Miles Community College

Nursing Program

Nursing Student Handbook

2025 - 2026

Contents

Revised May -July 2025 <u> Please note some revisions still in progress students will be notified once updates complete.</u>*

1. 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, and 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.milescc.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 C), which will be placed in your student file.

1.2.   Nursing Program Information

MCC offers a five (5) semester Associate of Science in Nursing (A.S.N.) degree that prepares students for NCLEX-RN exam, milescc.edu/DegreesPrograms/ProgramSheet.aspx?sqry=qryASNNursing&DegNumber=18.

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See milescc.edu/AboutUs/StaffDirectory/ for current nursing faculty and CRRNs.

1.3.   Accreditation

Northwest Commission on Colleges and Universities

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
Phone: 425.558.4224
Website: www.nwccu.org

Accreditation Commission for Education in Nursing (ACEN)

The associate nursing program at Miles Community College located in Miles City, MT is accredited by the:
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

Montana State Board of Nursing (SBON) Program Approval

301 South Park, PO Box 200513
Helena, MT 59620-0513
Phone: 406-841-2342
Website: http://boards.bsd.dli.mt.gov/nur

1.4. Department Organization

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                    ┌─────────────────────────┐
                    │ Miles Community College │
                    │        President        │
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                    │    Vice President of     │
                    │    Academic Affairs      │
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                    │ Nursing Program Director │
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    │ Full-time Nursing │ │ Part-time Nursing │ │   Administrative  │
    │      Faculty      │ │      Faculty      │ │     Assistant     │
    │                   │ │     [ CRRNs ]     │ │                   │
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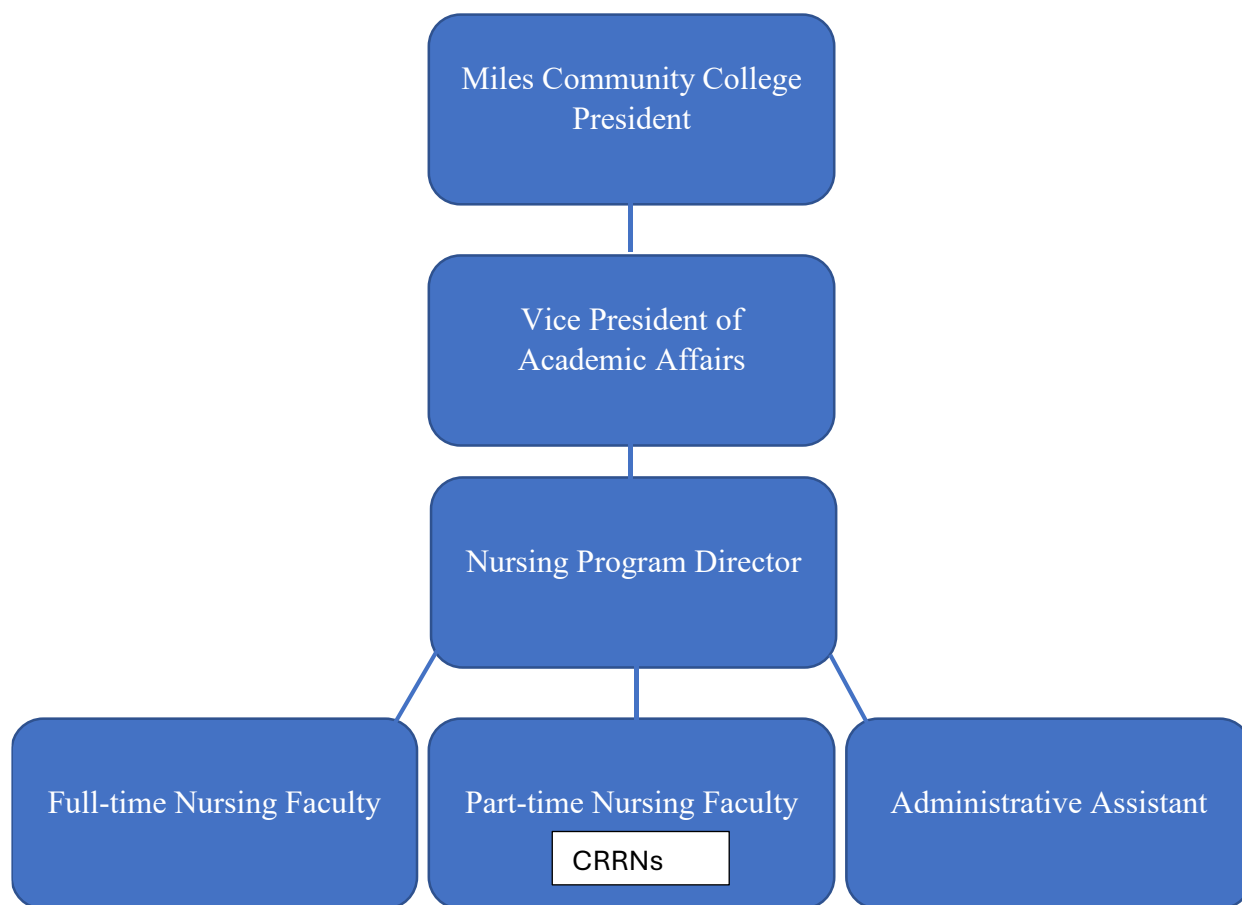
2. Mission

The MCC Nursing Program is dedicated to providing 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 of 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.

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 NCSBON 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 progress through each semester, they are expected to demonstrate increasing independence and critical analysis in the application of EBP, aligned with the program's use of the **Lasater Clinical Judgment Rubric** and the NLN's core competencies.

3. 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:

> *Nurses must use their skills and knowledge to enhance **human flourishing** for their patients, their communities, and themselves. They should show sound **nursing judgment** and should continually develop their **professional identity**. Finally, nurses must approach all issues and problems in a **spirit of inquiry** (p. 9)* [1]

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[1] NLM. (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. P. 9

3.1. The Four Outcomes

Human Flourishing

- Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing (NLM, p. 33).

Nursing Judgment

- Nursing judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.
    - Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning.
    - Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006).
    - Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007) (NLM, p.34).

Professional Identity

- Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being," "knowing," and "doing" (NLM, p. 35)

Spirit of Inquiry

- A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations (NLM, p. 36).

3.2. Nursing Program Student Learning Outcomes (EPSLO)

EPSLO 1: Human Flourishing: Upon completion of the Nursing Program, graduates will: - support holistic, patient-centered care that respects	- *Please note outcome measurements are currently under revision.*

cultural diversity, patient preferences, and self-determination.	NCSBON Clinical Judgment Categories: Kaplan Nursing Secure Predictor A Exam: 80% of students will answer 61% of their questions correctly in the following categories:
	
	• Physiologic Integrity
	  o Basic Comfort and Care
	  o Pharmacological/Parenteral Therapies
	  o Physiological Adaptation
	  o Reduction of Risk Potential
	• Psychosocial Integrity
	• Health Promotion and Maintenance
	• Safe and Effective Care Environment
	  o Management of Care
	  o Safety and Infection Control
	
	Measured in Fifth Semester:
	
	• Kaplan Diagnostic A NGN: 50% of students will meet the designated benchmark.
	• Kaplan Diagnostic A NGN Repeat: 70% of students will meet the designated benchmark.
	• Kaplan Secure Predictor B NGN: 60% of students will meet the designated benchmark.
	• Kaplan Secure Predictor B NGN Repeat: 70% of students will meet the designated benchmark.
	
	Learning Mastery:
	
	• Clinical 80% of students will meet the benchmark of level 4 in Human Flourishing (clinical progression, evaluations, clinical paperwork)
	• Theory: 80% of students will meet Kaplan Integrated benchmark
	  o and achieve a 79.51% or higher average on exams.
	• Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 4 in Human Flourishing

EPSLO 2: Nursing Judgement: Upon completion of the Nursing Program, graduates will: • locate, evaluate, and apply current evidence to make	• *Please note outcome measurements are currently under revision.* NCSBON Clinical Judgment Categories: Kaplan Nursing Secure Predictor A Exam: 80% of students will answer 61% of their questions correctly in the following categories:

| informed, safe, and effective clinical decisions. | • Physiologic Integrity
    ○ Basic Comfort and Care
    ○ Pharmacological/Parenteral Therapies
    ○ Physiological Adaptation
    ○ Reduction of Risk Potential
• Psychosocial Integrity
• Health Promotion and Maintenance
• Safe and Effective Care Environment
    ○ Management of Care
    ○ Safety and Infection Control
• Accreditation Categories
    ○ Clinical Judgment

Measured in Fifth Semester:

• Kaplan Diagnostic A NGN: 50% of students will meet the designated benchmark.
• Kaplan Diagnostic A NGN Repeat: 70% of students will meet the designated benchmark.
• Kaplan Secure Predictor B NGN: 60% of students will meet the designated benchmark.
• Kaplan Secure Predictor B NGN Repeat: 70% of students will meet the designated benchmark.

Learning Mastery:

• Theory: 80% of students will meet Kaplan Integrated benchmark
    ○ and achieve a 79.51% or higher average on exams.
• Clinical 80% of students will meet the benchmark of level 4 in Nursing Judgment (clinical progression, evaluations, clinical paperwork)
• Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 4 in Nursing Judgement |

EPSLO 3 Professional Identity: Upon completion of the Nursing Program, graduates will:
 	
• practice ethically, collaborate, and demonstrate leadership within the healthcare team.
	• *Please note outcome measurements are currently under revision.*
	
	NCSBON Clinical Judgment Categories: Kaplan Nursing Secure Predictor A Exam: 80% of students will answer 61% of their questions correctly in the following categories:
	
	• Physiologic Integrity
	   o Basic Comfort and Care
	   o Pharmacological/Parenteral Therapies
	   o Physiological Adaptation
	   o Reduction of Risk Potential
	• Psychosocial Integrity
	• Health Promotion and Maintenance
	• Safe and Effective Care Environment
	   o Management of Care
	   o Safety and Infection Control
	
	Kaplan Diagnostic A Exam: 80% of students will meet the 65% designated benchmark.
	
	Learning Mastery:
	
	• Theory: 80% of students will meet Kaplan Integrated benchmark
	   o and achieve a 79.51% or higher average on exams.
	• Clinical 80% of students will meet the benchmark of level 4 in Professional Identity (clinical progression, evaluations, clinical paperwork)
	• Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 4 in Professional Identity

EPSLO 4: Spirit of Inquiry: Upon completion of the Nursing Program, graduates will:
 	
• engage in questioning clinical practices, evaluating literature, and using data to challenge the status quo and improve care.
	• *Please note outcome measurements are currently under revision.*
	
	NCSBON Clinical Judgment Categories: Kaplan Nursing Secure Predictor A Exam: 80% of students will answer 61% of their questions correctly in the following categories:
	
	• Physiologic Integrity
	   o Basic Comfort and Care
	   o Pharmacological/Parenteral Therapies
	   o Physiological Adaptation
	   o Reduction of Risk Potential

	• Psychosocial Integrity
	• Health Promotion and Maintenance
	• Safe and Effective Care Environment
	○ Management of Care
	○ Safety and Infection Control
	Kaplan Diagnostic A Exam: 80% of students will meet the 65% designated benchmark.
	Learning Mastery:
	• Theory: 80% of students will meet Kaplan Integrated benchmark ○ and achieve a 79.51% or higher average on exams. • Clinical 80% of students will meet the benchmark of level 4 in Spirit of Inquiry (clinical progression, evaluations, clinical paperwork) • Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 4 in Spirit of Inquiry

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. 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:

- **Exam score Average**
- **Kaplan Integrated Exams**
- **Lassater Clinical Judgment Evaluation Tool**
- **Midterm and Final Clinical Evaluations**

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 and Assessment of Evidence-Based Practice Across Program Outcomes

Evidence-Based Practice (EBP) is integrated throughout the Nursing Program and directly supports achievement of the following **Student Learning Outcomes (SLOs)**. Evidence-Based Practice (EBP) competency is developed progressively from foundational awareness to independent synthesis and evaluation, aligned with the Lasater Clinical Judgment Rubric and the program's semester benchmarks. This framework ensures that EBP is not only taught but meaningfully applied throughout the program, preparing graduates to be reflective, evidence-informed practitioners who contribute to high-quality nursing care.

4.2. Theory & Clinical Judgment Expectations by Semester: Based on Lasater Clinical Judgment Rubric (LCJR)

To support growth in clinical judgment throughout the Nursing Program, students are assessed using the Lasater Clinical Judgment Rubric. These rubric measures progression across the four Program Learning Outcomes four program learning outcomes.

Rating	Lasater Clinical Evaluation Criteria	Semester Clinical Progression Expectations
5 - Exemplary Goes above and beyond; seeks improvement opportunities; consistently exceeds expectations		**Second Semester:** • Students must achieve a score of 1 (Novice) in each of the four learning outcomes.
4 - Proficient High-level expertise and critical thinking; shows strong independent judgment		**Third Semester:** • Students must achieve a score of 2 (Beginning) in each of the four learning outcomes.
3 - Competent Performs tasks independently with some supervision; demonstrates consistent skills		**Fourth Semester:** • Students must achieve a score of 3 (Competent) in each of the four learning outcomes.
2 - Beginning Shows developing understanding; needs frequent guidance		**Fifth Semester:** • Students must achieve a score of 4 (Proficient) in each of the four learning outcomes.
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	

Behavior Descriptions by Rating Level

Each program student learning outcome includes specific criteria tied to the Lasater scale expectations, which guide feedback, clinical evaluations, and student self-reflection. Full rubrics and detailed semester expectations for each outcome (Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry) are provided in the *clinical evaluation section of the student handbook.

Students are encouraged to use formative and summative feedback, reflection journals, and instructor input to track their development across semesters and prepare for safe, evidence-based professional practice.

4.3. Expected Level of Progression by Semester

NSLO 1: Human Flourishing

EBP Focus: Students use evidence to support holistic, patient-centered care that respects cultural diversity, patient preferences, and self-determination.

Semester	Theory Avg. Test Score *End of Semester*	Theory Integrated Kaplan Benchmark	Clinical Performance	Clinical Simulation
Two *Recognizes the value of evidence-based guidelines in clinical decisions*	65%	– Fundamentals D NGN: Benchmark – Pathophysiology A NGN: Benchmark – Pharmacology D NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 1	Lasater Clinical Judgment Scale: ≥ 1
Three *Explores and explains the integration of evidence into clinical reasoning (e.g., safety measures, time management*	70%	– Fundamentals D NGN Repeat: Benchmark (Mid Semester) – Pathophysiology A NGN Repeat: Benchmark – Pharmacology D NGN Repeat: Benchmark – Medical Surgical 1 D: Benchmark (End of Semester)	Lasater Clinical Judgment Scale: ≥ 2	– Lasater Clinical Judgment Scale: ≥ 2 – Kaplan Integrated: Physical Health Assessment A: Benchmark
Four *Applies and analyzes evidence to guide clinical interventions*	75%	– Medical Surgical 1 D Repeat: Benchmark (Midsemester) – Maternity B NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 3	Lasater Clinical Judgment Scale: ≥ 3

Semester	Theory Avg. Test Score End of Semester	Theory Integrated Kaplan Benchmark	Clinical Performance	Clinical Simulation
		– Maternity B NGN Repeat: Benchmark – Mental Health D NGN: Benchmark – Mental Health D NGN Repeat: Benchmark – Medical Surgical Comprehensive D NGN: Benchmark		
Five *Synthesizes and evaluates evidence to independently guide nursing judgment and improve outcomes*	79.51%	– Medical Surgical Comprehensive D NGN Repeat: Benchmark – Pediatric B NGN: Benchmark – Pediatric B NGN Repeat: Benchmark – Management/Professional Issues B NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 4	– Lasater Clinical Judgment Scale: ≥ 4 – Kaplan Integrated: – Physical Health Assessment A Repeat: Benchmark

NSLO 2: Nursing Judgment				
EBP Focus: Students locate, evaluate, and apply current evidence to make informed safe and effective clinical decisions.				
Semester	**Theory** Avg. Test Score *End of Semester*	**Theory** Integrated Kaplan Benchmark	**Clinical** Performance	**Clinical** Simulation
Two *Recognizes the value of evidence-based guidelines in clinical decisions*	65%	– Fundamentals D NGN: Benchmark – Pathophysiology A NGN: Benchmark – Pharmacology D NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 1	Lasater Clinical Judgment Scale: ≥ 1
Three *Explores and explains the integration of evidence into clinical reasoning (e.g., safety measures, time management)*	70%	– Fundamentals D NGN Repeat: Benchmark (Mid Semester) – Pathophysiology A NGN Repeat: Benchmark – Pharmacology D NGN Repeat: Benchmark – Medical Surgical 1 D: Benchmark (End of Semester)	Lasater Clinical Judgment Scale: ≥ 2	– Lasater Clinical Judgment Scale: ≥ – Kaplan Integrated: Physical Health Assessment A: Benchmark
Four *Applies and analyzes evidence to guide clinical interventions*	75%	– Medical Surgical 1 D Repeat: Benchmark (Midsemester) – Maternity B NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 3	Lasater Clinical Judgment Scale: ≥ 3

Semester	Theory Avg. Test Score End of Semester	Theory Integrated Kaplan Benchmark	Clinical Performance	Clinical Simulation
		– Maternity B NGN Repeat: Benchmark – Mental Health D NGN: Benchmark – Mental Health D NGN Repeat: Benchmark – Medical Surgical Comprehensive D NGN: Benchmark		
Five *Synthesizes and evaluates evidence to independently guide nursing judgment and improve outcomes*	79.51%	– Medical Surgical Comprehensive D NGN Repeat: Benchmark – Pediatric B NGN: Benchmark – Pediatric B NGN Repeat: Benchmark - Management/Professional Issues B NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 4	– Lasater Clinical Judgment Scale: ≥ 4 – Kaplan Integrated: Physical Health Assessment A Repeat: Benchmark

NSLO 3: Professional Identity				
EBP Focus: Students use evidence to guide ethical practice, collaboration, and leadership within the healthcare team.				
Semester	**Theory** Avg. Test Score *End of Semester*	**Theory** Integrated Kaplan Benchmark	**Clinical** Performance	**Clinical** Simulation
Two *Begins to recognize professional standards grounded in evidence*	65%	– Fundamentals D NGN: Benchmark – Pathophysiology A NGN: Benchmark – Pharmacology D NGN: Benchmark	– Lasater Clinical Judgment Scale: > 1	Lasater Clinical Judgment Scale: ≥ 1
Three *Explores professional behaviors aligned with best practices*	70%	– Fundamentals D NGN Repeat: Benchmark(Mid Semester) – Pathophysiology A NGN Repeat: Benchmark – Pharmacology D NGN Repeat: Benchmark – Medical Surgical 1 D: Benchmark (End of Semester)	– Lasater Clinical Judgment Scale: ≥ 2	– Lasater Clinical Judgment Scale: > 2 – Kaplan Integrated: Physical Health Assessment A: Benchmark

Four *Applies and analyzes evidence-based standards in leadership and collaboration*	75%	– Medical Surgical 1 D Repeat: Benchmark (Midsemester) – Maternity B NGN: Benchmark – Maternity B NGN Repeat: Benchmark – Mental Health D NGN: Benchmark – Mental Health D NGN Repeat: Benchmark – Medical Surgical Comprehensive D NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 3	Lasater Clinical Judgment Scale: ≥ 3
Five *Synthesizes professional responsibilities using evidence to model ethical and effective nursing practice*	79.51%	– Medical Surgical Comprehensive D NGN Repeat: Benchmark – Pediatric B NGN: Benchmark – Pediatric B NGN Repeat: Benchmark – Management/Professional Issues B NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 4	– Lasater Clinical Judgment Scale: ≥ 4 – Kaplan Integrated: Physical Health Assessment A Repeat: Benchmark

NSLO 4: Spirit of Inquiry

EBP Focus: Students engage in questioning clinical practices, evaluating literature, and using data to challenge the status quo and improve care.

Semester	Theory Avg. Test Score *End of Semester*	Theory Integrated Kaplan Benchmark	Clinical Performance	Clinical Simulation
Two *Recognizes the need for inquiry and seeks information to improve care*	65%	– Fundamentals D NGN: Benchmark – Pathophysiology A NGN: Benchmark – Pharmacology D NGN: Benchmark	Lasater Clinical Judgment Scale: ≥ 1	Lasater Clinical Judgment Scale: ≥ 1
Three *Explores sources and uses of evidence; identifies care variations*	70%	– Fundamentals D NGN Repeat: Benchmark (Mid Semester) – Pathophysiology A NGN Repeat: Benchmark – Pharmacology D NGN Repeat: Benchmark	Lasater Clinical Judgment Scale: ≥ 2	– Lasater Clinical Judgment Scale: ≥ 2 – Kaplan Integrated: Physical

		– Medical Surgical 1 D: Benchmark (End of Semester)		Health Assessment A: 59%
Four *Applies evidence and technology tools to evaluate and enhance care quality*	75%	– Medical Surgical 1 D Repeat: Benchmark (Midsemester) – Maternity B NGN: Benchmark – Maternity B NGN Repeat: Benchmark – Mental Health D NGN: Benchmark – Mental Health D NGN Repeat: Benchmark – Medical Surgical Comprehensive D NGN: Benchmark	Lasater Clinical Judgment Scale: $\geq$ 3 -4	Lasater Clinical Judgment Scale: $\geq$ 3 -4
Five *Synthesizes and evaluates evidence and data to advocate for improved systems and patient outcomes*	79.51%	– Medical Surgical Comprehensive D NGN Repeat: Benchmark – Pediatric B NGN: Benchmark – Pediatric B NGN Repeat: Benchmark – Management/Professional Issues B NGN: Benchmark	Lasater Clinical Judgment Scale: $\geq$ 4	– Lasater Clinical Judgment Scale: $\geq$ 4 – Kaplan Integrated: Physical Health Assessment A Repeat: Benchmark

4.4. Scope and Sequence of Courses

MCC Course Scope & Sequence for Associate of Science-Nursing

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

Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
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 − 28 credits for General Education Courses − 44 credits for Nursing Courses		**51**	**6**	**15**	**72**

5. 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.milescc.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 2025 - 2026 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.milescc.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 milescc.edu/DegreesPrograms/Nursing/.

For information on Pathway programs for high school students please follow this link: https://www.milescc.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:

1. Director of Nursing
2. Vice-President of Academic Affairs
3. Dean of Enrollment Management and Educational Support Services
4. Registrar
5. Nursing Faculty representative(s), collectively one vote
6. 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 and 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 to 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, 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

Sophomore**s** are required to complete a sophomore update form (available on the Nursing web page, 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

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:

1. Adequate visual acuity with or without corrective lenses to read proficiently to support safe medication administration.
2. Adequate hearing ability with or without auditory aids to be able to proficiently perform assessments requiring auscultation and understand normal speaking voices.
3. Adequate physical ability of upper and lower extremities to perform physical skills required by nursing profession, which could include lifting up to 50lbs.
4. 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 874-6151; or in person at the Learning Center, Room 208; or your instructor(s); or Student Services at 406874-6100 or 1-800541-9281.

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

- Maintain respect toward peers and faculty at all times.
- 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 ahead 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

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 Nurse
5	The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.	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 Society
10	Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and 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.

5.14. 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 on Zoom for best academic success including active participation in class activities and discussions.

5.16. Transport 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. 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!

1. 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).
2. 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.
3. 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.
4. Students will not access medical or personal information of patients who are not assigned to the individual student.
5. 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.
6. 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.

7. 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

8. 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.

9. 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.

10. Students are to report any identified or potential breach of confidentiality or privacy to a clinical instructor.

11. 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.

12. 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.

13. 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.

14. 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. Technology Policy

1. 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.

2. 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.

3. 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

4. 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. Please refer to each syllabus for specific grading 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 can not 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.

I. 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.

II. Faculty Response to Academic Dishonesty

1. **Admitted Violations**
   a. 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.
   b. The student has the right to appeal the decision to the Director of Nursing.
2. **Disputed or Unresolved Allegations**
   a. 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.
   b. The Director will investigate and manage the case per college policy.
   c. Student can be asked to defend the assignment in front of a formal Nursing Faculty panel.

III. 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.

IV. 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

V. 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

I. 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.

II. 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**

   o 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.

III. 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.

IV. 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 or assessments unless explicitly permitted.
  - Relying on AI for clinical decision-making or patient care simulations without faculty approval.

V. Disclosure and Citation 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).

VI. Consequences of Misuse

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

VII. Faculty Responsibilities

- Faculty members are responsible for:
  - Clearly communicating expectations regarding AI use in their course syllabi, and semester orientation.
  - Student will be asked to sign AI usage agreement at beginning of each semester

- o Providing guidance on appropriate and ethical AI usage.
- o Monitoring and addressing any misuse of AI tools in student work.

VIII. 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.codeofethics.ana.org+2allnursingschools.com+2nursingworld.org+2
- 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. 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:
1. Increasing student awareness regarding Program direction and faculty concerns.
2. Providing information and guidance regarding student concerns and participating in follow-up activities as indicated.
3. Fostering student/faculty interaction during joint meetings.

Student Cohort Representative Responsibilities include:
1. Communication liaison between student body and nursing faculty
2. Increasing class awareness regarding committee activities.
3. Soliciting student information for committee agendas.
4. Participating in proposing methods to address agenda items.
5. Implementing committee/faculty suggestions and reporting outcomes.
6. May attend Community Nursing Advisory Committee
7. Contributing to Program policy development.

Suggested questions for gathering student feedback from the cohort could include:
1. What is working well in lecture and clinicals?
2. What is not working well in lecture and clinicals?
3. Are there any needs that are not being addressed?
4. If applicable, have changes been implemented, were they helpful, if so how or if not why?
5. 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. 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 classes (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

Notify the Instructor as early as possible and submit a **Student Communication Form (Appendix A)**.

- **Theory:** If students are unable to attend theory, they must notify the theory instructor or the via email, text, or phone (as long as it is an appropriate time of day) before the class begins.
  - Student, not faculty, is responsible for clear communication of missing theory or clinical and must follow through with a separate communication form related to any missed or late assignments due to the absence.
  - Students missing any or all of a theory class will be required to watch the recorded lecture using Instructor provided link in Canvas.
- **Clinical:** If students are unable to attend the **clinical** they are required to **notify the clinical instructor at least one hour in advance. The student must notify the Clinical Coordinator for organization of 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.
  - Students who are absent for clinical or theory need to complete and submit to their instructor the following form: Student Communication (Appendix A) form. **This form is to be submitted the day of the absence or upon returning to class.**

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 ahead and arrange overnight stays to avoid travel in poor conditions.

9.2. Testing Policy

1. Nursing exam 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.
2. 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.
3. 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.

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.

4. 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.
5. Exam anxiety is experienced by all students to some degree. Students experiencing exam anxiety must refer to the Miles Community College ADA policy.

9.3. Kaplan Focused/Integrated Testing

- To ensure ongoing evaluation of nursing knowledge and support development of clinical judgment, **students will complete standardized, web-based assessment tests in each nursing course throughout the curriculum**. These assessments are aligned with:
  o Individual course student learning outcomes (SLOs)
  o Miles Community College (MCC) End-of-Program Student Learning Outcomes
  o NCLEX-RN® Next Generation core competencies

- Purpose and Use of Standardized Testing

  o 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 Benchmark Performance and Study Plan Development

  - In each course, students who do **not meet the Kaplan benchmark performance levels** will be required to:
    - Collaborate with faculty to review their performance data
    - Develop a **personalized remediation or study plan** based on identified gaps
    - Use Kaplan and other approved resources to improve knowledge and test readiness

Final Semester NCLEX Readiness Assessment

- During **Semester 5**, students will complete the **Kaplan Integrated Secure Predictor B NGN Exam**. This comprehensive assessment evaluates readiness for the NCLEX-RN and supports final preparation efforts.
  - Students who **meet the Kaplan benchmark** will continue with individualized study.
  - Students who **do not meet the benchmark** will:
    - Be given a **two-week study period** using Kaplan resources and individualized study plans
    - **Retake the Secure Predictor B NGN Exam**
    - Meet with faculty to analyze exam performance and **refine the study plan** accordingly

- Ongoing Faculty Support

- Students who do not meet the 66% benchmark after the **repeat exam** will:
  - Review and revise their NCLEX study plan with faculty guidance
  - Be **encouraged to schedule regular check-ins** with faculty or the Program Director
  - Provide evidence of progress through the **Kaplan NCLEX preparation course (Phases I–III)**
  - Be encouraged to explore **additional resources** (books, question banks, tutoring) to strengthen confidence, content mastery, and test-taking skills

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**.

Required Documentation

- The student must complete and submit a **Student Communication Form (Appendix A)** to formally request a make-up exam.
- Make-up exams must be completed within the timeframe and guidelines provided by the instructor.

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.

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)

9.5. 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**.

9.6. 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 A in the MCC Student Handbook or Canvas) **before the assignment due date**.
- Extension requests must be:
  - First step: Submit the extension request via **email to the lead course and clinical faculty**
  - Second step: Upload the communication form in the appropriate **Canvas assignment area**
  - **Third Step:** Submit assignment **regardless of level of completion** by the due date to be considered for an extension.
- Texting or simply emailing a faculty member without completing the form **does not meet policy requirements**.
- **Students are solely responsible** for notifying all required faculty. Faculty are not responsible for following up on missed work.

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 **within one week** of the original due date.
- 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.

9.7. Grading Policy

Confidentiality

- Grades are confidential and protected under **FERPA**. Students are expected to monitor their academic progress via **Canvas**, the college's official Learning Management System.

- **Grading Scale**

  - 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.

9.8. Remediation Practice

Remediation is addressed in each nursing course syllabus.

10.   Student Concerns

Students will first discuss any and 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 (content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf).

Chart 10.A

Student Concern Process
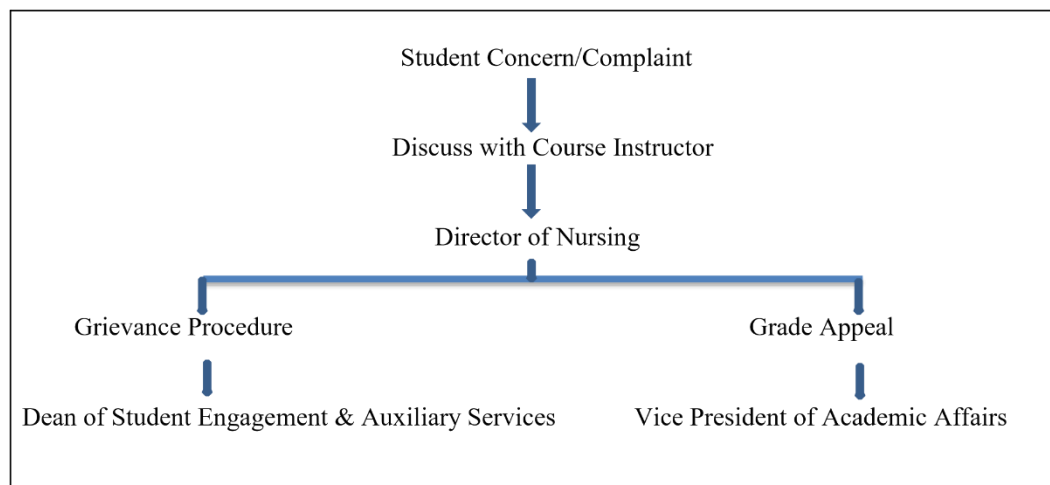
10.1. Students Right to Appeal Grade

Follow procedure as described in the Academic Catalog & Student Handbook (https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf).

11. 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 or clinical resource 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 and 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 worn at all times 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.

1. **Jewelry**: Only wedding and engagement rings may be worn with the uniform. One pair of plain small post or hoop earrings may be worn. Other body jewelry in the nose, eyebrow or additional earrings, etc. are not appropriate. Students will be asked to remove additional jewelry and may be denied access to patients.
2. **Tattoos:** All visible tattoos must be in accordance to affiliating agency policies.
3. **Shoes:** Should be plainly designed to facilitate cleaning, must be closed toe and heel. These shoes should be **clean at all times.**
4. **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.
5. **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.
6. **Valuables**: To safeguard student valuables, DO NOT take personal items to the clinical areas.
7. **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:

1. Breach of HIPAA standards.
2. Actions and/or events that demonstrate emotional instability in the student.
3. Threatened bodily harm to patients, staff, faculty, or peers.
4. Harassment of patients, staff, faculty or peers.
5. Indifference or insensitivity to patient safety, comfort, and right to privacy.
6. Lack of professional judgment.
7. Disregard for professional ethics.
8. Unsatisfactory or incomplete preparatory work.
9. Arrest and conviction of a crime as per Montana State Board of Nursing.
10. Failure to abide by Miles Community College Nursing dress code and appearance policies.
11. Any student health condition that jeopardizes patient or student safety and comfort.
12. Any condition including excessive fatigue, potential influence of medication, drugs or alcohol that may pose a safety risk to patient or student.
13. Any condition or circumstance, that constitutes an unreasonable safety risk to the patient or student.

11.4. Removal 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. 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.   Warning, Probation and 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.milescc.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.   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. (Please note: Admission, progression and graduation criteria are subject to annual revision. Contact the Nursing Office or Nursing web site for the most current information) https://www.milescc.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 and 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;

1. Student contact information including: current address, phone number and email address.
2. Documentation including the student's understanding and rationale related to why they left the Nursing Program.
3. A self reflection regarding changes that will promote successful completion of the Nursing Program should they be readmitted.
4. 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. Final Transcripts

1. MCC Registrar cannot forward transcripts to Montana State Board of Nursing if student has an Incomplete (I) grade.
2. Go to https://mt.accessgov.com/milescc/Forms/Page/milescc/135d7b7f-e5c6-5c37-8347-2d1ea4a5fd78/837c0485-ce86-5b29-b594-3590899113f5/1 to order a transcript.
3. 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. 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.

17. APPENDICIES

17.1. Student Communication Form

Miles Community College Nursing Program

Student Communication Form

Students are to complete **MCC Nursing Program Student Communication Form** and submit it to the instructor electronically when requesting special considerations.   Students are responsible for communicating a request as soon as possible. In addition, verbal communication is encouraged. Special considerations may include but are not limited to rescheduling, absence or being tardy to a class or clinical experience, ITV viewing site, testing time or site.

Instructor will review the submission and using their discretion respond to the request, considering the Nursing Handbook, policies course syllabus and student performance. Instructor will note decision on the form, communicate with the student and post a copy to the student's file.

Student Name: **Date:**

_____

Instructor: **Course:**

Check as Applicable:

_____   Tardy or Absence from class or clinical experience

_____   Reschedule a clinical experience

_____   Extension for an assignment

_____   Alternative exam time/ site or to reschedule

_____ Alternative ITV site   ___one time   or ___onging

_____ Other considerations

Describe Request, Rationale and Proposed Solution(s):
Instructor Decision & Comments:　　　Date
Add to student file

h:/Nursing/Nursing forms/MCC Student Communication form revised 8.2018 h/Nursing/nursing policies.../protocols/MCC Student Communication form

17.2. Warning, Probation and Dismissal Notice

Name of Student: _____

You are hereby notified that because of failure to meet, and/or comply with established requirements and regulations, you are:

	Given written warning of deficiencies which must be corrected
	Placed on probation pending satisfactory correction of deficiencies
	Given notice of intent to dismiss

Course of Program: _____

Identification of specific unsatisfactory, marginal, or unsafe student performance factors that have resulted in the above action: _____

Date by which deficiency (ies) noted above must be satisfactorily corrected or be subject to further disciplinary action: _____

Students who fail to meet the requirements for removal of their warning or probationary status by the specified date shall be subject to suspension or expulsion from the course and/or Program involved. Students whose performance, conduct, or behavior while on warning or probationary status is judged to repeat or aggravate the conditions which led to probation, or to disrupt the educational pursuits or endanger the well-being of others, shall be subject to immediate suspension or expulsion from the course(s) and/or Program involved.

_____

Signature of Faculty Member   Date

— — — — — — — —

I certify that I have read and understand the above notification.

_____

Signature of Student

Copies: Student   Program Director (if applicable)   Instructor   Student File
                   Vice President of Academic Affairs