

Baker College School of Nursing



Bachelor of Science in Nursing Program Handbook

2014 - 2015

Table of Contents

I.	Introduction	
A.	Program Description.....	4
B.	Accreditation Status	4
C.	Nursing Program Mission Statement.....	4
D.	Nursing Program Vision and Philosophy Statements	
II.	Curriculum Outcomes Model	
A.	Terminal Program Outcomes	6
B.	Program Outcomes Progression.....	7
III.	Program Detail/ Recommendations	
A.	Student Rights and Responsibilities	9
B.	Health and Immunization Requirements	9
C.	Immunization Exemption	10
D.	Health Insurance	10
E.	Professional Liability.....	11
F.	Blood Borne Pathogens (BBP).....	11
G.	Latex Allergies	11
H.	Non-discrimination Against HIV-infected Individuals.....	12
I.	Basic Life Support (BLS) Certification	13
J.	HIPAA.....	13
K.	Ethical Care Responsibilities.....	13
L.	Confidentiality.....	13
M.	Professional Conduct.....	13
N.	Student Participation in Committees.....	15
O.	Outside Employment.....	15
P.	Academic Advisement.....	15
Q.	Advisement Procedure	16
R.	Class Schedules.....	16
S.	Attendance	16
T.	Clinical Practicum Experiences	16
U.	Nursing Faculty Absence	17
V.	A/V Recording and/or Photographic or Electronic Devices	17
W.	Letters of Recommendation	17
X.	Scholastic Standing	18
a.	Grading System.....	19
b.	Classroom Policies.....	19
c.	Social Networking Policy.....	19
IV.	Academic Status	
A.	Nursing Program Warning/Notice of Concern	21
B.	Nursing Program Probation	21
C.	Nursing Program Dismissal.....	22
D.	Re-entry to the Nursing Program	22
E.	Official or Unofficial Withdrawal from the Nursing Program	22

F.	Completion of the Nursing Program	23
G.	Requirements for Graduation	23
H.	Nursing Licensure	23
V.	Waiver Form	24

***Baker College
Program Information
Nursing
Pre-licensure Baccalaureate of Science***

This handbook contains information regarding the academic policies and procedures that govern the Baker College Bachelor of Science in Nursing Program. Please read this handbook and keep it with your school records for easy reference. By signing the back page, you are acknowledging that you have read this book and that you understand the material presented. Please feel free to contact any of the nursing program staff members if you have any questions or concerns about this information or about the nursing program.

Program Description

The goal of the Baker College School of Nursing pre-licensure baccalaureate nursing program is to provide students a course of study in professional nursing which combines humanities and sciences with the theory and practice of nursing. Students will acquire knowledge and skills needed to function as professional nurses in healthcare settings that are responsive to individual and community needs. These individuals will develop into leaders of research, practice, education, and administration within the healthcare environment.

Accreditation Status

The BSN program at Baker College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, (202) 887-6791

BAKER COLLEGE NURSING PROGRAM MISSION STATEMENTS

Mission

The mission of the Baker College School of Nursing is to prepare graduates who are life-long learners with the core knowledge and skills needed to provide competent, holistic nursing care in a diverse and ever-changing health care environment. The curriculum is designed to assist students to become critical thinkers with clinical reasoning skills who also understand the moral, ethical, cultural, and global dimensions of the issues they confront in an ever-evolving health care system.

Vision

The vision of the Baker College baccalaureate nursing program is to encourage both pre licensure students and licensed registered nurses the opportunity for professional growth by the acquisition of knowledge, and skills needed to function in healthcare settings that are responsive to individual and community needs as professional nurses. These individuals will develop into leaders of research, practice and administration within the health care environment.

Philosophy

The School of Nursing of Baker College embraces a commitment to *The Theory of Human Caring*, as described by Dr. Jean Watson, in the preparation of individuals for the professional practice of nursing. “Caring is the moral ideal of nursing whereby the end is protection, enhancement, and preservation of human dignity” (Watson, 1999). This commitment to caring permeates the entire baccalaureate program of study and is demonstrated by the dedication of faculty to students’ growth through learning.

Through an approved program of study, faculty serve as role models, and provide student feedback through continuous assessment, thus preparing students with a baccalaureate of science degree in nursing. Upon graduation students are prepared with a liberal arts education to better meet the needs of clients in a dynamic global community. The program provides quality education for the registered nurse caregiver through preparing the nursing student to practice effectively within the healthcare system, to meet the ever-changing demands of the health care community, to provide continuing health care education, and to engage in caring relationships with clients.

The contemporary health care environment highlights continuous quality improvement, patient safety initiatives, and evidence-based care as foundational to the practice of nursing. The Baker College School of Nursing Faculty continually examines evolving practice environments to ensure consistency with current healthcare standards. The Baker College Baccalaureate Degree Program utilizes the American Nurses Association Standards of Nursing Practice and Professional Performance, The Quality and Safety Education for Nurses (QSEN) competencies, the Commission on Collegiate Nursing Education (CCNE), and the Michigan Board of Nursing Administrative Rules to derive concepts central to the program curriculum.

This philosophy is congruent with the mission and vision of Baker College to provide quality higher education that enables graduates to be successful throughout challenging and rewarding careers. Nursing is a career that requires life-long learning in a dynamic health care system, and this program of study provides an academic foundation for further nursing education. The curriculum fosters a learning environment preparing caring nurses committed to professional and personal values and responsibility.

CURRICULUM OUTCOMES MODEL

The contemporary health care environment highlights continuous quality improvement, patient safety initiatives, and evidence-based care as foundational to the practice of nursing. The Baker College Nursing Faculty continually examines evolving practice environments to ensure consistency with current healthcare standards. The Baker College Baccalaureate Degree Program utilizes the American Nurses Association Standards of Nursing Practice and Professional Performance, The Quality and Safety Education for Nurses (QSEN) competencies, the Commission on Collegiate Nursing Education (CCNE), and the Michigan Board of Nursing Administrative Rules to derive concepts central to the program curriculum.

Terminal Program Outcomes for the Bachelor of Science Degree Nurse

Graduates of the BSN program will:

1. Synthesize knowledge from a liberal arts education as the basis for decision making in nursing practice.
2. Apply the nursing process to manage the diverse needs of individuals, families, and communities in diverse environments using a holistic and patient-centered approach.
3. Illustrate the importance of health promotion, disease, and injury prevention to improving population health.
4. Use and manage information technology to communicate and provide safe and effective patient care.
5. Use evidence-based research to guide nursing practices.
6. Apply theories of leadership and management to provide quality patient care and patient safety.
7. Investigate current issues in health care politics, finance, and regulatory environments to guide nursing practice and client care.
8. Use inter-professional communication and collaboration for improving patient health outcomes.
9. Create an environment that includes professional values and behaviors, a professional code of ethics, professional standards, and legal statutes as they relate to the nursing practice.
10. Recognize the importance of lifelong learning and professional career development in the field of nursing.

Program Outcome Progression

The course sequence progresses from basic knowledge and skills, wellness care, and less complicated care situations to care of patients with special needs and complex health situations, and on to leadership and management of patient care.

The learning of students in this program will progress:

- From uncomplicated care situations to complex and multisystem care scenarios
- From basic skills to complex technical skills.
- From application of basic assessment of the adult patient to assessment of patients in a wide range of specialty environments and complex acute and chronic medical-surgical conditions.
- From health promotion through the lifespan to health care that promotes an optimal state of wellness.
- From needing assistance with problem-solving and clinical reasoning skills to an independent ability to solve patient care health situations.
- From following leaders in nursing care situations to application of leadership skill.
- From community health awareness to application of the nursing process within community health settings.

- From awareness of research to utilizing research in provision of evidence-based care.
- From instructor-directed learning to collaborative student self-directed learning.

Following is a brief description of the progression of nursing course work across levels and across the 9 quarters of the nursing program.

Level 1 – 1st Quarter: The first quarter presents fundamental concepts and skills for nursing practice and formation of health assessment skills and techniques. The student at this level is introduced to the nursing process and there is a focus on guiding the student into the professional nursing role. Clinical experiences may be provided in a variety of settings including long term care and/or acute care settings. Patient safety and infection control measures are emphasized along with the concept of evidence-based practice and methods to promote information literacy. Jean Watson's theory of Human Caring is introduced and students begin to integrate this theory into patient care situations.

Level 2 – 2nd Quarter: In the second quarter, students continue to develop critical thinking and clinical reasoning skills in an acute care medical-surgical environment. Students are also introduced to health promotion concepts and developmental stages across the lifespan. Medication administration and more complex nursing skills are introduced. Demonstration of professional behavior and further socialization into the nursing role is emphasized and expected. Growth in the areas of communication and collaboration with other health care disciplines is also evaluated.

Level 3 – 3rd, 4th, 5th, and 6th Quarters: In the third, fourth, fifth, and sixth quarters, students further develop their nursing knowledge and skills by learning to correlate key concepts and curricular threads to specialty populations including obstetrical, pediatric and mental health patients in a variety of health care settings. In addition, further exposure to medical-surgical concepts occurs with an emphasis on gerontology and chronic illness in the adult population. Students are expected to more consistently demonstrate understanding and competency in all areas. Caring principles, use of theory and research in the application of the nursing process, evidence-based care, quality and safety and the application of the nursing process are further integrated to provide patients with comprehensive, holistic, and patient-centered care. Consistent demonstration of professional behavior is expected. Concepts of leadership and legal and ethical principles are more thoroughly explored at this level.

Level 4 - 7th Quarter. In the seventh quarter of the nursing program, concentration is placed on achievement of optimal health outcomes for target populations and selected vulnerable subgroups within the community. Students must demonstrate an ability to apply community health and nursing principles in the care of individuals, families and selected vulnerable subgroups within a community setting. Further development of nursing leadership occurs through identification of personal leadership style and values, in relation to professional standards, the nursing code of ethics, effective communication and leadership theories and models.

Level 5 – 8th and 9th Quarter: In the eighth and ninth quarters of the nursing program, students provide nursing care in a variety of health care settings, including critical care, emergency, and peri-operative settings, with an emphasis on provision of competency in all major program areas as the student begins the transition to an independent practitioner. Students must demonstrate an ability to consistently provide care that is safe, patient-centered, holistic, collaborative, and evidence-based. Integration of all program threads and processes should be consistently demonstrated and understood. Students begin preparation for professional licensure and the NCLEX-RN. Demonstration of higher levels of analytical and critical thinking and clinical reasoning in the clinical setting are evaluated and modeled. Preparation for entry into practice as a professional nurse is emphasized.

Program Details/ Recommendations

The professional portion of the pre-licensure BSN nursing program at Baker College is demanding and requires the student to be focused and committed. Students are expected to attend all theory, lab, and clinical courses and will need to spend many hours in self directed study and preparation each week. Students may also be required to drive significant distances to for some clinical assignments, due to the nature of the assignment.

Student Rights and Responsibilities

The nursing program has additional requirements that involve increased costs for students. The tuition rate for nursing classes will be higher than for regular Baker College classes due to the need for smaller class sizes, increased contact hours and more faculty hours. The actual per credit tuition rate will be published in advance of the start of nursing courses. Students may need to purchase equipment and uniforms that will be used throughout the nursing program. Additionally students will be required to purchase course support testing programs that are utilized though out the nursing program. Some of these items may be sold through the Baker College bookstore and financial aid funds may be available to assist with payment.

For other student rights and responsibilities, please refer to the Baker College Student Handbook.

Health and Immunization Requirements: Immunizations must align with specific clinical agency policy.

Prior to beginning the nursing practicum courses the following information must be submitted:

1. Baker College Health Information Form which includes emergency contact information and affirmation that the student's immunizations are complete.
2. Tuberculosis Testing: T.B. skin test or chest x-ray. Results must be submitted on an annual basis. Students must not have active or communicable tuberculosis.
3. Varicella-Zoster Testing
Provide documentation to verify immune status via serologic testing or verification of history of disease (follow requirement of individual nursing campus).

4. Measles, Mumps and Rubella Immunizations
Students born after December 3, 1956 must submit a valid immunization record documenting administration of this required immunization (MMR) and/or verification of immune status for measles and rubella via serologic testing.
5. Tetanus/ Diphtheria / Pertussis Immunizations (Tdap)
Student must submit a valid immunization record documenting a primary series and booster dose within the previous ten (10) years.
6. Hepatitis B Immunization
Student must submit documentation of having received or in the process of receiving the Hepatitis B vaccine. Although this is an optional immunization, Baker College School of Nursing feels strongly that all students should be protected prior to clinical exposure. If a student chooses not to receive Hepatitis B immunizations, a waiver form must be signed by the student.
7. Influenza Vaccine
Most clinical locations require nursing students and staff to obtain an annual flu vaccine. This requirement will be enforced to enable nursing students at Baker College to be placed in clinical rotations. Failure to meet this requirement may result in loss of clinical placement and failure to meet course objectives.

**Students will receive information on their specific campus requirements for immunization documentation that may vary from above.*

**Students are encouraged to notify the Director of Nursing of any medical or health condition that may compromise their ability to safely provide patient care. This may include, but is not limited to: seizures, diabetes, communicable disease, and immune-compromised syndromes.*

Immunization Exemption

If certain immunizations conflict with the student's religious beliefs or are medically contraindicated, the student should submit a statement of the same to the campus Nursing Program Director. The student should also submit a valid immunization record of other administered immunizations. Clinical agencies may refuse students who do not have all current immunizations. This may affect clinical assignments and could result in inability to complete the program.

Some clinical agencies may have additional health requirements for students other than those listed in this handbook. Students will be notified of those facilities requiring additional immunization/vaccines prior to the practicum start date.

Health Insurance

Students enrolled in the Baker College School of Nursing must have health insurance during the time in which they are in any clinical experiences. Students will be in clinical sites each quarter during the professional track and it is possible that the sites may not allow students in their facility that does not have health insurance. This may affect clinical assignments and could result in inability to complete the program. If necessary, verification of health insurance coverage will be required each quarter prior to clinical.

Professional Liability

Nursing students are held to the same legal standards as registered nurses. Professional liability insurance that covers students and faculty during the Baker College academic - related clinical experiences will be provided by the college. This does not prevent students from obtaining their own professional liability insurance if they choose to do so.

Blood Borne Pathogens (BBP)

BBP Training will be given to each student prior to clinical assignments. Reinforcement of the BBP training will be incorporated into lab and other selected courses. (See campus specific information for procedure for completing this requirement).

Purposes

- To provide expert and safe patient care
- To protect the personal rights of HIV-infected and HBV-infected nursing program patients, students, faculty and staff, including confidentiality and freedom from discrimination
- To promote the personal and professional well-being of nursing program patients, students, faculty and staff
- To provide a safe work and learning environment for all nursing students, faculty, and staff
- To provide for the implementation of laws and regulations pertaining to public health and health care services.

As a protection against HIV/HBV infection and transmission, nursing students, faculty, and staff practice standard precautions, which are regularly up-dated and revised by the Center for Disease Control (CDC). All nursing students, faculty and staff have the responsibility to maintain and share a current knowledge base regarding these guidelines.

Latex Allergies

The goal of the Baker College School of Nursing is to provide a latex safe environment for workers and students. However, because latex can be found in a variety of products (erasers, wallpaper, paint, computer terminals, etc.), it is almost impossible to ensure a

latex free environment. Therefore, the following information is being presented to inform students of the potential risks associated with exposure to latex.

You have a higher risk of developing latex allergies if:

- You have a history of allergies of any kind.
- You have had numerous exposures to latex containing products.

Methods of exposure:

- Physical contact with latex.
- Exposure of mucous membranes (respiratory, eyes) to air-borne latex.

Symptoms:

- Symptoms can be local (affecting only the exposed tissues) or systemic (affecting the body in general).
 - ❑ Local symptoms include sneezing, coughing, itching, asthma, rash, and shortness of breath.
 - ❑ Systemic reactions include hives, swelling, edema, coughing, asthma, shock, laryngeal edema, cardiovascular changes, and gastrointestinal changes.
- Individuals who have mild reactions may, upon future exposure, develop more serious reactions.

Please note that the symptoms described above can be caused by many conditions other than latex allergies. The only way to be certain that a latex allergy exists is to be tested. If you think you may have latex allergy, Baker College recommends that you contact your physician.

Because latex exposure may be unavoidable in certain occupations, students developing serious reactions to latex may not be able to complete their chosen program at Baker College. Baker College will make all reasonable accommodations to provide latex free products for students who request them.

Students with a history of latex allergies or students with a history of allergic reactions should notify their instructors in laboratory courses where latex exposure may occur. If a student suspects that they are experiencing a latex allergy while attending Baker College, they should notify the class instructor as well as their program director.

Students with latex allergies should consult with their personal health care provider regarding the impact of this allergy on health careers and treatment options.

Non-discrimination Against HIV-infected Individuals Policy

No nursing student, faculty or staff member shall be discriminated against solely on the basis of HIV infection with regard to admission, hiring, conditions of employment, education or use of college facilities. Individuals with HIV/AIDS who are otherwise qualified are considered “disabled” under federal and state law and shall be assured all benefits under Equal Employment and Educational Opportunities and the provision of any and all public

services administered in compliance with the law. As long as an individual who is HIV-infected is able to perform his/her job or educational activities without posing a risk to others, s/he shall be afforded the same treatment and privileges as all other college students, faculty and staff. Every reasonable effort shall be made to assist HIV-infected individuals who wish to continue their current educational or career objectives.

Reasonable accommodation for HIV-infected students shall be provided except where such accommodations impose undue hardship on the conduct of business, taking into consideration both business necessity and financial cost and expenses and/or except where such accommodations are a threat to the health and safety of others.

Basic Life Support (BLS) Certification Requirements

Nursing students are required to obtain and maintain Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association.

Nursing students are responsible for submitting written documentation of current Healthcare Provider BLS certification to be maintained in their academic file. Nursing students may be required to provide their clinical facility with a current BLS certificate when requested. Nursing students will not be allowed to attend their clinical practicum courses without current BLS certification.

HIPAA: (Health Insurance Portability and Accountability Act)

HIPAA training will be provided to all students. Individual clinical agencies may also require students to participate and complete HIPAA training as it relates to that facility. Violation of HIPAA policies may result in dismissal from the program and/or civil or legal actions against the student. *Nursing students must adhere to the Baker College social networking policy as stated in the Baker College student handbook.*

Ethical Care Responsibilities

Nursing students and faculty are expected to provide quality and dignified health care to every patient regardless of his or her social status, race, ethnic background, or diagnosis. Students and faculty are expected to apply legal and ethical principles to the caring practice of nursing in a culturally diverse society. Client confidentiality is an essential element of ethical care.

Confidentiality

The principle of confidentiality is one of the central, ethical responsibilities of all health professionals and will apply in all circumstances. Confidentiality regarding HIV/HBV status of nursing students, faculty and staff shall be strictly maintained pursuant to federal and state laws. Confidentiality regarding patient care and information must be strictly upheld. Individual clinical sites may require students and faculty to sign confidentiality statements. Breach of confidentiality policies may result in student dismissal and failure of the clinical course. Additional breaches may result in dismissal from the nursing program.

Professional Conduct

A code of professional conduct is a statement about a group's expectations; a standard of behavior that reflects a profession's acceptance of the responsibility and trust which has been invested in it by society. Baker College nursing students will conduct themselves in a professional manner while they are in the classroom, clinical or community settings. Professional conduct standards are outlined in the Baker College Student Handbook and include, but are not limited to:

- Mission of the college
- Cultural diversity
- Respecting the rights and property of others
- Promoting a positive learning environment
- Possession, sale or use of illegal substances such as alcohol, drugs or chemicals which alter mood or behavior
- Student activities which may inflict endangerment or harm to others
- Use of offensive language or body gestures
- Appropriate dress and personal cleanliness
- Misuse of college or clinical owned equipment
- Misuse of social networking policy
- Adherence to specific facility policies and procedures
- Insubordinate, inappropriate or offensive comments made toward a faculty or staff member of the college and/or clinical or community facility

Baker College nursing students are also held accountable to a code of professional behavior consistent with the following prescribed by the *American Nurses Association Standards of Nursing Practice and Professional Performance*. Key components of these standards and behavior will be presented and discussed in Nursing Fundamentals and throughout the nursing program.

In addition, the nursing profession adheres to the *American Nurses Association Code of Ethics for Nurses* as follows:

1. *The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social and economic status, personal attributes, or the nature of health problems.*
2. *The nurse's primary commitment is to the patient, whether an individual, family, group, or community.*
3. *The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.*
4. *The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.*

5. *The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.*
6. *The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.*
7. *The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.*
8. *The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.*
9. *The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.*

American Nurses' Association. (2001) *Code of Ethics for Nurses*. American Nurses Publishing, American Nurses Foundation/American Nurses Association. Washington, DC.

Student Participation in Committees

Student participation in committees is required by program standards. Two student representatives (one senior and one junior from the undergraduate program) are required to participate on the Curriculum, Assessment, and Technology & Resources Committees. These students are to be elected by their cohort body and they are to be at the same location as the Committee Chair. Any student interested in a Committee appointment should contact their campus nursing program director.

A Baker College School of Nursing, Student Affairs Committee is also available to interested students.

Outside Employment

Nursing courses are very demanding of students' time and energy. It is recommended that Baker College nursing students limit outside employment while enrolled in nursing courses.

Conflicts with outside employment work schedules are not considered sufficient reason for changes in nursing course schedules, academic or clinical assignments. Outside employment commitments do not excuse nursing students' failure to:

- attend nursing courses (academic, laboratory, or clinical)
- submit academic assignments in a timely manner
- meet program and student learning outcomes

Failure to meet these expectations may affect ability to meet program requirements and could result in inability to complete the program.

Academic Advisement

Nursing faculty advise and assist students in most academic matters. Nursing students receive proper guidance in fulfilling the Baker College Nursing Program requirements, formulating professional career objectives and coping with the usual challenges encountered in the academic environment.

In non-academic matters, faculty may refer students to other sources of information and/or assistance. Academic advisement related to a specific Baker College nursing course rests with the individual course faculty and students should contact that instructor for guidance related to specific course issues and/or concerns.

Advisement Procedure

1. Faculty advisors provide developmental advisement in program planning, course selection, nursing policy interpretation, and assistance with any difficulty in academic progression.
2. Student advising will be done by appointment.
3. Students are permitted to register for nursing courses only after formal application and acceptance into the professional track. Once enrolled into the nursing program registration will be done by the nursing director and/or nursing faculty or advisor.

Class Schedules

Baker College, the Dean of School of Nursing, along with the Campus Director of Nursing reserve the right to change nursing course schedules and/or cancel nursing courses at any time. Should it be necessary to change schedules, students will be notified via Baker preferred e-mail, mail or telephone. Students are expected to check their Baker preferred e-mail on a daily basis for important communications, updates, and course changes. Students should check the Baker College student handbook on policies about inclement weather. Additionally, students should check with their Campus Director of Nursing regarding their campus policy regarding clinical courses during inclement weather.

Attendance

Students are expected to attend all regularly scheduled nursing classes, laboratory, clinical practicum experiences, and examinations. Students are completely responsible for all content presented in nursing classes, laboratory and clinical practicum experiences regardless of their attendance.

Students are directed to inform faculty in advance, whenever possible, of their absence from nursing classes, laboratory, clinical practicum experiences, and examinations resulting from illness, or other special circumstances. A minimum of 1 (one) hour notice is required. Students who are absent from regularly scheduled Baker College nursing classes, learning

laboratory and clinical practicum experiences or examinations may be permitted/required to make up such absences with the approval of the course faculty and Director of Nursing.

Students who are absent from one (1) or more regularly scheduled classes, clinical practicum experiences, and/or learning laboratory experiences in a single nursing course may receive a course grade of “W” (Withdrawal) or “F” (Failure) if no arrangement has been made with faculty.

Clinical Practicum Experiences

Students are expected to report to their assigned clinical rotation on time, in specified uniform and prepared for their patient assignments(s). Faculty have discretion to remove any student from the clinical experience if they are deemed by faculty to be unprepared and considered a risk to safe patient care.

Students are expected to contact their clinical instructor immediately should a situation arise where they will be absent or late for the clinical day. Students who miss assigned clinical hours are at risk for receiving an unsatisfactory grade for the clinical component of the course and thus receiving a failing grade for the course.

Students must successfully pass the didactic portion of the course with a minimum of an 84% and a passing grade in the clinical portion of the course to pass the course and progress in the program.

Nursing Faculty Absence

Students are required to wait at least thirty (30) minutes for course faculty who are late or absent from regularly scheduled nursing classes, learning laboratory, clinical practicum experiences, or examinations. Students should contact the Health Division or Academic office if an instructor does not show up for an on campus class or off campus clinical course.

Audio/Video Recording and/or Photographic or Electronic Devices

In keeping with the Baker College social networking policy, nursing students must obtain permission from individual faculty, or letter from Learning Support Services, for the use of audio/video recording and/or photographic devices in the classroom and/or learning laboratory settings. Such devices must not disrupt classroom lectures/discussion or interfere in any way with others' learning opportunities. Students are required to turn off and put away these devices if requested to do so by the faculty. *The use of such devices is prohibited in the clinical setting.*

Letters of Recommendation

Nursing students who are in need of letters of recommendation for job opportunities, scholarships and awards must make their request to a faculty member with specific instructions in writing regarding the focus and timelines for the recommendation. Faculty members, advisors and the director of the program have the right to accept or decline this request. In addition, faculty and staff must abide by the Baker College's policy regarding letters of recommendation which limits the amount and type of information that can be released regarding the student and their academic history. Students should allow a minimum of one week for preparation and processing of these recommendations.

Evaluation and Examinations

Evaluation and examinations are inherent in the teaching-learning process. Nursing students are tested and otherwise evaluated in a variety of settings including the classroom, learning laboratory and during clinical practicum experiences. The College nursing course syllabi clearly indicate:

- The number and types of examination
- Course exams build on previous knowledge as well as new information.
- Any other evaluation methods
- Specific grading criteria used in each course.

A variety of national nursing achievement examinations are administered in certain nursing courses. Additionally, upon completion of the Baker College Nursing Program, students will be required to take a comprehensive national nursing assessment examination and online specialty examinations. The inclusion of these examinations is intended to:

- Give additional feedback to students regarding specific essential nursing content
- Be used as diagnostic tools to assist students in preparing for national licensure/certification examination
- Serve as evaluation tools for the nursing program.

Baker College nursing students will be clearly informed as to when national achievement examinations are included as course requirements. These examinations may be included as a part of the grade within a given course. Baker College nursing students may be responsible for the cost of these examinations when required and are given specific price and registration information at the time of scheduling. Preparation for the NCLEX certification examination will be included throughout the program. Specific reviews for this examination will be included within the curriculum offered in the last term of the program. An additional NCLEX review seminar may be offered to students at the completion of their program to assist with final preparation for this statewide licensing examination.

Scholastic Standing

Students applying to or enrolled in the nursing program should refer to the Baker College catalog and/or student handbook for those policies applicable to general education courses. The scholastic standing policy described herein applies only to nursing courses, applicable to all nursing students.

Baker College Nursing Students. A Baker College nursing student is defined as any individual currently enrolled in any academic offering of the Baker College School of Nursing. Individuals who have officially or unofficially withdrawn or have graduated or have been dismissed from the nursing program are not considered nursing students.

Full-time Student Status. Full-time status of nursing students is determined by enrollment for twelve (12) or more undergraduate credits in any regular 10-week quarter, or enrollment for six (6) or more credits in any summer session.

Nursing Program Academic Standing. Good academic standing is based upon academic and clinical performance and progress. Students are notified by the Campus Director of Nursing or advisor if they are no longer in good academic standing.

Students performing below satisfactory levels of proficiency as outlined by the program will receive a written warning notice. The written warning notice states the problem(s), outlines measures needed for improvement and sets a deadline for compliance as well as encouragement for the student to seek academic counseling or other assistance.

Grading System

The Baker College School of Nursing grading scale is as follows:

Letter Grade	Percentage	Letter Grade	Percentage
A	100-94%	C	80-78%
A-	93-91%	C-	77-75%
B+	90-89%	D+	74-72%
B	88-87%	D	71-69%
B-	86-84%	D-	68-65%
C+	83-81%	F	64-0%

Students must achieve an 84% to pass this course to earn a passing grade in the course. Course exams build on previous knowledge as well as new information. All assignments must be completed to receive a grade in the course.

Classroom Policies:

Policies regarding attendance, tardiness, examinations, promotion, and written assignments are stated in the Nursing Student Handbook. Students are responsible for knowing these policies and adhering to them. Attendance in class is expected.

Social Networking Policy

Course information of any kind (materials, pictures, events, etc.) including information from clinical work sites, cannot be shared or discussed on any social network or electronic account outside of those required by the instructor for class participation. Violation of this policy could result in expulsion from the college.

Academic Honor Code

Students are encouraged to review the Baker College Undergraduate Catalog for specific information on the Baker College Honor Code

Student Handbook and Baker College Policies

Students are encouraged to review the Baker College Student Handbook for specific information on Baker College policies.

ADA Statement

Baker College is committed to addressing the needs of students who meet the criteria for special accommodations. It is the College's policy to comply fully with federal and state laws, including Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA), regarding students with disabilities. Information concerning the College's policies and procedures related to disability can be found in the Student Handbook and on the Baker College web site.

Academic Appeal Process

Students are encouraged to review the Baker College Undergraduate Catalog for specific information on the Academic Appeal Process.

Grade Point Average (GPA)

Students cannot progress to the next nursing quarter if less than a B- was received in any NUR class of the previous nursing quarter; student must apply for re-entry. (Refer to re-entry policy for details).

Students must earn a grade point average (GPA) of 2.7 on a 4.0 scale to graduate with a BSN degree from Baker College. A minimum grade of 2.7 (B-) is required for Health Science Courses (SCI, HSC, NUR). A minimum grade of 2.0 (C) is required for general education courses.

*Note: All prerequisite courses must be completed with a grade of B- (84%).

Academic Status- Probation, Withdrawal, Dismissal, Re-entry

Nursing Program Warning/Notice of Concern

Program Warning/Notice of Concern is given to a nursing student who is obtaining less than a B- grade by week five or beyond in any nursing course. Students will receive a Notice of Concern from their instructor. Students are encouraged to meet with their advisor or instructor to identify a plan for improvement to allow students the opportunity to achieve the minimum grade of B- by the completion of the course.

Nursing Program Probation

Students are placed on probation when they are not successful in completing a nursing program quarter. If students are re-entered after course failure, they will remain on probation until graduation. Reasons for probation may include, but are not limited to; earning a failing grade (below B-) in one (1) or more nursing courses during a quarter or they were granted a leave of absence up to one year. Nursing students who are placed on probation should see their Nursing Director as soon as possible following notification of their probation status.

Nursing students who are on probation other than for voluntary leave of absence must seek approval from the Director of Nursing to represent the College in any student organization or committee or hold office in any student organization.

Nursing Program Dismissal

Nursing students may be dismissed from and not allowed re-entry into the nursing program due to, but not limited to any of the following issues:

- Recurrent unsatisfactory academic progression (i.e. failure of 2nd NUR course after being placed on academic probation)
- Unsafe clinical practice as evaluated by nursing faculty.
- Breach of HIPAA compliance
- Improper professional behavior
- Absenteeism/tardiness
- Substance abuse
- Program or course withdrawal if already on academic probation (student has already re-entered the program once)
- Violation of social networking policy

Re-entry to the Nursing Program

A student wishing to be re-enter the nursing program for reasons other than those listed above, must notify the Campus Director of Nursing in writing, no later than thirty (30) days prior to the start of the term that the student is requesting re-entry.

The student will need to meet with the Campus Director of Nursing and must satisfy the program requirements for admission at the time of their most recent application. Re-entry is dependent on availability of clinical sites and clinical faculty.

Students are only allowed to re-enter the program one time and may have to take a proficiency exam in the last courses successfully completed. Students must re-enter the program at the same point where they withdrew and must do so within one year of withdrawal or course failure. Courses must be taken in a specific sequence as outlined on the program rotation schedule.

Official or Unofficial Withdrawal from the Nursing Program

A student wishing to officially or unofficially withdraw from the nursing program must notify the Campus Director of Nursing in writing as well as follow the Baker College policy pertaining to course withdrawal.

Withdrawal from the nursing program, whether official or unofficial, is limited to one (1) withdrawal. Only one (1) re-entry is allowed for course failures or withdrawals.

Completion of the Nursing Program

Nursing students are required to complete their academic nursing program within four (4) years of beginning enrollment in their first nursing course, following admission into the nursing program. Students seeking an extension must apply to the Campus Director of Nursing in writing.

Requirements for Graduation

The Baker College School of Nursing determines the course requirements for graduates from its program. Upon the recommendation of the Baker College nursing faculty and subject to the approval of the Baker College Board of Regents, academic degrees are awarded to students successfully completing all requirements for graduation specified by their program of study.

Nursing Licensure

After successful completion of an approved program of study for nursing, an individual must take the licensing exam (NCLEX) and pass it in order to receive a license to practice nursing in Michigan. The exams are scheduled at various times and locations throughout the state. The Campus Director of Nursing will obtain the forms that need to be filled out and submitted in order for graduates to be allowed to schedule the exam. These forms will be completed at a meeting with the Director in the last quarter of the program.

The Michigan Board of Nursing *can deny* a license to an applicant if any of the following are true:

1. The applicant has been convicted of a criminal offense in a court of competent jurisdiction.
2. The applicant is habitually intemperate in the use of alcoholic beverages.
3. The applicant is addicted to, or has improperly obtained, possessed, used or distributed habit-forming drugs or narcotics.
4. The applicant is guilty of dishonesty or unethical conduct.
5. The applicant has violated or aided or abetted others in violation of any provision of this act.

If you have any questions about your situation, please call the Board of Nursing at (517) 335-0918.

Campus Specific Addendums

Professional Conduct Statement

Dress code

Clinical Practice Requirements

Transportation

Smoking Policy

Email Communications

Exam Review Policy

People to Know

Name	Title	Contact Information
Lesley Morgan	Dean of School of Nursing	lesley.morgan@baker.edu
	Dean Health Sciences,	
	Director of Nursing	
	Faculty	
	Faculty	
	Faculty	
	Faculty	

**Pre-licensure Bachelor Degree in Nursing Program
Waiver Form
Baker College**

I have received the Baker College School of Nursing Bachelor of Nursing Program Handbook 2014-2015. I understand that I am responsible for the information it contains regarding the Nursing Program.

I further understand that it is my responsibility to contact an advisor or Campus Nursing Program Director if I have any questions regarding admission into, remaining in, or re-entering my program.

I agree to abide by the policies and requirements as stated in this handbook.

I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in my individual career choice. Confidentiality of health care information is a must. Dress code, personal conduct, and professional attitude will be addressed by individual program directors.

I understand that I will need to undergo a criminal background investigation in order to enter and complete the Nursing Program. I further understand that a criminal background check and fingerprinting will be required by the State of Michigan prior to taking the NCLEX-RN licensing exam

Print Name

Student Number

Student Signature

Date

College Representative

Date