

Miles Community College

Nursing Program



Nursing Student Handbook

2026-2027

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1.0. Welcome

You are embarking on a journey that will take you from a novice to a proficient level of knowledge and skills. The journey begins with your basic nursing education and continues throughout your nursing career.

Your enrollment in the Miles Community College Associate Science Degree in Nursing Program initiates a two-way partnership with responsibilities shared by the faculty and students, as you the student, acquire knowledge to meet educational requirements for professional nursing. The program provides learning opportunities in a variety of classroom and clinical settings to prepare students to take the National Council Licensure Examination Registered Nurse (NCLEX-RN) to secure licensure as Registered Nurse.

Learning is a dynamic lifelong process, occurring in the cognitive, psychomotor and affective domains. It is the joint responsibility of the educator and the learner with each assuming the responsibility of learning and continued self-development. The role of the educator is to facilitate learning and leadership by providing an environment wherein students have the opportunity to establish goals, examine various means of attaining them and evaluate the course of actions selected. Practitioners of nursing have a responsibility for professionalism and the mentoring of others. The nurse is a role model for clients, families and communities in terms of practicing appropriate health behaviors.

The faculty are committed to serve as facilitators of learning, continuous quality improvement in curriculum and program development. Faculty foster a supportive environment in which concepts are applied to a variety of problem-solving situations, evaluation to the student and direction for further learning. Your student responsibility in this partnership is to utilize all of the available resources to learn, apply the concepts presented and to seek counsel from the nursing faculty regarding academic and clinical practice needs.

We wish you success in your pursuit of an Associate of Science Degree in Nursing!

The Miles Community College Nursing Department Team; Leadership, Faculty, & Staff

1.1 Purpose of Handbook

All nursing students enrolled in the Nursing Program are subject to the policies and procedures of Miles Community College (MCC) as detailed in the Academic Catalog & Student Handbook

content.milesccl.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf.



The Nursing Student Handbook is an official communication of the policies and procedures for the Nursing Program. The purpose is to provide a learning environment that is supportive, equitable, inclusive, and safe for all involved in the learning process. By accepting a position as a nursing student at MCC, you are making a commitment to adhere to the policies described within this Handbook. It is expected that you will fully review the policies put forth and signify your compliance to them by signing the Nursing Program Code of Ethics Contract (Appendix A), which will be placed in your student file (American Nurses Association [ANA], 2025).

1.2. Nursing Program Contact Information and Department Organization

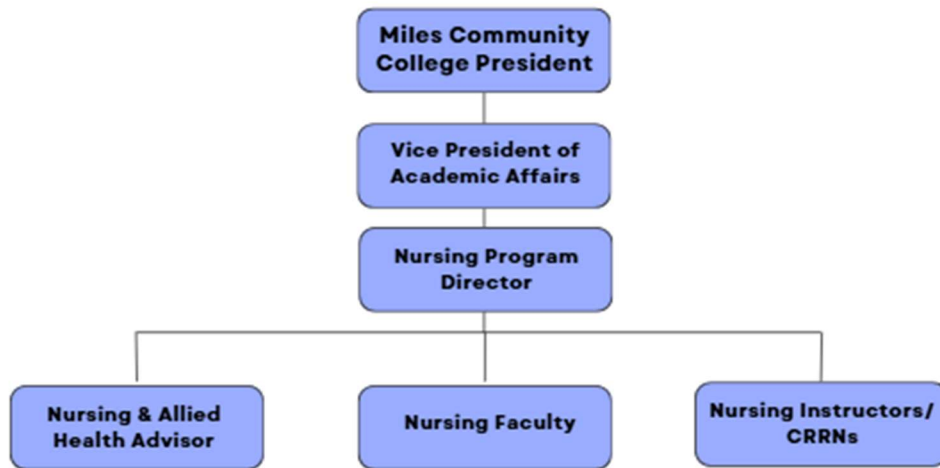
Miles Community College Nursing Program
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Department Organizational Chart



1.3 Accreditation and Program Approval

Miles Community College is accredited by the Northwest Commission on Colleges and Universities:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
Phone: 425.558.4224
Website: www.nwccu.org

The Miles Community College Nursing Program is accredited by the Accreditation Commission for Education in Nursing:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Ste 1400
Atlanta, GA 30326
Phone: 404.975.5000
Website: <https://acenursing.org>

Public information disclosed by ACEN regarding this program may be found at:
<https://www.acenursing.org/acen-programs-05202024/miles-community-college>



The Miles Community College Nursing Program is approved by the Montana State Board of Nursing:

Montana State Board of Nursing (SBON)
301 South Park, P.O. Box 200513
Helena, MT 59620-0513
Phone: 406.841.2342
Website: [Http://boards.bsd.dli.mt.gov/nur](http://boards.bsd.dli.mt.gov/nur)

**Graduates of the Miles Community College Nursing Program are eligible to apply for the NCLEX-RN licensure examination and seek licensure as a registered nurse, in accordance with state board requirements.*

2.0 Mission

The MCC Nursing Program provides high-quality, evidence-based education to prepare nursing students for professional practice. Our faculty fosters an inclusive, engaging learning environment that promotes active participation and emphasizes the core concepts of human flourishing, nursing judgment, professional identity, and a spirit of inquiry. Collaboration with rural health care facilities and partners in Eastern Montana is essential to our mission. Our graduates help address critical nursing shortages and enhance health care delivery in underserved communities. Upon completion of the program, students will be well-prepared to pass the NCLEX-RN exam and obtain Registered Nurse licensure.

The Nursing Program reflects and supports the mission and objectives of the College. Miles Community College seeks to cultivate inclusive environments, equitable opportunities, and engaged communities. Miles Community College prepares students for success and provides opportunities for lifelong learning through equitable access, quality programs, community outreach, and partnerships.

Miles Community College Commitments:

1. Student Success
2. Workforce Development & Lifelong Learning
3. Building Community Through Outreach & Partnerships
4. Institutional Excellence
5. Faculty & Staff Support.

2.1 Guiding Principles

People are holistic beings who grow, develop, and adapt throughout their lifespan. The faculty of the Nursing Program believes that people are members of the global society,



endowed with intellects and capacities that direct them toward uniqueness, autonomy, and self-fulfillment with dignity. People have rights, privileges, and responsibilities as members of the family, the community, and the global society. Individuals are further impacted by economics; urban and rural settings; and cultural, ethnic, or religious orientation. Health is a dynamic state that fluctuates within a wellness-illness continuum with optimal-level wellness as the goal. The Nursing Program curriculum addresses acute and chronic health needs and wellness throughout the lifespan.

2.2 Nursing Education

Learning is a dynamic lifelong process, occurring in the cognitive, psychomotor and affective domains. It is the joint responsibility of the educator and the learner with each assuming the responsibility of learning and continued self-development. The role of the educator is to facilitate learning and leadership by providing an environment wherein students can establish goals, examine various means of attaining them and evaluate the course of actions selected. Practitioners of nursing have a responsibility for professionalism and the mentoring of others. The nurse is a role model for clients, families and communities in terms of practicing appropriate health behaviors.

The faculty are committed to serving as facilitators of learning, continuous quality improvement in curriculum and program development. Faculty fosters a supportive environment in which concepts are applied to a variety of problem-solving situations, evaluation to the student and direction for further learning. Student's responsibility in this partnership is to utilize all the available resources to learn, to apply the concepts presented and to seek counsel from the nursing faculty regarding academic and clinical practice needs.

Faculty members strive to provide classroom and clinical experiences in which students can apply nursing concepts to a variety of patient situations and practice settings. These nursing concepts continue to build upon a base with increasing complexity throughout the curriculum.

2.3 Curriculum and Program Structure

Miles Community College follows the approved Montana Board of Nursing Associate of Science in Nursing (A.S.N.) Degree Model Curriculum, with a modified scope and sequence tailored to meet program-specific goals and to support student success. These modifications are designed to ensure a strong foundation in evidence-based nursing practice, clinical judgment, and professional development.

Course descriptions and specific content expectations are available in the MCC Academic Catalog and detailed within individual course syllabi. The curriculum is



structured to progressively build clinical competencies and integrate current, evidence-based guidelines into nursing care delivery.

MCC offers a five (5) semester Associate of Science in Nursing (A.S.N.) degree that prepares students for NCLEX-RN exam:

<https://content.milesc.edu/DownloadFiles/Nursing/NursingScopeSequence.pdf>

Integration and Assessment of Evidence-Based Practice (EBP)

Evidence-based nursing practice is a foundational component of the Nursing program and is integrated across all didactic, lab, and clinical courses. Students are expected to access, interpret, and apply current evidence to guide clinical decision-making and improve patient outcomes.

The development of EBP competencies is assessed through:

- Written assignments and concept mapping requiring the integration of current National Council State Board of Nursing (NCSBN) Clinical Judgment research and clinical guidelines. Clinical evaluations measure the ability to apply evidence in patient care settings.
- Simulation and case study activities that promote critical thinking and use of best practices.
- Discussion and reflection assignments that foster inquiry, professional judgment, and application of scientific knowledge.

As students advance through each semester, they are expected to demonstrate progressively greater independence, clinical reasoning, and critical analysis in the application of evidence-based practice (EBP). These expectations align with the program's integration of the National Council of State Boards of Nursing (NCSBN) Clinical Judgment Measurement Model (CJMM), which emphasizes the development of safe, evidence-informed decision-making through recognizing cues, analyzing data, prioritizing hypotheses, generating solutions, taking action, and evaluating outcomes (National Council State Boards of Nursing [NCSBN], 2026). Student performance is further guided by the National League for Nursing core competencies for graduates of Associate Degree programs and evaluated using a program-specific clinical judgment rubric informed by the Lasater Clinical Judgment Rubric, providing a structured framework for assessing growth in clinical judgment across the continuum of learning (National League for Nursing [NLN], 2010).

3.0 Program Learning Outcomes

Graduates of the Nursing Program are prepared to function as competent, compassionate, and professional members of the health care team and the nursing



profession. They demonstrate proficiency in critical areas of nursing practice, including professionalism; effective written and verbal communication; comprehensive patient assessment; sound clinical judgment and decision-making; and the implementation of caring, patient-centered interventions.

Graduates are also skilled in health education, interprofessional collaboration, care coordination and management, and ensuring safety for patients and health care team members. In addition, they are prepared to utilize current health care technologies, advocate for patients, apply nursing diagnoses, and demonstrate prioritization, planning, implementation, delegation, and evaluation of nursing care. They maintain ethical and legal standards, practice in a cost-effective and efficient manner, and contribute to continuity of care through effective discharge planning.

The knowledge and competencies gained through the A.S.N. program provide a strong foundation for graduates to pursue a Bachelor of Science in Nursing (B.S.N.) degree and continue their professional development in the evolving health care environment. MCC assesses student learning in the Nursing Program using the National League for Nursing Outcomes and Competencies for Graduates:

“Graduates should be prepared to promote and enhance **human flourishing** for patients, families, communities, and themselves; to show sound **nursing judgement**; to continually develop **their professional identity**; and to maintain a **spirit of inquiry** as they move into the world of nursing practice, and beyond” (NLN, 2010, p. 32).

3.1. The Four Competencies

Human Flourishing

Human flourishing recognizes the inherent dignity, uniqueness, and holistic well-being of every individual. Nurses support human flourishing by advocating for patients and families in ways that promote self-determination, integrity, cultural diversity, and ongoing growth as human beings. Through compassionate, patient-centered care, nurses respect individual preferences and partner with patients, families, and communities to promote health, healing, and quality of life (NLN, 2010, p. 38).

Nursing Judgement

Nursing judgment is the ability to make evidence-informed decisions that integrate nursing science in the provision of safe, quality, patient-centered care. Graduates make judgments in practice substantiated with evidence that promote the health of patients within the context of families and communities. Nursing judgment is developed through



critical thinking, clinical judgment, and the integration of current best evidence into practice (NLN, 2010, p. 38).

Throughout the nursing curriculum, students develop clinical judgment using the *National Council of State Boards of Nursing (NCSBN) Clinical Judgment Measurement Model (CJMM)*, which provides a framework for recognizing cues, analyzing cues, prioritizing hypotheses, generating solutions, taking action, and evaluating outcomes. The CJMM serves as the foundation for classroom instruction, simulation, clinical experiences, and evaluation of clinical decision-making (see Appendix B).

Professional Identity

Professional identity is the integration of the values, knowledge, attitudes, and behaviors that define the nursing profession. Nurses demonstrate professional identity by practicing with integrity, accountability, ethical responsibility, and a commitment to lifelong learning and evidence-based practice. Through effective communication, collaboration, leadership, advocacy, and compassionate care, nurses promote safe, quality care for diverse patients, families, and communities while continually developing as members of the nursing profession (NLN, 2010, p. 38).

Spirit of Inquiry

Spirit of inquiry is a persistent sense of curiosity that informs learning, clinical reasoning, and professional practice. Nurses cultivate a spirit of inquiry by examining the evidence that underlies nursing practice, questioning assumptions, challenging the status quo, and seeking innovative solutions to improve the quality of care for patients, families, and communities. Through lifelong learning, reflection, and evidence-based practice, nurses contribute new knowledge and insights that promote safe, high-quality, patient-centered care (NLN, 2010, p. 38).

3.2. Nursing End of Program Student Learning Outcomes (EPSLO)

EPSLO #1 Human Flourishing <i>Upon completion of the Nursing Program, graduates will support holistic, patient centered care that respects cultural diversity, patient preferences, and self-determination.</i>		
Assessment Frequency	Assessment Method	Assessment Benchmark
Measured in 4 th Semester	<i>NRSB 255 Mental Health Concept- Clinical: Support Group Observation & Reflection Rubric</i>	Benchmark: ≥85% of Cohort will achieve a rating of “4-Proficient” or higher
Measured in 5 th Semester	Kaplan Secure Predictor NGN Categories: • Cultural Diversity • Patient-Centered Care	Benchmark: Cultural Diversity ≥ 58% Patient-Centered Care ≥ 57%



	<i>NRSG 261 Adult Health III- Clinical; Acute Care #5- Patient Care Data Collection and Post Patient Care Analysis Assignment:</i> • Part II: Patient Condition Research and Analysis • Part III: Medication Research and Analysis • Part V: Priority Concept Mapping	Benchmark: $\geq 85\%$ of Cohort will achieve a rating of “4 Proficient” or higher
	<i>NRSG 247: Health and Illness of Child & Family- Clinical; Pediatric Well Child Simulation:</i> • Human Flourishing category of rubric	Benchmark: $\geq 85\%$ of Cohort will achieve a rating of “4- Proficient” or higher

EPSLO #2 Nursing Judgement <i>Upon completion of the Nursing Program, graduates will make sound clinical judgments by applying critical thinking and evidence-based practice.</i>		
Assessment Frequency	Assessment Method	Assessment Benchmark
Measured in 5 th Semester	Kaplan Secure Predictor NGN Categories: • Evidence-based Practice • Clinical Judgment <i>NRSG 261 Adult Health III- Clinical; Stroke Simulation/Escape Room</i> • Nursing Judgment category of rubric <i>NRSG 261 Adult Health III- Clinical; Acute Care #5- Patient Care Data Collection and Post Patient Care Analysis Assignment:</i>	Benchmark: Evidence-Based Practice $\geq 58\%$; Clinical Judgment $\geq 57\%$ Benchmark: $\geq 85\%$ of Cohort will achieve a rating of “4 Proficient” or higher Benchmark: $\geq 85\%$ of Cohort will achieve a rating of “4- Proficient” or higher



	- Part I: Clinical Reasoning Reflection- Prior/During Clinical - Part IV: Clinical Reasoning reflection- Post Clinical <i>NRSG 267: Managing Client Care for the RN- Clinical; Disaster Drill Preparedness Discussion Rubric</i> - Nursing Judgment category of rubric	Benchmark: >=85% of students will achieve a score of 4 Proficient or higher
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EPSLO #3 Professional Identity

Upon completion of the nursing program, graduates will demonstrate professional identity by practicing with integrity, accountability, and leadership while effectively communicating and collaborating within the interdisciplinary healthcare team to uphold legal and ethical standards of care.

Assessment Frequency	Assessment Method	Assessment Benchmark
Measured in 5 th Semester	Kaplan Secure Predictor NGN Categories: - Communication - Leadership - Legality & Ethics. <i>NRSG 261 Adult Health III Clinical; Clinical Performance Evaluation Collaborative Feedback</i> <i>NRSG 266: Managing Client Care for the RN; Scope of Practice, Licensure & Professional Accountability Discussion Rubric</i> - Professional Identity category of rubric <i>NRSG 267: Managing Client Care for the RN- Clinical; Transition to Professional</i>	Benchmark: Communication >= 67%; Leadership >= 61%, Legality & Ethics >= 68% Benchmark: ≥ 85% of Cohort will achieve a rating of “4-Proficient” or higher Benchmark: >=85% of students will achieve a score of 4 Proficient or higher Benchmark: >=85% of students will achieve a score of 4 Proficient or higher



	Nursing Practice Reflective Discussion Professional Identity category of rubric	
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EPSLO #4 Spirit of Inquiry <i>Upon completion of the nursing program, graduates will: Nursing graduates will demonstrate a spirit of inquiry by questioning assumptions, challenging the status quo, and contributing new insights to improve care for patients, families, and communities.</i>		
Assessment Frequency	Assessment Method	Assessment Benchmark
Measured in 4 th Semester	<i>NRSG 237 Health and Illness of Maternal Nursing-Clinical; Exploring Pain Management in Labor Interview Assignment:</i> - Spirit of Inquiry category of rubric <i>NRSG 255 Mental Health Concepts-Clinical: Windshield Survey Assignment:</i> - Spirit of Inquiry category of rubric	Benchmark: $\geq 85\%$ of Cohort will score Competent or 3 or higher Benchmark: $\geq 85\%$ of Cohort will achieve a rating of “4 Proficient” or higher.
Measured in 5 th Semester	Kaplan Secure Predictor NGN Categories: QSEN Quality Improvement & Population Health. <i>NRSG 259 Adult Health III-Theory; Student Lead Lecture: Unfolding Case Study</i>	Benchmark: QSEN Quality Improvement $\geq 64\%$; Population Health $\geq 67\%$ Benchmark: $\geq 85\%$ of students will incorporate newest best practices and treatment into a 20-minute lecture related to their assigned topic.

3.3. Program Outcomes

NCLEX-RN Pass Rate



At least 80% of all first-time test-takers will pass the NCLEX-RN on their first attempt within the same 12-month period (January 1 to December 31 each year).

Program Completion Rate

At least 70% of students who remain enrolled beyond the official course drop date in the first nursing course will complete the program within four consecutive semesters, which represents 100% of the standard program length for the A.S.N. program option.

Job Placement Rate

At least 90% of graduates will report employment as a registered nurse within nine months of graduation.

4.0. Program Progression & Expectations

As students advance through the Nursing Program, they are expected to demonstrate increasing levels of clinical competence in alignment with the growing complexity of nursing concepts presented throughout the curriculum. Student performance is evaluated cumulatively, reflecting both academic and clinical development over time. Progression through the program is assessed using the following tools:

- Exams Score Average
- Kaplan Integrated Exams
- A program-specific clinical judgment rubric informed by the Lasater Clinical Judgment Rubric
- Midterm and Final Clinical Evaluations
- NCSBN- Clinical Judgment Measurement Model

These evaluations utilize a standardized rating scale to ensure consistency and clarity in measuring performance across all levels. The performance expectations chart outlines the criteria used to assess students at various stages in the program.

4.1. Integration & Assessment of Evidence-based Practice Across Program Outcomes

Evidence-based practice (EBP) is integrated throughout the nursing curriculum and directly supports achievement of the program's End-of-Program Student Learning Outcomes (EPSLOs). EBP competency is developed progressively from foundational knowledge to independent synthesis, application, and evaluation of evidence. Student development is supported through the program's clinical judgment framework, including the National Council of State Boards of Nursing (NCSBN) Clinical Judgment Measurement Model (CJMM) and program-developed clinical evaluation tools informed by the Lasater Clinical Judgment Rubric. This framework ensures that EBP is not only taught but meaningfully applied throughout the curriculum, preparing graduates to provide safe, high-quality, evidence-informed nursing care.



4.2. Theory & Clinical Judgment Expectations by Semester

To support the development of clinical judgment throughout the Nursing Program, students are assessed using program-developed clinical evaluation rubric informed by the Lasater Clinical Judgment Rubric. This rubric measures student progression across the four End-of-Program Student Learning Outcomes (EPSLOs): **Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry**.

This rubric is used throughout classroom, laboratory, simulation, and clinical learning experiences to provide both formative and summative feedback. It establishes clear expectations for student performance while promoting reflection, self-assessment, and continuous professional growth. Students are encouraged to use instructor feedback, clinical evaluations, and reflective learning activities to monitor their development and prepare for safe, evidence-based nursing practice.

Rating & Evaluation Criteria:

- **5 – Exemplary:** Goes above and beyond; seeks improvement opportunities; consistently exceeds expectations
- **4 – Proficient-** High-level expertise and critical thinking; shows strong independent judgment
- **3 – Competent-** Performs tasks independently with some supervision; demonstrates consistent skills
- **2 – Beginning-** Shows developing understanding; needs frequent guidance
- **1 – Novice-** Limited skills or understanding; dependent on supervision
- **0 - Does Not Meet-** Fails to meet expectations; lacks effort, critical thinking, or professionalism
- **N/A - Not Applicable-** No opportunity to demonstrate the behavior

Expected levels of progression for all End-of-Program Student Learning Outcomes (Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry) are outlined in the semester-specific rubric that follows.

Semester	Semester Progression Expectations	Nursing Theory Average Test Score (End of Semester)
First Semester Pre-Nursing (Prerequisite Coursework)		



Second Semester Nursing Program- Semester 1- Fall	Students must achieve a score of 2 (Beginning) in each of the four learning outcomes.	65%
Third Semester Nursing Program- Semester 1- Spring	Students must achieve a score of 2 (Beginning) in each of the four learning outcomes.	70%
Fourth Semester Nursing Program- Semester 1- Fall	Students must achieve a score of 3 (Competent) in each of the four learning outcomes	75%
Fifth Semester Nursing Program- Semester 1- Spring	Students must achieve a score of 4 (Proficient) in each of the four learning outcomes.	79.51%

4.3. Scope & Sequence of Courses

See below for the MCC Course Scope & Sequence for Associate of Science-Nursing or visit: https://content.milesc.edu/DownloadFiles/Nursing/Nursing_Scope_Sequence.pdf

Semester One: Prerequisites required prior to Application to MCC Nursing Program (14 Credits)					
Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
BIOH 201/202	Human Anatomy and Physiology I with Lab	3	1		4
CHMY 121 & 122	Intro to General Chemistry with Lab	3	1		4
WRIT 101	College Writing, I	3			3
MATH 140	*College Math for Healthcare	3			3
Total Credits Semester 1		12	2	0	14
Application to Nursing Program					
Semester 2 16 Credits					
Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
NRSG 232	Foundations of Nursing	3			3
NRSG 233	Foundations of Nursing Clinical		3		3
NRSG 248	Nursing Pharmacology I	1			1



NRSG 268	Pathophysiology I	2			2
PSYX 100	Introduction to Psychology	3			3
BIOH 211/212	Human Anatomy and Physiology II with Lab	3	1		4
Total Credits Semester 2		12	1	3	16
Semester 3 13 Credits					
Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
NRSG 234	Adult Nursing, I	3			3
NRSG 235	Adult Nursing I Clinical			2	2
NRSG 249	Nursing Pharmacology II	2			2
NRSG 231	Nursing Pharmacology Lab		2		2
NRSG 269	Pathophysiology II	1			1
SOCI 101	Introduction to Sociology	3			3
Total Credits Semester 3		9	2	2	13
Semester 4 16 Credits					
Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
NRSG 236	Health and Illness of Maternal Nursing	2			2
NRSG 237	Health and Illness of Maternal Nursing Clinical			1	
NRSG 244	Adult Nursing II	3			3
NRSG 245	Adult Nursing II Clinical			2	2
NRSG 254	Mental Health Concepts	3			3
NRSG 255	Mental Health Concepts Clinical			1	1
BIOM 250/251	Microbiology for Health Sciences with Lab	3	1		4
Total Credits Semester 4		11	1	4	16



Semester 5 13 Credits					
Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
NRSG 246	Health and Illness of Child & Family	2			2
NRSG 247	Health and Illness of Child & Family Nursing Clinical			1	1
NRSG 259	Adult Nursing III	3			3
NRSG 261	Adult Nursing III Clinical			3	3
NRSG 266	Managing Client Care for the RN	2			2
NRSG 267	Managing Client Care for the RN Clinical			2	2
Total Credits Semester 5		7	0	6	13
Total ASN Program Credits		51	6	15	72
– 28 credits for General Education Courses – 44 credits for Nursing Courses					

5.0. General Policies

The General Policies for the Miles Community College Nursing Program comply with the Miles Community College Educational Policies found in the Academic Catalog & Student Handbook

(https://content.milesc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf).

Due to the nature of the nursing discipline, additional policies have been developed by the Nursing Faculty and are in alignment with the Miles Community College Academic Standards and Curriculum Committee as well as the Montana State Model Curriculum.

5.1. Length of Program

The Associate of Science in Nursing Degree may be completed in five semesters, full-time plan of study. However, students may choose a part-time option and complete the degree requirements over a longer period. Once admitted to the Nursing Program, students must complete the A.S.N. required nursing courses consecutively each semester or withdraw from the program. See the scope and sequence for the nursing program.

The total number of credits for the Nursing Program is in accordance with the national accrediting body and the governing organization, Accreditation Commission for



Education in Nursing, Inc. (ACEN) & Montana Board of Nursing. Miles Community College is the governing organization of the Nursing Program. The following statement from the 2026-2027 Miles Community College Handbook defines the semester unit credit:

“College work is measured in terms of semester credits. A credit in a lecture class involves one hour of classroom work and two additional hours of outside work or preparation; a credit in a laboratory or clinical class involves two hours of classroom work and one hour of outside work or three hours of classroom work; These weekly guidelines are for a fifteen-week semester (i.e. a three-credit lecture class would meet for 45 lecture hours during the semester). Weekly instructional time is adjusted whenever the semester length does not cover a full 15-week period of time.” Please refer to the current Academic Catalog & Student Handbook:

https://content.milesccl.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf

5.2. Nursing Program Admissions

The Miles Community College Nursing Program has an enrollment capacity dictated by the Montana Board of Nursing. The complete list of policies and procedures for admission to the program are in the current Miles Community College Catalog. The most current information is available at: <https://www.milesccl.edu/DegreesPrograms/Nursing/>

For information on Pathway programs for high school students please follow this link: <https://www.milesccl.edu/degreesprograms/Nursing/>

5.3. Nursing Admissions Committee

Decisions regarding student admission to the Nursing Program are made by the Miles Community College Nursing Admissions Committee. The Committee is comprised of:

- Director of Nursing
- Vice-President of Academic Affairs
- Dean of Enrollment Management and Educational Support Services
- Registrar
- Nursing Faculty representative(s), collectively one vote
- One to two members of the Academic Division who are involved in non-nursing general education courses, to be assigned annually by the MCC President and Cabinet

The Nursing Admissions Committee must approve all admissions, re-admissions, and transfers related to the Nursing Program.

5.4. Background Check/Drug Screen



Students must submit to and receive satisfactory results from a criminal background check as a condition of admission. Admission may be denied or rescinded based on the results of the background check.

Students must pass a mandatory drug screen to be completely admitted to the program. If results are positive, it will be discussed with the student and the student may be removed from the program. Facility regulations may require additional screens at various intervals and/or for cause.

Background check reports and Criminal Background Disclosure and Drug testing are kept confidential and may be reviewed by only MCC administrators and faculty affiliated in accordance with FBI regulations and Family Educational Records and Privacy Act. It will be maintained in a secure place by the Nursing Director. Only a letter rescinding or denying admission or a letter dismissing a student will be maintained in the student's academic file.

5.5. CPR Requirement

All admitting students must show evidence of completion of Basic Life Support for Healthcare Providers by the American Heart Association, this is required to be kept current during their enrollment in the Nursing program. Students are denied clinical access if CPR is not up to date.

5.6. Insurance

Liability insurance for nursing students is required and arranged by the college, payment is included with tuition and fees. Copies of the insurance are available at the student's request. The students are covered only while assigned to practice as a Miles Community College student nurse in an affiliated clinical facility/service.

Should a potentially adverse incident occur, students are required to notify their clinical instructor immediately of an occurrence in the affiliated clinical facility. The student and instructor will complete safety and risk surveillance forms for the clinical facility/service.

Proof of medical insurance is required for individual students; Medicaid is considered adequate coverage. If a student cannot obtain insurance, a waiver must be signed releasing Miles Community College from any responsibility of costs incurred by illness and/or injury. Waiver forms may be downloaded from the Nursing web page:

<https://milescc.edu/DegreesPrograms/Nursing/> and returned to the Nursing office.

Students are not covered by Worker's Compensation while in the clinical settings and are responsible for all costs associated with personal injury.

Should a personal injury take place during a scheduled clinical experience or activity students are required to notify their clinical instructor immediately in the affiliated clinical facility. The student and instructor will complete safety and risk surveillance forms for the



clinical facility as well as the 'Student First Report of Injury' form required by Miles Community College.

5.7. Sophomore Update Requirements

Sophomores are required to complete a sophomore update form (available on the Nursing web page: <https://milescc.edu/DegreesPrograms/Nursing/> which includes a repeat mandatory drug test and background check prior to semester four. Students may need to clear additional background checks and/or pass drug testing, TB testing and/or other immunizations if required by an agency or facility prior to participation in a clinical experience. Students may not begin clinical experiences until the submitted form approved the Director of Nursing Program. Students who refuse to submit to additional requirements or delay in completion of this requirement will jeopardize the student's nursing program admission status and that may result in dismissal from MCC's Nursing Program.

5.8 Physical & Communication Requirements (*Continuing to review*)

To progress successfully through the program, ability to perform all clinical skills safely for patient and self and function as a professional nurse after graduation, applicants should have:

- Adequate visual acuity with or without corrective lenses to read proficiently to support safe medication administration
- Adequate hearing ability with or without auditory aids to be able to proficiently perform assessments requiring auscultation and understand normal speaking voices
- Adequate physical ability of upper and lower extremities to perform physical skills required by nursing profession, which could include lifting up to 50lbs
- Sufficient command and comprehension of the English language to effectively communicate with patients and relay information verbally to others to promote safe patient care.

5.9. Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, shall be excluded from participation in, or denied the benefits of, the services, programs, or activities of Miles Community College, nor shall the individual be subject to discrimination by any such entity. Miles Community College shall make reasonable accommodation for any individual with documented disabilities. Accordingly, if you have a documented special need, such as a learning or physical disability, that may interfere with your progress in this course, it is your responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues is directed to



contact the Disabilities Coordinator, by phone at 406-874-6151; or in person at the Learning Center, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.

5.10. Faculty Academic Advisors

Faculty academic advisors are assigned to each student to help guide them through their academic experience at Miles Community College. Every nursing student will have an academic advisor assigned from the nursing faculty for the duration of the Nursing Program. Students are expected to meet with their advisor a minimum of twice a semester to discuss grades, academic plans or problems, course changes, etc. The student or the advisor has the right to request a change in the faculty advising assignment to facilitate optimal communication. Students are encouraged to confer with advisors as academic problems, conflicts, or concerns arise. (Please refer to the Advising section in the current (Miles Community College Catalog.)

5.11. Classroom Behavior Requirements

Learning Environment, Professional Conduct, and Behaviors

- All students are entitled to a respectful, focused, and distraction-free learning environment. Professional conduct is essential in all academic and clinical settings. Classroom and Virtual Expectations:
- Avoid behavior that distracts peers or instructors (e.g., side conversations, misuse of devices).
- If attending via Zoom or other virtual platforms:
 - Camera must remain on during the entire session
 - Active participation is required.

Respect for the Adult Learning Environment

- Always maintain respect toward peers and faculty.
- Disruptive behaviors or incivility will not be tolerated and may be documented as unprofessional.
- Keep personal electronic devices on vibrate. Use devices only for class-related activities.
- Phone calls should be limited to emergency situations only.
- If anticipating an urgent call, notify the instructor in advance and step out of the learning area to respond.

Children and Guests

- Children are not permitted in the classroom under any circumstances.
- Plan for childcare, including care for ill children.
- Guests (spouses, children, others) are only allowed with prior instructor approval and at their discretion.



Work-Life Balance

- Students must balance educational commitments with personal responsibilities
- While employment may be necessary, students are strongly encouraged to work part-time or fewer hours due to the demanding nursing schedule
- Faculty are not obligated to adjust schedules due to employment, travel, or personal obligations.

Professionalism and Safety

- Students must demonstrate safety and professionalism in all environments: classroom, clinicals, labs, college areas, and public settings
- Professional behavior includes appropriate use of social media when representing the nursing program or college.
- Each course uses a Professional Behavior Rubric to support professional development.

Note: Unprofessional behavior or incivility will be addressed according to the nursing program's policies.

5.12. Professional Behavior Expectations Policy

Students will make every effort to follow the following ANA Code of Ethics inside and outside of the nursing classroom to promote development of professional behavior and attitude:

- Promote excellence in nursing practice through learning to critically think and use clinical judgment in management of patient care
- Engage in ongoing professional development
- Develop use of evidence-based practices in nursing care
- Create a healthy learning environment for themselves, peers and nursing faculty

(ANA Code of Ethics, 2025) <https://codeofethics.ana.org/provisions>

Provision	Title	Relational Focus
1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.	Nurse to Patient
2	A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.	Nurse to Patient
3	The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.	Nurse to Patient
4	Nurses have authority over nursing practice and are responsible and accountable for their practice consistent	Nurse to Patient



	with their obligations to promote health, prevent illness, and provide optimal care.	
5	The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that foster flourishing, authenticity of self at work, and self-respect through integrity and professional competence.	Nurse to Self
6	Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.	Nurse to Nurse
7	Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.	Nurse to Profession
8	Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.	Nurse to Others
9	Nurses and their professional organizations work to enact resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.	Nursing to Global Community

5.13. Medical Conditions

Students who have specific medical conditions, such as allergies, diabetes, pregnancy, recent injuries or surgeries, should inform their instructors, to assist in making appropriate adjustments and precautions. Healthcare provider documentation and/or release may be required. See the ADA section 5.9.

5.14. Military Deployment

Readmission into the nursing Program for MCC Nursing students, after a Military Deployment will be done in accordance with “Military Personnel and Veteran; Higher Education Act Provisions.” In addition to the Higher Education Act for Military Personnel, the student must have met ongoing general requirements for Nursing at the time of deployment and must complete the Nursing Readmission Process. Readmission is dependent on space availability, and each request will be handled on a case- by-case basis and will be reviewed by the MCC Nursing Admissions Committee.

5.15. Distance Education

Miles Community College is grateful for the opportunity to provide outreach nursing education to students who would otherwise be unable to participate. Technical difficulties are sometimes unavoidable. Rude and/or unprofessional behavior will not be tolerated. Distance students will be required to travel to the main Miles City campus to meet course



requirements such as final exams, Kaplan Integrated exams, Simulation and Learning Workshops. Students will be informed at the beginning of each semester days required to be on MCC main campus. Students will be notified by class announcements and/or email when schedule adjustments for the required on-campus days occur.

Students are encouraged to attend classes in person whenever possible. Whether attending in person or via Zoom, students are expected to actively participate in class discussions, learning activities, and other course requirements to support their academic success.

5.16. Transportation to Clinical Agencies

Students are responsible for their own transportation to and from clinical agencies throughout the region. Students should expect to travel up to 165 miles from the MCC Miles City Campus. Overnight stays away from home may be necessary.

6.0. Confidentiality- HIPAA

MCC Nursing Department provides training for all students, and they are mandated to follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and provides training for all students The Miles Community College Nursing Program abides by the privacy practices and regulations networking.

Students are encouraged to strive to develop this refined sense of professional responsibility. People respect others who can keep confidences. It is necessary to distinguish between appropriate professional communication and breaking confidentiality. Professional communication transpires between professionals who have a need-to-know information in order to deliver safe professional care. If a student is in doubt, ASK THE INSTRUCTOR!

- Students are provided training and shall abide by the privacy practices and regulations as mandated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- Students are to adhere to the following guidelines from National Council of State Boards of Nursing (NCSBN) to avoid inadvertently disclosing confidential or private information about patients.
- Students have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. This includes any information resulting from the care of a patient or contact with patient's significant others and/or family members.
- Students will not access medical or personal information of patients who are not assigned to the individual student.
- Students are strictly prohibited from transmitting by way of any electronic media any patient related image or documentation. In addition, students are restricted from transmitting any information that may reasonably anticipate violation of patient rights to confidentiality or privacy, or otherwise degrade or embarrass the



patient. Students will refer to patients in objective terms even if the patient is not identified.

- Students are not to disseminate any information, including images, about a patient or information gained in the student nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so. This sharing will be based on a need to know and not done in a public space such as cafeteria or hallways.
- Students are not to identify patients, facilities or providers by name or post or publish or in assignments information that may lead to the identification of a patient, patient, facilities or provider. Limiting access to postings through privacy settings is not sufficient to ensure privacy. In addition, conversations about patients and or their family members is not to be shared.
- Students cannot take photos or videos of patients on personal devices, including cell phones. Students must follow facility policies for taking photographs or video of patients for treatment or other legitimate purposes using facility-provided devices and consent process.
- Students are to maintain professional boundaries in the use of electronic media. Like in-person relationships, the student has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Students are to report any identified or potential breach of confidentiality or privacy to a clinical instructor.
- Students are to comply with facility policies regarding use of facility-owned computers, cameras and other electronic devices and use of personal devices in the work place.
- Students' notes, care plans, and written assignments should never be exposed to public view, even in the home environment. Patients and health care providers will not be identified in written work. Patient information should not be saved on a hard drive at home or at the college. Computer storage devices with assignments should be protected diligently.
- Students are not to make or post make disparaging remarks about MCC, MCC employees, any clinical facility or fellow student, this includes threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Students are not to speak on behalf of MCC Nursing unless authorized to do so.

Any documented breach of confidentiality may result in immediate dismissal from the Nursing Program!



7.0. Technology Policy

- Students must have access to a computer with Microsoft Office and Google Chrome access including reliable internet access to accommodate course requirements. Instructors will utilize electronic communication with students.
- Related to the blended nature of coursework delivery, it is essential that the student have a properly functioning computer with webcam abilities. The student is responsible for allocating computer resources on campus and/or for maintaining proper function of their personal computer. Electronic/computer failure does not exempt the student from assignment due dates, coursework requirements, or examination deadlines.
- If problems arise with student computer, please contact: MCC IT Team: Dirk Schmidt (Room 306 across from Library) or Jay Webers (Room 301 B next to Library) on campus or send an email: helpdesk@milescc.edu
- Students using a Chromebook will need to have an alternative computer available for exams, as Chromebook or IPAD are not compatible with HonorLock the security software for nursing testing.

7.1. Formatting of Written Work

All written work will conform to the American Psychological Association (APA) Publication Manual Student Guidelines (7th ed.) since APA is the format most widely accepted within nursing academia (unless otherwise noted by your professor). Please refer to each syllabus for specific grading and submission requirements. Submitted assignments must be in a Microsoft Word or Excel document to comply with Canvas submission allowing instructors to open and evaluate appropriately.

There is no exception to this requirement if an assignment cannot be converted to a Microsoft Word document and it is not able to be opened or viewed by faculty, students will be notified and penalized for a late grade.

7.2. Academic Dishonesty/ Plagiarism

Purpose: To uphold academic integrity and ensure that all students demonstrate ethical conduct consistent with the standards of the nursing profession and the policies of Miles Community College.

Definition of Academic Dishonesty: Academic dishonesty includes, but is not limited to:

- **Cheating:** Using or attempting to use unauthorized materials, information, or study aids not endorsed for the course lead nursing faculty.
- **Plagiarism:** Representing another person's work or ideas as one's own without proper attribution.



- **Unauthorized Collaboration:** Submitting group work as individual work without proper documentation of each group members' contributions.

Faculty Response to Academic Dishonesty

Admitted Violations

- If a student admits to academic dishonesty, the course lead instructor may take appropriate action, including but not limited to assigning a failing grade for the assignment and/or course.
- The student has the right to appeal the decision to the Director of Nursing.

Disputed or Unresolved Allegations

- If a student denies the accusation or does not respond after being informed of the allegation, the instructor must immediately report the situation to the Director of Nursing.
- The Director will investigate and manage the case per college policy.
- Student can be asked to defend the assignment in front of a formal Nursing Faculty panel.

Collaboration and Group Work

- While collaboration is encouraged, students must not present collaborative work as solely their own.
- Examples of misconduct include dividing assignment sections among group members and submitting the compiled work as individual submissions.
- Such practices limit learning and will be treated as plagiarism.

Assignment Guidelines for Collaboration

- Students must identify and document all collaborators.
- Each student must submit an individual assignment reflecting their own understanding.
- Areas of collaboration must be clearly highlighted.

Examination Integrity

- Students may review exams under faculty supervision.
- Possession or replication of nursing exams is strictly prohibited.
 - This includes, but is not limited to, printing, copying, photographing, emailing, or reproducing exam content in any form.
- Violation will result in immediate failure of the course and dismissal from the nursing program without eligibility for readmission.

Prohibited Resources



- Students may not possess, use, or distribute:
 - Instructor test banks
 - Answer keys
 - Commercial study aids derived from faculty resources

Disciplinary Consequences

Violations of academic honesty will be handled in accordance with this policy and may result in:

- Failing grade for the assignment or course
- Dismissal from the Nursing Program
- Ineligibility for readmission to the program

Note: Students are responsible for understanding and complying with all academic conduct policies detailed here and in the Miles Community College Catalog and Student Planner/Handbook.

7.3. Use of Artificial Intelligence (AI) in Academic Work

Purpose: This policy establishes clear guidelines for the ethical and responsible use of Artificial Intelligence (AI) tools in nursing education. It ensures that AI supports, rather than replaces, the development of critical thinking, clinical judgment, and professional integrity among nursing students.

Guiding Principles:

- AI as a Complement, not a Replacement
 - AI technologies are to be used as adjuncts to enhance learning and understanding. They must not substitute for a student's own critical thinking, clinical reasoning, or academic work.
- Accountability and Integrity
 - Students are accountable for all academic submissions. Utilizing AI-generated content without proper acknowledgment constitutes academic dishonesty.
- Transparency in AI Usage
 - Any use of AI tools in assignments must be transparently disclosed, including the specific tools used and the extent of their contribution to the work. This will be documented on the reference page of the paper.
- Ethical Considerations
 - Students must be aware of the potential biases and limitations inherent in AI tools and use them in ways that uphold the ethical standards of the nursing profession.

Acceptable Uses of AI

- Students may utilize AI tools for the following purposes:
 - Brainstorming ideas or topics for assignments.



- Enhancing understanding of complex concepts
- Generating practice questions for self-assessment
- Assisting with grammar and language refinement.

Note: Even when used appropriately, all AI-assisted work must be properly cited and should not replace original student effort.

Prohibited Uses of AI

- The following uses of AI are strictly prohibited:
 - Submitting AI-generated content as one's own original work without proper citation
 - Using AI to complete entire assignments, essays, or clinical documentation.
 - Employing AI tools during examinations of assessments unless explicitly permitted.
 - Relying on AI for clinical decision-making or patient care simulations without faculty approval.

Disclosure and Citations Requirements

- When AI tools are used, students must include a statement in their submission detailing:
 - The name of the AI tool used.
 - The specific function it served (e.g., grammar check, idea generation).
 - The extent of its contribution to the final work.
 - All AI-generated content must be cited in accordance with the citation style prescribed by the course (APA: student version).

Consequences of Misuse

- Failure to adhere to this policy may result in:
 - Receiving a failing grade for the assignment.
 - Disciplinary action as outlined in the Academic Integrity Policy.
 - Potential dismissal from the nursing program for repeated or severe violations.

Faculty Responsibilities

- Faculty members are responsible for:
 - Clearly communicating expectations regarding AI use in their course syllabi, and semester orientation.
 - Students will be asked to sign AI usage agreement at the beginning of each semester (Appendix D)
 - Provide guidance on appropriate and ethical AI usage
 - Monitoring and addressing any misuse of AI tools in student work.



Continuous Review

- This policy will be reviewed annually to adapt to emerging AI technologies and evolving educational practices, ensuring alignment with the ANA Code of Ethics and institutional standards.
- By adhering to this policy, students will engage with AI tools in a manner that enhances their learning while upholding the ethical and professional standards of the nursing profession.

8.0. Faculty-Student Coordinating Committee (FSCC)

The Faculty-Student Coordinating Committee provides a forum for the faculty and students to dialog regarding concerns, suggestions and questions regarding the nursing program, the curriculum evaluation, textbook evaluation and selection process and other related issues. The committee is composed of nursing leadership, faculty and elected students and meetings are regularly scheduled during the semester. Three students each are selected from the freshman and sophomore class. An alternate representative for each class may be selected.

Faculty Responsibilities include:

- Increasing student awareness regarding Program direction and faculty concerns.
- Providing information and guidance regarding student concerns and participating in follow-up activities as indicated.
- Fostering student/faculty interaction during joint meetings.

Student Cohort Representative Responsibilities include:

- Communication liaison between student body and nursing faculty
- Increasing class awareness regarding committee activities.
- Soliciting student information for committee agendas.
- Participating in proposing methods to address agenda items.
- Implementing committee/faculty suggestions and reporting outcomes.
- May attend Community Nursing Advisory Committee
- Contributing to Program policy development.

Suggested questions for gathering student feedback from the cohort could include:

- What is working well in lecture and clinicals?
- What is not working well in lecture and clinicals?
- Are there any needs that are not being addressed?
- If applicable, have changes been implemented, were they helpful, if so how or if not why?
- Any other comments, situations, or ideas that the student would like to convey?



Individual concerns related to a specific instructor or class are to be handled according to the student concern process in Chart 10.A.

9.0. Academic Standards

All Nursing courses and required general education courses must be completed with a B- or higher grade. General education courses may be repeated once to achieve a B-grade or higher grade prior to the student's admission to the nursing courses.

9.1. Attendance/Absences

Due to the structure of the curriculum in the Associate Degree Nursing Program, every class, clinical assignment, and activity is an important learning experience which cannot be repeated in the same manner. Additionally, it is the Program's objective to ensure that students acquire professional, responsible, and accountable behavior. Therefore, it is important to be punctual and attend all learning experiences. When absence occurs, the type of make-up assignment(s) will be determined by the instructor in order to meet the course objectives.

The nursing faculty values the students' socialization into the role of the professional nurse which includes dependability and accountability. Students who have three (3) or more unexcused absences (including in any course combination of theory and clinical combined) are required to appear before the nursing faculty to explain circumstances and submit a written performance improvement plan.

Absence Procedures (still under review)

Students are responsible for communicating all absences in a timely manner. Notify the appropriate instructor as early as possible when an absence is known or anticipated. In addition to directly notifying the instructor, students must complete and submit the Student Communication Form (See Appendix C for Communication Form Process). The form should be submitted as soon as the student becomes aware that an absence will occur and, at the latest, upon returning to class or clinical.

Submission of the Student Communication Form does not replace the requirement to directly notify the appropriate lead theory instructor and/or clinical instructor of the absence.

Theory: If students are unable to attend theory, they must notify the theory instructor by email and/or their preferred choice (i.e. text/phone call) **before the class begins**.

- The student, not faculty, is responsible for clearly communicating an absence from theory or clinical and for completing all required follow-up communication.
- A separate Student Communication Form (See Appendix C for Communication Form Process). must be submitted for any missed or late



assignment resulting from the absence, including a request for an extension when applicable.

- Students who miss any portion of a theory class are required to watch the recorded lecture using the instructor-provided link in Canvas and complete any associated requirements.
- Clinical: If students are unable to attend clinical, they are required to notify the clinical instructor **at least one hour prior to the scheduled clinical start time**. The student must also notify the Clinical Coordinator to arrange a make-up clinical experience.
 - Make-up clinical must be scheduled with the Clinical Coordinator within two days of the student's return from absence.
 - The student is responsible to initiate this process with proposed dates for the clinical experience make-up
 - Absences or tardiness affect the student's academic or clinical performances and may result in a lower grade.
 - Two or more absences require the student to meet with the Nursing Faculty to discuss strategies for successful completion of clinical experience hours.
 - A Healthcare Provider release to return to theory or clinical is required if a student is absent for three consecutive learning experiences due to illness or injury. A Healthcare Provider's release may be required at the instructor's discretion based on the type of illness and Provider's recommendations impacting the student, peers, patients and/or other student contacts.

Weather

Weather is a consideration in Eastern Montana and travel to campus and clinical sites during periods of inclement weather is a personal student choice. If unable to attend a classroom or clinical experience, students should follow the absence procedure. Students should remember that the program is not only preparing them academically to be nurses, and to be responsible professional employees in the workplace. With that in mind it may be necessary to plan and arrange overnight stays to avoid travel in poor conditions.

9.2. Testing Policy

- Nursing exams are proctored and will be general and/or specific in content. The format may include various question structures such as, but not limited to, multiple choice, select all that apply, true and false, matching, situational, short answer and/or essay, as well as Next Generation NCLEX(NGN) style questions.
- Nursing exams are proctored and require students to use computers with web-cameras. Tests are proctored utilizing proctoring software, (i.e Kaplan Lockdown Browser & HonorLock) with cameras for test security.



- Students who are unwilling or unable to utilize electronic proctoring are responsible for arranging in-person proctoring for all course examinations on the MCC campus. All proctors must receive prior approval from the course instructor.
- Final exams for all Nursing courses will be taken on the MCC campus at the time designated by the Final Exam schedule. If students need to find an alternative date and time for final exams, they must notify the instructor, Director of Nursing and Dean of Academics in writing to request a schedule time change for the final at least two weeks in advance.
- Exam anxiety is experienced by all students to some degree. Students experiencing exam anxiety please visit with your instructor, the learning center, and/or refer to the Miles Community College ADA policy.

Examples of Suspicious Behavior During Online Exams

Visual Red Flags (Webcam/Screen)

- Looking off-screen frequently or repeatedly (especially in one direction).
- Eyes tracking back and forth as if reading from another screen or material.
- Leaving the webcam view or partially disappearing from the frame.
- Unexplained movement under the desk or around the room.
- Use of hand gestures that suggest manipulating a second device (e.g., phone).
- Use of earbuds or visible listening devices.
- Shadows, reflections, or voices indicating the presence of another person.
- Talking, whispering, or mouthing words during the exam.
- Use of books, papers, or unauthorized materials in view.
- Unusual lighting changes (suggesting screen switching or hidden device use).

Screen Behavior

- Switching tabs or applications (when not permitted).
- Opening new browser windows or software tools.
- Copying/pasting large text blocks into or out of the test window.
- Fast and inconsistent typing patterns (e.g., long answers entered instantly).
- Internet disconnection right after a difficult question is shown.

Environmental/Behavioral Indicators

- Hearing background voices (especially reading questions/answers).
- Presence of another individual walking by or talking in the background.
- Changes in camera angle mid-exam.
- Use of mirrors or reflective surfaces to see off-camera materials.

Inconsistent Testing Performance

- Sudden, drastic improvement in scores that deviates from prior performance.



- Perfect score with suspiciously short response times.
- Use of terminology or phrases well above expected knowledge level.

Note for Students: Suspicious behavior does not automatically mean cheating, but it may trigger a course lead instructor or faculty review, additional questioning, or disciplinary processes.

Best Practices to Avoid Suspicion:

- Remain in camera view at all times.
- Remove all unauthorized materials from the workspace.
- Use a quiet, private, and well-lit room.
- Inform family or roommates of your exam schedule.
- Avoid wearing headgear or headphones unless permitted.
- Keep eyes on the screen and avoid looking away.

9.3. Kaplan Benchmark Performance and NCLEX Readiness

Throughout the Nursing Program, Kaplan assessments are used to evaluate student progress, identify learning needs, and support preparation for the NCLEX-RN®. Students are expected to actively engage in the remediation process and utilize faculty guidance to strengthen clinical judgment, content knowledge, and test-taking strategies.

Purpose of Use of Standardized Testing

These assessments serve multiple purposes:

- Provide students with targeted feedback and opportunities for remediation in areas of weakness
- Strengthen students' nursing knowledge base and test-taking skills
- Offer faculty insight into course effectiveness and guide improvements in lecture and clinical content.

The Kaplan Integrated Testing Program will be used across the curriculum to measure student performance in the following NCLEX Core Competency areas:

- Management of Care
- Safety and Infection Control
- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation
- Health Promotion and Maintenance
- Psychosocial Integrity

Kaplan Integrated Benchmark Performance



In each nursing course utilizing Kaplan assessments, students who do not meet the established benchmark will be required to:

- Collaborate with faculty to review individual performance data.
- Develop a personalized remediation and study plan based on identified areas for improvement.
- Utilize Kaplan and other approved learning resources to strengthen knowledge and improve examination readiness.

Final Semester NCLEX Readiness Assessment

During the final semester of the Nursing Program, students complete the Kaplan Integrated Secure Predictor NGN Exam, a comprehensive assessment designed to evaluate readiness for the NCLEX-RN®.

Students who meet the established benchmark are expected to continue their individualized NCLEX preparation using Kaplan and other recommended study resources.

Students who do not meet the benchmark will:

- Complete a faculty-guided individualized study plan.
- Participate in a two-week focused remediation period utilizing Kaplan resources.
- Retake the Kaplan Integrated Secure Predictor NGN Exam.
- Meet with faculty to review exam performance and revise the study plan as needed.

Ongoing NCLEX Success Support

The Miles Community College Nursing Program is committed to supporting every graduate's success on the NCLEX-RN®. In addition to the required Kaplan preparation process, faculty provide ongoing guidance and additional opportunities for NCLEX preparation.

Required of all graduates:

- Complete the Kaplan NCLEX Preparation Course (Phases 1–3) in accordance with program requirements.
- Participate in faculty-guided review of Kaplan performance and individualized study planning as appropriate.

Strongly encouraged for all graduates:

- Participate in the Nursing Program's NCLEX Success Bootcamp, which provides focused content review, Next Generation NCLEX question practice, clinical judgment development, and test-taking strategies.
- Participate in individual faculty coaching and study plan development.



- Utilize additional evidence-based resources, including question banks, review books, and tutoring, as appropriate.

Students requiring additional support after the repeat Secure Predictor assessment will continue working with faculty to refine their study plans, monitor progress, and identify additional strategies and resources to promote NCLEX success.

9.4. Make-up Exam Policy

To maintain fairness and academic integrity, the following policy governs deviations from scheduled exam times:

Preapproval Requirement

- All deviations from a scheduled exam time must be preapproved by the course instructor.
- In the event of an emergency or unforeseen circumstance, it is the student's responsibility to notify the instructor as soon as possible.
- Complete and submit a Student Communication Form (See Appendix D for Communication Form Process) to formally request a make-up exam.
- Make-up exams must be completed within the timeframe and guidelines provided by the instructor.

9.5. Late Exam Penalty Guidelines

If a student fails to complete the exam within the instructor's approved timeframe, the following deductions will apply:

Timeframe of Completion After Scheduled Exam	Grade Deduction
Day 1 (1 minute – 24 hours late)	25% deduction
Day 2 (25 – 48 hours late)	50% deduction
Day 3 (49 – 72 hours late)	75% deduction
More than 72 hours late	0 points awarded; exam still required for course completion

Important: Students who do not complete a missed exam will be ineligible to pass the course, even if the score is zero.

9.6. Repeated Exam Absences

Students who miss more than one scheduled exam in any nursing course will be required to:

- Appear before the Nursing Faculty Committee



- Submit a written plan of action that outlines strategies for preventing future absences
- Provide any supporting documentation (e.g., medical or emergency verification)

9.7. Assignment Due Dates & Late Submission Policy

All assignments are due by 11:59 PM on the scheduled date listed in the course syllabus.

Late penalties apply immediately after the deadline, including weekends and holidays:

Time Late	Grade Deduction
1 minute – 24 hours	25% off earned points
25 – 48 hours	50% off earned points
49 – 72 hours	75% off earned points
More than 72 hours	0 points (must still submit to complete course)

- Important: All assignments must be submitted, even if late, to pass the course.
- Missing more than one assignment in a course will result in a required meeting with the instructor.
- Failure to complete all required assignments may result in course failure.

9.8. Extension Policy

Developing strong time management skills is essential for success in nursing education and practice.

Extension Request Process

Students who need an extension must submit a Student Communication Form (See Appendix C for Communication Form Process) before the assignment due date.

Extension requests must be:

- First step: Submit the extension request via email to the lead course and/or clinical faculty, as applicable.
- Second Step: Complete the Communication Form in its entirety (See Appendix C for Communication Form Process).
- Third Step: Select **“Send me an email receipt of my responses”** at the end of the form.
- Fourth Step: **Email the receipt of your completed Communication Form to the lead instructor and follow the instructor’s designated process for submitting the receipt and/or extension documentation. Submission requirements may vary by course and may include submission within the applicable Canvas assignment or module, or another method identified by the instructor.**



Texting or emailing a faculty member alone, without completing and submitting the required Student Communication Form, does not meet policy requirements.

Students are responsible for notifying all required faculty and completing each step of the extension request process. Faculty are not responsible for initiating follow-up regarding missed assignments or incomplete extension requests.

Extension Guidelines

- Extensions are granted at the discretion of the lead and clinical course instructors.
- Only one extension will be granted per student per semester per course.
- Approved assignments must be submitted by the agreed upon due date with the lead Professor.
- Additional extension requests due to clinical conflicts, illness, or emergencies will be reviewed on a case-by-case basis.
- Any updated due dates will be documented in Canvas in the assignment comments section by faculty.

9.9. Grading Policy

Nursing courses use percentage-based grading. Grades are not rounded!

Grade	Percent Range
A	91-100%
A-	89.51-90.99%
B+	87 – 89.50%
B	81 – 86.99%
B-	79.51 – 80.99%
C+	77 – 79.50%
C	71.01 – 76.99%
C-	69.51 – 70.99%
D+	67 – 69.50%
D	61 – 66.99%



D-	60 – 60.99%
F	Below 60%

Other Grade Notations:

T=Transfer| I= Incomplete| W= Withdrawal

Academic Progress Requirements

- A minimum grade of B- (79.51%) is required in all nursing courses and corequisites to continue in the program.
- Failure to meet this benchmark will result in inability to move into next level of scope and sequence in the Nursing Program. Students will need to apply for readmission to MCC Nursing. (See Readmission Policy.)

Final Grades

- Students must complete all written, clinical, and course requirements to receive a final course grade.
- An Incomplete (“I”) may be granted by faculty for extenuating circumstances. Students receiving an “I” cannot progress until a B- or higher is achieved.

Active Learning & Remediation

- Remediation is required for content areas not mastered.
- Tools include Focused Reviews, Kaplan eBooks, Nursing.com, media, and faculty-designed templates.
- Individual assessment reports will guide students in identifying specific topics for review.
- Students are responsible for seeking help and meeting with course faculty if grades fall below course benchmarks.

9.10. Remediation Practices

Remediation is addressed in each nursing course syllabus.

10.0 Student Concerns

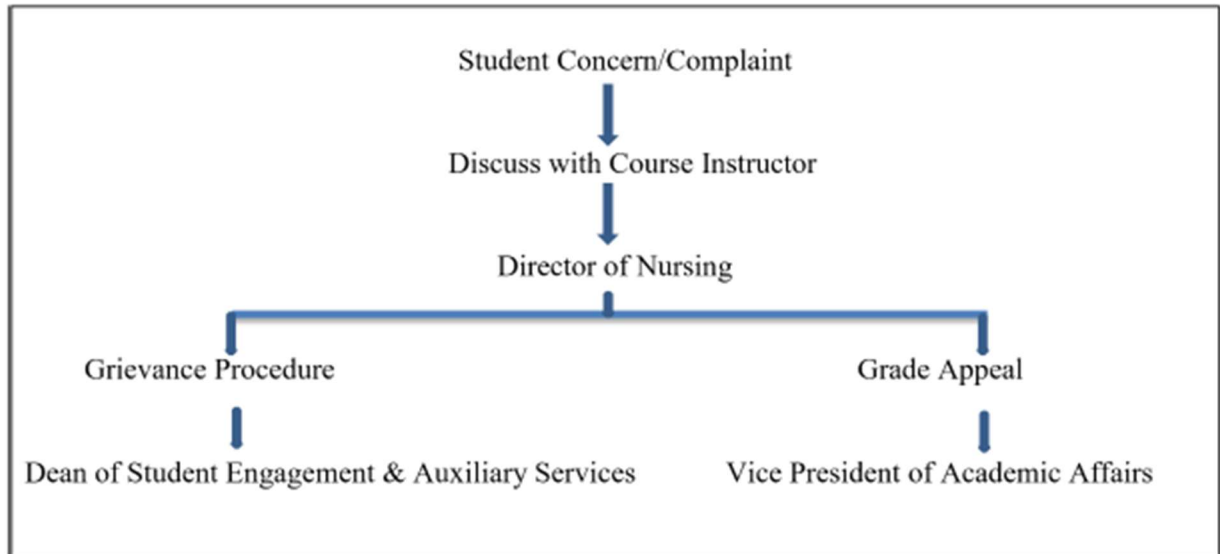
Students will first discuss all academic concerns and complaints regarding academic issues with the course instructor. Once notification of the course instructor takes place, if the issue is unresolved, it may continue as illustrated in Chart 10.A. Open communication and the use of appropriate channels to resolve complaints are key to the student’s academic and professional success. MCC and the Nursing Program work together to unify policies and procedures that pertain to the student appeal processes. Students first work through the Nursing Program and then through the MCC process as



noted in the Academic Catalog & Student Handbook:

https://content.milesc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf

Chart 10.A- Student Concern Process



10.1. Student's Right to Appeal Grade

Follow procedure as described in the Academic Catalog & Student Handbook:

https://content.milesc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf

11.0 General Clinical Expectations

Each instructor will detail expectations in the clinical syllabus. The goal for clinical experiences will be to integrate theory knowledge into clinical practice demonstrating clinical nursing judgement:

- The student must consistently demonstrate intellectual ability, responsibility, and emotional and physical stability throughout the Program. Furthermore, the student must demonstrate a basic understanding of the moral, ethical, and legal responsibilities involved in patient care. Failure to meet these criteria may result in endangerment of the patient. Therefore, the student may be dismissed from the Nursing Program.
- Medication administration and performance of any invasive procedure requires successful completion of skill return demonstration and the direct clinical supervision by a designated nursing faculty, clinical resource nurse, or designated supervising Professional Registered Nurse. Failure to comply may result in dismissal of the student from the Nursing Program.

11.1. Use of Medical Records



This section refers to the medical records of all affiliating agencies. With various clinical assignments students will need to utilize the electronic and/or paper medical records. It is a breach of confidentiality to photocopy, print or download a patient's medical record, or any portion thereof. If there are any further questions about the use of medical records, contact the clinical nursing instructor.

11.2. Clinical Dress Code & Appearance

The dress code is required to ensure safety and control of infection for both students and clients. MCC nursing students will adhere to an appropriately modest and professional dress code in all clinical settings. Nursing students are required to wear their nursing uniform and name pin, presenting a professional, well-groomed appearance when assigned to affiliated agencies, when picking up assignments, or when representing the school. The uniform must be clean and pressed. Plain navy, white or black (without commercial logos) sweaters may be worn over the uniform. Plain navy, white or black (without commercial logos) long sleeved t-shirts or turtlenecks may be worn under the uniform. When wearing the uniform, the hair must be neatly arranged and above the collar. Hair color must be a natural shade, and facial hair is to be trimmed and neat.

The student's identification/name tag will include the student's full first and last name. The identification/name tag must be always worn when dealing with patients. The tag is to be affixed to the uniform on the upper chest. If the name tag is lost, report it immediately to the Administrative Assistant in the Nursing office.

Clinical faculty will make the final judgment on the appropriateness of student attire and corrective actions. Dress requirements in clinical settings are determined by the Miles Community College Nursing Program. Students not appropriately dressed or wearing identification will be denied access by facility staff to patient charts and records.

- **Jewelry & Tattoos:** All visible jewelry and tattoos must be in accordance to affiliating agency policies. Students not adhering to affiliating agency policies may be denied access to patients.
- **Shoes:** Should be plainly designed to facilitate cleaning, must be closed toe and heel. These shoes should always be clean.
- **Hygiene:** Overall good hygiene is expected. Light make-up is permitted. Perfume or essential oils are not permitted as it may be offensive to ill patients (or cause allergic reaction.) Refrain from gum chewing and eating while in the patient areas. Students must abide by the smoking regulations of each affiliated agency or service. Students must be aware that smoking odors are offensive, especially to ill patients, and should take precautions and/or necessary steps to avoid smelling of smoke.



- Fingernails: Trimmed short to avoid patient injury. Nail polish (including clear) or acrylic nails are not permitted since chips, or rough edges are prone to harbor micro-organisms.
- Valuables: To safeguard student valuables, DO NOT take personal items to the clinical areas.
- Student Employment: If a student is employed by the same facility where they are assigned for a clinical experience, the student cannot be “clocked in” as an employee simultaneously and must use student login to access patient information for clinical.

11.3. Removal of Nursing Students from Clinical Settings

As professional practitioners, faculty members have an obligation to ensure that nursing students who care for patients are competent to do so without compromising patient care standards. This legal responsibility also extends to the health agency administrator, to all licensed personnel providing care within that agency and to the nursing students themselves, all in the interest of safeguarding patient safety.

The student, upon admission to the Miles Community College Nursing Program, assumes the obligation of performing and behaving according to the standards set by the Nursing Program and the nursing profession. Satisfactory academic performance within a clinical course does not constitute the basis for progression through the nursing program.

Where there is failure on the part of the student to meet reasonable standards of performance or behavior, or when in the judgment of the faculty member, the amount of supervision necessary to ensure patient safety is unreasonable, the faculty member has the authority to deny the student access to patients and to remove the student from the clinical setting.

The criteria which will be considered in denying the student access to patients are:

- Breach of HIPAA standards.
- Actions and/or events that demonstrate emotional instability in the student.
- Threatened bodily harm to patients, staff, faculty, or peers.
- Harassment of patients, staff, faculty or peers.
- Indifference or insensitivity to patient safety, comfort, and right to privacy.
- Lack of professional judgment.
- Disregard for professional ethics.
- Unsatisfactory or incomplete preparatory work.
- Arrest and conviction of a crime as per Montana State Board of Nursing.
- Failure to abide by Miles Community College Nursing dress code and appearance policies.



- Any student health condition that jeopardizes patient or student safety and comfort.
- Any condition including excessive fatigue, potential influence of medication, drugs or alcohol that may pose a safety risk to patient or student.
- Any condition or circumstance, that constitutes an unreasonable safety risk to the patient or student.

11.4. Removal of Nursing Students from the Patient Setting:

Student removal from a patient setting is reviewed by Nursing Faculty. Actions may include clinical makeup based on availability, disciplinary action including probation or dismissal from the Nursing Program. The student shall be fully informed of the decision, its consequences and has the right to file a grievance according to the institutional grievance procedure. Students placed on probation may need to meet special conditions such as counseling sessions or other professional help within a stated time frame. Failure to comply with the written conditions of warning or probation or may result in the student being dismissed from the Nursing Program.

12.0. Affiliating Agencies

All agencies hosting students during for their learning opportunities will have a formal affiliation agreement with Miles Community College Nursing Program, which allows students and faculty to participate in all aspects of care to the clients. Students may not participate in learning experiences in facilities in which there is no affiliation agreement. Students must comply with facility-specific safety, substance abuse policies, and education requirements at all times. Facility requirements will be addressed by the instructor and/or in course syllabus.

MCC has multiple clinical facilities located in Miles City, Glendive, Sidney, Billings, Wolf Point, Terry, Poplar, and Glasgow to enhance the student clinical learning experience.

13.0. Warning, Probation & Dismissal

The Nursing Program actions present a high-risk potential to patient lives and safety thus the Program has a strict process for discipline to enhance professional growth and development. The policy begins upon entrance into the Program and disciplinary actions are cumulative throughout the Program. Verbal or written warnings do not have to relate to each other and are given at faculty/instructor discretion. All written and probationary actions will result in students meeting with the full faculty. Failure to meet the probationary requirements or a fourth infraction will result in dismissal from the Nursing Program.



Chart 13.A

1st Infraction - First Verbal/Written Warning
Student meets regarding concern with course instructor and/or CRRN
Discussed as student of concern at Nursing faculty meeting
2nd Infraction - Second Verbal/Written Warning (may be unrelated)
Student meets regarding concern with course instructor and/or CRRN
Discussed as student of concern at Nursing faculty meeting
3rd Infraction – Verbal/Written Warning/Probation (Appendix B);
Student notification and meeting with Nursing Faculty, Director of Nursing, Dean of Student Engagement & Auxiliary Services
Probation conditions documented and signed by student and faculty
Meets Probation Requirements
Yes - Remains in Program
No - Dismissal from Nursing Program
*Nursing Faculty will document all disciplinary actions.

13.1. Grievance Procedure

The grievance procedure may be found in the Academic Catalog & Student Handbook:

https://content.milesc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf

Before filing a grievance, students are required to follow the chain of command as outlined under Chart 13.A.

14.0. Nursing Program Admission

Because of the critical nature of patient care, accreditation standards established by the ACEN and licensure standards established by the Montana Board of Nursing, students seeking admission to the Associate Degree Nursing Program are subject to requirements and review procedures beyond those associated with general admission to the college.

Admission, progression and graduation criteria are subject to annual revision. Students are encouraged to consult the Nursing Office, the Miles Community College Catalog, and the Nursing Program website for the most current information regarding admission requirements, application procedures, and the LPN-to-RN Completion Program.

<https://www.milesc.edu/DegreesPrograms/Nursing/ApplicationProcess/>

Applicants who have been convicted of a felony or treated for substance abuse should discuss their eligibility status with the Montana Board of Nursing prior to admission. Acceptance into the program does not assure eligibility to take the RN licensing examination. The Montana Board of Nursing makes all final decisions on issuance of licenses.



14.1. Physical & Communication Admission Requirements

To progress successfully through the program, ability to perform all clinical skills safely for patient and self and function as a professional nurse after graduation, applicants should have:

- Adequate visual acuity with or without corrective lenses to read proficiently to support safe medication administration.
- Adequate hearing ability with or without auditory aids to be able to proficiently perform assessments requiring auscultation and understand normal speaking voices.
- Adequate physical ability of upper and lower extremities to perform physical skills required by nursing profession, which could include lifting up to 50lbs.
- Sufficient command and comprehension of the English language to effectively communicate with patients and relay information verbally to others to promote safe patient care.

14.2. Readmission to the Nursing Program

Students may not be admitted to the nursing Program more than twice (initial admission and one re-admission). Exception: when extenuating circumstances apply. Students who are requesting readmission to MCC Nursing Program are required to submit a letter to the MCC Director of Nursing and Nursing Admission Committee including:

- Student contact information including: current address, phone number and email address.
- Documentation including the student's understanding and rationale related to why they left the Nursing Program.
- A self-reflection regarding changes that will promote successful completion of the Nursing Program should they be readmitted.
- Current GPA and evaluation of all Kaplan Integrated Test scores.

It is recommended that students who do not satisfactorily complete a nursing course make an appointment to talk with lead Nursing Faculty for the course in question. Next the student should then schedule an appointment with the Director of Nursing to identify causative factors and to explore educational options prior to meeting with the Nursing Admissions Committee.

Students seeking readmission may be required to meet with the Nursing Admissions Committee for a question-and-answer meeting. The Nursing Admissions Committee reserves the right to deny readmission of students for reasons other than grades such as un-professional behavior/s and/or attitude. The Nursing Admissions Committee reserves the right to make additional recommendations for readmission, which could include testing requirements or repeat of nursing courses to ensure the students' academic success.



To avoid repeating courses, the most recent nursing course must be less than one year old. Courses taken more than one year before readmission must be repeated. Students requesting to enter in a semester other than the beginning of the program are subject to space availability. Nursing courses must have been taken within the past year from a nursing program that is approved by a nationally recognized nursing accrediting body.

14.3. Transfer Students

Students wishing to transfer to the MCC Nursing Program from other Schools of Nursing should contact the MCC Nursing Program Director, apply to MCC and MCC nursing program. Student must include official transcript, course syllabi, course schedules and assignments from previous nursing programs. The Director of Nursing will evaluate student's work and make a recommendation to Nursing Admission Committee. Transfer admission is dependent on space availability. The Nursing Admissions Committee reserves the right to accept or deny admission. The Nursing Admissions Committee reserves the right to make additional recommendations for admission, which could include testing requirements or repeat of nursing courses to ensure the students' academic success.

15.0. Final Transcripts

- MCC Registrar cannot forward transcripts to Montana State Board of Nursing if student has an Incomplete (I) grade.
- Go to <https://mt.accessgov.com/milescs/Forms/Page/milescs/135d7b7f-e5c6-5c37-8347-2d1ea4a5fd78/837c0485-ce86-5b29-b594-3590899113f5/1> to order a transcript.
- Final transcripts with the degree posted will not be available until approximately two weeks after the end of the term. Transcript Request Forms will be held until the degree is recorded.

16.0. Course Transfer Information

All Nursing courses fulfill the requirements for the Miles Community College Associate of Science in Nursing Degree (A.S.N.). Students are encouraged to keep all syllabi, written work, progress notes, skills checklists, etc. from each of their nursing courses since transfer of nursing course work is often on a case-by-case basis. Montana Model Curriculum facilitates matriculation to Montana B.S.N. programs.



References

- American Nurses Association [ANA] (2025). *Code of ethics*. American Nurses Association. <https://codeofethics.ana.org/provisions>
- National Council State Boards of Nursing [NCSBN] (2026). *Clinical Judgment Measurement Model*. NCLEX. <https://nclex.com/clinical-judgment-measurement-model.page>
- National League for Nursing [NLN] (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. National League for Nursing.



Appendix A

ANA Code of Ethics

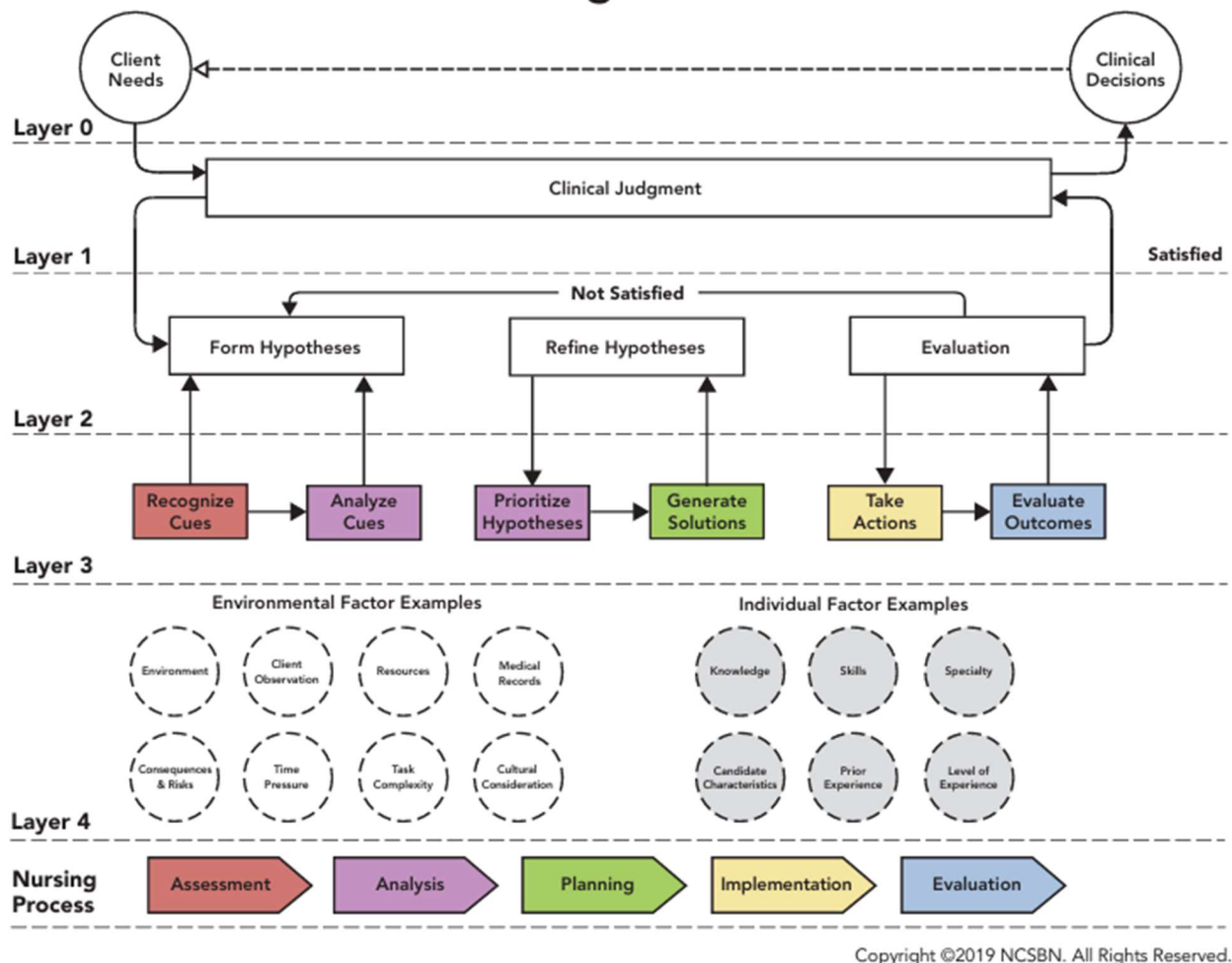
Provision	Title	Relational Focus
1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.	Nurse to Patient
2	A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.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

(ANA Code of Ethics, 2025) <https://codeofethics.ana.org/provisions>



Appendix B

The NCSBN Clinical Judgment Measurement Model



(National Council State Boards of Nursing [NCSBN], 2026).



Appendix C

Student Communication Form Process

The **Student Communication Form** is the official method for documenting student communication related to absences, tardiness, assignment extensions, and other circumstances requiring formal notification to Nursing Faculty.

The Student Communication Form can be accessed in either of the following locations:

- The applicable nursing course in **Canvas**, or
- The **Nursing Info Course** located on the student's Canvas dashboard.

Important: Completing the Student Communication Form does **not** replace the requirement to directly communicate with the appropriate faculty member. Students must follow all notification requirements outlined in the Nursing Student Handbook.

How to Complete the Student Communication Form

Step 1: Notify the Appropriate Faculty Member

Communicate directly with the appropriate lead course and/or clinical faculty as soon as you become aware of the absence, tardiness, need for an extension, or other circumstance.

For absences, students must follow the specific notification timelines outlined in the Nursing Student Handbook. For extension requests, notification and completion of the Student Communication Form must occur **before the assignment due date**.

Step 2: Access the Student Communication Form

Open the Student Communication Form through:

- Your respective nursing course in Canvas, **or**
- The **Nursing Info Course** on your Canvas dashboard.



Step 3: Complete the Form in Its Entirety

Complete **all required sections** of the Student Communication Form. Provide clear and accurate information regarding the reason for the communication and any requested action.

Incomplete forms may delay review of the request and may not meet communication requirements.

Step 4: Request a Copy of Your Responses

Before submitting the form, select **“Send me an email receipt of my responses.”**

Submit the completed Student Communication Form.

Step 5: Forward Your Receipt

Once you receive the email receipt confirming your responses, **email the receipt to your lead instructor.**

For extension requests or other circumstances requiring additional documentation, follow the instructor's designated submission process. Submission requirements may vary by course and may include uploading the receipt within the applicable Canvas assignment or module or another method identified by the instructor.

Student Responsibility

The student is responsible for ensuring that:

- The appropriate faculty member(s) are notified within the required timeframe.
- The Student Communication Form is completed and submitted in its entirety.
- The email receipt is forwarded to the lead instructor.
- Any additional course-specific submission instructions are followed.
- A separate Student Communication Form is completed when required for an additional request, such as an assignment extension associated with an absence.



Texting, calling, or emailing a faculty member alone does not fulfill the Student Communication Form requirement. Likewise, submitting the Student Communication Form does not replace required direct communication with faculty. Both requirements must be completed when applicable.

Faculty are not responsible for initiating follow-up regarding missed work, incomplete forms, or incomplete extension requests.



Appendix D

Student Handbook Acknowledgment and Professional Responsibility Agreement

Academic Year: _____

Student Name (Print): _____

Student Acknowledgment

I acknowledge that I have received access to and reviewed the current Miles Community College Nursing Program Student Handbook. I understand that it is my responsibility to become familiar with and comply with all Nursing Program and College policies, procedures, expectations, and requirements.

I understand that the Nursing Program handbook includes, but is not limited to, policies related to:

- Program mission, outcomes, and expectations
- Academic standards and progression requirements
- Attendance and testing policies
- Clinical expectations and patient safety
- Professional behavior and the ANA Code of Ethics
- HIPAA, confidentiality, and privacy requirements
- Social media and technology use
- Academic integrity and plagiarism
- Artificial Intelligence (AI) use in academic work
- Student concerns, grievance, and appeal processes
- Program disciplinary policies, including warning, probation, and dismissal
- Communication Form Process

Professional Responsibility Statement

I understand that, as a nursing student, I am expected to uphold the ethical and professional standards of the nursing profession both in academic and clinical environments.

I agree to:



- ☐ Maintain patient confidentiality and comply with HIPAA regulations.
- ☐ Demonstrate professionalism, accountability, and integrity.
- ☐ Follow clinical agency and program requirements.
- ☐ Use social media, technology, and AI responsibly and in accordance with program policies.
- ☐ Report concerns related to patient safety, professionalism, or confidentiality to faculty.

I understand that failure to comply with handbook policies may result in disciplinary action, which may include clinical removal, course failure, probation, or dismissal from the Nursing Program.

Student Verification

By signing below, I acknowledge that:

- I have received access to the Nursing Program Student Handbook.
- I understand my responsibility to read and comply with all policies.
- I have had the opportunity to ask questions regarding program expectations.
- I agree to uphold the standards of the Miles Community College Nursing Program and the nursing profession.

Student Signature: _____

Date: _____

Faculty Verification

I verify that the student has been provided access to the Nursing Program Handbook and informed of program expectations.

Faculty Signature: _____

Date: _____

****To be placed in the student's permanent file***

