



MANHATTAN AREA TECHNICAL COLLEGE

Nursing Student Handbook

2026-2027

Manhattan Area Technical College
3136 Dickens Avenue
Manhattan, Kansas 66503

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Section I: Program Foundations

Nursing Program Mission Statement

The Manhattan Area Technical College (MATC) Nursing Division supports the mission of the college with a commitment to prepare students for employment and advancement in technical careers.

The MATC Nursing Division prepares students to pursue nursing careers at the Practical Nursing (PN) and Associate Degree Nursing (ADN) levels by:

- Providing high quality education using both academic and clinical learning environments.
- Promoting awareness of the role in health resources within the community and diverse global environment.
- Creating and maintaining a civil working and learning environment.
- Contributing to the advance of the nursing profession through:
 - Emphasis on lifelong learning
 - Use of evidence-based practice
 - Encourage membership in professional organizations

Manhattan Tech Mission Statement

Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.

Philosophy

Practical Nursing (PN)

The faculty believe at the completion of the program the graduates will have the knowledge, skills, attitudes, and abilities needed to practice safely and effectively. As an entry level practical nurse, the graduate will be able to meet the client's basic needs throughout the lifespan requiring promotion, maintenance, and/or restoration of health.

Clients - The faculty believe clients (individuals, families and significant others), are finite beings with varying capacities to function in society. They are unique individuals who have defined systems of daily living that reflect their values, cultures, motives and

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lifestyles. Additionally, clients have the right to make decisions regarding their health care needs.

Health - The faculty believe health is defined within three areas: promotion, maintenance, and restoration. Health promotion and maintenance are defined as client care that incorporates knowledge of expected stages of growth and development, and prevention and/or early detection of health problems. Restoration is defined as assisting the client to achieve an optimal level of health.

Nursing – The faculty believe nursing is both an art and a science. We believe nurses provide care for clients' basic biological, cultural, spiritual and psychosocial needs throughout the lifespan. Nurses provide comfort in a caring environment. Critical thinking and the nursing process are the primary clinical problem solving tools of the nurse. The nurse is part of the interdisciplinary health care team who collaborates within the healthcare system and the community. Nurses are accountable for providing care within the scope of ethical and legal responsibilities.

Practical Nursing - The faculty believe practical nurses provide care of clients with commonly occurring health problems that have predictable outcomes. The practical nurse delivers care under the supervision of a registered nurse, or a person licensed to practice medicine and surgery or dentistry.

Education and Learning - The faculty and students believe they are partners in the acquisition of knowledge, skills, attitudes, and abilities in a supportive adult learning environment. Promoting student success and instilling a value of lifelong learning is integral to success of the nursing discipline.

Environment - The faculty believes the environment is both external and internal. External environment is the set of circumstances, objects or external conditions that positively or negatively affect the well-being of clients. Internal environment includes biological, cultural, spiritual and psychosocial aspects.

Associate Degree Nursing (ADN)

We believe:

The Associate Degree Nursing program is designed to prepare individuals for entry level employment and advancement in professional nursing, consistent with the mission of Manhattan Area Technical College.

The consumer of nursing is an individual or group of individuals in need of assistance in maintaining life, coping with health problems, adapting to or recovering from the effects of disease or injury, promoting health or dying in comfort and dignity. The

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recipient of nursing care is unique and has varying capacity to function in society. Each has the right to determine his or her own systems of daily living and to reflect his or her own personal values, motives, and lifestyles. Each has the right of privacy in relation to the facts of his or her health and health care.

The goal of nursing is to promote an optimal state of health for the client. This goal is accomplished by developing and implementing planned nursing care based on nursing diagnosis and treatment of human responses to actual or potential health problems utilizing the American Nurses Association (ANA) Scope and Standards of Practice (4th ed. 2021) and National League of Nursing (NLN) Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice doctorate, and Research Doctorate Programs in Nursing (2010) as guidelines. Planned nursing care creates a safe physical and psychosocial environment to protect the client from injury, infection and harm. The domain of nursing exists along a continuum and is organized and defined by professional and legal parameters. Associate degree Nursing is found on this continuum. The associate degree nurse generates data to provide knowledgeable care to individuals or groups of clients.

Associate degree nursing education promotes the development and utilization of relevant knowledge, skills and abilities necessary for an individual to enter the practice of professional nursing. Associate degree nursing education establishes a foundation with a variety of social and biological science courses. It is the responsibility of the nursing faculty to establish academic and clinical performance standards and to guide and evaluate student development to meet these standards. The faculty develops and maintains a curriculum that closely correlates theory with practice and is guided by the Kansas Associate Degree Nursing (ADN) curriculum alignment. Learning best occurs through the provision of sequential learning experiences and the use of current technology. It is the responsibility of the student to actively participate in the learning process in both classroom and clinical settings.

The major concepts embedded within the Associate Degree Nursing curriculum come from the Manhattan Area Technical College Division of Nursing Mission Statement, and from the student learning outcomes for the program.

Upon successfully completing the Associate Degree Nursing program at Manhattan Area Technical College, the graduate is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and will demonstrate beginning competency as a professional nurse.

Program Frameworks & Outcomes

Conceptual Framework – Practical Nursing (PN)

(Definitions of Curriculum Concepts, Kansas PN Alignment)

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Nursing Process - a scientific approach to clinical decision making which incorporates evidence-based practice and critical thinking. The steps of the process include assessment, planning, implementation and evaluation.

Professional Behavior - behaviors that demonstrate intellectual and personal integrity which include dedication to the client's welfare, commitment to the discipline of nursing, adherence to college, program, and agency policies. Professional behavior involves participation in lifelong self-development activities to enhance and maintain current knowledge and skills for continuing competency.

Collaboration/Communication - the verbal and non-verbal interaction among the practical nurse and members of the health care team with clients, families, and significant others. Events and activities associated with client care are validated in written and/or electronic records that reflect standards of practice and accountability in the provision of care.

Basic Needs - physiological, psychosocial and spiritual requirements necessary for optimal functioning. Physiological needs are basic needs related to the functioning of body systems essential to life: oxygenation, hydration, nutrition, bowel elimination, urinary elimination, activity/mobility, rest and sleep, hygiene, skin/tissue integrity, comfort and physiological safety. Psychosocial and spiritual needs include sexuality, emotional security, communication and cognition, love and belonging, self-esteem and self-actualization. As physiological needs are sufficiently satisfied, psychosocial and spiritual needs emerge. When there is an interference with one's ability to meet basic needs, health problems may result.

Safety - a safe and effective care environment includes providing protection of clients and health care personnel from health and environmental hazards.

End of Program Student Learning Outcomes

Practical Nursing (PN)

1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive, and based on the physiological and spiritual needs of clients within commonly occurring health alterations that have predictable outcomes.
2. Teamwork and Collaboration: collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.
3. Evidence based practice: use current evidence as a basis for nursing practice.
4. Informatics: use information and client care technology to support the delivery of safe, quality client care.

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5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.
6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Leadership: use leadership skills that support the provision and coordination of client care.

Associate Degree Nursing (ADN)

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidenced-based practice.
5. Provide leadership in the management of care to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and reduce risk for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

Section II: Curriculum

Practical Nursing (PN) Course Descriptions

NUR 107 Foundations of Nursing (4 SCH)

This course provides an introduction to practical nursing and roles of the practical nurse as well as profession- and client-related care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic data collection and nursing skills is presented and an introduction to the nursing process provides the student with a framework for decision making. Prerequisite(s): Admission to the PN program and concurrent enrollment in NUR 108.

NUR 108 Foundations of Nursing Clinical (2 SCH)

This course provides an introduction to the skills required to practice nursing. The theoretical foundation for basic data collection and nursing skills is presented and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. Students are also given an opportunity to practice application of the nursing. Prerequisite(s): Admission to the PN program and concurrent enrollment in NUR 107.

NUR 112 Foundations of Pharmacology and Safe Medication Administration (2 SCH)

This course introduces the principles of pharmacology, drug classifications, and the effects of selected medications on the human body. The nursing process is used as the framework for ensuring safe and effective nursing care for clients across the lifespan. Prerequisite(s): Admission into the PN program and concurrent enrollment in NUR 1175 and NUR 118.

NUR 1175 Nursing Care of Adults I (5 SCH)

This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cardiac output and tissue perfusion, oxygenation, regulation and metabolism, and integument. Principles of pre-and post-operative care and IV therapy are also addressed. Prerequisite(s) NUR 107 and NUR 108 with a "C" or higher; concurrent enrollment in NUR 118 and NUR 1112.

NUR 118 Nursing Care of Adults I Clinical (3 SCH)

This course focuses on the care of adult clients with common medical/surgical health alterations. The clinical laboratory experience provides the student an opportunity to apply the theoretical concepts from Nursing Care of Adults I and implement safe client care in selected settings.

Prerequisite(s): NUR 107 and NUR 108 with a "C" or higher; concurrent enrollment in NUR 1175 and NUR 1112.

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NUR 133 Leadership, Roles, and Issues (1 SCH)

This course provides orientation to leadership roles of the LPN and related responsibilities. It will introduce issues to the student they will encounter in the workplace.

Prerequisite(s): NUR 1112, NUR 107, NUR 108, NUR 1175, NUR 118, and NUR 134 with “C” or higher. Concurrent enrollment in NUR 136, NUR 1375, NUR 138.

NUR 134 Mental Health Nursing (2 SCH)

This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the mental health client.

Prerequisite(s): NUR 1112, NUR 107, NUR 108, NUR 1175 and NUR 118 with “C” or higher. Concurrent enrollment in NUR 136, NUR 1375, and NUR 138.

NUR 136 Care of Aging Adults (2 SCH)

This course is designed to explore issues related to aging adults. Course content addresses the impact of ageism, alterations in physiological and psychosocial functioning, and the role of the practical nurse in caring for older adult clients across a continuum of care.

Prerequisite(s): NUR 1112, NUR 1175, and NUR 118 with a grade of “C” or better. Concurrent enrollment in NUR 134, NUR 1375, and NUR 138.

NUR 1375 Nursing Care of Adults II (5 SCH)

This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cognition and sensation, mobility, elimination, immunity and hematology, and reproduction. Principles related to emergency preparedness are also addressed.

Prerequisite(s): NUR 1112, NUR 107, NUR 108, NUR 1175, NUR 118 and NUR 134 with “C” or higher. Concurrent enrollment in NUR 136, NUR 1375 and NUR138.

NUR 138 Nursing Care of Adults II Clinical (3 SCH)

This course focuses on the care of adult clients with common medical/surgical health problems. The clinical laboratory experience provides the student an opportunity to build on the theoretical concepts from Nursing Care of Adults I and II and implement safe client care in selected settings. Students are given the opportunity to practice leadership skills while managing a caseload of clients.

Prerequisite(s): NUR 1112, NUR 107, NUR 108, NUR 1175 and NUR 118 with “C” or higher. Concurrent enrollment in NUR 134, NUR 136, NUR 1375 and NUR 138.

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NUR 170 Maternal Child Nursing (2 SCH)

This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Emphasis is placed on care of the pregnant woman and newborn, normal growth and development, and common pediatric disorders.

Prerequisite(s): NUR 1112; NUR 107, NUR 108, NUR 1175, NUR 118, NUR 133, NUR 134, NUR 136, NUR 1375, and NUR 138 with a grade of “C” or better. Concurrent enrollment in NUR 171.

NUR 171 Maternal Child Nursing Clinical (1 SCH)

This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Students are given the opportunity to observe the uncomplicated birth process and practice postpartum care as well as care of the newborn in the clinical laboratory setting. Common pediatric diseases and the growth and development process is the focus of child-related clinical laboratory experiences.

Prerequisite(s): NUR 1112; NUR 107, NUR 108, NUR 1175, NUR 118, NUR 133, NUR 134, NUR 136, NUR 1375, and NUR 138 with a grade of “C” or better. Concurrent enrollment in NUR 170.

Associate Degree Nursing (ADN) Course Descriptions

NUR 221 Nursing Across the Life Span (12 SCH = 9 didactic, 3 clinical)

This course focuses on the transition from the LPN to RN roles with an emphasis on therapeutic communication, health promotion, critical thinking, clinical judgment, and the utilization of the nursing process. Emphasis will be placed on IV therapy principles and practices, maintenance and care of individuals across the lifespan with acute or chronic conditions experiencing psychological/psychiatric, maternal/child, and medical/surgical complications. Critical thinking differentiates client needs based on age, health status, and acuity of condition, ethnic origins, and prognosis. The client's role within the family, their occupation, and society are considered. The student's responsibility for learning, self-evaluation, and collaboration is also emphasized. Clinical experiences are focused on obstetrics and medical-surgical units.

Prerequisite(s): Admission to the ADN program

NUR 230 Management of Patient Care (12 SCH = 8 didactic, 4 clinical)

This course focuses on the management of patient care for larger groups. Health promotion and other treatment modalities are explored. Critical thinking is emphasized in the organization, coordination, and delegation of client care. Clinical experience is provided in the care of patients with more acute or complex conditions in areas such as

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medical, surgical, critical care, emergency room, and perioperative services. Leadership and management issues are explored as they relate to nursing practice.

Prerequisite(s): NUR 221 Nursing Across the Lifespan with a grade of “C” or higher.

Section III: General Program Information

Professional Expectations

Personal Standards

- Students are to model professional behavior in the classrooms, clinical facilities and any other area where they represent nursing.
- Healthcare facilities do not allow smoking within their facilities or on their premises.
- The college nor clinical sites assume responsibility for lost or stolen articles but provide storage space whenever possible.

Standards of Conduct

Policy Statement:

To foster a professional, ethical, and respectful learning environment, the Manhattan Area Technical College (MATC) Nursing Programs have established these Student Standards of Conduct. These standards apply to all nursing students in classroom, laboratory, simulation, clinical, and community learning environments.

Rationale:

Professional conduct is essential to the nursing profession and promotes a safe, respectful, and effective learning environment. These Standards of Conduct establish expectations for student behavior and support the values outlined in the American Nurses Association (ANA) *Code of Ethics for Nurses*, the Kansas Nurse Practice Act, and applicable MATC policies.

Supporting Resources

- [American Nurses Association \(ANA\) Code of Ethics for Nurses](#)
- [Kansas Nurse Practice Act](#)
- [MATC Policy 4.3.2 – Academic Honesty and Misconduct](#)
- [MATC Policy 5.9.4 – Suspected Drug or Alcohol Misuse by Students](#)
- Nursing Student Code of Ethics Policy

Procedure:

1. Professional Conduct

Students are expected to demonstrate professional behavior at all times by:

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- Treating patients, peers, faculty, staff, clinical partners, and members of the public with dignity and respect.
- Communicating professionally in verbal, written, electronic, and online interactions.
- Accepting responsibility and accountability for their actions and decisions.
- Following all Nursing Program College, and clinical agency policies and procedures.
- Maintaining patient confidentiality and protecting sensitive information.
- Demonstrating honesty and integrity in all academic and clinical activities.

2. Learning Environment

Students are expected to contribute to a safe and respectful learning environment by:

- Arriving prepared and participating in learning activities.
- Using electronic devices only as permitted by faculty and in accordance with program policies.
- Respecting college and clinical facilities, equipment, and resources.
- Conducting themselves in a manner that promotes learning and does not disrupt classroom, laboratory, simulation, or clinical activities.

3. Compliance with Nursing Program Policies

Students are expected to comply with all Nursing Program and College policies, including but not limited to:

- Attendance Policy
- Nursing Student Code of Ethics Policy
- Classroom Appearance and Attire Expectations Policy
- Social Media Policy
- Substance Misuse and Impairment Policy
- Academic Honesty and Misconduct Policy
- Clinical agency policies and procedures

4. Violations and Disciplinary Process

Failure to comply with these Standards of Conduct or other applicable Nursing Program or College policies may result in disciplinary action.

Depending on the nature and severity of the violation, disciplinary action may include:

- Verbal or written warning
- Required remediation or counseling
- Academic Success Plan or Clinical Success Plan
- Probation
- Suspension or dismissal from the Nursing Program
- Referral through applicable College processes
- Referral to the Kansas State Board of Nursing and/or law enforcement when appropriate

Nothing in this policy supersedes applicable Manhattan Area Technical College policies, student due process rights, or grievance procedures.

Code of Ethics

Policy Statement:

This policy outlines the standards of ethical and professional conduct expected of nursing students. It is grounded in the principles set forth in the *American Nurses Association (ANA) Code of Ethics for Nurses* and serves as the foundation for professional conduct within the Manhattan Area Technical College Nursing Programs.

Rationale:

The nursing profession demands the highest standards of ethical and professional conduct, as nurses are entrusted with the care and well-being of individuals, families, and communities. This policy provides a framework for ethical decision-making and professional behavior while preparing students to meet the expectations of the nursing profession.

Procedure:

This policy applies to all nursing students in classroom, laboratory, clinical, simulation, clinical, and community learning environments. Students will review this policy annually and acknowledge their understanding by signing the Student Code of Ethics Acknowledgement.

1. **Respect for Human Dignity**

Nursing students are expected to treat patients, faculty, staff, peers, and others with dignity, respect, compassion, and professionalism. Discrimination, harassment, or bullying of any kind is prohibited.

Corresponds with ANA Code of Ethics, Provision 1.

2. **Commitment to Patients and Public**

Nursing students are expected to prioritize patient safety, patient rights, confidentiality, and informed decision-making. Students will advocate for the health and well-being of those in their care while maintaining professional boundaries.

Corresponds with ANA Code of Ethics, Provision 2.

3. **Accountability and Professional Responsibility**

Nursing students are accountable for their actions, decisions, and learning. Students are expected to comply with college, nursing program, and clinical agency policies; complete assigned responsibilities accurately; and acknowledge errors honestly and promptly.

Corresponds with ANA Code of Ethics, Provision 3 and 4.

4. **Personal Integrity and Academic Honesty**

Nursing students are expected to maintain their physical, emotional, and mental well-being and seek appropriate assistance when their ability to provide safe care may be impaired. Students must comply with Manhattan Area Technical College Policy 4.3.2, Academic Honesty and Misconduct, and demonstrate honesty and

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integrity in all academic and clinical activities. Violations of the College's Academic Honesty and Misconduct Policy, including cheating, plagiarism, falsification or fabrication of records, or unauthorized use of artificial intelligence (AI), may also constitute violation of the Nursing Student Code of Ethics.

Corresponds with ANA Code of Ethics, Provision 5.

5. **Professional Growth and Competence**

Nursing students are expected to actively engage in learning, seek constructive feedback, and demonstrate developing clinical competence appropriate to their level in the nursing program. Students are expected to prepare for and actively participate in all classroom, laboratory, simulation, and clinical learning experiences.

Corresponds with ANA Code of Ethics, Provision 6.

6. **Ethical Clinical Practice**

Nursing students are expected to uphold ethical principles during all clinical experiences, respect clinical agency policies, maintain patient confidentiality, report unsafe practices through appropriate channels, and exercise sound clinical judgment within the scope of their education and training.

Corresponds with ANA Code of Ethics, Provision 7.

7. **Advocacy and Social Justice**

Nursing students are expected to recognize the impact of social determinants of health and advocate for equitable, inclusive, and patient-centered care. Students will address disparities or ethical concerns encountered during academic or clinical experiences in a professional manner.

Corresponds with ANA Code of Ethics, Provision 8.

8. **Professional Relationships**

Nursing students are expected to maintain professional boundaries and respectful communication with patients, faculty, staff, peers, and members of the healthcare team in all settings, including electronic communication and social media.

Corresponds with ANA Code of Ethics, Provision 9.

9. Nursing faculty will review the Nursing Student Code of Ethics Policy with students at the beginning of each academic year.

10. Professional conduct is further defined by Nursing Program policies including but not limited to:

- a. Attendance Policy
- b. Classroom Appearance and Attire Expectation Policy
- c. Social Media Policy
- d. Substance Misuse and Impairment Policy
- e. Academic Integrity Policy
- f. Bloodborne Pathogen Exposure Policy
- g. Clinical Evaluation of Students Policy

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Violations and Consequences

Alleged violations of this policy will be reviewed by nursing faculty and the Director of Nursing Education. Depending on the nature and severity of the violation, disciplinary action may include, but is not limited to:

- Verbal or written warning
- Required remediation or counseling
- Academic Success Plan or Clinical Success Plan
- Probation
- Suspension or dismissal from the nursing program
- Referral through applicable college processes or the Kansas State Board of Nursing (KSBN), when appropriate

Social Media Policy

Policy Statement:

Students enrolled in the nursing programs at Manhattan Area Technical College (MATC) are expected to demonstrate professional behavior and maintain confidentiality in all forms of communication, including social media platforms and online forums.

Rationale:

Social media platforms provide opportunities for communication and professional networking; however, content shared through these platforms may be publicly accessible and can be associated with the individual. Nursing students are responsible for maintaining professional standards and protecting confidentiality information consistent with the expectations of the nursing profession, regulatory agencies, and the College.

Procedure:

1. Nursing students are expected to demonstrate professional conduct beginning with entry into the nursing program.
2. Students must comply with the Health Insurance Portability and Accountability Act (HIPAA) and protect confidential patient information and records.
3. Students must consider the impact of their use of social media platforms and online forums. The following expectations apply:
 - a. Confidential information related to patients, individuals, clinical agencies, the College, employees, or students must not be disclosed.
 - b. Information related to patients, clinical experiences or clinical agencies, including photographs, stories, or discussions, must not be posted on social media platforms, websites, or online forums.
 - c. Students must not post content that is defamatory, harassing, threatening, discriminatory, or disruptive to the educational environment.
 - d. Materials provided by nursing faculty for educational purposes, including lectures, lecture notes, presentations, or handouts, must be posted or distributed on social media platforms, websites, or online forums without permission.

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- e. Students must not represent personal opinions or statements as those of MATC.
- 4. Students are notified that:
 - a. Social media content may be reviewed when investigating concerns related to student conduct or professionalism.
 - b. Students are legally responsible for content they create, share, or distribute through social media platforms.
 - c. Failure to comply with this policy may result in disciplinary action, up to and including suspension or dismissal from the nursing program.
- 5. The Social Media Policy will be included in the student handbooks.
- 6. The policy will be reviewed with students at the beginning of each nursing program.

Student Responsibilities

Attendance

Policy Statement:

Students are expected to attend and actively participate in all scheduled nursing program learning experiences, including classroom, laboratory, and clinical activities. Regular attendance supports student success, development and professional behaviors and achievement of nursing program outcomes.

Rationale:

- Participation in learning activities is essential for the development of nursing knowledge, skills, and clinical judgement.
- Professional nursing behaviors include accountability, reliability, punctuality, and effective communication.
- Nursing program curriculum content and required hours are established in accordance with the Kansas State Board of Nursing (KSBN) requirements.

Procedure:

1. Students have electronic access to the Manhattan Area Technical College (MATC) Student Handbook and Nursing Program – specific Student Handbook, which outlines institutional and program expectations related to attendance.
2. Students are expected to attend all scheduled classroom, laboratory, and clinical experiences. Students must notify the appropriate nursing faculty member prior to the beginning of class or clinical if they are unable to attend.
3. For clinical absences, students must notify the appropriate nursing faculty member at least 30 minutes prior to the scheduled clinical start time to allow appropriate patient assignments and clinical planning.
4. Absences on the day of an examination or quiz will be managed according to the Late Testing Policy.
5. Unexcused absences, as defined in the Late Test/Assignment Policy, will be monitored throughout each semester and across the nursing program.

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Attendance concerns may result in the development of an Academic Success Plan or Clinical Success Plan.

6. Students missing more than two consecutive clinical days within a clinical rotation will be placed on a Clinical Success Plan. Students with prolonged absences of more than three consecutive days will be required to meet with the Director of Nursing Education.
7. Tardiness is defined as arriving more than 10 minutes after the scheduled start of class, clinical, or after a scheduled break (excluding test days). Students arriving late should not disrupt an active learning experience and may be required to wait until an appropriate break before entering.
8. Students with three or more occurrences of tardiness may be placed on an Academic Success Plan. Continued attendance concerns may require meeting with the Director of Nursing Education.
9. A nursing faculty member may require a student to leave a classroom, laboratory, or clinical experience if the student is unable to perform expected responsibilities, demonstrates unsafe behavior, presents a health concern that impacts others, or disrupts the learning environment. The student will be considered absent for that learning experience.
10. Failure to meet attendance expectations or demonstrate improvement may result in course failure and/or dismissal from the nursing program.

Employment During the Nursing Program

Due to the rigorous demands of the Manhattan Area Technical College (MATC) Nursing Program, students are strongly discouraged from working while enrolled. If employment is necessary, students are encouraged to limit work commitments to no more than 12–15 hours per week.

Employment must not interfere with scheduled classes, laboratory experiences, clinical experiences, examinations, or other required program activities. Students may not work the night immediately preceding a scheduled clinical experience (see Working Before Clinical Policy).

Students may not wear the MATC nursing uniform while working for an employer. Students employed by a healthcare facility that also serves as an MATC clinical site must maintain a clear separation between their employee and student roles. Students must use only their student-assigned access and credentials during clinical experiences and may not use employer login credentials or perform employee responsibilities while participating in clinical.

While enrolled in the Nursing Program, students may practice only within the scope of the certification or licensure they held prior to admission. Students may not perform duties requiring PN or RN licensure or otherwise exceed the scope of their current certification or licensure while functioning as employees.

Communication & Administration

Address and Contact Information Changes

Students are responsible for notifying the Nursing Department and nursing faculty of any changes to their address, phone number, email address, or other contact information. Current contact information is essential, as faculty may need to communicate important information on short notice.

Students must also update their contact information with the College by completing the appropriate *change of information form* through MATC Online.

MATC Online & Learning Management System (LMS)

Tech Support via MATC helpdesk helpdesk@manhattantech.edu

Student Representatives and Voice Council

Students will be invited to volunteer or elect at least two Student Voice Representatives twice each academic year.

The Student Voice Representatives will:

- Organize class activities such as celebrations, potlucks, service projects, and other student-led events.
- Serve as a liaison for student concerns and communicate feedback to faculty.
- Seek clarification and refer student questions appropriately, without acting in a counseling role.
- Maintain confidentiality at all times.
- Be invited to attend the beginning portion of selected faculty meetings to support communication between students and faculty.

Technology & Academic Support

Computer System Requirements

Students are required to have reliable access to a laptop computer for daily classroom, laboratory, and testing activities. Because technology requirements may change, students must refer to the most current specifications provided by the College. The most up-to-date computer and technology requirements for the Nursing Program are maintained by MATC and can be found here: [MATC System Requirements](#)

Students are responsible for ensuring their device meets current system requirements prior to program entry and throughout enrollment.

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In general, students should be prepared for the following expectations:

- Daily use of a laptop for class and testing
- Access to reliable high-speed internet for coursework completed off campus
- Compatibility with required testing and instructional software (Windows-based systems are typically most compatible; Chromebooks and tablets may not support required applications)

Microsoft Office access (Word, PowerPoint, Excel) is required and is provided through MATC student resources.

Students should not rely on mobile devices or tablets for completion of coursework or examinations.

Netiquette (Online Communication Expectations)

Netiquette refers to respectful and professional behavior in all online communication.

Students are expected to communicate in a respectful, clear, and professional manner in all online learning environments. Because tone and intent can be easily misinterpreted in written communication, sarcasm, humor, and inappropriate language should be avoided.

All communication should reflect courtesy and professionalism. Students should not post or share content about others that would be inappropriate in a public setting, as online communication may be forwarded or viewed by others.

Disrespectful behavior, including but not limited to slander, discrimination, or sexual harassment, is strictly prohibited and will not be tolerated. Students are expected to contribute to a safe, respectful, and supportive learning environment at all times.

Accommodation Guidelines

Students requesting academic accommodations for nursing courses should refer to the Manhattan Tech Office of Accommodations for policies, procedures, and the most current information regarding services.

[MATC Accommodations Office](#)

All accommodation requests must be submitted and approved through the College's official accommodations process. Students are responsible for initiating requests and providing required documentation in accordance with College guidelines.

Teaching and Learning Center (TLC)

The Teaching and Learning Center (TLC) provides resources and support to assist students in enhancing academic success. Staff are available to help students locate and use learning resources, and peer tutors are available to support a variety of subject areas.

Both walk-in assistance and scheduled appointments are available. Students should refer to the MATC TLC website for current services, hours, and additional resources:

[MATC Teaching and Learning Center \(TLC\)](#)

Counseling Services

As identified in the MATC Student Handbook, counseling services are available to all students. Counseling support is available through MATC.

[Student Counseling Information | Manhattan Area Technical College](#)

Students may also contact their faculty academic mentor for additional assistance or guidance in accessing available resources.

Student Support Structure

Faculty Nursing Academic Mentor

The Faculty Nursing Academic Mentor is assigned at the beginning of the program year and is a nursing faculty member within the Nursing Program. The faculty academic mentor provides program-specific academic guidance, including course progression, clinical expectations, and nursing program requirements.

The Faculty Nursing Academic Mentor is separate from the College Academic Advisor. The Academic Advisor is responsible for college-wide advising functions such as general education planning, degree audits, and registration processes.

Faculty academic mentoring sessions may occur during scheduled office hours or by appointment. Mandatory mentoring/advising sessions will be scheduled at the beginning of each semester to review student progression, performance, and program requirements.

Students are responsible for attending required mentoring sessions and may request additional meetings as needed for academic support or program guidance.

Clinical Readiness Requirements

Nursing Essential Skills and Functional Abilities

The Practical Nursing (PN) and Associate Degree Nursing (ADN) Programs are practice-based disciplines that require cognitive, sensory, affective, and psychomotor abilities. The Nursing Essential Skills and Functional Abilities (see Program-Specific Nursing Information Packet) outline the skills and abilities necessary to successfully meet program and clinical expectations.

Each standard includes examples of activities students must be able to perform, with or without reasonable accommodation, while enrolled in the Nursing Program at Manhattan Tech. These standards are intended to assist applicants in determining whether accommodations or modifications may be necessary to meet program requirements.

Applicants who anticipate difficulty meeting any of the Nursing Essential Skills and Functional Abilities should contact the Director of Nursing Education. If the concern is related to a documented disability, applicants must also contact the Student Retention Specialist. Determinations regarding reasonable and appropriate accommodations are made on an individual basis in collaboration with the Student Retention Specialist in accordance with College policy.

Applicants are encouraged to review these standards carefully and consult with a healthcare provider as needed to determine their ability to meet program expectations.

Background Check

Completion of a criminal background check is a required admission and/or program progression requirement for both the Practical Nursing (PN) and Associate Degree Nursing (ADN) Programs. The background check is completed upon acceptance into the program. Specific instructions and requirements will be provided at orientation.

The background check is required to determine:

1. The student's eligibility to eventually obtain licensure in the nursing profession, and
2. The student's ability to participate in required clinical rotations at external healthcare facilities in accordance with program requirements.

Because criminal history may impact educational progression, licensure, and employment differently, individuals considering a nursing career are encouraged to obtain as much information as possible prior to enrollment in a nursing program.

Manhattan Tech encourages applicants with a criminal history who are interested in pursuing nursing to:

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1. Contact approved nursing education programs to review admission criteria related to criminal convictions.
2. Review criminal history and licensure guidance provided by the Kansas State Board of Nursing (KSBN): [KSBN Legal & Background Information](#)
3. Contact healthcare facilities to inquire about employment eligibility criteria related to criminal convictions.

Convictions or Disciplinary Action

Kansas law governing nursing states that an individual may be denied licensure if they have certain criminal convictions applicable to both Licensed Practical Nurse (LPN) and Registered Nurse (RN) licensure.

K.S.A. 65-1120, Denial, revocation, limitation or suspension of license, states in part that an individual may be denied licensure due to being guilty of a felony or a misdemeanor involving an illegal drug offense unless the applicant or licensee establishes sufficient rehabilitation to warrant the public trust. Additionally, no license, certificate of qualification, or authorization to practice nursing as a Licensed Practical Nurse (LPN) or Registered Nurse (RN) shall be granted to a person with a felony conviction for a crime against persons as specified in Article 34 of Chapter 21 of the Kansas Statutes Annotated and any amendments or supplements thereto.

Licensure may also be denied due to prior disciplinary action on a nursing license or certificate. The Kansas State Board of Nursing (KSBN) staff can provide guidance and answer questions related to licensure eligibility.

Health Insurance Requirement

All nursing students are required to maintain individual health insurance coverage throughout enrollment to cover any illness or injury that may occur during clinical instruction.

Students must provide proof of health insurance to the Nursing Department for program records prior to the first clinical rotation. Any changes to health insurance coverage must be reported to the Nursing Program in a timely manner.

Basic Life Support (BLS)

Current Basic Life Support (BLS) certification at the Healthcare Provider level is required prior to beginning clinical experiences in both the Practical Nursing (PN) and Associate Degree Nursing (ADN) Programs.

BLS certification must remain current throughout program enrollment. Students are responsible for maintaining valid certification without lapse for the duration of the program.

Clinical Policies

Dress Code for Clinical Experience

Students must maintain a neat, clean, and professional appearance at all times in the clinical setting. Contractual agreements with clinical agencies require students to wear the standard MATC nursing uniform and display an official program name badge.

All components of the clinical uniform, including clothing, socks, and shoes, must be clean, in good repair, and free of visible stains. Students must also comply with the dress code policies of assigned clinical agencies, which may include requirements related to hair color, tattoos, piercings, and other aspects of professional appearance.

Clinical agencies may require specific attire in certain areas (e.g., operating room, labor and delivery, specialty units), and students are required to comply with all facility-specific requirements.

Failure to meet uniform or professional appearance standards, as outlined in program or clinical agency policies, may result in denial of access to the clinical experience for that day.

Clinical Uniform

The standard MATC nursing uniform consists of the approved program color with required MATC logo embroidery. Undershirts (long or short sleeved) must be white, black, or gray. Uniform requirements are reviewed at PN and ADN program orientation.

Students are highly encouraged to purchase at least two sets of uniforms to ensure a clean, professional, and wrinkle-free appearance for each clinical experience. Having two sets supports infection control and clinical readiness.

Students must comply with the uniform requirements outlined in program and clinical orientation materials.

Access to Clinical Sites

Policy Statement:

Students applying to or enrolled in the Manhattan Area Technical College (MATC) Nursing Programs must be eligible to participate in required clinical learning experiences. Clinical agencies reserve the right to deny student access to their facilities. A student's inability to participate in required clinical experiences may affect admission, progression, or completion of the nursing program.

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Rationale:

Clinical learning experiences are an essential component of the nursing curriculum. The Kansas State Board of Nursing (KSBN) requires that nursing education programs provide sufficient clinical learning experiences to meet program outcomes and prepare students for licensure. As outlined in Kansas Administrative Regulation (K.A.R) 60-2-105(j), “a sufficient number and variety of patients representing all age groups must be utilized to provide learning experiences that meet curriculum objectives or outcomes.”

The Nursing Department may be unable to secure alternative clinical placements when a student is denied access to a clinical agency. Therefore, a student’s inability to participate in required clinical experiences may affect admission, progression, or completion of the nursing program.

Procedure:

1. Clinical agencies may deny a prospective or enrolled student access to their facility based on agency policies, background check findings, prior relationships with the agency, conduct, or other factors determined by the clinical agency.
2. A student who is denied access to a clinical agency may be subject to review regarding their ability to meet nursing program requirements.
3. Information regarding denial of access may be identified through:
 - a. Background check information.
 - b. Communication from a clinical agency.
 - c. Student self-report.
 - d. Nursing faculty report.
4. The Director of Nursing Education or designee will verify the denial of access with the appropriate representative of the clinical agency.
5. If background check findings are involved, the Director of Nursing Education or designee may discuss the matter with the student and the clinical agency representative to determine whether clinical participation is permitted.
6. The Director of Nursing Education and nursing faculty will evaluate:
 - a. The reason access was denied.
 - b. The length and significance of the affected clinical experience.
 - c. Availability of alternative clinical placements.
 - d. The student’s ability to meet program and course outcomes.
7. Based on the review, the Nursing Department will determine whether reasonable alternative clinical experiences are available that allow the student to meet program requirements.
8. The student will be notified of the outcome by the Director of Nursing Education.
9. If suitable alternative clinical experiences cannot be secured, the student may be unable to meet program requirements and may be ineligible to continue in the nursing program.

Working Before Clinical

Policy Statement:

Nursing students must be physically and mentally prepared to safely participate in clinical learning experiences.

Rationale:

Fatigue can impair judgement, performance, and patient safety. Adequate rest prior to clinical experiences promote safe patient care and student learning.

Procedure:

1. Students who are employed during the nursing program must maintain a minimum of eight (8) hours between the end of a work shift and the beginning of a scheduled clinical experience.
2. If nursing faculty determine that a student is unable to safely participate in a clinical experience due to fatigue, illness, impairment, or other safety concerns, the student will be dismissed from the clinical assignment and considered absent for the clinical day.
3. The nursing faculty member will notify the Director of Nursing Education or designee.
4. A meeting between the student, nursing faculty member, and Director of Nursing Education or designee may be required before the student is permitted to return to clinical.
5. Failure to comply with this policy may result in disciplinary action, course failure, or dismissal from the nursing program.

Safety & Emergency Preparedness

Emergency Response & Management Plan

The MATC Emergency Response and Management Plan provides guidance for faculty, staff, and students in the event of a crisis. A copy of the plan is available in the main nursing office, classroom spaces, simulation lab areas, and online.

Emergency exit routes and designated safe areas for fire and weather-related emergencies are posted in all classrooms and simulation spaces.

MATC utilizes the RAVE Alert system for emergency notifications and the SafeDefend system for campus safety alerts. Students are responsible for familiarizing themselves with these systems and following all emergency instructions when alerts are issued.

Additional information is available through the MATC Safety page:

[MATC Safety Information](#)

Section IV: Laboratory and Clinical Learning

Skills Laboratory and Safety

Policy Statement:

The skills laboratory is an essential component of nursing education and provides students the opportunity to develop, practice, and demonstrate skills necessary for safe patient care. Students and faculty are responsible for maintaining a safe, clean, and professional learning environment.

Rationale:

The skills laboratory is utilized by multiple groups and requires appropriate use, maintenance, and respect for equipment and resources to support student learning and safety.

Procedure:

1. Students and faculty will follow all laboratory safety, infection prevention, equipment use, and confidentiality expectations during skills laboratory activities.
2. Students must follow faculty direction regarding appropriate attire, identification badges, personal belongings, electronic devices, supplies, and laboratory access.
3. Skills laboratory equipment and manikins must be used appropriately. Any damage, malfunction, or concern must be reported to nursing faculty immediately.
4. Students and faculty are responsible for returning laboratory space, equipment, and supplies to an organized and clean condition following use.
5. Simulation activities and scenarios are considered confidential. Discussion of simulation information outside the learning environment is prohibited and may result in disciplinary action.
6. Students and faculty must follow Standard Precautions and applicable safety practices during all laboratory activities.
7. Latex-containing equipment may be present in the skills laboratory. Students with known latex sensitivity or allergy must notify faculty prior to participation.
8. Laboratory access and scheduling are coordinated by nursing faculty. Visitors require faculty approval.
9. Failure to follow skills laboratory expectations may result in removal from the laboratory activity and/or disciplinary action.

Section V: Academic Policies

Grading, Progression, and Completion

Grading

Grade reports will be provided to students at the end of each term. The following grading scale applies to all nursing courses in the program.

Note: Rounding will only be applied to the final course grade.

A	94-100%
B	86-93%
C	78-85%
D	70-77%
F	Below 70%

Satisfactory Progress

Academic Courses

A grade of “C” or higher is required to successfully complete each course and progress in the Nursing Program, unless otherwise specified in the course syllabus.

Students must meet any additional course-specific requirements as outlined in individual syllabi, including required assessments such as medication dosage calculation examinations.

If a student’s cumulative course score falls below passing standards at any point during the term, the student will be placed on a Student Success Plan (see Student Success Plan Policy).

Clinical Courses

A passing grade with no clinical probation is required for successful completion of all clinical courses or clinical course components in both the Practical Nursing (PN) and Associate Degree Nursing (ADN) Programs.

Successful completion of clinical courses also includes passing required skills validation/testing, evaluated through student performance under instructor supervision and assessed on a pass/fail basis.

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Student attendance must be sufficient to allow for adequate evaluation of clinical performance standards. Inadequate clinical attendance may result in probation or clinical failure.

Clinical failure may occur in accordance with clinical evaluation rubric guidelines.

Progression and Completion

1. Courses must be completed in sequence as identified in the College catalog.
2. A course grade of “D” is not considered passing; courses in which a “D” is earned must be repeated.
3. Students who fail a didactic course are required to repeat both the didactic and associated clinical course prior to progression in the program (PN specific requirement).
4. If a student fails to meet established academic or clinical performance standards, or at the discretion of the instructor, the student may be placed on a Student Success Plan or considered for course failure (see Student Success Plan Policy).
5. All assignments within each course are required to be completed, regardless of point value. Assignments must be submitted by the last scheduled day of the course prior to grade submission to the Registrar.
6. Practical Nursing (PN) graduates are awarded a Certificate, and Associate Degree Nursing (ADN) graduates are awarded an Associate of Applied Science (A.A.S.) degree.
7. Graduates of both programs are eligible to sit for the National Council Licensure Examination (NCLEX-PN or NCLEX-RN, as applicable).

Program-Specific Academic Requirements

English Proficiency Requirement (TOEFL)

Students who identify English as a non-native language may be required to complete the TOEFL or an equivalent English proficiency assessment. This requirement is identified in the program application, and all required documentation must be completed prior to admission to the Nursing Program.

PN Specific

Medication Math Examination Grading and Remediation

A medication dosage calculation (math) exam will be administered to all PN students in NUR 1112. Students are required to achieve a minimum score of 90% on the final medication math exam in order to successfully pass the course.

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Students may be permitted multiple attempts to achieve the required score of 90%, provided all attempts and required remediation are completed within the timeframe outlined in the course syllabus. All students must complete appropriate remediation between attempts prior to retesting.

Students who score 80% or higher must complete instructor-led remediation and address identified areas of deficiency prior to retesting.

Students who score below 80% must complete formal remediation through the Teaching and Learning Center (TLC). The student is responsible for scheduling an appointment with the Director of the Teaching and Learning Center prior to retesting.

Successful completion of the medication math requirement must occur by the end of the course as defined in the syllabus. Failure to achieve a score of 90% by the end of the course will result in failure to meet the course requirement.

ADN Specific

Medication Math Examination Grading and Remediation

A medication math exam will be administered to all ADN students at the beginning of NUR 221 and NUR 230. Students are required to achieve a score of 100% prior to the start of clinical rotations in each course.

Students who score 80% or higher will be required to complete instructor-led remediation and retesting. Following remediation, students must correctly complete problems representative of those missed on the exam and successfully achieve 100% on the medication math assessment.

Students who score below 80% must complete formal remediation through the Teaching and Learning Center (TLC). The student is responsible for scheduling an appointment with the Director of the Teaching and Learning Center for remediation and must complete a medication math exam retake, achieving a score of 100% prior to clinical participation in NUR 221 and NUR 230.

ATI Testing/Assessment Policy and Procedure

Policy Statement:

All students enrolled in the Associate Degree Nursing (ADN) and Practical Nursing programs will participate in the Assessment Technologies Institute (ATI) assessment program, which is included in program fees. The ATI assessment program consists of proctored content mastery assessments under the supervision of ADN or PN faculty or other Manhattan Area Technical College (MATC) personnel authorized by the Nursing Department, as well as online practice assessments available to students for independent learning and remediation.

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Rationale:

The ATI assessment program is used throughout the ADN & PN Program to evaluate student learning, identify areas requiring remediation and support content mastery in preparation for licensure and professional practice.

Procedure:

1. Online practice assessments complement proctored assessments and review modules. These assessments provide interactive learning opportunities and immediate feedback to support student learning.
2. Students must complete practice assessments as assigned to prepare for proctored assessments and remediation activities as outlined in course syllabi.
3. The following ATI assessments will be administered to ADN students throughout the program:
 - a. Entrance and Exit Assessments
 - i. Critical Thinking Assessment: Entrance
 - ii. Critical Thinking Assessment: Exit
 - b. Content Mastery Assessments
 - i. Fundamentals
 - ii. Adult Medical Surgical
 - iii. Pediatric Nursing
 - iv. Maternal Newborn
 - v. Mental Health
 - vi. Pharmacology
 - vii. Community Health
 - viii. Leadership and Management
 - ix. Nutrition
 - c. NCLEX® Preparation Assessment
 - i. Comprehensive Predictor
4. The following ATI assessments will be administered to PN students throughout the program:
 - a. Entrance and Exit Assessments
 - i. Critical Thinking Assessment: Entrance
 - ii. Critical Thinking Assessment: Exit
 - b. Content Mastery Assessments
 - i. Fundamentals
 - ii. Adult Medical Surgical
 - iii. Pediatric Nursing
 - iv. Maternal Newborn
 - v. Mental Health
 - vi. Pharmacology
 - vii. Management
 - c. NCLEX® Preparation Assessment
 - i. Comprehensive Predictor

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5. ATI exam proctored assessments will be administered throughout the ADN & PN Program. Points will be awarded for designated Content Mastery Assessments as outlined in the course grading requirements.
6. Students must achieve a minimum ATI Proficiency Level 2 on designated Content Mastery Assessments. Students who do not achieve Level 2 on the initial attempt will be provided with one opportunity to complete a retake assessment.
7. Retake assessments will be scheduled within 7-14 days of the initial assessment and will occur according to the course schedule. Retake assessments will be administered by nursing faculty or through the Teaching and Learning Center (TLC).
8. No points will be awarded for the completion of the ATI Comprehensive Predictor Exam.
9. ATI assessments are subject to the Late Testing Policy outlined in the Nursing Student Handbook.
10. Student who do not complete the ATI assessment by the scheduled date will not receive additional points for completing the assessment after the scheduled testing date. Points awarded for ATI assessments are outlined in the table below.
11. The ATI assessment grading structure is designed to recognize achievement of expected proficiency while maintaining the Nursing Program's minimum passing grade standard. Students who successfully demonstrate ATI Proficiency Level 2 on a retake assessment will receive points equivalent a minimum passing exam grade of 78%. Retake assessments are assigned a different point value than initial assessments to recognize first-attempt achievement while allowing students the opportunity to demonstrate competency.

Exam	Points Awarded
Critical Thinking Assessment - Entrance and Exit	• Score achieved meets or exceeds National Mean = 10 points • Score achieved is within 15% of National Mean = 5 points • Score achieved is less than 15% of National Mean = 0 points
Content Mastery Series Assessments	Initial Assessment (scored out of 40 points): • ATI Proficiency Level 3 = 40 points + 5 additional points for achieving Level 3 • ATI Proficiency Level 2 = 40 points • ATI Proficiency Level 1 = Retake assessment required • Below ATI Proficiency Level 1 = Retake assessment required Retake Assessment (scored out of 40 points): • Level 3 = 35 points (87.5%) • Level 2 = 31.2 points (78%) • Level 1 = 15 points • Below Level 1 = 0 points

Testing Policies

Testing, Quiz, and Test Review Procedures

Policy Statement:

The Nursing Program is committed to providing a secure, equitable, and standardized testing environment that promotes academic integrity and accurately measures student learning. This policy applies to all testing activities including quizzes, tests, ATI testing, and other graded testing activities within the Practical Nursing (PN) and Associate Degree Nursing (ADN) programs.

Rationale:

Standardized testing procedures promote fairness, consistency, academic integrity, and testing security while providing equitable testing conditions for all students. Immediate access to available testing performance feedback and remediation resources supports student learning by helping students identify content areas requiring further development, strengthen clinical judgement skills, and prepare for future testing. These procedures maintain the security and integrity of testing materials while supporting continuous student improvement.

Procedure:

Testing Administration

1. Tests and quizzes will be administered on the date and time established by course faculty unless extenuating circumstances exist as determined by course faculty and/or the Director of Nursing Education.
2. Students are responsible for arriving prepared for testing with a fully functioning device that meets current Nursing Program technology requirements. Failure to have an approved, operational device available at the beginning of testing may be considered an unexcused testing absence.
3. Students receiving approved testing accommodations must have documentation on file with the College Office of Accommodations before alternate testing arrangements will be provided.
4. Faculty will provide instructions necessary to access the test or quiz immediately prior to the start of testing.

Testing Environment and Security

1. Students are expected to comply with all testing security procedures.
 - a. Personal belongings must be closed and not accessible during testing.
 - b. Cell phones, smartwatches, and other electronic devices must be powered off or placed in designated storage areas.
 - c. No unauthorized electronic devices, notes, or materials are permitted during testing.
 - d. Food is discouraged during examinations to minimize distractions and protect the integrity of the testing environment; however food and beverages are permitted. All wrappers, labels, stickers, and containers

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must be presented to the instructor for inspection prior to the start of the examination. Faculty reserve the right to inspect, remove, or require removal or replacement of any item that could compromise examination security.

2. Students are responsible for securing personal electronic devices in their assigned locker prior to entering the testing environment. Students assigned an electronic device locker and key are responsible for returning the assigned key at the conclusion of the semester or upon request by the nursing program. Lost, damaged, or unreturned keys, or damage to the assigned locker, may result in replacement charges being assessed to the student's College account. Students testing in the Teaching and Learning Center (TLC) will follow applicable TLC testing procedures.
3. Scratch paper will be distributed by nursing faculty immediately prior to the start of the examination and collected before students leave the testing environment.
 - a. Scratch paper is provided for use during the examination only.
 - b. Students may not write on scratch paper before testing has officially begun.
 - c. All scratch paper must be returned to faculty before leaving the testing environment.

Testing Feedback and Review

1. Testing feedback will be available immediately following completion of the test or quiz when available through the testing platform.
2. Students will have access to available performance information provided through ATI, which may include overall performance, NCLEX Client Needs categories, content areas, and remediation resources.
3. Testing feedback is intended to support learning by helping students identify knowledge gaps, recognize areas of improvement, and utilize remediation resources. Testing feedback does not include access to secure test questions, answer choices, or protected testing content.
4. Students are expected to utilize available ATI performance reports, Focused Review resources, and other assigned remediation activities to support continued learning and preparation for future testing.
5. Faculty may provide additional instruction, clarification of course concepts, or remediation based on identified student learning needs. Faculty support will focus on concepts, clinical application, and content areas rather than disclosure of secure testing materials.
6. Students may not photograph, record, screenshot, reproduce, copy, distribute, or share any testing content.
7. Students may not discuss specific test questions, answer choices, or secure testing content with other students.
8. Testing feedback and review are instructional activities intended to support learning and should not be viewed as an opportunity to negotiate grades.
9. Faculty will utilize available ATI reports and item analysis to evaluate testing performance and determine whether test items require review, revision, adjustment, or removal.

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10. Students who believe a test or quiz item may contain an error, ambiguity, or more than one potentially correct response may submit a request for faculty review through professional email communication. The request must identify the specific item of concern and include supporting evidence from approved course resources, including assigned textbooks or other faculty-approved materials. Faculty will review the concern, available item analysis data, and supporting evidence to determine whether an adjustment, clarification, or other action is warranted.

Late Assignments

Policy Statement:

Assignments are an integral component of the nursing curriculum and are designed to promote achievement of course learning outcomes, critical thinking, and application of nursing knowledge. All assignments are required unless otherwise indicated by nursing course faculty.

Rationale:

Assignments support student learning through application, critical thinking, and reinforcement of course concepts. The educational value and benefit of assignments is diminished when work is not completed or submitted late.

Procedure:

1. All assignments must be completed regardless of point value unless otherwise specified by nursing faculty.
2. Assignment due dates and submission requirements will be identified in the course syllabus, learning management system (LMS), and/or assignment instructions.
3. Assignments submitted after the established due date will receive a 5% deduction from the earned assignment score for each calendar day the assignment is late.
4. Assignments submitted more than five (5) calendar days after the established due date will receive a score of zero unless an exception has been approved by all course nursing faculty due to documented extenuating circumstances.
5. All required assignments must be submitted no later than the last scheduled day of the course and before final course grades are submitted to the MATC registrar. Failure to complete all required assignments may result in an incomplete course record and may prevent progression within the nursing program, even if a student has earned sufficient course points to pass.
6. Students experiencing a prolonged absence or extenuating circumstances that affect completion of multiple assignments should notify nursing faculty as soon as possible. Nursing faculty may develop a written plan for assignment completion on a case-by-case basis.

Late Exam & Quiz Exemption Policy

Policy Statement:

Students are expected to complete examinations and quizzes at the schedule time identified in the course syllabus. Timely completion of assessments supports course progression, maintains exam security, and ensures a consistent testing environment for all students.

Rationale:

A consistent process for missed or late examinations promotes fairness, maintains exam integrity, and allows students to demonstrate achievement of course outcomes while recognizing unavoidable circumstances.

Procedure:

1. Students unable to complete an examination or quiz at the scheduled time must notify the course nursing faculty member prior to the scheduled assessment whenever possible.
2. A missed examination or quiz due to an unexcused absence or late arrival will result in a 5% deduction from the earned examination or quiz score for each scheduled class day the assessment remains incomplete.
3. A student is considered late or unprepared for an examination or quiz when they:
 - a. Arrive after the scheduled start time.
 - b. Do not have an approved device available for testing.
 - c. Are unable to access the testing platform due to failure to meet required technology expectations.
4. Students with an excused testing absence must complete the examination or quiz on the first scheduled day they return to class unless otherwise approved by nursing faculty.
5. Failure to complete the examination or quiz by the third scheduled day following the original assessment date will result in a grade of zero.
6. Excused testing absences may include:
 - a. Personal illness or injury requiring medical evaluation/documentation.
 - b. Illness or medical needs of a dependent child requiring care.
 - c. Birth of a child.
 - d. Death of an immediate family member
 - e. Other extenuating circumstances as determined by the Director of Nursing Education or designated nursing faculty review.
7. The student is responsible for arranging a time to complete a missed examination or quiz through the Teaching and Learning Center (TLC). If an alternate testing arrangement is needed, the student must contact the course nursing faculty as soon as possible. Rescheduled assessments must not interfere with scheduled classroom, laboratory, simulation, or clinical activities.
8. Rescheduled examinations or quizzes may use an alternate format, question bank, or assessment method at the discretion of the nursing faculty.

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9. In cases of prolonged absence resulting in multiple missed assessments, nursing faculty will collaborate with the student to establish a written plan for completion of required coursework and examinations.

Late Test Deduction Exemption:

To recognize unexpected circumstances while maintaining accountability and consistency, students may utilize one late test deduction exemption per semester.

1. The student must notify the course faculty member prior to the scheduled examination or quiz when requesting use of the exemption.
2. The exemption may be applied to one examination or quiz per semester and does not apply to final examinations or ATI assessments.
3. Faculty will document use of the exemption within the Learning Management System (LMS) and communicate use of the exemption with co-faculty teaching within the course.
4. The exemption does not excuse failure to complete the examination or quiz. The student must complete the assessment according to faculty direction.

Unexcused Examination/Quiz Absences

Students who miss a scheduled examination or quiz without an approved excused absence will be subject to the late assessment deduction. The student is responsible for contacting the course faculty member and arranging completion of the missed assessment.

1. A 5% deduction from the earned examination or quiz score will be applied for each calendar day the assessment remains incomplete. Failure to complete the assessment by the third scheduled class day following the original assessment date will result in a score of zero.
2. Examples of unexcused testing absences include, but are not limited to:
 - a. Failure to attend a scheduled examination or quiz without prior notification.
 - b. Failure to provide information regarding an extenuating circumstance when requested.
 - c. Arriving late to a scheduled examination or quiz.
 - d. Failure to meet technology requirements necessary to complete the assessment.
 - e. Failure to complete the examination or quiz within the required timeframe

VI: Progression Management

Success Plan for Nursing Students

Policy Statement:

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The Manhattan Area Technical College (MATC) Nursing Programs utilize Student Success Plans to identify, document, and address academic, clinical, or professional performance concerns. Success Plans provide students with an opportunity to improve performance through individualized support, clear expectations, and ongoing faculty guidance.

Rationale:

Early identification and intervention promote student success while maintaining the academic, clinical, and professional standards required of the nursing programs. A standardized Success Plan process provides consistency in documentation, communication, and follow-up.

Procedure:

1. Nursing faculty may initiate a Student Success Plan whenever a student is not meeting academic, clinical, or professional expectations, including but not limited to
 - A cumulative course grade below 78% after sufficient evaluation has occurred (generally after at least two examinations, or earlier in courses less than eight weeks in length).
 - Unsatisfactory or unsafe clinical performance.
 - Failure to meet course, program, clinical agency, or professional conduct expectations.
 - Violations of applicable College or Nursing Program policies.
2. Clinical adjunct faculty will communicate concerns regarding clinical performance to the course faculty, who will determine whether a Clinical Success Plan is warranted.
3. The assigned nursing academic mentor will meet with the student to:
 - Review the identified concern(s).
 - Develop an individualized action plan with measurable expectations.
 - Establish a timeline for improvement.
 - Obtain signatures from the student and faculty member.
 - Refer the student to appropriate campus resources, when indicated.
 - Place the completed Success Plan in the student's program file.
4. The assigned nursing academic mentor will monitor the student's progress throughout the Success Plan period and provide ongoing feedback.
5. At the conclusion of the Success Plan period, nursing faculty will determine whether the student has:
 - Successfully met the required expectations and completed the Success Plan;
 - Demonstrated partial progress requiring continuation or modification of the Success plan; or
 - Failed to meet the required expectations, resulting in additional disciplinary or academic action in accordance with Nursing Program and College policies.
6. A student may be removed from a clinical assignment immediately when patient, staff or public safety is at risk. Depending on the severity of the concern faculty

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may recommend course failure or dismissal without a prior Success Plan, consistent with Nursing Program and College policies.

7. All Student Success Plans and related documentation will be maintained in the student's program record.

Related Policies

- Clinical Evaluation of Students Policy
- Student Standards of Conduct Policy
- Nursing Student Code of Ethics Policy
- Academic Honesty and Misconduct Policy
- Substance Misuse and Impairment Policy
- Attendance Policy

Clinical Failure

Clinical failure may result from any behavior that significantly compromises patient or staff safety. Examples include, but are not limited to:

1. Leaving the assigned patient without appropriate supervision or protection.
2. Inadequate preparation for assigned patient care.
3. Leaving the clinical assignment without proper notification of the instructor.
4. Physical, verbal, or substance abuse (MATC maintains a zero-tolerance policy for such behavior).
5. Working immediately prior to a scheduled clinical rotation in violation of program policy.
6. Breach of patient confidentiality or violation of HIPAA standards.

Reinstatement

[Nursing Student Reinstatement | Manhattan Area Technical College](#)

VII: Student Health & Safety

Healthcare Access

Healthcare Agency Contacts

Students may require services from a healthcare provider during the program. A list of local healthcare agencies is available on the nursing program homepage within the learning management system and in classroom spaces. This list is reviewed and updated annually.

Health Requirements

Immunizations

These requirements are in place to ensure the health and safety of both students and patients. By contract with the clinical agencies and academic institution, all students participating in patient care must meet and maintain the following health and safety requirements throughout enrollment in the Nursing Program.

All documentation must remain current at all times during any clinical course. Students must meet these requirements prior to program admission and prior to participation in clinical experiences.

1. **Measles, Mumps, Rubella (MMR)**
 - Two (2) documented doses OR proof of immunity by titer
2. **Varicella (Chickenpox)**
 - Two (2) documented doses OR proof of immunity by titer
 - A self-reported history of chickenpox is not accepted. Only vaccination records or titer results will be accepted.
 - Documentation of a low titer alone will not be accepted as immunity.
3. **Tetanus, Diphtheria, Pertussis (Tdap)**
 - One (1) dose within the last ten (10) years
4. **Hepatitis B (Hep B)**
 - Three (3) dose series OR proof of immunity by titer
 - If titer results are negative or non-immune, vaccination is required.
 - Documentation of a low titer will not be accepted as proof of immunity.
 - Students are strongly encouraged to begin the Hepatitis B series early, as completion requires approximately six (6) months.
5. **COVID-19 Immunization**
 - Required in accordance with current Centers for Disease Control and Prevention (CDC) recommendations and/or clinical agency requirements

Special Health Considerations

Pregnant Student Policy

Students who become pregnant during the Nursing Program must immediately notify their faculty mentor and the Director of Nursing Education in writing.

The student must provide written clearance from a healthcare provider confirming the ability to safely participate in all program components, including didactic, laboratory, and clinical experiences without restriction. This documentation must be submitted to the Director of Nursing Education prior to continuing or returning to coursework and will be maintained in the student's file.

The student may continue in the program only if they are able to meet all cognitive, psychomotor, and clinical performance requirements as verified by their healthcare

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provider. Following delivery, the student must provide written medical clearance confirming full participation without restrictions prior to returning to program activities.

Procedure:

1. Notification Requirement

Students must notify their faculty academic mentor and the Director of Nursing Education in writing as soon as pregnancy is confirmed.

2. Initial Medical Clearance

Students must submit written documentation from a licensed healthcare provider verifying they are able to fully participate in all program requirements, including:

- i. Didactic instruction
 - ii. Laboratory/skills performance
 - iii. Clinical experiences
- a. This documentation must be submitted to the Director of Nursing Education and placed in the student's file prior to continued participation in the program.

3. Continued Participation

- a. Students may remain enrolled only if they continue to meet all program cognitive, psychomotor, and clinical performance expectations. Updated medical clearance may be required if health status changes or complications arise during the pregnancy.
- b. If a student is no longer able to meet clinical or program requirements, they may request a medical withdrawal from the affected course(s), including both didactic and clinical components as applicable.

4. Clinical Progress Considerations

- a. If a student has completed approximately 75% or more of the required clinical hours, program leadership and faculty may evaluate, on an individual basis, whether remaining clinical requirements may be met through simulation or alternate experiences consistent with accreditation and regulatory standards.

5. Post-Delivery Return to Program

- a. Following delivery, the student must provide written medical clearance from a healthcare provider confirming the ability to fully participate in all program components (didactic, laboratory, and clinical) without restrictions prior to returning to coursework.

Infectious Disease Policy

Policy Statement:

Students experiencing signs or symptoms of an infectious disease, including but not

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limited to influenza and gastrointestinal illness, are expected to remain away from classroom, laboratory, simulation, and clinical activities until they are no longer considered infectious. Nursing faculty will work with students when possible, to support completion of missed learning activities. Extended absences from classroom or clinical experiences will be addressed on an individual basis.

Rationale:

The risk of transmission of infectious diseases is reduced when individuals experiencing symptoms remain away from others until they are no longer infectious. Nursing students have a professional responsibility to protect patients, peers, faculty, and healthcare team members.

Procedure:

1. Students experiencing symptoms of an infectious illness, including but not limited to fever, body aches, coughing, vomiting, or diarrhea, should not attend class, laboratory, simulation, or clinical experiences.
2. Students must notify the appropriate nursing faculty member prior to the beginning of the scheduled learning activity using the required communication method.
3. Students may return to classroom, laboratory, simulation, or clinical activities when the following criteria are met:
 - a. Fever-free for at least 24hours without the use of fever-reducing medications.
 - b. Free from vomiting or diarrhea for at least 24hours.
 - c. If prescribed antibiotic therapy, at least 24hours of treatment has been completed and the criteria above are met.
4. Students are responsible for contacting their nursing faculty member and/or clinical faculty member within 24hours of an illness-related absence to receive direction regarding missed content, assignments, or required make-up activities.
5. Absences occurring on schedule examination dates will be addressed according to the Nursing Program Late Testing Policy.
6. Nursing faculty may request additional documentation or clearance when concerns exist regarding a student's ability to safely return to classroom, laboratory, simulation, or clinical activities.

Exposure & Safety Risks

Bloodborne Pathogen Exposure

Students participating in healthcare clinical experiences will follow established procedures following accidental percutaneous, mucous membrane, or skin exposure to blood or body fluids that may transmit a bloodborne pathogen.

Rationale:

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Immediate action following a bloodborne pathogen exposure is essential to protect student health and facilitate appropriate evaluation, treatment, and follow-up. Identification of post-exposure procedures promotes timely and appropriate response.

Procedure:

1. All students enrolled in the nursing programs will read and sign the Manhattan Area Technical College (MATC) Blood Borne Pathogen Exposure Statement of Understanding as part of program instruction.
2. Any student who experiences and exposure to blood or body fluids must immediately report the incident to the nursing faculty member.
3. The student will follow the clinical facility's protocol for immediate management of the exposure.
4. The student will complete all required exposure, incident, or occurrence reports for both the clinical facility and MATC.
5. The student will initiate and participate in post-exposure evaluation, counseling, and follow-up as directed by the clinical facility and/or an appropriate healthcare provider or public health agency.
6. The student will meet with the Director of Nursing Education or designee for follow-up and documentation of the exposure incident.
7. The student may obtain information regarding MATC's student accident insurance policy through Student Services.

Substance Misuse and Impairment Policy (includes Clinical Setting)

Policy Statement:

[Suspected Drug or Alcohol Misuse by Students | Manhattan Area Technical College](#) will be followed when there is reasonable suspicion of student substance misuse or impairment, including situations occurring in the clinical setting.

Rationale:

The Kansas Nurse Practice Act addresses chemical dependency and impairment as grounds for disciplinary action under K.S.A. 65-1120. This policy prioritizes patient safety, student safety, and professional accountability.

Procedure:

1. When there is reasonable suspicion of student substance misuse or impairment, College Policy 5.9.4 will be followed.
2. If the concern occurs in the clinical setting, the student will be immediately removed from the clinical assignment, and the Director of Nursing Education will be notified.
3. Students with substance-related violations or concerns during the academic year will meet with the Director of Nursing Education to determine an appropriate

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action based on the Kansas State Board of Nursing requirements, including K.S.A. 65-1120.

VIII: Administrative Policies

Pearson Vue Vouchers

The cost of the Pearson VUE NCLEX® examination voucher is included in student fees; therefore, students are not required to purchase the voucher separately. Within 30 days of graduation, the Nursing Department will provide graduates with instructions for completing the Kansas State Board of Nursing (KSBN) licensure application, fingerprinting requirements, and distribution of the Pearson VUE voucher.

Policies & Procedures

Students are expected to review and comply with all policies and procedures published in the Nursing Student Handbook, on the Nursing Program homepage within the Learning Management (LMS), and on the Manhattan Tech website. As part of program requirements, students must complete an acknowledgement within the designated Nursing Program LMS course affirming that they have read, understand, and agree to comply with these policies and procedures.