stages of development at any point in the health/illness continuum
- Utilize clinical judgment to meet the health care needs of diverse populations
- Collaborate and interact effectively with clients and members of the healthcare team
- Uphold the ethics and values of the nursing profession while advocating for the client's inherent worth and dignity
- Evaluate outcomes of care processes to continually improve the quality and safety of healthcare systems

## **Lake Superior College College Wide Outcomes**

As a result of their studies at Lake Superior College, students will gain knowledge and demonstrate a variety of skills, including foundational knowledge through study in career-focused programs, and liberal arts and sciences. Additionally, students will experience opportunities to demonstrate:

### **I. Professional and Personal Responsibilities**

These responsibilities are demonstrated through appropriate behaviors in a variety of contexts across class and campus experiences.

Examples of Professional and Personal Responsibilities:

- Professional demeanor
- Initiative and accountability
- Adherence to organizational expectations
- Self-development and lifelong learning

### **II. Intellectual and Practical Skills**

These skills are practiced extensively across students' educational experiences in the context of progressively more challenging problems, projects, and standards for performance.

Examples of Intellectual and Practical Skills:

- Critical and creative thinking
- Information literacy
- Inquiry and analysis
- Quantitative literacy
- Synthesis and application
- Teamwork and problem solving
- Written and oral communication

### **III. Social Responsibilities**

These responsibilities are anchored in active involvement with diverse communities and real-world challenges.

Examples of Social Responsibilities:

- Awareness and practice of sustainability
- Civic involvement
- Ethical reasoning and action
- Intercultural competence

# Registration Procedures

All nursing classes have controlled registration. It is your responsibility to ensure there are no restrictions (including clinical requirements) attached to your registration privileges. A nursing schedule will be sent to you via your LSC e-mail account. You must register each semester. Only students admitted to the nursing program and in good academic standing will be allowed to register for nursing classes.

**Check the course schedule for payment deadlines. This will prevent you from being dropped from your courses due to non-payment.**

## Online Registration Instructions to Register for Classes

- *You are assigned to groups to keep all sections even for labs and clinicals*
- *To register, go to the LSC home page: <http://www.lsc.edu/>*
- *Click on your student portal*
- *Select E-Services*
- *Enter StarID and password*
- *Click **Login now***
- *Click on **Courses & Registration***
- *Select the semester*
- *Find Practical Nursing (NUPN) or Professional Nursing (ADN)*
- *Click ALL courses*
- *Find the assigned classes and add them to the Wishlist*
- *Click that you would like to register for those classes*
- *Enter your password again*

*You should now be registered for all your correct courses and sections. Please do not register for any sections other than those on your registration sheet. If you register for the wrong section, you prevent others from getting into their proper sections.*

# Program Communication

## **Student/Faculty Communication**

All nursing faculty and program support are available via LSC e-mail. Faculty can be found in the on-line directory. Instructors have faculty mailboxes in the campus mailroom located on the second floor. All instructors have posted office hours. Appointments can be made via LSC e-mail with individual instructors. Do Not report clinical absence via e-mail.

## **D2L (Desire to Learn)/Brightspace**

Most nursing courses have a computer component using D2L.

## **Student e-mail accounts**

All nursing students are required to initiate a college e-mail account. These accounts are available at no charge. E-mail is the official means of communication for the nursing program. Course information, clinical assignments, program announcements, registration information etc. are frequently sent via e-mail. **Students are responsible for all information sent via their LSC e-mail and are expected to check accounts daily. E-mails sent from other accounts will not be acknowledged.**

## **Name/address/phone number change**

Students who have legally procured a name change must present legal proof of this change to the Records Office and the Nursing Program Administrative Assistant within two weeks after the date of the legal action. A change of phone number and address must also be submitted to both offices.

Note: The post office does not forward mail from LSC to a new address. Instead, it returns it to LSC, and a hold is placed on the student's record.

## Third-Party Academic Resources

### **Kaplan**

Kaplan has been added to course fees, so it is not a separate purchase. It is the student's responsibility to contact Kaplan with any name changes. LSC staff and faculty cannot do this for students. There is NO CODE for access to Kaplan. Kaplan sends you an invitation via your LSC email to register once we send them our student lists at the start of the program. You are in the Kaplan system until you withdraw or graduate from the program or if you are retaking a course that does not use Kaplan. Kaplan is attached to the course fees for one course per semester. If you need to repeat a course (that uses Kaplan) that does not have the Kaplan fee attached, you will need to complete a form with the program director and the business office to pay that fee.

### **Lippincott Resources**

The nursing books for our AS Nursing Program and a few for the PN program are online and must be purchased through the LSC bookstore or the Lippincott direct purchase site for students to get online access. You will have access to the online resources for the program and can download the books for as long as you like. **However**, there are certain aspects of the online product that you will not have access to beyond the purchased subscription length, such as DocuCare, for example. The faculty has assignments in Lippincott that can only be accessed during your subscription period.

We have made every attempt to ensure that the subscriptions last the required program length; however, students who take an extra semester or two will need to request extensions through Lippincott. Currently, Lippincott offers free subscriptions.

Most of the program's books and supplies are purchased during the first semester, with a few additional items added later in the program. Anticipate that the books and supplies for the first semester will be the most significant, and costs will decrease significantly over the remainder of the semesters.

## Student Participation in Faculty/Advisory and Curriculum Committee Meetings

The nursing faculty will request student volunteers from each nursing class to participate in faculty meetings and advisory committee meetings throughout the year. We will take one student representative and one alternate student from each cohort. If more than two students volunteer, the faculty will determine which students will represent the class.

The purpose of student participation is to give students a voice at faculty and advisory committee meetings. Student representatives are asked to bring forth class concerns and to also return information from the meetings to their classmates.



We ask those who volunteer to please be committed to the process by attending meetings and reporting back to their classmates. If you cannot attend, you must notify the alternate student rep and ask them to attend.

### **Student Representative Responsibilities**

- The Director of Nursing will notify student representatives of the upcoming nursing faculty/advisory committee meetings via Microsoft Outlook.
- Curriculum Committee leaders will notify student representatives of upcoming curriculum meetings.
- If a student representative is unable to attend a meeting, they will need to contact the alternate to attend in their place.
- Student representatives bring forth concerns from their cohort. Please discuss topics with your group of fellow students.
- Student representative to email the director of nursing with concerns before the scheduled meeting, and to also attempt to find a solution.
- The student representative will report back to the cohort they represent in a way that notifies all students in the cohort.
- Student representatives are not to represent individual student concerns or performances, such as representing a student who has failed a skill or course.

## **Student Responsibilities**

### **LSC Statement of Non-Discrimination**

Lake Superior College is an equal opportunity educator. All persons are eligible for enrollment regardless of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission.

**Please review the Lake Superior College Department of Nursing Policies 2025-2026 Manual**

### **Substance Use and Abuse**

Students will be held to the LSC Drug and Alcohol-Free Campus Policy. Symptoms of alcohol and/or drug use will result in dismissal from the classroom, lab, or clinical site. This includes THC/hemp/Delta-derivatives products.

### **Attendance**

Nursing Program policies are based on standards expected in the healthcare industry. Lake Superior College Nursing programs are preparing you for the workforce.

Attendance is expected in all classes, labs, and clinical experiences. Promptness (being on time) is an essential aspect of professional behavior. Absence should be for serious illness or emergencies only. Whenever possible, schedule outside appointments around your school schedule.

Class/Lab Attendance:

- Attendance will be taken and recorded in compliance with the LSC policy. Attendance and punctuality are critical to success in the program.
- It is the **student's** responsibility to arrange for missed classroom or lab content.
- Lab courses require that the student make up any missed skills completed during absence.
- Late Assignment Policy:  
Please notify the instructor if you have had a medical/health/family issue and would like an extension. Deadline extensions are *not* allowed for disorganization or forgetting to complete an assignment on time.  
No **late** assignments can be submitted once finals week has started.

Clinical Attendance: please review Policy 4.0 Clinical Attendance

**Employment While Enrolled in the Nursing Program**

Many students hold part-time jobs while attending classes. School must be a student's primary priority while enrolled in the program. Faculty and administration suggest that students work no more than 24 hours per week. Each student should individually evaluate academic success concerning work, family, and school. No special consideration will be given to students who have work or school conflicts or are required to work. Schedule yourself on a date that will not potentially conflict with your classes/clinicals if you are mandated.

**Participating in Lake Superior College Sports**

(This does not include intramural sports/clubs.) Absences due to LSC sports-related games are allowed. Like military leave, members of one of the Lake Superior College-affiliated sports teams are permitted to miss a test or quiz. Formal communication must be established in advance with the course instructor. Tests and quizzes should be completed before class time or as soon as possible, considering the instructor's schedule. Typically, tests and quizzes need to be made up before the next class period. Student athletes need to review their athletic and academic schedules and communicate any conflicts to the instructor as soon as possible.

# Lake Superior College Student Responsibilities

1. **Assessment.** Students may be required to participate in college-wide assessment activities as part of this course. Such activities may include course or instructor evaluations, testing, or special assignments.
2. **Student Conduct - Procedure.** Charges of academic misconduct will be brought to the attention of the student and disciplinary action may be taken. See the LSC Student Code of Conduct, Procedure 3.6.1, Part 6 for further details.
3. **Non-attendance.** Students are expected to regularly attend classes for the courses in which they are enrolled, and instructors are expected to report students who are not attending (in non-attendance in) their classes. Students reported by an instructor to be in non-attendance will be assigned a grade of FN (failure for non-attendance) for the course. If a student is assigned a grade of FN, they may change it to a withdrawal utilizing the student registration system before the final withdrawal date of the course. Please refer to the LSC Procedure 3.17.4 for additional information.
4. **Withdrawal.** Full term courses: final date for official course withdrawal. The final date for official course withdrawal is the last day on which students may officially terminate their enrollment in a course and shall be the date on which eighty percent (80%) of the days in the academic semester have elapsed. A grade of "W" will appear on the transcript. Students who are reported to be in non-attendance (see Procedure 3.17.4) and assigned an "FN" grade can change the "FN" to a "W" in the student registration system before the withdrawal deadline of the course. Late Start/Short Term Courses: for courses not on a standard academic semester schedule, the final date for official course withdrawal shall be established as the date on which eighty percent (80%) of the instructional days for the course have elapsed.
5. **Computer Skills.** Students must be able to use computers to be successful in college. Most courses require proficiency in basic computer usage. Please see an advisor for referral to the appropriate course or resource if you are not comfortable with your keyboarding skills and are not confident in your word processing, email, and internet abilities.
6. **Student Success Day.** The next Student Success Day will be on October 1, 2025, and March 24, 2026. All students are strongly encouraged to participate in Student Success Day activities.

## Additional Related Information:

1. **Accommodations.** Individuals who have a documented disability which might affect their ability to perform in this class are encouraged to contact the College's Accessibility Coordinator, S155, 218-733-7650 (voice), 800-627-3529 (MSR/TTY), at the start of the semester to discuss possible accommodations. All discussions will remain confidential.
2. **Tutoring.** Free tutoring in many subjects is provided in the Tutoring and Learning Center (L170). Stop in or make an appointment (733-5927). The most current tutor

schedules/hours can be found online (<http://www.lsc.edu/current-students/learning-center/> ).

3. Military. Service and Disabled Veterans. Students who are unable to complete the semester due to a call to active duty or a service-connected disability are entitled to appropriate accommodations. See MinnState Procedure 5.12.1 for further details.

4. Diversity, Equity and Inclusion. LSC values equity and diversity and is committed to fostering an inclusive learning environment. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. To discuss equity or discrimination concerns or for further information, contact the Executive Diversity Officer, M125, 218-733-5975, or [sarah.lyons@lsc.edu](mailto:sarah.lyons@lsc.edu); or through the Student Complaints, Grievances and Appeals process (<https://www.lsc.edu/current-students/student-complaints/> ). See LSC Policy 1B.1 for further details.

5. Library. Visit Erickson Library either online or on campus for your reading, reference, and research needs! Access our electronic resources, including eBooks, newspaper and journal articles and streaming media at <http://www.lsc.edu/current-students/library/>. For off-campus access, you will need to login with your StarID and password. Book time with a librarian through online chat 24/7 or schedule a meeting from the homepage. For hours, see <https://www.lsc.edu/current-students/library/library-hours/> . With questions contact the library at [lsclibrary@lsc.edu](mailto:lsclibrary@lsc.edu) or call 218-733-5912.

6. Supporting Student's Basic Needs. Often college students experience challenges in areas of their lives outside of academics and the campus community. Challenges may include accessing enough food to eat every day or safe housing. Others may experience issues with childcare, family obligations, mental health, balancing school and work, unexpected bills, or issues with technology. These experiences can create anxiety and stress for students and often impacts their academic performance. If you are experiencing these challenges, please text "MNHELP" to 898- 211(TXT211) to connect with a highly trained information and referral specialists for campus and community resources. These lines are monitored 24 hours, 7 days a week, 365 days a year. You can also learn more about resources at <https://www.lsc.edu/current-students/supporting-basic-needs/>.

Updated May 2025

## Students Transferring into the Nursing Program

1. Students anticipating transferring into the nursing program with nursing courses from another campus must have all their courses reviewed by the nursing faculty. Students must provide detailed course syllabi and/or course schedules and skills checklists for faculty to review course content.
2. Every nursing program is very different, so if the student has completed two semesters at a different nursing school, that does not mean the student will be placed into the third semester. The college also has rules for how many credits need to be completed at Lake Superior College for them to grant you a degree. Please refer to LSC Policy 3.21.1 – Procedure – Undergraduate Course Credit Transfer for further details.
3. Special consideration for AST students: If the student was initially in the LSC AS Nursing Program but was dismissed for academic reasons, but then returned to the AST track after obtaining an LPN, the student has ONE attempt to pass a course previously failed/withdrawn. Please review Policy 2.0 Progression and Students out of Sequence

## Student Records

Student academic and classroom management records are kept according to MN State policy (See LSC Student Handbook). Student files that consist of onboarding requirements including health records, immunization records, CPR certification, student background studies are stored in Clinician Nexus. Clinician Nexus accounts are closed after graduation. Written course evaluations, student contracts, and release of information requests, are kept in the nursing office while the student is in the program and for one year after graduation.

### **Restrictions for Disclosing Student Information**

In general, the nursing program and staff may not disclose personally identifiable information from a student or applicant's records except with the student's written consent; this includes information to family (See the Data Privacy section of the LSC Student Handbook). A Student Authorization for Faculty Reference form is required to disclose any information. (See Appendices)

### **Letters of Reference**

References for employment, awards, scholarships, and other educational opportunities.... Students are responsible for contacting the faculty member of their choice for the recommendation. Additional background information, such as the student's college activities and professional or leadership positions, may be beneficial in preparing the recommendation. Instructors may require a personal meeting with the student before agreeing to provide a recommendation. Allow at

least two weeks for completion of the reference letter. If the letter is to be mailed, provide a stamped, addressed envelope. Please see the appendix for release.

## Requirements for Clinical Courses

### **Individual Professional Liability Insurance**

Students at Lake Superior College take nursing courses and are covered by liability insurance. The cost of this coverage is included in the course fees.

### **Health Insurance**

Students in Lake Superior College's nursing programs are encouraged to have health insurance. Medical costs incurred while enrolled in the nursing program are the student's responsibility. Community resources are available.

### **Sensitivity/Allergy to Latex of other Elements**

Students may be exposed to latex or other allergens in clinical or nursing lab settings. For students with a known sensitivity/allergy to latex or any other element in the lab or clinical environment, it is recommended that they obtain consultation from their healthcare provider about their sensitivity/allergy, risks, and treatment options. Emergency care and costs are the responsibility of the student.

### **Smallpox Vaccination (rare)**

Students who get a smallpox vaccination while in the program will not be allowed in the clinical setting until the scab has fallen off. Smallpox vaccination is not a requirement of the nursing program, but students have been immunized while in the program, usually to meet a military requirement.

### **COVID-19 Statement**

Lake Superior College will follow recommendations and guidance from the Centers for Disease Control and Prevention (CDC) and the Minnesota Department of Health (MDH) to help control the spread of COVID-19. Clinical agencies may have additional requirements. Students are expected to follow the guidelines of LSC and the clinical agencies. CDC and MDH updated their guidelines periodically as COVID and information about COVID evolves. Students in clinical settings who test positive for COVID need to reach out to the clinical instructor and the clinical facility contact information to determine if they can or cannot attend clinical. Facility-specific guidelines for reporting COVID will be reviewed more at clinical orientation.

### **Fit-testing**

Students cannot care for an assigned patient with any airborne precaution. Airborne precautions require fitting with an N-95 mask, which needs to be approved by the facility and meet its guidelines. If a student is assigned to an

experience that requires Fit-testing, follow directions from the program director or clinical coordinator for testing requirements and dates.

**Review LSC Nursing Policies: Onboarding, Professionalism, Clinical Attendance**

## RN to BSN Articulations

Lake Superior College partners with the following BSN completion programs:

- The College of St. Scholastica, Duluth, MN
- Minnesota State Moorhead, Moorhead, MN
- Bemidji State University, Bemidji MN

## Appendices and Web Links

- Minnesota State Practical Nursing Program Performance Standards
- Minnesota State Associate Nursing Program Performance Standards
- Student Authorization for Faculty Reference
- Nursing Student Contract
- Nursing Student Success Plan
- Permission to Attend/Return to Clinical

### Web links:

- Minnesota Board of Nursing: <https://mn.gov/boards/nursing/>
- National League of Nursing: <http://www.nln.org>
- Organization for Associate Degree Nursing [www.oadn.org](http://www.oadn.org)
- Accreditation Commission for Education in Nursing [www.acenursing.org](http://www.acenursing.org)
- Registration Information: <http://www.lsc.edu/admissions>
- Lake Superior College Policies: <http://lsc.edu>



Technical Standards  
For  
Entry-Level Nursing Programs

## Minnesota State Practical Nursing Program Performance Standards

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

Students with documented disabilities, or who believe they may have a protected disability, can request accommodation, which may assist with meeting the standards for nursing programs. **Please contact Student Accessibility Services at (218) 733-7650, to schedule an appointment with a service coordinator.**

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

		<ul style="list-style-type: none"> <li>• Provide safe effective care in a variety of cultural settings.</li> <li>• Convey empathy, compassion and sensitivity in interactions and relationships.</li> </ul>
Communication Skills	Communication skills sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> <li>• Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team.</li> <li>• Accurately document nursing actions and client responses.</li> <li>• Display the capacity to participate in successful conflict resolution and advocate for client rights and needs.</li> <li>• Effectively communicate in English in verbal, written, and electronic resources with colleagues, school staff, and members of the interdisciplinary team.</li> <li>• Use therapeutic communication techniques to provide support to peers, clients and families.</li> <li>• Process relevant information; accurately and timely communicate to the healthcare team.</li> <li>• Ability to perform client education and adjust information to client understanding.</li> </ul>

Psychomotor Skills	Psychomotor skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li><input type="checkbox"/> Move about client's room and/or workspaces to complete client assessment.</li> <li><input type="checkbox"/> Ability to administer rescue procedures - cardiopulmonary resuscitation.</li> <li><input type="checkbox"/> Demonstrate the ability to work for long periods.</li> <li><input type="checkbox"/> Safely use and calibrate equipment in a variety of settings.</li> <li><input type="checkbox"/> Perform procedures necessary to safely admit, transfer, or discharge a client.</li> <li><input type="checkbox"/> Prepare and administer medications and treatments.</li> <li><input type="checkbox"/> Perform basic nursing skills safely and efficiently.</li> </ul>
Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct focused assessment; compare data with normal findings, report changes to registered nurse or other licensed healthcare provider.</li> <li><input type="checkbox"/> Observe client's condition, utilizing all senses, and data from equipment, report changes.</li> <li><input type="checkbox"/> Ability to respond to client distress calls.</li> <li><input type="checkbox"/> Implement interventions delegated or ordered by healthcare providers.</li> <li><input type="checkbox"/> Participate with other members of the healthcare team to develop and modify care plans.</li> </ul>

Emotional/ Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<input type="checkbox"/> Demonstrate emotional stability while encountering a wide variety of emotions in self and others. Communicates empathy, recognize own values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others. <input type="checkbox"/> Personal flexibility to adapt to rapidly changing environments. <input type="checkbox"/> Ability to apply sound judgement in pressured situations. <input type="checkbox"/> Recognize limits of knowledge and abilities and seek assistance.
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility and tolerance	<input type="checkbox"/> Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing. <input type="checkbox"/> Recognize and preserve individual human dignity. <input type="checkbox"/> Advocate for the client's best interest. <input type="checkbox"/> Demonstrate professional accountability and ability to work in hierarchical environment. <input type="checkbox"/> Demonstrate intent to follow the ANA Code of Ethics.
Environmental Stressors	Other considerations	<input type="checkbox"/> Ability to work with infectious agents and blood-borne pathogens. <input type="checkbox"/> Ability to work in areas with potential chemical and radiation hazards.  <input type="checkbox"/> Ability to work with potential allergens such as latex. <input type="checkbox"/> Ability to work in areas of potential violence.  <input type="checkbox"/> Ability to work in close proximity to others.
Other	Sensory	<input type="checkbox"/> Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.

#### References

H.C. Gonzalez, E-L. Hsiao / Teaching and Learning in Nursing 15 (2020) 53e56 Minnesota Board of Nursing  
Nurse Practice Act – Minnesota Statute Section 148.171 Presented and revised by AD and PN Nursing Directors  
Spring 2020.

## Minnesota State Associate Degree Nursing Programs Performance Standards

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

Students with documented disabilities, or who believe they may have a protected disability, can request accommodation, which may assist with meeting the standards for nursing programs. **Please contact Student Accessibility Services at (218) 733-7650, to schedule an appointment with a service coordinator.**

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

		<ul style="list-style-type: none"> <li>• Convey empathy, compassion and sensitivity in interactions and relationships.</li> </ul>
Communication Skills	Communication skills sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> <li>• Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team.</li> <li>• Accurately interpret and document nursing actions and client responses.</li> <li>• Display the capacity to engage in successful conflict resolution and advocate for client rights and needs.</li> <li>• Effectively communicate in English in verbal, written, and electronic resources with colleagues, school staff, and members of the interdisciplinary team.</li> <li>• Use therapeutic communication techniques to provide support to peers, clients and families.</li> <li>• Process relevant information; accurately and timely communicate with the healthcare team.</li> <li>• Ability to design teaching plans for client education and assess effectiveness.</li> <li>• Provide disease prevention and health promotion, care coordination and case findings.</li> </ul>
Psychomotor Skills	Psychomotor skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li><input type="checkbox"/> Move about client's room and/or workspaces to complete client assessment.</li> <li><input type="checkbox"/> Administer rescue procedures - cardiopulmonary resuscitation.</li> <li><input type="checkbox"/> Demonstrate the ability to work for long periods.</li> <li><input type="checkbox"/> Safely use and calibrate equipment in a variety of settings.</li> <li><input type="checkbox"/> Perform procedures necessary to safely admit, transfer, or discharge a client.</li> <li><input type="checkbox"/> Prepare and administer medications and treatments.</li> <li><input type="checkbox"/> Perform nursing skills safely and efficiently.</li> </ul>

Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<input type="checkbox"/> Ability to provide comprehensive assessment of client's health status through collection and synthesis of data to establish baseline status for client. <input type="checkbox"/> Ability to integrate assessment information to form a plan of care. <input type="checkbox"/> Recognize emergent needs; perform appropriate targeted assessment, interventions and evaluation. Assume accountability for delivered care; recognize limits of knowledge, skills and licensure scope. <input type="checkbox"/> Understand and process healthcare provider orders according to assessment data, evaluate effectiveness of interventions and communicate with members of the healthcare team. <input type="checkbox"/> Demonstrate distinction between provider-dependent and independent nursing interventions.
Emotional/ Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<input type="checkbox"/> Demonstrate emotional stability while encountering a wide variety of emotions in self and others. Communicates empathy, recognize own values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others. <input type="checkbox"/> Personal flexibility to adapt to rapidly changing environments. <input type="checkbox"/> Ability to apply sound judgement in pressured situations.
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility and tolerance	<input type="checkbox"/> Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing. <input type="checkbox"/> Recognize and preserve individual human dignity. <input type="checkbox"/> Advocate for the client's best interest. <input type="checkbox"/> Demonstrate professional accountability and ability to work in hierarchical environment. <input type="checkbox"/> Demonstrate intent to follow the ANA Code of Ethics. <input type="checkbox"/> Practice participation in development of healthcare policies and procedures. <input type="checkbox"/> Demonstrate understanding of nursing theory and practice.
Environmental Stressors	Other considerations	<input type="checkbox"/> Ability to work with infectious agents and blood-borne pathogens. <input type="checkbox"/> Ability to work in areas with potential chemical and radiation hazards, potential allergens such as latex. <input type="checkbox"/> Ability to work in areas of potential violence. <input type="checkbox"/> Ability to work in close proximity to others.
Other	Sensory	<input type="checkbox"/> Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.

Reference

H.C. Gonzalez, E-L. Hsiao / Teaching and Learning in Nursing 15 (2020) 53e56 Minnesota Board of Nursing Nurse Practice Act – Minnesota Statute Section 148.171 Presented and revised by AD and PN Nursing Directors Spring 2020.



**Lake Superior College Nursing Program**  
**NURSING STUDENT CONTRACT**

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Student \_\_\_\_\_ Date \_\_\_\_\_

I \_\_\_\_\_ agree to comply with the provision of this contract listed below.

*Concerns have been identified by the Nursing Progression Committee that warrants a Nursing Student Contract. This contract identifies behaviors that must be present or behaviors that must change in order for you to progress in the nursing program. Refer to Academic Standards and Progression Policies listed in the LSC Nursing Student Handbook.*

You have been asked to meet with the Nursing Faculty because it has been determined that you are a student at risk. The following statement(s) describe the faculty concern:

Concern	
Safety	
Academic	
Conduct	
Other	

Identified behaviors expected to change:

- 1.
- 2.
- 3.
- 4.

If you are not in compliance with this contract it will result in the following consequences:

- 1.
- 2.
- 3.



I understand that this contract will be kept on file in my nursing records for the duration of the program.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Instructor of Nursing

\_\_\_\_\_  
Instructor of Nursing

\_\_\_\_\_  
Instructor of Nursing

\_\_\_\_\_  
Instructor of Nursing

\_\_\_\_\_  
Director of Nursing

**Lake Superior College Nursing Program**  
**NURSING STUDENT SUCCESS PLAN**

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Student \_\_\_\_\_ Date \_\_\_\_\_

This form is utilized when a student is repeating a course, returning to the program, or transferring into the nursing program.

You have been asked to meet with the Nursing Faculty because it has been determined that you are a student at academic risk. The following statement(s) describe the faculty concern:

Academic	
What contributed to non-success in this course?	
Action plan to overcome those barriers	
Resources I will use	

I understand that completion or noncompletion of this success plan could affect any future petitions I have to faculty. I will do my best to comply with the action plan and completion of the resource list provided by the nursing program director.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Director of Nursing \_\_\_\_\_ Date \_\_\_\_\_

**Lake Superior College  
Nursing Program  
Permission to Attend/Return to Clinical Courses**

**To the Student:**

Good physical and emotional health is necessary to participate in clinical course assignments. You are required to discuss your physical and emotional health status with your physician. In some situations, facility policy may supersede physician decision. If you have experienced an event which may place limitations on your clinical performance or be a potential safety hazard to clients, a physician's permission is required to participate in clinicals. Examples include but are not limited to:

- Surgical procedure
- Injury
- Communicable Disease
- Pregnancy/Delivery

**To the Healthcare Provider:**

Lake Superior College has contracts with local hospitals, long term care facilities and group homes to provide students with learning experiences involving patient/client care. **Client safety is imperative.** Please use the following information to determine if this student can be in a clinical area:

- Each clinical day is six to eight hours in length.
- Lifting and transferring of clients is usually required.
- The student cannot have any physical limitation (i.e. lifting restriction)
- Walking and standing are involved with most activities.
- Students are expected to complete job-related tasks comparable to the work of a staff nurse. Students are supervised by clinical instructors from the college.

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

**Student's Name:** \_\_\_\_\_

**Reason for absence from clinical assignment:** \_\_\_\_\_

\_\_\_\_\_ **May attend/return to clinical assignments on** \_\_\_\_\_

\_\_\_\_\_ **Has NO limitations**

\_\_\_\_\_ **Has the following limitations:**

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

\_\_\_\_\_ **Should not attend/return to clinical assignment.**

\_\_\_\_\_  
**Signature of Healthcare Provider**

\_\_\_\_\_  
**Date**

## Accreditation information can be found at

<https://www.acenursing.org/acen-programs-05202024/lake-superior-college>

### Accreditation



Lake Superior College's Associate of Science Nursing Programs are approved by the MN Board of Nursing. The Associate of Science Nursing Program at Lake Superior College located in Duluth, MN is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

Most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science Nursing program is Continuing Accreditation. [View the public information disclosed by the ACEN regarding this program.](#)

### Accreditation



Lake Superior College's Practical Nursing Diploma Program is approved by the MN Board of Nursing. The Practical Nursing Program at Lake Superior College located in Duluth, MN is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

Most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nursing program is Continuing Accreditation. [View the public information disclosed by the ACEN regarding this program.](#)