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Section I: Program Information

Governing Organization

    Name: Miles Community College

    Street Address: 2715 Dickinson Street, Miles City, MT 59301

Chief Executive Officer

    Name: Ronald Slinger

    Credentials: MA

    Job Title: President

    Telephone: 406-874-6158

    Email: slingerr@milescc.edu

Governing Organization Accreditation

    Accrediting Agency: Northwest Commission on Colleges and Universities (NWCCU)

    Current Accreditation Status: Accredited

    Date of Last Review: Spring 2021

    Date of Next Review: Spring 2022

Nursing Education Unit

    Name of Nursing Education Unit/Program: Miles Community College Nursing Program

    Program Type: Associate Degree Program

    Street Address: 2715 Dickinson Street, Miles City, MT 59301

Nurse Administrator

    Name: Deidre FitzGerald

    Credentials: MSN, RN

    Job Title: Nursing Program Director

    Telephone: 406-874-6188

    Email: fitzgeraldd@milescc.edu

State Regulatory Status

    Regulatory Agency: Montana State Board of Nursing (MSBON)

    Current Status with Regulatory Agency: Montana State Board of Nursing Approved

    Date of Last Review: January 2021-Removed from Conditions

    Date of Next Review: 2022

ACEN Accreditation

    Year Nursing Program Established: 1969

    Current ACEN Accreditation Status: Candidacy Status

    Date of Initial Accreditation: 1993

    Date of Last Review: Spring 2020-Application Review for Candidacy

    Date of Next Review: Fall 2021-Site Visit

    ACEN Accreditation Standards and Criteria use for this Report:

        2017 ACEN Standards and Criteria, July 2020 Edit

Supporting Evidence

9.1: Montana State Board of Nursing Letter of Approval

Program of Study and Program Options

Name of Program Option:	Traditional
Program of Study:	Full-time
Frequency of Admission:	Fall
Type of Academic Term:	Semester
Number of Weeks in an Academic Term	15 weeks

Program Locations, Program Options, Methods of Delivery, and Enrollment

Program Location: Name/Address	Program Options Offered	Total number of FT and PT Students Enrolled in Each Program Option	Methods of Delivery for Each Program Option (e.g., face-to-face, online, hybrid)
Miles Community College 2715 Dickinson Street Miles City, MT 59301	Associate of Science-Nursing	FT: 20 PT:13	Didactic: Face-to-face synchronous delivery to distance students through Zoom Lab/Clinical: Face-to-face
Glendive Medical Center 202 Prospect Drive Glendive, MT. 59301	Associate of Science-Nursing	FT: 9 PT:3	Lab/Clinical: Face-to-face
Sidney Health Center 216 14th Avenue SW Sidney, MT. 59270	Associate of Science-Nursing	FT:3 PT:3	Lab/Clinical: Face-to-face
St. John's United 3940 Rimrock Rd Billings, MT 59102	Associate of Science-Nursing	FT: N/A PT: N/A	Lab/Clinical: Face-to-face

Program Length

Program Option	Total Number of Academic Terms to Complete Program	Total Credit/Clock Hours Required to Complete Program	Total Nursing Credit/Clock Hours Required to Complete Program	Total Credit/Clock Hours Awarded to Prior Learning (*if applicable)*
Associate of Science-Nursing	5 total 1-pre-requisite 4-nursing program	72	44	28

Section II: Report Narrative

Program Overview:

Located in Miles City, which is home to a population of approximately 8,500, Miles Community College (MCC) is situated in the history-rich region of southeastern Montana. MCC was established in 1939 as the Custer County Junior College. In 1971, the College was named Miles Community College and was granted accreditation by the Northwest Commission on Colleges and Universities. The College became a comprehensive community college offering occupational programs, transfer studies, adult education, workforce development, and continuing education. MCC is authorized by the State of Montana Board of Regents to offer associate of arts degrees, for which there are six programs at the College; associate of arts; associate of science; associate of science in nursing, associate of applied science degrees, and certificate and certificate of applied science.

The Miles Community College mission is to promote student success and lifelong learning through accessible, quality programs; community enrichment; and partnerships. The "Core Themes" for MCC are student success, academic achievement, workforce training and partnerships, and community outreach and lifelong learning.

The Miles Community College (MCC) Nursing Program opened in 1969, in response to the closure of the Presentation School of Nursing at Holy Rosary Hospital. The nursing program celebrated 50 years in 2019 and graduated its 50th class in 2021; it is the only nursing program in southeastern Montana for a 150-mile radius. The College offers an Associate of Science in Nursing (A.S.N) degree in a frontier area where the majority of the population is place-bound.

The Miles Community College Nursing Program provides quality evidence-based nursing education for Associate of Science Degree Nurses. This includes faculty striving to provide a learning environment that promotes active participation, focusing on the concepts of human flourishing, nursing judgment, professional identity, and spirit of inquiry. Integral to achievement is the collaboration process with health care facilities and partners in Eastern Montana. The nursing program has been preparing students who upon successful completion of the program and NCLEX-RN exam, are prepared for entry-level positions in southeastern Montana healthcare facilities and beyond.

The nursing program reflects and supports the mission and objectives of the College. MCC promotes student success and lifelong learning through accessible, quality programs and community partnerships. The College's Core Themes are 1) Student Success, 2) Academic Achievement, 3) Workforce Training and Partnerships, and 4) Community Outreach and Lifelong Learning.

The nursing program's guiding principles are as followed: people are holistic beings who grow, develop and adapt through the lifespan. The faculty of the nursing program believes that people, as members of the global society, are 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, cultural, ethnic, and 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.

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 action 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 program staff currently consists of the Nursing Program Director, a Nursing and Allied Health Programs Advisor, and three full-time faculty members. The faculty is committed to serving 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. The student's responsibility in this partnership is to utilize all of the available resources to learn, apply the concepts presented, and seek counsel from the nursing faculty regarding academic and clinical practice needs.

In 1991, the College's mission expanded to embrace telecommunication and distant delivery education to two distant sites in Glendive and Sidney, Montana. Nursing students in Glendive and Sidney who were place-bound were among the first students in the United States to study nursing via interactive television (ITV) using fiber-optic technology. In 1995, the distance education offerings were discontinued as the workforce training needs of the distant rural communities were met. In 2002, local and state national nursing shortages coupled with requests from regional healthcare providers led to the reinstatement of distance education as a delivery method for the nursing program.

In 2002, two facilities, Glendive Medical Center and Sidney Health Center agreed to a partnership and provided significant financial support to enable students who are place-bound to complete their ASN degree. To meet the students' needs, ITV offerings were expanded in 2010 to provide access to the nursing program for anyone living within a 400-mile radius of the college. Over the last several years, the College has tried many ITV delivery systems and at the present is using Zoom. With the utilization of Zoom, the distance at which students live from campus can be expanded as they are allowed to attend didactic components of courses via Zoom from their homes or another learning environment. Clinical/lab components must be attended in person though either on the main campus of MCC or at an assigned partnered site.

In the last year a new facility, St. John's United in Billings, Montana, has partnered with the program to provide a clinical/lab site for freshman students. Their financial support provides for technology resources in addition to the salary of the Clinical Resource Registered Nurse (CRRN) at the site.

Since entering candidacy status in April 2020, the program has experienced changes in both administration and faculty. The Nursing Program Director at the time of entrance unexpectedly passed away in the fall of 2020. Following her passing an interim director, who resided out-of-state, was appointed until a full-time permanent replacement could be hired. The new full-time, permanent Nursing Program Director assumed the position on June 1, 2021. Within this timeframe, two nursing faculty members were also replaced. Both open positions were filled by current members of the nursing department staff who had been employed as CRRNs, but who are new to the full-time faculty role. Request for Waiver of Faculty Qualifications applications were submitted to the Montana State Board of Nursing on June 7, 2021, as both new faculty members are enrolled in Master of Science-Nursing programs. Notification of waiver acceptance was received on June 10, 2021

Supporting Evidence
9.2: Montana State Board of Nursing Waiver of Faculty Qualifications Approval

Standard 1: Mission and Administrative Capacities

Criterion 1.1

Through the collaboration of nursing faculty, a mission statement and supporting guidelines involving principles, education, and curriculum were created for the nursing program that both reflect and support the mission and core themes of the college. During the development of the nursing program mission and supporting guidelines, the mission and core themes of Miles Community College were used as a reference to ensure that there was congruency between principles and the supporting framework of all entities. The nursing program mission and supporting guidelines are outlined on page seven in the 2021-2022 Nursing Handbook and the Miles Community College mission and core themes are outlined on page six in the 2021-2022 Academic Catalog and Student Handbook. Table 1.1A provides a breakdown of the different concepts contained within the nursing program mission and supporting guidelines and how they are congruent with the Miles Community College mission and core themes.

Table 1.1A Comparison of the Miles Community College Mission and Core Themes and the Nursing Department Mission and Supporting Guidelines

Miles Community College Mission and Core Themes	Miles Community College Nursing Program Mission, Guiding Principles, Education, and Curriculum
Mission	
"Miles Community College prepares students for success and provides opportunities for lifelong learning through quality programs, community outreach, and partnerships."	"The Miles Community College Nursing Program reflects and supports the mission and objectives of the College. Miles Community College promotes student success and lifelong learning through accessible, quality Programs and community partnerships."
Core Themes	
Student Success	"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." "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."

Academic Achievement	"The faculty are committed to serve 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." "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."
Workforce Training and Partnerships	"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." "MCC follows the approved Montana Board of Nursing A.S.N. Degree Model Curriculum with recommended Scope and Sequence. It allows for standardization of nursing education within the state, simplifies transfer of courses to other programs and eases matriculation to BSN programs within the state of Montana."
Community Outreach and Lifelong Learning	"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."

Supporting Evidence
7.1: 2021-2022 Miles Community College Nursing Handbook
7.2: 2021-2022 Miles Community College Academic Catalog and Student Handbook

Criterion 1.2

The highest level of the governance structure of Miles Community College consists of a county-elected Board of Trustees under whose purview the President administers the day-to-day functions of the college. The President of Miles Community College oversees the Vice President of Academic Affairs, Dean of Administrative Services and Human Resources, Dean of Enrollment Management and Educational Support Services, and the Dean of Student Engagement and Auxiliary Services. All departments of the college are then organized under one of these four positions, with all academic departments reporting to the Vice President of Academic Affairs. The nursing program is organized with the Miles Community College President as the highest level of governance. The President has oversite of the Vice President of Academic Affairs, who has oversite of the Nursing Program Director. The Nursing Program Director then oversees the Nursing Faculty, including both full- and part-time faculty and the administrative assistant.

 The Nursing Program Director has an active role in the governance of the nursing department and also within Miles Community College. Within the nursing department, the Nursing Program Director is the Chair of both the Nursing Division and the Nursing Admissions Taskforce. At the organization level, the Nursing Program Director is a member of the Academic Standards and Curriculum Committee, Enrollment Action Team, and Scholarship Committee.

Full-time nursing faculty are members of both the Nursing Division and the Nursing Admissions Taskforce. Nursing Division meetings occur every two weeks during the academic school year and include both the full-time and part-time faculty members. Items on the agenda of these meetings include topics of student concern, curriculum review and suggestions, policy and procedure review, and planning of future needs. Meeting minutes for all division meetings are recorded and then saved on the campus H drive, which allows access to all nursing faculty. The Nursing Admissions Taskforce, on which all full-time faculty are members, meets once per year to review nursing admission applications. Though all full-time faculty attend this meeting, only one faculty member casts a vote. The Nursing Admissions Taskforce also meets as needed such as regarding a readmit after the fall semester. Full-time nursing faculty are encouraged to join at least one or two other campus committees during the academic year. The insight and input of nursing faculty on these committees provide a perspective unique to nursing and the needs of the nursing program. Table 1.2A outlines the participation of the Nursing Program Director and full-time nursing faculty in nursing department and campus committees.

Table 1.2A Nursing Program Director and Full-time Nursing Faculty Committee Assignments

Nursing Program Director and Full-Time Faculty Member	2019-2020	2020-2021	2021-2022
Nursing Program Director			
Pauline Flotkoetter	- Academic Standards and Curriculum Committee - Enrollment Action Team - Nursing Admissions Taskforce (Chair) - Nursing Division (Chair) - Scholarship Committee	- Academic Standards and Curriculum - Enrollment Action Team - Institutional Review Board - Nursing Admissions Taskforce (Chair) - Nursing Division (Chair) - Scholarship Committee	
Marlys Eggum		- Academic Standards and Curriculum - Enrollment Action Team - Institutional Review Board - Nursing Admissions Taskforce (Chair) - Nursing Division (Chair) - Scholarship Committee	
Deidre FitzGerald			- Academic Standards and Curriculum - Enrollment Action Team - Institutional Review Board - Nursing Admissions Taskforce (Chair) - Nursing Division (Chair) Scholarship Committee

Full-Time Nursing Faculty			
Katrina Luther	• Nursing Admissions Taskforce (Faculty Vote) • Nursing Division	• Blue & Silver/Employee of the Semester • Nursing Admissions Taskforce (Faculty Vote) • Nursing Division	• Nursing Admissions Taskforce (Faculty Vote) • Nursing Division
Rachel Finn	• Behavior Intervention Team • Nursing Admissions Taskforce • Nursing Division • Technology Committee	• Behavior Intervention Team • Nursing Admissions Taskforce • Nursing Division • Technology Committee	
Deidre FitzGerald	• Nursing Admissions Taskforce • Nursing Division	• Advising Taskforce • Nursing Admissions Taskforce • Nursing Division • Wellness Committee	
Dani Hudson			• Nursing Admissions Taskforce • Nursing Division
Jennifer Olmstead			• Nursing Admissions Taskforce • Nursing Division

Opportunities for students to participate in college governance exist with many of the campus committees and in the Miles Community College Student Senate. At the beginning of the fall semester, all incoming students are notified of committee and senate opportunities. Students are given the opportunity to volunteer to serve on multiple committees across campus including Campus Calendar, Campus Safety, Event Management, Hall of Fame Selection, Technology, Website, Wellness, Auxiliary Services Advisory, Athletic Department/CENTRA Advisory, and the Student-Athlete Advisory Committees. Students that interested are instructed to speak with the Dean of Student Engagement about their potential involvement. When serving on these committees or within the senate, students can gain a better understanding of the governance structure of the college as well as the procedures and processes that occur with each. Students can ask questions to increase their understanding and offer their perspectives and opinions on presented issues. At times when campus administration is suggesting changes to policies or

procedures, fee amounts, or other issues that would impact students, they will seek input from the student senate and committee members to explain the reason for the change and gain their support on presented matters. Within Miles Community College a chapter of the Montana Student Nurse Association (MSNA) has been established. The opportunity to join this association is open to all nursing students as well as pre-nursing students. A full-time nursing faculty acts as an advisor to the group and meetings are conducted monthly during the academic year. Fundraisers are held throughout the year to raise funds to send MSNA members to the state convention and also to help with their community service activities. The MSNA is active in providing to the local food bank and also constructing and distributing food baskets to families during holiday seasons. A member of the MSNA will also serve as a representative on the Miles Community College Student Senate, providing an opportunity to stay informed of occurrences on campus and also voice the opinion of the MSNA.

Nursing students are provided opportunities within the nursing program to express their concerns and opinions on both didactic and clinical components of instruction and be involved in decisions that affect the program. The Faculty-Student Coordinating Committee (FSCC) provides a forum for students and faculty to converse about problems, concerns, suggestions, and questions. The committee is comprised of all nursing faculty and a select number of students appointed by their peers from both the freshman and sophomore classes. The students chosen are a combination of both local and distance students to provide a diverse perspective. Meetings of the FSCC are held once per month in conjunction with a scheduled Nursing Division meeting. Minutes of these meetings are contained with the minutes of the division meeting and stored on the campus H drive. An example is available in the Supporting Evidence.

Supporting Evidence
1.2.1: Miles Community College Organizational Chart
1.2.2: Nursing Program Organizational Chart
8.1: Nursing Division Meeting Minutes Including FSCC Meeting

Criterion 1.3
The dissemination of information to communities of interest and the receipt of input and feedback is an important factor in growing and advancing the nursing program. Communities of interest that can influence decision-making and processes within the program include nursing students, college governance, clinical site partners, accreditation bodies, and the Montana State Board of Nursing. Communication with each party is typically conducted through face-to-face, written, or electronic means, but program outcome information is accessible to all through the Miles Community College Nursing website.

As students are informed and educated on the end-of-program student learning outcomes and program outcomes when they enter the nursing program, they can evaluate and follow their progress in meeting them as they advance through the courses. Students meet with faculty at least twice per semester, midterm and finals, and as needed throughout the program to assess their performance and progression both within the didactic and clinical setting. Students can provide feedback during these times regarding their experiences and any suggestions they may

have. Students also have the opportunity to share feedback in an anonymous method at the end of each semester through an online survey they are asked to complete.

College governance is provided assessment data through monthly reports. The Nursing Program Director prepares a report to the Vice President of Academic Affairs containing program overview information that is included in the monthly Board of Trustees meeting. The Vice President of Academic Affairs can ask questions and provide feedback and input before including the information in the completed report. During the board meeting, Trustees can ask questions concerning the provided information and offer their input and feedback. Board of Trustees meetings are open to the public allowing the information to be communicated to any that wish to attend. Board meeting minutes are provided in Supporting Evidence.

Collaborative meetings with clinical partners provide the opportunity to discuss the status of the nursing program and address any site or students' needs that may have been identified. Minutes are kept from these meetings with an example available in Supporting Evidence. Completing the meetings in person at least once per year before the beginning of the fall semester is the optimal choice, but virtual meetings on Zoom may need to be used in some situations. Follow-up questions or updated information is then provided either through phone communication or email.

An annual report is submitted to the Montana State Board of Nursing each year before the October Quarterly Meeting. Elements within the report may address end-of-program student outcomes and program outcomes as the number of graduates are included and a description of any progress made by the program regarding board or accrediting bodies recommendations is provided. The Nursing Program Director also attends all Montana State Board of Nursing meetings, either in person or remotely, which allows the opportunity to share program information and address any questions from the board.

Supporting Evidence
8.2: Clinical Partner Meeting Minutes
8.3: Board of Trustee Meeting Minutes
1.3.1: Miles Community College 2019-2020 Annual Report

Criterion 1.4
Miles Community College and the nursing program have created partnerships with Glendive Medical Center, Sidney Health Center, and St. John's United. Through these partnerships, the nursing program is able to offer clinical cohort sites and clinical lab sites at different locations around eastern Montana allowing them to stay closer to home when completing their studies. Those living at extensive distances from the main campus in Miles City, MT are provided the opportunity to obtain their Associate of Science-Nursing degree which may not be possible without the additional sites. These partnerships have allowed for the training of nurses in rural settings where their presence is greatly needed to support the health needs of eastern Montana residence. Through these partnerships, we are also able to provide more diverse clinical experiences that show students the communities and resources within them and how these factors can impact the medical care of patients.

1.4.1: Memorandum of Agreement (MOA) Example

Criterion 1.5

The Nursing Program Director, Deidre FitzGerald, is a master's prepared nurse having completed her Master of Nursing-Nurse Educator degree from the University of Mary in Bismarck, ND, in January 2020. The official date of employment as the Nursing Program Director is June 1, 2021. College transcripts and current Curriculum Vitae are contained within employee files kept in the Human Resources department.

Criterion 1.6

Prior to Deidre FitzGerald's appointment as the Nursing Program Director, she taught for two years as a Clinical Resource Registered Nurse (CRRN) and then two years as full-time nursing faculty, all within the Miles Community College Nursing Program. She obtained a Masters of Nursing-Nurse Educator from a nationally recognized accredited program, the University of Mary in Bismarck, ND. Deidre FitzGerald holds an active, unencumbered Montana-issued nursing license and has 13 years of experience in nursing practice. Table 1.6A provides an overview of both the requirements of Miles Community College and the Montana State Board of Nursing. All transcripts and licensure information for Deidre FitzGerald is contained within employee files kept in the Human Resources department.

Table 1.6A

Mile Community College Requirements	Montana State Board of Nursing Requirements
Education: Master's Degree in nursing from a nationally recognized accredited program. **Experience:** At least two (2) years of experience in nursing practice; and at least two (2) years of experience in nursing education; and educational preparation or experience in curriculum development and administration. **Certificates & Licenses** Current unencumbered license to practice as a registered nurse in the state of Montana.	24.159.650 PROGRAM DIRECTOR (1) A program must be administered by a full-time program director who shall possess the following qualifications: (a) a current unencumbered license to practice as a registered nurse in the state of Montana; (b) a graduate degree in nursing from a nationally recognized accredited program; (c) at least two years of experience in nursing practice; (d) at least two years of experience in nursing education; and (e) educational preparation or experience in curriculum development and administration. (2) The program director is responsible for: (a) ensuring that all faculty, CRRNs, and preceptors meet the requisite

	qualifications and maintaining current records of those qualifications and performance evaluations; (b) ensuring that clinical agency contracts are executed periodically, according to institutional or program policy; (c) faculty assignments and evaluations; (d) managing educational resources; and (e) compliance with board rules. (3) All program directors shall have appropriate rank, position and authority to carry out the duties set forth above. (History: 37-8-202, 37-8-301, MCA; IMP, 37-8-202, 37-8-301, MCA; NEW, 1997 MAR p. 626, Eff. 7/1/97; AMD, 2001 MAR p. 167, Eff. 1/26/01; AMD, 2003 MAR p. 1080, Eff. 5/23/03; TRANS, from Commerce, & AMD, 2006 MAR p. 2035, Eff. 8/25/06; AMD, 2010 MAR p. 2651, Eff. 11/13/10; AMD, 2015 MAR p. 644, Eff. 5/29/15.)

At the time of appointment to the Nursing Program Director position, the position description was reviewed and clarified and questions were addressed. Full position description available in Supporting Evidence. A plan of orientation and mentoring was also created by the Vice President of Academic Affairs and the Dean of Administrative Services and Human Resources to assist with the transition into the position (Table 1.6B).

Table 1.6B

Nursing Director Action Items 2021-2022
- Attend ACEN process workshops in April or May (open to Dir./VPAA/Faculty)- Zoom/GoToMeeting workshops   - ACEN Conference July 12-16, 2021-All virtual conference so no travel required   - E-Course online for all MCC Dir./Faculty and VPAA-no charge and open for 30 days after registration and notice of completion   - Recommend consultant for MCC's new Director of Nursing to assist with ACEN guidelines, self-study, and prep for the site visit   - Utilize consultant and recommendations on nursing faculty to assist with writing, editing along with Writing faculty review/edits; and Loren for data collection/tableau chart/bulletin presentation for documents   - Join State Nursing Director listserv and set up phone/Zoom appointments to meet each one over summer 2021   - Zoom meeting with Dr. Ard (ACEN) and VPAA   - Zoom meeting with SBON Exec. Director and VPAA

- Site visit (Zoom option on one) of nursing program faculty/Director to two other ASN programs (City College/Great Falls/Helena/FVCC)
- Mentor of other Nursing Directors on leadership/supervision with nursing faculty/CRRNs
- Zoom and/or in-person meetings at clinical sites with Administrators for MOUs-will need to utilize Kim Helmts on editing, signatures, filing, and tracking of all clinical MOUs.

Supporting Evidence
1.6.1: Miles Community College Nursing Program Director Position Description

Criterion 1.7

The Miles Community College Nursing Program does not have a program coordinator. The nursing faculty act as coordinators between the nursing program and the clinical sites when arranging and scheduling student clinical experiences.

Criterion 1.8.

As outlined in the Nursing Program Director position description, the director has the authority and responsibility for the development and administration of varying components within the nursing program. The director promotes program development, implements changes, reviews and evaluates these changes and the Systematic Plan Evaluation (SPE), and allocates the funds and resources as needed within the program. When compared with similar positions within Miles Community College, the level of authority and responsibility, as well as the workload, is consistent among all positions as many components and concepts are universal with small changes and clarifications being made to tail them to specific program needs and responsibilities. The requirements outlined in the Nursing Program Director position description meet regulations and requirements developed by the Montana State Board of Nursing (Table 1.6A). Per the Montana State Board requirements, the Nursing Program Director is a full-time position 12 months of the year. Within this full-time position, the director acts only in an administrative role and does not carry a teaching load.

Supporting Evidence
1.6.1: Miles Community College Nursing Program Director Position Description

Criterion 1.9

The fiscal year for Miles Community College begins July 1st and ends June 30th. Each year beginning in the spring, usually in March, a review of the budget begins to assess for any new needs or changes that should be made. The final budget is then submitted in June. The Nursing Program Director is responsible for preparing and administering the budget in consultation with the Vice President of Academic Affairs. Faculty input on the budget is sought throughout the year during Nursing Division meetings. In the spring during the budget review, faculty are contacted asking for their input on any budgetary needs or changes. The opportunity to present to the PBA Committee is also available. The PBA Committee allows groups/programs across

campus the opportunity to present their proposed budget and then inquires as to how the budget request would fit within the mission of the college and also any future investment needs of the program. This allows programs the opportunity to present an identified need within their program and how filling that need will benefit both students and Miles Community College. Additional information regarding the PBA process can be found in the Supporting Evidence.

Before budgets are finalized, the Vice President of Academic Affairs meets with division chairs and directors to review and discuss the budget for each department. Upon returning in the fall, the nursing division budget is shared with nursing faculty and they are given the opportunity to ask questions and provide their input.

Supporting Evidence
1.6.1: Miles Community College Nursing Program Director Position Description
8.4: Nursing Division Meeting Minutes-Budget
1.9.1: PBA Purpose and Process Statement

Criterion 1.10.

The Miles Community College Board of Trustees oversees the development and implementation of all policies for both faculty and staff contained within the Board Policy Handbook. The Faculty Association on campus has input on policies created for the faculty members as well as the Master Agreement. Both the Board Policy Handbook and the Faculty Master Agreement are accessible on the campus H drive. The Board Policy Handbook is also available to view and download on the Miles Community College website.

Differences noted in nursing faculty policies and requirements are related to position requirements set forth by the Montana State Board of Nursing and the requirements of clinical partners. Full-time nursing faculty must have a Master of Nursing degree, but per Montana State Board of Nursing regulations, CRRNs are not considered faculty. Due to this, a CRRN is required to only have at least an Associate of Nursing to instruct. All nursing faculty must also possess an unencumbered Montana RN license. For possessing that license, a full-time nursing faculty member also receives an additional stipend in their salary. In regard to clinical requirements, all clinical instructors must maintain their BLS/CPR certification, complete a yearly drug screening, a yearly TB screening, present proof of varicella immunity through a titer or two vaccinations, and keep all other vaccinations up-to-date.

Supportive Evidence
1.10.1: Miles Community College Board Policy Handbook
1.10.2: Miles Community College Faculty Master Agreement

Criterion 1.11

The implementation of distance education into didactic courses demonstrates the nursing program's commitment to both the mission of the program and that of Miles Community College (Table 1.1A). Initially, when distance education was implemented it was done so through community partnerships with healthcare facilities in eastern Montana. These partnerships allowed for the delivery of courses to those offsite as well as the ability to experience and

complete clinicals within the area and local facilities. Over the years we have changed delivery systems and now utilize Zoom. The use of Zoom has expanded the area to which we can reach students. This hybrid method of lecture delivery in all didactic courses increases accessibility for our distance students and allows nursing faculty to provide more support for those students living further distances from campus. The ability to use Zoom has also enhanced the material delivered during lab times as we are able to present specialized learning sessions on the Miles City campus while students at distance sites attend via Zoom. Providing them with needed materials prior to the teaching session, students are able to complete activities, ask questions, and interact with the distance instructor and peers synchronously. Through the use of distance education methods, we are able to provide them a quality education while they are still able to live in their chosen communities. The nursing education they receive through Miles Community College delivers safe, competent, and caring nurses into the rural healthcare setting of eastern Montana.

Standard 2: Faculty and Staff

Criterion 2.1

Currently, the Miles Community College Nursing Program employs three full-time faculty members who are exclusive to the nursing department. Full-time faculty are responsible for all didactic courses and the oversite of the part-time faculty in the clinical settings. Full-time faculty may also instruct some clinical sections if needed. At this time one faculty member has earned a Master of Science-Nursing degree and the remaining two have been granted a Waiver of Faculty Qualifications from the Montana State Board of Nursing. Outlined in Table 2.1A and Table 2.1B are the current full-time faculty degree summary and also information pertaining to those enrolled in programs of study. Refer to the Faculty Profile Table for the requirements of Miles Community College, Northwest Commission on Colleges and Universities, and the Montana State Board of Nursing along with how those requirements are being met by current full-time faculty. Full-time faculty educational transcripts, resumes, and licensure information is kept on file in the Human Resources department.

Table 2.1A: Full-Time Faculty Degree Summary

Nursing Faculty Academic Credentials-Associate of Science								
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate	
	Nursing	Non-Nursing	Nursing	Non-Nursing	Nursing	Non-Nursing	Nursing	Non-Nursing
FT Exclusive	-	-	1	-	2	-	-	-

Table 2.1B: Full-Time Faculty Enrolled in a Program of Study

Faculty Name and Credentials	Academic Program of Study
Dani Hudson BSN, RN	Program Type: Master's Program Focus: Nursing Education Anticipated Graduation: Summer 2021
Jennifer Olmstead BSN, RN	Program Type: Master's Program Focus: Nursing Education Anticipated Graduation: Spring 2022

Supporting Evidence
2.1.1: Miles Community College Nursing Instructor Position Description
9.2: Montana State Board of Nursing Waiver of Faculty Qualifications Approval
9.3: Montana State Board of Nursing Faculty Requirements

Criterion 2.2

Currently, the Miles Community College Nursing Program employs six part-time faculty members, who are exclusive to the nursing department, with a position open for one more. All part-time faculty within the program are Clinical Resource Registered Nurses (CRRNs). Per the

Montana State Board of Nursing, CRRNs required the oversite of a full-time faculty member who has at least an MSN. Full-time faculty are responsible for the oversite of the CRRNs in the clinical courses corresponding to the didactic courses they instruct. For example, the full-time faculty instructing NRSG 232-Foundations of Nursing would have oversite of the CRRNs instructing students in the NRSG 233-Foundations of Nursing Clinicals. Three CRRNs have obtained their ASN degrees and three have their BSN degrees. Outlined in Table 2.1B is the current part-time faculty degree summary. As stated by the Montana State Board of Nursing, CRRNs are not considered faculty in a nursing program, but per the ACEN definition, they are identified as faculty as they both teach and evaluate students within the clinical and lab setting. Also, within the nursing department all instructors, no matter position, are called faculty. Refer to the Faculty Profile Table for the requirements of Miles Community College, Northwest Commission on Colleges and Universities, and the Montana State Board of Nursing along with how those requirements are being met by current part-time faculty. Part-time faculty educational transcripts, resumes, and licensure information is kept on file in the Human Resources department.

Table 2.2A: Part-Time Faculty Degree Summary

Nursing Faculty Academic Credentials-Associate of Science								
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate	
	Nursing	Non-Nursing	Nursing	Non-Nursing	Nursing	Non-Nursing	Nursing	Non-Nursing
PT Exclusive	-	-	-	-	3	-	3	-

Supporting Evidence
9.3: Montana State Board of Nursing Rule 24.159.655 Program Faculty
9.4: Montana State Board of Nursing Rule 24.159.666 Use of Clinical Resource Registered Nurses (CRRNS)
2.2.1-Miles Community College Clinical Resource Registered Nurse Position Description

Criterion 2.3
Within the Miles Community College Nursing Program, there are no non-nurse faculty teaching nursing courses.

Criterion 2.4
Preceptors, per the ACEN glossary definition, are not currently utilized with the Miles Community College Nursing Program.

Criterion 2.5
The ability to hire full-time faculty is determined by program need and ability to meet program learning outcomes and goals. In order to begin the hiring process, approval is obtained from the President, Vice President of Academic Affairs, and Human Resources, by submitting a request. Once approved the position is then advertised in a variety of sources chosen both by Human

Resources and the Nursing Program Director. These sources include local papers, the college website, and Facebook page, and nursing publications. A committee is then selected to review the applications, resumes, and transcripts of those who have applied and chosen those to continue through the interviewing process. The Nursing Program Director and full-time nursing faculty are members of the chosen committee.

Variables used to determine the number of nursing faculty for the program include faculty-to-student ratios. The college admits only one cohort per year in the fall so all incoming freshman students makeup one class attending all lecture courses together and being divided into three or four clinical cohorts. The ratio for lecture courses, which are instructed by full-time faculty, is capped at 1:38 so as to maximize learning outcomes. The number decreases as students do not meet the academic standards required to continue in the program. Table 2.5A shows the current faculty-to-student ratios for the fall 2021 semester in both didactic and clinical/lab sections.

Table 2.5A: Current Faculty-to-Student Ratios Fall 2021 Semester

Freshman Didactic Courses	1:28
Sophomore Didactic Courses	1:23
Freshman Clinical Courses	Miles City- max ratio of 1:10 - The ratio will vary by site and location Glendive- 1:6 Sidney- 1:6
Sophomore Clinical Courses	Miles City-max ratio of 1:10 - The ratio will vary by site and location Glendive- 1:6

Full-time faculty workloads are determined by the collective bargaining agreement between the Miles Community College Faculty Association and the Board of Trustees. A full-time faculty member is defined as an instructor who carries at least thirty (30) load hours (credits) per college year. Each full-time faculty member obtains their load hours (credits) through a combination of lecture courses and either clinical instruction or oversite of part-time faculty. For advising assignments, freshman students are equally divided between full-time faculty each fall. Those full-time faculty then serve as their assigned students' advisors through the students' time in the nursing program. Each full-time faculty will typically have between 18-24 advisees depending on class sizes. Advising is officially done once per semester, but students are able to discuss advising needs with faculty throughout the year. Full-time faculty also schedule a minimum of seven office hours each week which are conducted both in-person on campus and through Zoom for distance students.

     1. Workload is defined in load hours (credits):

        a) One hour of lecture per week per semester equals one credit
        b) Two hours classroom teaching of laboratory and one hour off-site per week per semester equals one credit

c) Oversight of Clinical Registered Resource Nurses and/or organization of clinical rotations equals one credit

d) Full-time faculty instructing clinical section equals course credit number times two (3 credit clinical= 6 credits)

Full-time faculty members can teach overload if they wish (over 15 load hours (credits) and up to 18 each semester). Any exception to this requires permission from the Vice President of Academic Affairs. A summary of faculty load hours (credits) is presented in Table 2.5B. Table 2.5C provides a comparison of the average nursing faculty load hours (credits) each semester to those of other departments on campus.

Table 2.5B: Full-time Faculty Load Hours (Credits)

Faculty	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Katrina Luther	15 credits	17 credits	14 credits	18 credits	17 credits
Rachel Finn	17 credits	22 credits	15 credits 9=Nursing 6=Non-nursing	18 credits	--
Deidre FitzGerald (shared load hours with science department)	16 credits 3=Nursing 13=Non-nursing	20 credits 10=Nursing 10=Non-nursing	22 credits 18=Nursing 4=Non-nursing	20 credits 8=Nursing 12=Non-nursing	--
Dani Hudson	--	--	--	--	16 credits
Jennifer Olmstead	--	--	--	--	11 credits

Table 2.5C: Departmental Average Load Hour (Credit) Comparison

Department	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Nursing	16	20	17	19	15
Business	26	21	20	24	20
Math	18	17	19	14	16
Science	15.5	16	22.5	18.5	17.5
Writing	19.5	17	17	16	19.5

Supporting Evidence
1.10.2: Miles Community College Faculty Master Agreement

Criterion 2.6

Ongoing professional development is an expectation for all faculty, both full- and part-time. Per the Montana State Board of Nursing, 24 Continuing Education Units (CEUs) are required in a two-year period for those seeking to renew a current RN license. As part of the resources provided to faculty, the opportunity to apply for Professional Development funds is offered each year, and also through the nursing department, they are provided access to online CEU webinars and educational experiences centered around nursing education. Professional development opportunities have also been scheduled on campus with speakers coming in to discuss varying

subjects including incivility, team building, and communication strategies. As part of faculty days prior to the start of the fall and spring semesters, Miles Community College includes professional development topics and presentations. These faculty days presentations must be attended by all full-time faculty with part-time faculty having the option to attend as well. Documentation of faculty professional development and CEU courses are kept on file in the Nursing Program Director's office and are also listed in the Faculty Profile Table.

Criterion 2.7

The nursing department has one full-time staff member, the Nursing and Allied Health Programs Advisor, who is located on the main campus at Miles Community College. This position, which requires an associate degree at minimum, is responsible for advising students enrolled as pre-nursing and those enrolled in Miles Community College Allied Health programs. Other duties include taking minutes at nursing meetings, preparing and organizing admissions information for nursing program applicants, assisting with receiving and organizing nursing student requirements, and assisting faculty and the Nursing Program Director as needed. A more detailed position description is available in Supporting Evidence.

No laboratory personnel are utilized within the nursing program. Skills/Simulation laboratory experiences are overseen and conducted by full- and part-time faculty.

Supporting Evidence
2.7.1: Nursing and Allied Health Program Advisor Position Description

Criterion 2.8

The Human Resources Specialist meets with each new faculty member, both full- and part-time, upon their hiring to explain specific components of employment including wages and benefits, and to answer any questions. The faculty member also reviews and discusses their position description with the Nursing Program Director after which both parties sign the description and it is kept in the faculty's file in the director's office. All new employees are required to attend a New Employee Orientation held during the summer. At this orientation, they learn the history of Miles Community College, policies and procedures, and engage in some icebreaker/team building activities.

The orientation and mentoring process within the nursing department is an area that is growing and changing to meet the needs of new faculty. Through feedback from both current and past full-faculty, areas of need have been identified such as providing support regarding the use of the learning management system (LMS) Canvas, an overview of the advising process, and an overview of campus resources and support. An orientation plan is being created to ensure areas of need were addressed and also to receive feedback from the new full-time faculty regarding the effectiveness of the orientation and any other areas they feel should be added to benefit new hires. Implementation of this plan is scheduled to being in the fall semester and assist faculty throughout the year. New full-time faculty also receive guidance and support from the existing full-faculty as well as the Nursing Program Director as needed. It is also encouraged that faculty, reach out to faculty in other departments when seeking help or guidance. As a small campus, we

all work closely with each other and help to guide and mentor faculty in their new roles.   All faculty are able to attend lectures of other faculty members so as to see how others design their classrooms and lectures and how they engage and interact with students.

Part-time specific new faculty orientation is held prior to the start of the fall semester. During this orientation new part-time faculty meet with both the Nursing Program Director and full-time nursing faculty to review college and program components including the following: program overview, policies on campus safety, Banner & Canvas (LMS) system access, Montana State Board of Nursing requirements for CRRNs, the nursing student handbook, nursing department policies and procedures, QSEN competencies, student at risk forms, education resources, a tour of the nursing lab, low and high fidelity simulators, and provided with educational resources.

Within the nursing department and at Miles Community College there is an open-door policy allowing new faculty to feel comfortable and confident in asking for help and knowing they will be provided the support they need.

Criterion 2.9

The evaluation process for faculty is outlined in section 12.0 of the Master Agreement. Full-time faculty evaluations are the responsibility of the Vice President of Academic Affairs as stated in the Master Agreement. The Nursing Program Director coordinates with the Vice President of Academic Affairs in regard to the official evaluation of each full-time faculty member. The Nursing Program Director is also responsible for the completion of faculty and CRRN performance evaluations per Montana State Board of Nursing requirements. Evaluating both part- and full-time faculty consists of different components. Faculty are observed in their instructional positions to evaluate performance and interactions with students by both peers and administration. Also, the end-of-semester student surveys are reviewed to assess for any areas of concern or recommendations made by the students. All faculty are also required to complete a form which is a short self-evaluation. An overview of the evaluation process and documents used during it are available in Supporting Evidence.

Due to unforeseen circumstances over the last year and a half, annual evaluations were not completed on all faculty. Beginning in the fall 2021 semester, the evaluation process will be started so as to have all evaluations completed by the end of the spring 2022 semester. The peer observation process will be encouraged with full- and part-time faculty being required to complete a minimum of two peer observation experiences during the academic year with at least one in the lecture setting and one in the clinical setting. After each observation experience, the evaluation/feedback form will be completed and the peer evaluator will share this information with the faculty being observed. The completed form with then be submitted to the Nursing Program Director for review and to be placed in the faculty member's file.

Faculty are also evaluated by their students each semester. Towards the end of the semester, the students are provided a link to an online evaluation and feedback survey. This survey allows them to share their thoughts and comments anonymously regarding multiple components of the course including faculty performance. The information from these surveys is compiled and reviewed by the Vice President of Academic Affairs before it is shared with individual faculty.

Faculty can then use the student feedback to assess courses, curriculum, and method of course delivery to see if there are any modifications they would like to make before the course begins again.

<u>Supporting Evidence</u>
1.10.2: Miles Community College Faculty Master Agreement
2.9.1: Faculty Evaluation Documents
9.5: Montana State Board of Nursing Rule 24.159.650 Program Director

Criterion 2.10

Miles Community College provides professional development opportunities during faculty days prior to the start of the fall and spring semesters. Instructional sessions regarding technologies used both within on-campus and distance courses, such as Canvas and Zoom, are created by the Associate Dean of Instruction and Distance Learning. These instructional sessions consist of a combination of concept instruction and hands-on learning and provide updates on any current changes or forthcoming changes to any programs or technological components. At this time there are no differences between the technologies used in the classroom versus our distance education courses. All courses utilize Canvas and the use of Zoom, LockDown Browser, and Respondus monitoring is an option for all faculty in each course. A Faculty Resources course has also been created Associate Dean of Instruction and Distance Learning in Canvas which provides resources on utilized technology including Canvas, Zoom, LockDown Browser, and Respondus monitoring. Individual appointments either with the Associate Dean of Instruction and Distance Learning or a member of the Miles Community College IT department can also be made to receive one-on-one training for any technologies used. Full-time nursing faculty also provide support to the part-time faculty, holding training sessions to help them better understand the technologies being used within their courses. These sessions occur both in person as well as over Zoom allowing easier access to support for the part-time faculty not living near campus.

Standard 3: Students

Criterion 3.1

Policies for nursing students were and are created with influence from the Miles Community College Mission and Core Themes, the nursing program mission and guiding principles, and the student learning and program outcomes. While most policies are congruent with those of the governing organization, there are some differences that are justified according to program needs including end-of-program outcomes, clinical site requirements, and safety. Policies regarding discrimination, grievances/complaints, the appeals process, and financial aid show no differences. Policies pertaining to areas of admission, drug testing, immunizations, passing grade requirements, repeating courses, and general education requirements do show differences. On February 24, 2020, Board Policy 500.4 Standard of Conduct was revised to address the policy differences of the nursing program and advise nursing students that they are responsible for the additional expectations and requirements. The complete policy can be found within the Board Policy Handbook. Table 3.1A identifies policies that show differences and the justification for them.

Table 3.1A: Nursing Program Policies and Procedures as Compared to College

College Policy/Procedure 2021-2022 Academic Catalog & Student Handbook	Nursing Policy/Procedure 2021-2022 Nursing Handbook	Justification
"Open Door" Admission Policy Page 11	Enrollment capacity is limited by the Montana State Board of Nursing Page 19	Program outcome 6.2: NCLEX-RN success: evidence-based practice.
College Immunization Policy Page 12-13	Nursing students require additional admission requirements including: Proof of immunity by titer TB testing yearly CPR certification (AHA) Health Insurance Background screening (must be clear) Physical and communication requirements Pages 20-21	Clinical agency requirements. End of program student learning outcome 6
College Alcohol and Drug Offenses Policy Page 48	A negative drug screen is required each fall semester. Pages 20-21	Clinical agency requirements. Safe nursing practice. Student learning outcome 6.
College policy on grading Page 59	Students must achieve a grade of B- (79.5 or above) in	Program outcome 6.2: NCLEX-RN success

	order to pass the course and the program. Page 30	End of program student learning outcomes
Repeat Coursework Policy Page 28	Nursing students who fail one nursing course are dismissed from the nursing program and may reapply the next year. Page 30 and 36	Program outcome 6.2: NCLEX-RN success Students with multiple failures are unlikely to pass the licensure exam.
General education requirements Pages 63-65	Nursing students following a program-specific scope and sequence. Page 17-18	The nursing scope and sequence is based on the Montana State Model Curriculum and is designed to educate nursing students and to meet the determined student learning outcomes.

The Miles Community College Academic Catalog and Student Handbook and the Nursing Handbook are available to students and the public through the Miles Community College website. The Nursing Handbook is also reviewed with students at freshman orientation prior to the start of the fall semester so they are provided the opportunity to ask questions and clarifications can be made. Within each nursing course shell on Canvas, students are also provided a link to view and download the current Nursing Handbook.

Supporting Evidence
1.10.1: Miles Community College Board Policy Handbook
7.1: 2021-2022 Miles Community College Nursing Handbook
7.2: 2021-2022 Miles Community College Academic Catalog and Student Handbook

Criterion 3.2

Public information pertaining to the Miles Community College Nursing Program is accessible through the nursing program website and the Miles Community College website. Links within the sites allow the public to access the current Nursing Handbook and the current Academic Catalog and Student Handbook which both contain information related to policies and procedures of the nursing department.

The current ACEN status of the program is available for public viewing through a variety of access points. The accreditation status and ACEN contact information are printed on page 66 of the 2021-2022 Academic Catalog and Student Handbook, page 6 of the Nursing Handbook, the Miles Community College Notices of Accreditation website, and the nursing program website. When notices of status changes are received each point of access is reviewed to ensure the information is updated and correct.

Nursing program outcome data for the past five years are made available to the public by placing them on the nursing program website. This data includes NCLEX pass rates, completion rates,

and retention rates. As information changes or values are determined, new values are provided to the IT department so changes can be made to the website.

Miles Community College policies related to transfer of credits (pages 58-59), grading (pages 61-62), and refunds (page 19) are accessible to the public in the current Academic Catalog and Student Handbook. Also, the withdrawal refund deadlines and percentages are listed on the academic calendar which is available in the current Academic Catalog and Student Handbook (pages 3-4) and the Miles Community College website. The MCC Refund Policy is also available for public viewing on the Financial Aid-Forms & Policies section of the college website.

Supporting Evidence
7.1: 2021-2022 Miles Community College Nursing Handbook
7.2: 2021-2022 Miles Community College Academic Catalog and Student Handbook
3.2.1: 2021-2022 Academic Calendar

Criterion 3.3.
Changes that occur, which affect nursing students, are communicated through several methods depending on the nature and urgency of the change. Methods of communication include email, text message, phone calls, and during lecture/clinical time. Miles Community College provides a free alert system, Rave Alert, which provides urgent messages through either text message or email to not only students, but also faculty, staff, and the public. The Rave Alert system is an opt-in system that students are encouraged to sign-up for during orientation and thereafter. Table 3.3A identifies potential examples of changes students may need to be informed of and the method of communication that would be utilized.

Table 3.3A-Change Examples and Communication Methods to Nursing Students

Change Example	Communication Method(s)
Accreditation Changes	Nursing Program Director notified students immediately during class time
Policy Changes-either in nursing department or on campus	Changes made during the Nursing Handbook review are shared with all nursing students at orientation at beginning of the fall semester When changes made during the academic year, are communicated to students through email and during class/clinical times
Changes to Course Syllabus or Structure	Students are notified during class/clinical times and sent emails outlining changes
Class Cancellation or Instructor Substitute	Students are sent an email along with a text message for quicker communication. For cancellation involving the entire campus, the Rave Alert system sends out information

Criterion 3.4

Student support services are located predominately on the main campus but are accessible to our distance students through alternative methods including telephone, email, and Zoom. Information regarding student services is available in multiple locations that are accessible by both students and the public. Within the current Academic Catalog and Student Handbook, the resources and services are identified and described on pages 31-33. Information regarding student services is also available on the Miles Community College website. Table 3.4A provides a list of the services available to students as well as how they are accessible to our distance students.

Table 3.4A: Student Services and Availability

Student Service	Description	Access Method and Hours of Operation
Bookstore/Pioneer Mercantile	Textbooks, lab manuals, workbooks, and other materials needed for classes are available at the Pioneer Mercantile. MCC clothing, supplies, gift cards, and novelty items are also available. Special book orders must be paid in advance.	Located on Miles Community College Campus. Distance students can call to purchase course materials or order through an online system. Phone: 406-874-6207 Fax: 406-874-6278 Email: bookstore1@milescc.edu www.milescc.edu/CampusServices/Bookstore/ Hours: 0800-1700 Monday-Friday
Counseling	Counseling services are intended to provide support in helping students balance intellectual, emotional, interpersonal, and developmental needs.	On campus three days per week but also have counselor located around Miles City. Tele-mental health services are also available for certain individuals. On campus Monday, Wednesday, and Friday from 0800-1200 Appointments can be scheduled at the Student Service desk or by calling 406-874-6226
Business Services	Payment of tuition and fees	Located on campus, but fees can be paid in person or through the mail. Hours: 0800-1700 Monday-Friday
Distance and eLearning	Canvas is a Learning Management System (LMS) that students will use to complete online courses. Canvas has several	One-on-one Canvas training sessions (in person, telephone, or Zoom) can be scheduled with the Associate Dean of Instruction and Distance Learning.

	features that instructors might ask students to use. Students should access Canvas regularly as they complete their courses. Face-to-face courses will also use Canvas at least for the syllabus, grade book, and course announcements.	
Information Technology	The IT Support office assists MCC students, faculty, and staff with internet connection and basic computer troubleshooting support.	IT personnel are available on campus or they can be reached by phone or email for distance students (IT personnel contact information located on the website). IT personnel hours vary to provide increase accessibility to students and staff.
The Learning Center	The Learning Center provides students with resources to help them reach their academic goals. -Disability services -Study skills -Test Proctoring -Tutoring	Located on campus but can be reached by email or phone for distance students. Phone: 406-874-6152 Email: lc@milescc.edu https://www.milescc.edu/CampusServices/CAS/ Hours: 0800-1700 Monday-Friday
Library	The Judson H. Flower, Jr. Library (Flower Library) provides access to print and electronic materials that support the instructional programs of the College and its curriculum.	Located on campus but distance students have full access to library holdings via the internet. Phone: 406-874-6153 Email: library@milescc.edu https://www.milescc.edu/CampusServices/library/ Hours: Monday – Thursday 0730-1630 Friday 0730-1600

Supporting Evidence
7.2: 2021-2022 Miles Community College Academic Catalog and Student Handbook

Criterion 3.5.

Organizational guidelines regarding student records are outlined on page 20 of the current Miles Community College Board Policy Handbook. This policy does not address nursing program records specifically. It outlines that all student transcripts are to remain on file indefinitely and documentation pertaining to admission and registration is to remain on file from the term of application. Student transcripts, admission, and registration files are maintained by the Dean of Enrollment Management and Educational Support Services. Student educational records are maintained in compliance with Montana University System (MUS) Records Retention Schedule which is available for review in Supporting Evidence. At this time, Miles Community College is in the process of updating the board policy so it more accurately reflects the practice being utilized.

Nursing faculty are given access to student records within our electronic system, Banner. Faculty are only given access to student information of those they are assigned to advise. The information accessible in Banner includes student demographic information, registration status, transfer course work, completed course, and grades. Some nursing student records do exist as hard copies and are kept within two folders and maintained in a locked file cabinet in the director's office which is behind two doors that are locked during non-business hours. In one folder information pertaining to advising and admissions is filed and in the second folder documentation from clinical experiences, student evaluations, and skills check-off forms are filed. Kept separate from these two folders and also in a locked file cabinet in the director's office, are the students' health records, drug screen results, and background check results. All nursing student hard copy records on kept on the Miles Community College campus.

Support Evidence
1.10.1: Miles Community College Board Policy Handbook
3.5.1: MUS Records Retention Schedule

Criterion 3.6

Through the federal financial aid programs offered through Miles Community College, students may be eligible to receive both loans and grants depending on their qualifications. All students who file a FAFSA are automatically considered for grants administered through the Miles Community College Financial Aid Office. These grants include the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant. Federal loans available through the college include Direct Federal Student Loans and Federal Direct PLUS Loans.
The Title IV eligibility requirements are determined by the U.S. Department of Education and are contained within the Federal Student Aid Handbook. Compliance with these requirements is maintained through the recertification process for the Program Participation Agreement which is submitted to the Department of Education every six years. Miles Community College also completes annual self-checks to ensure we are meeting or exceeding the requirements.
In relation to Title IV, the last audits were in FY2020 and were clean with no findings.

Information regarding available financial aid is available to students and the public through the Miles Community College Financial Aid webpage and also within the current Academic Catalog

and Student Handbook on pages 21-30. On the website the most recent default rate for the college is listed, FY2017 10.3%. Table 3.6A provides the default rates for the last three years. The default rate listed for FY2018 is the currently known rate as the official rate will not be known until September. Also, of note is the significant rate increase in FY2016 which was related to a change by the state in which they were no longer providing student loan management services. Beginning in July 2018, Miles Community College utilizes Inceptia for student loan management.

Table 3.6A: Federal Loan Default Rates

	FY2018	FY2017	FY2016	FY2015
Default Rate	13.1%	10.3%	18%	11.2%

3.6.1
Through the Financial Aid Office, on-campus students are able to get assistance with loan counseling and debt management. Prior to the disbursement of loan funds, students are required to complete Entrance Counseling and sign a Master Promissory Note agreeing to pay back loans. Also, when students enter the repayment phase of the loan they must complete exit counseling which provides a more detailed explanation of repayment criteria and how to seek assistance should they not be able to afford repayment.

3.6.2
Financial Aid policies are available to students and the public on both the college webpage and within the current catalog and handbook. The policies addressed include the Financial Aid Satisfactory Academic Progress Policy (SAP), the MCC Refund Policy, and the Return of Title IV Funds Policy. SAP outlines the academic requirements students must meet to remain eligible for financial aid. Should these requirements not be met students lose their eligibility to receive financial aid. The MCC Refund Policy identifies that should students not drop courses by the eighth-class day they are responsible for 100% of the charges and financial aid funds will be credited to their account to pay instructional charges and some non-institutional charges. Once that money has been credit students are responsible for the repayment of all loans. The current Return of Title IV Funds Policy was adopted July 1, 2000, and conforms to the updated version of the Higher Education Amendments of 1998.

3.6.3
The Financial Aid Office maintains student records per the Federal Register and with guidance from the Federal Student Aid Handbook. Within Chapter 3 of the Financial Aid Policies and Procedures Manual, Section 3.5: Records Management outlines the maintenance of student records both active and inactive. By following these guidelines, student records are kept in compliance with federal regulations.

Supporting Evidence
3.6.1: Federal Student Aid Handbook: Chapter 1 Institutional Eligibility
3.6.2: Federal Student Aid Handbook: Chapter 7 Record Keeping, Privacy, & Electronic Processes

3.6.1.1: Loan Entrance Counseling Session and Master Promissory Note Instructions
3.6.2.1: SAP Policy and Requirements
3.6.2.2: Miles Community College Refund Policy
3.6.2.3: Return of Title IV Funds Policy
3.6.3.1: Financial Aid Policies and Procedures- Chapter 3: Administrative Organization

Criterion 3.7

The Miles Community College administration, faculty, and staff take a proactive approach to student concerns and issues. The low student-to-faculty ratio within the college helps to foster open communication and productive problem-solving. Through their participation in groups such as the Student Nurse Association and by completing anonymous surveys, students are able to voice their concerns and receive feedback. Students are also able to voice concerns and ask questions during the regularly scheduled Faculty Student Coordinating Committee (FSCC) meetings with Nursing Faculty.

The initial complaint process is largely informal as students are encouraged to follow the chain of command outlined on page 31 in the current Nursing Handbook and also represented in Chart 3.1A. This promotes professional communication and problem-solving skills in nursing students. Students with unresolved complaints are apprised of their rights to grieve and are given information on grievance policies and procedures which are outlined in the current Miles Community College Academic Catalog and Student Handbook (Discrimination Grievance Procedure page 44; Student Grievance Procedure page 52; Final Grade Appeal page 60). Each year during orientation in the fall the Nursing Handbook is reviewed and the chain of command, grievance policy, and how to access it are addressed with both freshman and sophomore students. Table 3.1A provides an overview of the complaints/grievances addressed by the nursing program from 2018 until the present. Records for all complaints/grievances will be available for onsite review.

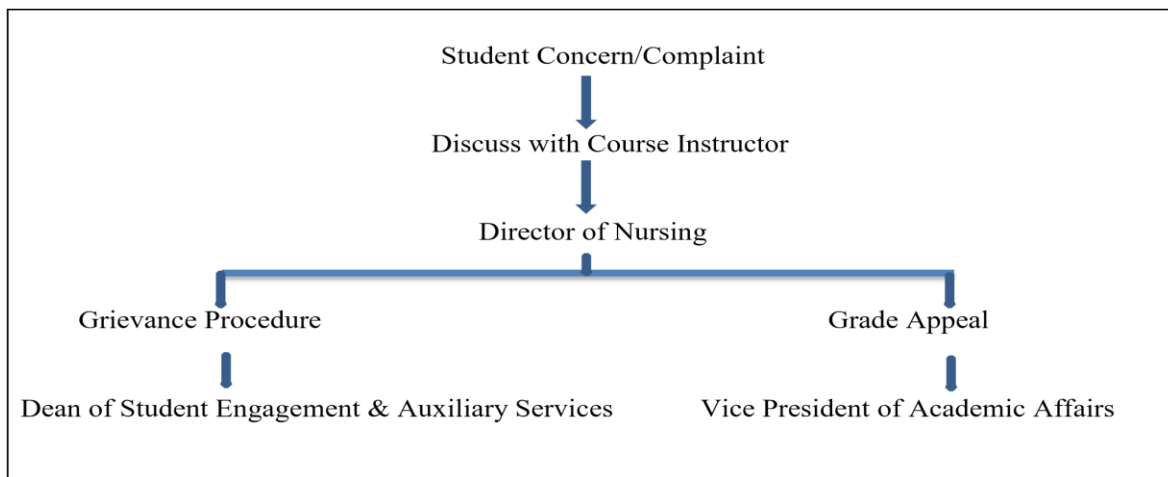Chart 3.1A Student Complaint Chain of Command

Table 3.1A

Academic Year	Type of Complaint/Grievance	Frequency	Resolution
2018-2019	No Complaints or Grievances Filed		
2019-2020	No Complaints or Grievances Filed		
2020-2021	Student appeal of program dismissal related to professional behavior	1	Dismissal overturned-Student reinstated
	Student appeal of course grade not meeting required benchmark	1	Student grade and resulting dismissal upheld

Supporting Evidence
7.1: 2021-2022 Miles Community College Nursing Handbook
7.2: 2021-2022 Miles Community College Academic Catalog and Student Handbook

Criterion 3.8

Orientation to technology available and utilized at Miles Community College is provided first through a mandatory new student orientation (SOAR). During this orientation, students are instructed on how to access and use Banner, the college's student management system. The librarian can provide instruction to students on how to access the library resources and where to locate vetted websites for research. During nursing orientation, faculty arrange for the librarian to discuss access research and how to identify reputable sources. Education regarding Canvas, our LMS, is provided by the Associate Dean of Instruction and Distance Learning. Students are shown how to utilize Canvas for all courses whether they are in-person, online, or a hybrid format.

Technological support is provided in a few ways. The Information Technology (IT) department is available to students by phone, email, and in-person during business hours. Canvas has technological support available during not business hours should students have an issue with the LMS. Canvas also has many guides students can access to assist them with solving some issues. Through its use, faculty has also become well versed in the technology utilized at the college and can also assist students when able.

Supporting Evidence
3.8.1: SOAR 2021 Detailed Schedule of Events

Criterion 3.9

All Miles Community College faculty, staff, and students are required to review the IT Acceptable Use Policy. Within the Information Technology section (page 32) of the current Academic Catalog and Student Handbook, a link is embedded which opens the use policy. Distance education and the use of Canvas are addressed in different places throughout the student handbook (pages 9, 15, and 32). Within the sections addressing Canvas, information to contact the Associate Dean of Instruction and Distance Learning is provided should the student want one-on-one training. For nursing students specifically, the current Nursing Handbook contains technology policies on page 25 which identify which word processing software is required as well as which browser Canvas is not compatible with. During freshman nursing orientation in the summer, the technology requirements are also addressed with students so they have time to make any needed accommodations or changes prior to the start of the semester.

Supporting Evidence
3.9.1: IT Acceptable Use Policy
7.1: 2021-2022 Miles Community College Nursing Handbook

Standard 4: Curriculum

Criterion 4.1

The Miles Community College Nursing Program's mission, guiding principles, organizing framework, and end-of-program student learning outcomes were developed and reviewed annually by nursing faculty. The program's organizing framework is the backbone of the program and serves as the guide in shaping the learning outcomes, sequence of nursing courses, and course objectives. The mission and guiding principles are discussed in Standard 1 of this document.

Beginning in the fall of 2013, end-of-program student learning outcomes were taken from outcomes and competencies developed by the National League for Nursing (NLN). In 2010, the NLN published outcomes and competencies for Associate Degrees Nursing Programs which they had developed over a two-year period. During this time the NLN Work Group reviewed literature, worked with advisory boards and task groups, and examined emerging healthcare concerns and initiatives. Through their research, they identified four broad outcomes which they believed spanned all levels of nursing education: human flourishing, nursing judgment, professional identity, and spirit of inquiry. These four outcomes are the core of the nursing program end-of-program student outcomes. A comparison of the previous end-of-program student learning outcomes with current ones, updates made in fall 2017, is outlined in Table 4.1A. The rationale for the change is also addressed within the table. Students are able to review the current outcomes on page 8 of the Nursing Handbook.

Table 4.1A

	Prior End-of-Program Student Learning Outcome	Current End-of-Program Student Learning Outcome	Rationale for Change
Human Flourishing	Nursing students shall advocate for patients in ways that promote their self determination	Will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the lifespan.	Advocate for patients by utilizing the nursing process in promoting self-determination and caring for culturally diverse patients across the lifespan.
Nursing Judgment	Nursing students shall make judgments using evidence-based practices that integrate nursing science providing patients	Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrates	Using critical thinking when making clinical judgment in nursing practice substantiated by evidence-based practice according to

	with safe quality care to promote health of patients in a family or community context	nursing science in the provision of safe, high-quality evidence-based practice, and promote the health of patients within a family and community.	the latest research within families and communities.
Professional Identity	Nursing students shall implement the role of a professional nurse that reflects integrity, responsibility, ethical practices, and evidence-based practice of caring, advocacy, and safe, quality care	Will practice one's role as a nurse committed to communication, collaboration within the role of interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practice including the patient, family, and community.	Communicate and collaborate with interdisciplinary healthcare team in providing care for patient, family, and community
Spirit of Inquiry	Nursing students shall examine evidence and challenge status quo	Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions, and offering new insight improving quality for patients, families, and communities.	Examine evidence in clinical practice by disseminating data through the information available in patient's electronic health records, to improve the quality of care for patients, families, and communities.

In conjunction with the outcomes and competencies derived from the NLN, professional standards, competencies, and guidelines from the National Patient Safety Goals (NPSG), the Quality and Safety Education for Nurses (QSEN) Competencies, the ANA Code of Ethics, and Dr. Patricia Benner's Novice to Expert Theory are utilized in curriculum development. Table 4.1B shows examples of the relationship between professional standards, competencies, and guidelines and the end-of-program student learning outcomes as well as examples as to where they are placed within courses.

Table 4.1B Professional Standards, Competencies, and Guidelines in Relation to End-of-Program Student Outcomes

	NLN Competencies	National Patient Safety Goals	QSEN	ANA Code of Ethics	From Novice to Expert Theory
Human Flourishing: Will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the lifespan.	Patient-centered care and care planning is introduced in foundations.			Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient	
Nursing Judgement: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrates nursing science in the provision of safe, high-quality evidence-based practice, and promote the health of patients within a family and community	Patient-centered care and care planning is introduced in foundations	Goal 1 Improve the accuracy of patient identification: use of two patient identifiers when providing care, treatment, and services. Patient identification is taught in fundamentals and reinforce in each course Goal 2 Improve the effectiveness of communication among caregivers: List of abbreviations and acronyms posted as medication	QSEN Knowledge, skills and Attitudes of Patient-centered care, Teamwork and Collaboration, evidence-based practice, quality improvement, safety, and informatics included in simulations in nursing courses		View the nursing students progress from novice to advanced beginner to competent throughout the educational process

		stations in the lab. Goal 3 Improve the safety of using medications: Look alike and sound alike medications are posted at the medication stations and taught in fundamentals and pharmacology. Goal 9 Reduce the risk of patient harm resulting from falls: Fundamentals and Patient Safety Simulations Goal 16 Improve recognition and responses in a patient's condition.			
Professional Identity: Will practice one's role as a nurse committed to communication, collaboration within the role of interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practice including the patient, family, and community.	Patient-centered care and care planning is introduced in foundations	Goal 1 Improve the accuracy of patient identification: use of two patient identifiers when providing care, treatment, and services. Patient identification is taught in fundamentals and reinforce in each course Goal 2 Improve effectiveness of	QSEN Knowledge, skills and Attitudes of Patient-centered care, Teamwork and Collaboration, evidence-based practice, quality improvement, safety, and informatics included in simulations in nursing courses	Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient	View the nursing students progress from novice to advanced beginner to competent throughout the educational process

		communication among caregivers: List of abbreviations and acronyms posted as medication stations in the lab. Goal 3 Improve the safety of using medications: Look alike and sound alike medications are posted at the medication stations and taught in fundamentals and pharmacology. Goal 9 Reduce the risk of patient harm resulting from falls: Fundamentals and Patient Safety Simulations Goal 16 Improve recognition and responses in a patient's condition.			
Spirit of Inquiry: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available	Patient-centered care and care planning is introduced in foundations			Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient	View the nursing students progress from novice to advanced beginner to competent throughout the educational process

technology and information, questioning underlying assumptions, and offering new insight improving quality for patients, families, and communities.					
Examples of Course Utilization	Concepts are reinforced each week in clinical to develop patient-centered care in each course/clinical setting	NRSG 232/233: Reduce the risk of health care associated infections Clinical registered resource nurses review guidelines with all students NRSG 236/237 Patient-Centered Care: Students involve patients in safety measures identifying baby bands to ensure the correct baby is with the correct family. Goal 1 Accuracy of patient ID; two forms of patient identifiers when administering drugs. Goal 2 Effectiveness of communication appropriate abbreviations and symbols in medication orders.	NRSG 232/233, 234/235 Safety simulation NRSG 244/245, 236/237 Collaboration in the care of patients and families through interdisciplinary rounds	Patient rights are introduced in NRSG 232 prior to clinical and reinforced each week in the clinical setting for each nursing course through patient-centered care planning.	NRSG 232/233 Beginning responsibilities related to practice standards with one patient.

		Goal 3 Reduce harm with the use of anticoagulants: coagulation modifiers discussed along with relevant lab tests and antidotes. Goal 9 Risk of falls; the many meds that increase the risk of falls in the senior population discussed. Goal 16 Interdisciplinary code simulation 01/26/2018			

Supporting Evidence
7.1: 2020-2021 Miles Community College Nursing Handbook

Criterion 4.2

Nursing courses are built to progress from simple to complex knowledge and concepts. This supports the students' progression through both the didactic and clinical components and successfully meeting end-of-program student learning outcomes. Courses are arranged in a sequence that allows students to progressively built on their knowledge and create a strong foundation of understanding before moving into higher-level courses where concepts must be both understood and applied. Within each course syllabus, students are provided with a table that shows the end-of-program student learning outcomes, the course student learning outcomes, learning activities utilized, and evaluation criteria. Table 4.2A provides an example of this table from NRSG 256-Pathophysiology. Tables containing this information for all nursing courses are contained within the required abbreviated syllabi.

Table 4.2A-NRSG 256 Pathophysiology Student Learning Outcomes, Activities, and Evaluation

NRSG 256: Pathophysiology			
End-of-Program Student Learning Outcomes	**NRSG 256: Course Student Learning Outcomes**	**Learning Activities**	**Course SLO Evaluation**
1. Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **2. Nursing Judgment** ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high-quality evidence-based practice, and promote the health of patient within a family and community context.* **3. Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family, and community.* **4. Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology*	The student will: • Define pathophysiology and identify its importance for clinical practice • Describe the basic principles of cellular communication, genes and genetic disease, forms of cellular injury, fluid & electrolyte/acid-base balance, immunity, stress, coping, and illness • Identify and explain the most common physiological alterations and integrate the knowledge to major body systems. • Identify key health and disease concepts	✓ Interactive Lecture & Discussions ✓ Group Case Studies & Presentations ✓ Multi-Media Presentations ✓ Weekly Remediation Activities o Davis Advantage o Davis Edge o Nursing.com ✓ Kaplan Focused Assessments ✓ Kaplan Integrated Exams ✓ Independent Knowledge Exploration	• Course Exams: 65% of students will score 78.51% or higher on exams • Davis Edge: 65% of students will reach a score of 70% or higher on assigned quizzes by end of the course • Kaplan Integrated Exams: 60% of students will test in the 50th percentile or higher at end of the course

and information, questioning underlying assumptions, and offering new insight improving quality of care for patients, families, and communities.			

Criterion 4.3

The nursing faculty meets at the end of each academic year to review the past year and to update the Nursing Handbook, nursing changes to the Academic Catalog and Student Handbook, and to review the current curriculum and ensure it meets requirements for students to successfully meet course and end-of-program student learning outcomes.

To assess the curriculum for integrity, rigor, and currency, the faculty uses a systemic process that includes reviewing students' formative and summative evaluations, Kaplan assessment exams, Mountain Measures reports, student surveys, standards of practice updates, and self-reflection. Due to unforeseen events in the past year, there is a need to conduct an up-to-date review of the current curriculum. Starting in the fall during the regularly scheduled Nursing Division meetings, curriculum components will be reviewed and discussed. Should any changes be decided upon, they will go into effect either within the current academic year or the next depending on the subject matter. Course mapping will be used to analyze course structures and ensure the curriculum supports the achievement of course student learning outcomes and end-of-program student learning outcomes. An example of course mapping that had been completed for second-semester freshman courses (NRSG 232, NRSG 233, and NRSG 256) is provided within Supporting Evidence. Nursing Division meeting minutes highlighting past faculty involvement in curriculum review are also available within the Supporting Evidence.

Supporting Evidence
4.3.1: Course Mapping Example
8.5: Nursing Division Meeting Minutes-Curriculum Review

Criterion 4.4

In the fall of 2016, the nursing program implemented the Model Statewide Curriculum, according to the scope and sequence required by the Montana State Board of Nursing. The first semester consists of four pre-requisite courses, prior to the student being admitted into the nursing program. These four classes include Human Anatomy and Physiology I with Lab, Introduction to General Chemistry with Lab, College Writing I, and College Math for Healthcare (prior requirement being College Algebra). General education courses are also required of nursing students once they enter the nursing program. Introduction to Psychology, Introduction to Sociology, and Microbiology for Health Sciences with Lab are included within the nursing program Scope and Sequence with one be required in each of the first three semesters of the nursing program.

General education courses are reviewed to ensure they are providing students with a strong foundation to enter the nursing program. A math course review took place at a faculty meeting on December 12, 2016, for the fall 2017 semester and was presented by Dr. Michael Hardy, Math faculty. This review was motivated by a statewide movement through the Office of the Commissioner of Higher Education (OCHE) to have a college math course that would meet the math requirement for students in the healthcare sciences. Math faculty across the state of Montana collaborated through OCHE to add M140 Mathematics for Healthcare to the math general education curriculum. Miles Community College likewise made M140 a math requirement for nursing, in place of M121 College Algebra. M140 is designed to provide students with a solid mathematical foundation necessary to succeed in a health care profession with one-third of the class being devoted to healthcare math and two-thirds to algebraic concepts. With faculty approval, the change to M140 was submitted to Academic Standards and Curriculum Committee for approval and was accepted at the January 2017 meeting.

Supporting Evidence
4.4.1: Miles Community College Nursing Program Scope and Sequence
8.6: Faculty Meeting Minutes-Math Course Review

Criterion 4.5
All nursing textbooks contain content regarding cultural, ethnic, and socially diverse concepts which are incorporated into instructional sessions with these sessions identified on the course schedule. Through the use of case studies, simulations, and discussions students are able to increase understanding of these concepts and acquire a base knowledge before being involved in patient care situations. The majority of the population in rural, eastern Montana is Caucasian, with the Native American population being the largest contributor to diversity. Within the sophomore year, students are required to complete a two-shift ER clinical experience at an IHS hospital in northeast Montana. This experience exposes students to a population and a healthcare setting they may not be familiar with and help to expand their understanding and application of culturally aware and patient-centered care.

Supporting Evidence
4.5.1: Assignment Example-Cultural Diversity
4.5.2: Course Schedule Example

Criterion 4.6
As noted in Criterion 4.1, the Novice to Expert Theory developed by Dr. Patricia Benner is utilized in curriculum development and evidence of this is seen in the arrangement of courses and the development of course schedules. These elements are arranged in a manner that allows students the ability to move through stages of understanding and application as they develop competencies in different areas of nursing.

Research and evidence-based practice have been incorporated into the nursing program through continued education of the nursing faculty. As nursing faculty complete their MSN degrees, evidence-based projects are chosen that will help in an identified area of need. One example of

this is an evidenced-based remediation protocol that was first tried in the fall of 2019 and was then integrated into the requirements of all nursing courses.

Interprofessional collaboration has occurred in regard to curriculum changes and development as noted in Criterion 4.4 in regard to changes made to the pre-requisite math requirement. Nursing faculty also work in conjunction with clinical sites to ensure that students are having the most effective clinical experiences per the strengths of the healthcare facility. Examples of this are the completion of an ER clinical at our Wolf Point clinical site and an ICU experience at our Sidney clinical site.

Supporting Evidence
4.4.1: Miles Community College Nursing Program Scope and Sequence

Criterion 4.7

The student evaluation process takes place in the classroom, lab, clinical, and at the end of the program. A passing grade for a theory course is 79.5% (B-). The grading scale for each course is reflected in the syllabus. Student grades are based on a variety of both summative and formative evaluation methods. The clinical course grade is based on the attainment of clinical objectives during instructor lead clinical experiences, observational experiences, simulations, group activities, and peer teaching projects. Each clinical assignment is created to align with end-of-program students learning outcomes which are evaluated within the assignment's grading rubric. Clinical performance is graded on a passing grade of 79.5% (B-).

Clinical courses are co-requisites with theory courses and both sections must be passed in order for the student to progress. If a student fails theory but not clinical, they must retake both courses. For example, a student who receives less than 79.5% in a theory course but is passing clinically would receive a passing grade for the clinical portion but still must repeat clinical if they are readmitted to the program. Upon readmission, the Nursing Admissions Committee may choose to place additional requirements to help students be successful in second attempts. These requirements may include meeting with a tutor on a weekly basis, regular meetings with nursing faculty, and mandatory attendance of course supplementals. Meeting minutes from January 23, 2020, Nursing Admissions Committee meeting provides an example of additional requirements being added.

Student learning outcomes are integrated throughout the curriculum and leveled to progress within the curriculum with increased complexity. The students' ability to apply the nursing process, nursing judgment, and critical thinking with different populations is evaluated during clinical experiences. Theory course evaluations include instructor-created examinations, discussion, group projects, unfolding case studies, adaptive and non-adaptive quizzing through Sherpath and Davis Advantage/Davis Edge, standardized testing using both Focused and Integrated Kaplan Exams.

Faculty use a variety of test banks to develop and blueprint exams to NCLEX-RN plan categories, course objectives, QSEN categories, and NPSG as well as other initiatives. Tests are administered through Canvas using LockDown Browser and Respondus monitoring. The survey

statistics generated after each exam in Canvas allow faculty to view an entire summary of the exam and analysis statistics on each question. The exam summary shows the average exam score, the high score, the low score, the standard deviation, and the average time it took for the students to complete the exam.

Online and adaptive quizzing was used in all courses in Fall 2016 with the institution of the Sherpath learning system, a companion to our Elsevier textbook. Davis Advantage and Davis Edge were later incorporated when some textbooks were changed to F.A. Davis versions. The inclusion of the Kaplan product in the course grading began in Fall 2016 as well. Students are assigned Kaplan Focused Exams throughout the semester and are required to remediate each exam. There are then required to completed chosen Kaplan Integrated Exams at the end of the semester. Faculty feel that the online products will help to prepare the graduates to take the NCLEX-RN computerized exam.

Table 4.2A provides the table from NRSG 256-Pathophysiology that identifies evaluation methods within the course. Tables containing this information for all nursing courses are contained within the Supporting Evidence folder.

Standardized Exams:

During a faculty meeting on March 25, 2015, a decision was made to discontinue the use of ATI integrated testing and change to Kaplan standardized testing. Fall of 2016, faculty introduced the use of the Kaplan standardized exam in Nursing Fundamentals, Obstetrics, Maternity, Adult Health, Mental Health, and the exit exam in the last course in the curriculum, Management of Care. Standardized exams are weighted at 5% of the course grade. The exams are being utilized for students to determine their content areas needing increased study and to provide the students with remediation as needed. Providing a weight in the course grade for the exam is thought to motivate students to study for the exam.

Adaptive Learning Quizzes

Adaptive quizzing was implemented in the fall of 2017 to address concerns and support passing nursing courses throughout the nursing program and support the students' ability to pass the standardized end-of-program exit and NCLEX exams. The nursing faculty noted that not all of the students were completing the adaptive quizzes. In the fall of 2019, a mandatory remediation protocol was implemented which required students to complete instructor-assigned adaptive quizzes.

Simulation

Due to clinical site availability challenges, namely a limited number of clients and kinds of experience for student learning, the nursing program is increasing on-campus simulation and skills validation in all nursing courses. Simulation uses scenarios with the students to articulate objectives and enhance student learning outcomes. These scenarios are designed to improve clinical reasoning and critical thinking, with emphasis on prioritization methods, deepening understanding of the nursing concepts, and evaluation of client's care.

The nursing program uses debriefing as an essential component of teaching to enhance the development of clinical reasoning skills, critical thinking, and to augment meaningful learning by the students. During debriefing, faculty engage students in verbal discussions to focus on these concepts.

During the fifth semester, a simulation experience is designed to evaluate the students' performance on providing patient-centered care and individualize patient teaching. The simulation assesses how the student would function effectively as a member of health care by independently assessing, recognizing abnormal findings, prioritizing, implementing evidence-based research/practice, and assessing their clinical decision-making all with the nurses' scope of practice. Simulations promote safety by using standard precautions for the care provider and patient; students are required to identify factors that would influence the quality of care, evaluate responses to nursing interventions, evaluate the effectiveness of their patient teaching, and communicate while utilizing information technology to support patient care.

SimChart was instituted by the faculty during simulation Spring 2018. SimChart is modeled from an actual Electronic Health Record and allows faculty to translate their course content into practical everyday tasks that a student will encounter in the workplace. It will help assist in documenting, monitoring, and analyzing client care in an interactive controlled learning environment to help build, edit, prioritize, and evaluate plans of care to strengthen their clinical reasoning and critical thinking skills.

Kaplan Focused and Integrated Exams:

Kaplan Focused exams are used throughout the semester in all nursing courses; students are required to take the exam and then utilize the Kaplan resources to remediate each exam to strengthen their knowledge base. Students complete the exam, remediate for a minimum of hours based on their score, then wait for a minimum of 24 hours after remediation before retaking the exam. Remediation points are only awarded to those students who follow the guidelines assigned by the faculty for those courses. Kaplan Integrated Exams are completed in all courses at the end of the semester. Students are also required to complete a minimum number of remediation hours based on their score but do not retake integrated exams.

Group Presentations:

Group presentations focus on the assigned readings/lecture for the week and presentations take place in the classroom. The purpose of the presentations is to facilitate a collective understanding of information. Each group of students is responsible for presenting to the rest of the class a careful summary and analysis of the assigned topic. Each group of students provides a written summary and outline of their presentation, prior to presenting it in class, to provide a clear overview of the main ideas to be demonstrated and taught to their peers. Students provide their peers some ideas about how best to understand each reading and concept for that week.

Case Studies

Case Studies are scenario-based on the management of patient disease processed, nursing process, and prioritization of care. Case studies are associated with learner-centered education in the nursing program and are presented in a variety of methods within the programs including in-class discussion, during supplemental meetings, and in LMS-based discussion posts.

Mid-Term and Final Clinical Evaluation

Mid-Term and final clinical evaluations are used to assess students' performance in all clinical settings. Participation in clinical is a course requirement for passing, and student performance is evaluated mid-semester as well as the final week of the semester. The clinical evaluation tool is based upon the four end-of-program student learning outcomes with each being broken down further into the categories of Content and Environment, Knowledge and Science, Personal/Professional Development, Quality and Safety, Relationship-Centered Care, and Teamwork. Each of these subcategories is provided a description as to what faculty are looking at or for when assessing that area. Faculty look at different factors including instructor observation in patient care settings, written assignments reflecting on clinical experiences, and instructor observation in simulation experiences. Written assignments vary in regard to length and complexity based on the type of clinical experience and assignment objectives. Evaluations are shared with students through one-on-one meetings with nursing faculty to provide focused feedback on both their strengths and areas needing improvement. Any student who is not meeting clinical objectives at any point in the semester is counseled and given an action plan for improving performance. Also, on the clinical evaluation tool, students are able to provide a self-evaluation within each of the different subcategories.

Supporting Evidence
8.7: Nursing Admission Committee Meeting-Readmit Requirements
4.7.1: Assignment Grading Rubric Example
4.7.2: Mid-Term and Final Clinical Evaluation Rubric

Criterion 4.8

The Miles Community College Nursing Program offers an Associate of Science in Nursing (ASN) degree. Clinical experiences, theory courses, and evaluation methods are all created to assist the student in the achievement of the end-of-program student learning outcomes for the ASN degree.

The nursing program is a five-semester program comprised of one semester of pre-requisite courses and four semesters once admitted to the program. Fall and spring semesters run for 15-weeks and the summer session is 8-weeks in length. Nursing courses are not offered during the summer session but pre-requisite and required general education courses are offered during this time. The program includes 28 general education and 44 program course credits. Table 4.8A provides an overview of both general education and nursing courses and where they are located within the curriculum.

Table 4.8A- Miles Community College Five Semester Nursing Curriculum

Semester 1: Pre-requisite Courses	• BIOH 201/202: Human Anatomy and Physiology I with Lab (4 cr) • CHMY 121/122: Intro to General Chemistry with Lab (4 cr) • WRIT 101: College Writing I (3 cr) • M140: College Math for Healthcare (3 cr)
Semester 2	• BIOH 211/212: Human Anatomy and Physiology II with Lab (4 cr) • PSYX 100: Introduction to Psychology (3 cr) • NRSG 256: Pathophysiology (3 cr) • NRSG 232: Foundations of Nursing (3 cr) • NRSG 233: Foundations of Nursing Clinical (3 cr)
Semester 3	• SOCI 101: Introduction to Sociology (3 cr) • NRSG 230: Nursing Pharmacology (3 cr) • NRSG 231: Nursing Pharmacology Lab (2 cr) • NRSG 234: Adult Nursing I (3 cr) • NRSG 235: Adult Nursing I Clinical (2 cr)
Semester 4	• BIOM 250/251: Microbiology for Health Science with Lab (4 cr) • NRSG 244: Adult Nursing II (3 cr) • NRSG 245: Adult Nursing II Clinical (2 cr) • NRSG 236: Health and Illness of Maternal Nursing (2 cr) • NRSG 237: Health and Illness of Maternal Nursing Clinical (1 cr) • NRSG 254: Mental Health Concepts (3 cr) • NRSG 255: Mental Health Concepts Clinical (1 cr)
Semester 5	• NRSG 259: Adult Nursing III (3 cr) • NRSG 261: Adult Nursing III Clinical (3 cr) • NRSG 246: Health and Illness of Child & Family (2 cr) • NRSG 247: Health and Illness of child and Family Clinical (1 cr) • NRSG 266: Managing Client Care for the RN (2 cr) • NRSG 267: Managing Client Care for the RN Clinical (2 cr)
Total Credits	72 credits

Credit-to-contact hour ratios for courses within the nursing program are aligned with the policies of Miles Community College as well as in accordance with regulations from the Montana State Board of Nursing. Table 4.8B provides an overview of the policies from governing organizations and Table 4.8C addresses credit-to-contact hour ratios for courses within the program.

Table 4.8B-Credit-to-Contact Hours Policies

Miles Community College	Montana State Board of Nursing	Northwest Commission on Colleges and Universities
College work at Miles Community College 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 15-week semester (e.g., a three-credit lecture class would meet for 45 lecture hours during the semester). The guidelines utilized are commonly referred to as Carnegie Units. Weekly instructional time is adjusted whenever the semester length does not cover a full 15-week period of time. (Page 56-Academic Catalog and Student Handbook)	For each clinical credit, there shall be at least two hours of applied experience. (Rule 24.159.670 Curriculum Goal and General Requirements for Programs)	Not Applicable: Follows policies of Miles Community College

Table 4.8C-Miles Community College Nursing Program Credit-to-Contact Hours Ratios

Course Type	Credit-to-Contact Hour Ratio
Didactic	1:1
Lab	1:3 (two hours classroom work and one hour outside work)
Clinical	1:3

The number of credits required to complete the program follows the policies of Miles Community College, the Montana State Board of Nursing, and the Northwest Commission on Colleges and Universities. Table 4.8C identifies each entity and the corresponding policies.

Table 4.8C- Organizational and Agency Credit Requirements and Policies

Miles Community College	Montana State Board of Nursing	Northwest Commission on Colleges and Universities
Students enrolling at Miles Community College must complete the program requirements listed on the website and printed scope and sequence dated and maintained in their advisor's file at the time of entry into the College, provided graduation requirements are completed within five years. Students have the option of meeting program requirements in a later catalog, provided all requirements of the later catalog are met. At least 15 credit hours must be earned through Miles Community College to obtain an associate degree from the College. (Page 62-Academic Catalog and Student Handbook)	The Associate Degree Nursing Program is changing from the current six semester, 79 credit Associate of Science Degree to a five semester, 72 credit Associate of Science Degree. The major changes occurred in the colleges offering the 1+1 PN to ASN programs with the elimination of PN level nursing leadership and the LPN to RN Transition course. Nutrition was also removed as a separate course and embedded within the nursing curriculum. Nursing course descriptions and student learning outcomes well define nutritional content evident in the ASN Curriculum Summary (Appendix E, pg. 21). Registered Dietician faculty, employees, and the Montana Dietetic	Not Applicable: Follows policies of Miles Community College

| | Association, provided input to the changes by presenting at a curriculum meeting and in several meetings with the HealthCARE Montana Nursing Curriculum Director. Twelve of the prerequisite general education credits are offered in the first semester before the student applies to the ASN program. The remaining 14 required general education credits are embedded within the nursing program semesters. Students have the option of completing the program within the five-semester scope and sequence timeline, or taking an extra semester to complete the general education courses.

[Page 8-Nursing Program Curriculum Substantial Change Report (Practical Nursing, Associate Degree Nursing & BSN Completion) for MONTANA STATE BOARD OF NURSING February 2016] | |
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<u>Supporting Evidence</u>
7.2: 2020-2021 Miles Community College Academic Catalog and Student Handbook
9.6: Montana State Board of Nursing Curriculum Substantial Change Report

Criterion 4.9

Clinical settings utilized for the nursing program provide a wide range of clinical experiences including acute care, long-term care, rehabilitation, pediatric, maternity, mental health, and out-patient settings. Simulation is being integrated to provide experiences to assist in the evaluation of students in controlled patient care situations, meeting course and program outcomes, and to allow students opportunities to practice safe, evidence-based care practices before implementation in patient settings. Table 4.9A shows clinical sites currently utilized in the nursing program and provides increased detail on-site specifics.

Table 4.9A-Miles Community College Clinical Sites

Site Name and Location	Site Information	Units Used	Courses	Cohorts
Holy Rosary Healthcare Miles City, MT	Holy Rosary Healthcare is a comprehensive acute-care hospital in Miles City that serves an 11-county region of eastern Montana. It includes physician clinics, a residential living community, hospice, and palliative care services.	Residential Living Med/Surg ICU Swing Bed ER Clinic Outpatient Infusion OB/Postpartum Surgery	NRSG 233 NRSG 234 NRSG 245 NRSG 237 NRSG 261 NRSG 247	Miles City
Billings Clinic Miles City, MT	Billings Clinic Miles City offers complete care for you and your family in a convenient location. Our physicians, physician assistants, nurse practitioners, and professional staff provide quality care for the entire family. With comprehensive imaging services and laboratory services onsite	All provider areas	NRSG 233 NRSG 234 NRSG 245 NRSG 237 NRSG 261 NRSG 247	Miles City
VA Community Living Center Miles City, MT	A 30-bed Community Living Center (CLC) that provides general and ventilator-dependent care is located in Miles City.	Medical care floor	NRSG 233 NRSG 235	Miles City
oneHealth Miles City, MT	A community-based, outpatient primary health care center designed to serve the whole communities of Custer County.	Provider areas	NRSG 233 NRSG 235	Miles City
Council on Aging Miles City, MT	The purpose of the Custer County Council on Aging is to advise the Board of Commissioners on all needs and interests of senior citizens over the age of 60 residing in Custer County. The goal is to help our senior citizens stay healthy and happy	Department offices and home visits	NRSG 233 NRSG 235	Miles City

	and able to live in their own homes as long as they want to. We manage several programs ourselves and have information on many others that may be helpful to seniors. Services we provide directly include Home Delivered Meals (also known as Meals on Wheels); Congregate Meals, Senior Commodities, Transportation Assistance, Health Promotion programs, and home visits by Skilled Nurses, Personal Care Assistants, and Homemakers.			
St. John's United Billings, MT	St. John's United is a not-for-profit organization that, through its Billings campus, provides residential comprehensive care including retirement living, assisted living, and skilled nursing care. Organizational services also provide at-home cares through their home health and hospice programs.	Residential Living Home Health and Hospice Services	NRSG 233 NRSG 235	Miles City, Glendive, and Sidney
Glendive Medical Center Glendive, MT	Glendive Medical Center (GMC) is a full-service, 25-bed acute care hospital with 24-hour emergency care, full medical and surgical services, and an attached 36-bed skilled Extended Care facility.	Residential Living Med/Surg Clinic Outpatient Infusion OB/Postpartum Surgery Behavioral Health Home Health	NRSG 233 NRSG 234 NRSG 245 NRSG 237 NRSG 261 NRSG 247 NRSG 255	Glendive Miles City and Sidney for behavioral health
Dawson County Health Department	Committed to excellence in protecting, promoting, and enhancing the health and well-being of all people. We provide	Department offices	NRSG 234	Glendive

	quality services to people of all ages and work to ensure the health, safety, and mental health of our community and environment.			
Eastern Montana Veteran's Home

Glendive, MT | An 80-bed Long Term Care facility, built by the State of Montana with the assistance of the Federal Veteran's Administration, with a 16-bed designated Special Care Unit for residents with special needs. | Long-term care
Specialty care unit | NRSG 233 | Glendive |
| Eastern Montana Community Mental Health Center

Miles City, MT
Glendive, MT, and Sidney, MT | Since 1967 the mission of Eastern Montana Community Mental Health Center has been to provide quality, professional, comprehensive mental health, and substance abuse treatment services to the citizens of Eastern Montana. Treatment and care that respects the dignity of our citizens and communities. | Care facilities in Miles City, Glendive, and Sidney | NRSG 255 | Miles City, Glendive, and Sidney |
| Trinity Hospital

Wolf Point, MT | Acute care hospital with 24-hour emergency care, lab services, OB/GYN, out-patient surgery, radiology, telemedicine, physical and occupational therapy | Emergency Room | NRSG 245
NRSG 261 | Miles City, Glendive, and Sidney |
| Prairie Community Hospital

Terry, MT | At Prairie Community Hospital, they offer walk-in clinical care, emergency care, long-term care, as well in-patient, and out-patient services. | Extended Care | NRSG 233
NRSG 235 | Miles City |
| Rosebud Health Care Center

Forsyth, MT | Rosebud Health Care Center's 44-bed nursing facility provides a well-rounded environment for all residents. The facility | Extended Care
Hospital
Clinic | NRSG 233
NRSG 235
NRSG 245
NRSG 261 | Miles City |

	is licensed to provide Skilled, Non-skilled, and Intermediate Nursing Care. It is connected to a Critical Access Hospital, as well as the Physical Therapy Department, which allows access to other care if the need arises.			
Sidney Health Center Sidney, MT	Located in the heart of Richland County, the attractive Eastern Montana campus includes an acute care hospital, clinic area, retail pharmacy, and a 93-bed extended care facility offering a complete range of services from birth through end-of-life, which is complemented by an array of outreach services. This continuum or succession of services is not typical of rural healthcare organizations, but Sidney Health Center is not typical. A strong complement of primary care physicians and a unique selection of surgical specialists combined with a modern facility, and up-to-date medical equipment, makes Sidney Health Center a special place to work, receive care, and practice medicine.	Residential Living Med/Surg ICU ER Clinic Outpatient Infusion OB/Postpartum Surgery Hospice	NRSG 233 NRSG 234 NRSG 245 NRSG 237 NRSG 261 NRSG 247	Sidney Glendive and Miles City for ICU
Richland County Public Health Sidney, MT	The Richland County Health Department, located in Sidney, MT, monitors public health risks, coordinates Sidney agencies responding to public health threats, and enforces Montana public		NRSG 233 NRSG 235	Miles City

	health standards. As a Department of Public Health (DPH), the department works to prevent the spread of diseases, promote healthy behaviors, and ensure a clean Sidney health care center			

There are challenges in finding clinical placements and clinical faculty, particularly for specialty areas. Clinical groups are capped at a 10:1 student-faculty ratio by the Montana State Board of Nursing. The Nursing Program Director manages the clinical sites, and obtains all the affiliation agreements at the beginning of the school year, prior to the students starting their clinical rotations.

All agencies utilized have implemented identified National Patient Safety Goals (NPSG) to be adhered to in healthcare facilities that include correct patient identification, improvement of staff communication, safe medication usage, safe alarm usage, prevention of infection, identification of patient safety risks, and prevention of mistakes in surgery. These NPSG are aligned with Quality and Safety Education for Nurses (QSEN), which are included in all courses in the curriculum. Discussion and teaching about NPSG and QSEN begin in the NRSG 232-Foundations of Nursing theory course, along with the clinical progressive evaluation, and continues throughout the curriculum.

Evidence-based practices are incorporated throughout the curriculum and clinical setting. Students learn the definition and importance of evidence-based practice in NRSG 232. Within the lab portion of the NRSG 233-Foundations of Nursing Clinical, they are taught skills and patient care practices derived from evidence-based practice as outlined in their textbooks. When completing the care planning components of clinical assignments students are instructed to research and seek out evidence-based interventions which could be incorporated into their patients' plans of care. Within each clinical syllabus, the student course objectives are outlined along with assignments and methods used for evaluation. An example of this is shown in Table 4.9B and tables containing this information for all nursing clinical courses are contained within the required abbreviated syllabi.

Table 4.9B-NRSG 233: Foundations of Nursing Clinical Student Outcomes

Student Learning Outcomes:

NRSG 233: Foundations of Nursing			
End-of-Program Student Learning Outcomes	**NRSG 233: Course Student Learning Outcomes**	**Learning Activities**	**Course SLO Evaluation**
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the*	The student will: 1. Function within the role of the RN, incorporating professional, legal, and ethical guidelines, to demonstrate collaborative, patient-centered, safe, culturally competent, and holistic patient care. 2. Apply nursing process, evidence-based practices, and critical thinking techniques to develop the patient's plan of care. 3. Demonstrate individual accountability, professionalism, and safety for self and patient during the performance of nursing skills. 4. Demonstrate concepts learned in NRSG 232 in a lab setting	• Interactive Lecture/Discussions • Skills videos • Peer to Peer Transfer Learning Activities • Clinical Experience Assignments • Direct patient care • Clinical Site Observations • Pre/Post Clinical Conferences • Case Studies • Simulation Experiences • Nursing Skill Practice • Math for Medication Administration	• Written Reflective Papers: 80% of students will score 85% or higher on the grading rubric and Student outcome measure will be at Level 1.5 by end of the semester • Evaluative Simulation: 85% Students will score at 85% or greater • Skills Demonstration:85% of students will score 85% or greater on first-time evaluation

interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family, and community. **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions, and offering new insight improving quality of care for patients, families, and communities.*			

All students, including those from distant sites, are required to attend simulation on the main campus at different times throughout the semester. Faculty are able to verify that students from distant sites are using evidence-based and contemporary practice and nationally established health and safety goals during their simulation scenarios which are observed by the Clinical Resource Registered Nurses (CRRNs) and full-time faculty. Faculty-to-student ratios during a simulation are typically 1:2, but at times additional faculty may join the session as a learning experience for them or to provide additional support and feedback.

Montana State Board of Nursing maintains that 50% of students' simulations can be counted as clinical hours. As the access to clinical sites was restricted this last year and a half, that limit has been lifted temporarily. The nursing program designated approximately 35 to 40 percent towards simulations and skills demonstration returns. A table listing the clinical course, the percentage of clinical hours acquired through simulations, and simulation scenario topics used are available in the Supporting Evidence.

The clinical experiences and learning activities that support the end-of-program student learning outcomes are selected and created to be the same no matter which clinical cohort a student is

assigned to at the beginning of the program. Within the communities and surrounding areas of each clinical site, experiences are found to support an equitable learning environment for each student. There are some clinical experiences, however, that are only available at one clinical or a limited number of sites, such as inpatient behavioral health in Glendive, and so all students must complete a clinical rotation at that unit no matter their assigned clinical cohort. Clinical Resource Registered Nurses (CRRNs) within the program are trained and instructed in evaluation methods, instructional methods, grading methods, and feedback strategies to help ensure that students are receiving clear and consistent instruction and support from faculty.

Supporting Evidence
4.9.1: Simulation Hours and Scenarios

Criterion 4.10.

The Memorandum of Agreements (MOAs) and Affiliation Agreements for the clinical sites which will be used during the 2021-2022 school year are currently being reviewed and completed. Examples of these agreements are available within the Supporting Evidence files and hard copies will be available during the on-campus site visit.

Supporting Evidence
1.4.1: Memorandum of Agreement (MOA) Example
4.10.1: Affiliation Agreement Example

Criterion 4.11

The Miles Community College Nursing Program utilizes a face-to-face lecture delivery method in conjunction with synchronous delivery to distance students using the online meeting platform Zoom. Through the use of synchronous delivery via Zoom, distance students are able to participate in learning activities such as group presentations and case studies and also actively engage with instructors and peers in the classroom setting. Lab and clinical instructional experiences are delivered in a face-to-face format by part-time nursing faculty (CRRNs) and on occasion full-time faculty no matter the students' location. Each week the full-time faculty with oversite of the clinical sections meets with all CRRNs instructing the lab sections to provide an overview of the skills and information being presented that week and to allow for questions or any needed additional explanation of student expectations or requirements. This helps to ensure that no matter the lab site, students are receiving an equitable learning experience. Tables 4.2A and 4.9B provide an overview of the learning activities and evaluation methods used within both didactic and lab/clinical courses. Tables for all courses are present in the abbreviated syllabi. The course mapping for NRSG 232 and NRSG 233 also provides more information regarding these components and how they support the achievement of both course student learning outcomes and end-of-program student learning outcomes.

Supporting Evidence
4.3.1: Course Mapping Example

Standard 5: Resources

Criterion 5.1

The College's goal is to align expenditures with revenues or identified cost savings. Strategic objectives include maintaining a price structure among the lowest of higher education institutions in Montana, strengthening the college's financial base, creating a full-service campus experience, and optimizing the utilization of facilities to serve students efficiently. In addition, the College plans to develop and nurture significant partnerships for cost-effective academic and employment pathways.

Miles Community College is a post-secondary education college funded by tuition; student fees; state funds; federal, state, district levies; and other revenue. Funding received from the State of Montana comes through the Office of Commissioner of Higher Education. The amount from the State of Montana varies because the committee funding community colleges meet every two years during a legislative session.

In an effort to ensure sustained financial stability, the college has instituted a slight increase in tuition and fees for general education courses beginning Fall 2019. The reason for the increase was over the last few years the college has not been able to make a priority that absorbed the cost of room and board such as utilities and food. To cover the additional increase in these areas a 7% increase in housing and 8% increase in the cost of food in the cafeteria was also instituted.

The Nursing Departments budget for FY2022 is estimated for 76 students, 3 full-time faculty, and 7 part-time Clinical Recourse Registered Nurses. The College's budget for FY2022 is based on student enrollment of 400 full-time students. Budgets of both the nursing program and of Miles Community College are contained within the Supporting Evidence.

The facilities, technology, and resources that MCC provides to students, faculty, staff, and the community are current and comparable to those at other colleges around the state, and the College is committed to maintaining them. As the campus continues to grow enrollment, program offerings, and community outreach, our facilities, technologies, and infrastructures must grow and improve as well. As there is no other program of comparable size at Miles Community College, a comparison cannot be done. The nursing program is the largest within the college and maintains a larger budget than others. A table comparing the nursing program budget to that of all the other allied health programs combined is available as Supporting Evidence.

Supporting Evidence
5.1.1: Miles Community College Budget
5.1.2: Miles Community College Nursing Program Budget
5.1.3: Program Budget Comparison Table

Criterion 5.2

The Miles Community College Nursing Department is part of the Allied Health Division of the College. This division offers programs, certificates, and courses that end in career opportunities. There are five offerings throughout the division with all health science-focused programs housed under the Allied Health division.

The Nursing Department, which opened in August 1969, has six office spaces for nursing faculty and staff. Each of the three full-time nursing faculty has a private office which allows for meeting with students privately. One office is shared between the part-time faculty as on-campus hours are limited. Though it is shared, it can still be utilized for private conversations with students or alternative offices/rooms are available if needed. The office of the nursing program administrative assistant is located in conjunction with the Nursing Program Director's office, but offices are able to be separated for privacy. All offices are equipped with basic furniture including a desk (two in a shared office), chairs, file cabinets, and bookshelves. Faculty can bring in additional or use personal furniture if wanted. Technological resources in each office include a computer that is connected to the internet and printers on campus, and a phone.

There are two classrooms in the building designated for nursing and three other general education rooms on campus that are equipped with the technological needs to provided lectures to distant students should an alternative room be needed. Room 113 is dedicated and equipped for the delivery of lectures. Room 112 is dedicated and equipped as a skill instructional lab, but can also be used during larger-scale simulations when more than two rooms are required. There are two simulation rooms within the nursing department, which have ample space for student practice and simulation. Room 112 and both simulation rooms are also utilized for the storage of instructional supplies. Table 5.2A provides an example of some of the equipment and instructional supplies that are stored within these rooms. A more inclusive list and tour of areas can be provided during the site visit. Table 5.2B provides an overview of the four dedicated instructional nursing spaces. During times of normal business hours when spaces are not being used for scheduled nursing activities, students are able to access spaces for purposes such as studying, working on homework or projects, and practicing skills.

Table 5.2A-Example of Lab/Simulation Room Equipment

Item	Quantity	Item	Quantity	Item	Quantity
Noelle (maternity sim)	1	Wound Torso	4	Practice mannequins	3
Hal (adult sim)	1				
Pediatric sim	1	Hospital Beds	3	Otoscope/ Ophthalmoscope	4
		Gurney	2		
Infant sim	1	Thermometer	4	IV Arm	6
Preemie baby	2				
Suction	2	IV Pumps	2	Vitals machine	1
Catheter Trainers	3	Wheelchair	2	Doppler	1

Table 5.2B-Dedicated Nursing Program Instructional Spaces

Room	Capacity	Use	Times of Use
Room 113	24	Didactic instruction	Mondays and Tuesdays
Room 112	15	Lab instruction, return demonstration, simulations	Wednesday and Thursday afternoons and as needed for simulations or return demonstrations
Simulation Room #1	6	Simulation experiences, return demonstrations	Wednesday and Thursdays for simulations or as needed for simulations and demonstrations
Simulation Room #2	6	Simulation experiences, return demonstrations	Wednesday and Thursdays for simulations or as needed for simulations and demonstrations

The allied health department offers a certificate program for certified nursing assistance (C.N.A.) in partnership with Holy Rosary Residential Living and workforce development. As part of that partnership, the CNA program utilizes the nursing program lab space and simulation rooms for skills instruction and certification testing.

Within each of our distance lab sites, a room has been dedicated to the nursing program. This space is used as a lab classroom and also allows for the storage of program materials. During the summer months, the Nursing Program Director and faculty visit each of the distance sites to assess the space, take inventory of supplies, and determine if additional materials are required. This allows for faculty to ensure students at these sites have access to the same or equal resources as those on the main campus. Also, during the school year, part-time faculty at each site keep faculty apprised of any needs so they can be resolved as soon as possible. At two of the lab sites, Glendive and Sidney, we are in the process of transitioning to a new classroom that will provide students with an enhanced learning environment and allow for the addition of teaching equipment. The nursing program is in the process of trying to secure a grant which would allow for the purchase of three additional mid-fidelity simulators that would be placed at distance lab sites.

On the Miles Community College campus, there are two computer labs that are also utilized as classrooms for courses within other departments. Nursing students do have access to these labs outside of scheduled course time, but as those times vary being able to take exams or use the computers cannot be guaranteed when needed. There are also computers available for student use in the library and are available during regular library hours. Within the nursing department, students have access to the computers in Room 113 outside of scheduled class time and three laptops are available in the nursing office for students to borrow for testing. At our distance sites, students have access to both onsite computers and Wi-Fi capabilities if needed for their own devices.

Criterion 5.3

Learning resources within the nursing program both in regard to textbooks and electronically based support programs are evaluated each year during times of curriculum review. Copies of textbooks full-time faculty would like to review can be ordered through the bookstore and even if they are not chosen for students, can still be kept and used as an additional resource for faculty. Full-time faculty are free to explore either alternative resources or additional resources for students to be incorporated into their courses. Some of the additional resources that have been implemented include Elsevier's Sherpath, Davis Advantage and Edge, Kaplan, SimChart, and Nursing.com. All of these resources are web-based which allows for all students and faculty to access them on personal or school electronic devices.

The nursing faculty voted on adopting the Sherpath Adaptive Learning from Elsevier, according to the faculty meeting minutes on April 7, 2017, a and faculty training session was held on April 18, 2017. The Sherpath system integrates quizzes, lessons, case studies, and simulations- all within the product. In fall 2017, all faculty teaching a nursing course implemented Sherpath. All students purchased the Sherpath required for their courses within the first week of the semester, but not all of the students used Sherpath as an adaptive learning system.

Nursing faculty also voted to adopt the Kaplan case studies and standardized testing product. Nursing faculty were trained in the use of the standardized testing piece of this product and implementation started in May 2015. In January 2016, faculty reviewed the first use of the exams and faculty utilized the information to update grading guidelines.

The library for the college is located on the main campus but provides web access to certain components for distance students. The Library Director attends division chair meetings once a month where faculty are able to suggest books for purchase according to the course and program needs.

The Division of Learning Resources is a support division, supporting the other academic divisions. The library serves the information and research needs of Miles Community College students, faculty, staff, and students at distant sites. It supports all college programs, provides direct and indirect instruction including research and information literacy training and provides access to a wide range and variety of physical and online resources that support teaching and learning at the college. The Library Director and one assistant are available at the library during operating hours, and can be reached by telephone, e-mail, or text message. Messages received

outside normal operating hours are answered as soon as possible the next business day.

Miles Community College's library features a technology-enhanced 21st-century environment for collaborative research including computers, books, portable computing devices, and digital media resources as well as group study rooms modeled after corporate meeting spaces. At two of the distant sites, a community college library is available for the students' use and the other has a small county library for students to gather and study in a group, computers, and internet access.

The library is accessible to the entire community and provides free wireless internet access as well as fully equipped computers for student use. All library users must register for full access to all services.

There are over 9, 000 items, both print and non-print (media), in the circulating, reference, reserve, and special collections, including many current textbooks. These holdings will soon be listed in the library's online catalog. Additional resources, available from anywhere in the world, are provided via inter-library loan services. Electronic databases, most featuring full-text documents, and a substantial e-book collection provide an ever-growing selection of scholarly and reference works and can be easily accessed by staff and students. Electronic materials can be utilized off-campus, via the internet. Library staff can assist with an individual user name and password registration, during normal operating hours.

Online databases and e-books support many academic programs including psychology, nursing, education, and literature just to name a few. Off-campus access is particularly important for students in the college's Distance Education programs. Distant students are able to access the library's electronic material via the internet from their homes. The library also maintains special collections on specific topics such as nursing.

Thanks to an innovative partnership with the State of Montana Library System, the Miles Community College library serves the academic needs of students and can provide certain library services not available elsewhere, while at the same time working collaboratively to provide seamless borrowing privileges for most items between the state library systems.

Other items within the region, state, country, or around the world can be requested via inter-library loan. If a borrower's research should lead them to a book, an article, or a journal that Miles Community College does not own, it can be requested for them to borrow from almost any library in the world. This service is available at no cost to Miles Community College students and effectively multiplies our holdings to meet academic needs. Miles Community College Office of Distance Education promotes the College's mission to transform lives by making courses available outside the traditional classroom environment and by the use of nationally recognized quality standards in course design and development.

Learning resources specifically for the nursing program assist in the achievement of nursing student learning outcomes and program outcomes. Services available to enhance the learning experience include access to reference librarians during hours of operation in person, as well as through email, and online text messaging. Resources available to students, faculty, and staff include hard copy and electronic nursing books, journals, and searchable health science

databases. Physical resources within the library promote a positive learning environment by providing ample space for individual and group study. Physical resources are available at distant sites at a community college library or public library.

Hard copies of library resources may be checked out for an entire semester which is especially helpful for students from distant sites. If the book is not returned at the end of the semester, students are charged the full price to replace the item.

Searchable Health Science databases include ProQuest EBooks, ProQuest, EBSCOhost, ScienceDirect, CINAHL Complete, and Nursing & Allied Health. These may easily be accessed on campus or remotely off-campus through the library website.

EBSCO*host* provides an online reference system to a variety of full-text databases including Health Source (Nursing/Academic Edition), and CINAHL. Health Source provides full-text scholarly journals on many medical disciplines with a focus on nursing and allied health. CINAHL (Cumulative Index of Nursing and Allied Health Literature) provides a research tool for nursing and allied health professionals with full-text access to peer-reviewed journals and other evidence-based resources. Searches in CINAHL may be by journal title, terms, or phrases. In addition, OVID provides an electronic platform with access to full-text subscriptions to the American Journal of Nursing, the American Journal of Maternal Child Nursing, and Nursing.

ProQuest empowers students to spend less time searching for information and more time devoted to research articles. The database provides a single source for scholarly journals, newspapers, reports, working papers, and datasets along with millions of pages of digitized historical primary sources and more than 450,000 e-books.

ScienceDirect provides a large database of scientific and medical research. It hosts over 12 million pieces of content from 3,500 academic journals and 34,000 e-books. The journals are grouped into four main sections: Physical Sciences and Engineering, Life Sciences, Health Sciences, and Social Sciences and Humanities.

Journal titles are searchable from the link "Search Journal Titles" link found on the library webpage. The nursing program does maintain subscriptions of hard copy journals for the following: Nursing Education Perspectives and Journal for Nursing Education.

The budget for library resources is managed by Library Director with input from the Vice President of Academic Affairs. New titles and holdings may be recommended by any nursing faculty member through the Nursing Program Director. New items are usually available within 1-two weeks of ordering. All subscriptions and resources are reviewed annually for continuation and relevancy. Hard copies of health science resources are generally maintained for a period of five years. The decision to remove a title is based on the recommendation of the Library Director with the approval of the Nursing Program Director.

The College has been actively involved with distance education since 1993, providing classes for those who want or need an alternative to classroom-based courses. Even in programs where online courses may not be ideally suited to the curriculum, students can often take advantage of the flexibility of online delivery for their general education and prerequisite courses.

Our online courses utilize a state-of-the-art course learning management system (Canvas) to deliver dynamic college-level instruction over the internet. Online courses typically include textbook readings, web-based resources, interaction with highly qualified faculty, and interaction with fellow students, projects, and exams. College faculty are available to answer questions and direct student learning. Faculty also has the ability to research and suggest online educational tools that can be incorporated into Canvas such as Flip Grid which provides students a discussion platform that utilizes video responses rather than written ones.

Distance Education courses are fully accredited and part of the curriculum, allowing students to learn whenever and wherever it's convenient for them while satisfying degree requirements. The Office of Distance Education administers the College's online course learning management system and trains faculty in the use of the system as well as in appropriate online instructional techniques. In addition, the Office provides and promotes online technologies (with training for faculty) to enhance on-campus courses and ensure all courses have online "shells."

At least two professional development opportunities related to online teaching and learning are offered each year, and several self-paced tutorials are available on the Miles Community College intranet, along with links to a wide variety of step-by-step instructional documents and videos. During regular office hours (8:00 AM-5:00 PM) support is provided by Miles Community College Distance Education staff. Support is also available during nonbusiness hours through helplines associated with products and programs utilized on campus.

Criterion 5.4

The main delivery method of the nursing program is in a face-to-face format, but our lecture courses are delivered synchronously to distance students through the Zoom platform. Distance students are informed prior to starting courses of the technological resources that are required to be able to attend and participate in lecture activities. Should they have any technical issues they have access to the college IT department during normal business hours through email or telephone communication. Also, faculty are able to help students troubleshoot difficulties. For other learning platforms used such as Canvas, Sherpath, and Davis Advantage, all students have the same access to resources and assistance no matter whether they are on campus or distance students. Distance students' access to on-campus resources including library materials and assistance with Canvas use, is discussed in previous Standards and Criterion. Within the nursing program and Miles Community College, we strive to provide our distance students with the same support and resources as those that attend on campus.

Standard 6: Outcomes

The Miles Community College Nursing Program has developed a Systematic Evaluation Plan (SEP) to assure that components for accreditation are routinely reviewed and also for continuous quality improvement in elements within the program. Following the systematic plan of review outlined in the SEP, provides essential data that helps in making informed decisions regarding end-of-program and course student learning outcomes as well as curriculum structure.

Criterion 6.1

To evaluate student achievement of end-of-program student learning outcomes, several sources of data will be utilized to provide a diverse assessment. Data will be collected from Kaplan Integrated examinations taken during the students' final semester, learning mastery levels determined through the evaluation of both clinical and didactic performance, and the evaluation of student performance during their final semester capstone experience.

Expected Levels of Achievement within each assessment are similar for each end-of-program student learning outcome but have different areas of focus based on which outcome is being addressed. Following the completion of the sophomore students' final semester, data can be pulled by the Nursing Program Director and the Director of Institutional Research from Kaplan, for the integrated testing, and Canvas, for the mastery level performance, to assess student outcomes and to evaluate the achievement of outcomes. Once analysis is complete, results are shared with faculty to allow further evaluation of curriculum and student needs. While data will be collected and analyzed each spring, more detailed analyses will be completed on a rotating schedule as outlined in the SEP to ensure sufficient data have been collected in each area.

New procedures will be put in place to assist with the additional collection of data necessary for program maintenance and accreditation.

- All faculty will provide a copy of the students' final clinical evaluation for their files.
- Faculty will complete a course evaluation summary at the end of each semester which will include:
  - Assignments & Assessments
  - Related course learning outcomes
  - Target class outcome & Actual Class Outcome
  - Action plan-implemented course updates/changes
  - Factors resulting in course changes
  - Students concerns
  - Proposed changes for the next semester
  - Faculty will collect data for all course sections for end of semester reports
  - Nursing faculty meetings will occur each January and May to assess program data for decision making

Evaluation of student learning demonstrates that graduates have achieved identified competencies within the mission, professional standards, and outcomes of the program are ongoing. Since the realignment of student learning outcomes occurred in fall 2017, evaluation

began in spring 2018. Prior outcomes were evaluated and were found to required follow-up and revision. A systemic evaluation plan (SEP) was developed and monitored since the 2013 accreditation; however, the plan did not meet current accreditation standards and was not consistently updated and data were not consistently collected. The plan was modified in fall 2017 to reflect changes in accreditation, evaluation, standards, and outcomes. End-of-program student learning outcome assessments have begun, as well as interventions to assist in securing positive results.

The nursing program currently utilizes an SEP for Standard 6 that demonstrates whether students have achieved each end-of-program student learning outcome. The SEP is provided as required documentation within this report. Specific and measurable levels of achievement are outlined in the plan for each outcome and assessment methods, intervals for assessment, and data are listed on the plan itself. The data will be used to inform program decision-making for the maintenance and improvement of the program.

Criterion 6.2

The NCLEX-RN pass rate for 2016 was 53.33%, 2017 66.66 %, and 2018 73.68%. In the fall of 2017, under the direction of new leadership, plans were implemented to improve NCLEX –RN pass rates. One plan was to evaluate the data related to student learning outcomes and improvement strategies. Academic preparation of students entering the program and admission process, add nursing process to test questions, using standardized testing and practice questions for NCLEX-RN; and support strategies for at-risk students.

The Kaplan Integrated Diagnostic A Exit Exam report Fall 2017 revealed that the nursing process had a low percentage score. Faculty are teaching assessment in the first course in the curriculum NRSG 232 Foundations. Students are now taught how to assess each body system prior to learning skills for that system and then tested in a simulation at the end of the lab section of the course. Faculty feel that the nursing process scores are improving based on pre- and post-conference discussions during clinicals, implemented a few years ago.

Kaplan NCLEX Review Course

In the spring of 2018, all students did not take the review class, even though it was provided for free. In the spring of 2019, it was mandatory that the students take the review class, and the nursing program purchased Davis RN-NCLEX review books for all of the graduates. The college, offered an extra NCLEX-RN review class, face to face or over Zoom to those students at the distance sites, but not all students took advantage of this offer.

Remediation

The nursing program recognizes the need for further action in the attempt to meet the required level of achievement. The faculty implemented a robust intervention that will attempt to successfully address the situation. At the staff meeting on May 7, 2019, a faculty member presented an overview of her evidence-based project on remediation. The project was discussed

in detail and a written format was shared with other faculty members. The remediation protocol provides a system of support for the student, designed to provide activities focused on the specific areas of weakness identified for each student, and is available for review in Supporting Evidence.

Davis Advantage & Davis Edge:

Textbooks in each course in combination with online personalized learning modules will help students make connections and improve their knowledge. This combination will help build students' confidence by allowing them to independently create a personalized learning plan to assess their strengths and weaknesses related to understanding the information; provide an opportunity to experience interactive multi-media learning and student can independently track their progress.

Davis Edge is an online program designed to help students study smarter, provides online personalized quizzes that assess how much the student has learned and retrained to evaluate areas that need improvement, and helps to prepare for exams.

Benchmarks Policy

Faculty meeting September 17, 2019, a policy was brought forward by the Nursing Program Director, attaching benchmarks to Kaplan Secure Predictor A and Diagnostic A exams administered in the fifth semester of the nursing program. Previously the Secure Predictor A has been given at the beginning of the fifth semester, after discussing with a Kaplan Representative, it was determined that the Diagnostic A should be administered first, and Secure Predictor A several months later. Using the benchmarks determined by Kaplan, the benchmark for the Diagnostic A is that students must answer at least 65 % of their questions correctly, otherwise, they will meet with Nursing Program Director and faculty, and develop a study plan. Benchmark for the Secure Predictor A exam students must answer 61 % of their questions correctly in chosen topics that correlate to end-of-program student learning outcomes. If the benchmark is not met they follow up with their instructor, meet with Nursing Program Director, and will be given a chance to retake the Secure Predictor A prior to the end of the semester. If the student does not meet the benchmark of 61% on the Kaplan Secure Predictor A, they will be given a temporary "T" grade. Students will then develop a plan of study in conjunction with faculty and will be given the opportunity to retest, if they are not able to meet the benchmark of 61% they will be given a failing grade in NRSG 266 Managing Client Care. Students who fail are eligible to reapply to the program if space is available. The developed policy is available in Supporting Evidence.

Admission Criteria

Admission criteria were evaluated in 2016 and it was determined that the nursing program had a very low GPA for admission: 2.5. The admission GPA was increased to 2.75 and the minimum passing grade was increased from 78% to 79.51%. Admission to the nursing program is based on

an admission rubric that can be found below and will be implemented with the cohorts for the class of 2022. Applicants will be evaluated based on their performance in the prerequisite coursework for the program. The most qualified applicants will earn the highest number of points based on the rubric. In order to meet the minimum threshold applicants may have no more than three failures and repeats of prerequisite coursework. According to the MCC Nursing Handbook, any course with a grade below a B- is considered a failing course for the purposes of determining nursing program admissions. The nursing program does not accept grades below B- for required general education or non-nursing required courses.

Students with current unrepeated failures in prerequisite coursework will not be admitted. The students with the highest points and most program credits completed without any failures and repeats are admitted first. Multiple repeats in any of the prerequisite coursework will be considered in making admissions decisions.

Applicants will be ranked according to points scored and the number of required courses repeated. The number of students admitted is a cohort of 38 a year, set by the Montana State Board of Nursing.

Example of highly qualified applicant:
- A student has 0 failures or repeats of required courses.
- A student does not have any grades below a B-

If a student has a grade below a B-, they would need to re-take the course and replace the failure with a passing grade. Students with withdrawal will be considered as a failure, and only allowed to repeat that course one time.

Supporting Evidence
6.2.1: Mandatory Remediation Protocol
6.2.2: Benchmark Policy and Temporary "T: Grade Policy

Criterion 6.3

The Miles Community College Nursing Program selects a nursing cohort once per year with them entering the program in the fall semester. Students who are not successful in a nursing course may apply for readmission to the program once, but can only be readmitted if space is available in the semester they are seeking to enter. As each nursing course is only offered one semester each year, readmissions students could potentially have to wait several months until needed courses are offered again. Due to the limitations of readmission based on space as well as the frequency of course offerings, the expected level of achievement of 70% from the first day of the first nursing course was set using a 150% timeframe as a reference.

The nursing program uses two forms of assessment information to determine student completion rates. Students are tracked by those that have been accepted to the program, attend orientation, and complete the program or subsequently leave prior to completion. An internal department spreadsheet is used to track each cohort on a semester basis. A second assessment method lists graduates according to data from the Registrar which is compared to a list of students who began

the program. At the end of each semester, the number of students who are not continuing on in the program is reviewed. The reasons or contributing factors to the students' not being successful are discussed and the need for any possible changes or modifications is also a topic of discussion. The implementation of supplemental sessions for all didactic nursing courses in fall 2020 occurred as a way to provide additional support to students and to help maintain and improve completion rates. Though as is shown in the SPE, we are currently meeting our expected level of completion, the nursing program is continually trying to find ways in which to provide support and resources for our nursing students and to help them be more successful both within the program and after graduation.

Criterion 6.4

Montana hospitals and healthcare facilities continue to experience nursing shortages. The Montana State Board of Nursing allows new graduates to work under a 90-day temporary license while they ready themselves for the NCLEX. Students are able to search and apply for nursing jobs prior to graduation with many being successful in securing a job. For hospitals that have Magnet status, a student can be offered a position prior to taking the NCLEX, but are required to have passed before starting employment. Due to the ongoing need for nurses within our geographic area, it was deemed that an expected level of achievement of 75% of graduates will report employment as a registered nurse within nine months of graduation was a reasonable expectation. As shown in the SPE, this level has been met in regard to the students that have responded to our inquiry.

At this time, data collection involves sending emails from the department to graduates. As it is unknown whether this was completed in regard to the 2020 graduating class, an email was sent in July 2021. For the 2020 graduating class 27 emails were sent out with a 41% response rate. Of the 41% that responded, 100% reported employment as a registered nurse. An email will be sent to the 2021 graduating class in November to assess rates six months after graduation and then again in February to those we did not receive a previous response from. Some contributing factors to the low response for this method could include email address not being current and delivery of the message to spam/junk folder. The use of alternative methods to improve response to future surveys will be discussed during the 2021-2022 year. Information in the SPE shows the known graduate job placement rate at this time.

Faculty Profile Tables

FACULTY PROFILE TABLE

Agency Information

Name of Institution: Miles Community College **Date Form Completed: July 31, 2021**

Name of Nursing Education Unit: Miles Community College Associate Nursing Program

Agency	Name of Agency	<u>Full- and Part-Time Faculty Requirements</u>
The program's state regulatory agency for nursing	**Montana State Board of Nursing**	Reference: Rule 24.159.655 PROGRAM FACULTY - https://rules.mt.gov/gateway/RuleNo.asp?RN=24%2E159%2E655 Rule 24.159.659 FACULTY FOR REGISTERED NURSING PROGRAMS - https://rules.mt.gov/gateway/RuleNo.asp?RN=24%2E159%2E659 Rule 24.159.663 WAIVER OF FACULTY QUALIFICATIONS - https://rules.mt.gov/gateway/RuleNo.asp?RN=24%2E159%2E663 Rule 24.159.666 USE OF CLINICAL RESOURCE REGISTERED NURSES (CRRNS) - https://rules.mt.gov/gateway/RuleNo.asp?RN=24%2E159%2E666 Requirements:

		Rule 24.159.655 PROGRAM FACULTY
		(1) There must be a sufficient number of qualified faculty to meet the purposes and objectives of the program. Faculty includes all nurses employed by the program to provide didactic and/or clinical/laboratory experiences. Clinical resource nurses (CRRNs) and preceptors are not considered faculty.

(2) Clinical and didactic faculty shall hold unencumbered Montana nursing licenses to practice nursing.

(3) Faculty shall have primary responsibility for the development and provision of the academic program(s), including participation in program policy development.

(4) Faculty shall maintain continuing professional development in each area of academic responsibility.

(5) Faculty involved in simulations, both didactic and clinical, shall have training in best practices in the use of simulation.

(6) Faculty members who have responsibility for clinical teaching shall have relevant education and/or experience and meet all of the faculty qualifications for the program level in which they are teaching.

(7) Faculty member titles should be consistent with faculty functions and the same as or equivalent to titles of faculty of other units of the parent institution.

(8) Faculty members shall be responsible for:

(a) planning, implementing, and evaluating learning experiences;

(b) participating in academic student advising;

(c) student and peer evaluation of teaching effectiveness; and

(d) participating in the selection of new faculty and the promotion and tenure of existing faculty.

(9) Faculty workloads should be equitable, and must allow time for:

(a) class and lab preparation;

(b) didactic and clinical teaching;

(c) program evaluation and performance improvement;

(d) improvements of teaching methods;

(e) student advising;

(f) participation in faculty organization and committees;

(g) attendance at professional meetings; and
(h) participation in continuing education activities, as required by these rules.
(10) When providing direct patient care, no more than ten students may be supervised at a time by a faculty member.

Rule 24.159.659 FACULTY FOR REGISTERED NURSING PROGRAMS
(1) All nursing faculty members, including part-time faculty, shall:
(a) hold an unencumbered license as a registered nurse in Montana;
(b) have preparation for teaching in their respective area of responsibility including at least two years of registered nursing practice; and
(c) except as otherwise provided in these rules, hold at least a graduate degree in nursing from a nationally accredited program.

Rule 24.159.663 WAIVER OF FACULTY QUALIFICATIONS
(1) Programs may hire a limited number of faculty members who do not meet the educational qualifications as noted in ARM 24.159.659 and 24.159.662. In the event that this occurs, the program must immediately notify the board in writing of the hire and include a written plan for meeting that qualification.
(2) Programs may employ a maximum of ten percent or two faculty members, whichever is greater, based on total faculty FTE, who do not hold a graduate degree in nursing (for registered nurse education programs) or a baccalaureate degree in nursing (for practical nurse education programs). Those individuals shall have no more than five years from the date of employment to obtain the requisite degree.

Rule 24.159.666 USE OF CLINICAL RESOURCE REGISTERED NURSES (CRRNS)
(1) A clinical resource registered nurse (CRRN) is an RN with an unencumbered Montana nursing license who provides supervision, demonstration, and collaborative evaluation of student performance in a clinical or laboratory setting.
(2) CRRNs may be used to enhance, but not replace, faculty-directed clinical learning experiences. The supervising faculty member is responsible for all students in the clinical setting, including those supervised by the CRRNs. The

		maximum number of nursing students a CRRN may supervise at any one time is ten. (3) The CRRN is solely responsible for students and must have no concurrent clinical responsibilities. (4) When using CRRNs, faculty members remain responsible for: (a) assuring that assigned duties are appropriate to the CRRN scope of responsibilities; (b) ensuring safe, accessible, and appropriate supervision based on client health status, care setting, course objectives, and student level of preparation; (c) the lecture, clinical, and laboratory portions of a course, including actively teaching in the course for which the clinical experience is assigned; and (d) performing the summative clinical evaluation based on individual course objectives and student clinical performance.
Other state agency (e.g., state department of education, state system, etc.)	**N/A**	Reference: N/A Requirements: N/A
The program's governing organization	**Miles Community College**	Reference: Miles Community College Nursing Instructor Position Description Miles Community College Clinical Resource Registered Nurse Position Description Requirements: **Nursing Instructor** Education: Graduation from an approved school of nursing. Minimum of a Master's Degree in Nursing as required by the current Statutes and Rules Relating to

Nursing, issued by the Montana State Board of Nursing, advanced preparation for teaching.

Experience:
Minimum of two (2) years of experience in clinical nursing.

Certificates & Licenses:
Must hold unencumbered registered nurses license in the State of Montana.

Nursing Instructors are required to keep current in their field by maintaining licensure through the completion of clinical hours and professional development. Nursing Licensure may be determined by Montana State Board of Nursing to maintain current credentials for advanced practicing nurse. The required clinical hours may be obtained through any medical facility including but not limited to hospitals, clinics, long-term care, assisted living and the College's student health service.

Clinical Resource Registered Nurse

Education:
Bachelor of Nursing preferred. Associates degree required. A clinical resource registered nurse (CRRN) is an RN with an unencumbered nursing licenses who provide supervision, demonstration, and collaborative evaluation performance in a clinical or laboratory setting.

Experience:
Prefer five years of direct patient care to include, but not limited to: Med/Surgical unit, OB unit, or Long-term Care unit, will consider two years. Candidate must have broad clinical background including long term care with knowledge of MDS, and at least two years of experience in medical/surgical and labor/delivery/postpartum. The candidate must have excellent computer, communication and organizational skills, ability to coordinate and prioritize

| | | workload, ability to maintain strict confidentiality and experience in teaching of adults.

Certificates & Licenses
Must hold unencumbered registered nurses license in the State of Montana.

Clinical Registered Resource Nurses are required to keep current in their field by maintaining licensure through the completion of clinical hours and professional development. Nursing Licensure may be determined by Montana State Board of Nursing to maintain current credentials for advanced practicing nurse. The required clinical hours may be obtained through any medical facility including but not limited to hospitals, clinics, long-term care, assisted living and the College's student health service. |
| **The governing organization's accrediting agency** | Northwest Commission on Colleges and Universities (NWCCU) | Reference:

NWCCU 2020 Standards: Human Resources 2.F.3

- https://nwccu.org/accreditation/standards-policies/standards/

Requirements:

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. |

Faculty Profile Table

Qualifications of Full-Time Faculty Exclusive to Miles Community College Associate Nursing Program

Directions: Complete requested information below for each full-time exclusive faculty member teaching **_at the time of the site visit_**. *Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.*

1	2	3	4	5
LAST NAME, FIRST NAME	**DATE OF INITIAL APPOINTMENT**	**ACADEMIC DEGREES**	**LICENSURE/ CERTIFICATION**	**TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY**
Hudson, Dani	08/2021	ASN-05/2014 BSN- 05/2016 MSN- projected completion 08/2021 SBON waiver due to current enrollment in MSN program	NUR-RN-LIC-75060; 12/31/2022	NRSG 256 NRSG 234 NRSG 235 (oversite) NRSG 236 NRSG 237 NURSG 245 NRSG 261 Nursing Admissions Taskforce Nursing Division Advising

Luther, Katrina	08/2007	ASN-1985 BSN-2008 MSN-2013	NUR-RN-LIC-16275; 12/31/2021	NRSG 232 NRSG 233 (oversite) NRSG 244 NRSG 245 (oversite) NRSG 259 NRSG 261 (oversite) NRSG 266 NRSG 267 Nursing Admissions Taskforce Nursing Division Advising
Olmstead, Jennifer	08/2021	ASN-05/204 BSN-05/2016 MSN- projected completion 05/2022 SBON waiver due to current enrollment in MSN program	NUR-RN-LIC-74890; 12/31/2021	NRSG 230 NRSG 231 (oversite) NRSG 254 NRSG 255 NRSG 246 NRSG 247 NURSG 245 NRSG 261 Nursing Admissions Taskforce Nursing Division Advising

Faculty Profile Table

Qualifications of Part-Time Faculty Exclusive to Miles Community College Associate Nursing Program

Directions: *Complete requested information below for each part-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.*

1	2	3	4	5
LAST NAME, FIRST NAME • *Alphabetical Order by Last Name*	**DATE OF INITIAL APPOINTMENT** • *Month/Year*	**ACADEMIC DEGREES** • *Undergraduate Degree(s): name of degree/date of completion* • *Graduate Degree(s): name of degree/specialty/date of completion* • *Waiver/exception (if applicable) for credential/experience requirements: (explain)* • *Currently enrolled: name of degree/projected date of completion*	**LICENSURE/ CERTIFICATION** • *Current licensure: state/license number/ expiration date* • *Current certifications: type/date acquired/ expiration date*	**TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY** • *Course: Prefix, Number, Role/Responsibilities* • *Committees; Course, Clinical, Laboratory Coordination, etc.*
Holmen, Shannon	09/2019	ASN-05/1988	NUR-RN-LIC-17851; 12/31/2021	NRSG 233 NRSG 231 NRSG 235 Nursing Division
Jerke, Kim	09/2020	ASN-05/1991 BSN-projected completion 05/2022	NUR-RN-LIC-19815; 12/31/2021	NRSG 233 NRSG 231 NRSG 235

				Nursing Division
Ries, Linda	09/2019	BSN-05/1984	NUR-RN-LIC-16087; 12/31/2022	NRSG 233 NRSG 231 NRSG 235 NRSG 245 NRSG 261 Nursing Division
Schmitz, Megan	09/2019	BSN-05/2008	NUR-RN-LIC-36273; 12/31/2021	NRSG 245 NRSG 261 Nursing Division
Steen, Tayvee	09/2020	ASN-05/2010	NUR-RN-LIC-39800; 12/31/2022	NRSG 233 NRSG 231 NRSG 235 Nursing Division
Weber, Mike	09/2020	BSN-12/1993	NUR-RN-LIC-21699; 12/31/2022	NRSG 233 NRSG 231 NRSG 235 Nursing Division

<center>**Qualifications and Professional Development Addendum**</center>

Faculty Name: Dani Hudson

List relevant:

- **Area(s) of expertise and experience**
  o Medical-surgical, swing bed, labor delivery, emergency department, geriatrics, post-surgical, ICU.
  o Bedside nursing

- **Clinical practice and/or teaching experience:**

Experience 2020-present. Miles Community College Miles City, MT
Clinical Resource Nurse
- Observation and instruction of students
- Demonstration and teaching of clinical skills in lab settings
- Grading specialty paperwork.
- Assisting with conflict management
- Preparing students to grow as professionals.

2018-present Holy Rosary Healthcare Miles City, MT
Registered Nurse, RN Maternal/Newborn/ER
- Labor & Delivery Nursing.
- Assessing Antepartum, Postpartum, and GYN Surgical Patients.
- Newborn Resuscitation, Transitional Care, and Level II NICU.
- Triaging and caring for patients in the emergency care setting.

2015-2018 Glendive Medical Center Glendive, MT
Registered Nurse, RN
- Assess and care for patients in acute care Med/Surge, ED, ICU, Labor & Delivery, Post-Surgical, and Swing Bed Nursing areas.
- Participant in launching Baby Friendly.
- Worked with Baby Bistro to provide free services to the community with newborns up to 1 year old.

2014-2015 Eastern Montana Veteran's Home Glendive, MT
Registered Nurse, RN
- Managed up to 25 patients at one time in nursing home setting.
- Was lead in caring for and treating wounds in swing bed patients.

- **Professional development and/or Scholarly work:**
  o I have been completing my master's degree in Nursing Education with Western Governors University. I started that journey April of 2020 and plan to be completed by August 2021. That has been my sole focus. I have completed many research projects and presentations

within my course of study. I have recently completed a research project and curriculum change of "Implementation of a Head-To-Toe Assessment."

o I have completed mostly educational presentations in staff meetings at the hospital of employment. Examples include case studies of fetal heart monitoring, presentations on various competencies, and presentations on evidence-based practice changes such as delayed bathing. I have also done presentations and guest speaking to the nursing students in various areas in my expertise. I have taught clinical skills classes for the Miles City Nursing program as well.

Current Certifications and Education

- RN-Registered Nurse, Montana License
- BSN- Bachelor of Science in Nursing
- ACLS- Advanced Cardiac Life Support
- BLS- Basic Life Support
- NRP- Neonatal Resuscitation Program
- STABLE
- AWHONN- Fetal Monitoring Certification
- PALS- Pediatric Advanced Life Support
- TNCC- Trauma Nursing Care Course

Continuing education:

- There are many continuing education opportunities that are provided through the hospital I work at. Here I participate in an abundance of education opportunities through what is called health stream. I also completed a preceptor program through the hospital. I plan to attend the Nurse Tim conference next year. After completing my master's degree, the focus of my CEU's will be switching from hospital bedside nursing to education/teaching nursing. My goal is to use my experiences and vast diversity of knowledge in the hospital settings to help students grow and learn what is really entailed into becoming a bedside nurse.

Qualifications and Professional Development Addendum

Faculty Name: Shannon Holmen

List relevant:

- **Area(s) of expertise and experience**
  - **Expertise**: Minor surgery- Assisted in minor surgery every Monday and Wednesday for 30 years for two general surgeons. Procedures most commonly performed were: biopsies of skin, breast and thyroid, removal of lesions and subcutaneous masses.
  - Wound care- Assisted in many wound care patients including: burns, peripheral vascular diseases (requiring the use of many different devises), infected or gangrenous skin and subcutaneous tissue, post-operative infections (requiring the use of a wound V.A.C. or debridement techniques).
  - Coding of the ICD-9, ICD-10 systems. I was trained to code all procedures for the billing department.
  - **Experience**: For 30 years I was the only full time Registered Nurse in a very busy office of two General Surgeons. I was also the office manager responsible for interviewing, hiring and termination of employees. I wrote their Policy and Procedure manual and was responsible in implementing it, along with all the duties of the Safety Officer. Pre-op counseling was a major duty that I enjoyed. Attending applicable workshops was always encouraged and I took full advantage when time allowed. Phone triage was a pleasant part of my day.
  - I was employed one year at Wel-Home Care, where I admitted patients to the program, set-up medications, counseled on treatments and use of medications, provided wound care and ongoing assistance to their daily living. Documenting care and pertinent health information consumed much of my time.
  - I served approximately 10 years on both Custer County Health and Custer County Sanitation Boards. Duties included: making policies and authorizing changes, offering direction on a wide variety of both health and sanitations concerns.
  - I served two years on the Board for Erin's Hope Project. This foundation provides Montana children who have life threating conditions an all paid for "Outdoor adventure." This board decided who qualified and which adventure should be awarded.
  - I have for 5 years and currently hold a position on the board for Wake-Up and Lace-Up. This foundation provides financial assistance to people facing unforeseen medical expenses. This board decided who qualifies and the amount of financial assistance to be awarded. Fund raising is one of my main duties.

- **Clinical practice and/or teaching experience:**
  - **Clinical practice:** 1988-2018 employed by Dr. J.R. Grierson, MD and Dr. T.F. Beeson, MD as a Registered Nurse, Office manager, Safety Officer, ICD-9 Coder. Duties included many, most importantly was patient care and patient safety.
  - 2019- One year employed at Wel-Home Care as a Registered Nurse. Duties were mainly

direct patient care and computer documentation of patient care.

- o 2020- Currently employed at Miles Community College as a Clinical Resource Registered Nurse. Duties include supervising students at their clinical site, following policy and procedures, instructing skills in the classroom, guiding students in time management, encouraging good study habits, reinforcing resource books, correcting papers, being a supportive member of the team.
- o **Teaching experience:** 1975-76 Employed at Eastern Montana Industries, teaching sign language to a deaf client and the staff. This was a grant funded, part- time summer job, for two summers.
- o 1976-1980 Miles Community College, teaching American Sign Language. Typically, I taught teachers who needed CEU's.
- o 2019-present Miles Community College as CRRN

- **Professional development and/or Scholarly work:**
  - o Although Montana State Board of Nursing did not require any CEU's due to Covid, I did complete 19 credits through a certified learning site called Medscape.
  - o I did receive my certification to teach Basic Life Support and Heart Saver through the American Heart Association.
  - o I am authorized to certify anyone over the age of 18 to carry and administer Naloxone. This is offered by a grant through Best Practice Medicine.

Qualifications and Professional Development Addendum

Faculty Name: Kim Jerke

List relevant:

- **Area(s) of expertise and experience**
    - Public Health
    - Long-term Care
    - Leadership
    - Clinical Nursing
    - Wound Care
    - Geriatric Nursing

- **Clinical practice and/or teaching experience:**
- 1991-1993 Friendship Villa Care Center
  I have worked extensively with the elderly population throughout my nursing career. I have worked in long-term care as a floor nurse, charge nurse, and as an Assistant Director of Nursing. As an Assistant Director of Nursing, I hired staff, trained staff, and supervised staff, as well as worked the floor providing nursing care to patients.
- 1993-1994 Friendship Villa Care Center
  I have provided nursing services to adult patients in their homes through licensed programs. I was a Director of Nursing of Home Health in two different facilities at different times. I home visited patients, supervised staff, and trained home health aides for certification. I provided services in multiple counties to many elderly patients.
- 1998-2000 Rosebud County HealthCare
  I worked as a Director of Home Health. I provided nursing services to patients in five different counties, traveling daily to make home visits. I also supervised another registered nurse who worked part time. I also worked at the clinic with the surgeon, scheduling patients, setting them up for the provider visit and scheduling patients with other providers.
- 2001-2003 Dr. Nalewaja
  I worked for Dr. Nalewaja in the clinical setting. I set up patients, scheduled patients, triaged patients, and assisted with cardiac stress testing.
- 2003-2007 Friendship Villa Care Center
  I worked as the MDS coordinator completing the necessary documentation required for Medicare reimbursement. I scheduled patient/family/staff care conferences and worked the floor as needed. I coordinated the laboratory blood draws the patients required, drawing the blood and preparing it for shipping.
- 2007 Powder River Manor
  I worked as a per diem nurse at the long-term care center for several months.
- 2007-2014 Custer County Public Health
  I worked for several grant programs funded through DPHHS, assisted with vaccinations for people of all age groups, helped with patients in the clinic, and then took a position with the Council on

Aging Program to provide skilled nursing services in the home. The public health department oversaw the program.

- 2014 oneHealth
  Custer County Public Health integrated with the Eastern Montana Health Care to become oneHealth, taking the Council on Aging program with it. After one year, our program was given back to the county.
- 2015- Present Custer County
  I am the department supervisor for Custer County Nursing. I supervise staff, provide administrative duties, and make home visits to adult patients. I also coordinate training for staff. The MCC Nursing Program has students visit our program making home visits with our nurses.
- 2020-Present MCC Nursing Program
  I am currently employed part-time as a CRRN supervising freshman nursing students.
- **Teaching Experience**
  - o I have oriented and trained many nurses to prepare them to work in their assigned job duties.
  - o I taught home health aide certification classes when I worked as a Director of Nursing of Home Health.
  - o I have had nursing students accompany me while home visiting the elderly, teaching the students about providing nursing care in the home.
  - o I worked as a CRRN September 2020-May 2021for Miles Community College Nursing program.
- **Professional development and/or Scholarly work:**
  - o **Continuing Education**
  - o Advanced Assessment Skills
  - o Emergencies in the Geriatric Patient
  - o Identification and Management of a Crisis: Critical Care Skills Every Nurse Must Know
  - o Immunization and Flu Vaccination Update
  - o Mastering Lab Interpretation & Implications for Patient Care
  - o The Ultimate one-Day Diabetes Course
  - o Wound Care Conference

Qualifications and Professional Development Addendum

Faculty Name: Katrina Luther

List relevant:

- **Area(s) of expertise and experience**
- My nursing career has expanded over a 36-year time span. During this time, I have been consistently employed in either acute care settings, clinical settings and nursing education. I have been fortunate to experience many realms of nursing including: Acute Care: Medical Surgical Units, Intensive Care Unit, Emergency Room, Labor Delivery (Routine and High Risk), Newborn nursery, Neonatal Intensive Care Nursery, Postpartum and Women's surgical. Clinical Settings: General Surgeon, Obstetrics/Gynecology, and Pediatrics. Nursing Education: teaching courses in an Associate Science Degree Nursing Program.
- Nursing Leadership: Manager of Maternal/Child, Women's Health Unit for three years helping to make transition from one hospital to a new facility.

- **Clinical practice and/or teaching experience:**

8/2008 – Present	Miles Community College Associate Science Degree Nursing Program: Miles City, MT	Nursing Faculty: Teaching didactic for the following courses: Foundations, Adult Health I, II, and III, Pharmacology, Pathophysiology, Math for Meds Clinical Nurse: Foundations, Adult Health I, II, III and Pharmacology including supervising patient care, simulation, skills lab
8/2007 – 8/ 2008	Miles Community College Associate Science Degree Nursing Program: Miles City, MT	Clinical Resource Registered Nurse: Freshmen Nursing students first and second semester: Supervision of clinical patient experiences, skills labs, simulations
1995 – 2005	Dr. E. Young, Dr. L. Reynolds: Pediatricians	Registered Nurse: Patient scheduling, phone triage, initial patient assessment and evaluation, vaccinations, growth and development. Teaching
1996 – 2001	Dr. J. Randall Rauh: OB/GYN physician: Miles City Montana	Registered Nurse: Patient scheduling, phone triage, initial patient assessment and evaluation, Lab draws, assistance with minor surgery, pre and post-operative teaching, support of healthy pregnancy
1992 – 1995	Holy Rosary Healthcare: Miles City, MT	Nurse Manager: Maternal/Child, Women's Health Unit for three

		years helping to make transition from one hospital to a new facility.
9/1988 – 8/2011	Holy Rosary Healthcare: Miles City, MT	Registered Nurse: Labor/Deliver, Postpartum, Nursery, NICU, Gynecologic surgery; Float to Medical-Surgical, ER, ICU and Surgery.
1987 – 1988	Dr. Walter Gould: General Surgeon: Sheridan, WY	Registered Nurse: Scheduling patients, phone triage, initial patient assessment and evaluation of surgical incisions, teaching pre and postoperative, assisting with minor surgical procedures in office, Sterile technique and sterilization procedures
1/1986 – 8/1988	Sheridan Memorial Hospital: Sheridan, WY	Registered Nurse: Float Medical-Surgical, ER, ICU, Labor and Deliver, Postpartum, Nursery and Intensive Care Nursery
7/1985 – 1/1986	Ashley Valley Medical Center: Vernal, Utah	New graduate RN: Float Medical-Surgical, ER, ICU, Labor and Deliver, Postpartum, Nursery and Intensive Care Nursery

- **Professional development and/or Scholarly work:**

2013: Master's Research Thesis: University of Mary: Bismarck, ND

Title: CULTURALLY COMPETENT LEARNING STRATEGIES FOR RETENTION OF NATIVE AMERICAN NURSING STUDENTS

Summary: Cultural changes in the population being served by the current healthcare system in the United States challenge nurse educators to produce diverse competent nurses. To bridge the gap between current nursing education curricula and Native American learning styles, it will be important to identify factors that lead to attrition before completion of nursing education programs. The purpose of this research was to identify the most common barriers Native American students face that keep them from successfully completing their Associate Degree Nursing educational programs as well as identifying factors that contribute to success. The quantitative study was conducted in selected tribal and community colleges in a Western state known to have a higher population of Native American nursing students. The results of the data indicated lack of financial resources; childcare issues; feeling ignored and alone in class; and time management as barriers which may have led to attrition in the study population. Participants identified mentoring by faculty, as well as peer and family support as key factors which promoted success and attainment of educational goals. Analysis of the reported data for success indicated the students perceived support or mentoring to be a strength in helping them

achieve educational goals. Even though it was identified that participants sometimes felt ignored, alone or isolated, they responded positively to areas of peer and faculty support and mentoring in attaining their educational goals.

Completed professional development available in employee file

Qualifications and Professional Development Addendum

Faculty Name: Jennifer Olmstead

List relevant:

- **Area(s) of expertise and experience**
  - Clinic nurse, medical-surgical floor nurse, Public Health nurse, school nurse
  - I am most experienced in public health, child development, and mental health.

- **Clinical practice and/or teaching experience:**
  - CNA instructor for spring and summer sessions 2021 through MCC.
  - Clinical Resource Nurse for Miles Community College August 2019 – August 2021: Provide education to teach nursing students skills required for nursing, assessments, time management, and delegation.
  - School Nurse August 2016- November 2018 – Managed student medications, educated students on health conditions, provided education in the classrooms on topics as requested by teachers
  - Public Health Nurse/Immunizations August 2016-November 2018 – Provided education to parents and patients regarding vaccines, risks of vaccine versus the risk of not getting a vaccine, purpose for proposed CDC schedule, and side effects to report

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
  - School Nurse Conference October 2018
  - Immunization Workshop 2018, 2019
  - Mental Health First Aid 2018
  - Relational Wisdom 2020
  - Humanitarian Health Conference 2020
  - Nurse Tim webinars (7 total) 2020
  - Ethical Dilemmas in Medicine 2021
  - Nurse Tim Conference 2021

Qualifications and Professional Development Addendum

Faculty Name: Linda Ries

List relevant:

- **Area(s) of expertise and experience**
  - Medical-surgical, intensive care, emergency room, obstetrics, cardiac rehabilitation. When I worked in the emergency room, I was considered the charge nurse and oversaw the other nursing areas of medical-surgical, obstetrics and intensive care. I have also worked as the second nurse in the ER to help take care of the patients that come through that department.

- **Clinical practice and/or teaching experience:**
  - 08/1984-06/1985 Toole County Hospital: staff nurse working in Medical-surgical, intensive care and obstetrics there.
  - 07/1985-Present Sidney Health Center working in medical-surgical, intensive care, emergency room, obstetrics, cardiac rehabilitation units
  - 09/2005-05/2007 Miles Community College: CRRN instructing sophomore students when they did their clinicals on the medical-surgical units at SHC. I observed them do their skills, give medications, answered questions about patients and graded their clinical papers.
  - 09/2019-Present Miles Community College: CRRN instructing freshman for their clinicals at the Extended Care Facility and hospital and sophomores for their clinicals at the hospital.

- **Professional development and/or Scholarly work:**

Qualifications and Professional Development Addendum

Faculty Name: Megan Schmitz

List relevant:

- **Area(s) of expertise and experience**
  - Medical-surgical
  - Neuro
  - CVA Care
  - ICU

- **Clinical practice and/or teaching experience:**
  - 07/2008-Present SCL Health: staff nurse, clinical supervisor, preceptor, stroke activation nurse
  - 09/2019-Present Miles Community College-CRRN sophomore instruction and supervision in hospital and simulation settings

- **Professional development and/or Scholarly work:**
  - Lecture to sophomore nursing students covering the topics of sepsis, TBI, and spinal cord injuries
  - Presentation to MCC Nursing Faculty cover care plans and SMART goals
  - Professional Development
    - FEMA IS-00100 HC
    - FEMA IS-00700
    - BLS
    - ACLS
    - 2020 Med ED Next Program (42 CEU): Nurse excellence training, critical care
    - 2018 AANN Neuro Conference (18 CEU): Advances in Neuro nursing care

Qualifications and Professional Development Addendum

Faculty Name: Tayvee Stein

List relevant:

- **Area(s) of expertise and experience**
    - Clinic Nurse; Clinic Resource Nurse, Clinical Coordinator, Charge Nurse VA, ER Nurse, Geriatric Nurse

- **Clinical practice and/or teaching experience:**
    - 09/2018-05/2019 & 09/2020 to Present Miles Community College: CRRN supervising and instructing freshman students in the clinical and lab settings.
    - 06/2019-Present Billings Clinic: Clinical Nurse
    - 07/2016-Present Montana Health Network: Traveling RN in ER/Med-surg/Long-term care
    - 05/2018-09/2018 Welcov Healthcare: Home Health Nurse
    - 09/2017-04/2018 Montana Health Network: Clinical Coordinator
    - 06/2014-07/2017 VA Community Living Center: Registered Nurse
    - 07/2010-03/2014 Fallon Medical Center: Charge Nurse in ER/Med-surg/Long-term care

- **Professional development and/or Scholarly work:**
    - ACLS
    - BLS
    - TNCC
    - Preceptor Program- (MT CAHN)

<center>**Qualifications and Professional Development Addendum**</center>

Faculty Name: Mike Weber

List relevant:

- **Area(s) of expertise and experience**
  - Geriatrics
  - Leadership
  - Education

- **Clinical practice and/or teaching experience:**
- Spent last 25 years in Geriatrics working at St Johns United.
  - In the first 2 years I was a Charge Nurse on Skilled Nursing Wings, followed by a year and ½ as a CNA instructor at St Johns.
  - Next, I spent approximately 20 years in Nursing Administration first as Assistant Director of Nursing and then a Unit Manager when the ADON position was eliminated. All of my leadership experience was in skilled nursing. As a Unit Manager and being a part of nursing administration, I spent my fair share of time on call and consequently worked fairly regularly as a charge nurse or medication nurse when we had unfilled staffing needs.
  - When of my roles in nursing admin was to coordinate and run the interdisciplinary care plan meetings, update the care plans, and communicate changes with the families during the meetings. I was also part of the case management team and helped coordinate placement of residents in our facility. I was also on a number of ongoing teams, such as fall prevention team, continuous quality improvement, psychoactive drug/behavior management team and leadership development.
  - I also interviewed and hired all my own nurses and CNAs and was responsible for disciplining and coaching. I supervised 50 plus nurses and CNAs as a Unit manager, overseeing 2 skilled nursing wings.
  - I am a certified CNA instructor and I teach one CNA class each semester for high school juniors and seniors at the Billings Career Center. I began in the fall of 2018 and just completed my 3rd full year of teaching spring 2021. I will continue to work in this capacity.
  - In June of 2019 became the Infection Preventionist and the Quality and Informatics Coordinator for skilled nursing. In preparation for the IC position, I took a 3-day seminar in May of 2019 put on by Pathway Health, which certified me to be the IC nurse. I was in that position until September 2020, when I went to work for MCC as a CRRN. At that same time, I became the education nurse at St Johns.
  - I am continuing my previous position in informatics by teaching all the new nurses an 8-hour course in using our PCC Electronic Medical Record. I was a trained super user when we went live in Dec 2019. I created a user manual for all our nurses.
  - In my education role this summer I created a medication aid training course for our AL CNAs and I have taught my first class and will continue to teach all the onboarding AL CNAs. I also coordinate and lead teach for CNA competency days and Nurse Competency days. I also do as needed tasks such as IV and phlebotomy training.

- o I am on the Dementia Task Force for residents with problem behavior and counsel staff 1:1 that have trouble taking care of residents with Dementia and in group setting as needed.

- **Professional development and/or Scholarly work:**
  - o May 2019-Informatics Coordinator Seminar: Pathway Health
  - o December 2019-Electronic Medical Record Trained Super User

Abbreviated Course Syllabi

NRSG 230: Nursing Pharmacology
3 Credits

Prerequisites:
Completion of all pre-nursing and second semester courses within the MCC Associate Nursing Program Scope and Sequence with a "B-" (79.5%) or better.

Co-Requisites:
NRSG 234/235- Adult Nursing I / Adult Nursing I Clinical
NRSG 231- Nursing Pharmacology Lab (2 credits)
All co-requisite courses must be passed with a "B" (79.5%) or higher.

Course Description
- *Montana ASN Model Curriculum Course Description*
  - This course provides the student with an overview of pharmacology with an emphasis of the study of effects, interactions, and nursing considerations of pharmacologic agents on the client population across the lifespan. The course also explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.
- *Miles Community College ASN Course Description*
  - This theory course is designed to further develop nursing students understanding of the core competencies; *human flourishing, nursing judgment, professional identity and spirit of inquiry* as related to pharmacology. The nursing student will apply fundamental principles of medication administration across the lifespan including drug classification, drug interactions, nursing implications and patient teaching. Students will understand and synthesize their role in applying critical thinking to the evidence-based nursing process related to medication documentation, provider orders, legal considerations, and the ability to use informatics to reference and research drugs.

Course Objectives/Outcomes/Methods of Evaluation
Student Learning Outcomes: NRSG 230-Pharmacology

End-of-Program Student Learning Outcomes	NRSG 230: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in*	The student will: 1. Describe the nurse's role in terms of the nursing process as it relates to pharmacology 2. Identify potential areas of knowledge deficit to clients in relation to pharmacology. 3. Describe special concerns of administration for individual drug classifications 4. Discuss cultural and ethical diversity influences related to medication.	✓ Interactive Lecture & Discussions ✓ Group Case Studies/Unfolding Case Studies ✓ Presentations to promote peer to peer transfer of information and learning ✓ Multi-Media Presentations ✓ Written Reflective Assignments ✓ Kaplan Focused (practice) Assessments & Tutorials ✓ Sherpath Adaptive Learning Lessons and Activities	• Written Reflective Papers: 80% of students will score 85% or higher on grading rubric and Student outcome measure will be at Level 2 or above by end of semester • Evaluative Simulation: 85% Students will score at 85% or greater • Skills Demonstration:85% of students will

practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.	5. Discuss unique pharmacologic issues that exist for various ages and stages of life. 6. Discuss classification, properties, uses, dosages, side effects and nursing implications of selected drugs. 7. Develop nursing student understanding of the core competencies: ***human flourishing, nursing judgment, professional identity and spirit of inquiry*** as related to pharmacology into their clinical practice.	✓ Integrating new nursing skills into practice ✓ Simulations Experiences ✓ Integrating basic nursing math skills into practice ✓ Interactive computer-based simulations within Sherpath & Kaplan programs ✓ Independent Knowledge Exploration	score 85% or greater on first time evaluation • Kaplan Integrated (Proctored) Exams: 80% of students will score in 70th percentile or higher on Kaplan Integrated Exams at end of third semester
Professional Identity ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.*			
Spirit of Inquiry ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*			

NRSG 231: Nursing Pharmacology Lab
2 Credits

Prerequisites:
- Successful completion of NRSG 232: Foundations of Nursing (Theory), NRSG 233: Foundations of Nursing Lab, NRSG 256: Pathophysiology, BIOH 211: Anatomy and Physiology II, BIOH 212: Anatomy and Physiology Lab, PSYX 100: Introduction to Psychology (16 Credits)
- ***All nursing and required courses for nursing*** must be completed with a "B-" or better and completed in the prescribed sequence to progress to the next semester.

Co-Requisites:
- NRSG 234: Adult Nursing I, NRSG 235: Adult Health I Clinical, NRSG 230: Nursing Pharmacology, NRSG 231: Nursing Pharmacology Lab, SOCI 101: Introduction to Sociology
  (13 Credits)

Course Description:

NRSG 231: Pharmacology Lab: Montana ASN Model Curriculum Course Description
- An integration of lab experiences focusing on the basic principles of NRSG 230 in providing safe medication administration across diverse populations and the lifespan.

NRSG 231: Pharmacology Lab: Miles Community College ASN Course Description
- This Lab course is designed to further develop nursing students understanding of the core competencies; ***human flourishing, nursing judgment, professional identity and spirit of inquiry*** as related to pharmacology. The nursing student will be introduced to fundamental principles of medication administration across the lifespan. Including drug classification, drug interactions, drug calculations, nursing implications and patient teaching. Students will begin to understand their role in applying critical thinking to the evidence-based nursing process related to medication documentation, provider orders, legal considerations, and the ability to use informatics to reference and research drugs.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 231: Pharmacology Lab

End-of-Program Student Learning Outcomes	NRSG 231: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in practice, utilizing critical*	The student will: 1. Utilize the nursing process in identifying accurate administration of medications, actions, uses, adverse reactions, drug interactions and patient teaching in relation to the role of the registered nurse. 2. Apply the nursing principles in demonstrating safe and effective assessment, administration, and evaluation of medications and influences on body systems.	✓ Interactive Lecture & Discussions ✓ Group Case Studies/Unfolding Case Studies ✓ Presentations to promote peer to peer transfer of information and learning ✓ Multi-Media Presentations ✓ Written Reflective Assignments ✓ Kaplan Focused (practice) Assessments & Tutorials ✓ Sherpath Adaptive Learning Lessons and Activities	• Written Reflective Papers: 80% of students will score 85% or higher on grading rubric and Student outcome measure will be at Level 2 or above by end of semester • Evaluative Simulation: 85% Students will score at 85% or greater • Skills Demonstration:85% of students will

thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.	3. Demonstrate concepts learned in NRSG 230 in a lab setting	✓ Integrating new nursing skills into practice ✓ Simulations Experiences ✓ Integrating basic nursing math skills into practice ✓ Interactive computer-based simulations within Sherpath & Kaplan programs ✓ Independent Knowledge Exploration	score 85% or greater on first time evaluation
Professional Identity ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.*			
Spirit of Inquiry ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*			

NRSG 232: Foundations of Nursing
3 Credits

Prerequisites:
- Admission to Miles Community College Associate Degree Nursing Program. Completion of Current Health Screen, proof of medical insurance or waiver, CPR certification for healthcare provider, TB testing.

Co-Requisites:
- NRSG 233 Foundations of Nursing Clinical , NRSG 256: Pathophysiology, BIOH 211/212 Human Anatomy and Physiology II with lab, PSYX 100: Introduction to Psychology
- *All nursing and required courses for nursing* must be completed with a "B-" (79.51%) or better and completed in the prescribed sequence to progress to the next semester.

Course Description:

Montana ASN Model Curriculum Course Description
- This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and skills necessary for maintaining standard precautions, physical, psychological and nutritional safety, along with skills needed in therapeutic interventions. Students are introduced to the concepts of professional nursing, patient needs, safety, communication, teaching/learning, critical thinking, ethical-legal, rural nursing, cultural and ethnic diversity, and interdisciplinary patient-centered care.

Miles Community College ASN Course Description

- This theory course is designed to introduce nursing students to the core competencies, ***human flourishing, nursing judgment, professional identity and spirit of inquiry.*** The course introduces the knowledge, skills, and attitudes for holistic caring in nursing, applying critical thinking in the nursing process, managing patient care, communication, patient education and legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts introduced during this course include therapeutic communication, basic health assessment, the nursing process, cultural awareness, promotion of health across the lifespan, and to engage in therapeutic interventions that promote and maintain patients' health and examination of evidence-based practice as the foundation for nursing decision making in delivery of diverse health care settings.

Course Objectives/Outcomes/Methods of Evaluation:

Student Learning Outcomes: NRSG 232: Foundations of Nursing

End-of-Program Student Learning Outcomes	NRSG 232: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **Nursing Judgment**	The student will: 1. Demonstrate the RN role in providing safe and effective patient care through the application of the nursing process. 2. Identify professional behavior, communication, and interpersonal skills necessary to function as a member of the nursing	• Interactive Lecture & Discussions • Group Case Studies & Presentations • Multi-Media Presentations • Kaplan Focused (practice) Assessments & Tutorials • Sherpath Adaptive Learning Lessons and Activities • Integrating basic nursing math skills into practice	• Course Exams: 70% of students will score 78.51% or higher on exams • Sherpath Adaptive Learning: 70% of students will reach

ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*	profession and the healthcare team. 3. Identify the RN's role in assessment, education, and support in health, and wellness, and the promotion of optimal health and nutrition across the life span incorporating cultural values	• Interactive computer-based simulations within Sherpath & Kaplan programs • Independent Knowledge Exploration	proficiency level on EAQ's by end of semester • Kaplan Integrated Exams: 60% of students will test in the 50th percentile or higher at end of course

NRSG 233: Foundations of Nursing Clinical
3 Credits

Prerequisites:

- Admission to Miles Community College Associate Degree Nursing Program. Completion of Current Health Screen, proof of medical insurance or waiver, CPR certification for healthcare provider with all submitted prior to semester start of Fall 2021 Semester.

Co-Requisites:

- NRSG 232 Foundations of Nursing Theory , NRSG 256: Pathophysiology, BIOH 211/212 Human Anatomy and Physiology II with lab, PSYX 100: Introduction to Psychology

- *__All nursing and required courses for nursing__* must be completed with a "B-" (79.5%) or better and completed in the prescribed sequence to progress to the next semester.

Course Description:

Montana ASN Model Curriculum Course Description

- An integration of lab experiences focusing on psychomotor nursing skills needed to assist individuals in meeting basic human needs. Application of the nursing process and hands-on learning experiences for nursing skills, patient assessments, nutritional safety, and basic therapeutic skills are practiced and demonstrated.

Miles Community College ASN Course Description:

- This clinical course will provide nursing students the opportunity to begin applying core competency knowledge gained in NRSG 101, developing and demonstrating skills for the performance of nursing care to: promote and enhance ***human flourishing*** for patients, families, communities, and themselves; show sound ***nursing judgment***; continually develop their ***professional identity***; and maintain a ***spirit of inquiry*** as they progress into nursing practice. This foundation course for nursing practice presents concepts related to patients within the context of their environments, including growth and development, culture, and health-illness, and to the health care delivery system and the political, economic, and social factors that affect it. The course introduces caring in nursing, critical thinking in applying the nursing process and managing patient care, communication, patient education and legal and ethical practice.

Course Objectives/Outcomes/Methods of Evaluation:

Student Learning Outcomes: NRSG 233: Foundations of Nursing

End-of-Program Student Learning Outcomes	NRSG 233: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing	The student will: 1. Function within the role of the RN, incorporating professional, legal and ethical guidelines, to demonstrate collaborative, patient-centered, safe, culturally competent, and holistic patient care.	• Interactive Lecture/Discussions • Skills videos • Peer to Peer Transfer Learning Activities • Clinical Experience Assignments • Direct patient care • Clinical Site Observations • Pre/Post Clinical Conferences	• Written Reflective Papers: 80% of students will score 85% or higher on grading rubric and Student outcome measure will be at Level 1.5 by end of semester • Evaluative Simulation: 85%

process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*	2. Apply nursing process, evidence-based practices and critical thinking techniques to develop the patient's plan of care. 3. Demonstrate individual accountability, professionalism and safety for self and patient during the performance of nursing skills. 4. Demonstrate concepts learned in NRSG 232 in a lab setting	• Case Studies • Simulation Experiences • Nursing Skill Practice • Math for Medication Administration • SimChart	Students will score at 85% or greater • Skills Demonstration:85% of students will score 85% or greater on first time evaluation

NRSG 234: Adult Nursing I
3 Credits

Prerequisites:
- Successful completion of NRSG 232: Foundations of Nursing (Theory), NRSG 233: Foundations of Nursing Lab, NRSG 256: Pathophysiology, BIOH 202/202: Human Anatomy and Physiology I with lab, CHMY 121/122: Intro to General Chemistry with Lab, WRIT 101: College Writing I, M140: College Math for Healthcare, BIOH 211: Anatomy and Physiology II, BIOH 212: Anatomy and Physiology Lab, PSYX 100: Introduction to Psychology (30 Credits)

- *All nursing and required courses for nursing* must be completed with a "B-" or better, and completed in the prescribed sequence to progress to the next semester.

Co-Requisites:
- NRSG 235: Adult Nursing I Clinical, NRSG 230: Nursing Pharmacology, NRSG 231: Nursing Pharmacology Lab, SOCI 101: Introduction to Sociology (13 Credits)

Course Description:
Montana ASN Model Curriculum Course Description
- This course builds upon the knowledge and skills acquired in Foundations of Nursing, and places them in the context of patient-centered care. Social, cultural, ethical, rural and legal issues, end-of-life and palliative care across diverse adult populations are introduced. Health promotion and prevention throughout the adult lifespan, with specific focus on the geriatric patient, is emphasized. Normal aging, health alterations associated with aging, and their implications are addressed.

Miles Community College ASN Course Description
- This theory course is designed to further develop nursing students understanding of the core competencies; *human flourishing, nursing judgment, professional identity and spirit of inquiry.* These competencies increase in complexity both in content and in practice. The course continues to build fundamental knowledge, skills, leadership and attitudes for holistic caring in nursing. Students will apply critical thinking using the evidence-based nursing process, manage patient care principles, patient education and legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, basic health assessment, the nursing process, cultural awareness, promotion of health across the lifespan, and to engage in therapeutic interventions that promote and maintain patients' health.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 234: Adult Nursing I

End-of-Program Student Learning Outcomes	NRSG 234: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse	The student will: 1. Identify disease processes and chronic conditions related to the adult patient. 2. Identify common diagnostic measures and treatment related to the health problems presented	✓ Interactive Lecture & Discussions ✓ Group Case Studies/Unfolding Case Studies ✓ Presentations to promote peer to peer transfer of information and learning ✓ Multi-Media Presentations	• Course Exams: Goal 75% students will score 79.51% or higher on exams by end of semester • Davis Advantage/Edge Quizzes &

settings utilizing the nursing process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*	with emphasis on nursing assessment and responsibilities. 3. Discuss a holistic approach and appropriate nursing interventions, including the physical, nutritional, psychosocial, cultural, and ethical/legal aspects for adult patients with stable and chronic conditions. 4. Demonstrate ability to develop and implement nursing interventions and standardized teaching plans to meet the needs of adult patients with stable and chronic conditions.	✓ Kaplan Focused (practice) Assessments & Tutorials ✓ Integrating basic nursing math skills into practice ✓ Interactive computer-based simulations within Sherpath & Kaplan programs ✓ Independent Knowledge Exploration	Lessons: 75% of students will complete weekly assigned learning activities • Kaplan Integrated (Proctored) Exams: 70% of students will score in 60th percentile or higher on Kaplan Integrated Exams at end of third semester

NRSG 235: Adult Nursing I Clinical
2 Credits

Prerequisites:
- Successful completion of NRSG 232: Foundations of Nursing (Theory), NRSG 233: Foundations of Nursing Lab, NRSG 256: Pathophysiology, BIOH 211: Anatomy and Physiology II, BIOH 212: Anatomy and Physiology Lab, PSYX 100: Introduction to Psychology (16 Credits)
- *__All nursing and required courses for nursing__* must be completed with a "B-" or better and completed in the prescribed sequence to progress to the next semester.

Co-Requisites:
- NRSG 234: Adult Nursing I, NRSG 235: Adult Health I Clinical, NRSG 230: Nursing Pharmacology, NRSG 231: Nursing Pharmacology Lab, SOCI 101: Introduction to Sociology
  (13 Credits)

Course Description:

NRSG 235: Adult Health I Clinical: Montana ASN Model Curriculum Course Description

- This clinical introduces the student to nursing practice in care of the stable adult patient. This includes care of the adult in a variety of health care settings. Students utilize the nursing process to develop individualized plans of care to prevent illness, promote wellness and maintain or restore health based on patient needs and evidence-based practice

NRSG 235: Adult Health I Clinical: Miles Community College ASN Course Description
- This clinical course will provide nursing students the opportunity to begin applying core competency knowledge gained in NRSG 233: Foundations of Nursing, developing and demonstrating skills for the performance of nursing care to: promote and enhance *human flourishing* for patients, families, communities, and themselves; show sound *nursing judgment*; continually develop their *professional identity*; and maintain a *spirit of inquiry* as they progress into nursing practice. This foundation course for nursing practice presents concepts related to patients within the context of their environments, including growth and development, culture, and health-illness, and to the health care delivery system and the political, economic, and social factors that affect it. The course introduces caring in nursing, critical thinking in applying the nursing process and managing patient care, communication, patient education and legal and ethical practice.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 235: Adult Health I Clinical

End-of-Program Student Learning Outcomes	NRSG 235: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **Nursing Judgment**	The student will: 1. Demonstrate safe, effective and culturally competent nursing care for patients with stable and chronic conditions in a variety of health care settings. 2. Demonstrate collaborative interprofessional patient care planning and implementation for patients with stable and chronic conditions in a variety of health care settings.	✓ Interactive Lecture & Discussions ✓ Group Case Studies/Unfolding Case Studies ✓ Presentations to promote peer to peer transfer of information and learning with instructor guidance ✓ Multi-Media Presentations ✓ Written Reflective Assignments ✓ Kaplan Focused (practice) Assessments & Tutorials	• Written Reflective Papers: 80% of students will score at 85% or higher on grading rubric and Student outcome measure will be at Level 2 or above by end of semester

ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*	3. Demonstrate the concepts learned in NRSG 234: Adult Health I Theory in a variety of clinical settings.	✓ Integrating new nursing skills into practice ✓ Simulations Experiences ✓ Integrating basic nursing math skills into practice ✓ Interactive computer-based simulations within Sherpath & Kaplan programs ✓ Independent Knowledge Exploration	• Evaluative Simulation: 85% Students will score at 85% or greater on evaluative simulation • Skills Demonstration: 85% of students will score 85% or greater on first time evaluation

NRSG 236: Health and Illness of Maternal Nursing
2 Credits

Prerequisites:

- Completion of first and second semesters of the MCC Nursing Program with a 79.5% (B-) grade or higher required.

Co-Requisites:

- BIOM 250/251, NRSG 244, NRSG 254, NRSG 237/245/255. All co-requisite courses must be passed with a 79.5% (B-) grade or higher.

Course Description:

Montana University System Course Description

- In this course, the student applies holistic concepts to the professional nursing care of the childbearing family including conception, prenatal, intrapartum, postpartum and newborn care. Content addresses health and complex alterations, reproduction and menopause, nutrition, therapeutic communication, ethical, legal, cultural and evidenced-based practice.

Miles Community College Course Description

- This theory course is designed to further develop nursing students understanding of the core competencies; ***human flourishing, nursing judgment, professional identity and spirit of inquiry.*** These competencies increase in complexity both in content and in practice. In this course the student will examine nursing care of women, families, maternity and pediatric patients from diverse cultural and socioeconomic backgrounds. The course continues to build nursing knowledge, skills, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation:

Student Learning Outcomes:

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span.
The student will:
NRSG 236 Family Nursing
1) Promote excellence in safe and skillful care of women, families, maternity and pediatric patients from diverse cultural and socioeconomic backgrounds. (HF, EPSLO#1) 2) Relate the importance of good nutrition to different stages in pregnancy and the promotion of a healthy lifestyle (MUS/HF, EPSLO#1)
Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.

The student will:
NRSG 236 Family Nursing

1) Utilize critical thinking and the nursing process to define responsibilities of the registered nurse in the provisions of holistic, safe, competent nursing care for the child bearing family during the preconception, antepartum, intrapartum, postpartum and newborn periods, including those at high risk for complications (MUS/NJ, EPSLO#2)

2) Describe the necessary knowledge and skill sets to provide teaching/learning opportunities to childbearing patients/families and communities to maintain optimal health (MUS/NJ, EPSLO#2).

Professional Identity
ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.
The student will:
NRSG 236 Family Nursing

1) Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system (PI, EPSLO#3).

2) Model ethical and legal professional responsibilities with integrity into scope of practice (PI, EPSLO#3).

Spirit of Inquiry
ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.
The student will:
NRSG 236 Family Nursing

1) Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes (SI, EPSLO#4).

2) Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice (SI, EPSLO#4).

Methods of Teaching and Learning Activities
NRSG 236 Family Nursing

- ≈ Interactive Lecture/Discussions
- ≈ Multi-Media Presentations
- ≈ Elsevier Sherpath and SimChart
- ≈ Online & In Class Discussions
- ≈ Collaborative Case Studies, Projects
- ≈ Quizzes, announced or unannounced
- ≈ Kaplan: Focused Exams, Simulations, Skill Videos, Remediation Templates, etc.
- ≈ Assessment Exam Remediation

Methods of Course Evaluation from Learning Outcomes
NRSG 236 Family Nursing

- ≈ Assessment Exams
- ≈ Sherpath Lessons
- ≈ Sherpath Elsevier Adaptive Quizzes
- ≈ Sherpath and Kaplan Virtual Simulation Experiences
- ≈ Unfolding Case Studies
- ≈ Kaplan Integrated Exams (standardized and normed)
- ≈ Final Comprehensive Assessment Exam (100-120 pts)

NRSG 237: Health and Illness of Maternal Nursing Clinical
1 Credit

Prerequisites:
Completion of first and second semesters of the MCC Nursing Program with a 79.5% or higher required.

Co-Requisites:
BIOM 250/251, NRSG 208, NRSG 244, NRSG 236 (All nursing scope and sequence courses must be passed with a 79.5% or higher to progress in the MCC Nursing program)

Course Description:
Montana Model Curriculum ASN Program Course Descriptions

- **NRSG 237 Health and Illness of Maternal Child Nursing Clinical:** portion introduces the student to the role of the registered nurse in the care of the childbearing family. Students will utilize the nursing process to assess and develop individualized plans of care for mother and infant. Emphasis will be placed on patient education to promote healthy mother infant and childbearing family bonding.

Miles Community College Course Description

- **NRSG 237 Clinical Course:** will provide nursing students the opportunity to proficiently apply core competency knowledge, integrating skills for the performance of nursing care to: promote and enhance *human flourishing* for patients, families, communities, and themselves; show sound *nursing judgment*; continually develop their *professional identity*; and maintain a *spirit of inquiry.* These competencies increase in complexity both in content and in practice. The course continues to build nursing practice, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation
Clinical Student Learning Outcomes

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span.
The student will:
NRSG 237 Family Nursing
1) Provide safe and effective individualized care to childrearing patient/families based on patient needs, values, and analysis of assessment data and the relationships of the biological, psychosocial, cultural and spiritual needs 2) Promote excellence in safe and skillful care of women, families, maternity and pediatric patients from diverse cultural and socioeconomic backgrounds.
Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.
The student will:
NRSG 237 Family Nursing
3) Formulate nursing care plans, integrating principles of teaching-learning, in collaboration with members of the interprofessional health care team using critical thinking, problem solving, and the nursing process.

4) Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes.

Professional Identity ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community. *The student will:*
NRSG 237 Family Nursing
5) Model ethical and legal professional responsibilities with integrity into scope of practice.
6) Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system.
Spirit of Inquiry ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities. *The student will:*
NRSG 237 Family Nursing
7) Demonstrate proficiency in application of theory learned in NRSG 236, in the care of childrearing patient/families in a variety of settings
8) Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice
Methods of Teaching and Learning Activities
NRSG 237 Family Nursing
≈ Kaplan Focused Exams, Essential Skills Videos, Remediation Templates ≈ Clinical Experiences, Pre/Post Conferences ≈ Simulation Labs with Sim Chart ≈ Learning Fair Group Presentations ≈ Independent Knowledge Exploration (Continuing Education and Professional Development) ≈ Clinical Progression Self-Evaluation and Reflection Journaling
Methods of Course Evaluation from Learning Outcomes
NRSG 237 Family Nursing
≈ Clinical Assignment Evaluation Rubric ≈ Simulation Assignments Evaluation Rubric ≈ Kaplan Integrated Exams (Standardized Testing) ≈ Clinical Progression and/or Journaling ≈ Instructor Evaluation/Canvas Outcomes attached to clinical paperwork ≈ Learning Fair Peer Evaluation & Instructor Evaluation ≈ Midterm & Final Clinical Evaluations

NRSG 244: Adult Nursing II
3   Credits

Prerequisites:
- BIOH 201/202, BIOH 211/212, CHMY 121/122, WRIT 101, M 140 or 121, SOCI 101, NRSG 232/233, NRSG 256, NRSG 230, 231, NRSG 2334/235

Co-Requisites:
- NRSG 236/237, NRSG 254/255, NRSG 245, BIOM 250/251
- All prerequisite and corequisite courses must be passed with a "B-" (79.5%) or higher or courses must be repeated

Course Description:

*Montana ASN Model Curriculum Course Description***:**
- This course builds on the conceptual framework developed in NRSG 234/235 Adult Health Nursing I. The focus advances to nursing care of the client experiencing acute and chronic alterations in health with an emphasis on chronic disease management. The role of diet in chronic disease management is addressed. Pathophysiologic processes are discussed and related to evidence-based nursing interventions. Students apply the nursing process in interdisciplinary practice to prevent health alterations as well as promote, maintain and restore health throughout the lifespan. A strong emphasis on pharmacology is included in this course.

Miles Community College ASN Course Description**:**
- This theory course is designed to further develop nursing students understanding of the core competencies; human flourishing, nursing judgment, professional identity and spirit of inquiry. This course builds upon previous knowledge of the nursing process and care of the patient experiencing acute and chronic disease alterations. Pathophysiologic processes are discussed as related to evidence-based nursing interventions. Students apply the nursing process, nutritional therapy, and pharmacological therapy utilizing interdisciplinary practice to promote, maintain and restore health across the adult lifespan.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 244: Adult Health II

End-of-Program Student Learning Outcomes	NRSG 244: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in*	The student will: 1. Examine the pathophysiological impact of disorders in the chronically and acutely ill adult patient. 2. Formulate physiological and psychosocial nursing diagnoses and interventions based on assessment of the ill adult including consideration of developmental stages, age,	• Interactive Lecture & Group Discussions • Unfolding Case Studies/Discussion • Student Group Presentations • Kaplan Focused (practice) Assessments & Tutorials • Davis Advantage/Davis Edge • Independent Knowledge Exploration	• Course Exams: 70% of students will score 78.51% or higher on exams • Davis Advantage: 70% of students will reach proficiency level on EAQ's by end of semester

practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context. **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*	nutritional needs and cultural influences. 3. Critique how optimal care of patients can be provided with awareness and sensitivity for demographically diverse characteristics.		• Davis Edge: 70% of students will be scoring 80% or higher on assessments by end of semester • Kaplan Integrated Exams: 60% of students will test in the 60th percentile or higher at end of course

NRSG 245: Adult Nursing II Clinical
2 Credits

Prerequisites:

Completion of first and second semesters of the MCC Nursing Program with a 79.5% or higher required.

Co-Requisites:

BIOM 250/251, NRSG 208, NRSG 244, NRSG 236 (All nursing scope and sequence courses must be passed with a 79.5% or higher to progress in the MCC Nursing program)

Course Description:

Montana Model Curriculum ASN Program Course Descriptions

- **NRSG 245 Adult Health Nursing II Clinical:** An integration of laboratory and clinical experiences provide care for individuals experiencing acute health alterations, both temporary and associated with chronic disease processes. Students systematically analyze information to plan and implement nursing interventions which are individualized and founded on evidence-based practice.

Miles Community College Course Description

- **NRSG 245 Clinical Course:** will provide nursing students the opportunity to proficiently apply core competency knowledge, integrating skills for the performance of nursing care to: promote and enhance *human flourishing* for patients, families, communities, and themselves; show sound *nursing judgment*; continually develop their *professional identity*; and maintain a *spirit of inquiry.* These competencies increase in complexity both in content and in practice. The course continues to build nursing practice, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation:

Student Learning Outcomes

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span.
The student will:
NRSG 245 Adult Health
1) Demonstrate ability to develop and implement nursing care and teaching plans in providing safe and effective care for the ill adult patient.
2) Promote and demonstrate excellence in safe and skillful care of adults with acute and chronic conditions from diverse cultural and socioeconomic background.
Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.
The student will:
NRSG 245 Adult Health
3) Examine the pathophysiological impact of disorders in the chronically and acutely ill adult patient.
4) Formulate physiological and psychosocial nursing diagnoses and interventions based on assessment of the ill adult including consideration of developmental stages, age, nutritional needs and cultural influences.
5) Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes.

Professional Identity
ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.   *The student will:*
NRSG 245 Adult Health
6) Collaborate with interdisciplinary teams to provide culturally competent, demographic focused patient centered care.
7) Model ethical and legal professional responsibilities with integrity into scope of practice.
8) Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system.
Spirit of Inquiry
ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.   *The student will:*
NRSG 245 Adult Health
9) Demonstrate the concepts learned in NRSG 244 in a variety of clinical settings
10) Critique how optimal care of patients can be provided with awareness and sensitivity for demographically diverse characteristics.
11) Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice.
Methods of Teaching and Learning Activities
NRSG 245 Adult Health
≈ Kaplan Focused Exams, Essential Skills Videos, Remediation Templates   ≈ Clinical Experiences, Pre/Post Conferences   ≈ Simulation Labs with Sim Chart   ≈ Learning Fair Group Presentations   ≈ Independent Knowledge Exploration (Continuing Education and Professional Development)   ≈ Clinical Progression Self-Evaluation and Reflection Journaling
Methods of Course Evaluation from Learning Outcomes
NRSG 245 Adult Health
≈ Clinical Assignment Evaluation Rubric   ≈ Simulation Assignments Evaluation Rubric   ≈ Kaplan Integrated Exams (Standardized Testing)   ≈ Clinical Progression and/or Journaling   ≈ Instructor Evaluation/Canvas Outcomes attached to clinical paperwork   ≈ Learning Fair Peer Evaluation & Instructor Evaluation   ≈ Midterm & Final Clinical Evaluations

NRSG 246: Health and Illness of Child & Family Nursing
2 Credits

Prerequisites:
- Completion of first, second, third and fourth semesters of the MCC Nursing Program with a 79.5% (B-) grade or higher required.

Co-Requisites:
- NRSG 266 & NSRG 259, & NRSG 247/261/267 (Combined Clinical). All corequisite courses must be passed with a 79.5% (B-) grade or higher.

Course Description:

Montana University System Course Description
- In this course, the student applies holistic concepts to the professional nursing care of the childbearing family including conception, prenatal, intrapartum, postpartum and newborn care. Content addresses health and complex alterations, reproduction and menopause, nutrition, therapeutic communication, ethical, legal, cultural and evidenced-based practice.

Miles Community College Course Description
- This theory course is designed to further develop nursing students understanding of the core competencies; ***human flourishing, nursing judgment, professional identity and spirit of inquiry.*** These competencies increase in complexity both in content and in practice. In this course the student will examine nursing care of women, families, maternity and pediatric patients from diverse cultural and socioeconomic backgrounds. The course continues to build nursing knowledge, skills, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation:
NRSG 246 Theory Course Student Learning Outcomes

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. *The student will:*

NRSG 246 Family Nursing of Child
1) Promote excellence in safe and skillful care of women, families, maternity and pediatric patients from diverse cultural and socioeconomic backgrounds. (HF, EPSLO#1)
2) Demonstrate knowledge of normal growth and development, health promotion including nutrition, illness/injury prevention and treatment, and the impact of physiological alterations in providing family-centered pediatric nursing care. (MUS/HF & NJ, EPSLO#1)

Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context. *The student will:*

NRSG 246 Family Nursing of Child

1) Utilize critical thinking and the nursing process to define responsibilities of the registered nurse in the provisions of holistic, safe, competent nursing care for the child bearing family during the preconception, antepartum, intrapartum, postpartum and newborn periods, including those at high risk for complications (MUS/NJ, EPSLO#2)

2) Describe the necessary knowledge and skill sets to provide teaching/learning opportunities to childbearing patients/families and communities to maintain optimal health (MUS/NJ, EPSLO#2).

Professional Identity
ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community. *The student will:*

NRSG 247 Family Nursing of Child

1) Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system (PI, EPSLO#3).

2) Model ethical and legal professional responsibilities with integrity into scope of practice (PI, EPSLO#3).

3) Identify effective clinical approaches to developmentally appropriate pediatric care.
(MUS/PI, EPSLO#1)

Spirit of Inquiry
ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities. *The student will:*

NRSG 246 Family Nursing of Child

1) Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes (SI, EPSLO#4).

2) Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice (SI, EPSLO#4).

3) Identify effective clinical approaches of developmentally appropriate nursing care of the pediatric patient and family experiencing health alterations. (MUS/PI, SI, EPSLO1#)

Methods of Teaching and Learning Activities

NRSG 246 Family Nursing of Child

- Interactive Lecture/Discussions
- Multi-Media Presentations
- Elsevier Sherpath and SimChart
- Online & In Class Discussions
- Collaborative Case Studies, Projects
- Quizzes, announced or unannounced
- Kaplan: Focused Exams, Simulations, Skill Videos, Remediation Templates, etc.
- Assessment Exam Remediation

Methods of Course Evaluation from Learning Outcomes

NRSG 246 Family Nursing of Child

- Assessment Exams
- Sherpath Lessons
- Sherpath Elsevier Adaptive Quizzes
- Sherpath and Kaplan Virtual Simulation Experiences
- Unfolding Case Studies
- Kaplan Integrated Exams (standardized and normed)
- Final Comprehensive Assessment Exam (100-120 pts)

NRSG 247: Health and Illness of Child & Family Nursing Clinical
1 Credit

Prerequisites:
- Completion of first through fourth semesters of the MCC Nursing Program with a 79.5% or higher required.

Co-Requisites:
- NRSG 259, NRSG 246, NRSG 266 (All co-requisite courses must be passed with a 79.5% or higher).

Course Description:

Montana Model Curriculum ASN Program Course Descriptions
- **NRSG 247 Health and Illness of Child and Family Nursing Clinical:** Students will utilize the nursing process to provide nursing care of healthy and high-risk pediatric populations and their families experiencing disruptions in bio/psycho/social/cultural and spiritual needs. Emphasis is also placed on health promotion, health maintenance, and therapeutic communication.

Miles Community College Course Description
- **NRSG 247 Clinical Course:** will provide nursing students the opportunity to proficiently apply core competency knowledge, integrating skills for the performance of nursing care to: promote and enhance *human flourishing* for patients, families, communities, and themselves; show sound *nursing judgment*; continually develop their *professional identity*; and maintain a *spirit of inquiry.* These competencies increase in complexity both in content and in practice. The course continues to build nursing practice, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 247 Health and Illness of Child & Family Nursing Clinical

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. *The student will:*
NRSG 247 Health and Illness of Child & Family Nursing Clinical
1. Apply the nursing process for holistic, safe and effective care for children in a variety of health, care settings.[MUS]   2. Promote excellence in safe and skillful care of women, families, maternity and pediatric patients from diverse cultural and socioeconomic backgrounds.[MCC]

Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context. *The student will:*
NRSG 247 Health and Illness of Child & Family Nursing Clinical
3. Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes.[MCC]

Professional Identity
ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community. *The student will:*
NRSG 247 Health and Illness of Child & Family Nursing Clinical
4. Collaborate with interdisciplinary teams to provide culturally and community competent patient centered care to pediatric clients and family.[MUS]   5. Model ethical and legal professional responsibilities with integrity into scope of practice.[MCC]   6. Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system.[MCC]

Spirit of Inquiry
ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities. *The student will:*
NRSG 247 Health and Illness of Child & Family Nursing Clinical
7. Demonstrate proficiency in application of theory learned in NRSG 246, in the care of childrearing patient/families in a variety of settings.[MUS]   8. Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice.[MCC]

Methods of Teaching and Learning Activities
NRSG 247 Health and Illness of Child & Family Nursing Clinical
• Kaplan Focused Exams, Essential Skills Videos, Remediation Template   • Clinical Experiences, Pre- and Post-Conferences   • Simulation Labs with SimChart   • Learning Fair Group Presentations   • Independent Knowledge Exploration (Continuing Education and Professional Development)   • Clinical Progression, Self-Evaluation, and Reflection

Methods of Course Evaluation from Learning Outcomes
NRSG 247 Health and Illness of Child & Family Nursing Clinical
• Clinical Assignment Evaluation Rubric   • Simulation Assignments Evaluation Rubric   • Kaplan Integrated Exams (Standardized Testing)   • Clinical Progression Instructor Evaluation/Canvas Outcomes   • Transition Preceptor Evaluation & Instructor Evaluation   • Midterm and Final Clinical Evaluation

NRSG 254: Mental Health Concepts
3 Credit

Prerequisites:

- Completion of all pre-nursing and second semester courses within the MCC Associate Nursing Program Scope and Sequence with a "B-" (79.5%) or better.

Co-Requisites:

- BIOM 250/251, NRSG 244, NRSG 236, NRSG 237/245/255 (All co-requisite courses must be passed with a "B" (79.5%) or higher).

Course Description:

Montana ASN Model Curriculum Course Description

- In this course, the student focuses on the nursing concepts utilizing basic human needs, developmental theory, nursing process, therapeutic communication, and nursing interventions to promote and maintain health for clients and families experiencing mental-health issues. The student will examine client responses to stressors across the life span. Tasks of biological-behavioral concepts in psychosocial nursing care, rural and cultural impacts will be addressed.

Miles Community College ASN Course Description

- This theory course is designed to further develop nursing students understanding of the core competencies; ***human flourishing, nursing judgment, professional identity and spirit of inquiry.*** These competencies increase in complexity both in content and in practice. In this course, the student will examine mental health conditions in patients from diverse cultural and socioeconomic backgrounds. The course continues to build nursing knowledge, skills, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and support of mental health across the lifespan.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 254-Mental Health Concepts

End-of-Program Student Learning Outcomes	NRSG 254: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing	The student will: 1) Promote excellence in safe and skillful care of individuals from diverse cultural and socioeconomic backgrounds across the lifespan. 2) Identify actual and potential environmental mental health stressors,	✓ Interactive Lecture & Discussions ✓ Group Case Studies/Unfolding Case Studies ✓ Presentations to promote peer to peer transfer of information and learning ✓ Multi-Media Presentations ✓ Written Reflective Assignments	• Written Reflective Papers: 80% of students will score 85% or higher on grading rubric and Student outcome measure will be at Level 2 or above by end of semester

the nursing process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*	recognizing the complexity of individual, family, rural, community, and cultural influences 3) Identify different types of diagnosis and treatment for mental health disorders including use of psychotherapy medications, psychotherapy, nutritional therapy and behavior therapy. 4) Demonstrate knowledge of the variety of mental health settings and practice areas available to assist clients in meeting their needs for psychosocial health 5) Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system 6) Model ethical and legal professional responsibilities with integrity into scope of practice 7) Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes 8) Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice.	✓ Kaplan Focused (practice) Assessments & Tutorials ✓ Sherpath Adaptive Learning Lessons and Activities ✓ Integrating new nursing skills into practice ✓ Simulations Experiences ✓ Interactive computer-based simulations within Sherpath & Kaplan programs ✓ Independent Knowledge Exploration	• Evaluative Simulation: 85% Students will score at 85% or greater • Skills Demonstration:85% of students will score 85% or greater on first time evaluation • Kaplan Integrated (Proctored) Exams: 80% of students will score in 70th percentile or higher on Kaplan Integrated Exams at end of third semester

NRSG 255: Mental Health Concepts Clinical
1 Credit

Prerequisites:
Completion of first and second semesters of the MCC Nursing Program with a 79.5% or higher required.

Co-Requisites:
BIOM 250/251, NRSG 208, NRSG 244, NRSG 236 (All nursing scope and sequence courses must be passed with a 79.5% or higher to progress in the MCC Nursing program)

Course Description:
Montana Model Curriculum ASN Program Course Descriptions
- **NRSG 255 Mental Health Concepts Clinical:** This clinical applies the knowledge of psychiatric and mental health nursing. Students will have mental health focused clinical experiences in a variety of settings.

Miles Community College Course Description
- **NRSG 255 Clinical Course:** will provide nursing students the opportunity to proficiently apply core competency knowledge, integrating skills for the performance of nursing care to: promote and enhance *human flourishing* for patients, families, communities, and themselves; show sound *nursing judgment*; continually develop their *professional identity*; and maintain a *spirit of inquiry.* These competencies increase in complexity both in content and in practice. The course continues to build nursing practice, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation:
Clinical Student Learning Outcomes

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. *The student will:*
NRSG 255 Mental Health
1) Employ the principles of therapeutic communication in order to establish a therapeutic interpersonal relationship with patients and families.

Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context. *The student will:*
NRSG 255 Mental Health
2) Apply knowledge of mental illnesses and best-practice nursing interventions in the provision of a physically and psychologically safe environment for patients and families.

Professional Identity
ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.
The student will:

NRSG 255 Mental Health

3) Develop interdisciplinary care and teaching plans appropriate to the diverse needs and culture of the patient, family and community

Spirit of Inquiry
ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.
The student will:

NRSG 255 Mental Health

4) Demonstrate the concepts learned in NRSG 254 in a variety of clinical settings.

Methods of Teaching and Learning Activities

NRSG 255 Mental Health

- ≈ Kaplan Focused Exams, Essential Skills Videos, Remediation Templates
- ≈ Clinical Experiences, Pre/Post Conferences
- ≈ Simulation Labs with Sim Chart
- ≈ Learning Fair Group Presentations
- ≈ Independent Knowledge Exploration (Continuing Education and Professional Development)
- ≈ Clinical Progression Self-Evaluation and Reflection Journaling

Methods of Course Evaluation from Learning Outcomes

NRSG 255 Mental Health

- ≈ Clinical Assignment Evaluation Rubric
- ≈ Simulation Assignments Evaluation Rubric
- ≈ Kaplan Integrated Exams (Standardized Testing)
- ≈ Clinical Progression and/or Journaling
- ≈ Instructor Evaluation/Canvas Outcomes attached to clinical paperwork
- ≈ Learning Fair Peer Evaluation & Instructor Evaluation
- ≈ Midterm & Final Clinical Evaluations

NRSG 256: Pathophysiology
3   Credits

Prerequisites:
- Admission to MCC Nursing program

Co-Requisites:
- NRSG 232 and NRSG 233, PSYX 100, BIOH 211/212 (Co-requisites)
- All co-requisite courses must be passed with a "B-" (79.5%) or higher or courses must be repeated

Course Description:
Montana ASN Model Curriculum Course Description:
- This course introduces the student to the basic principles and processes of pathophysiology including cellular communication, genes and genetic disease, forms of cellular injury, nutrition, fluid and electrolyte/acid base balance, immunity, stress coping and illness, and tumor biology. Pathophysiology of the most common alterations according to body systems will be discussed as well as the latest developments in research and patient-centered nursing interventions.

Miles Community College ASN Course Description:
- This theory course is designed to further develop nursing students understanding of the core competencies; *human flourishing, nursing judgment, professional identity and spirit of inquiry* as related to Pathophysiology. This course will introduce the student to the normal and altered physiology health states encouraging them to apply knowledge of the body's physiologic adaptive processes of regulation and compensation as related to the nursing process. Students will further define normal and altered cellular physiology integrating knowledge to explore disease processes across the lifespan, respecting diverse cultural and socioeconomic backgrounds.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes NRSG 256: Pathophysiology

End-of-Program Student Learning Outcomes	NRSG 256: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation

Human Flourishing
 	
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span.
 	
Nursing Judgment
 	
ADN Competency: W*ill make clinical judgments in practice, utilizing critical*
	The student will:
	
	- Define pathophysiology and identify its importance for clinical practice
	
	- Describe the basic principles of cellular communication, genes and genetic disease, forms of cellular injury, fluid & electrolyte/acid base balance, immunity, stress, coping and illness
		✓ Interactive Lecture & Discussions
		✓ Group Case Studies & Presentations
		✓ Multi-Media Presentations
		✓ Weekly Remediation Activities
		    ○ Davis Advantage
		    ○ Davis Edge
		    ○ Nursing.com
		✓ Kaplan Focused Assessments
		✓ Kaplan Integrated Exams
		✓ Independent Knowledge Exploration
			• Course Exams: 65% of students will score 78.51% or higher on exams
			• Davis Edge: 65% of students will reach score of 70% or higher on assigned quizzes by end of course
			• Kaplan Integrated

thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.	• Identify and explain the most common physiological alterations and integrate the knowledge to major body systems. • Identify key health and disease concepts		Exams: 60% of students will test in the 50th percentile or higher at end of course
Professional Identity ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.*			
Spirit of Inquiry ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*			

NRSG 259: Adult Nursing III
3   Credits

Prerequisites:

- BIOH 201/202, BIOH 211/212, CHMY 121/122, WRIT 101, M 140 or 121, SOCI 101, NRSG 232/233, NRSG 256, NRSG 230, 231, NRSG 234/235, NRSG 244/245, NRSG 236/237, NRSG 254/255 and BIOM 250/251

Co-Requisites:

- NRSG 246/247, NRSG 266/267 and NRSG 261
- All prerequisite and corequisite courses must be passed with a "B-" (79.5%) or higher or courses must be repeated

Course Description:

*Montana ASN Model Curriculum Course Description***:**

- This course builds on previously learned nursing concepts from Health and Illness of Adult Nursing I, II. Focus is on the nursing role in care of clients with complex health alterations. Students utilize evidence-based interventions to meet client and family needs. Acute presentations of cardiac, neurological, respiratory, oncologic and renal disruptions are presented

*Miles Community College ASN Course Description***:**

- Students are introduced to basic electrocardiogram interpretation, advanced concepts of perfusion, ventilation and complex pharmacologic regimens. In addition, this course builds upon previous knowledge of the nursing process and care of the patient experiencing acute and chronic disease alterations. Pathophysiologic processes are discussed as related to evidence-based nursing interventions. Students apply the nursing process, nutritional therapy, and pharmacological therapy utilizing interdisciplinary practice to promote, maintain, and restore health across the adult lifespan.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes NRSG 259: Adult Nursing III

End-of-Program Student Learning Outcomes	NRSG 259: Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. **Nursing Judgment** ADN Competency: W*ill make clinical judgments in practice, utilizing critical*	The student will: • Promote and demonstrate excellence in safe and skillful care of adults with acute and chronic conditions from diverse cultural and socioeconomic background. • Evaluate and analyze available data of patients with complex health alterations in order to provide safe and competent nursing care.	• Interactive Lecture and Classroom Discussions • Case Study Presentations: encouragement of peer-to-peer transfer of information • Multi-Media Presentations • Course Exams	• Course Exams: 70% of students will score 79% or higher on exams • Davis Advantage: 70% of students will reach proficiency level on assignments by end of semester

thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context. **Professional Identity** ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry** ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.*	• Identify types of diet therapy and the diet used for specific acute/chronic conditions. • Explore appropriate cultural, economic, and community resources to promote health of patients recovering from complex health alterations. • Identify evidence-based, interdisciplinary interventions to meet the needs of adult patients and families with complex health alterations. • Model ethical and legal professional responsibilities with integrity into scope of practice. • Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system • Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes. • Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice.	• Kaplan focused and integrated exams • Davis Advantage Learning Modules • Davis Edge Med-Surg and NCLEX preparation • Independent Knowledge Exploration	• Davis Edge: 70% of students will be scoring 80% or higher on assessments by end of semester • Kaplan Integrated Exams: 60% of students will test in the 60th percentile or higher at end of course

NRSG 261: Adult Nursing III Clinical
3 Credits

Prerequisites:
- Completion of first through fourth semesters of the MCC Nursing Program with a 79.5% or higher required.

Co-Requisites:
- NRSG 259, NRSG 246, NRSG 266 (All co-requisite courses must be passed with a 79.5% or higher).

Course Description:

Montana Model Curriculum ASN Program Course Descriptions

- **NRSG 261 Adult Health Nursing III Clinical:** Through an integration of laboratory and clinical experiences, students are introduced to basic electrocardiogram interpretation, advanced concepts of perfusion, ventilation and complex pharmacologic regimens. Student will focus on application of the nursing process and utilization of information to provide comprehensive nursing care to the acutely ill patient experiencing complex health alterations in a variety of settings. Emphasis is placed on prioritization of care and collaboration with other members of the interdisciplinary team to ensure optimal client care.

Miles Community College Course Description

- **NRSG 261 Clinical Course:** will provide nursing students the opportunity to proficiently apply core competency knowledge, integrating skills for the performance of nursing care to: promote and enhance ***human flourishing*** for patients, families, communities, and themselves; show sound ***nursing judgment***; continually develop their ***professional identity***; and maintain a ***spirit of inquiry.*** These competencies increase in complexity both in content and in practice. The course continues to build nursing practice, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 261 Adult Nursing III Clinical

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. *The student will:*
NRSG 261 Adult Nursing III Clinical
1. Demonstrate understanding, knowledge and skills of current technology and treatments to support the care of the acutely ill patient experiencing complex health alterations in a variety of settings.[MUS] 2. Assess, and prioritize the physiological and psychological needs of adults with complex health alterations.[MUS] 3. Promote and demonstrate excellence in safe and skillful care of adults with acute and chronic conditions from diverse cultural and socioeconomic background.

Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context. *The student will:*
NRSG 261 Adult Nursing III Clinical
4. Examine the pathophysiological impact of disorders in the chronically and acutely ill adult patient.[MCC] 5. Formulate physiological and psychosocial nursing diagnoses and interventions based on assessment of the ill adult including consideration of developmental stages, age, nutritional needs and cultural influences.[MCC] 6. Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes.[MCC]

Professional Identity
ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community. *The student will:*
NRSG 261 Adult Nursing III Clinical
7. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, implement, and evaluate patient-centered care while ensuring confidentiality.[MUS] 8. Model ethical and legal professional responsibilities with integrity into scope of practice.[MCC] 9. Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system.[MCC]

Spirit of Inquiry
ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities. *The student will:*
NRSG 261 Adult Nursing III Clinical
10. Utilize information and technology to support decision making for care of the acutely ill patient experiencing complex health alterations in a variety of settings.[MUS] 11. Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice.[MCC] 12. Critique how optimal care of patients can be provided with awareness and sensitivity for demographically diverse characteristics.[MCC] 13. Demonstrate the concepts learned in NRSG 259 and 260 in a variety of clinical settings.[MUS]
Methods of Teaching and Learning Activities
NRSG 261 Adult Nursing III Clinical

- Kaplan Focused Exams, Essential Skills Videos, Remediation Template
- Clinical Experiences, Pre- and Post-Conferences
- Simulation Labs with SimChart
- Learning Fair Group Presentations
- Independent Knowledge Exploration (Continuing Education and Professional Development)
- Clinical Progression, Self-Evaluation, and Reflection

Methods of Course Evaluation from Learning Outcomes

NRSG 261 Adult Nursing III Clinical

- Clinical Assignment Evaluation Rubric
- Simulation Assignments Evaluation Rubric
- Kaplan Integrated Exams (Standardized Testing)
- Clinical Progression Instructor Evaluation/Canvas Outcomes
- Transition Preceptor Evaluation & Instructor Evaluation
- Midterm and Final Clinical Evaluation

NRSG 266: Managing Client Care for the RN
2 Credits

Prerequisites:

- Completion of first, second, third and fourth semesters of the MCC Nursing Program with a 79.5% (B-) grade or higher required.

Co-Requisites:

- NRSG 266 & NSRG 259, & NRSG 247/261/267 (Combined Clinical). All corequisite courses must be passed with a 79.5% (B-) grade or higher.

Course Description:

Montana University System Course Description

- In this course students examine concepts of leadership and management emphasizing prioritization, delegation, and supervision of nursing care for patients across the lifespan. Topics also include communication techniques, legal and ethical issues, care of the culturally diverse patient, and utilizing change theory. Healthcare policy, finance, and regulatory environment issues are explored and applied to planning, collaborating and coordinating care across the continuum.

Miles Community College Course Description

- This theory course is designed to develop nursing students understanding of the core competencies; ***human flourishing, nursing judgment, professional identity and spirit of inquiry.*** These competencies increase in complexity both in content and in practice. In this course the student will examine leadership and management principles in caring for patients from diverse cultural and socioeconomic backgrounds. The course continues to build nursing knowledge, skills, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and support across the lifespan.

Course Objectives/Outcomes/Methods of Evaluation:

Student Learning Outcomes NRSG 266: Managing Client Care for the RN

End-of-Program Student Learning Outcomes	NURS 266 Course Student Learning Outcomes	Learning Activities	Course SLO Evaluation
Human Flourishing ADN Competency: *Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the*	The student will: 1. Value excellence in safe and skillful care of individuals from diverse cultural and socioeconomic backgrounds across the lifespan. (HF, EPSLO#) 2. Identify effective leadership and	✓ Interactive Lecture & Discussions ✓ Group Case Studies & Presentations ✓ Multi-Media Presentations ✓ Kaplan Practice Assessments & Tutorials ✓ Sherpath Elsevier Adaptive Quizzes (EAQ's)	✓ Quizzes/Exams ✓ Sherpath Elsevier Adaptive Quizzes ✓ Sherpath and Kaplan Virtual Simulation Experiences ✓ SimChart ✓ Kaplan Focused Exams

nursing process across the life span. **Nursing Judgment ADN Competency:** *Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* **Professional Identity ADN Competency:** *Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* **Spirit of Inquiry ADN Competency:** *Will examine the evidence that underlies clinical nursing practice, challenging the status quo; disseminate data through available technology and information, questioning*	management skills to promote quality patient-centered care in a variety of healthcare settings. (MUS/HF & NJ, EPSLO#) 3. Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system. (NJ, EPSLO#) 4. Support ethical and legal professional responsibilities with integrity based upon scope of practice, ANA and NLN educational competency models, and State Board of Nursing statutes. (PI, EPSLO#) 5. Evaluate the ethical and legal responsibilities of the nurse leader and manager. (MUS/PI, EPSLO#) 6. Identify factors that influence the health of rural residents and their health-seeking behaviors. (MUS/PI, SI, EPSLO#) 7. Evaluate professional identity through nursing judgment, evidence-based practice and the nursing process to address global healthcare. (SI,	✓ Interactive computer-based simulations within Sherpath & Kaplan programs Independent Knowledge Exploration	✓ Kaplan Integrated Exams ✓ Online weekly discussions ✓ Written assignments

underlying assumptions and offering new insight improving quality of care for patients, families and communities.	EPSLO#) 8. Value informatics systems to support teaching and learning concepts related to evidence-based practice. (SI, EPSLO#)		

NRSG 267: Managing Client Care for the RN Clinical
2 Credits

Prerequisites:
- Completion of first through fourth semesters of the MCC Nursing Program with a 79.5% or higher required.

Co-Requisites:
- NRSG 259, NRSG 246, NRSG 266 (All co-requisite courses must be passed with a 79.5% or higher).

Course Description:

Montana Model Curriculum ASN Program Course Descriptions
- **NRSG 267 Managing Client Care for the RN Clinical:** This preceptor based clinical experience focuses on principles of nursing leadership and management in a variety of settings. Students apply knowledge to provide culturally competent, holistic interventions within the professional nursing role for individuals, communities, and families across the lifespan.

Miles Community College Course Description
- **NRSG 267 Clinical Course:** will provide nursing students the opportunity to proficiently apply core competency knowledge, integrating skills for the performance of nursing care to: promote and enhance *human flourishing* for patients, families, communities, and themselves; show sound *nursing judgment*; continually develop their *professional identity*; and maintain a *spirit of inquiry.* These competencies increase in complexity both in content and in practice. The course continues to build nursing practice, leadership and attitudes for holistic family centered care. Students will synthesize the evidence-based nursing process, patient care management principles, patient education, legal and ethical practice to provide safe, quality care to promote health and wellness across the continuum in patients, families and communities. Concepts during this course include therapeutic communication, advanced health assessment, enhanced leadership principles, cultural awareness, and promotion of health across the lifespan, and differentiate therapeutic interventions that support populations' optimal health.

Course Objectives/Outcomes/Methods of Evaluation:
Student Learning Outcomes: NRSG 267 Managing Client Care for the RN Clinical

Human Flourishing
ADN Competency: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. *The student will:*
NRSG 267: Managing Client Care for the RN Clinical
1. Value excellence in safe and skillful care of individuals from diverse cultural and socioeconomic backgrounds across the lifespan.

Nursing Judgment
ADN Competency: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context. *The student will:*

NRSG 267: Managing Client Care for the RN Clinical
2. Apply principles of management leadership utilizing a systematic problem-solving process and critical thinking skills to plan and implement culturally competent, holistic care for patients, communities, and families in a variety of settings.[MUS] 3. Combine critical thinking with evidence-based knowledge to individualize the nursing process framework to formulate holistic patient/family centered care supporting optimal health outcomes

Professional Identity
ADN Competency: Will practice one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community. *The student will:*

NRSG 267: Managing Client Care for the RN Clinical
4. Identify factors that influence the health of rural residents and their health seeking behaviors.[MUS] 5. Model ethical and legal professional responsibilities with integrity into scope of practice.[MCC] 6. Model effective interpersonal communication and relationships with patients, patient's family, community, members of the interdisciplinary healthcare team and global healthcare system.[MCC]

Spirit of Inquiry
ADN Competency: Will examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities. *The student will:*

NRSG 267: Managing Client Care for the RN Clinical
7. Demonstrate the concepts learned in NRSG 266 in a variety of clinical settings.[MUS] 8. Differentiate informatics systems to support teaching and learning concepts related to evidence-based practice.[MCC]

Methods of Teaching and Learning Activities
NRSG 267: Managing Client Care for the RN Clinical
• Kaplan Focused Exams, Essential Skills Videos, Remediation Template • Clinical Experiences, Pre- and Post-Conferences • Simulation Labs with SimChart • Learning Fair Group Presentations • Independent Knowledge Exploration (Continuing Education and Professional Development) • Clinical Progression, Self-Evaluation, and Reflection

Methods of Course Evaluation from Learning Outcomes
NRSG 267: Managing Client Care for the RN Clinical
• Clinical Assignment Evaluation Rubric • Simulation Assignments Evaluation Rubric • Kaplan Integrated Exams (Standardized Testing) • Clinical Progression Instructor Evaluation/Canvas Outcomes • Transition Preceptor Evaluation & Instructor Evaluation • Midterm and Final Clinical Evaluation

Systematic Plan of Evaluation

End-of-program Student Learning Outcomes and Program Outcomes

	PLAN			IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection** Including actual level(s) of achievement	**Analysis and Actions** for Program Development, Maintenance, or Revision
EPSLO #1: Human Flourishing: Upon completion of the MCC Nursing Program; 80% of the nursing students will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span.	Kaplan Secure Predictor A Exam	80% of students will answer 61% of their questions correct on the following categories -Patient Centered Care -Health Promotion -Client Needs Category -Nursing Process -Population Health	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019** Patient Centered Care: 50% Health Promotion: 56% Client Needs Category: 60% Nursing Process: 60% Population Health: 58% **2020** Patient Centered Care: 56% Health Promotion: 78% Client Needs Category: 64% Nursing Process: 64% Population Health: 61% **2021** Patient Centered Care: 49% Health Promotion: 88% Client Needs Category: 67% Nursing Process: 68% Population Health: 65%	**2019: Not Achieved** **2020: Partially Achieved** **2021: Partially Achieved** An area that is consistently not being met by students is that of patient centered care. To help improve student performance in this area, the program is beginning with promoting knowledge in all part- and full-time faculty. Utilizing webinars supplied by NurseTim. August 10, 2021, an all faculty professional development session in which this topic will be discussed will be held to better prepare faculty to be able to more fully impart knowledge of patient centered to students at all levels. Additional webinars will also be available to all faculty for independent knowledge exploration. A review of current curriculum will be conducted to evaluate objectives in all patient care clinical

				experiences to ensure assignments are developed that guide students to reflect on patient centered care. Patient centered care concepts will be threaded into course exams and discussion topics.
Kaplan Diagnostic A Exam	80% of students will meet the 65% designated benchmark	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019**: 66% **2020**: 60% **2021**: 65%	**2019: Achieved** **2020**: **Not Achieved** **2021**: **Achieved** We will continue to review this achievement benchmark and evaluate areas of student performance through assignment evaluations, simulations, patient care observations, and course examinations. Should it be determined that students are not successfully meeting benchmark, a more thorough analysis of contributing factors will be conducted.
Learning Mastery Level	80% of students will meet the benchmark of level 3 in Human Flourishing	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years	**2019:** 100% **2020:** 100% **2021:** 100%	**2019: Achieved** **2020: Achieved** **2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating

			starting 2022 to allow for sufficient data.		end-of-program student learning outcomes.
	Capstone/ Transition Evaluations	80% of students will meet the benchmark of level 3 in Human Flourishing	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019:** 100% **2020:** 100% **2021:** 100%	**2019: Achieved** **2020: Achieved** **2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating end-of-program student learning outcomes.
EPSLO #2: Nursing Judgment: Upon completion of the MCC Nursing Program; 80% of the nursing students shall: make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a	Kaplan Secure Predictor A Exam	80% of students will answer 61% of their questions correct on the following categories -Clinical Concepts -Evidence-Based Practice -Clinical Judgment -Safety	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019** Clinical Concepts: 66% Evidence-Based Practice: 79% Clinical Judgment: 47% Safety: 38% **2020** Clinical Concepts: 64% Evidence-Based Practice: 89% Clinical Judgment: 54% Safety: 35% **2021** Clinical Concepts: 69% Evidence-Based Practice: 88% Clinical Judgment: 60% Safety: 41%	**2019: Partially Achieved** **2020: Partially Achieved** **2021: Partially Achieved** Areas that are consistently not being met by students are that of clinical judgement and safety. Both are improving with safety being the most concerning. To help improve student performance in these areas, the program is beginning with promoting knowledge in all part- and full-time faculty. Utilizing webinars supplied by NurseTim. August 10, 2021, an all faculty professional

family and community context.					development session in which this topic will be discussed will be held to better prepare faculty to be able to more fully impart knowledge of clinical judgement and safety to students at all levels. Additional webinars will also be available to all faculty for independent knowledge exploration. A curriculum review will be conducted, identifying where in didactic courses these topics can be better integrated and emphasized during lecture and through course assignments. Clinical judgment and safety concepts will be threaded into course exams and discussion topics. Clinical assignments will also be reviewed to assess where concepts can be empathized such as within simulation experiences and patient care experiences. Evaluative criteria will be integrated into simulation and clinical assignment grading rubrics.
	Kaplan Diagnostic A Exam	80% of students will meet the 65% designated benchmark.	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be	**2019**: 66% **2020**: 60% **2021**: 65%	**2019**: **Achieved** **2020**: **Not Achieved** **2021**: **Achieved** We will continue to review this achievement benchmark and evaluate areas of student performance through assignment

			completed every two years starting 2022 to allow for sufficient data.		evaluations, simulations, patient care observations, and course examinations. Should it be determined that students are not successfully meeting benchmark, a more thorough analysis of contributing factors will be conducted.
	Learning Mastery Level	80% of students will meet the benchmark of level 3 in Nursing Judgement	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019:** 100% **2020:** 100% **2021:** 100%	**2019: Achieved** **2020: Achieved** **2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating end-of-program student learning outcomes.
	Capstone/ Transition Evaluations	80% of students will meet the benchmark of level 3 in Nursing Judgement	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to	**2019:** 100% **2020:** 100% **2021:** 100%	**2019: Achieved** **2020: Achieved** **2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating

			allow for sufficient data.		end-of-program student learning outcomes.
EPSLO #3: Professional Identity: Upon completion of the MCC Nursing Program; 80% of the nursing students shall: practice one's role as nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.	Kaplan Secure Predictor A Exam	80% of students will answer 61% of their questions correct on the following categories -Communication -Management of Care -Leadership	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019** Leadership: 38% Communication: 75% Management of Care: 64% **2020** Leadership: 41% Communication: 66% Management of Care: 67% **2021** Leadership: 43% Communication: 77% Management of Care: 71%	**2019: Partially Achieved** **2020: Partially Achieved** **2021: Partially Achieved** An area that is consistently not being met by students is that of leadership. To help improve student performance in this area, the program is beginning with promoting knowledge in all part- and full-time faculty. Utilizing webinars supplied by NurseTim. August 10, 2021, an all faculty professional development session in which this topic will be discussed will be held to better prepare faculty to be able to more fully impart knowledge of leadership to students at all levels. Additional webinars will also be available to all faculty for independent knowledge exploration. A curriculum review of both didactic and clinical courses will be completed to evaluate opportunities to reinforce leadership concepts. The addition of a transitional leadership experience will be added to the fifth semester. Leadership concepts will be threaded into course exams and discussion

				topics. A leadership analysis component will be added to patient care clinical assignments.
	Kaplan Diagnostic A Exam	80% of students will meet the 65% designated benchmark.	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019**: 66% **2020**: 60% **2021**: 65%	**2019**: **Achieved** **2020**: **Not Achieved** **2021**: **Achieved** We will continue to review this achievement benchmark and evaluate areas of student performance through assignment evaluations, simulations, patient care observations, and course examinations. Should it be determined that students are not successfully meeting benchmark, a more thorough analysis of contributing factors will be conducted.
	Learning Mastery Level	80% of students will meet the benchmark of level 3 in Professional Identity	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to	**2019:** 100% **2020:** 100% **2021:** 100%	**2019: Achieved** **2020: Achieved** **2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating end-of-program student learning outcomes.

			allow for sufficient data.		
	Capstone/ Transition Evaluations	80% of students will meet the benchmark of level 3 in Professional Identity	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019:** 100% **2020:** 100% **2021:** 100%	**2019: Achieved** **2020: Achieved** **2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating end-of-program student learning outcomes.
EPSLO #4: Spirit of Inquiry: Upon completion of the MCC Nursing Program; 80% of the nursing students shall: examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.	Kaplan Secure Predictor A Exam	80% of students will answer 61% of their questions correct on the following categories -Evidence-Based Practice -Nursing Process -Client Needs Category	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019** Evidence-Based Practice: 79% Nursing Process: 60% Client Needs Category: 60% **2020** Evidence-Based Practice: 89% Nursing Process: 64% Client Needs Category: 68% **2021** Evidence -Based Practice: 88% Nursing Process: 64% Client Needs Category: 67%	**2019: Partially Achieved** **2020: Achieved** **2021: Achieved** We will continue to review these areas of student performance through assignment evaluations, simulations, patient care observations, and course examinations.

Kaplan Diagnostic A Exam	80% of students will meet the 65% designated benchmark.	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019**: 66% **2020**: 60% **2021**: 65%	**2019**: **Achieved** **2020**: **Not Achieved** **2021**: **Achieved** We will continue to review this achievement benchmark and evaluate areas of student performance through assignment evaluations, simulations, patient care observations, and course examinations. Should it be determined that students are not successfully meeting benchmark, a more thorough analysis of contributing factors will be conducted.
Learning Mastery Level	80% of students will meet the benchmark of level 3 in Spirit of Inquiry	Data will be collected at the completion of spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2019:** 100% **2020:** 100% **2021:** 100%	**2019: Achieved** **2020: Achieved** **2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating end-of-program student learning outcomes.
Capstone/ Transition Evaluations	80% of students will meet the benchmark	Data will be collected at the completion of	**2019:** 100% **2020:** 100%	**2019: Achieved** **2020: Achieved**

		of level 3 in Spirit of Inquiry	spring semester and reviewed by faculty. A more comprehensive assessment of data will be completed every two years starting 2022 to allow for sufficient data.	**2021:** 100%	**2021: Achieved** Though this ELA is consistently being achieved, a thorough evaluation of assessment and documentation methods will be conducted to ensure we are effectively and reliably evaluating end-of-program student learning outcomes.
Exam Pass Rate -NCLEX	Montana State Board of Nursing Quarterly Report	ELA: 80% or higher of all first-time test-takers will pass the NCLEX within the same 12-month period, January 1 to December 31 every year.	Data received on a quarterly basis from the SBON. Full evaluation of results completed once all four quarters post-graduation have been received.	**2019:** 75% **2020:** 88.5%	**2019: Not Achieved** **2020: Achieved** The ELA was not achieved for the 2019 timeframe. New practices, policies, and programs were implemented within the nursing program. A required benchmark was placed on the Kaplan Diagnostic A and Secure Predictor A examinations taken by students in the fifth semester. A "T" grade policy was established for students who did not meet the required benchmark on Kaplan Secure Predictor A exam. A standard protocol for those that did not meet this benchmark will be created to ensure that the same requirements are placed on all students and method can be effectively evaluated.

					A remediation protocol was implanted within all didactic nursing courses to provide students with increased resources and an established method of uses as well as provide an additional evaluate tool for faculty to use when assess areas of weakness. The nursing program admission criteria was modified to address issues such as entrance GPA requirements and multiple pre-requisite course attempts.
Program Completion Rate	Comparison of number of students who enter the program and the number of graduates. Adjustments made for readmissions who do not reenter first semester of nursing courses.	ELA: 70% of all students who began in the first nursing course in the program will complete the program within six academic terms, which is 150% of the usual timeframe for the program option. ELA Rationale: Limitations of readmission based on space as well as frequency of course offerings.	Data will be collected at the completion of spring semester and reviewed by faculty.	**2019:** 70% (16/23) **2020:** 73% (27/37) **2021:** 73% (29/40)	**2019: Achieved** **2020: Achieved** **2021: Achieved** Completion rates have been at or above the ELA rate of 70%. Reassessing our admission criteria and process may help to identify students who could be high risk. The implementation of supplemental courses for all didactic courses allows more time for student engagement and assistance with weaker areas. Weekly assessments of students who are at risk of not being successful allows time to refer them to tutoring or other student resources on campus depending on their situation. The implementation of the remediation

					protocol provides additional evaluative methods as to which areas students are struggling in and allows for more focused review and assistance.
Job Placement Rate	Data obtained from surveys sent six and nine months after graduation.	ELA: 75 % of graduates will report employment as a registered nurse within nine months following graduation. ELA Rationale: Not all students seek employment within nine months of graduation.	Data will be collected beginning six months after graduation and then again nine months after graduation.	**2019:** 100% **2020:** 100% (11/27)	**2019: Achieved** **2020: Achieved** New methods of surveying graduated students will be designed to increase response rate. Surveying them at multiple times will provide preliminary data as well as may increase response when final survey is sent at nine months.