Baker College

2025-2026
Student Handbook

Admissions

Welcome

At Baker College, we are dedicated to providing an inclusive, innovative, and transformative educational experience that empowers you to positively impact your life and the world around you. As you embark on your academic journey, our mission is to support you in achieving your personal and educational goals, one step at a time.

This Handbook serves as a trusted resource, offering essential information, policies, and guidance to help you navigate your experience at Baker College. Rooted in our core values - integrity, caring, inclusiveness, innovation, and social responsibility - we are here to ensure you have the tools and support you need to succeed.

We're honored to be part of your journey and look forward to seeing the positive difference you'll make in your future and beyond.

Mission Statement

The mission of Baker College is to provide an inclusive, innovative and transformative educational experience which allows students to positively impact their lives and the world around them.

Our Core Values are: Integrity, Caring, Inclusiveness, Innovation, and Social Responsibility.

The College's Vision Statement is "Creating better futures, one student at a time."

Admissions

At Baker College, we are committed to creating a welcoming and inclusive educational community that reflects our mission of providing transformative, accessible, and innovative learning experiences. Our goal is to partner with students whose aspirations align with the opportunities our programs offer and who are ready to grow academically, professionally, and personally.

We understand that each student's journey is unique, and we are dedicated to supporting you every step of the way. Baker College maintains a steadfast commitment to nondiscrimination in our admissions process, ensuring equal opportunities for all individuals seeking to pursue their educational goals with us.

Together, we strive to create an environment where students can thrive, achieve their potential, and positively impact the world around them.

New Student Records

UNDERGRADUATE

To ensure a seamless admissions process, all students should submit the following items on file as a permanent part of their Baker College record:

- **Completed Application:** A fully completed and signed application form.
- **Proof of Secondary Education Completion:** An official final high school transcript, GED, or equivalent credential is required. This documentation should be accompanied by Baker College-approved assessment verification, such as ACT, SAT, or FASTRACK results, where applicable.

- **Official College Transcripts (for Transfer Students):** Transfer students should provide official transcripts from all previously attended colleges or universities.
- **Additional Program-Specific Documentation:** Depending on your intended major, additional documentation may be required to complete your admissions file. For example, specific programs may require proof of certifications, prerequisite coursework, or supplemental application materials. Your admissions advisor will guide you through any program-specific requirements to ensure your application is complete.

GRADUATE

To ensure a seamless admissions process, all students should submit the following items on file as a permanent part of their Baker College record:

- **Completed Application:** A fully completed and signed application form.
- **Official Transcripts:** An official transcript of credits from a regionally accredited baccalaureate institution, showing the degree awarded and the date of graduation. Transfer students should also provide official transcripts from all previously attended graduate institutions.
- **Optional Current Resume:** A current resume may be submitted to provide additional context regarding your professional background, but it is not required.
- **Optional Admissions Essay:** While not required, students are welcome to submit an admissions essay to share more about their goals, experiences, and motivation for pursuing graduate study.
- For guidance on how to submit application related documents, please refer to the *"How to Apply for Graduate Programs"* section of this Handbook.

Admission Policy Statement

Baker College is committed to providing accessible higher education while upholding the integrity of our academic environment. Our admissions policies reflect this commitment by ensuring that all students have the opportunity to thrive in their educational pursuits.

- **Admissions Eligibility:** Baker College welcomes all students who have earned a high school diploma or its equivalent, such as a General Education Development (GED) certificate. Minimum assessment verification may include high school transcripts, ACT or SAT scores, FASTRACK results, or completed college credit in math or English from another institution. Please note that high school certificates of completion are not equivalent to a high school diploma.
- **Commitment to Inclusivity:** Baker College admits students without regard to race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, sexual orientation, gender identity, pregnancy, or other protected characteristics.
- **Support for Students with Disabilities:** Baker College is dedicated to creating an inclusive and supportive learning environment for all students, including those with disabilities. Through our Disability Services program, we provide accommodations and resources tailored to individual needs. To ensure the appropriate level of support, students are required to provide documentation of their disability. This allows us to offer services that empower students to achieve their academic and personal goals.
- **Optional Standardized Testing:** While Baker College does not require ACT or SAT scores for admission to undergraduate programs, submitting these scores can be beneficial. Test scores within two years of high school graduation may help determine placement into higher-level courses. Additionally, these scores may be used to fulfill minimum assessment verification. Students who choose to submit scores are encouraged to request that their results be sent directly to the Baker College Enrollment Center. Please note that ACT and SAT scores are valid for two years after the date of high school graduation.
- **English Language Proficiency:** Students whose native language is not English are encouraged to demonstrate competency in the English language by submitting official documentation such as TOEFL or IELTS scores. The specific score requirements vary based on the level of study (undergraduate or graduate). For more details regarding these requirements, please refer to the sections International Student Special Requirements and International Applicants - Center for Graduate Studies in this handbook.

- **Maintaining a Positive Educational Environment:** To preserve a supportive and effective educational environment, Baker College reserves the right to deny admission to any potential student who may be deemed disruptive to the educational environment of the College.
- **Accuracy of Application Information:** Providing accurate information during the admissions process is critical. If a student is found to have provided false information on admissions documents, this may result in a denial of admission or, if already enrolled, dismissal from the College.

How to Apply for Undergraduate Admission

Applying to Baker College is designed to be an easy and supportive process. You can access and submit your application electronically through our website: baker.edu following the below steps:

- **Begin Your Application:** Click the "Apply" button on the Baker College website to start your application. You can also apply through approved third-party application partners like Niche or the Common App.
- **Work with Your High School Counselor (First-Year Students):** If you're currently in high school, we encourage you to connect with your counselor for guidance throughout the admissions process. High school counselors are valuable resources who can assist with completing your application, exploring financial aid options, and navigating scholarship opportunities. We work closely with counselors to provide important enrollment and scholarship deadlines to support your success.
- **Submit Required Documents:** To complete your application, please send the following documents to the Office of Admissions:
    - Your final official high school transcript or GED certificate.
    - ACT or SAT scores, if applicable.
    - Any other supporting documents, including transcripts from previous institutions (for transfer students).
    - Documents Can Be Sent:
        - Electronically: adm-processing@baker.edu
        - By mail: Baker College, Office of Admissions, 1020 S. Washington Street, Owosso, MI 48867
- **Connect with an Admissions Advisor:** Once your application is received and processed, one of our admissions professionals will reach out to you to guide you through the next steps.
- **Attend Orientation:**
    - **For On-Campus Students:** We strongly encourage you to participate in New Student Orientation at your campus before registering for classes.
        - **Alternative Option:** We understand that attending on-campus orientation may not always be possible due to personal circumstances. If that is the case, we encourage you to participate in the online orientation session associated with your specific start date to ensure you're fully prepared to begin your studies.
    - **For Online Students:** Starting your college journey online is an exciting opportunity, and we want to ensure you feel supported every step of the way. That's why we highly recommend completing the synchronous Online Orientation and participating in the New Student Welcome Experience. These sessions are designed to give you the tools and confidence to succeed as an online student at Baker College. You'll also gain valuable insights into the resources and support systems available to you, meet key staff members, and get answers to any questions you may have.

Special Admission and Program-Specific Requirements for Education, Health Science, Nursing, and Social Science Programs

Certain programs at Baker College, such as those within Education, Health Science, Nursing, and Social Science, have specific admission and advancement requirements to ensure students are prepared for the unique demands of their chosen field. These

requirements may include background checks, clearances, competitive admission criteria, or specific course progression requirements.

Detailed information about these program-specific requirements is provided by our admissions professionals and is outlined in the respective program handbooks. By enrolling in one of these programs, you agree to adhere to the policies and procedures specified for your intended program of study. If you have any questions or need clarification, our admissions team is here to assist you and provide guidance every step of the way.

Graduate Program Admission Criteria

We are excited to support you as you take the next step toward achieving your educational and career goals. Our graduate programs are designed to provide a transformative learning experience, and we are committed to making them accessible to qualified, motivated, and passionate students.

To be eligible for admission, you are required to hold an undergraduate degree from a regionally accredited educational institution, as recognized by the American Council on Education. If your degree was earned at an institution accredited by the Transnational Association of Christian Colleges and Schools, you may also be considered for conditional admission, provided all other graduate admission requirements are met.

- **Admission:** Students are admitted on a rolling basis.
- **Required Application Materials:** To apply for a graduate program at Baker College, please submit the following documents (additional information may be found in the following section entitled "How to Apply for Graduate Programs"):
    - **Completed Application Form**
    - **Admissions Essay:** Your essay is an important part of your application and allows us to better understand your goals, experiences, and motivations. Please submit a 500-1000 word essay addressing the following:
        - How have your academic, professional, and personal experiences prepared you for graduate school?
        - What are your short- and long-term goals after earning your graduate degree? How will this degree help you achieve them?
        - What do you see as your greatest strengths and challenges as you begin graduate school, and how will you use your strengths to overcome these challenges?
        - This essay is an opportunity to share your story, your aspirations, and how Baker College can help you achieve your goals.
    - **Official Transcripts:**
        - **Master's Program Applicants:** Please submit official transcripts from the institution where your bachelor's degree was awarded. If you have completed master's-level coursework at another institution, include an official copy of those transcripts as well.
        - **Doctoral Program Applicants:** Please submit official transcripts from the institution where your master's degree was awarded. If you have completed doctoral-level coursework at another institution, include an official copy of those transcripts as well.
    - **Resume**
    - **Optional GMAT/GRE Scores**

How to Apply for Graduate Programs

We are excited to support you as you take the next step toward your educational and career goals. Whether you're looking to advance in your current career, transition into a new field, or deepen your expertise, Baker College's graduate programs are designed to help you succeed. Below, you'll find a helpful overview of the steps to apply for admission, along with specific requirements for certain programs.

- **Submit Your Application:** Begin by completing your application for graduate admission on the Baker College website at baker.edu/apply.
- **Provide Official Transcripts:** To help us understand your academic background and ensure you're set up for success in your program, please submit official transcripts as follows:
    - **Master's Program Applicants:** Please submit official transcripts from the institution where your bachelor's degree was awarded. If you have completed master's-level coursework at another institution, include an official copy of those transcripts as well.
    - **Doctoral Program Applicants:** Please submit official transcripts from the institution where your master's degree was awarded. If you have completed doctoral-level coursework at another institution, include an official copy of those transcripts as well.
    - **GPA Requirements:** A cumulative undergraduate GPA of 2.5 or higher is typically required for admission. If your GPA is below 2.5, we encourage you to share an explanation as part of your admissions essay. This is an opportunity to highlight your perseverance, growth, and readiness for graduate-level work. Our goal is to learn more about your unique journey and how you're prepared to succeed in your chosen program.
    - **How to Submit Transcripts:**
        - Electronically: adm-processing@baker.edu
        - By Mail: Office of Admissions, 1020 S. Washington Street, Owosso, MI 48867
- **Current Undergraduate Students Applying to Graduate Programs:** If you are completing your undergraduate degree and have earned at least 90 credits, you may apply for graduate admission in advance of completing your degree.
    - Current undergraduate students with a GPA of 2.75 or higher in their undergraduate program are not required to submit an essay or résumé.
- **Optional Write and Submit Your Admissions Essay and/or Resume:** Applicants may choose to submit a current resume and/or 500 to 1,000 word admissions essay to provide additional context or highlight relevant academic and professional experiences. These documents can help us better understand your goals, background, and readiness for graduate study. We especially recommend submitting an essay if you:
    - Are returning to graduate school after an extended break and want to share more about your readiness or motivation
    - Have faced academic challenges and want to demonstrate how you've grown and prepared for success
    - Want to provide a deeper narrative about your professional journey and how it aligns with your chosen program
    - Would benefit from having your writing reviewed to help identify areas of support before starting graduate-level coursework

  The admissions essay can offer valuable insight into your goals, mindset, and communication skills, particularly for programs that involve intensive writing. Your résumé can also be a helpful way to showcase relevant experience, certifications, or accomplishments that support your graduate goals. Additional guidance on essay best practices can be found in the above section "Graduate Program Admission Criteria".

- **Optional GMAT/GRE Scores:** These scores are not required but may be submitted if you would like them to be considered in your admissions decision.
- **Additional Program-Specific Requirements:** Some programs have additional requirements to help ensure you're prepared to succeed in your chosen field. Below are the specific details for programs with unique admission criteria.
    - **Master of Occupational Therapy**
        - **GPA Requirements:** An undergraduate GPA of 3.0 is preferred, though applicants with a GPA of 2.7 or higher may be considered. If your GPA is below 3.0, we encourage you to explain your preparation for success in your admissions essay - we believe in your potential.
        - **Prerequisite Coursework:** Before starting the program, you'll need to complete certain courses (or their equivalents as determined by a transfer evaluation):

        - Human Anatomy and Physiology I with Lab (BIO 1210/1211), Human Anatomy and Physiology II with Lab (BIO 1220/1221), Pathophysiology (BIO 2150), Introduction to Health Professions (HSC 1010), Statistical Methods (MTH 2750), Foundations of Occupational Therapy (OCC 1210), and Developmental Psychology (PSY 2210).
    - **Master of Science in Nursing**
        - **Licensure Requirements:** You'll need an active, unencumbered Registered Nurse (RN) license in the U.S., District of Columbia, U.S. territories, or Canada. For U.S. applicants, our team will verify your license through NURSYS, so you don't need to send it to us separately.
        - **Educational Background:** Applicants are required to hold a Bachelor of Science in Nursing (BSN) or a Bachelor of Science with a major in nursing from a nationally accredited program (ACEN or CCNE).
    - **Doctor of Business Administration**
        - **Educational Requirements:** Applicants are required to have an MBA or a related master's degree from:
            - A U.S. institution accredited by a regional accrediting association, or
            - A non-U.S. institution with comparable accreditation, as verified by a recognized credential evaluation service (e.g., ECE or any NACES organization member).
        - **GPA Requirements:** A minimum GPA of 3.25 in your master's coursework is required.

Re-Admission and Re-Entry

At Baker College, we are committed to supporting students in continuing their academic journey, even if they've been away for a while. Whether you're returning after a break or looking to complete your degree, our re-entry process is designed to make your transition back to college as smooth as possible.

- **Undergraduate Students**
    - **Re-Entry Application:** If you've been away from Baker College for three or more semesters, you will need to complete a re-entry application.
    - **Supporting Documents:** If any of the below listed documents are no longer on file, your admissions advisor will work with you to obtain the following as applicable:
        - **Proof of Secondary Education Completion:** An official final high school transcript, GED, or equivalent credential is required.
        - **Official College Transcripts (for Transfer Students):** Students who attended post-secondary institution(s) prior to their enrollment at Baker College should provide official transcripts from all previously attended colleges or universities. If you've attended another institution since your last enrollment at Baker College, please provide official transcripts from those institutions as well.
        - **Additional Program-Specific Documentation:** Depending on your previous/future intended major, additional documentation may be required to complete your admissions file. For example, specific programs may require proof of certifications, prerequisite coursework, or supplemental application materials. Your admissions advisor will guide you through any program-specific requirements to ensure your application is complete.
- **Graduate Students**
    - **Re-Entry Application:** If you've been away from Baker College for three or more semesters, you will need to complete a re-entry application.
    - **Supporting Documents:** If any of the below listed documents are no longer on file, your admissions advisor will work with you to obtain the following as applicable:
        - **Transcripts:** Please provide official transcripts from the institution where your bachelor's degree was awarded.
            - **Master's Program Applicants:** Please submit official transcripts from the institution where your bachelor's degree was awarded. If you have completed master's-level coursework at another institution, include an official copy of those transcripts as well.

        - **Doctoral Program Applicants:** Please submit official transcripts from the institution where your master's degree was awarded. If you have completed doctoral-level coursework at another institution, include an official copy of those transcripts as well.
    - **Current Resume:** A copy of your most up-to-date resume.
    - **Updated Admissions Essay:** An admissions essay is required as part of your application to help us better understand your current aspirations, experiences, and motivations for pursuing your program of interest. For detailed information about the essay requirements, please refer to the "How to Apply for Graduate Programs" section of this Handbook.
- **General Requirements for All Returning Students**
    - **Current Program and Admissions Standards:**
        - Returning students should meet current program and admissions requirements at the time of re-entry.
        - If your previous program of study is no longer offered, your admissions advisor will guide you in selecting a similar or new program aligned with your academic and career goals.
    - **Evaluation of Prior Credits:**
        - Following the submissions of your ReEntry application, an official transcript evaluation will be conducted to determine how your previous credits may fit into your current academic plan.
- **Academic Standing and Re-Entry Eligibility**
    - **Good Standing or Academic Probation:** Students who were in good standing or on academic probation at the time of their departure can be readmitted upon submission of the required application and supporting documents.
    - **Academic Suspension:** Students previously placed on academic suspension are eligible to reapply after three or more semesters. Once all re-entry application requirements are met, admission will be granted.
    - **Academic Dismissal:** Students dismissed for academic reasons may reapply after an absense of at least one calendar year. As part of the re-entry process, students are encouraged to submit a personal statement detailing their readiness to succeed academically.
        - If requested and approved, undergraduate students may be eligible for Academic Amnesty, which provides an opportunity to reset their GPA. Please see the section "Academic Amnesty: Fresh Start Program" for additional information.
- **Next Steps for Re-Entry:** Returning students will follow a streamlined admissions process similar to that of new and transfer students. Here's what you can expect:
    - **Submit Application:** Complete the re-entry application at baker.edu/apply.
    - **Provide Documentation:** Ensure all required transcripts and supporting documents are submitted.
    - **Evaluation and Review:** Your application, prior academic standing, and any additional requirements will be reviewed.
    - **Decision and Support:** Once admitted, you'll receive guidance on your next steps, including registration and reorientation resources to ensure a successful return to Baker College.

Returning to Baker College After Expulsion

At Baker College, we recognize that individuals grow and learn from past challenges, and we are committed to providing opportunities for students to move forward in their educational journeys. If you were previously expelled from Baker College and wish to return, you may apply for readmission after a minimum of four years from the date of expulsion. As part of the reapplication process, we ask that you submit:

- A Re-Entry Application: Complete an application for admission through baker.edu/apply.

- A Personal Statement: Provide a written statement explaining the circumstances that led to your expulsion, how you have grown since that time, and the steps you've taken to prepare for success at Baker College.

- Your application and personal statement will be reviewed by a committee composed of the Vice President of Enrollment, the Vice President of Student Success and Engagement, and/or the Dean of Students. This review process

will carefully consider your readiness to rejoin the Baker College community and your plans for achieving your academic and personal goals moving forward.

If your readmission is approved, you will also be required to complete all steps of the re-entry application process to ensure your admissions file is complete before you can be admitted and enrolled.

International Student Admission Requirements

We are excited to welcome international students to the Baker College community! Whether you are pursuing undergraduate or graduate studies, we are here to support you every step of the way as you begin this exciting journey.

- **English Language Proficiency:** To ensure success in your academic program, international students should demonstrate proficiency in written and spoken English. This can be achieved in the following ways:
    - Undergraduate Applicants:
        - A minimum TOEFL iBT score of 64, or
        - A minimum IELTS score of 6.0, or
        - A minimum SAT Evidence-Based Reading and Writing score of 450.
    - Graduate Applicants:
        - A minimum TOEFL iBT score of 79, or
        - A minimum IELTS score of 7.0.

  Please note that this requirement may be waived if English is the official language of your country of education.

- **Transcript Evaluation for International Education:** If you have completed your education outside of the United States (including Canada), your transcripts are required to be evaluated by an organization affiliated with the National Association of Credential Evaluation Services (NACES). These evaluations should include:
    - U.S. degree equivalencies,
    - Course grades, and
    - Overall grade point averages (GPA).

  Please ensure that evaluation results are sent directly from the evaluation company to the Baker College Office of Admissions (undergraduate students) or the Center for Graduate Studies (graduate students).

- **Student Visa Requirements and Tuition Deposits:** For international students intending to study on campus in the U.S. (excluding commuting Canadians, who only need to complete an I-20 form), fulfilling student visa requirements and submitting an advanced tuition deposit are important steps in the admission process. Detailed information about the tuition deposit process for international students can be found in the Tuition Deposit - International Students section under Financial Services.
- **Our Commitment to Your Success:** At Baker College, we are dedicated to providing an inclusive and supportive environment for all students. If you have questions or need assistance at any stage of the admissions process, please don't hesitate to reach out to our Admissions team. We are here to help you navigate the requirements and begin your academic journey with confidence.

Nontraditional Credit

Baker College offers many nontraditional credit options for students with varied academic and professional backgrounds. Types of nontraditional credit currently recognized by the College are described below.

Military Training and Occupation Credit

For our active duty and veteran students, we acknowledge your military learning experiences. Baker College refers to the American Council on Education (ACE) Military Guide for credit recommendations. Credits for armed force training must equate to course content and semester hours at Baker College. Credits must be at the college level to be considered for transfer. Credit may be applied at the undergraduate or graduate level.

Articulation Credit

Baker College partners with the Michigan Department of Education to award articulation credit for coursework completed at a State-approved secondary Career and Technical Education (CTE) program. Students who participate in the Baker College articulation program have an opportunity to receive college credits while completing the CTE program requirements. A list of requirements and eligible courses may be found by visiting www.baker.edu/runningstart and clicking on "Articulation."

Degree residency requirements must be met. If you wish to apply for articulation credit you must do so within 12 months of high school graduation. Your cumulative GPA must be a 2.0 or higher in your first year for articulation credit to be awarded. You can contact your Baker College Admissions Advisor or email runningstart@baker.edu for assistance.

Credit by Examination

Baker College offers you the opportunity to earn credits by successfully completing approved external examinations. These national credit-by-examination programs allow you to demonstrate your academic proficiency in various general education and specific subject areas. These examinations include:

- Advanced Placement **(AP)**
- College-Level Examination Programs **(CLEP)**
- Defense Activity for Non-Traditional Education Support)/DSST (DANTES Subject Standardized Tests) **(DANTES)**
- International Baccalaureate **(IB)**

Experiential Learning Portfolio

- Experiential credit is college credit earned from skills gained through employment, volunteer work, community service, professional organizations, training, and/or military experiences that directly relate to skills taught through traditional Baker College courses.

How Does It Work?

- You'll complete a self-paced module designed to help you figure out which course(s) match your experiences best.
- You'll create a portfolio that shows what you've learned from those experiences.
- Content experts will review your portfolio and determine if it meets the student learning outcomes of the specific course(s).
- If your portfolio does not meet the student learning outcomes, you'll have one chance to revise it and try again.

Limits and Exceptions:

- Experiential credit cannot be earned for a course you've previously failed, or for a course you've already started.
- This option is available for undergraduate students only, and not all courses qualify. Contact your advisor for more information.

ACE & NCCRS Credit Recommendations

Baker College recognizes the postsecondary credit recommendations from the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS) for prior work experience, certifications, courses, exams, and other training. College credit recommendations can be found in the ACE National Guide and NCCRS Online Directory. Credits must be at the college level to be considered for transfer. Credit may be awarded at the undergraduate or graduate level.

Licenses and Certificates

Baker College recognizes and awards academic credit for a wide range of professional licenses and certifications, providing students with the opportunity to accelerate their educational journey by leveraging their prior achievements.

Waiver Tests

Waiver test credit may be earned for knowledge you already have. All waiver tests must be taken by the student prior to the beginning of the course. Once you begin a course, you are not eligible to take a waiver test. The waiver test for a course may be taken only once.

COURSE		CHARGE
COM 1010	Composition and Critical Thinking I	$50
HSC 1010	Introduction to Health Professions	$50
MTH 1150	Quantitative Reasoning	$50
MTH 1170	College Algebra	$50
SPN 1010	Spanish I	$50

Transfer Credits

UNDERGRADUATE

Baker College welcomes transfer students into a wide range of degree programs at both the associate and bachelor level. Our commitment is to recognize and maximize the value of the academic work you have already completed.

Credits will be accepted from regionally accredited institutions and degree-granting nationally accredited institutions.

If you have an earned regionally accredited associate degree, every consideration to transfer your full associate degree into one of Baker College's bachelor degree programs will be made. This consideration ensures a smooth transition and allows you to continue your education without redundancy. For a previously earned undergraduate degree from a regionally accredited institution, the general education course requirements for either the associate or the bachelor degree - depending on the transferred degree level - are considered satisfied. Specific program requirements and/or program accreditation standards may impose limitations or additional requirements.

Courses with a grade of C (2.0) or higher will be eligible for transfer credit except for specific program standards. Refer to individual program handbooks for specific grade requirements. Courses with as low as a D- (0.7) grade will be considered if the

course is part of an earned degree from a regionally accredited institution, or if the grade falls in a course sequence in which the last grade earned in the sequence was a C or better.

The length of time since a course was taken may impact transferability.

To transfer a course, the course must equate in content and semester hours to a Baker College course.

To obtain transfer credits, official transcripts from previous colleges must be submitted either electronically to adm-processing@baker.edu or through USPS to Baker College, Office of Admissions, 1020 S. Washington Street, Owosso, MI 48867. A transcript will be considered official only when received directly from the institution through the U.S. Postal Service, or electronically from the institution or a third-party vendor. In some circumstances, students will be responsible for producing documentation, including, but not limited to, catalogs, course descriptions, and syllabi.

All official transcripts are required prior to registration.

GRADUATE

At the Center for Graduate Studies we highly value the work you have already done. We are committed to accepting the maximum number of transfer credits into our graduate programs. The following policies are are designed to ensure the successful application of your transfer credits:

- Students in a master's degree program can transfer up to 9 semester hours at the Center for Graduate Studies.
- Students in a doctoral program must complete a minimum of 24 semester hours at the Center for Graduate Studies.
- Students in the All But Dissertation doctoral program can transfer up to 27 semester hours at the Center for Graduate Studies.
- Students in the All But Dissertation, Capstone Project Track doctoral program can transfer up to 36 semester hours at the Center for Graduate Studies.
- Only courses with a B (3.0) grade or higher will be eligible for transfer consideration.
- To successfully transfer a course, the course must equate to and be compatible with courses offered by the Center for Graduate Studies.
- Transfer of college credit will not be considered if the work was completed more than five years preceding matriculation.
- To obtain transfer credit, students are required to request that all previous colleges/universities attended forward official transcripts to Baker College, Office of Admissions, 1020 S. Washington Street, Owosso MI 48867 or electronically at adm-processing@baker.edu.
- Transcripts will be considered official only when received directly from the institution through the U.S. Postal Service or electronically from the institution or a third-party vendor. In some circumstances, students will be responsible for producing documentation including, but not limited to, catalogs, course descriptions, and syllabi.

Transfer Credits Residency/Residency Policies

Associate Degree and Undergraduate Certificates

Fifteen of the required semester hours in the program must be completed in actual class time at Baker College for associate degree programs. One-half of the required semester hours in the program must be completed in actual class time at Baker College for undergraduate certificates. A minimum of 12 semester hours must be completed in actual class time through Baker College courses in the major discipline of student.

Bachelor Degrees

Thirty of the required semester hours in the program must be completed in actual class time at Baker College for bachelor degree programs. A minimum of 15 semester hours must be completed in actual class time through Baker College courses in the major discipline of student at the 3000 and 4000 levels.

Residence Halls

Residence hall accommodations are offered on the Cadillac, Muskegon, Owosso, and Port Huron campuses. Baker College provides modern, convenient residence halls and apartments, with a variety of living options on each campus. Residence hall living environments are created to support your academic efforts and help in the adjustment to college life.

Students interested in housing should review the Residence Hall Licensing Agreement and Residence Life section of the Handbook. Please note, in order to meet housing eligibility requirements, you must be enrolled in classes.

Residence Hall Coordinators and/or student Resident Assistants create and promote opportunities for students to develop interpersonal relationships, leadership and decision-making skills, and an awareness of individual responsibilities and rights. At Baker College, the residence halls are more than just places for sleeping and eating. Residence hall life supports the College's academic process and is an integral part of the living/learning experience.

All rooms in the residence halls are partially furnished. They provide access to kitchen appliances so you may buy and prepare your own meals. Lobbies/study areas offer television, recreational games, conversation areas, and food vending machines. Laundry facilities are available in all residence halls. You will receive all additional details you need at housing orientation sessions prior to and during the initial move-in.

Student Activities

Students are at the heart of everything we do. We understand that student engagement outside the classroom is vital for a rich college experience. That's why we offer a diverse range of extracurricular activities throughout the school year.

From sports to recreational pursuits to entertainment, there's something for everyone. These activities aren't just about having fun; they're opportunities to forge new friendships, hone leadership skills, and infuse college life with meaning.

Our campuses host a variety of program-related clubs and organizations, allowing you to explore interests beyond academics. Additionally, we actively promote community-sponsored events, fostering connections between our students and the wider community.

If you have an idea for an event, club, or community opportunity that does not currently exist, please bring your idea forward and we will help you organize efforts to make it happen.

For information on available or potential activities, you can turn to the Residence Life Staff or Student Affairs Office on any campus.

Veteran Benefits

Veteran benefits are available to eligible students upon acceptance to Baker College. These students must complete the necessary paperwork as part of the admissions process, and should contact the Admissions Office as soon as possible for help initiating the benefit paperwork. Once the initial paperwork is submitted, students will work with the Military Support Staff (vet2vet@baker.edu) for additional benefit needs.

Baker College is approved to train eligible veterans and their dependents under Chapters 30, 31, 33, 35, 1606, and certain other types of veterans' benefits. If you are a veteran, spouse, or dependent and would like more information regarding VA benefits, go to va.gov.

The U.S. Department of Veterans Affairs can pay benefits directly to students or to Baker College. The chapter of benefits for which the student qualifies determines the payment method. The student is responsible for any balances owed to Baker College after these payments.

Veterans and their dependents may also apply for other financial aid by completing the Free Application for Federal Student Aid (FAFSA). To complete a financial aid application, go to fafsa.gov.

Students receiving veterans' benefits must continuously be in good academic standing (see the Academic Standing section in this Handbook). The U.S. Department of Veterans Affairs will be notified if a student is suspended or dismissed from Baker College.

The Veterans Benefit Administration determines enrollment status according to the dates of the classes, not the total number of credits taken each semester. Baker College is required to notify the U.S. Department of Veterans Affairs when a student ceases to enroll at Baker College.

Active Military Benefits

Students who are actively serving in the military may be eligible for funding offered through the Department of Defense Tuition Assistance program. Students should verify their eligibility status through their Military Installation's Education Center prior to enrolling.

Spouses of a service member who is serving on active duty Title 10 orders in the paygrades of E1-E6, O1-O3, or W1-W2 may be eligible for financial assistance through the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career. In addition, spouses or children of a service member may be eligible to receive a transfer of the service member's Post-9/11 GI Bill®.

Service members and their dependents may also apply for other financial aid by completing the Free Application for Federal Student Aid (FAFSA). To complete a financial aid application, go to fafsa.gov. Students will be responsible for balances owed to Baker College after their benefits and financial aid payments are applied.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill

Admission Policy for Applicants with Felony Convictions

Our admissions process for applicants with felony convictions is designed to be thorough, fair, and supportive, ensuring that every applicant has the opportunity to be evaluated on their unique circumstances.

- **Application Process and Requirements:** As part of the application process, students with felony convictions are asked to provide additional information to help us better understand their background and readiness to thrive at Baker College. The process includes the following steps:
    - Personal Statement: During your application, you will be asked to include a personal statement. This statement is an opportunity to share your story, including:
        - The circumstances surrounding your conviction(s),
        - Steps you've taken toward personal growth and rehabilitation,
        - How you've prepared to succeed in your educational journey, and
        - Why Baker College is the right fit for your goals.

  We encourage you to be open and honest in your statement, as it helps us better understand your journey and aspirations.

- **Background Check:** Before moving forward in the admissions process, you will need to complete a background check through an approved third-party background check service. This allows us to assess factors such as:

- Circumstances of the Conviction:
  - The number of offenses/convictions,
  - The type of original charge(s),
  - The crime(s) for which you were convicted,
  - The length of time since the conviction(s), and
  - Any other relevant details.
- Post-Conviction Timeline:
  - Length of time served (if applicable),
  - Time elapsed since release (if incarcerated), and
  - Evidence of rehabilitation and personal growth.
- Program-Specific Requirements:
  - Program accreditation, licensing, or internship requirements,
  - Whether minors may be present as part of the program environment, and
  - Other factors specific to the program of study.
- Parole Conditions: If applicable, you may be asked to provide the name and contact information of your parole officer. Baker College may review the conditions of your parole to determine if enrollment is feasible within those parameters.
- Rehabilitation and Growth: Documented evidence of rehabilitation, letters of reference, or other supporting materials are strongly encouraged as part of the review process.
- Additional Information or Interviews: In some cases, the College may request additional documents, waivers, or releases, or invite you to a personal interview to better understand your circumstances.

We understand that this step may feel daunting, but please know that our review process is designed to evaluate each applicant as an individual.

- **Committee Review: Purpose of the Review:** Once your personal statement and background check are submitted, a review committee will carefully evaluate your application. We take a holistic approach, considering your background in context and the potential for success in your chosen program. Our goal is to create a pathway forward for you while ensuring the safety and well-being of the Baker College community.
- **Next Steps:** Following the committee's review, you will be notified of the decision. If you are approved to move forward, you will continue through the admissions process alongside other applicants. Approval to proceed does not guarantee admission, as you will still need to meet all program-specific requirements.
- **During Enrollment:** If a student is arrested for a criminal offense (on or off campus), the College may implement an immediate suspension at its discretion. This suspension will remain in place until the charges are resolved. Once charges are resolved, the student may reapply for admission and continue their education, subject to review by the College.

Orientation and Student Onboarding

At Baker College, we are dedicated to ensuring a smooth and supportive transition as you begin your academic journey with us. Our New Student Orientation is designed to help you become familiar with the resources, opportunities, and community at Baker College. Orientation is offered in both on-campus and online formats to meet the needs of our diverse student population.

- **Orientation Options**
  - **On-Campus Orientation**
    - Fall Semester Session One: For students starting during the first session of the Fall semester, on-campus orientation events are typically held in June at each Baker College campus. These events are designed to provide you with an engaging and welcoming introduction to your campus community.
    - Other Terms: If you're starting in a term or session outside of Fall Semester Session One, you will be invited to attend the Online Synchronous Orientation, which is available prior to the start of each eight-week session.

    - **Online Programs Orientation:** Students enrolling in online programs are encouraged to participate in the Online Synchronous Orientation, which is offered prior to the start of each eight-week session. This orientation is tailored to address the unique needs of online learners and ensure you're set up for success.
    - **Student Welcome Experience:** All students, regardless of their program or start date, have access to the Student Welcome Experience via their Canvas classroom portal. This online resource provides an additional layer of support, guiding you through key information and tools to help you get started confidently.
- **Orientation Registration:** To register for orientation and access resources specific to your upcoming semester, visit www.baker.edu/orientation. We encourage all students to register for their upcoming semester after confirming their enrollment. Orientation is your opportunity to connect with staff, explore available resources, and begin building a foundation for success at Baker College.

Financial Services

We're committed to ensuring that every student has access to the financial resources needed to pursue their education. Our OneStop and Financial Aid staff are here to support and guide you through the process of securing funds to attend our institution.

We strongly encourage all students to apply for financial aid, regardless of your financial situation. The application is used to determine eligibility for federal and state financial aid and is also required for a majority of Baker College scholarships. Our advisors are available to provide personalized assistance in various areas, including grants, scholarships, loans, employer reimbursement programs, veterans' benefits, and more.

We're dedicated to helping you overcome financial barriers so you can focus on your academic and personal growth.

How to Apply for Financial Aid

All students who wish to apply for financial aid (grants, scholarships, loans, or work aid) should complete the Free Application for Federal Student Aid (FAFSA), which can be completed online at studentaid.gov. You may contact the Baker College OneStop Office for assistance with this application process.

Once received by Baker College, the FAFSA results will be reviewed. Some students' applications will be selected for verification; these students will be requested to submit additional documentation before their financial aid process can be completed. Once all necessary documentation is received, you will be sent a financial aid offer. If the financial aid offer includes a loan(s), you will need to take action via the financial aid portal to accept, decline, or reduce the loan amount. The Financial Aid Office will complete the loan certification process for all accepted loans.

Financial aid funds (including student loans) will not be applied to your account until after the financial aid census date or after the start of your classes (whichever is later). All new students who are first-time borrowers must attend classes at a minimum of half-time status for 30 days before receiving any loan proceeds. You will be notified when your financial aid funds (including loans) are disbursed and (if applicable) when a refund of excess financial aid is available.

Cost of Attendance

At Baker College, we understand that attending college involves various expenses beyond just tuition. That's why our cost of attendance encompasses not only tuition and fees but also books, travel, and estimated living expenses while studying at our institution.

For detailed information on the cost of attendance, you can visit my.baker.edu/coa.

Student Aid Index

The Student Aid Index (SAI) is determined from the income, assets, and other information that you and your family report on the FAFSA. The SAI is an eligibility index number that is used to determine how much need-based financial aid a student may receive.

Types of Financial Aid

Once eligibility for financial assistance has been determined, you may be offered one or more types of aid in what is called a financial aid offer. The financial aid offer may include the following:

- **Scholarships**: Scholarship awards are usually based on academic excellence and not necessarily on financial need.
- **Grants**: Grants may be awarded from the federal government, the state government, Baker College, and/or private organizations. Unlike scholarships, which are merit based, grant awards are typically based on financial need.
- **Loans**: Loans are offered at low interest rates, and must be repaid after the student leaves college or drops below half-time enrollment.
- **Work-Study**: Work-study is typically a part-time job from which earnings are used toward college expenses.

Additional information about each of these programs is listed in the following sections.

Scholarships

We recognize that academic excellence, involvement in extracurricular activities, financial need, and career aspirations all play important roles in your college journey. That's why our scholarship selection process takes into account these various factors.

We offer scholarships not only to new and transfer students but also to current Baker College students. Our scholarships aim to support students in reaching their educational and career goals. For a comprehensive list of scholarships available through Baker College, you can visit baker.edu/scholarships.

Additionally, there are opportunities for you to apply for scholarships from external agencies. These scholarships recognize outstanding achievements and provide further avenues for you to pursue your aspirations.

Michigan Achievement Scholarship

The Michigan Achievement Scholarship is available to students who graduate from high school in Michigan with a diploma or certificate of completion, or achieve a high school equivalency certificate in 2023 or later. The student and their parents must be Michigan residents since July 1st of the prior year, complete the FAFSA, have an SAI of 30,000 or lower, and the student must attend college full time within 15 months of high school graduation. Eligible students may receive a scholarship up to $5,500 per academic year. Full details are available at michigan.gov/mistudentaid.

Grants

Several grant programs are available for eligible Baker College students.

Federal Pell Grant

Pell Grant funds serve as an essential resource for undergraduate students pursuing their first bachelor's degree. Eligibility is based on financial need, the cost of attending school, and enrollment status.

For the 2024-2025 award year, the amount of a federal Pell Grant may range from $740 to $7,395.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) is another vital resource available to undergraduate students, particularly those with significant financial need. Like the Pell Grant, the amount of FSEOG awarded depends on factors such as your financial circumstances, the cost of attending school, and enrollment status.

FSEOG funds are allocated to students who qualify for Pell Grants and demonstrate the highest level of financial need. Award amounts can range from $100 to $4,000, providing additional support to students facing financial challenges in pursuing their education.

Michigan Tuition Grant

The Michigan Tuition Grant (MTG) offers valuable support to undergraduate residents of Michigan who demonstrate financial need. Due to a recent phaseout of this program, the grant is only available to students who previously received Michigan Tuition Grant funds.

Students who attend at least half-time are eligible to apply for the MTG. To be considered for this grant, students must complete the Free Application for Federal Student Aid (FAFSA) by July 1st annually.

The exact amount of funds available through the MTG program is announced annually by the State of Michigan. By providing financial assistance to eligible students, the MTG program aims to make higher education more accessible and affordable for residents of Michigan, thereby supporting their academic and career aspirations.

Tuition Incentive Program

The Tuition Incentive Program (TIP) serves as a valuable support system for students in Michigan, aiming to remove financial barriers and encourage high school completion and pursuit of post-secondary education.

This program is divided into two phases: Phase I and Phase II. TIP specifically targets students with financial need, recognizing the importance of addressing economic challenges that may hinder educational attainment. By incentivizing high school completion and post-secondary education, TIP aims to empower students to pursue their academic aspirations and build brighter futures.

For further details and application information, you can visit michigan.gov/mistudentaid.

Loans

Federal direct loans offer important financial support for students pursuing higher education, regardless of their financial need. To qualify for any type of federal loan, you must be enrolled at least half-time in college. It's crucial to remember that loans must be repaid, so you should borrow responsibly and consider the repayment options.

There are two main types of federal direct loans available: Federal Direct Stafford Loans and Federal Direct PLUS Loans. Students can find detailed information about these loan programs on studentaid.gov.

Before receiving your first student loan, you are required to complete entrance loan counseling and sign a Master Promissory Note. Additionally, borrowers must complete exit loan counseling when they graduate, withdraw, or drop below half-time enrollment. This counseling provides essential information about loan repayment, deferment, forbearance, disbursement, and debt management strategies. You can complete this counseling online at studentaid.gov.

To ensure ethical practices regarding student loans, schools are mandated to establish a Student Loan Code of Conduct Policy. You can access Baker College's Code of Conduct Policy on our website at baker.edu/about/get-to-know-us/disclosure-of-consumer-information/.

By providing comprehensive information and resources, we aim to support you in making informed decisions about borrowing and managing your student loans responsibly.

Federal Direct Stafford Loans

Federal Direct Stafford Loans are available to student borrowers at low, fixed interest rates. There are two types of Federal Direct Stafford Loans:

Subsidized Stafford Loan

Subsidized Stafford Loan eligibility is based on financial need. Subsidized loans are available only to undergraduate students. Under this loan program, you are not required to make payments as long as you are enrolled at least half time, and no interest will accumulate during this time.

Unsubsidized Stafford Loan

Unsubsidized Stafford Loan eligibility is not based on financial need and is available to both undergraduate and graduate students. Under this loan program, you are not required to make payments while you are in college; however, interest will accumulate if not paid by the borrower.

Students cannot receive federal direct loans that exceed the cost of education. Listed below are the maximum federal direct loan amounts you may borrow annually, based on grade level:

Grade Level	Dependent Annual Loan Limit	Independent (and Dependent with PLUS Denial) Annual Loan Limit
Grade Level 1	$5,500	$9,500
Grade Level 2	$6,500	$10,500
Grade Level 3	$7,500	$12,500
Graduate/Professional	N/A	$20,500

Listed below are the maximum aggregate federal direct loan amounts you may borrow, based on dependency status and degree level:

Dependency Status	Maximum Lifetime Aggregate
Dependent	$31,000
Independent (and Dependent with PLUS Denial)	$57,500

Graduate/Professional	$138,500

Federal Direct PLUS Loans

Federal Direct PLUS Loans are available for parents of eligible dependent undergraduate students and for eligible graduate students at fixed interest rates. Under the Federal Direct PLUS Loan program, applicants are eligible to borrow up to the total cost of attendance minus any financial aid they will receive. Parents or graduate students may apply for the Federal Direct PLUS Loans at studentaid.gov.

Federal Work-Study

Baker College recognizes the importance of providing opportunities for undergraduate students to earn funds for college expenses through part-time work. These opportunities not only help reduce the need for loans but also complement other types of financial aid such as grants and scholarships.

Work-study programs offer jobs tailored to students with financial need, as indicated on the FAFSA. While work-study positions are typically on campus, Baker College also offers some off-campus work-study opportunities. Selection for work-study positions is based on financial need, class schedule, and academic progress.

All Baker College students are encouraged to apply for regular part-time employment opportunities, regardless of their eligibility for work-study. By offering a variety of job opportunities, both on and off campus, we strive to support students in meeting their financial needs while maintaining their academic pursuits.

For detailed information on work-study, including how to apply and current job postings, you can visit my.baker.edu/workstudy.

Financial Aid Rights and Responsibilities

- You have the right to accept or refuse any part of your financial aid offer. If you reject any part of your financial aid offered, it may affect other aid offered.
- You may not receive financial aid from more than one college while enrolled at two or more colleges at the same time.
- Classes taken outside of your declared program do not qualify for most forms of financial aid.
- You must attend college at least half time (six undergraduate credit hours or five graduate credit hours) to be considered for most financial aid.
- Withdrawal from classes or failure to attend all classes may result in a loss or reduction of financial aid and a balance due to the College.
- It is your responsibility to inform Financial Aid of any changes to information provided on the financial aid application. Students should contact Financial Aid to report these changes.
- Financial aid offered to students is dependent upon the availability of funds. Any change in the availability of funds or in your academic performance may change the financial aid offer.
- If your financial aid application is estimated or incomplete, you will be responsible for any charges that may occur if the estimated financial aid indicated is incorrect or the application remains incomplete.
- Information regarding a student and/or parent Title IV-HEA loan will be submitted to the National Student Loan Data System (NSLDS) and will be accessible by authorized agencies, lenders, and institutions.

Financial Information

Tuition Charges

The tuition charge per semester hour of credit is based on the following schedule. Tuition is subject to change at the beginning of any semester.

UNDERGRADUATE TUITION RATES	PER CREDIT HOUR	AVERAGE FULL TIME TUITION (BASED ON 28 CREDIT HOURS)
UNDERGRADUATE DEGREE COURSES	$450	$12,600
SPECIALTY PROGRAMS TUITION		
AUTOMOTIVE SERVICES TECHNOLOGY	$470	$13,160
CULINARY INSTITUTE OF MICHIGAN	$600	$16,800
DIESEL SERVICE TECHNOLOGY	$530	$14,840
NURSING BSN (TRADITIONAL & ACCELERATED)	$485	$13,580
NURSING (RN TO BSN)*	$320	$8,960
GRADUATE TUITION RATES	**PER CREDIT HOUR**	
MASTER PROGRAMS	$600	
MASTER OF SCIENCE IN INFORMATION SYSTEMS*	$350	
NURSING (RN TO MSN)*	$500	
DOCTORATE PROGRAMS	$750	
ST. FRANCIS SCHOOL OF LAW TUITION RATES	**TUITION PER QUARTER**	**ANNUAL TUITION**
JURIS DOCTORATE	$3,250	$13,000

*Program offered with no student or program fees; not eligible for Baker College Scholarships (may qualify for other forms of financial aid).

Military Tuition Rates

If you are active duty military, a member of the National Guard, in the Reserve, or if you are a spouse of any of these service members, you can take advantage of special tuition rates we offer to service members and their spouses. We appreciate your service!

UNDERGRADUATE MILITARY TUITION RATES	PER CREDIT HOUR	AVERAGE FULL TIME TUITION (BASED ON 28 CREDIT HOURS)
UNDERGRADUATE	$250	$7,000
AUTOMOTIVE SERVICES TECHNOLOGY	$270	$7,560
CULINARY INSTITUTE OF MICHIGAN	$400	$11,200
DIESEL SERVICE TECHNOLOGY	$330	$9,240
NURSING BSN (TRADITIONAL AND ACCELERATED)	$285	$7,980
NURSING (RN TO BSN)*	$285	$7,980

GRADUATE MILITARY TUITION RATES	PER CREDIT HOUR
MASTER PROGRAMS	$370
MASTER OF SCIENCE IN INFORMATION SYSTEMS*	$350
NURSING (RN TO MSN)*	$370
DOCTORATE PROGRAMS	$500

ST. FRANCIS SCHOOL OF LAW MILITARY TUITION RATE	TUITION PER QUARTER	ANNUAL TUITION
JURIS DOCTORATE	$3,000	$12,000

*Program offered with no student or program fees; not eligible for Baker College Scholarships (may qualify for other forms of financial aid).

Note: Tuition Assistance (TA) is only authorized for tuition charges up to $250 per semester credit hour for undergraduate courses and up to $370 per semester credit hour for master degree courses. TA does not cover doctorate program costs or fees, such as the technology fee, course fees, or books/supplies.

Student and Program Fees

Technology Fee *Assessed to all students to maintain and enhance student-facing technology* • Refundable for students who drop all courses during the first week of the semester	**Undergraduate** $300 per semester **Graduate** $325 per semester **St. Francis School of Law** $275 per semester
Culinary Institute of Michigan (CIM) Course Fees *Covers supplemental program costs, including knives and uniforms* **Culinary Program:** CUL 1010 & CUL 1510 **Baking & Pastry Program:** CUL 1010 & BAK 1110 **Food & Beverage Management:** CUL 1010 & FBM 1210A	**Culinary & Baking Programs** $425 per course **Food & Beverage Management** $150 per course
Nursing (NUR) Course Fees *Covers supplemental professional program costs, including ATI software* **Nursing:** NUR 2150A, NUR 2550, NUR 3550, NUR 3750, & NUR 4150 **Accelerated Nursing:** NUR 2170, NUR 3570, & NUR 4170	**Nursing** $525 per course **Accelerated Nursing** $1,050 per course

Charges for Nontraditional Credits

Course Waiver Test • This fee is non-refundable	$50
Articulation Credit	No charge
Experiential Credit (per each course portfolio submission)	$250

• Experiential credit fees are not financial aid eligible	
Independent Study Credit (per credit hour)	Applicable Program Tuition Rate

Residence Hall Charges

Standard Residence Hall Rate • Available at Cadillac, Muskegon, Owosso, and Port Huron campuses	$2,500 per semester
Downtown Cadillac Housing Rate • Available at Cadillac campus	$3,000 per semester
Single Room Residence Hall Rate	$3,750 per semester
Single Room Downtown Cadillac Housing Rate	$4,500 per semester
Residence Hall Fee • An annual non-refundable fee	$100 per year

Note: If for any reason a student leaves during a semester, there will be no refund of room fees for that semester.

Miscellaneous Fees

New Student Application Fee	Free
New Student Confirmation Fee	$100
St. Francis Application Fee • A non-refundable fee payable upon submission of the admissions application	$75
St. Francis Enrollment Fee • A one-time fee assessed upon successful completion of the orientation and registration for the first course in the degree program	$100
Late Payment Fee • Applied to accounts not paid by the published due date each semester (review the Important Dates & Information knowledge-base article on services.baker.edu for due dates)	$50

Non-Sufficient Funds (NSF) Fee • Per item returned by the bank	$25
Payment Plan Fee • Per payment plan enrollment	$35
Audit Course Fee • Per audited course	$100
Student Parking Fee	Free
Miscellaneous Fees Based on Program Requirements (Background Check, Fingerprinting, Immunizations, Etc.)	Varies

Financial Responsibility

Each semester that you register for courses at Baker College, you accept all responsibility for tuition and fees resulting from the registered course/s, as well as an understanding that they are subject to the course withdrawal and refund policies at Baker College. Additionally, by registering for courses each semester, you acknowledge your understanding of the payment options and tuition deadlines set forth at Baker College, and that failure to satisfy these financial obligations by the payment deadlines may result in collection activity, which could include additional fees. Furthermore, by registering for courses each semester, you are acknowledging that you have read and understand Baker College's policy on Student Billing Electronic Communications and that you consent to the terms of the policy. Additional information regarding available payment options, tuition rates, payment deadlines, and policies is located in this Handbook and within the Baker College knowledge-base at services.baker.edu.

Payment Options

Tuition Payments

We offer several convenient options for paying tuition, allowing you to manage your financial obligations effectively:

1. **Payment at Registration:** Tuition can be paid upfront during the registration process.
2. **Prior to Semester Start:** Students can pay tuition prior to the start of the semester.
3. **Approved Payment Plan:** Students can opt for an approved payment plan, which incurs a $35 fee. Invoices are generated throughout the semester and can be viewed and paid via the student portal.

Tuition payments can be made through various methods:

- **Online via the student portal (my.baker.edu) using ACH or credit/debit card.** Please note that there is a fee associated with credit/debit card transactions of 2.95 percent (4.25 percent for international debit/credit cards). The minimum service fee for card transactions over $20.00 and less than $160.00 is $3.00.

- **Foreign Currency:** Payments in foreign currency are accepted, with fee amounts varying based on the exchange rate.
- **ACH Payments:** No fees are associated with ACH payments.
- **Personal Check or Money Order:** Payments can be mailed to Baker College or delivered to the OneStop Office.

It's important to note that absenteeism and withdrawals do not reduce a student's financial obligation. For more details, you can refer to the Class Withdrawal and Refund Policies section in the Handbook.

Baker College accepts Visa, MasterCard, Discover, and American Express for credit/debit card payments. We strive to provide flexible payment options to ensure that you can manage your tuition payments conveniently and efficiently.

Employer Tuition Reimbursement Program

The employer tuition reimbursement program is a tuition deferment program available to students whose employers pay tuition costs. Enrollment in this program allows students to make monthly installment payments of 2% of the enrolled balance until the final payment due date. The final due date for this plan is after the end of the semester, allowing students to submit their grades to their employer for reimbursement. Students must enroll in the payment plan each semester they wish to defer tuition payments.

To be eligible for the program, you must complete the following:

- Complete the Request for Tuition Reimbursement Payment Plan contract.
- Submit a letter on company letterhead or a copy of the company policy stating the guidelines for tuition payments made by the employer.

It is your responsibility to submit the invoice and grades to the employer. Baker College will not bill the employer directly. Any portion of tuition not paid by the employer must be paid by you by the deadline stated on the contract. A nonrefundable $35 fee is assessed each semester for this program. Please contact the OneStop Office for details.

Employer Tuition Assistance Program

Employers that provide tuition assistance issue a voucher, letter of credit, or tuition assistance form for tuition. You must turn in this documentation to the OneStop Office upon receipt. Please verify that all information is correct, including start date(s), course name(s), and course number(s). The College will invoice your employer using this document and employers will send payment directly to the College. Any unpaid balance is your responsibility. It is also your responsibility to obtain the voucher. The College will not invoice your employer unless you have turned in the voucher/form.

GI Bill® Payments

If you will be using veteran assistance (VA) benefits through the GI Bill® to pay for tuition and fees, any portion of these charges not covered by the GI Bill® is due by the published due date of each semester. Baker College allows the cost of books/supplies to be charged to your account, which provides the VA time to release the book stipend to you. Please note that the books/supplies balances are not considered covered by the GI Bill®, as these funds are paid directly to you. If you have not received your VA book stipend by the published due date for the semester, you are still responsible for payment of the balance (see the "Important Dates and Information" knowledge-base article on services.baker.edu for semester deadlines). A $50 late fee is applied, in accordance with these dates, for any balance still outstanding that is not covered by the GI Bill®.

If you need assistance paying a balance, you may be eligible to apply for financial aid or for enrollment in a payment plan. For more information on these options, contact the OneStop Office.

Baker College does not impose a penalty on students in the event payment is delayed for any portion of their balance covered by the GI Bill®. Delays in payment of these benefits does not result in a late fee or prevent you from registering, continuing in your

current courses, or maintaining access to other Baker College services. If any portion of a balance originally covered by the GI Bill® is later denied payment by VA, you are responsible for payment of that portion of the balance. Some common reasons for a partial payment under the GI Bill® are: withdrawals from courses, a change in student eligibility, or loss of eligibility/exhaustion of benefits.

Any questions regarding VA certifications should be directed to vet2vet@baker.edu.

Veteran Readiness and Employment Services (Chapter 31)

If you are using veteran assistance (VA) benefits through the Veteran Readiness and Employment Services (Chapter 31) to pay for tuition, fees, and books/supplies, any portion of these charges not covered by this benefit are due by the published due date of each semester (see the "Important Dates and Information" knowledge-base article on services.baker.edu for semester deadlines). A $50 late fee is applied, in accordance with these dates, for any balance still outstanding that is not covered by Chapter 31 benefits.

Invoices for approved tuition, fees, and books/supplies are issued directly to the Department of Veteran Affairs. Payment for these charges are issued directly to Baker College and applied to the student billing account balance. Baker College does not impose a penalty on students in the event payment is delayed for any portion of their balance covered by Chapter 31 benefits. Delays in payment of these benefits does not result in a late fee or prevent you from registering, continuing in your current courses, or maintaining access to other Baker College services. If any portion of a balance originally covered by Chapter 31 benefits is later denied payment by VA, you are responsible for the payment of that portion of the balance.

Questions regarding VA certifications should be directed to vet2vet@baker.edu.

Payment Plans

Baker College understands that you may encounter financial challenges and offers payment plan options to assist those unable to pay their full charges before the semester begins. Here's how our payment plans work:

- **Enrollment and Fee:** You can enroll in a payment plan, which requires a $35 non-refundable fee. Enrolling in the payment plan prior to tuition due dates prevents you from being charged the $50 late fee imposed by Baker College.
- **Late Fee Policy:** If you fail to meet the terms of the payment plan, Baker College may assess a late fee. It's crucial for you to fulfill your payment plan obligations to avoid additional fees.
- **Understanding Terms**: You are responsible for fully understanding the terms of the payment plan before enrolling. Failure to adhere to these terms may result in additional fees imposed by Transact Payments and/or withdrawal from the payment plan.
- **Enrollment Process:** You can sign up for payment plans conveniently through the student portal at my.baker.edu. For detailed information on available payment plans, students can refer to the Payment Plan Options knowledge-base article on services.baker.edu.

Baker College aims to provide flexible payment options to support you in managing your financial responsibilities effectively.

Past Due Balances

It's important for students to address outstanding balances promptly to maintain their enrollment status and academic progress. Here's what you need to know:

- **Re-Enrollment Restrictions:** Students with outstanding balances may not be permitted to re-enroll for another semester, and previously registered courses may be dropped until the account is settled.

- **Title IV Funds Limitation:** Federal regulations prohibit the use of Title IV funds to cover past due balances exceeding $200.

- **Collections and Credit Reporting:** Unpaid balances will be forwarded to an outside collection agency and reported to credit bureaus. Additionally, Baker College reserves the right to charge students for collection costs.

By addressing outstanding balances in a timely manner, you can avoid disruptions to your academic journey and ensure continued access to educational opportunities. If you have any questions or concerns about your account status, you should reach out to the Financial Aid office for assistance.

Email

Your Baker College email account is used to communicate important information regarding financial aid updates and account balances. It's crucial for you to regularly check your Baker College email to stay informed about your financial aid requirements and account status. These emails will cover various topics, including:

- Balance due amounts
- Refund status
- Adjustments to tuition charges resulting from withdrawal calculations
- Financial aid documents needed
- Financial aid awards
- Loan eligibility
- Loan postings to student accounts

If you have any questions or concerns about the information provided in these emails, you should reach out to the Financial Aid office for assistance.

Student Billing Electronic Communications

Baker College utilizes electronic communication, rather than paper, whenever possible for the conduct of official business processes and notifications. Electronic communication between Baker College and the student or authorized payer may be provided by:

1. Email to the Baker College email address assigned to the student or the last email address provided by the authorized payer,
2. Access to information presented electronically on the my.baker.edu web site, or
3. Access to a website that Baker College will generally designate in advance for such purposes.

Communications to be provided electronically may include, but are not limited to:

- Student Billing Account Balances
- Account Statements
- Baker College Fee Catalog and Payment of Miscellaneous Fees

- Payment of Tuition Invoices
- Payment of Admission Fees
- Submitting a Title IV Authorization Form
- Selecting a BankMobile Disbursement Refund Preference
- Notifications of Changes in Student Billing Account Activity
- Payment Plan Enrollment, Payments, and Reminders
- Announcements of New or Upcoming Electronic Features

This also includes electronic delivery of form 1098-T. Students wishing to receive a paper copy of the 1098-T form can opt out of electronic delivery by visiting the 1098-T Delivery Method option on my.baker.edu.

Consent for Electronic Communications

The electronic communications policy at Baker College is part of a global "Consent to do Business Electronically" agreement and is presented to students prior to registering each semester at Baker College. Students provide their consent for electronic communications as part of the registration agreement. Once consent is given it is in effect for the duration of the registered enrollment period or until a request for withdrawal of consent is received from the student.

Although Baker College reserves the right to provide records in paper format at any time, a student's consent to conduct business electronically with Baker College is also an agreement that Baker College is not required to provide those same communications in a paper format. Students wishing to retain a paper copy of any records provided electronically can do so by printing or saving a copy of the communication.

Hardware and Software Requirements

For the hardware and software requirements for electronic communications please visit the knowledge-based article, "Minimum Technical Requirements" at services.baker.edu.

Updating Student Records

It is your responsibility to provide Baker College with accurate and complete email addresses, mailing addresses, and phone contact information and to maintain and update promptly any changes in this information.

You can update your address and other contact information with Baker College at my.baker.edu.

Withdrawing Consent for Student Billing Electronic Communications

You may withdraw your consent to electronically conduct business with Baker College at any time. However, a withdrawal of this consent may result in the loss of access to the Student Portal, which includes an inability to view student billing account balances, enroll in payment plans, or make payments online. To withdraw consent, submit a request in writing to the Accounts Receivable Processing Center, 1020 S. Washington St., Owosso, MI 48867 or by email to billing@baker.edu. Any withdrawal of your consent to conduct business electronically will become effective only after Baker College has had a reasonable period of time to process your request.

Student Housing Costs

Student housing is available at our Cadillac, Muskegon, Owosso, and Port Huron campuses. The standard rate for housing is $2,500 per semester; however, other rates apply based on housing location and/or occupancy (see the residence hall charges table in this handbook for specific rates). Contact the OneStop or Housing Departments for details. A non-refundable Residence Hall Fee of $100 is required of all new students and due when confirming enrollment through the admissions process. A non-

refundable $100 commitment fee is required each Fall semester a student returns to housing and is due when the Intent to Return Housing Application, found at www.baker.edu/housing, is submitted.

Estimated food costs are an additional $1,000 per semester. If you leave during a semester for any reason, there will be no refund of room fees for that semester.

The room charge will be forfeited if you are dismissed from the residence hall during a semester. Any damages to the room, its contents, or residence hall commons area will be charged to your account upon termination of the residence licensing agreement.

Special reduced-occupancy rooms may be available at higher rates. Contact the campus housing office for more information.

Undergraduate Costs

Average Estimated Cost Per:	**CONFIRMATION FEE**	**TUITION**	**BOOKS, SUPPLIES, AND FEES** (approx.)	**TOTAL**
Semester (15-16 weeks) for **Full-Time Enrollment** (15 credit hours)	$100 (first semester only)	$6,750	$800	$7,650
School Year (two semesters) for **Full-Time Enrollment** (30 credit hours)	$100 (first semester only)	$13,500	$1,600	$15,200
Semester (15-16 weeks) for **Minimum Full-Time Enrollment** (12 credit hours)	$100 (first semester only)	$5,400	$800	$6,300
School Year (two semesters) for **Minimum Full-Time Enrollment** (24 credit hours)	$100 (first semester only)	$10,800	$1,600	$12,500
Semester (15-16 weeks) for **Part-Time Enrollment** (6 credit hours)	$100 (first semester only)	$2,700	$550	$3,350
School Year (two semesters) for **Part-Time Enrollment** (12 credit hours)	$100 (first semester only)	$5,400	$1,100	$6,600

- Students who live in the residence halls must add the cost of student housing.
- Estimates do not include higher program tuition rates for the following programs:
  Automotive Services Technology, Culinary Arts, Diesel Service Technology, School of Nursing, CIM Course Fees, and Nursing Course Fees.

Graduate - Master Degree Costs

Average Estimated Cost Per:	**TUITION**	**BOOKS, SUPPLIES,**	**TOTAL**

		AND FEES (approx.)	
Semester for Full-Time Enrollment (9 credit hours)	$5,400	$575	$5,975
Program for Enrollment (36 credit hours)	$21,600	$2,300	$23,900

Graduate - Doctoral Degree Costs				
Average Estimated Cost Per:	**TUITION**	**BOOKS, SUPPLIES, AND FEES** (approx.)	**PROFESSIONAL RESIDENCIES** (first and second year)	**TOTAL**
Semester for Full-Time Enrollment (9 credit hours)	$6,750	$575	N/A	$7,325
Program for Enrollment (60 credit hours)	$45,000	$4,025	$2,000	$51,025

Tuition Deposit - International Students

International students must deposit, in advance, an amount equal to the normal tuition, technology fee, and residence hall charges (if applicable) for one academic year. The deposit must be renewed prior to registering for the fall semester of each succeeding year. Any unused funds on deposit at the time the student graduates or withdraws will be refunded to the original depositor.

International students must also fulfill requirements for student visas. Information about the student visa process is available at any Baker College Enrollment Center. Graduate students should contact the Baker Center for Graduate Studies directly for assistance.

These regulations do not apply to commuting Canadian students.

Class Withdrawal and Refund Policies

Tuition Refunds

The Class Withdrawal and Refund Policies are based on the official notice date and enrollment period. A refund is available after withdrawal from a course if you are within the College's guidelines. The tuition refund policy is subject to change at the beginning of any semester. Changes made to the tuition refund policy during an academic year will be published within the knowledge base on services.baker.edu.

NOTE: ABSENTEEISM OR FAILURE TO BEGIN A CLASS DOES NOT REDUCE A STUDENT'S FINANCIAL OBLIGATION.

Student-Initiated Withdrawal from a Course

You may withdraw from a course up to the end of the week that precedes the final week of the course. You are required to submit a withdrawal request by using the "Submit a Withdrawal Request" option. Tuition refunds are based on the official withdrawal date, which is the date you submit your withdrawal request via this option. You may contact the OneStop Office for assistance with completing the withdrawal process.

College-Initiated Withdrawal from a Course

You may be administratively withdrawn from a course for any of the following reasons:

1. If you do not initiate academic engagement during the first week of the course, you may be dropped or withdrawn. Note: you are responsible for withdrawing from courses you do not plan to attend and you will be held financially responsible for tuition charges for classes not dropped/withdrawn during the drop/add period.
2. You are not progressing academically in the course. Faculty will submit an Early Alert (EA) and communicate your status in the course. All administrative withdrawals will be at the discretion of the Director of Student Affairs (or designated official).
3. Violation of the Basic Principles of Student Responsibility Policy, or other reasons based on a case-by-case basis.

The official withdrawal date for a college-initiated withdrawal is the date the withdrawal is requested by the faculty member or college official.

Enrollment Period

The enrollment period begins on the Monday of the week that the course begins.

Percentage of Refund

Fall/Spring Tuition Refund Schedule
(Based on a 16-week semester or 112 days)

16-WEEK COURSES		
Prior to start of class	100% Refund	Drop
1-7 Days (Week 1)	100% Refund	Drop
8-14 Days (Week 2)	100% Refund	Withdrawal
15-28 Days (Weeks 3-4)	50% Refund	Withdrawal
29-105 Days (Weeks 5-15)	0% (No Tuition Refund)	Withdrawal
106-112 Days (Week 16)	No Withdrawal *A student may withdraw from a course up to the end of the week which precedes the final week of the course.*	

8-WEEK COURSES		
Prior to start of class	100% Refund	Drop

1-7 Days (Week 1)	100% Refund	Drop
8-14 Days (Week 2)	50% Refund	Withdrawal
15-49 Days	0% (No Tuition Refund)	Withdrawal
50-56 Days	No Withdrawal *A student may withdraw from a course up to the end of the week which precedes the final week of the course.*	

4-WEEK COURSES		
Prior to start of class	100% Refund	Drop
1-3 Days	100% Refund	Drop
4-6 Days	50% Refund	Withdrawal
7-21 Days	0% (No Tuition Refund)	Withdrawal
22-28 Days	No Withdrawal *A student may withdraw from a course up to the end of the week which precedes the final week of the course.*	

Summer Refund Schedule
(Based on a 12-week semester or 84 days)

12-WEEK COURSES		
Prior to start of class	100% Refund	Drop
1-7 Days (Week 1)	100% Refund	Drop
8-14 Days (Week 2)	100% Refund	Withdrawal
15-28 Days (Weeks 3-4)	50% Refund	Withdrawal
29-77 Days (Weeks 5-11)	0% (No Tuition Refund)	Withdrawal
78-84 Days	No Withdrawal *A student may withdraw from a course up to the end of the week which precedes the final week of the course.*	

6-WEEK COURSES		
Prior to start of class	100% Refund	Drop
1-7 Days (Week 1)	100% Refund	Drop
8-14 Days (Week 2)	50% Refund	Withdrawal

15-35 Days	0% (No Tuition Refund)	Withdrawal
36-42 Days	No Withdrawal *A student may withdraw from a course up to the end of the week which precedes the final week of the course.*	

4-WEEK COURSES		
Prior to start of class	100% Refund	Drop
1-4 Days	100% Refund	Drop
5-9 Days	50% Refund	Withdrawal
10-21 Days	0% (No Tuition Refund)	Withdrawal
22-28 Days	No Withdrawal *A student may withdraw from a course up to the end of the week which precedes the final week of the course.*	

- Weeks are defined as Monday through Sunday.
- For other course length refund periods contact onestop@baker.edu
- The Technology Fee is only refundable for students who drop all classes by the first week of the semester.
- The CIM and Nursing Course Fees are only refundable when the associated courses have been dropped.
- You are encouraged to contact the Financial Aid office before withdrawing from classes to understand the complete financial impact of a withdrawal. Many times, a withdrawal can result in you owing the College and/or federal government financial aid that had already been refunded to you.

Refunds on Residence Hall Charges

There is no refund of room charges for students who are expelled, dismissed, or move out voluntarily during the semester. (See the Residence Life addendum of this Handbook.) An improper checkout from the residence hall may result in additional charges.

Credit Balance Refunds

All Baker College refunds to students are processed with BankMobile Disbursements, a technology solution powered by BMTX, inc. Visit this link for more information: https://bankmobiledisbursements.com/refundchoices/

Return of Title IV Federal Financial Aid for Withdrawals

You are encouraged to contact the Financial Aid Office before withdrawing from classes to understand the complete financial impact of a withdrawal. Many times, a withdrawal can result in you owing the College and/or federal government financial aid that had already been refunded to you. Federal laws set forth regulations that govern the treatment and calculation of refunds for recipients of federal financial aid (Title IV aid) when students withdraw from classes.

The Title IV federal financial aid includes the following programs:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Parent PLUS Loans
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Other grants

For students who begin attendance in classes and then withdraw before they have completed over 60 percent of the payment period, Baker College is required, by regulation, to calculate the amount of earned and unearned Title IV aid. The regulations state that a student is entitled to keep only the portion of the aid earned and the College/student must return the funds that were not earned to the appropriate program. Note: students who successfully complete (with a passing grade) a course that is at least 49% of the enrollment period are not considered withdrawn even if they withdraw from future classes within the term.

The calculation steps are as follows:

1. Determine the Withdrawal Date

The withdrawal date is used to calculate the amount of earned and unearned federal aid for the semester. There are two types of withdrawals:

- Official withdrawals:
    - For student-initiated withdrawals, the withdrawal date is the date the withdrawal was submitted.
- Unofficial withdrawals:
    - For college-initiated withdrawals due to faculty request, suspension, expulsion, etc., the withdrawal date is the date the withdrawal was requested by the faculty member or other College official.

Note: Baker College officials may use the last date of academic engagement in place of the withdrawal dates listed above, on a case-by-case basis.

2. Calculate the Percentage of Enrollment Period Completed

Divide the number of calendar days completed by the number of calendar days in the enrollment period. (Any scheduled breaks of five days or more are subtracted.) If the percentage is greater than 60, the student has earned 100 percent of Title IV aid.

Note: The last date of academic engagement (provided by faculty) will be used for students who quit attending classes and receive a failing grade in their latest class session. If the last date of academic engagement is not provided, the midpoint (50%) will be used.

3. Calculate the Amount of Earned Title IV Aid

Multiply the percentage of the enrollment period completed (if less than 60%) by the total Title IV aid disbursed or that could have been disbursed according to late disbursement rules.

4. Calculate the Amount of Unearned Title IV Aid

Subtract the amount of earned Title IV aid from the total amount of federal aid disbursed. The difference must be returned to the appropriate Title IV program by the College or by the student.

5. Return of Title IV Funds

a. The College is required to return funds based on the total institutional charges for the payment period multiplied by the percentage of unearned Title IV aid. This could result in you owing money back to the College that had previously been disbursed as an excess credit to you during the semester. These funds must be returned within 45 days of determination that you have withdrawn (officially or unofficially for nonattendance).
b. You will be responsible for any balance of unearned Title IV funds that were not required to be returned by the College.
    - If your portion of the aid to be returned is a loan, you are not immediately required to repay the loan. The terms of the original loan repayment agreement will apply.
    - If your portion of aid to be returned is an over payment of a grant, you are required to repay only the amount exceeding 50 percent of the total grant for original amounts over $50. The College will notify you of the amount and the procedures for repayment, if this is required. If you do not repay the funds, you are not eligible for federal Title IV funds at any institution until the over payment is paid.

6. Return of Unearned Title IV Funds

The College allocates the return of Title IV funds and any over payment funds collected from you by reducing or eliminating outstanding balances on the funding source, received by you for the enrollment period for which you were charged. The return of funds is processed within 45 days from the date of determination of withdrawal, in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Parent PLUS Loans
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Other grants

Post-withdrawal disbursements: If the calculation results in earned funds that have not been paid to the student account, a post-withdrawal disbursement may be calculated. If student loans are included in the aid that has not yet been paid, you will have the option to decline the loan funds so you do not incur additional debt. A post-withdrawal disbursement of loan funds is not an option for first-time/first-year borrowers who withdrew during the first 30 days of enrollment because loans cannot be disbursed. The College may use all, or a portion of, grant funds eligible for a post-withdrawal disbursement toward tuition, fees, and room and board charges without your permission. If you have any other charges, you must give permission to use the grant funds.

NOTE: The federal regulations governing Title IV aid refunds are separate from the College's refund policy for tuition and charges. Withdrawing from classes may also impact satisfactory academic progress.

Example of a Return of Title IV Financial Aid Funds Calculations:	
WITHDRAWAL OFFICIAL NOTICE	**WEEK 3**
INSTITUTIONAL CHARGES	**$5, 100**
TITLE IV AID	
LOANS	**$2,722**
PELL	**$3,222**
TOTAL TITLE IV AID	**$5,944**

REFUND TO STUDENT	**$844**	
ACCOUNT BALANCE	**$0**	
WITHDRAWAL CALCULATIONS		
TUITION REFUND	**$2,550**	
ADJUSTMENT FOR TITLE IV	**$4,141**	
BALANCE STUDENT OWES	**$1,591**	
STUDENT WITHDREW		
21 DAYS OF ATTENDANCE OUT OF A 112-DAY ENROLLMENT PERIOD		
PERCENT EARNED	**21/112 = 18.8%**	
PERCENT UNEARNED	**100% - 18.8 = 81.2%**	
AMOUNT OF TITLE IV AID UNEARNED	**$5,944 X 81.2% = $4,826**	
THE COLLEGE MUST RETURN		
TITLE IV: TOTAL $4,141	**LOANS: $2,722**	**PELL: $1,419**
THE STUDENT MUST RETURN		
STUDENT'S AMOUNT: $685*	**Unearned: $4,826**	**College return: $4,141**

*In this example, funds the student must return are related to the Pell Grant. As stated in 5.b above, federal regulations exempt the student from returning grant funds if the balance is less than 50 percent of the original grant total. The student would not have any amount required to be returned in this example.

The Class Withdrawal and Refund Policies use the official notice date to determine tuition refund percentage and not the last date of attendance.

The example does not reflect all the different combinations of refund situations that may exist. More information on Title IV return calculations can be found at the OneStop Office. The College reserves the right to amend this procedure to comply with federal regulations.

Return of Unearned Military Tuition Assistance (TA)

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the Department of Defense (DOD) policy, Baker College returns any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned directly to the military service branch from which the funding originated and not to the student.

In instances when a service member stops attending due to a military service obligation, Baker College works with the affected service member to identify solutions that will not result in a student debt for the returned portion, in compliance with the DOD policy.

Schedule for the Return of Unearned TA Funds

To remain in compliance with the Department of Defense's (DOD) policy, Baker College returns any unearned TA funds through at least 60% of the semester on a prorated basis. The amount of unearned TA that is returned is based on the date of withdrawal from the course.

After 60% of the semester has passed, TA will not be evaluated for a return to the DOD.

Baker College will not bill the DOD until after 60% of the billing period has passed, in an effort to reduce the amount of incorrect TA funds being disbursed by the DOD to Baker College. We only bill for the amount the student earned given his or her enrollment.

16-week course: Withdrawal submitted	
Before or during week 1	100% return
During weeks 2-4	75% return
During weeks 5-8	50% return
During weeks 9-10	40% return (60% of course is completed)
During weeks 11-16	0% return

Note: Semester weeks are defined as 7 days, Monday through Sunday.

8-week course: Withdrawal submitted	
Before or during week 1	100% return
During week 2	75% return
During weeks 3-4	50% return
During week 5	40% return (60% of course is completed)
During weeks 6-8	0% return

Note: Semester weeks are defined as 7 days, Monday through Sunday.

6-week course: Withdrawal submitted	
Before or during week 1	100% return
During weeks 2-3	50% return

During week 4	40% return (60% of course is completed)
During weeks 5-6	0% return

Note: Semester weeks are defined as 7 days, Monday through Sunday.

4-week course: Withdrawal submitted	
Before or during week 1	100% return
During week 2	50% return
During week 3	40% return (60% of course is completed)
During week 4	0% return

Note: Semester weeks are defined as 7 days, Monday through Sunday.

Course Lengths Other Than Listed Above

Unearned TA funds are returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution determines the date the withdrawal was submitted and then divides that by the number of days in the term to determine the percentage of TA that was earned by the student.

Example: The student enrolled in a course that was 5 weeks (35 days) in duration. The withdrawal was submitted on the 15th day. The institution would perform the calculation to determine how much TA was earned by the student's attendance: (15 divided by 35 equals 42.9%. 43% of the TA authorized was earned by the student, which means 57% of what was authorized will be returned to the DOD).

Financial Aid Census Date

Baker College uses the financial aid census date to determine a student's enrollment status for awarding Pell Grant funds. The census date is typically the 7th calendar day of the semester.

The courses that students are registered for at 11:59 p.m. (Eastern Time) on the financial aid census date will determine Pell Grant eligibility. This means if you add or drop courses before the census date, the amount of Pell Grant for which you are eligible will be affected. If courses are added after the census date, the Pell Grant award will not increase; however, if courses are withdrawn or dropped after the census date, Pell Grant funds may be reduced.

The financial aid census date does not apply to other forms of financial aid. Enrollment changes after the census date may affect the amount of other grants, scholarships, and loans you may receive. You are encouraged to contact the OneStop Office for details about how enrollment changes (including withdrawals) will affect your financial aid awards.

Satisfactory Academic Progress

In order for you to receive federal, state, or institutional aid, regulations require that you maintain satisfactory academic progress toward completion of your current academic program. All students will have their progress reviewed, whether or not they are receiving financial aid, since these rules decide eligibility for future terms.

There are three academic standards that all students are required to maintain to remain eligible for future financial aid assistance. The standards required to maintain eligibility for financial aid are:

1. Grade point average (GPA),
2. Pace, and
3. Maximum time frame.

In addition, you must be accepted for continued enrollment under the policies defined in the Baker College Catalog and Student Handbook. Detailed information regarding Baker College's Financial Aid Satisfactory Academic Progress (SAP) Policy can be found here. You can also obtain information by contacting the Financial Aid Office.

Academic Information

Accreditation

Baker College is accredited by the Higher Learning Commission, located at 230 S. LaSalle St., Suite 7-500, Chicago, IL, 60604-1411; (800) 621-7440; info@hlcommission.org.

**Specialized Program Accreditation are noted with Specific Program Information and on the Website.*

Baker College has long been recognized by the U.S. Department of Education as an institution of higher education and has been granted the legal authority to operate as a not-for-profit educational corporation by the state of Michigan Department of Licensing and Regulatory Affairs. The College is empowered to grant certificates and associate, bachelor, master, and doctoral degrees. It is also approved for veterans' benefits.

External peer review is the primary means of assuring and improving the quality of higher education institutions and programs in the United States. This recognition is accomplished through program accreditation, approval, or certification.

Baker College is recognized as an institution of higher education by the U.S. Secretary of Education, U.S. Department of Education.

The Academic Year

The Baker College Academic Calendar consists of three semesters including fall, spring, and summer. The fall and spring semesters are 16 weeks, and the summer semester is 12 weeks. Most courses delivered on-ground and virtually have a 16-week schedule, while most online courses are scheduled during the first 8-week session, or the second 8-week session of the semester (summer sessions are 6 weeks in duration). Students may enroll in most academic programs at the beginning of any semester, however, some programs require students to enroll at the beginning of the fall semester if they wish to register for a full-time course load.

Advising

Academic advising is provided either virtually or in person. You can contact your Academic Advisor for an appointment. Advisors contact students primarily via their Baker College email account. If you have any questions or need assistance contacting your advisor, OneStop is available to assist you.

Registration

You can register during the scheduled registration time either via the MyBaker portal or through an Academic Advisor. For you to register for more than 18 credits in one semester, you must receive approval from your Academic Advisor.

Drop/Add Period

You may add and/or drop a course that is eight weeks or longer to your schedule up to the end of week one. You may not add a course of less than eight weeks' duration after the first session for that course has met. Any requests for late registration must be approved through your Academic Advisor.

Classification of Students

Undergraduate

Full-Time Student: registered for 12 semester hours or more
Three-Quarter-Time Student: registered for 9-11 semester hours
Half-Time Student: registered for 6-8 semester hours
Less Than Half-Time Student: registered for 1-5 semester hours

Graduate

Full-Time Student: registered for 9 semester hours or more
Three-Quarter-Time Student: registered for 7-8 semester hours
Half-Time Student: registered for 5-6 semester hours
Less Than Half-Time Student: registered for 1-4 semester hours

Class Status

Undergraduate

The following table defines the number of credit hours that must be completed to qualify for class designations:

Class	Credit Hours Completed
Freshman	less than 30
Sophomore	30 to 59
Junior*	60 to 89
Senior	90 or more

*In addition to the number of credit hours, the student must be currently enrolled in a program that constitutes the appropriate class level. For example, to be considered a junior, the student must be enrolled in a bachelor degree program and have already completed at least 60 credits.

Course Numbering

1000-4999	Undergraduate Courses
5000-9999	Graduate Courses

Credit Hour Definitions

16-Week Courses

One semester credit hour equals one hour of direct instruction plus two hours of outside-of-class work per week over 15 weeks, totaling 45 hours of student time.

8-Week Courses

One 8-week session credit hour equals two hours of direct instruction plus four hours of outside-of-class work per week over 8 weeks, totaling 48 hours of student time.

For additional information regarding credit hour definitions, please visit the Baker College website.

Condensed Courses

Condensed courses offered by the college adhere to the same credit hour requirements as traditional semester-length courses. Each credit hour represents an equivalent amount of instructional time and student workload, ensuring that learning outcomes are met regardless of the course format or duration. Condensed courses may utilize intensive scheduling, alternative delivery methods, and additional independent study to fulfill these standards.

Credit courses are normally expected to include approximately 100 minutes of out-of-class student work (or the reasonable equivalent) per credit hour per week during a fifteen-week semester; with reasonably equivalent amounts of out-of-class work for shorter sessions.

Hybrid Courses

Hybrid courses combine asynchronous online and traditional in-person classroom instruction. With a hybrid course, the in-person contact hours are reduced from the baseline credit hour definition while the asynchronous online engagement is increased as appropriate to the instructional context. Because online and hybrid courses must meet the same credit-hour requirement as physical face-to-face courses, faculty must demonstrate active engagement in online teaching through structured synchronous and/or asynchronous interactions with students.

Grades

It is your responsibility meet the specific outcomes of each course, as defined and provided by the instructor in the course syllabus. You must also meet the general overall requirements for graduation, which include the following:

- A minimum 2.0 cumulative GPA*,
- Total program credit hours, and
- General education credits.

**Some programs may have program-specific GPA requirements.*

If you believe that your performance is not on track to meet these requirements, you should make an appointment to see your instructor or Academic Advisor.

Grades are computed at the end of each course and are available at my.baker.edu.

Student grade reports list the courses, the grade for each course, the GPA for the semester, and your cumulative GPA.

Grade Definitions

A = Outstanding Achievement

The student demonstrates exceptional mastery of the content. An "A" is an exceptional grade indicating distinctly superior performance. The student demonstrates unusually sharp insight regarding the content and every aspect of performance is exemplary.

B = Commendable Achievement

The student demonstrates above average mastery of the content. A "B" is an above average grade indicating achievement of a high order. The student has exceeded the stated requirements. The student demonstrates commendable insight regarding the content and overall performance is above average.

C = Acceptable Achievement

The student demonstrates average mastery of the content. A "C" is an average grade indicating that a student has performed satisfactorily in all aspects of the work. The student has adequately met the stated requirements. The student demonstrates acceptable insight regarding the content and overall performance is average.

D = Marginal Achievement

The student demonstrates below average mastery of the content. A "D" is a below average grade indicating that a student has marginally met the stated requirements. The student demonstrates minimal insight regarding the content and overall performance is marginal.

F = Failing

The student demonstrates little or no mastery of the content. An "F" is a failing grade indicating that a student has not met the stated requirements. The student demonstrates insufficient insight regarding the content and overall performance is not worthy of credit.

A plus (+) or minus (-) indicates performance at the higher or lower end of the grade range.

STANDARD UNDERGRADUATE GRADING SCALE

A = 93-100%

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 63-66%

D- = 60-62%

F = 0-59%

STANDARD GRADUATE GRADING SCALE

A = 95-100%

A- = 90-94%

B+ = 88-89%

B = 82-87%

B- = 80-81%

C+ = 78-79%

C = 72-77%

F = 0-71%

STANDARD DOCTORATE GRADING SCALE

A = 90-100%

B = 80-89%

F = 0-79%

GRADING SYSTEM

GRADE	GRADE POINT VALUE PER SEMESTER CREDIT
A	= 4.0 points
A-	= 3.7 points
B+	= 3.3 points
B	= 3.0 points
B-	= 2.7 points
C+	= 2.3 points
C	= 2.0 points
C-	= 1.7 points
D+	= 1.3 points
D	= 1.0 points
D-	= 0.7 points
F	= 0.0 points (failure)

GPA IS NOT COMPUTED FOR THE FOLLOWING GRADES:

CR = Credit (Undergraduate = C or better; Graduate = B or better)

EL = Experiential Learning Credit

R = Articulation Credit

S = Satisfactory

X = Test Credit

U = Unsatisfactory

HOURS AND GPA ARE NOT COMPUTED FOR THE FOLLOWING GRADES:

AU = Audit

I = Incomplete

NC = No Credit

PR = Progress (Coursework extends beyond the end of the semester)

W = Withdrawal

The cumulative GPA is calculated by determining the quality points for each course completed (grade points multiplied by credit hours; e.g. an "A" or 4.0 grade in a 3-semester-hour course yields 12 quality points). All quality points earned are divided by the total credit hours attempted for all semesters at Baker College.

Auditing a Course

An audit grade is given when you enroll in a course for which neither a grade nor credit(s) will be awarded. You are permitted to attend the class but are not required to submit assignments or take examinations. The tuition for auditing a course is $100.00. Additional fees may be associated with some courses. Audit status must be declared at the time of registration and confirmed with the instructor on the first day of class. Audit enrollments are based on class size availability. Not all courses are available for audit.

Auditing a course as part of a re-entry contract or individualized learning plan may require additional documentation or information. Students should refer to their program-specific handbook for detailed requirements and guidelines.

Incomplete Grade Policy (Excluding Work, Clinical, or Field Experience Courses)

An instructor may agree to issue an Incomplete (I) grade for a course if all of the following conditions are met:

1. You request the Incomplete (I) grade before the end of the course.
2. You have completed 80 percent of the total coursework and have a chance of a passing grade in the course.
3. You are unable to complete the course requirements within the regular time frame due to significant, extenuating circumstances. Documentation may be required.
4. You and your instructor will have a documented agreement that clearly states the requirements to be completed and the due date for the completion of each requirement. The due date may not exceed the last day of the following semester.

If the coursework is not completed by the agreed upon due date, the final course grade will be based on the work that was completed by the end of the semester in which the course was taken.

Incomplete Grade Policy for Work, Clinical, or Field Experience Courses

An instructor may agree to issue an Incomplete (I) grade for a work or field experience course if any of the following conditions are met:

1. The coordinator* of the work or field experience informs the instructor that an Incomplete (I) grade should be assigned when a work or field experience site becomes unavailable.
2. The experience coordinator informs the instructor that an Incomplete (I) grade should be assigned because you are unable to complete the required hours within the time frame of the registered course.
3. You have completed 80% of the total coursework and have a chance of earning a passing grade.
4. You and your instructor must sign a contract that clearly states the requirements to be completed and the due date for completion of each requirement. The due date may not exceed the last day of the following semester.

If the coursework is not completed by the agreed upon due date, the final course grade will be based on the work that was completed by the end of the semester in which the course was taken.

*The coordinator can be any of the following: (1) the instructor teaching the course, (2) the academic fieldwork coordinator, (3) the clinical coordinator, (4) the practicum coordinator, or (5) Career Services staff.

Grade Changes Policy

A grade change cannot be processed after the completion of the following semester or after you have been cleared for graduation. For more information about grade changes, see Grade Appeal Process under Academic Policies.

Undergraduate and Graduate Honors

The President's List

Students who earn a 4.0 GPA during a semester in which 6 credit hours or more were completed will be placed on the President's List.

The Dean's List

Students who earn a 3.5 to 3.99 GPA during a semester in which 6 credit hours or more were completed will be placed on the Dean's List.

Academic Standing - Undergraduate

ACADEMIC STANDING	COLLEGE CRITERIA	FEEDBACK/ADVICE

Good Standing	A cumulative GPA of 2.0 or higher	
Academic Warning	One semester with a cumulative GPA below 2.0	Seek out additional academic support from tutoring, academic advising, and your faculty.
Academic Probation	Two or more consecutive semesters with a cumulative GPA below 2.0 **or** Improved cumulative GPA towards good standing while on probation	In addition to the advice above, work with your academic advisor to connect with and develop success strategies in areas such as time management.
Academic Suspension*	A semester GPA below 2.0 while on Academic Probation **or** A declining semester GPA while on Academic Probation **or** One semester of a 0.0 GPA while on Academic Warning	Consideration for re-enrollment will be given only once the following have been met: A Success Plan has been developed collaboratively with Academic Advising, and an absence* from the college of at least one semester
Academic Dismissal*	Failure to earn a cumulative 2.0 GPA and previous suspension during any prior semester	Consideration for re-enrollment will be given only once the following have been met: An absence of at least one calendar year and re-application and acceptance to Baker College

**A student may appeal Academic Suspension and Academic Dismissal in writing to the Dean of Students.*

Academic Standing - Graduate

ACADEMIC STANDING	COLLEGE CRITERIA	FEEDBACK/ADVICE
Good Standing	A cumulative GPA to meet or exceed the minimum GPA listed on the step scale below: 1-9 attempted hours: 2.75 10-18 attempted hours: 2.87 19+ attempted hours: 3.0	

Academic Probation	A cumulative GPA that falls below the specified step scale outlined above **or** Improved cumulative GPA in alignment with the step scale and progressing toward good standing while on probation	
Academic Suspension*	A semester GPA below what is required on the step scale while on Academic Probation	Consideration for re-enrollment will be given only once the following have been met: A Success Plan has been developed collaboratively with Academic Advising, and an absence* from the college of at least one semester.
Academic Dismissal*	Failure to earn a cumulative GPA based on the step scale and previous suspension during any prior semester	Consideration for re-enrollment will be given only once the following have been met: An absence of at least one calendar year and re-application and acceptance to Baker College.

**A student may appeal Academic Suspension and Academic Dismissal in writing to the Dean of Students.*

Academic Amnesty: Fresh Start Program

Academic Amnesty is available to undergraduate students in poor academic standing who have not attended Baker College for at least four years and allows them to resume their college education with a clean record. (See the Academic Standing section in this Handbook.)

If you are approved for amnesty all previous grades will be excluded from computation of your GPA. Courses passed with a C or better will count as a credit grade for program requirements and graduation. All courses and grades will remain on your transcript with a notation of Academic Amnesty on the transcript. Academic Amnesty can be used only once. Requests must be made upon re-entry. Approval for Academic Amnesty must be received prior to the start of the semester in which you return. Once you are granted Academic Amnesty, your permanent record cannot be changed.

Academic Amnesty will not supersede the Baker College Satisfactory Academic Progress Rules for receiving federal and state financial aid funds, which are based on cumulative grades, hours attempted, and hours completed. If you are in violation of the Satisfactory Academic Progress Rules for financial aid and wish to establish eligibility for those funds, an appeal for reinstatement must be submitted to Financial Services.

Program Changes

If you are considering a program change, you must request a change through your Academic Advisor.

Program Name Change/Curriculum Update

If Baker College changes the official name of a program, with no curriculum or content change, students will be transitioned to the new program name.

Academic Resources

Bookstore

Bookstore Ordering

Our Baker College bookstores are managed by Barnes & Noble. You can place bookstore orders at baker.bncollege.com.

Refunds and Exchanges

Barnes & Noble College maintains a refund policy developed with students' welfare in mind. The standard refund policy is as follows:

Textbooks

- For textbooks purchased at the one of our bookstores, refunds will be issued to the original payment method, provided they are returned within the first week of classes and in original condition with the original receipt.
- Within 30 days of the first day of classes, textbooks accompanied by a valid proof of add/drop and the original receipt will be refunded.

Electronics

- Refunds for electronics are available within 14 days of purchase, given they are returned in original condition with the original receipt.
- Opened software, audio books, DVDs, CDs, music, and small electronics can be exchanged for the same item if defective but are not eligible for refunds.

All Other Merchandise

- Refunds for other merchandise purchased at the bookstore are issued any time during the semester, provided they are returned in original condition with the original receipt.
- Returns without a receipt will result in store credit issued at the current selling price.
- Certain items are not eligible for refunds or exchanges, including food and beverages, unwrapped loose-leaf books, activated e-books, custom course materials, outlines, study guides, school guides, magazines, and prepaid cards.

Academic Resource Center (ARC)

Library Services

At Baker College, our libraries are dedicated to fully supporting the educational pursuits of our students, faculty, and staff. We accomplish this by providing a wide range of services and resources designed to enrich learning experiences and foster academic achievement. Here's what our libraries provide:

Library Website

- Explore guides.baker.edu/onlineresources for easy access to our online resources.

Research Assistance

- Receive personalized support from librarians for assignment-focused help.
- Access online research assistance during the day, evening, and weekends.
- Get guidance on APA format.

Online Resources

- Access full-text articles from over 100 databases.
- Explore a collection of over 70,000 searchable ebooks.
- Utilize over 100,000 ejournals.
- Access streaming media covering course-related subjects, available 24/7.

Faculty Support

- Participate in virtual and in-person library instruction sessions for courses.
- Schedule course visits for tailored support.
- Receive assistance with faculty research.

Onsite Materials

- Browse through our collection of books, journals, DVDs, CDs, and audiobooks.
- Utilize our research and study spaces for individual and group study.
- Access computers and printing facilities.

Ask Us

- Visit askus.baker.edu for assistance.
- Fill out the form on the right for reference assistance.
- Explore our knowledgebase of previously answered questions.

Research Guides

- Visit guides.baker.edu to find program and course-specific resources including electronic books, authoritative websites, searchable keywords, topic ideas, focused database choices, journal articles, and academic video suggestions.

Additional Services

- Receive technical assistance and troubleshooting for online resources.
- Utilize our interlibrary loan services to access materials we don't have in our collection.

Tutoring Services

Tutoring Services at Baker College are dedicated to nurturing academic growth and excellence among our students. We provide professional tutoring across various subjects to support your learning journey. Our tutoring sessions come in two formats:

Online Asynchronous Sessions

- If you're unable to meet in real-time, simply upload your document, and our tutors will provide feedback within 24 hours. When scheduling this session, make sure to upload the draft you need assistance with.

Online Live Synchronous Sessions

- Prefer face-to-face interaction, even virtually? Opt for a synchronous session, where you'll collaborate with a tutor in real-time via Zoom. Utilize audio, video, and chat, as well as the whiteboard for effective communication and learning. Click on your tutor's Zoom link during the scheduled session time to join.

Whether you seek support in time management, understanding concepts, improving writing skills, or overall academic enhancement, Tutoring Services is here to guide you towards success in your academic and professional endeavors. For information regarding a tutorial appointment, please visit Baker College Tutoring Services.

To book a tutoring appointment, visit Tutoring Appointment.

Career Services: Your Professional Development Partner

Our Career Services team provides comprehensive support to students and alumni, bridging academic learning with professional opportunities. We are dedicated to helping you strategically develop your career trajectory and enhance your employability across industries.

Key Services

- **Handshake:** Handshake is an online career management platform that uses smart, data-driven tools to match students and alumni with internships, employment and volunteer opportunities that align with your interests and goals.
    - Create and build your career profile to showcase your skills and credentials
    - Direct connections with employers through curated partnerships across diverse industries
    - Discover personalized career resources tailored to your professional journey

- **Career-Focused Training and Resources:** Our career training and on-demand resources help you develop essential skills in personal branding, interviewing, and job search strategies while providing comprehensive tools for resume building, networking, and career advancement to support your professional growth.
    - **Class Presentations:** Sessions on resume strategies, interview tips, and career readiness
    - **Employer-Led Virtual Workshops:** Interactive events featuring insights and tools from employer partners
    - **Career Fairs:** In-person and virtual opportunities for students to connect directly with employers and gain real-world networking experience
    - **Resources:** A digital resource library for job search preparation
- **Alumni Career Guidance:** Access to Career Services doesn't end when you graduate. As a BC alum, you have access to the same resources, workshops, career fairs and Handshake.

For more information or questions, contact crc@baker.edu.

Work Experience Courses

Undergraduate Work Experience Courses

At Baker College, we offer work experience courses that give you a chance to earn academic credit while gaining practical, supervised work experience. These experiences happen in various settings-businesses, industries, government agencies, and other organizations.

Here's what you need to know:

- **Purpose**: Work experience courses are all about preparing you for the transition from classroom learning to the real world of employment. They also help you better understand the field you've chosen to enter.
- **Who Participates**: If you're in an associate or bachelor degree program, you'll likely participate in internships after completing most of your major core courses.
- **Career Focus**: These courses are career-oriented and directly related to your program of study.
- **Valuable Experiences**: The experiences you gain are valuable-they'll help you build the skills and knowledge necessary for related jobs.
- **Current Job**: If it makes sense, you may even be able to fulfill your work experience hours with your current employer.

So, think of work experience courses as stepping stones toward your future career. They're like a bridge between what you learn in class and what you'll do out there in the working world!

Health Insurance Coverage for Work Experience Courses

Any medical expenses that may occur during your work experience will be your responsibility to cover. As a health science student, you will need to have health insurance for your clinical/work experiences, as some of the clinical sites will not accept students without health insurance coverage.

Student Resources

Laboratories

Baker College provides labs for students to work on projects and practice using equipment. These labs include computer rooms, technical labs, health science rooms, and the Academic Resource Center.

You can find the open lab schedule in your Canvas course, from your instructor, at the Academic Resource Center, or in the academic/administrative offices.

Note: Labs might be restricted to students enrolled in specific courses that need lab time. Remember to bring your student ID, as it may be checked during open lab hours. Lab schedules can change each semester.

Campus Safety

The mission of the Campus Safety department is to preserve, protect and defend people and property, while respecting the rights of all people on the Baker College campuses.

At every Baker College campus, we aim to maintain a safe environment for students, employees, and guests. Campus officials maintain a close working relationship with local law enforcement agencies, and the College encourages and enforces all College, local, state, and federal laws and rules of conduct. This includes banning drugs, weapons, violence, threats, vandalism, and being under the influence of drugs or alcohol.

Campus Annual Security Reports (ASR)

The Campus Safety Department prepares an Annual Security Report for Baker College, which is available here, on our Campus Safety Web page, or in the links in the Disclosures section of this Handbook.

Alcohol and Drug Prevention

The Drug-Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA) require institutions of higher education (IHE) to certify they have implemented programs to prevent the abuse of alcohol and the use and/or distribution of illicit drugs, both by students and employees, either on their premises or as a part of any of their activities. Information regarding compliance with the DFSCA is available at: www.higheredcompliance.org/resources/resources/dfscr-hec-2006manual.pdf

The purpose of this policy is to educate the Baker College community regarding the harmful effects associated with the use of alcohol and drugs, while identifying education and prevention programs offered to students, faculty, and staff regarding these matters.

Standards of Conduct

Baker College is a drug-free and alcohol-restricted institution. We believe that drugs and alcohol are not helpful for your education. Students and employees must follow all federal, state, and local laws.

The unauthorized use of alcohol on any Baker College-owned or leased property or during a College-sponsored activity is strictly prohibited (unless approved by the president or their designee). Violations will result in immediate disciplinary action up to and including expulsion.

If you live in the Residence Hall and are of legal drinking age, check the Residence Hall Student Handbook for specific rules.

Health Risks

Using alcohol and drugs can cause many health, behavior, and social issues. These include:

- Acute health problems related to intoxication and overdose
- Physical and psychological dependence
- Interference with memory, sensation, and perception
- Permanent brain damage or death
- Long-term health issues, diseases, and mental health problems
- Problems with pregnancy
- Risky and violent behavior, accidents, and poor academic or work performance.

Legal Sanctions

The following laws are strictly enforced by Baker College Campus Safety departments and local law enforcement agencies:

Federal Law

Federal law provides criminal and civil penalties for unlawful possession or distribution of a controlled substance. Under the Controlled Substance Act, Student Resources as well as other related federal laws, the penalties for controlled substance violations include:

- Incarceration or fines
- Forfeiture of property used in possession or to facilitate possession of a controlled substance (which may include homes, vehicles, boats, aircraft, and any other property)
- Ineligibility to possess a firearm
- Ineligibility to receive federal educational benefits (such as student loans and grants)

State Law

The State of Michigan has numerous laws regulating the possession and use of controlled substances and alcohol. For example, under current Michigan state law, "a person shall not knowingly or intentionally possess or distribute a controlled substance." If an individual is found guilty of a violation of the state law, he or she may be subject to large fines and imprisonment.

If you're under 21, you may not "purchase or attempt to purchase alcoholic liquor, consume or attempt to consume alcoholic liquor, possess or attempt to possess alcoholic liquor or have any bodily alcohol content." Violations of the law may subject the individual to fines, participation in a substance abuse program, imprisonment, community service hours, and/or out-of-pocket expenses related to required substance abuse screenings.

Local Laws

Local laws can be different depending on the county, but they usually consider these actions as violations:

- Drinking alcohol in public places
- Possession and use of alcohol by minors
- Having uncapped liquor in passenger compartments of a vehicle
- Breaking any substance abuse laws

Penalties can range from a civil infraction with attached fines to probation, rehabilitation, or even imprisonment.

Institutional Sanctions

Distributing, possessing, carrying, using, or being under the influence of illegal drugs on any Baker College-owned or leased property or during a College-sponsored activity is strictly prohibited and will be cause for disciplinary action up to and including expulsion from all campuses.

Possessing, carrying, using or being under the influence of alcohol on Baker College premises will be cause for disciplinary action up to and including expulsion from all campuses. Possession or use of alcohol is restricted to housing residents of legal drinking age within their housing unit (See Residence Life).

If you violate either the drug or alcohol policy, you will face immediate disciplinary action which may include:

- A verbal or written warning
- A behavior contract
- Change in student housing or academic schedule
- Dismissal from student housing or suspension/expulsion from the College

For employees, a violation of either the drug or alcohol policy will result in immediate disciplinary action which may include:

- Transportation changes/restrictions
- Changes in work assignment/location
- Suspension or termination of employment

The Student Chemical Impairment Policy can be found at baker.edu/safety.

In all cases, if an investigation finds it's more likely than not that a violation of the policy occured, you will face disciplinary action.

Suspension of Financial Aid Eligibility for Drug-Related Offenses

If you're convicted of possessing or selling illegal drugs while receiving Title IV funds, you will lose your eligibility for federal grants, loans, and work-study. This ineligibility starts from the date of your conviction and ends after the following:

Possession Offenses

First offense: ineligible for one year
Second offense: ineligible for two years
Third offense: ineligible indefinitely

Sale of Controlled Substance Offenses

First offense: ineligible for two years
Second offense: ineligible indefinitely

If your financial aid eligibility is suspended due to a drug conviction, you resume eligibility by completing an approved drug rehabilitation program. This program must meet the following criteria:

- Include at least two unannounced drug tests

- Be qualified to receive funds from federal, state, or local governments, or from a federal or state-licensed insurance company, or
- Be administered or recognized by a federal, state, or local government agency or court, or a federal or state licensed hospital, health clinic, or medical doctor

Drug and Alcohol Prevention Program

- **Annual Programs**: Every year, Baker College offers programs about the issues related to drug and alcohol abuse.
- **Campus Info**: Each campus may provide extra information on these issues.
- **Request More Info**: If you want more details, you can ask the Campus Safety department.
- **Orientation Sessions**: During orientation, students living in residence halls will attend a session on the dangers of drugs and alcohol, provided by Campus Safety and Residence Life.
- **Online Training**: All currently enrolled students, faculty, and staff must complete an online drug and alcohol prevention training each semester. This training is sent via email by the Human Resources Department and is offered by an external vendor.
- **Employee Benefits**: Full-time employees have access to counseling services, and any referrals will be kept confidential.
- **Local Resources**: Each campus has local resources to help with drug and alcohol problems.
- **Full Program Details**: You can find the complete Drug and Alcohol Abuse Prevention Program at baker.edu/safety.

Biennial Review

- **Review Schedule**: Prior to March 30th during even calendar years, Baker College will review its Drug and Alcohol Abuse Prevention Program (DAAPP).
- **Who Reviews**: The review is done by the Baker College System Vice President for Human Resources and the System Campus Safety Coordinator.
- **Approval and Implementation**: The System President approves the review and any recommendations, which are then implemented for the fall semester.
- **What's Included in the Review**: The biennial review will include a description of the research methods and data analyses used to determine the effectiveness of the program and the consistency of its enforcement strategy.
- **Evaluation Purpose**: To ensure the successful achievement of the policy/program objectives.

Evaluation Process:

1. **Process Evaluation**:
    - **Purpose**: To monitor the progress of the policy and program implementation to see if any changes are needed to meet stated objectives.
    - **Data Reviewed**:
        - Annual Security Report (ASR) data
        - Programs administered at each campus
        - Policies and procedures
        - The number and type of disciplinary actions against students and staff
        - Notifications sent to students and staff to ensure adherence to the notification policy
2. **Outcome Evaluation**:
    - **Purpose**: To see how well the campus alcohol and drug policy and prevention programs are working, determine alcohol and drug-related trends, and suggest ways to make the policies and programs more effective.
    - **Data Reviewed**:

- Annual review of the survey data collected through the external vendor's drug and alcohol prevention training program
- Semester Campus Safety reports of alcohol and drug-related incidents on campus
- Follow-up on disciplinary actions taken against students

Availability: A copy of the biennial review is kept by the System Vice President for Human Resources and the System Campus Safety Coordinator, and is available upon request.

Smoking

In alignment with our student-centered approach, Baker College prioritizes your health and well-being! As part of our commitment to your success, our campuses are designated as smoke-free/tobacco-free, encompassing electronic tobacco/vaping devices and tobacco-simulating products. This policy applies to all areas of the campus, including grounds, buildings, and parking lots. Smoking is permitted solely within enclosed personal vehicles or off-campus premises. Any student found violating these policies will be subject to disciplinary measures.

Children on Campus

Our commitment is to prioritize the safety and well-being of our students. If a parent/guardian needs to conduct College business, drop off an assignment, or any related activity, children are welcome to accompany them inside the building. However, for activities such as attending class, studying, utilizing library resources, or participating in other academic engagements, children are not permitted on campus. Additionally, for their safety, children should not be left unattended anywhere on campus. Please note that College resources, including computers and printers, are reserved exclusively for student use.

Emergency Procedures

In case of fire, an alarm will sound. You will be required to leave the building immediately, proceeding to a designated area at least 100 feet from the building. Make sure you check the posted evacuation information and routes in each classroom. During a fire evacuation, remember that elevators will not work and you must use the stairs. Window exits should not be used unless doorways are blocked. Doors and windows should be closed when leaving the room.

In case of other emergencies, you will be given instructions that are appropriate to the situation. You will be required to follow the instructions given during these emergency situations.

Fire Drill Policy

Purpose of the Fire Drill Policy

The purpose of the fire drill policy is to prepare everyone for safely leaving the building during a fire or other emergency.

What Fire Drills Help With:

- **Knowledge Check**: Making sure everyone knows the drill procedures, where the fire exits are, and what the fire alarm sounds like.
- **Alarm Check**: Finding any issues with the fire alarm system.
- **Evacuation Check**: Monitoring the evacuation of the building.
- **Timing**: Seeing how long it takes to evacuate the building.

Responsibilities

Campus Safety Director or Facilities Director

These are the responsibilities of the Campus Safety Director of Facilities Director in regards to our Fire Drill Policy:

- **Annual Drills**: Make sure each occupied building utilized by Baker College has at least one preplanned fire drill every academic year.
- **Residence Hall Drills**: Ensure each residence hall/dormitory has three fire drills per academic year:
    - One in the fall semester (within 21 days of classes starting)
    - One in the spring semester
    - One in the summer semester
    - One of these drills must happen between sunset and sunrise.
    - All fire drills must be done when school is in session.
- **Staff Training**: The Fire Prevention Code, PA 207 of 1941, Section 29.19a requires that all instructional staff be trained in fire drill procedures before the beginning of each academic year. The Campus Safety Director or their designee will conduct this training prior to the fall semester. This training will also be provided to all new faculty at new faculty orientations held throughout the year.

Faculty

These are the responsibilities of Baker College faculty in regards to our Fire Drill Policy:

- **Communicate Policy**: Faculty will explain the fire drill and evacuation rules to students.
- **First Day Info**: On the first day of class each semester, faculty will educate students on the following. This information will also be included in their syllabi and posted near each classroom door.
    - **Escape Routes**: Identify the quickest escape routes from their classrooms, along with a secondary route in case the primary routes are inaccessible.
    - **Meeting Spots**: Point out where to meet outside to make sure everyone is safe.
    - **Help for Disabilities**: Faculty will make sure emergency personnel are aware of people with disabilities that may need help. In multistory buildings, people with disabilities should be directed to fire-protected stairwells (areas of refuge) to wait for help if they can't use the stairs.
- During a Fire Alarm, faculty will follow the fire alarm evacuation procedure:
    1. **Evacuate**: Leave the building.
    2. **Assemble**: Meet at the designated spot outside.
    3. **Report**: Faculty will tell Campus Safety or emergency personnel if anyone is missing or injured.

Building Occupants

Building occupants are defined as every person in a Baker College-owned or leased building.

- Occupants must evacuate buildings in an orderly manner and congregate at the designated reassembly sites.
- Occupants must not re-enter buildings until a verbal "all clear" is signaled by Campus Safety or appropriate emergency personnel.
- People with disabilities, if unable to evacuate from the buildings, must go to the designated area of refuge (fire-protected stairwell) for assistance in exiting the buildings.

Emergency Personnel

If there's an emergency, Campus Safety and facilities personnel, along with any other first responders who arrive, are designated as Emergency Personnel.

- They'll conduct thorough searches of the buildings to make sure everyone has left safely.
- Once it's safe, they'll give the all-clear signal, letting you know it's okay to return to the buildings.

Note: During a real emergency, the on-scene fire commander will give an "all clear" when it's safe to re-enter the building. Campus Safety and/or facilities personnel will communicate this information to you at the scene.

Reporting Requirements

If you find that a fire alarm system isn't working properly, report it to facilities personnel so they can take immediate action to fix it. Your safety is our priority, so it's important that all safety systems are fully functional.

Additionally, records of all drills will be kept by the Campus Safety Director or their designee. This helps us track our preparedness and ensures that everyone is familiar with the procedures in case of an emergency.

Non-Compliance

Your safety is our top priority at Baker College. According to the National Fire Protection Association Standard NFPA 1 Fire Prevention Code, Section 3.2.2, "drills shall include suitable procedures to ensure all persons subject to the drill participate." During fire drills, it's essential that everyone participates to ensure our campus remains a safe environment for all.

If, for any reason, you fail to comply with fire drill procedures, Campus Safety may need to escort you out of the building. We take these drills seriously to protect everyone on campus.

For employees who don't comply with fire drill procedures, incidents will be reported to their immediate supervisor for further review and corrective action. Similarly, for students who don't follow the procedures, incidents will be reported to the Director of Student Affairs for appropriate action. Your cooperation during fire drills ensures the safety of our entire community.

Medical Emergencies

Your safety and well-being are our priority at Baker College. We've put policies in place to ensure our campus environments are safe, comfortable, and orderly for everyone. Our Campus Safety staff and other trained personnel are equipped to provide first aid and use automatic external defibrillators (AED) if needed. Bystanders who wish to apply first aid do so at their own risk.

If you're ever in need of medical attention, whether it's for an illness, injury, or accident on campus, we will immediately notify Campus Safety and make every effort to get the help you need as quickly as possible.

Please note that if you contract a contagious disease, we may ask you to refrain from attending classes until you present doctors' statements that you're no longer infectious. It's important for all Baker College students to stay up-to-date with their immunizations as recommended by the Michigan Department of Health and Human Services.

Substance Abuse Referrals

If you're struggling with drug and alcohol-related issues, support is here for you at Baker College. You can find resources by reaching out to the OneStop Office. Rest assured, any referrals made will be kept confidential to protect your privacy.

Personal Concerns Referrals

If you're dealing with personal concerns, know that individual assistance and referrals to outside agencies are available for students at Baker College. You can find resources by reaching out to the OneStop Office. Remember, any referrals made will be kept confidential to respect your privacy.

Military Deployment Support

At Baker College, we understand that deployments can be difficult for service members and their families. If you receive orders for Active Duty while enrolled, please contact your academic advisor as soon as possible to discuss your academic plan and intentions for returning after your service.

If you are deployed during a semester, email vet2vet@baker.edu with your deployment details to understand the impact on your financial aid and billing. We are here to support you during this transition.

Parking

As a student at Baker College, you'll find plenty of free, paved, and well-lit parking spaces available. Some spots are reserved for specific groups like handicapped drivers, campus visitors, and College employees, and these areas are clearly marked. Handicapped parking operates on a first-come, first-served basis. Remember, parking illegally in restricted areas may result in fines or parking tickets. Baker College has the authority to revoke parking privileges or tow vehicles of repeat offenders. Make sure to adhere to posted speed limits on campus.

Parking lots are accessible whenever the College is open for business or classes. If you leave your car in the College parking lots after 10:00 p.m., it's important to inform Campus Safety.

Residence hall students must have parking permits. If you plan to live in a residence hall, you can obtain a permit free of charge from Campus Safety.

Student Identification Cards

As a student, you'll receive an identification card or mobile credential when you start at Baker College. To find out where to get your ID card, check in at the academic/administrative office. Remember to carry your student ID card whenever you're on campus. Campus Safety Officers have the authority to ask for College identification, ensuring everyone on campus has lawful business at Baker College.

Academic Policies

Course Cancellation Policy

The College reserves the right to cancel any course at any time. If a course you're enrolled in is canceled, you will be notified promptly and given an opportunity to enroll in another course.

Repeat Course Policy

As a student, you have the option to repeat courses to improve your grades. The eligibility for financial aid for repeated courses depends on the type of aid:

- Federal financial aid may be available to help pay for a repeated course if your existing grade in the course is an F or W. If you received a passing grade (D- or better), financial aid may be used to repeat the course only once.
- State financial aid may be available for repeated courses until the minimum grade for your program is earned.
- Financial aid is not available for coursework completed in a previously earned certificate or degree program.

Prior to attempting a course for the third time, you'll need approval from an Academic Advisor. You may also be required to pay all related tuition and fees for a third attempt. When you repeat a course, the higher or highest of the grades will be used in computing your GPA. However, all grades will remain on your official transcript and will be included in the Financial Aid Satisfactory Academic Progress calculation.

An attempt is defined as a course completion in which you are assigned a grade. Some programs may have exceptions to the third attempt policy based on licensing, accreditation, and standards, which may stipulate fewer attempts.

Withdrawal from a Course Policy

Student-Initiated Withdrawal from a Course

As a student, you have the option to withdraw from a course up to the end of the week before the final week of the course. To do so, you need to submit a notice of withdrawal using the "withdraw" option in MyBaker. The official withdrawal date, which determines tuition refunds, is the date you submit your withdrawal request through this option. If you need assistance with completing the withdrawal process, you can reach out to your Academic Advisor.

College-Initiated Withdrawal from a Course

You may be administratively withdrawn from a course for any of the following reasons:

1. If you fail to engage academically during the first week of the course, you may be withdrawn. Remember, it's your responsibility to drop courses you don't plan to attend, and you'll be financially responsible for tuition charges if you don't drop/withdraw during the drop/add period.
2. If you're not progressing academically in the course, your faculty will submit an Early Alert (EA) and inform you of your status. All administrative withdrawals will be decided by the Director of Student Affairs (or designated official).
3. Violation of the Basic Principles of Student Responsibility Policy or other reasons determined on a case-by-case basis.

For College-initiated withdrawals, the official withdrawal date is when the withdrawal is requested by the faculty member or College official.

Medical Leave of Absence

If you have a health condition, whether physical or psychological, which reaches a point where continuing participation in college becomes impossible, impractical, or unsafe to any member of the college community, the following policy applies. The Director of Student Affairs is responsible for the administration of this policy.

A. Voluntary Leave

If you're facing challenges due to physical or psychological illness that are making it difficult to thrive at Baker College, or if the demands of college life are hindering your recovery or safety, you have the option to request a voluntary leave.

Here's how it works:

1. **Assessing the Need:** If you believe that taking time off would help, it's recommended to discuss your situation with College personnel like the Director of Student Affairs, Disabilities Specialist, program director or dean, or healthcare providers. They can help you determine if a leave would be beneficial.

2. **Duration of the Leave:** The length of your leave will be collaborative decision with you and Baker College based on the specific situation. Keep in mind that indefinite leaves aren't allowed, so there will be a specified time frame for your leave.

Taking a voluntary leave can provide you with the time and space you need to focus on your well-being without the pressure of academic responsibilities.

B. Involuntary Leave

If there's a concern about your safety or the safety of the community, the College may place you on an involuntary leave of absence, but only under extraordinary circumstances. This would happen if there's strong evidence suggesting that you might pose a serious risk of harm to yourself or others due to physical or psychological illness. Additionally, if there's a significant risk that you might harm yourself based on an individual assessment, the process may also be initiated.

Here's how it works:

1. **Individualized Assessment:** When the College becomes aware of a health emergency or condition that makes it impossible, impractical, or unsafe for you to continue participating in college activities, they'll consult with relevant parties and review any supporting documentation, including recommendations from your healthcare provider, academic advisors, and possibly you or your guardian.

2. **Interim Action:** If safety is an immediate concern, the College may temporarily remove you from campus until a final decision about involuntary leave is made. You can appeal this interim action in writing.

3. **Considering Alternatives:** Before deciding on involuntary withdrawal, the College will explore other options, such as voluntary withdrawal, accommodations for any disabilities, or code of conduct contracts.

4. **Notice of Withdrawal:** If involuntary withdrawal is deemed necessary, you'll be withdrawn from all registered courses, and you'll receive a written notice outlining the decision and any interim actions taken.

5. **Appeal:** You have the right to appeal the decision for involuntary withdrawal by submitting a written appeal to the campus president within seven calendar days of receiving the notice.

C. Financial Obligation

If you need to take a medical leave of absence, it's important to understand that this won't change your financial responsibilities. Tuition and fees remain subject to the College's refund policy and financial aid may be reduced as mandated by federal and state regulations. If your medical leave of absence lasts more than six months, student loans will enter repayment. If you have any questions about how this might impact you financially, don't hesitate to reach out to OneStop for assistance.

Academic Appeal Policy

Baker College affirms its commitment to a fair, consistent, and transparent academic appeal process. This policy provides a structured mechanism for students to request review of academic decisions that significantly impact their academic standing, progression, or enrollment status. Appeals must be supported by relevant documentation and adhere to the established procedures and deadlines outlined in this policy.

The following categories of academic appeals are addressed:

- **Grade Appeals:** Appeals concerning final course grades that the student believes were assigned in error (e.g., clerical or calculation error), determined capriciously, or inconsistent with the grading criteria outlined in the course syllabus. The appeal must include evidence supporting the claim, such as discrepancies in grading calculations, inconsistencies with syllabus guidelines, or documented grading errors.
- **Program Dismissal Appeals:** Appeals submitted by students dismissed from an academic program due to failure to meet progression requirements or program-specific criteria. Appeals must include documentation of extenuating circumstances and a proposed academic improvement plan.
- **Program Admission or Exception to Program Admission Criteria Appeals:** Appeals from applicants denied admission to a program or seeking an exception to admission standards (e.g., GPA or prerequisites), supported by compelling justification such as professional experience, improved academic performance, or documented hardships.
- **Transfer Credit Appeals:** Appeals following denial of transfer credit, supported by documentation such as course syllabi, transcripts, accreditation details, or faculty recommendations.
- **Clinical Placement:** Appeals related to the denial of access to a clinical placement or internship, substantiated by evidence of eligibility, program compliance, and readiness for participation.
- **Experiential Learning Appeals:** Appeals related to the denial of experiential learning credit substantiated by evidence of sufficient portfolio documentation or rationale.

All appeals must be submitted within 30 days after determination of transfer credit is awarded. Appeals received after this deadline will not be considered.

Grade Appeal Process

If you believe that your final course grade is incorrect due to a clerical or calculation error, a decision that seems out of character in the context of the course, or if it doesn't align with the established grading criteria outlined in the course syllabus, you have the right to file an appeal. Make sure to provide evidence to support your claim. Keep in mind that there are deadlines for each stage of the appeal process. If you don't file the required paperwork within 30 calendar days of the end of the semester in which the concern occurred, you won't be able to appeal. It's essential to meet all deadlines to ensure your appeal is considered.

Step 1:

You'll need to discuss the concern in dispute directly with the instructor.

Step 2:

If you're unable to resolve your concern with the instructor and you want to take it further, reach out to an Academic Advisor. They'll give you an Academic Appeal form.

After meeting with the advisor and getting the form, you will have 10 business days to complete and submit it, along with a detailed written document which summarizes the facts and data from your perspective. Make sure to meet the deadline for

submitting the appeal and all supporting materials. If anything is missing by the deadline, your appeal will proceed without it. Once your appeal is received, the Academic Advisor will pass it on to the instructor.

The instructor will review your appeal and provide a written response within 10 business days. The Academic Advisor will then share this response with you. If your concern remains unresolved, the appeal will move to Step 3.

Step 3:

The Academic Advisor will send the Academic Appeal form and any written documents to the Dean or their representative. Within 10 business days, the Dean or their representative will make a decision and send the appeal back to the Academic Advisor.

After the decision is made, the Academic Advisor will let you know. You'll have five business days from the notification to indicate, in writing on the Academic Appeal form, whether you accept the decision or if you want to move forward to Step 4.

Step 4:

If you're not satisfied with the outcome of Step 3 and you want to take your concern further, the Academic Advisor will reach out to the chair of the judiciary council and send them all the documents. Within 15 business days of receiving your appeal, the council will meet to address your concern.

The council, chaired by the Director of Student Affairs or someone they appoint (who won't vote), will include two students, two faculty members who teach in programs different than yours, and a program director from a different division than the one related to your course.

You and your instructor can both speak to the council, but they won't consider any new documents. After they reach a decision, the chair will write a report and add it to your file. You'll get a copy within five business days. The council's decision is final, but you and your instructor can write responses that will also be included in your file. There won't be any more chances to appeal after this.

Attendance

At Baker College, we don't take attendance, but that doesn't mean you don't have to participate. You must maintain academic activity. Here's what we mean by "academic activity":

- Physically attending class
- Assignment submission and/or completion
- Taking part in interactive tutorials or computer-assisted instruction
- Attending a study group assigned by your teacher
- Participating in online discussions
- Reaching out to your teacher if you need help with the class

If you need to be absent for an extended period of time, you'll need to provide your instructor with an explanation. Also, if your instructor believes that your absences have been excessive and unjustified, they might ask for you to be withdrawn from the course.

Course Reinstatement Following Withdrawal

If you need to be reinstated into a course, the Director of Student Affairs will make the final determination, with or without faculty input.

Inclement Weather Procedures

If there's an emergency causing Baker College to close, you'll find a notice on the website (baker.edu). Pay attention to whether day, evening, or all classes are canceled.

All students in the Baker College Emergency Notification System (ENS) will get updates through their Baker email, text messages, or recorded phone calls.

Remember: If the campus closes, students in off-site courses like work experiences or clinical rotations should go unless it's unsafe to travel. In that case, contact your site supervisor or College official to discuss your situation.

During class cancellations, keep up with your studies on Canvas for continued instruction.

In the event of campus closures due to weather or unforeseen circumstances during finals week, you will be notified of the campus closure by 6:00 am for day classes and 3:00 pm for evening classes via the Emergency Alert System. If a class is canceled, faculty will work with you to reschedule exams, with make-up days posted on the LMS - Learning Management System (Canvas) before the start of the semester. For 16-week courses, canceled exams may be rescheduled to Friday. If a campus is closed for a second day or on Friday, the second day exams will be moved to Monday. For 8-week courses, exams will be moved to Friday or Saturday afternoon. Faculty may transition in-class finals to online if specified in the syllabus, with prior notification to the Program Director/Dean and the Campus Director. Faculty will provide alternative arrangements for you if you are unable to attend due to inclement weather and communicate make-up schedules promptly through the LMS.

Student Complaint Policy

As a student, you have the right to file formal complaints about College matters if you feel that your rights have been violated. These formal complaints include grade disputes, equal opportunity complaints, Americans with Disabilities Act complaints, and harassment complaints. The following sections of this Handbook provide more information about specific policy and complaint procedures.

To file a complaint, you should follow the procedures outlined in the relevant sections of this Handbook. For grade disputes, you will use the grade appeal form. For all other complaints, you'll use the Baker College Concerns & Complaints Form. Your formal complaint must be specific, well-documented, signed by you, and delivered either by U.S. mail or as an attachment to an email. To be considered a "formal student complaint," your submission should include detailed information, such as relevant documentation, dates, locations, and witnesses.

Additionally, you must clearly state the remedy you're seeking or the reasonable steps you believe should be taken to resolve your complaints. Within 10 business days of receiving your formal, written complaint, the College will outline the steps it will take to address the issue.

Specific Policy and Complaint Procedures	
Type of Complaint	**Student Handbook Heading**

Grade Disputes	Grade Appeal Process (above)
Equal Opportunity Complaints	Equal Opportunity Policy Statement (below)
Harassment Complaints	Prohibited Harassment Policy (below)
Americans with Disabilities Act Complaints	Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), and Americans with Disabilities Act Amendments Act of 2008 (ADAAA) (below)
Grievance Procedure for Complaints	Grievance Procedure for Complaints (below)
Anti-Bullying/Harassment Policy	Anti-Bullying/Harassment Policy (below)

If you have a complaint that Baker College hasn't addressed to your satisfaction, you can reach out to the Higher Learning Commission:

Higher Learning Commission

230 S. LaSalle St., Suite 7-500, Chicago, Illinois 60604-1411

Phone: (800) 621-7440 / (312) 263-0456

Fax: (312) 263-7462

Email: info@hlcommission.org

Email Correspondence

Email is the main method of communication at Baker College. You will automatically receive a Baker email account, and all official messages will be sent to this address, regardless of any "preferred email address" you set when applying. Rules regarding email use can be found in our Acceptable Use Policy for Baker College Information Technology Resources below.

Baker College Student Printing

Here's the information about the Baker College print system, designed specifically for you as a student:

- You have access to the Baker College print system to print, copy, and scan documents.
- Each semester, you receive a $50 printing credit, which equals 500 black and white single-sided pages. (If you print in color, it will reduce the number of pages provided.)
- Keep in mind that duplex (two-sided) print jobs count as two printed pages.
- Your printing balance doesn't carry over from one semester to the next. You get a new balance each semester.
- If you use up your $50.00 printing credit during the semester, you'll need to purchase additional printing credit to continue printing.

- Any prints you buy are nonrefundable and nontransferable.
- Your semester allotment of prints can't be exchanged for cash.

Internet Account

As a registered student at Baker College, you automatically receive an Internet account that unlocks various resources and benefits to support your academic journey. This account is your gateway to essential tools and services:

1. **Email and Online Classroom Access:** Your account sets up your email and online classroom accounts, providing you with communication channels and access to course materials.
2. **Library Resources:** Gain access to restricted areas on Baker College's website, including a wide range of library resources to aid your research and studies.
3. **Software Downloads:** Enjoy the privilege of downloading certain software exclusively available to students, provided by the College to enhance your learning experience.
4. **My.Baker.edu Access:** Access my.baker.edu, your personalized student portal, where you can view grades, transcript information, billing details, and conveniently register for classes.

Your Internet account serves as a valuable resource hub, empowering you to navigate your academic endeavors effectively.

Assessment at Baker College

At Baker College we collect various types of assessment data at the course, program, and institutional levels for the purpose of program planning and accountability.

As a student, you may be completing projects with rubrics, taking standardized exams, filling out surveys, or participating in other evaluation methods. The data collected through these assessments is crucial in helping us understand areas for improvement and refining our teaching and learning practices.

Graduate Studies Academic Outcomes Assessment

As graduate students, you may be required to take standardized entrance, progress, or exit examinations as part of your academic journey. Additionally, your performance will be evaluated through various methods established by your course instructors and the Center for Graduate Studies.

Rest assured that your privacy will be respected throughout this process. The College will utilize the information gathered from these assessments to enhance programs for future students and evaluate the effectiveness of program delivery without compromising your privacy.

Recording a Course Session

As a student, you have the right to audio record lectures or mini-lectures within your course sessions for personal use. However, it's important to inform your instructors before doing so. If you wish to video record course sessions for personal use, you must obtain authorization from your instructors beforehand.

Inclusivity Statement

At Baker College, every building and classroom, whether on-ground or online, is a safe and respectful space for you and your fellow students, staff, and faculty. We celebrate diversity in all its forms:

- We welcome you, regardless of your age, background, beliefs, race, ethnicity, gender, gender identity, national origin, religion, sexual orientation, abilities, or any other visible or non-visible differences.
- We expect all members of our College community to uphold and demonstrate values of respect, inclusivity, and kindness.
- We encourage you to actively contribute to a culture of respect, acceptance, and inclusivity, ensuring that every person, including yourself, feels valued and supported.

At Baker College, we believe that celebrating our differences enriches our environment and enhances your educational experience.

Equal Opportunity Policy Statement

At Baker College, we're committed to creating an inclusive and equitable environment for all students, faculty, and staff. Here's how we uphold our policy of non-discrimination:

- We do not discriminate on the basis of race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, sexual orientation, gender identity, pregnancy, or any other protected characteristics in providing and administering educational programs, services, activities, employment, or recruitment.
- We affirm our commitment to equal employment and educational opportunities for all individuals, ensuring that recruitment decisions are made without discrimination based on any protected characteristics.
- We support transgender students and employees by allowing access to gender-specific facilities, such as restrooms or locker rooms, consistent with their gender identities. Additionally, we offer individual user options for students and employees seeking additional privacy.
- If you have any questions or concerns about our non-discrimination policy, you can reach out to the Vice President of Human Resources at 1020 S. Washington, Owosso, MI, 48867, or by phone at (989) 729-3955.

At Baker College, we're dedicated to fostering a welcoming and inclusive community where everyone can thrive and succeed.

Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), and Americans with Disabilities Act Amendments Act of 2008 (ADAAA)

At Baker College, we're committed to ensuring equal access and opportunities for all students, including those with disabilities. Here's how we comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA):

- We ensure that all new facilities are barrier-free and accessible to people with disabilities.

- Existing facilities are modified to make programs, classes, and activities accessible to individuals with disabilities.
- We make reasonable and appropriate adjustments and accommodations to provide a full educational opportunity for students with disabilities.
- When necessary, we provide auxiliary aids and services in a timely manner to ensure individuals with disabilities can effectively participate in and enjoy the benefits of our services, programs, courses, employment, or activities.

If you're a postsecondary student with a disability and require auxiliary aids, it's important to notify the College's academic counseling/advising office. You'll need to provide details about your disabling condition and assist the College in identifying appropriate auxiliary aids. This includes identifying your needs and giving adequate notice. When requesting auxiliary aids, you may be required to provide supporting diagnostic test results and professional prescriptions to the College.

Prohibited Harassment Policy

At Baker College, we're committed to providing equal opportunities and fostering inclusive environments for all students and employees. Harassment based on race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, sexual orientation, gender identity, pregnancy, or other protected characteristics is strictly prohibited.

One example of prohibited harassment is sexual harassment, which includes: 1) Making unwanted sexual advances or requests for sexual favors, or any other verbal or physical behavior of a sexual nature, as a condition for employment or education; 2) Making employment or educational decisions based on whether someone accepts or rejects such behavior; and/or 3) Creating an intimidating, offensive, or hostile work or educational environment through such behavior.

If you believe you've experienced any form of prohibited harassment, it's important to speak up. You can report the alleged conduct immediately to the campus Director of Student Affairs. Sexual harassment may also be covered by Baker College's Title IX Nondiscrimination Policy.

Rest assured that any complaint will be taken seriously, and an investigation will begin promptly. Your privacy will be respected to the fullest extent possible throughout the process. If an employee or student is found to have engaged in prohibited harassment, they will face appropriate disciplinary actions, which could range from a warning in their file to termination or expulsion from the College.

We strictly prohibit any form of retaliation or discrimination against individuals who report harassment or participate in an investigation. We understand that determining whether prohibited harassment has occurred requires careful consideration of all evidence. We also acknowledge the serious impact that false accusations can have on innocent individuals. We trust that everyone in our community will continue to uphold our values of respect and professionalism, creating environments that are free of discrimination and harassment.

Examples of Sexual Harassment To Be Aware Of

Verbal

This includes sexual innuendos, suggestive comments, insults, threats, jokes about gender-specific traits, or sexual propositions made verbally.

Nonverbal

Nonverbal sexual harassment involves making suggestive or insulting noises, leering, whistling, or making obscene gestures towards someone.

Physical

Physical sexual harassment consists of unwanted physical contact such as touching, pinching, brushing the body, coercing sexual intercourse, or assault.

It's essential to recognize these behaviors as forms of sexual harassment and take appropriate action if you experience or witness them. Everyone has the right to feel safe and respected in their environment, free from any form of harassment.

Sexual Misconduct Policy Statement

At Baker College, we're committed to ensuring that sex-based discrimination, including sexual harassment and sexual violence, has no place in our community. We want to make it clear that other acts, such as dating violence, domestic violence, and stalking, are also forms of sex-based discrimination and are strictly prohibited.

To address these issues comprehensively, we have established a plan that includes educational programs and procedures for reporting, investigating, and adjudicating cases of sexual assault, domestic violence, dating violence, and stalking. This policy applies regardless of where the incidents occur, whether on or off campus, and when they are reported to a Campus Security Authority.

Baker College prohibits domestic violence, dating violence, sexual assault, and stalking, reaffirming our commitment to maintaining campus environments that prioritize the dignity and worth of all members of our community.

If you'd like to review or obtain a copy of Baker College's policy on sexual misconduct, you can find it here.

Anti-Bullying/Harassment Policy

At Baker College, your safety and well-being are our top priorities. We want to ensure that both you and your fellow students feel protected from any form of bullying or aggressive behavior. Bullying is defined as repeated, abusive conduct that causes intentional physical or emotional harm to the target and often involves an imbalance of power between the bully and the victim. This can take various forms, including written, verbal, social, graphic, or physical gestures.

We have a strict policy against all types of bullying or harassment, whether it's written, physical, verbal, or psychological. This includes actions like hazing, gestures, comments, threats, or behaviors that cause or threaten bodily harm, instill fear for your personal safety, or lead to personal degradation. While teasing differs from bullying, it's important to recognize that repeated and harmful teasing can also be considered bullying. For example, constant criticism, work sabotage, or glaring are all potential forms of bullying tactics.

Bullying creates environments filled with fear and disrespect, which can greatly affect your physical and psychological well-being. Additionally, it hinders your ability to achieve your full potential. At Baker College, we're dedicated to creating environments where every student feels safe, respected, and empowered to thrive.

If you believe you've experienced bullying or harassment, it's important to report it right away to the campus Director of Student Affairs. All complaints will be promptly investigated, and confidentiality will be maintained to the fullest extent possible.

Any employee or student found to have engaged in bullying or harassment may face disciplinary actions, which could range from a warning in their file to termination or expulsion from the College. Retaliation or discrimination against an individual for reporting such incidents or participating in an investigation is strictly prohibited.

We understand that determining whether bullying or harassment has occurred requires careful consideration of all evidence. We also acknowledge the serious impact that false accusations can have on innocent individuals. We trust that everyone in our

community will continue to behave responsibly and professionally, ensuring a positive and inclusive environment free of discrimination.

If you need to file a complaint, please complete the Baker College Complaint/Grievance form.

Examples of Bullying or Harassment To Be Aware Of

Verbal Bullying

This includes repeated comments made to or about a person, which can involve name-calling, intimidation, or humiliation. Verbal bullying often occurs when there's an imbalance of power between the bully and the victim. When verbal bullying is based on protected characteristics and creates a hostile environment, it may be considered unlawful harassment.

Physical Bullying

This involves repeated physically aggressive actions towards someone, which could constitute assault, battery, or false imprisonment. Even if nobody reports it, physical bullying may still be happening.

Social Bullying

Social bullying harms a person socially, often leading to their isolation. Examples include spreading rumors, staring, laughing, or shunning someone.

Cyber Bullying

Using digital platforms like the Internet, social media, or cell phones to bully someone constitutes cyberbullying. It's important to recognize and address cyberbullying as it can have serious effects on the victim's mental health and well-being.

Other Forms

Bringing or threatening baseless legal actions against someone to control or punish them is another form of bullying or harassment that should not be tolerated.

By understanding these examples, you can identify instances of bullying or harassment and take appropriate action to address them. Remember, everyone deserves to feel safe and respected in their environment.

Grievance Procedure for Complaints

If you believe that Baker College has not properly followed the principles and regulations outlined in Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), or the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you have several options for filing a complaint.

Option I

If you believe you have a valid grievance, you should first talk about it informally and verbally with the campus Director of Student Affairs, who serves as the designated campus EEO/AA/ADA Officer. After discussing your grievance, the Director will investigate the complaint and provide you with a response. If necessary, formal procedures may be initiated, following these steps:

Step 1

If you have a grievance, you'll need to submit a written statement, signed by you, to the campus Director of Student Affairs within five business days of getting a response to your informal complaint. The Director will then look into your grievance and respond to you in writing within five business days.

Step 2

If you're not satisfied with the decision made by the campus Director of Student Affairs, you have the option to appeal it. You can do this by submitting a signed statement of appeal within five business days of receiving the response from the Director of Student Affairs. The Dean of Students will then meet with everyone involved, come to a conclusion, and provide a written response to you within 10 business days.

If you need more information about the College's grievance procedure, just ask, and a copy will be provided to you.

Option II

If you have a grievance or inquiry, you can contact the Office for Civil Rights, Region V, Department of Education, at any time. They're located at Room 700C, 7th Floor, 401 S. State St., Chicago, IL 60605-1202. They can help address any concerns you may have.

Title IX Nondiscrimination Policy

Baker College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to Baker College Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

Baker College Title IX Coordinator is Voula Erfourth, Ph.D., Vice President for Student Success & Engagement and they may be reached at: 1020 S Washington St, Owosso, MI, 48867; or by email at vpsse@baker.edu; or by phone at 989-729-3406.

Baker College nondiscrimination policy and grievance procedures can be located in the Baker College Title IX Policy

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Baker College Title IX Policy

Code of Conduct

Philosophy

Baker College believes in providing a safe, respectful learning and working environment for all students and staff. At Baker College, the Code of Conduct is designed to help you learn and grow while also providing a framework for how things work here. When we interact with you, our goal is to help support the College's educational mission, guiding principles, and the

outcomes we want for all students. Our process for handling conduct issues gives you chances to talk and think about what happened, all while reminding you to stay committed to the Basic Principles of Student Responsibility and other rules laid out in the Student Handbook. These documents show you the standards we expect from every student as part of the Baker College community.

Code of Conduct

The Code of Student Conduct lays the groundwork for your behavior as a student, aiming to create a respectful and positive learning environment that values academic integrity. If you find yourself violating these rules, there's a process in place to address it. Additionally, the College has detailed the Basic Principles of Student Responsibility, an IT Acceptable Use Policy, and an Academic Honor Code to give you further guidance on how to conduct yourself. These policies are here to ensure that you and everyone else at the College know what's expected of you, promoting fairness and integrity across the board.

College of Health Science and College of Nursing

Programs in the College of Health Science and the College of Nursing may have additional guidelines. Even though these programs still follow the general Code of Conduct, they might have their own specific expectations and consequences that are related to the industry or the program itself.

To find out more about what's expected of you in your specific program, make sure to check your program handbook. It'll have all the details you need to know about how you should behave and what might happen if you don't follow the rules.

Basic Principles of Student Responsibility

At Baker College, we're dedicated to ensuring that everyone can study, learn, and live without feeling afraid, embarrassed, or disrespected. We want our community to be a place where all differences are embraced and everyone feels respected, comfortable, and like they are treated fairly.

Our rules and policies are designed to reflect these values. Enrolling at Baker College is a privilege, and we expect students to behave in a way that aligns with the College's mission, ideals, and educational goals.

Here's how we expect students to conduct themselves:

- Respect others' rights and property.
- Treat fellow students, faculty, and staff with kindness and respect.
- Help create a positive learning atmosphere.
- Provide honest and complete information on all required forms and documents.
- Refrain from the use of alcoholic beverages (except where allowed in student housing for students of legal drinking age).
- Follow all federal, state, and local laws.
- Refrain from any illegal possession, sale, or use of drugs, whether illegal or over-the-counter.
- Keep facilities and equipment clean and orderly.
- Adhere to all College policies and procedures.

If a student's behavior doesn't meet these expectations, the College will take disciplinary action.

On campus, the following actions can lead to discipline, including expulsion:

- Having, using, or displaying weapons, explosives, or hazardous chemicals
- Assaulting or threatening others
- Tampering with safety or security equipment
- Theft or vandalism
- Distributing, possessing, or being under the influence of drugs
- Arson or any attempt of arson
- Possessing or being under the influence of alcohol (except where allowed in student housing for students of legal drinking age)
- Interfering with Campus Safety Officers
- Being unwilling or unable to show your Baker College ID when requested by an authorized College official
- Failing to comply with requests or disciplinary measures given by College staff or authorities
- Bullying, stalking, harassing, or intimidating others
- Causing disruptions on campus or violating the Basic Principles of Student Responsibility
- Identity theft or use of another person's user ID and/or password
- Engaging in activities that create panic, disturb the peace, harm property, or put people in danger
- Obstructing or threatening to obstruct the free movement of people or vehicles, or the normal operations of the College
- Using abusive or offensive language, gestures, or electronic media
- Removing or tampering with College-owned equipment
- Running a business on College property or with the use of College equipment
- Using the College's name for personal advertising

We believe that by respecting each other and following these guidelines, we can create a positive and inclusive community where everyone can thrive.

Disclosure of Criminal Arrest

If a student is arrested for a felony, whether it happens on or off campus, they may have to temporarily stop attending classes at the College. This suspension remains in place until the legal case is resolved. Once the legal process is over, the student can apply to return to the College if they wish.

Additionally, if a student is ever charged with or convicted of a felony while enrolled at Baker College, they are required to inform a College official about it. Failing to do so can result in immediate expulsion from the College.

The Conduct Process

When a student violates the Code of Conduct, the student will receive notification of an Administrative Meeting. This notice will include the date(s) of the alleged behavior and request the student's presence to discuss the matter with Baker College personnel. During the Administrative Meeting, the College will present all available evidence and provide the student with the opportunity to either deny or accept responsibility for the alleged violation. College personnel will then make a determination regarding the student's responsibility, and appropriate sanctions will be issued if deemed necessary. For certain violations of the Code of Conduct, an alternative dispute resolution process may be available. In cases involving residence hall dismissal or expulsion from the College, the student may have the right to appeal the decision.

Sanctions for Violating the Code of Conduct

The sanction for a violation of the Code of Conduct is at the discretion of the presiding College official. For each violation, one or more of the following sanctions may be imposed, and the student's refusal to acknowledge these sanctions does not nullify them. All Code of Conduct violations are recorded in the student's file and maintained by the Director of Student Affairs at the respective campus.

1. **Conduct Contract:** This document outlines the specific actions or behaviors that were inappropriate and the corresponding policy violations. It also delineates the consequences of any future violations, potentially including expulsion from the College.

2. **Educational Sanctions:** These measures aim to enhance the student's knowledge, comprehension, and personal development concerning their violation.

3. **Expulsion:** Immediate termination of enrollment at Baker College, accompanied by a ban from all Baker College campuses.

4. **Restorative Measures:** These practices focus on rectifying wrongs and restoring relationships through dialogue. They may be utilized in resolving disputes between students or when a student breaches institutional policies, and can be combined with other sanctions.

5. **Suspension:** Specifies the duration during which a student is prohibited from accessing any campus. This sanction may also extend to College-provided housing where applicable.

6. **Verbal Warning:** A conversation between a College staff member and the student, detailing the inappropriate conduct and serving as a formal alert.

Interim Measures

The College reserves the right to implement interim measures as deemed necessary to maintain a conducive learning environment and ensure the safety of students, staff, and faculty until the student's case is resolved. Interim measures may include, but are not limited to:

- Suspension from student housing
- Suspension from the College
- Change in course schedule
- A no contact order

These interim measures will remain in effect until the the investigation has been completed and a final decision has been issued. The student will be notified when the investigation is complete.

Academic Integrity Philosophy

Academic Honor Code

Integrity and honorable behavior are fundamental aspects of professionalism and citizenship, extending far beyond one's time at Baker College. They serve as the cornerstone for ethical conduct in today's ever-changing workplace. Academic integrity is crucial for students to thrive in their academic endeavors and prepare for the demands of careers in our information-driven global society. To uphold this vision, Baker College has established an Academic Integrity Philosophy.

In promoting this philosophy, all members of the Baker College academic community-students, faculty, and staff-commit to upholding values of honesty, trust, and accountability. It is our collective responsibility to foster mutual trust and ensure that all ideas and work are respected. Even in challenging circumstances, members of our academic community strive for consistency and professionalism. Demonstrating academic integrity involves taking personal responsibility for one's work, making ethical decisions, and being accountable for one's actions and choices. In the pursuit of academic integrity, all members of our community must embody attitudes and behaviors aligned with three core ideals.

The three critical core ideals essential to academic integrity are as follows:

1. **Mutual Honesty, Trust, and Respect:** Education thrives on the exchange and sharing of knowledge and ideas. As learning is a collaborative endeavor, all stakeholders at Baker College bear a reciprocal responsibility to uphold honesty, trust, and respect within the academic community.

2. **Responsibility for Professional and Ethical Conduct:** Academic integrity requires individuals to make personal, ethical commitments and be accountable for their behavior and work. Upholding academic integrity necessitates the acceptance of responsibilities inherent in one's roles within the Baker College community.

3. **Fairness, Transparency, and Exemplary Behavior:** Fostering a culture of fairness requires ongoing dedication, sustained through consistent practice and unwavering professionalism, even in challenging circumstances. Students, faculty, and administration alike have the right to fair treatment and must work in each other's best interests while adhering to practices that promote exemplary conduct, impartiality, and transparency.

To support the Baker College Academic Integrity Philosophy, the Academic Honor Code provides a framework ensuring an ethical, honorable, and responsible environment for all students. The College mandates that all work submitted for credit must be the result of students' individual efforts. Acting honorably in an academic context encompasses more than mere honesty; academic dishonesty occurs whenever students compromise the institution's academic integrity or seek an unfair advantage over others. Lack of awareness of the College's honor code is not an acceptable excuse for prohibited conduct.

The following examples illustrate some instances of honor code violations, though the list is not exhaustive:

Cheating

- Using unauthorized materials such as books, notes, crib sheets, or electronic devices to answer examination questions
- Taking advantage of information considered unauthorized by one's instructor regarding examination questions
- Copying another student's homework, written assignments, examination answers, electronic media, or other data
- Assisting or allowing someone else to cheat

Plagiarism

- Representing the ideas, expressions, or materials of another without due credit
- Paraphrasing or condensing ideas from another person's work without proper citation
- Failing to document direct quotations and paraphrases with proper citation

Other Forms of Academic Dishonesty

- Fraud, deception, and the alteration of grades or official records
- Changing examination solutions after the fact; inventing, changing, or falsifying laboratory data or research
- Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer
- Submitting work created for another course without instructor approval
- Misrepresenting oneself or one's circumstance to gain an unfair advantage
- Collaborating with another person(s) without instructor approval
- Selling or providing term papers, coursework, or assignments to other students
- Purchasing, posting, uploading, using, or exchanging coursework, papers, tests, or assignments to/from an Internet site or any other third party without authorization from the College
- Using AI tools during in-class examinations, assignments, or in any other capacity unless explicitly permitted and/or instructed to do so

Sanctions for Violating the Academic Honor Code

Instructor Sanctions

- Assignment Failure
- Course Failure

Institutional Sanctions

- College Expulsion
- Revocation of Certificate or Degree

The determination of grades and a student's standing in the course rests entirely with the instructor. Instructors may consult College administrators for guidance in identifying, investigating, and assessing potential patterns of dishonesty and severity. Additional sanctions from the institution may be imposed for honor code violations.

Students are not permitted to withdraw from a course in which the consequence for violating the academic honor code is a course failure. Appeals regarding assignment or final course grades solely aimed at overturning an academic dishonesty decision or sanction cannot be pursued.

All students found in violation of the honor code must complete the Judicial Educator Module before registering for further classes. Records of violations are maintained in student records, and additional disciplinary measures may be enacted.

Appeals against academic honor code sanctions are not permitted.

Acceptable Use Policy for Baker College Information Technology Resources

When you use Baker College's computers, software, email, and other technology tools, you're agreeing to follow certain rules. These rules are meant to protect everyone's privacy and keep our technology running smoothly. Whether you're a student, faculty, staff, or part of our community, you're expected to use these resources responsibly. They're here to support our education, services, and administrative work. So, remember to respect these guidelines when you're using Baker College's technology.

1. **Policy Purpose:** The Acceptable Use Policy is designed to safeguard Baker College and its stakeholders by ensuring privacy, confidentiality, and the overall integrity of IT resources. A robust IT environment is vital for fulfilling Baker College's mission and guiding principles.

2. **Resource Overview:** Baker College provides a range of IT resources, including computers, data storage, mobile devices, networks, software, email services, electronic information sources, voicemail, telephone services, learning management systems, and other products and services.

3. **Ownership and Purpose:** These resources are the property of Baker College and are intended to support the institution's objectives, including education, services, community engagement, and administrative functions.

4. **User Base:** IT resources are made available for use by faculty, staff, students, and courtesy affiliates.

5. **Agreement to Policy:** By utilizing Baker College resources, users agree to abide by the Acceptable Use Policy.

Applicability

This policy applies to everyone who uses Baker College resources, including students, faculty, staff, guests, and courtesy affiliates. Whether you're on campus or accessing resources remotely, these rules are important to follow.

1. **Additional Rules on Campus:** Some resources on campus, like classrooms and business systems, may have extra rules in addition to this policy. These rules will always align with this policy and might add more requirements or responsibilities for you.

2. **Changes to Access:** Baker College can restrict or limit access to resources at any time, even without telling you beforehand or asking for your consent.

3. **How to Access the Policy:** You can find this policy on the website, in the handbook, or in the catalog. It's important to know and understand these rules to use Baker College resources responsibly.

General Authorized Usage Overview

As a student at Baker College, you have access to various resources like computers, software, and online platforms to support your education and campus life. It's important to remember a few key points:

1. **Responsibility for User Activity:** Users are granted access to IT resources and are accountable for all actions taken with their user IDs. It is your responsibility to safeguard your passwords and prevent unauthorized access to your accounts.

2. **Prohibition of Inappropriate Use:** Any use of Baker College resources that inaccurately or inappropriately represents support or affiliation with products, services, or organizations without written approval is strictly prohibited.

3. **Personal Use at User's Risk:** Supplementary personal use of Baker College resources is permitted but done so at the user's own risk. The College does not guarantee the continued operation, support, or security of IT resources for personal use.

4. **Awareness of Policies and Regulations:** Users are expected to familiarize themselves with Baker College policies and regulations governing the use of resources before utilizing them.

5. **Respect for Privacy:** Users must respect the privacy of others, including their usage, content, and identities, while utilizing Baker College resources.

6. **Compliance with Laws and Policies:** Users are required to comply with state, federal, and local laws, as well as Baker College policies. Additionally, you must adhere to any rules and regulations set forth by third parties.

7. **Engagement in Safe Computing Practices:** Users are expected to engage in safe and responsible security and computing practices to uphold the integrity of Baker College resources.

These guidelines aim to ensure the appropriate and responsible use of Baker College resources while promoting a secure and productive computing environment for all users.

Inappropriate Usage

The use of Baker College resources is subject to the following prohibitions and regulations:

1. **Sharing of Credentials:** Never share your credentials with anyone. This includes your username and password, ID card, MFA code, or any personal authentication method. You are responsible for protecting your account and ensuring exclusive access.

2. **Private Business, Commercial Activities, Fundraising, or Advertising:** Unless approved in advance, using College resources for private business, commercial activities, fundraising, or advertising for non-College purposes is strictly prohibited.

3. **Adherence to Intellectual Property Laws:** Users must adhere to copyright, trade secret, patent, or other intellectual property laws and regulations when utilizing College resources.

4. **Prohibition of Unlawful Communications:** Engaging in unlawful communications, including threats of violence, obscenity, child pornography, or harassing communication, is strictly prohibited. Such behavior will be reported to the local police department and/or Campus Safety immediately.

5. **Unauthorized Access or Modification:** Unauthorized access, modification, copying, or deletion of users' accounts or resources, including files, is not allowed.

6. **Prohibition of Disruptive Behavior:** Users cannot use IT resources in a manner that disrupts the usage or activities of other users. This includes the introduction of malicious software or malware.

7. **Unauthorized Connectivity:** Unauthorized connectivity or access to Baker College resources is prohibited.

8. **Interference with Networking:** Interfering with the networking, including scanning, monitoring, intercepting, and altering network packets, is expressly prohibited.

9. **Restriction on Political Activities:** Baker College resources cannot be used to engage in partisan politics or promote/oppose ballot measures unless approved by the President/CEO.

10. **Proper Authority for Access:** Users cannot access Baker College resources without proper authority. This includes attempting to evade or circumvent user authentication or misrepresenting one's identity or affiliation.

These regulations are in place to ensure the appropriate use of Baker College resources and to maintain a secure and productive computing environment for all users. Violations of these regulations may result in disciplinary action.

E-Mail and Electronic Communications

As a student at Baker College, it's important to understand the rules regarding email access:

1. **Access to Email:** Your access to Baker College email is a privilege, but it can be restricted, either partially or entirely, without warning and without your consent.
2. **Responsible Use:** Activities that strain the email or network facilities are against the rules. This includes sending chain letters or mass emails without permission.
3. **No Modifications:** You're not allowed to modify or forge any email information, including the header.
4. **Confidentiality Risk:** While we do our best to keep your emails private, we can't guarantee confidentiality. So, avoid sending confidential, personal, financial, or sensitive information through email.

Social Media

At Baker College, we understand the significance of social media in our community. If you're interested in creating an official Baker College page or group, you need approval from the College. You can find the social media application on my.baker.edu.

When you run an official page or group, you're representing Baker College. Therefore, you must follow the expectations and policies outlined below. Any violation of these policies, regardless of scale or visibility, will be addressed. Just like with offline violations of Baker College's Code of Conduct, disciplinary action may be taken. Any deviation from the policies, even if unintended, could lead to disciplinary action.

Student Organizations

Students interested in creating and managing a Baker page or group social media account should have a sponsoring faculty or staff member complete the Social Media Account Request form.

All registered student organizations and pages will be regularly monitored by campus and departmental staff to make sure they follow these policies and guidelines.

When creating a page or group, make sure the description includes the following statement: "This page/group is not operated by an official representative of Baker College and, as such, the posts and opinions expressed here do not represent the opinions or policies of Baker College. Baker College is not responsible for any content posted here."

Expectations

These guidelines promote responsible and respectful online behavior:

1. **Respectful Interaction:** Treat others with respect, even if they don't reciprocate. Avoid making personal comments, criticisms, or attacks.
2. **Appropriate Language:** Ensure that all postings are free of inappropriate language or content, including ethnic slurs, personal insults, or obscenity.

3. **Avoid Controversial Topics:** Refrain from participating in inflammatory or sensitive topics, such as religious beliefs or political opinions, to maintain a positive online environment.

4. **Accuracy and Citations:** Be mindful of accuracy when sharing information and always cite reliable sources. Include links to any resources cited and promptly correct any mistakes.

5. **Stay Within Your Expertise:** Refrain from speaking outside your area of expertise. Direct questions to individuals who can provide accurate information.

6. **Long-term Impact:** Be aware that anything published online can have a long-lasting impact and may be accessible for many years, even if deleted.

7. **Respect Copyright Laws:** Respect all copyright and fair use laws when you share information online, including images or other content.

8. **Avoid Endorsements:** Do not provide endorsements or referrals for products or services on behalf of Baker College.

9. **Balance Academic and Personal Responsibilities:** Ensure that your online activities do not interfere with academic or personal responsibilities and maintain a healthy balance between online and offline activities.

Safety and Privacy

1. Always prioritize your privacy and safety online. Make sure your privacy settings are configured to protect your personal information. Avoid sharing sensitive details online and never ask others for their personal information.

2. Keep all your passwords secure and unique; never share them with anyone or write them down. Avoid using the same password for multiple sites or accounts. Remember to log out of sites after use and avoid using auto-login features.

3. If you suspect that your password has been compromised, change it immediately. Contact the support department of the relevant site or service if you suspect your account has been compromised.

4. Notify the IT Solutions Center (via email at itsc@baker.edu) immediately if you believe your password or account has been compromised. Report any threatening or abusive posts made on student groups/pages to Campus Safety and the IT Solutions Center. Be sure to capture a screenshot of the post and username before deleting it.

5. Multi-Factor Authentication is required for accessing any information system. It is highly recommended to register multiple authentication methods to prevent losing access to your account.

6. Accounts deemed inactive with no login activity will be disabled.

HIPAA and Social Media in Healthcare Settings

Baker College recognizes the importance of protecting the privacy of patients and confidentiality of their healthcare records under Health Insurance Portability and Accountability Act (HIPAA) regulations, particularly for students in healthcare settings. HIPAA regulations are intended to protect patient privacy and confidentiality by defining individually identifiable information and establishing how this information may be used, by whom, and under what circumstances. Individually identifiable information includes any information that relates to the past, present, or future physical or mental health of a person that could be used to identify them. Students have the following responsibilities:

1. **Safeguard Patient Information:** Students in healthcare settings have specific responsibilities to safeguard patient information. They must protect the confidentiality of any information they encounter during treatments or interactions with patients.

2. **Limited Disclosure:** Patient information should only be disclosed to other members of the healthcare team when necessary for providing care, and with the patient's informed consent (unless legally required, or when failure to disclose information could result in significant harm).
3. **Social Media Awareness:** Students need to be aware of the potential consequences of disclosing patient-related information on social media platforms. Any violation of clinical affiliates' policies or relevant state and federal laws regarding patient privacy can have serious repercussions.
4. **Professional Standards:** Adherence to professional standards regarding patient privacy and confidentiality is paramount. Students must understand and comply with these standards in all aspects of their interactions with patient information, including social and electronic media.

FERPA and Social Media in Educational Settings

The federal law that protects student privacy and records is called the Family Educational Rights and Privacy Act (FERPA). In the United States, educational records at public schools or schools that receive public funding fall under FERPA's jurisdiction. FERPA ensures the privacy of these educational records. Student teachers have the following responsibilities:

1. **Confidentiality:** If you're training to become a teacher, it's crucial to understand the importance of maintaining the privacy of educational records. As a future educator, you'll be entrusted with sensitive information about students and their families. It's your responsibility to keep this information confidential and to only use it for professional purposes.

2. **Professional Conduct:** It's essential to maintain professionalism both inside and outside of the school building. Avoid negative discussions about students, staff, or the school in any setting. Refrain from discussing students by name except when necessary for professional purposes. By respecting student privacy and maintaining professionalism, you contribute to a positive and supportive learning environment for everyone.

Privacy

At Baker College, we value your privacy, and it's important for you to know the following:

1. **Data Ownership:** While privacy is valued, Baker College asserts its ownership of data created or stored on its resources. Users should understand that any data generated within the College's systems belongs to the institution.

2. **Respect for Privacy:** Users are expected to uphold the privacy of others and refrain from disclosing personal data about faculty, staff, or fellow students without authorization.

3. **Trustworthy Management:** Authorized individuals within Baker College's IT environments are tasked with managing resources in a manner that promotes user trust. This implies handling data responsibly and ensuring confidentiality.

4. **Monitoring and Maintenance:** While the College doesn't routinely monitor individual usage, certain activities like data backup, logging, and monitoring are necessary for normal operations. Baker College reserves the right to access resources for maintenance purposes, including addressing security events, to maintain the integrity and functionality of its IT infrastructure.

Operational Security

Baker College is committed to maintaining the stability and security of its IT resources:

1. **Proactive Measures:** The College reserves the right to take any necessary action, including monitoring and scanning resources, without prior notice to users, to protect its interests and ensure IT resource stability and security.

2. **Risk Mitigation:** Baker College acknowledges that third-party intrusions, viruses, and physical access can pose security threats. The institution takes reasonable precautions to minimize these risks.

3. **Incident Reporting:** Users are required to promptly report any known or suspected incidents, such as security breaches or policy violations, to the designated email address: abuse@baker.edu. This reporting helps the College address and mitigate potential threats effectively.

Enforcement

At Baker College, using our IT resources is a privilege we extend to you. However, if you violate our policy, please know the following:

1. **Privilege, not a Right:** Access to Baker College IT resources is considered a privilege, and users must adhere to the policy guidelines. Violations can result in limitations, suspension, or termination of access.

2. **Enforcement and Reporting:** The IT Executive Team will address alleged policy violations, and incidents may be reported to law enforcement if necessary.

3. **Disciplinary Action:** Users who violate the policy, other College policies, or external laws may face disciplinary action and/or penalties.

4. **Appeal Process:** If a user's access is limited or suspended due to a policy violation, they have the right to appeal the decision to the System's executive committee.

The policy defines Users as any authorized individual, including faculty, staff, students, guests, or courtesy affiliates.

Student Records

Official Records

Access to Official Records

The Baker College policy concerning the privacy rights of students and the practices in place to maintain the confidentiality and integrity of student educational records is as follows:

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their educational records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.

These Rights Include the Following:

1. The right to inspect and review the student's educational records within 45 days after the day the College receives a request for access.

   A student should submit to the registrar, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's educational record(s) that the student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the College to amend a record should write the Registrar or other appropriate official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

   If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

   The College discloses educational records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by Baker College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of Baker College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from educational records such as an attorney, auditor, collection agent or a student volunteering to assist another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses educational records without consent to officials of another College in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is the Family Policy Compliance Office, US Department of Education, 400 Maryland Ave. SW, Washington, D.C., 20202.

Definitions

A "student" is any person who attends or has attended Baker College. An "educational record" is any record in handwriting, print, tape, microfilm, electronic or other media maintained by Baker College that directly relates to a student. The following exceptions are not part of the educational record and are not subject to this act:

1. A personal record kept by an instructor or staff member if it is kept in the sole possession of that person and is not accessible or revealed to any other person (e.g., a teacher's gradebook).
2. The employment record of an individual whose employment is not contingent on being a student (e.g., the employment records maintained by the human resources office).
3. The records of Baker College Campus Safety, which are maintained separately and solely for law enforcement.
4. Alumni records that contain information about a student after the student is no longer in attendance at the College.

Disclosure of Educational Records

The Family Educational Rights Act (FERPA) permits the disclosure of PII from a student's educational records, without the student's consent, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to College officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student, §99.32 of the FERPA regulations requires the institution to record disclosures. Eligible students have a right to inspect and review the records of disclosures. A postsecondary institution may disclose PII from the educational records without obtaining prior written consent from the student in accordance with the following:

1. To other College officials, including teachers, within Baker College, whom the College has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties to whom the College has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) (a)(1)(i)(B)(2) are met. [§99.31(a)(1)
2. To officials of another College where the student seeks or intends to enroll, or where the student is already enrolled, if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. [§99.31(a)(2)
3. To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities such as a state postsecondary authority that is responsible for supervising the College's state-supported educational programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported educational programs or for the enforcement, of, or compliance with, federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf. [§§99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid or enforce the terms and conditions of the aid. [§99.31(a)(4))
5. To organizations conducting studies for, or on behalf of, the College, in order to develop, validate or administer predictive tests; administer student aid programs or improve instruction. [§99.31(a)(6))
6. To accrediting organizations to carry out their accrediting functions. [(§99.31(a)(7)
7. To parents of an eligible student if the student is a dependent for IRS tax purposes. [§99.31(a)(8)
8. To comply with a judicial order or lawfully issued subpoena. [§99.31(a)(9)
9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. [§99.31(a)(10)
10. Information the College has designated as "directory information" under §99.37. [§99.31(a)(11)
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. [§99.31(a)(13)
12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. [§99.31(a)(14)
13. To parents of a student regarding the student's violation of any federal, state or local law, or of any rules or policies of the College, governing the use or possession of alcohol or a controlled substance, if the College determines the student committed a disciplinary violation and the student is under the age of 21. [§99.31(a)(15)
14. Student information will be sent to the National Student Clearinghouse for enrollment and degree verification purposes for interested parties (degreeverify.org).

Annual Notification

Baker College publishes this institutional policy yearly in the Baker College Catalog, Student Handbook, and on the Baker College website. The publications can be found here.

Types and Office Locations of Educational Records

The record custodian for Baker College is the Registrar.

- Admissions Records: Admissions
- Academic Transcript: Office of the Registrar/Administrative
- Cumulative Academic Records: Office of the Registrar/Administrative
- Disciplinary Record: Academic/Administrative/Campus Safety

- Disciplinary Records (Housing): Student Life/Services
- Financial Aid Records: System Financial Aid Department
- Financial Records: System Finance Department

Directory Information

At Baker College, the following information is designated as directory information: your name, user ID, address, phone number, email address, date of birth, major field of study, enrollment status, dates of attendance, degree and date received, academic honors, and candidacy for degree and/or teacher certification. While the College does not publish a directory, we may disclose directory information without your prior written consent, unless you notify the College in writing.

Record of Disclosures

Whenever any information from your educational record is disclosed, except for directory information or with your written permission, it will be recorded in a disclosure log. This log is maintained as part of your educational record.

Procedure to Inspect Educational Records

Students may inspect and review their educational records upon request in the academic/administrative offices. The academic/administrative offices will inform the record custodians of the students' request and will make the needed arrangements for access as promptly as possible. Access must be given within 45 days. Many student concerns can be handled on a daily basis without requiring this procedure.

When a record contains information about more than one student, a student may inspect and review only the portion of the record that relates to him/her. Students also may not inspect those records that are excluded under the Family Educational Rights and Privacy Act's (FERPA) definition of "educational record." (See Definitions.)

Solomon Amendment

The Solomon Amendment is a Federal law, separate from FERPA. It provides that military recruiters may have access to campuses, access to students and access to student recruiting information on students age 17 and older and enrolled for at least one credit. They can receive name, address, phone, date of birth, class, major, place of birth, degrees earned and most recent educational institution attended. Release of recruiting information may be limited to one request each semester for each branch of the services - Army, Navy, Air Force, Coast Guard and Marine Corps, including their Reserve or National Guard components. These requests should be referred to the Office of the Registrar.

Amendment of Educational Records

You have the right to have your educational record amended if you believe the record is inaccurate, misleading or in violation of your privacy rights. Following are the procedures for the amendment of a record:

1. A student must ask the record custodian of Baker College to amend a record. In doing so, the student will identify the part of the record that is to be changed and specify why it is believed to be inaccurate, misleading or in violation of the student's privacy or other rights.
2. Baker College may comply with the request or may determine that it is not appropriate to comply. If it is determined that the record will not be changed, Baker College will notify the student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the their rights.

3. Upon request, Baker College will arrange for a hearing and notify the student, reasonably in advance, of the date, place and time of the hearing.
4. The hearing will be conducted by an objective hearing officer, who may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's educational record. The student may be assisted by one or more individuals, including an attorney. The cost will be paid by the student.
5. Baker College will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision.
6. If Baker College determines that the challenged information is not inaccurate, misleading or in violation of the student's right to privacy, it will notify the student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
7. The statement will be maintained as part of the student's educational record as long as the contested portion is maintained. If Baker College discloses the contested portion of the record, it must also disclose the statement.
8. If Baker College determines that the information is inaccurate, misleading or in violation of the student's right to privacy, it will amend the record and notify the student, in writing, that the record has been amended.

Personal Information Changes

To ensure effective communication between Baker College and students, it's important to keep your contact information current. You can update your information by following these steps:

1. Log in to my.baker.edu using your Baker user ID and password.
2. Click on the silhouette icon located in the upper right corner of the page.
3. Choose the "My Personal Info" link below the silhouette icon.
4. Here you will find information to update your address, phone, personal email address, gender identity, personal pronouns, campus/display name, legal name and legal gender.

Michigan Law Regarding College Transcripts

Michigan law (MCL 380.1809(4)) states a person who uses or attempts to use a college or university transcript or a certificate or other credential that he or she knows is fraudulently obtained, altered, or forged, or who uses or attempts to use as his or her own a college or university transcript or a certificate or other credential that he or she knows is that of another person is guilty of a misdemeanor, punishable as follows:

1. For the first offense, the individual may face imprisonment for up to 93 days, a fine of no more than $500, or both.
2. For a second or subsequent offense, the individual may face imprisonment for not more than six months, a fine ranging from $500 to $1,000, or both.

Understanding and following these legal provisions is important to prevent serious consequences.

Official College Transcripts

You can request your official academic transcript electronically through the Baker College website at baker.edu/transcripts. To ensure that a transcript is considered official, it must be sent directly to the institution or business you designate in writing via electronic submission. Your transcripts will be labeled as "Official Transcript" and include the print date, the College's official name, official College seal and signature of the Registrar. Transcript fees are outlined on the request site.

Baker College adheres to the Michigan Association of Collegiate Registrars and Admissions Officers' (MACRAO) official transcript policy. The MACRAO policy is one in which all Michigan colleges/universities agree not to issue official transcripts directly to students. Official transcripts must be sent directly to the intended institutions either through the U.S. Postal Services or an approved electronic format.

Official transcripts from other institutions are not reissued or copied for distribution by the College. Students needing these transcripts must obtain them directly from the issuing institution.

Transferability of Credits

Most colleges and universities generally accept Baker College credits. You should consult your prospective institution to understand their specific transfer credit policies.

Disclosures

Campus Safety

Baker College fully supports and adheres to the guidelines outlined in the Jeanne Clery Act, formerly known as the Crime Awareness and Campus Security Act of 1990. This legislation mandates that higher education institutions issue timely warnings about crimes posing safety threats to students or staff and publicly disclose their campus security policies. Additionally, it requires institutions to report crime data to the U.S. Department of Education.

Our Campus Safety Department diligently compiles an Annual Security Report (ASR), which you can access on our Campus Safety webpage or by following this link. This comprehensive report covers various aspects, including:

- Campus safety policies and procedures, including protocols for reporting crimes and emergencies
- Emergency response and immediate warning policies
- Campus Safety authority and jurisdiction
- Security and facilities access
- Security awareness programs
- Reporting procedures and preventive programs for sexual assault
- Baker College's alcohol and drug policy
- Crime statistics, encompassing various offenses such as murder, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, arson, dating violence, domestic violence, stalking, and hate crimes
- Statistics on arrests and disciplinary actions related to alcohol, drug, and weapon violations
- Fire safety information for residence halls (applicable to Cadillac, Muskegon, Owosso, and Port Huron campuses), along with annual campus fire statistics

In addition to online access, you can request a paper copy of this report from the Campus Safety Office at any Baker College campus.

Voter Registration

If you're not yet registered to vote, you can easily do so by visiting the Michigan Secretary of State website at michigan.gov/vote.

Talent Release

By enrolling at Baker College, you authorize the College to capture photographic images, audio, and/or video for educational, academic, or promotional purposes. These materials may be utilized by Baker College in various professional contexts, including print publications, video streaming on College websites, podcasts, and broadcast media. Ownership of these images and recordings belongs to Baker College, and no payment or compensation will be provided in association with their use. Your acceptance as a student at Baker College serves as a release from any liability that may arise from the capture or utilization of these images, audio, or video.

Student Right-to-Know Graduation Rate

Baker College gathers data on different student demographics and cohorts, including first-time, full-time students pursuing certificate, associate, and bachelor degree programs. Our Graduation, Retention, Student Body and Diversity document contains details about these students, defined as those who have not previously attended college and are currently enrolled in 12 or more semester credit hours.

Graduation

Standard Graduation Requirements

Certificate Program Graduation Requirements

To be eligible for graduation, you will need to meet the following criteria:

1. Fulfill all requirements for the chosen certificate program.
2. Complete at least one-half of the semester hours required for the certificate program through actual class time at Baker College. Courses below the 1000 level do not count towards this requirement.
3. Earn a cumulative grade point average of 2.0 or higher.*
4. Submit a graduation application.

Associate Degree Graduation Requirements

To be eligible for graduation, you will need to meet the following criteria:

1. Fulfill all requirements for the chosen associate degree.
2. Complete at least 15 semester hours required for the degree through actual class time at Baker College. Courses below the 1000 level do do count towards this requirement.

3. A minimum 12 semester hours or 25 percent of your completed courses through Baker College must be within your degree's major area of study at the 2000 level.
4. Earn a cumulative grade point average of 2.0 or higher.*
5. Submit a graduation application.

Bachelor Degree Graduation Requirements

To be eligible for graduation, you will need to meet the following criteria:

1. Fulfill all requirements for the chosen bachelor degree.
2. Complete at least 30 semester hours required for the degree through actual class time at Baker College. Courses below the 1000 level do not count toward this requirement.
3. At least 15 semester hours completed at Baker College must be within your degree's major area of study at the 3000 or 4000 levels.
4. To earn a minor within an eligible bachelor degree, you are required to complete a minimum of 6 semester hours at Baker College in the selected minor field.
5. Earn a cumulative grade point average of 2.0 or higher.*
6. Submit a graduation application.

Additional Majors:

You are eligible for one additional major if the following criteria are met:

1. All requirements for the additional major are satisfied.
2. The additional major must be offered within the same bachelor degree.
3. At least 30 semester hours is required for the additional major, with 15 semester hours at the 3000 and 4000 levels, completed at Baker College.
4. You must declare the additional major prior to the awarding of your initial bachelor degree.

Graduate Degree Graduation Requirements

To be eligible for graduation, you will need to meet the following criteria:

Master's Degree

1. Complete all required courses for your program with a grade of C or better.
2. Complete at least 21 semester hours at the Center for Graduate Studies.
3. Earn a cumulative grade point average of 3.0 or higher.
4. Submit a graduation application.

5. Complete all program requirements within seven years.

Additional Majors - Master's Degree

You are eligible for one additional major if the following criteria are met:

1. All requirements for the additional major are satisfied.
2. The additional major must be offered within the same master's degree.
3. The additional major must be a minimum of 9 semester hours different from the initial major.
4. You must declare the additional major prior to the awarding of your initial master's degree.

Doctorate Degree

1. Complete all required courses for your program with a grade of B or better.
    - Traditional Doctorate and EdD: completed at least 24 semester hours at the Center for Graduate Studies
    - Doctorate ABD, Dissertation Track: completed at least 25 semester hours at the Center for Graduate Studies
    - Doctorate ABD, Capstone Project Track: completed at least 16 hours at the Center for Graduate Studies
2. Earn a cumulative grade point average of 3.0 or higher.
3. Submit a graduation application.
4. Complete all program requirements within seven years.

**Some programs may have different minimum GPA requirements other than 2.0*

Requirements for Earning Additional Degrees - Baker College Graduates

Associate Degrees - Additional Degrees

You are eligible to graduate with an additional associate degree if the following criteria are met:

1. Fulfill all requirements for the additional associate degree.
2. Complete a minimum of 15 semester hours, different from any previously earned associate degree, in actual class time at Baker College. Courses below the 1000 level do not count towards this requirement.
3. Earn a cumulative grade point average of 2.0 of higher.*
4. Submit a graduation application.

Bachelor Degrees - Additional Degrees

You are eligible to graduate with an additional bachelor degree if the following criteria are met:

1. Fulfill all requirements for the additional bachelor degree.

2. Complete a minimum of 30 semester hours, different from any previously earned bachelor degree, through actual class time at Baker College. Courses below the 1000 level do not count towards this requirement.
3. Earn a cumulative grade point average of 2.0 or higher.*
4. Submit a graduation application.

Master's Degrees - Additional Degrees

Graduates who have earned a master's degree from Baker College are eligible to earn an additional master's degree from the College. You are eligible to transfer a maximum of 12 semester hours from your initial master's degree to your second master's degree. To qualify, the following criteria must be met:

1. Fulfill all requirements for the additional master's degree.
2. Earn a cumulative grade point average of 3.0 or higher.
3. Submit a graduation application.

Undergraduate Certificates

Multiple certificates may be earned from Baker College.

**Some programs may have different minimum GPA requirements other than 2.0*

Application for Graduation

When you are within one semester of completing your degree, you are required to complete a graduation application. Go to baker.edu/graduation to complete the graduation application. Upon completion of the graduation application and clearance for graduation, students will automatically be added to the Baker College Alumni Community. You will receive information about events, discounts, networking opportunities and more to your personal email address until you choose to opt out. Personal Email Address - In order for us to continue to communicate with you after graduation, please make sure to update your personal, non-Baker email address if needed, using the Personal Email Update Form.

Make sure to apply before the deadline for each semester:

Fall Semester - November 1

Spring Semester - March 4

Summer Semester - July 1

Commencement Ceremony

Baker College hosts one commencement ceremony each year to honor you, our graduate! It is held at the end of the spring semester and includes all students who have finished their degree or certificate program during the current academic year. If you are receiving special honors you will be recognized at this occasion (see Honor Graduates below). To participate in the

ceremony, submit your Graduation Application by the deadline. You can find more details on how to do this at baker.edu/graduation!

Honor Graduates:

Undergraduate degree graduates who achieve a cumulative GPA of 3.5 or higher are awarded the following honors:

3.9 - 4.0	Summa Cum Laude
3.70 - 3.89	Magna Cum Laude
3.50 - 3.69	Cum Laude

Master degree graduates who achieve a cumulative GPA of 3.75 or higher are awarded the following honors:

3.75 - 3.89	Distinction
3.90 - 4.0	Highest Distinction

Doctorate degree graduates who achieve a cumulative GPA of 3.25 or higher are awarded the following honors:

3.25 - 3.49	Distinction
3.50 - 3.74	High Distinction
3.75 - 4.0	Highest Distinction

Unofficial honor status for students at the spring graduation ceremony is determined based on the student's GPA at the time graduation materials are prepared. If a graduate's status changes after the final audit, they may obtain the appropriate honor cord.

Graduates who are serving or have served in the military will receive recognition cords and may be eligible for additional SALUTE honor cords.

First Destination Survey

The First Destination Survey (FDS) collects valuable data from Baker College graduates to support continuous program improvement and measure student success. All graduates are expected to complete this brief survey, sent via email and text as they approach graduation and after completing their degree requirements.

The survey gathers insights on your current employment status and student experiences. Statuses include:

- Employed (full-time, part-time, contract, freelance, etc.) and starting salary for full-time employment
- Continuing Education (graduate school acceptance)
- Career or education-seeking status
- Program-specific questions capture feedback on experiences across different fields of study

Your participation plays a vital role in supporting the continuous improvement of programs and the development of resources to enhance student success. Baker College will continue to reach out to collect your survey data.

For more information or questions, contact alumni@baker.edu.

Alumni Community

The Baker College Alumni Community (BCAC) is your lifelong connection to Baker College and fellow graduates. The mission of the BCAC is to create an inclusive community of lifelong connections through purposeful engagement and activities that support the overall well-being of our alumni, current students, communities, and the College. As a graduate, you are automatically a member-no sign-up is required, and there are no membership fees. You'll receive updates about alumni events, exclusive discounts, and other opportunities until you opt-out. For more information, visit baker.edu/alumni or contact alumni@baker.edu.

Concurrent Enrollment

Introduction

This handbook is specifically crafted to give a clear understanding of what concurrent enrollment entails and what it means to take a concurrent enrollment class. While this handbook covers various processes and student expectations related to concurrent enrollment, it's important to note that it's meant to complement the standard Baker College Student Handbook rather than replace it.

Program Overview

The Program

As a student in the Running Start program, you have access to concurrent enrollment courses provided by Baker College. These courses are taught at your high school or technical center by instructors approved by Baker College. By enrolling in these courses, you have the opportunity to earn both high school and college credits simultaneously. This means you can get a "running start" on your college journey while meeting your high school graduation requirements. It's a great way to get ahead academically and prepare for your future.

The Teachers

In concurrent enrollment, classes are taught by the skilled instructors at your high school, who have been chosen and supported by Baker College faculty. These instructors have taken on the extra task of teaching college-level courses during your regular school hours. It's important to recognize that they expect the same level of dedication and effort from you as they would from any college student.

The Courses

When you successfully finish a concurrent enrollment course, you earn transcripted credit from Baker College. This means that the content and difficulty level of these courses are equivalent to those offered on campus. So, the credit you earn is recognized just like any other college credit from Baker College.

Concurrent Enrollment Eligibility

To be eligible for concurrent enrollment courses, you need to meet Baker College's enrollment requirements and fulfill all course prerequisites and requirements, including completing the Baker College Orientation course before registering. Your high school might also have its own eligibility criteria for these courses. If you're unsure about the standards, don't hesitate to reach out to your high school concurrent enrollment instructor or guidance counselor for clarification.

Applying to Baker College and Getting Registered

Application

To apply for the Baker College Running Start program and enroll in your first concurrent enrollment course, follow these steps:

1. Visit the Concurrent Enrollment section of the Baker College Running Start site at baker.edu/runningstart.
2. Click on "Apply" located at the top of the page.
3. Create an account for the Baker College Enrollment Portal by entering your information and selecting the Undergraduate application. Then, click "Register."
4. Access the My Application tab and fill out the required information. Make sure to select "Running Start" as your Student Type.
5. Follow the prompts to complete the application process.
6. Once you've submitted your application, you'll receive a confirmation email at the address you provided. If you don't receive this email within 24 hours, notify your concurrent enrollment instructor or guidance counselor.
7. Before your first course begins, you'll receive a second email containing your Baker College User ID and instructions for setting up a password.

Registration

Once you've finished the application process, your registration for the course will be done using a class roster provided by your high school. To ensure you're included in the roster for a Baker College concurrent enrollment course, it's important to speak with either the concurrent enrollment instructor or your high school guidance counselor. They'll make sure you're listed for the course.

Tuition

Baker College does not charge students or parents for enrollment in concurrent enrollment courses. According to Michigan law, your school or school district covers your tuition fees.

Orientation

The first time you enroll in a concurrent enrollment course, you'll also need to complete Baker College's Orientation course. This online course helps you understand what it means to be "college ready." It introduces you to Baker College's resources and gets

you comfortable with Canvas, the learning platform used for all courses. You must complete the Baker College Orientation course before you can register for your concurrent enrollment course.

Additionally, before or at the start of your concurrent enrollment course, you'll attend an orientation session. This session, led by a Baker College Running Start Coordinator or Outreach Liaison, may take place at your high school or a Baker College campus. During this orientation, you'll get to know your BakerMail account, explore online library resources, and learn about academic requirements and credit transfer processes.

The Class

What to Expect

When you join a concurrent enrollment course, you're stepping into a real Baker College classroom. You'll cover the same material as on-campus students and your instructor(s) will use the same assessment methods. Be prepared for a faster pace, more personal responsibility, and higher expectations compared to a typical high school course. You'll also find that other students in the course will share your high level of motivation. Together, these dedicated instructors, high standards, and motivated peers will create an engaging and unforgettable learning journey.

Canvas

All your course materials and assignments will be available on Canvas, Baker College's Learning Management System. To access Canvas, log in to my.baker.edu and click on the "Canvas" link at the top of the page. Once you're in Canvas, you'll find assignments and various resources, including faculty contact information, assignment summaries, and Student Learning Outcomes. These resources, located in the "Start Here" module, are designed to help you stay organized, connected with your instructor, and focused on achieving the learning objectives for the course.

Class Attendance

Attendance is a key factor for success in college courses. Regular class participation and engagement are crucial for learning, and missed sessions can be challenging to catch up on. Each instructor sets their own attendance policies, including rules for late work and grading criteria, which are outlined in the course syllabus. It's essential for students to review these policies carefully and adhere to all course requirements, deadlines, and examination schedules.

Academic Honesty

In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation, and personal responsibility must be maintained. As a concurrent enrollment student, you assume the responsibility to fulfill your academic obligations in a fair and honest manner. This responsibility includes avoiding inappropriate activities like plagiarism, cheating, or collusion. To help you understand what counts as academic dishonesty, here are some definitions:

Plagiarism: the submission of an academic assignment as one's own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This not only applies to direct quotations, but also to critical ideas that are paraphrased by the student. Plagiarism includes:

- Submitting the work of others as your own, with or without changes
- Submission of the same work (even with minor revisions) for more than one course without permission from both instructors. This includes both written projects and speeches.

Cheating: the use of unauthorized material or assistance to help complete academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc.

Collusion: helping another student, or working together with other students, to commit acts of cheating or plagiarism

Consequences for academic dishonesty can include lowering of grades, failing a course, academic probation, suspension, or even expulsion from the College. It's essential to familiarize yourself with the Baker College Student Handbook, which provides detailed information on academic integrity policies and the consequences of dishonest behavior.

Withdrawing

To withdraw from a concurrent enrollment course, you should first discuss your situation with your high school guidance counselor and/or instructor. If you decide to withdraw after the second week of the course, a 'W' will be recorded on your Baker College transcript. It's important to note that a 'W' does not impact your GPA, but it may affect your eligibility to enroll in future concurrent enrollment courses. Additionally, having a 'W' on your transcript could influence future college applications for admission or financial aid.

If you're concerned about your academic performance, it's crucial to communicate with your instructor as soon as possible. Also, be sure to understand your high school's policy regarding dual credit, as there may be implications such as reimbursement for tuition and/or books if you withdraw from a concurrent enrollment course.

Grades

Baker College Grading Scale

In every term, a student's academic record comprises courses with various grades. When calculating the GPA (grade point average), only courses with letter grades of A, B, C, D (including + 's and -'s), and F are used. Each course is assigned a specific grade point value, which allows us to calculate the GPA by converting letter grades into numbers according to the following breakdown:

LETTER GRADE	PERCENTAGE	GRADE POINT VALUE
A	93-100%	4.0 points
A-	90-92%	3.7 points
B+	87-89%	3.3 points
B	83-86%	3.0 points
B-	80-82%	2.7 points
C+	77-79%	2.3 points
C	73-76%	2.0 points

C-	70-72%	1.7 points
D+	67-69%	1.3 points
D	63-66%	1.0 points
D-	60-62%	0.7 points
F	0-59%	0.0 points

Obtaining Your Baker College Grades

Concurrent enrollment course grades are submitted by the concurrent enrollment instructor by the first Monday after the conclusion of the academic term. In some cases, at the discretion of your concurrent enrollment instructor, you may receive a different grade for the high school credits than the grade you receive for your college credits. Grades can be viewed online. Printed grade reports are not mailed to students and cannot be given over the phone.

To access your Baker College course grades or to print an unofficial transcript, follow these steps:

1. Go to my.baker.edu.
2. Click the "Sign In" button in the middle of the page and log in using your Baker credentials.
    - If you don't know your User ID and/or password, contact the Baker IT Solutions Center at (800) 645-8350.
3. Once logged in, click on the "Student" tab at the top of the page.
4. On the menu that appears, click on "Academic Services."
5. To view your grade report, click on "Grade Report" under the Course Information heading.
6. If you need an unofficial transcript, click on "Unofficial Transcript" under the Transcripts heading, and then click on "View Unofficial Transcript."

This process allows you to conveniently access your grades and academic records online whenever you need them.

Disputing a Grade

Grades are rarely changed unless there's an error. However, if you believe you have a valid complaint about your grades, the first step is to discuss it with your concurrent enrollment instructor. If the issue remains unresolved, don't hesitate to reach out to your Baker College Running Start Coordinator or designated point of contact for further assistance. They can help address your concerns and guide you through the appropriate steps to seek resolution.

Transcripts

All Baker College transcripts are handled by a third-party provider called Parchment Exchange, not the campus Running Start Program. It's important for students to verify the accuracy of their transcript information. If you notice any errors such as a

misspelled name, incorrect student ID number, or inaccurate grades, be sure to reach out to your Running Start Coordinator or Outreach Liaison for assistance. They can help ensure that your transcript reflects the correct information.

Official Transcripts

To request an official Baker College transcript, here's what you need to do:

1. Go to baker.edu/transcripts.
2. Click on "Order Official Transcript." Choose the heading that corresponds to your situation (active Baker ID or no active Baker ID).
3. Follow the prompts to complete the ordering process.
4. Review your order details and click "Confirm."
5. Once your order is received, you'll get an order number and an email verification from Parchment.

Using Your Credits After High School

Now that you understand how to request an official record of your Baker College credits earned through concurrent enrollment, let's discuss how to use those credits after high school.

If you continue with Baker College, you won't need to transfer credits, as you already have a permanent Baker transcript. However, remember to mention on your undergraduate admission application that you've completed coursework at Baker College.

To apply to Baker College, you can complete an undergraduate application online by clicking here or visiting baker.edu and selecting "Apply." If it's your first time using the application portal, you'll need to create an account. This will be different from your MyBaker login. Choose the Undergraduate, New Student application.

If you apply to another college or university, know that Baker College is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), regionally accredited by the Higher Learning Commission, and part of the Michigan Transfer Agreement (MTA). Therefore, credits earned at Baker College should transfer to other Michigan colleges and universities, as well as those outside of Michigan. However, to determine equivalency and applicability of courses, you must check with the receiving institution.

Over the years, data has shown that the vast majority of students succeed in securing recognition for their Baker College credits earned through concurrent enrollment. This recognition can take several forms:

- Direct transfer toward your chosen degree
- Acceptance as elective credits
- Exemption from taking a required course
- Eligibility for placement into a higher-level course

Be aware of these distinctions as you apply to other colleges and universities.

Tips for Transferring Credits

Be sure to keep a record of your class syllabus, written work, and exams from your concurrent enrollment course. This evidence can be useful when applying to colleges. Make it clear on your college applications that you have completed coursework at another college, and include an official Baker College transcript.

If a college has questions about the concurrent enrollment course you took, you can present a portfolio of your assignments and exams for evaluation. This may help them understand the level of work required in the course.

When planning to transfer your concurrent enrollment credits, you can use www.mitransfer.org to see course equivalencies at other participating colleges and universities in Michigan. If a transfer of credit is denied because the course was taken through the concurrent enrollment program, reach out to runningstart@baker.edu for assistance. They can help you navigate the process.

Financial Aid and Satisfactory Academic Progress

As a concurrent enrollment student, it's important to understand that the grades you earn in college-level courses could affect your eligibility for financial aid after high school graduation. To qualify for financial aid as a college student, you must maintain Satisfactory Academic Progress (SAP) toward graduation. This means maintaining a minimum GPA of 2.0 and staying on track to graduate within 150% of the published program length.

College-level courses taken during high school are included in this calculation. Withdrawals or poor grades in your concurrent enrollment classes will negatively impact your SAP. You can find detailed information about Baker College's SAP requirements online at my.baker.edu.

If you have any further questions, feel free to reach out to runningstart@baker.edu or your high school counselor for assistance.

Feedback

Course Evaluations

At the end of your concurrent enrollment course, you'll be provided a link to participate in a course evaluation. This short, anonymous survey aims to gather your thoughts on the course content, level of difficulty, and overall usefulness. It's essential to note that this evaluation focuses on the course itself and not on your instructor. Your feedback helps Baker College enhance the learning experience for future students.

Student Evaluation of Faculty

You'll have the chance to share your thoughts on your instructor's teaching through the Student Evaluation of Faculty. This survey will be accessible to you before your course concludes, allowing you to provide valuable feedback on the teaching experience.

Baker College Essentials

As a concurrent enrollment student, you're officially part of the Baker College student community, which means you have access to a wide range of resources. Whether it's accessing online library resources or utilizing the Academic Resource Center, you're entitled to the same benefits as on-campus students. Don't hesitate to explore and make the most of these resources to support your academic journey.

Student ID

Running Start students may obtain a Baker College student ID card at any campus, free of charge. If your original card is ever lost, damaged, or stolen, you can easily get a replacement card issued for a small fee of $5.00. Your student ID card ensures that you always have access to essential campus services and resources.

Unique Identification Number (UIN)

As a student at Baker College, you'll receive an 8-digit Unique Identification Number (UIN), which serves as your identification in the College's student record system. Your UIN will be printed on your student ID card.

If you ever forget your UIN, you can easily look it up online. Just log in to my.baker.edu and navigate to your profile by clicking on your name in the upper right corner. From there, select "My User Account Info," and you'll find your UIN displayed on the right-hand side of the page. This number is essential for accessing various student services and resources, so it's handy to know where to find it when needed.

Baker Mail

As a student at Baker College, you'll receive a Gmail account that comes with a suite of useful applications from Google, including Google Calendar, Google Drive, and Google Docs. Your Running Start Coordinator or Outreach Liaison will guide you through the setup process and help you get acquainted with these tools during your orientation session.

It's important to check your Baker Mail regularly, as this will be the primary method of communication from your Running Start Coordinator to all Concurrent Enrollment students. By staying up to date with your Baker Mail, you'll ensure that you don't miss any important announcements or updates regarding your concurrent enrollment experience.

Resources and Services

As a concurrent enrollment student, you'll benefit from having access to all Baker College student support services and a wide range of learning resources designed to support your academic success. These resources are conveniently located in the Academic Resource Center on campus and are also accessible online.

Whether you need help with coursework, guidance on academic planning, or support with career exploration, our dedicated team is here to assist you every step of the way. Don't hesitate to reach out to your instructor or Running Start personnel for more information on accessing these valuable resources. We're committed to helping you thrive in your academic journey.

Academic and Student Services Information

Baker College offers a wide range of resources to support its students throughout their academic journey. Here are just a few examples:

- **Admission Assistance:** Get help navigating the admission process and requirements.
- **Financial Aid Assistance:** Learn about available financial aid options and receive guidance on applying.
- **Grant and Scholarship Information:** Explore opportunities for financial assistance beyond loans.
- **Advising Help:** Receive personalized guidance on course selection, academic planning, and goal setting.

- **Career Services:** Access resources and support for career exploration, job search strategies, resume writing, and more.
- **Disability Services:** Receive accommodations and support services tailored to your individual needs.
- **Library Services:** Access a wealth of academic resources, research assistance, and study spaces.
- **Tutoring Services:** Get additional help and support through tutoring programs and academic assistance centers.
- **Student Housing:** Explore options for on-campus housing and learn about residential life resources and programs.
- **Bookstore Information:** Find textbooks, course materials, and other supplies at the campus bookstore.
- **Information Technology Support:** Receive assistance with technology-related issues and access campus resources.

For additional questions or assistance, please contact runningstart@baker.edu or reach out to your high school counselor. We're here to help you succeed!

Conclusion

Congratulations on your decision to take Concurrent Enrollment courses through Baker College and get a running start on your college education. If you ever have any questions or encounter any issues along the way, there are plenty of resources available to support you:

- Don't hesitate to ask your Concurrent Enrollment Instructor for assistance.
- Reach out to your designated Baker College Running Start contact person for guidance.
- Visit the Baker College website at baker.edu for valuable information and resources.
- Utilize the search function on my.baker.edu to find answers to your questions.
- If you encounter any issues with your User ID and Password, contact the Help Desk at (800) 645-8350 for assistance.
- For any other inquiries or concerns related to Concurrent Enrollment, feel free to send an email to runningstart@baker.edu.

Remember to work hard and make the most of this opportunity to start your college journey while still in high school. We're here to support you every step of the way.

Residence Life

Students at Baker College have access to official records and data pertaining to themselves and the right to deny access to those records to others, as set forth in Section 438 of the Family Educational Rights and Privacy Act of 1974.

Students, parents, and the entire campus community at Baker College have the right to view policy information and campus crime statistics compiled and published by the Campus Safety Office on an annual basis, as set forth by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. www.baker.edu/safety

Section 1: Residence Life Personnel

The Resident Hall community is shaped by the efforts of numerous individuals. All Residence Life staff members are trained to offer support services for residents. They oversee the functioning of their respective buildings, ensure compliance with College policies and regulations, and foster the development of a vibrant residence life community.

1.01 Director of Student Affairs

The primary role of this position is to be responsible for spearheading the campus Student Success Team, overseeing the delivery of personalized, holistic support to every student. From managing student conduct to overseeing health and wellness programs, the DSA influence will shape the student experience at our institution. The DSA is at the forefront of implementing student-friendly policies and procedures, fostering a supportive environment where diversity and inclusion thrive.

1.02 Residence Hall Coordinator (RHC)

Coordinators are professional staff members who live in Baker College's Residence Life student housing. They play a crucial role in the smooth operation of the residence halls and oversee the Residence Life student staff. Their responsibilities include managing day-to-day activities in the halls and providing supervision and support to the student staff members.

1.03 Resident Assistant (RA)

Resident Assistants (RAs) are student staff members who live in Baker College's Residence Life student housing. They're there to address resident concerns and provide support. Here are some of their key responsibilities:

1. Building relationships with each resident in their community.
2. Regularly communicating with residents.
3. Offering peer guidance and helping resolve conflicts.
4. Directing residents to campus or community resources when needed.
5. Being visible and available to assist residents.
6. Promoting the idea of community responsibility.
7. Organizing social and educational events for residents.

If you ever have any questions or need assistance at Baker College, your RA should be your go-to person. If they don't have the answer, they'll help you find someone who does.

1.04 Work-Study

Residence Life Work-Studies are student employees who contribute in various roles within Residence Life. If you're interested in applying for a work-study position, you can find applications by reaching out to Financial Aid or visiting my.baker.edu/workstudy.

Section 2: Requirements

2.01 Eligibility for Student Housing

At Baker College, we prioritize student success and well-being and this includes our on-campus housing. To ensure a positive living and learning experience, please take note of the following guidelines regarding student housing:

Enrollment Requirement: To maintain your residency in student housing, it is essential that you are actively enrolled in classes and following your academic plan. If your credit load drops below 12 credit hours, please reach out to your residence hall coordinator to discuss your eligibility to remain in housing.

If your credits fall below the approved amount for the semester, we may need to review your housing contract. This could lead to a cancellation for the remainder of the academic year, so please stay informed about your course load.

Registration and Withdrawal: To live in student housing, you must be registered for classes. If you withdraw from all your courses, you will no longer be eligible to reside in housing. You will be asked to vacate your on-campus housing within 24 hours of complete withdrawal, unless otherwise determined with your residence hall coordinator. We encourage you to seek support (your academic advisor and your residence hall coordinator) if you are considering withdrawing.

Non-Student Residency: It is important that only enrolled students reside in our housing facilities. If someone is found living in student housing without being a student, they will need to vacate immediately and will be responsible for any damages incurred.

Criminal Background Policy: For the safety and well-being of our community, applicants or residents with felony convictions or pending charges related to Criminal Sexual Conduct (CSC) will not be accepted or allowed to remain in student housing.

Academic Suspension: If you are academically suspended, you will be required to reapply to live on campus again. Please note that reinstatement to the College does not automatically grant you readmission to student housing.

Disciplinary Dismissal: If you are dismissed from student housing for disciplinary reasons, we ask that you vacate the premises within the specified timeframe outlined in your dismissal notice. This may also result in the loss of visitation privileges unless stated otherwise.

Age Requirements: To ensure a supportive living environment, applicants younger than 17 or older than 24 will need permission from College administration to reside in student housing.

Housing Assignments: Baker College is committed to creating a safe and supportive community. Therefore, we reserve the right to determine housing assignments to best serve our students.

We believe that by fostering a caring and inclusive environment, we can create a thriving community where every student feels valued and supported.

2.02 Licensing Agreement

The Licensing Agreement, which you are required to sign each year, commits you to live in student housing for the entire academic year, encompassing both the Fall and Spring semesters. Additionally, Summer semester housing may be available as an addendum to the Licensing Agreement. These provisions adhere to the regulations outlined by the College as specified in the Residence Hall Policies and the Licensing Agreement.

2.03 Pre-Payment

A non-refundable housing confirmation fee of $100 is required of all new students and is due when you confirm your college enrollment.

2.04 Vaccinations

Baker College recommends that all students residing in student housing stay current with all CDC-listed vaccines for their age group (19-24). These vaccines include Meningococcal, TDAP, HPV, Seasonal Flu, and COVID-19. However, it's important to note that Baker College does not mandate students to have these vaccines or require documentation.

2.05 Student Housing Orientation

This program is tailored for all new student housing residents making the transition from high school to college. Hosted by Residence Life, the program takes place before the start of classes each Fall semester. It's an essential opportunity for students to connect with each other and get accustomed to campus life. Participation in this program is mandatory for all new housing students.

2.06 Consolidation

Baker College may consolidate students into under-assigned units to ensure fairness and save energy. If you do not live in a designated single unit, but find yourself without a roommate during the first four weeks of the semester (at no fault of your own), you may be subject to room consolidation.

It's important to note that any attempt to interfere with a roommate specifically assigned to a certain space-such as blocking, discouraging, or adding undue pressure-may lead to disciplinary action, including cancellation of your Licensing Agreement.

2.07 Unit Changes

To request a unit change, you'll need to fill out a Unit Change Request form and get approval from the Residence Life professional staff. While forms will be accepted after the start of each semester, authorized unit changes won't take place before Week 3 or after Week 13. Requests submitted after Week 13 will be processed during the following break period. Keep in mind that the final decision for all unit changes will be made by Residence Life personnel.

2.08 Break Accommodations

During the holiday period between Christmas and New Year's, the residence halls are closed, and access is prohibited. Make sure to plan accordingly and arrange for alternative housing during this time. Exceptions may be granted, with prior decision by campus leadership, and the request must be initiated with the RHC.

2.09 Closing and Check-Out Procedures

During each break period, it's mandatory for all residents to officially check out with a Residence Life staff member. During this process, staff will inspect each unit to ensure it's clean and all garbage has been disposed of properly. The College may adjust this policy under certain circumstances, at its discretion. Failing to follow check-out procedures violates College regulations and may result in additional charges or disciplinary action.

Student housing officially closes on the last day of each semester. You're expected to leave campus within 24 hours after your last exam, the end of the semester, or at the designated facility closing time, whichever comes first. It's your responsibility to find temporary housing during regular break periods.

Students who aren't registered for future semester classes or fail to follow check-out procedures will be considered in violation of Residence Life Policy. Any property left behind after 48 hours will be removed and discarded by the College at the owner's expense. Baker College doesn't assume responsibility for abandoned, damaged, lost, or stolen property.

A proper check-out involves signing up 24 hours in advance with a Residence Life staff member, completing all cleaning responsibilities, and being ready to leave the facility. Make sure to remove all your personal belongings during the final check-out.

Section 3: Residence Hall Living

3.01 Furniture and Appliances

As a resident, you're responsible for taking care of furnishing provided by the College in your room. When you move out, the furniture and appliances should be in the same condition as when you moved in. It's important not to remove any College-owned furnishings from your unit. Do not disassemble or take any College furniture off campus. The furniture provided in each apartment is for your use while you're living here.

If you rearrange the furniture within your room during the year, make sure to return it to its original layout before moving out.

If any of the furniture gets damaged during the year, be sure to report it to Residence Life staff. You may be charged for any damages or repairs needed. The College may provide a television, but if you bring your own, it must meet certain requirements. Check with housing personnel for more information.

The furniture in the common study areas is for everyone to use, so please don't remove it. If anyone is found with public area furniture in their room, they may be fined. Students who possess College property like chairs, cushions, tables, etc. may face disciplinary action.

There's no storage space available on campus for personal use.

3.02 Bed

For safety reasons, personal beds are not allowed in student rooms. Beds should not block room entrances or windows, and they cannot be moved to another room without permission. Additionally, beds cannot be reconfigured without consent from Residence Life. Headboards must stay attached to the beds in their proper position to ensure safety standards are met. These guidelines are in place to create a safe living environment for all residents.

3.03 Gender Inclusive Housing

At Baker College Residence Life, we prioritize safety, security, and inclusivity for all students in our housing. To create a diverse and welcoming environment, we offer gender-inclusive housing options where roommates are assigned based on perceived gender, not legal sex. Our aim is to provide a safe and supportive space for residents of all gender identities and expressions.

When sharing a residence, transgender and gender non-conforming students can specify their preferred gender for roommates. However, first-semester students are not eligible for Gender Inclusive Housing and will be assigned roommates based on their legal sex. If you have any questions or want to appeal a decision, please reach out to Residence Life personnel.

Gender Inclusive Housing is available in any campus living option, but certain criteria must be met:

- Students must have completed one full academic term of residence hall living at Baker College.
- Students must submit a Gender Inclusive Housing Interest Form.
- Units are assigned on a first-come, first-served basis, depending on the number of applicants and available space.
- If selected, students may request roommates based on the unit's occupancy.

The purpose of Gender Inclusive Housing is to provide a supportive living option for gender non-conforming students. Therefore, we discourage students in romantic relationships from living together in residence hall units. Assignments will not be made for pre-existing romantic partners, and violating this policy may result in disciplinary action.

3.04 ADA Housing

Residence Life staff collaborates with Disability Services Specialists to ensure fair and consistent evaluation of requests for reasonable accommodations in housing. If you have a documented impairment and need accommodations under the Americans with Disabilities Act of 1990 and/or Section 504 of the Rehabilitation Act of 1973, reach out to the Residence Life Office for more information on eligibility and availability.

To request accommodations due to a medical, psychological, or physical impairment, you must provide comprehensive and up-to-date documentation. Approved requests will receive accommodations tailored to meet your documented needs. Don't hesitate to contact us if you have any questions or need further assistance. We're here to help!

3.05 Bicycles

You can bring your bike to campus, however, there are guidelines you must follow. Lock your bike to the designated racks around campus when you're not riding it. If you lock it to something else, it may be removed. During the winter you will be responsible for finding appropriate indoor storage. Bikes abandoned at the end of the term will be donated to charity. Record your bike's serial number so you can identify it if needed.

3.06 Candles and Combustibles

The use or possession of fireworks, explosives, combustible materials, and potentially harmful chemicals in the residence halls or their immediate vicinity is strictly prohibited. This includes candles, wax warmers, oil lamps, incense, grills, and any other open flame devices. Candles are prohibited regardless of whether they are lit, unlit, or have a wick or no wick. These guidelines are in place to ensure the safety and well-being of all residents and to prevent fire hazards in the residence halls.

3.07 Pets

All pets, including, but not limited to, dogs, cats, birds, snakes, rodents, and similar animals, are strictly prohibited within residence halls. Residents are not permitted to allow guests to bring pets inside the residence halls or keep pets in the yard.

The only exception is for fish in a maximum of a 10-gallon tank in your housing unit. These guidelines are in place to ensure the comfort, safety, and cleanliness of the living environment for all residents.

Assistance Animal Policy

Baker College is committed to ensuring equal access, as defined by federal, state, and local law, to programs, services, and facilities for qualified individuals with disabilities. Baker College will grant a reasonable accommodation-which may include a change or exception to its rules, policies, practices, services, or facilities-that is needed because of an individual's disability.

It is Baker College's general policy to provide reasonable accommodations to individuals with disabilities when there is a disability-related need for the requested accommodation. A disability-related need for a requested accommodation exists when there is an identifiable relationship between the requested accommodation and the individual's disability.

Baker College recognizes the importance of an "Assistance Animal," as defined by the Fair Housing Act (FHA), for individuals with verified disabilities to use and enjoy college housing. An Assistance Animal is not a pet. It is an animal that works, provides assistance, or performs tasks for the benefit of a person with a disability, or provides emotional support that alleviates one or more identified symptoms or effects of a person's disability. The FHA definition of Assistance Animal broadly includes two categories of animals:

1. **Service Animals:** Defined by the Americans with Disabilities Act Amendments Act (ADAAA) as dogs, and in some cases miniature horses, that are individually trained to do work or perform tasks for people with disabilities that are directly related to the person's disability.
2. **Emotional Support Animals (ESA):** Animals who provide emotional support, well-being, comfort, or companionship that alleviates one or more of the disability-related impacts of a person's verified disability. ESAs may be trained, but do not require individualized training.

Baker College defines an emotional support animal (ESA) as one that provides emotional support alleviating one or more identified symptoms or effects of an individual's disability.

The health and safety of Baker College students, faculty, staff, and ESAs are an important concern; therefore, each request for such an accommodation will be made on a case-by-case basis. Only in cases where animals and the relevant facts satisfy the applicable criteria described below will the animal be exempt from rules that otherwise restrict or prohibit animals being on campus. Requests for an accommodation regarding assistance animals must be supported by official documentation for proper consideration of the request.

The owner of the animal (the student in most cases) is financially responsible for their approved animal, including any injury or property damage it causes. This may include costs for cleaning, repairing, or replacing furniture, structures, window coverings, or other College property, similar to other residents. The student must cover these costs at the time of repair or move-out. Additional cleaning or repairs beyond standard upkeep will also be the student's responsibility. Any damages will be assessed after move-out unless they create an immediate health or safety concern. The College will bill the student's account for any unpaid costs.

The animal owner may also be subject to additional disciplinary action including removal of the animal from campus, up to and including dismissal from the residence halls. An ESA may be subject to an individualized behavior assessment that relies on objective evidence about the specific animal's actual conduct.

ESAs are to be confined to a student's assigned residence hall room and common areas within the assigned room only. ESAs are strictly prohibited from all other areas of campus that are occupied by the general student population, except to the extent the individual is taking the animal out for natural relief.

Baker College may require applicants to submit reliable documentation of a disability and their disability-related need for an ESA. This may be requested from a physician, psychologist, psychiatrist, social worker, or other licensed mental health professional with whom the student has established an on-going therapeutic relationship (the provider must be licensed in the state of Michigan or the student's home state). The verification documentation requested will be used to substantiate the need for a disability-related animal per applicable laws and regulations, and show that the animal provides emotional support that alleviates one or more of the identified symptoms or effects of the existing disability.

Information that will be collected includes:

1. Does the person seeking to use and live with the animal have a disability-i.e., a physical or mental impairment that substantially limits one or more major life activities?
2. Does the person making the request have a disability-related need for an assistance animal? In other words, does the animal work, provide assistance, perform tasks or services for the benefit of a person with a disability, or provide emotional support that alleviates one or more of the identified symptoms or effects of a person's existing disability?

Baker College will provide the name and contact information of the Coordinator of Disability Student Services if requested by the student and/or provider.

Baker College reserves the right to amend this Policy as circumstances require.

Requesting an Accommodation for an Emotional Support Animal

It is the general policy of Baker College that individuals are prohibited from having animals (of any type) in college housing. Baker College will consider a request from an individual with a disability or a person acting on their behalf for reasonable accommodation from this prohibition to allow an ESA that is necessary because of a disability. No ESA may be kept in college housing at any time prior to the individual receiving approval as a reasonable accommodation.

Requestors must complete the application and await approval from appropriate College staff.

3.08 Access Credentials

Students are strictly prohibited from using another person's access card or loaning their card to another individual. Engaging in such actions will result in disciplinary measures, which may include dismissal from the College. All residence hall students are required to possess a College-issued picture identification card, which must be presented when a request is made to enter the halls. It is essential for you to carry your picture ID at all times and be prepared to present it when requested by College personnel. Failure to carry access cards may result in delayed access to living spaces.

There is a fee for replacing lost or damaged picture IDs and/or keys, and students must promptly replace any lost, damaged, or stolen IDs/keys. Access cards are issued for entry into both the building and individual living spaces. In the event of misplaced or lost keys, Residence Life personnel may unlock doors for a fee. However, if staff members are unavailable, residents should anticipate delays. These measures are implemented to ensure the safety and security of all residents and their living spaces.

3.09 Units

Your residence hall unit serves as the hub of your activities within the residence hall. It's more than just a place to store your belongings and sleep; it's also a study space and a shared living area where you'll engage in cooperative living with roommates. Together, you and your roommates will negotiate schedules for studying, sleeping, visitation, and relaxation in order to live together successfully.

To maintain the safety and security of all hall residents and personal property, it's recommended to keep doors closed and secured. When decorating your room, exercising common sense is vital for creating a safe and appealing living environment.

Decorations should not obstruct entrances or pose fire hazards. Any decorations deemed offensive to students or staff will be addressed accordingly, potentially resulting in removal.

All changes to your unit's condition sheet must receive written approval from the Residence Hall Coordinator. Make sure to complete and sign a "Room Inventory/Condition Form" within the first week after moving into your residence hall unit. Upon departure from the residence halls, you'll complete the checkout portion of this form.

Using paint and/or other coloring/marker substances on the walls of your residence hall unit is prohibited. Additionally, paneling walls is not permitted due to its potential fire hazard.

3.10 Posters, Pictures, Wall Hangings, Etc.

The College does not approve or endorse any adhesive items or brands for use in residence halls. You should be aware that any residue or damage caused by hanging items on surfaces, including walls, doors, or ceilings, will result in charges to your account. It's important to note that nothing should be hung from the brick walls under any circumstance. Additionally, the use of other hanging devices such as nails or screws is prohibited and will lead to damage charges.

Decorations made from dried plant matter or evergreens, including live trees (such as Christmas trees), wreaths, or other live holiday/seasonal decor, are not permitted.

3.11 You and Your Community

The Residence Hall Considerations List outlines essential aspects of fostering positive relationships among hallmates. It's recommended for roommates to engage in discussions regarding various issues such as personal property, cleaning responsibilities, food purchase and preparation, study times, visitation, etc. at the beginning of each semester and whenever new roommates are assigned to your residence hall unit. These conversations lay the groundwork for mutual understanding, respect, and cooperation among residents, contributing to a harmonious living environment for all.

Considerations List

Resident students should have the opportunity to experience the following rights within their residence hall:

1. Read and study free from undue interference in one's room. Unreasonable noises and other distractions inhibit the exercise of this right.
2. Sleep without undue disturbance from noise, roommates, guests of roommates, other residents, etc.
3. Expect that roommates and/or other residents will respect one's personal belongings.
4. Have a clean environment in which to live.
5. Have free access to one's room and facilities.
6. Have some personal privacy.
7. Host an approved guest with the expectation that guests will respect the rights of the host's roommate(s) and other residents.
8. Communicate openly in the resolution of conflicts.
9. Be free from fear of intimidation, and physical and/or emotional harm.

10. Expect reasonable cooperation in the use of any shared amenities.

Violation of any of these rights by residence hall students may result in disciplinary action. These rights are fundamental to fostering a safe, respectful, and conducive living environment for all residents.

3.12 Mail and Package Delivery

Students are encouraged to personalize delivery options with delivery services such as UPS, FedEx, USPS, etc. However, it's important to note that Baker College cannot be held responsible for any lost or misplaced mail or packages. Upon moving out, students have the option to complete a mail forwarding request.

Once a student has relocated off-campus, any mail received will be returned to the sender. Please be aware that at certain locations, a post office box may be required for mail delivery. Taking these steps ensures efficient mail management and helps prevent any inconvenience or loss of mail items.

3.13 Food Delivery

Students are responsible for meeting delivery people at the main entrance. This ensures smooth and efficient delivery processes while minimizing disruptions to the residence halls. Thank you for your cooperation in this matter.

3.14 Electrical Outlets and Small Appliances

Electrical wall sockets are designed to accommodate only two residential-type plug-in devices. It's crucial not to overload electrical circuits, as this can pose a fire hazard. All electrical appliances should be UL tested and certified to ensure safety. Approved surge protector power strips are allowed for added convenience and protection.

Open coil heat-producing devices such as hot plates, toaster ovens, deep fryers, and electric heaters are strictly prohibited. These appliances can pose significant fire risks and must not be used in residence halls. Your cooperation in adhering to these guidelines helps maintain a safe living environment for all residents.

3.15 Energy Savings

During break periods and between semesters, it is required that all electrical appliances, except those provided by the College, be unplugged in all unoccupied rooms. This includes clocks, televisions, PCs, and any other personal electrical devices. This measure helps conserve energy and prevent potential hazards during periods of extended vacancy. Thank you for your cooperation in ensuring the safety and efficiency of our facilities.

3.16 Campus Cooking

Students are expected to exercise caution when using ovens and stovetops for cooking. Improper cooking practices may lead to the activation of smoke alarms. Consistent misuse of kitchen appliances may result in disciplinary action. It's important to follow proper cooking procedures to ensure the safety and well-being of all residents.

3.17 Window Screens

Window screens in residence hall rooms must always remain properly installed on the windows. Residents who remove their window screens will face charges and may be referred for disciplinary action. However, in the event of a fire, ground-level window screens may be removed to serve as a fire exit for residents.

3.18 Maintenance, Repairs, and Cleaning

When facing any maintenance-related issue, please consult Residence Life staff for assistance. Emergencies related to facilities (such as a toilet not flushing, a clogged kitchen sink, the smell of gas, malfunctioning furnace/HVAC/appliances, etc.) may have a separate process for immediate attention.

Each resident is accountable for maintaining the general orderliness and cleanliness of their room. It's crucial to avoid throwing feminine products, sweepings, rags, garbage, food waste, etc., into toilets, bathtubs, sinks, window wells, or any other improper locations. Residents will be strictly liable for any damages resulting from plumbing overflow, which may lead to charges.

Please follow these guidelines on a weekly basis to ensure a clean and hygienic living environment:

1. Remove all papers (including newspapers), magazines, and garbage from all areas, including bedrooms and living room areas.
2. Discard all empty beverage and food items that are not sealed.
3. Vacuum or sweep all floors and carpets.
4. Damp mop linoleum floors.
5. Thoroughly wash all dirty dishes and cooking appliances in the room.
6. Clean the bathroom area, including all toilets, sinks, showers, and mirrors.
7. Clean both the inside and outside areas of the stove/oven and refrigerator.
8. Dust all surfaces, including tables, chairs, desks, dressers, etc.
9. Ensure all open food and drink products are properly stored in the kitchen.

By adhering to these guidelines, we can collectively maintain a comfortable and sanitary living environment for all residents.

3.19 Entering Residence Hall Units

Residence Life staff may enter students' rooms and may permit other College personnel to do so under certain circumstances:

1. Facilities personnel may enter for inspection of physical equipment, repair, refurbishment, or replacement.

2. College personnel may enter if there is probable cause that a College guideline has been violated.

3. College personnel may enter if there is an indication of danger or hazard.

4. During non-contracted periods, such as between semesters and/or holiday breaks, College staff will conduct inspections and maintenance activities.

The College reserves the right to remove from the room, without the resident's permission, any object or material that poses a health or safety hazard, is College property, or violates College guidelines.

If, during an inspection, violations of federal, state, local, or College guidelines and regulations are found, the occupants of the room will be referred for legal or disciplinary action, and damage charges will be assessed. Rooms will be inspected randomly and at the end of each semester by Residence Life or Facilities staff. All maintenance and housekeeping deficiencies will be noted, and charges will be assessed. Please note that the College will not assume responsibility for abandoned, damaged, lost, or stolen personal items.

3.20 Unit Inspections

Each time a student moves out of a unit, a thorough unit inspection will be carried out. Additionally, regular and random inspections will occur throughout the semester to ensure compliance with routine housekeeping duties, as well as safety, security, and College Residence Life Policy. Any damages discovered during these inspections will be charged to the respective student accounts. Please note that these charges are subject to change.

In cases where the responsible individual cannot be determined, charges for damages will be divided among all residents who occupy the room(s) and/or building. Your cooperation in maintaining a clean, safe, and respectful living environment is greatly appreciated.

3.21 Mandatory Community Meetings

Community meetings are occasionally scheduled in housing to share important information with residents. These meetings are considered extremely important by Residence Life and attendance is mandatory. Residents are required to attend these meetings unless prior approval has been obtained. Failure to attend without prior approval may result in disciplinary action. Your presence at these meetings ensures that everyone is well-informed and contributes to a thriving and cohesive community environment.

3.22 Communication Expectations

Residence Life frequently communicates important information through flyers, campus postings, texts, and/or email. It's important for you to read and respond to these communications promptly. Vandalizing or removing bulletin boards is strictly prohibited. These boards are created and maintained by Residence Life staff for educational purposes and are intended for the benefit of all residents.

Section 4: Public Areas

4.01 Public Areas and Campus Recreational Facilities

Each residence hall provides designated public areas, including reception areas, lounges, study rooms, hallways, stairwells, restrooms, laundry facilities, and recreational areas. These spaces are intended solely for use by residents and their designated visitors. All furnishings and equipment in these public areas belong to the College and should not be removed or mistreated. Any violation of this policy will result in charges for damages and may lead to disciplinary action.

Access to public areas may vary by campus. It is the responsibility of all residents to maintain the cleanliness and proper use of these areas. In cases of damage or vandalism where the responsible party cannot be determined, the costs will be divided equally among all residents. Any damages incurred will be billed following final check-out.

Residents are expected to prioritize building safety and security and ensure that visitors do not cause harm to public areas. Additionally, appropriate attire should be worn in these shared spaces. Public areas within the residence halls operate on a first-come, first-served basis, with campus events taking precedence when necessary.

4.02 Hallways

Public area hallways should be utilized in a manner respectful of all residents' rights. It's important to maintain a noise level in the hallways that allows for normal conversation at all times. Please refrain from using hallways for public gatherings or recreational activities.

4.03 Laundry Facilities

In each residence hall, laundry facilities are provided for your convenience. When using the washers and dryers, please remain nearby to promptly attend to your clothes. It's your responsibility to clean both the washer and dryer, as well as the lint filter, after each use.

Please note that the College cannot be held responsible for any items abandoned, damaged, lost, or stolen from the laundry facilities. These facilities are designated for the use of residents only.

4.04 Study Lounge Use

Some residence halls provide study lounge areas for students' convenience and academic success. You're encouraged to utilize these spaces responsibly. Every resident shares the responsibility for maintaining the cleanliness and condition of the lounge and public areas. Any movement or removal of furnishings or equipment requires prior approval from staff. Violations of this policy will result in charges and may lead to disciplinary action.

If you notice any broken equipment, please promptly report it to the Residence Hall Coordinator for repair. Respect the rights of others by using the study rooms for quiet study time. While food and beverages are permitted in the lounge areas, we ask that you use discretion, and only water is allowed in the computer study lounges. It's your responsibility to clean the lounge after use, including returning any rearranged furniture to its original position. Violations of these rules will result in charges accordingly.

4.05 Computer Usage

All residents are required to adhere to Baker College's Acceptable Usage Policies for all computer usage, including computers in labs and personal computers registered on the Baker network. It's important to note that routers are not permitted for use with the College's network under any circumstances. Violations of these policies will lead to disciplinary action.

The computer labs are primarily designated for academic use. Therefore, students utilizing these resources for academic purposes will be given priority over those using them for personal or recreational activities. It's essential to use the residence hall and campus computer labs/resources responsibly and efficiently. Any inappropriate use may result in the individual being asked to leave, or their access may be limited or denied.

Section 5: Residence Life Policies

5.01 Residence Life Infractions

As a student, it's important to familiarize yourself with the Student Handbook and adhere to its guidelines. You're also accountable for the following policies.

On Baker College premises, the following actions may lead to disciplinary measures, including dismissal from halls and expulsion from all campuses:

1. Disregarding guidelines repeatedly
2. Entering or leaving residence halls without authorization, or helping others to do so. Unauthorized entry includes actions like:
    - Climbing through windows
    - Holding doors open to bypass security
    - Misusing emergency exits
    - Using someone else's ID, keys, or proxy card
    - Lending your ID, keys, or proxy card to another person
3. Engaging in unacceptable conduct
4. Not complying with requests from Residence Life staff and other College personnel
5. Intentionally damaging College or personal property
6. Obstructing Campus Safety Officers in their duties
7. Violating Baker College's Sexual Misconduct Policy

These issues are addressed promptly by the College's disciplinary authority. During investigations, students may face suspension from the College and/or residence halls for disciplinary reasons.

If a student is arrested for a criminal offense (on or off campus), the College may choose to suspend them immediately until the charges are resolved. The student can reapply once the legal proceedings are concluded.

Expelled or suspended students found on any Baker College premises will be considered trespassing and dealt with accordingly. They may schedule appointments with appropriate College administrators by phone during regular hours if needed. All tuition fees will be forfeited.

Residence Life Policies aim to maintain the safety and security of our residents. Please familiarize yourself with these policies outlined in the Handbook and avoid any deliberate violations. **The College reserves the right to take disciplinary action for behaviors not explicitly mentioned in this or any other publication.**

For details on the disciplinary appeal process, please consult the Student Handbook.

Sexual Misconduct Policy

Baker College is committed to creating a safe and respectful environment for everyone. Here's what you need to know:

- **No Discrimination:** Baker College does not tolerate discrimination based on sex.
- **Sexual Misconduct:** Sexual harassment and sexual violence/assault are forms of sex discrimination. Other forms include dating violence, domestic violence, and stalking. These acts are all prohibited, whether sexually based or not.
- **Policy Statement:** Baker College issues this statement of policy to inform the community of our comprehensive plan to address sexual misconduct, including educational programs and procedures for reporting, investigating, and adjudication of these issues.
- **On and Off Campus:** This policy applies to incidents both on and off campus and when reported to a Campus Security Authority.

- **Commitment:** Baker College is dedicated to maintaining a campus environment that respects the dignity and worth of all community members.

For a complete copy of the Baker College policy governing Sexual Misconduct visit the Baker College Sexual Misconduct Policy.

5.02 Alcohol

- **Drinking Rules**: Residents who are 21 or older may drink alcoholic beverages in residence hall units, but the door must be closed, and no minors (except your roommate(s) assigned to the unit) can be present.
- **Transporting Alcohol:** Alcohol may only be transported to and from the unit in covered, sealed containers.
- **Open Containers:** The number of open alcohol containers in your unit must match the number of people who are 21 or older.
- **Mixed-Age Rooms:** In situations where some students are 21 or older and others are under 21, the number of open containers should match the number of people who are 21 or older. Extra open containers might suggest underage drinking.
- **No Bulk Alcohol:** You can't serve alcohol from a common source or from large containers such as kegs, pony kegs, punch bowls, wine boxes, commercial dispensers, etc. These are not allowed, even if they're empty.
- **Guests:** If you have a guest who is 21 or older, they can't drink in your room if you or your roommates are under 21.

5.03 Abusive Language and Gestures

All people in College facilities are expected to use respectful and appropriate language to ensure a comfortable environment for all. Using abusive, profane, obscene, or harassing language and/or gestures is not allowed and will lead to disciplinary action.

5.04 Drugs

- **No Illegal Drugs:** All illegal drugs are banned on Baker College property, even if they're legal in Michigan but still illegal under federal law.
- **Drug Paraphernalia:** Any items related to drug use will be confiscated and could lead to disciplinary action, including being dismissed from the dorms or expelled from the College.
- **Shared Responsibility:** If it's unclear who is responsible for the drug-related items, everyone in the room at the time will be held accountable.
- **Mind-Altering Substances:** Using any substance for the purpose of altering your state of mind is not allowed and can result in disciplinary action, including being dismissed from the dorms or expelled from the College.

5.05 Illegal Activities

Students who are involved in illegal activities on campus may face both College disciplinary action and civil/criminal action. It is your responsibility to be aware of all federal, state, and local laws.

5.06 Guests, Visitors, and Overnight Visitors Responsibility

- **Guest:** A student from another unit in Baker College residence halls.
- **Visitor:** Someone who is not a resident of Baker College residence halls.
- **Overnight Visitor:** A visitor who stays past visitation hours.
- **Host:** The residence hall student who is hosting the guest, visitor, or overnight visitor (invitee).

Guests

- Resident students can visit each other 24/7 if all roommates agree.
- Each residence hall student can host up to two guests at a time.
- Only residents of a unit and their approved guests can sleep in that unit at any time.

Visitors

- Visitors must sign in upon arrival.
- Visitation hours vary by campus; check with your Residence Life professional for details.

Overnight Visitors

- Each resident can have up to two overnight visitors per weekend (Thursday to Saturday nights).
- No overnight visitors are allowed from Sunday to Wednesday.
- Overnight stays need approval from the Residence Hall Coordinator (RHC) and visitors must be at least 18 years old.

Responsibilities

- Visitors and overnight visitors must check in with a valid ID (Driver's License, State ID, Military ID, or passport). The host of an invitee will be contacted to approve and accompany them.
- Invitees must check out when leaving the residence hall.
- Visitors under 18 who don't have a valid photo ID may be asked to show proof that their parent or guardian knows about and approves of the visit.
- Hosts are responsible for an invitee's behavior during their stay.
- Invitees are not allowed to be in the host's unit without the host present.

- All invitees must follow residence hall policies and can be asked to leave for violations. If the invitee is another Baker College student, both the invitee and host may face disciplinary action. Non-compliance on the part of the invitee can lead to the host's loss of visitation privileges or termination of the residence hall agreement.

- Babysitting is not allowed in the residence halls, except for children of the RHCs in their living quarters.

Approval of visitation rights is at the discretion of the Residence Hall Coordinator (RHC). All individuals who have been banned or behaviorally dismissed from the halls and/or expelled from the College lose their visitation rights.

The College has the final say on who can visit College-owned facilities.

5.07 Cohabitation

- **Cohabitation:** Occupying space within the residence halls without assignment.

- **Couples:** If you and your partner spend the night together on weekdays or more than two nights in a row, it's considered cohabitation.

- **Room Assignment:** Only the people assigned to a room can live there and keep their belongings in it. If someone else's clothes, toiletries, etc., are found in your room, it can be seen as cohabitation.

- **Consequences:** Cohabitation can lead to disciplinary action and extra housing fees.

5.08 Quiet Hours

- **Quiet Hours:**
    - Sunday to Thursday: 10:00 p.m. to 10:00 a.m.
    - Friday and Saturday: Midnight to 10:00 a.m.
    - During finals and mid-terms: 24-hour quiet hours.
- **During Quiet Hours:** No noisy behavior or activities are allowed.
- **Courtesy Hours:** At all other times, keep noise levels low and be considerate of others.
- The College can remove any equipment (like stereos, radios, TVs, games, etc.) that doesn't comply with quiet hours.

Let's all help keep the residence halls a peaceful place to live! If you have any questions, feel free to ask.

5.09 Recreational Equipment

All recreational equipment intended for outdoor use is not to be used within the residence halls. This includes things like rollerblades, footballs, basketballs, hoverboards, and other sporting equipment. Any damage to College recreational equipment will result in fees and/or disciplinary action.

5.10 Smoking

No smoking/tobacco use is allowed in College residence halls. In compliance with Baker College's Smoking Policy, Baker College is a smoke-free/tobacco-free campus, including electronic tobacco devices and products that simulate the use of tobacco. This includes the entire campus grounds, all buildings, and parking lots. Smoking will be allowed only in enclosed personal vehicles and off campus property. Students who violate the policies will be held accountable and will face disciplinary action.

5.11 Solicitation/Operating a Business

No commercial solicitation or commercial enterprise is permitted in the College system by residents or non-residents, unless approved by the College. Operating a business on Baker College property or with the use of College equipment is prohibited. The use of the Baker College name on any advertising by a student for business purposes is not allowed.

5.12 Discipline

Please refer to the Student Handbook regarding disciplinary action.

5.13 Baker College Disciplinary Appeal

You can submit an appeal if you were expelled from the College, but you cannot appeal dismissal from the residence halls in cases where indisputable evidence exists. Please see the Student Handbook for details.

Section 6: Campus Safety

6.01 Fire Procedures

Fire Drills and Exits:

In line with our commitment to student safety, we conduct periodic fire drills as mandated by the state of Michigan. These drills aim to ensure that all residents are familiar with evacuation procedures and emergency routes. If you detect a fire, regardless of its size, promptly activate the fire alarm and evacuate the building. If feasible, inform your Residence Life personnel. It's crucial that the building is evacuated entirely before any fire containment efforts are undertaken.

Residence Life personnel will provide thorough reviews of fire safety and evacuation protocols for each building. Cooperation during fire drills is essential and failure to comply will be considered a serious breach of discipline. Students who do not cooperate may face disciplinary actions. Your safety is our top priority, and your cooperation in these drills is greatly appreciated.

Fire Evacuation Procedures:

1. Before anything else, ensure all windows are closed.
2. Always prioritize your safety. Before opening any doors, check your door for heat. If it feels hot, refrain from opening it. If your door feels cool, follow the evacuation route posted in your unit or use the nearest exit door.
3. Once outside, move to a safe area (at least 100 feet away from the closest exterior exit) to minimize the risk of injury from explosions or heat.

4. Do not re-enter the building unless instructed to do so by a staff member or the fire department. Your safety is paramount, and following these steps will help ensure everyone's well-being.

All Other Evacuation Procedures:

For all other evacuations, Campus Safety and Facilities will coordinate actions for evacuations and re-entry into buildings.

6.02 Active Shooter

In the event of an active shooter, Baker College follows the Run, Hide, Fight philosophy. For informational purposes, we utilize the following video. Your safety is our utmost priority, and we encourage everyone to familiarize themselves with these procedures to ensure preparedness in case of an emergency.

6.03 Severe Weather/Tornado Procedures

Each residence hall has a designated severe weather shelter location, so take a moment to familiarize yourself with where yours is located. If notified by Residence Life personnel or another College official that shelter is necessary, promptly proceed to that location and remain there until an all-clear signal is issued.

During severe weather conditions, it's important to stay informed by monitoring local weather updates. You can do this through local television and radio stations, Internet weather sites, or NOAA weather radios.

If you're advised to seek shelter but can't reach your designated area, follow these precautions:

1. Find a place of safety, preferably the basement or first floor of a building.
2. Move to a hallway away from windows and doors.
3. Seek shelter under a heavy table or similar sturdy object to protect yourself from flying objects.
4. Stay calm and wait for assistance.

6.04 General Campus Safety

The College attempts to provide a comfortable, safe living environment for residence hall students. Some entrances are monitored via Closed Circuit Television Cameras, intercoms, and electronic switches. Students must observe all security and safety rules and policies. They have been developed with your safety and well-being in mind. Your I.D./Access Information/Parking Permit is for your use only. Sharing another student's I.D./Access Information/Parking Permit or sharing yours with another person will result in disciplinary action up to and including dismissal from the halls.

Missing Person Policy and Procedures

At our institution, the safety and well-being of our students are paramount. Each year, residents will have the opportunity to confidentially provide emergency contact information. This information will be used if Campus Safety confirms you as missing for 24 hours. For residents under 18 who are not emancipated, we are obligated to notify the custodial parent or guardian within 24 hours of determining the absence. If no emergency contact information is provided, or if you are over 18 or emancipated, we will promptly inform the relevant law enforcement agencies about your missing status.

6.05 Emergency Alert Notifications:

The Baker College Emergency Alert system provides urgent, mass notification to faculty, staff, and students regarding emergencies or threats on campus. A major emergency includes but is not limited to, an active violent incident, weather-related closures, or a hazardous material spill.

Notifications are automatically delivered via text message, voice message, email, and social media. Faculty, staff, and students can update emergency contact information by going to my.baker.edu.

6.06 Insurance and Liability

At our residence halls, the well-being of our students is our priority. We want to ensure that you are aware that any personal belongings you bring are your responsibility. We strongly encourage residents to protect themselves by insuring their property against theft, loss, or damage. Additionally, labeling valuable items can help in the event of misplacement or theft.

6.07 Residence Hall Safety

Be security conscious! Keep your door locked at all times. Poor door locking habits may cost you loss of personal property. Do not keep large sums of money or other valuables in your room or in easy sight and access to anyone. **The College will not assume responsibility for abandoned, damaged, lost, or stolen personal items.** Residence Life personnel should be notified immediately if you have cause to believe your residence hall unit has been improperly entered at any time. Any theft should be reported immediately by the student to Campus Safety.

Residents may not store any gasoline, fuel oil, toxic agents, or other potentially hazardous substances on the premises. Tampering with any safety equipment (e.g., fire extinguishers, smoke alarms, etc.) may result in fines in addition to replacement or repair costs.

Residents may not use any method of heating the premises (e.g., space heaters) other than that supplied by the College.

6.08 Parking and Automobiles

- Lock your car doors to keep your belongings safe. Baker College isn't responsible for any damage, theft, loss, etc.
- Register your car for a parking permit every year when you check in. Residence hall parking lots are for current residents only. Sharing parking permits will result in disciplinary action.
- Your vehicle must be properly licensed and in working order. Only minor routine maintenance may be performed in any campus parking lot.
- You may only have one vehicle, unless you receive prior approval by Residence Life personnel.
- It is your responsibility to pay any fees related to parking violations.
- Your vehicle cannot be left in the parking lots over breaks.
- No sleeping in vehicles on campus.
- Drive under 15 mph on campus, or you might lose parking privileges or receive a ticket.
- In winter, park away from curbs and sidewalks to allow for snow removal.

Any disregard for these requirements may result in your vehicle being towed at your expense, discipline, fines, housing reassignment, and/or termination of housing licensing agreement.

Auto Insurance

Michigan is a no-fault insurance state and residents are required to obtain no-fault insurance coverage on their vehicles. If you are a non-Michigan resident and you have no-fault insurance coverage from the state in which you reside, you are covered in Michigan. If you **do not** have no-fault insurance from the state in which you reside and have been in Michigan for 30 or more consecutive days, you **may not** be protected under your current automotive insurance policy. Please check with your insurance company to make sure you are protected in Michigan.

College of Health Science Program Handbooks

- Introduction
- Course Transfer Policy
- Cardiac Sonography
- Computed Tomography
- Diagnostic Sonography
- Health Information Management
- Health Information Technology
- Medical Assistant
- Occupational Therapy Assistant
- Master of Science, Occupational Therapy
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology
- Veterinary Technology
- Master of Science, Occupational Therapy Addendum

INTRODUCTION

This handbook contains information regarding the academic policies and procedures that govern the Baker College Health Science programs. Please read this handbook and keep it with your school records for easy reference. By signing the Acknowledgment, you acknowledge that you have read this handbook and your program addendum and understand the material presented.

MISSION

The mission of the College of Health Science, through a career focus, is to support the individuals and initiatives of Baker College healthcare programs with the common goal to develop quality, professional, and compassionate graduates.

VISION

The College of Health Science is dedicated to creating better futures by achieving excellence in healthcare education and client-centered, evidence-based practice. We continuously evolve our programs to meet industry trends while upholding the highest academic standards. By promoting interdisciplinary collaboration and lifelong learning, we prepare healthcare professionals to make meaningful, lasting impacts in their communities.

CORE VALUES OF THE COLLEGE OF HEALTH SCIENCE

1. **Integrity**
   We are committed to fostering a culture of honesty, accountability, and ethical decision-making. Our faculty, students, and staff uphold the highest professional standards in all academic, clinical, and professional settings, ensuring that integrity guides every aspect of healthcare education and practice.

2. **Caring**
   Compassion is at the heart of healthcare. We prioritize a learning environment that nurtures empathy, respect, and patient-centered care. Through hands-on clinical experiences and support, we empower our students to be adaptive, compassionate healthcare providers, deeply attuned to the needs and well-being of their patients.

3. **Inclusiveness**
   We believe in the value of inclusivity and strive to create a welcoming environment to all. Our programs are designed to reflect the diversity of the communities we serve, ensuring that all students feel valued, supported, and prepared to care for diverse populations in healthcare settings.

4. **Innovation**
   The healthcare field is ever-evolving, and we encourage a mindset of continuous improvement and creativity. Through cutting-edge technologies, real-world clinical training, and an emphasis on critical thinking, we prepare students to be leaders and innovators in healthcare.

5. **Social Responsibility**
   We embrace our responsibility to positively impact society through healthcare education. Our programs emphasize the importance of ethical practice, community engagement, and advocacy for public health. We prepare students to be socially conscious healthcare professionals who contribute to the well-being of individuals and communities.

CLASS SCHEDULES

To best support our students' success and ensure the highest quality educational experience, the College may occasionally adjust course schedules or cancel courses when necessary. Should it be necessary to change schedules, you will be notified via Baker email, mail, or telephone. Students should check the Baker College Student Handbook on policies related to inclement weather. Additional information will be provided by the campus program official as necessary.

ATTENDANCE AT WORK EXPERIENCES, CLINICAL INTERNSHIPS, OR FIELDWORK EXPERIENCES

Work experience courses are challenging work opportunities related to your major or intended career that require you to reflect and integrate your college learning in the professional world. These courses may require you to locate and secure a site and complete required hours. In addition, work experiences provide you with an opportunity to focus on program outcomes. If you do not retain the work experience that you have selected, the College is not obligated to seek out an alternative site. Work experience may require attendance up to 40 hours per week with a minimum of 121 hours to a maximum of 180 hours of paid/unpaid experience in a health or health related setting. Inability to perform at a full-time status may prevent you from obtaining work experience placement. In the event you are offered employment while participating in the work experience, notify your program official as soon as possible.

You are expected to follow these guidelines to ensure a supportive and productive learning environment:

- Attend all scheduled sessions during the semester and report all absences or tardiness to the work experience site and program official prior to scheduled start time. To support a safe and professional work experience, you are expected to remain in the work setting during your assigned hours unless you follow the appropriate work experience and program guidelines. Additional documentation may be requested in alignment with program policies. Excessive absences, tardiness, or unauthorized schedule changes may be grounds for withdrawal or dismissal from the work experience.

- If you are registered for WRK 4410, you will arrange clinical site placement and complete the worksite registration prior to the deadline provided.

- You may be required to accommodate didactic and work experience schedules that do not follow a traditional format, including evenings, weekends, and holidays.

- You are expected to arrive at the work experience setting at least 15 minutes before your scheduled time to ensure a smooth and professional start to your shift.

- In the event Baker College closes (power outage, weather, etc.), you should report to your work experience unless travel conditions are unsafe. If travel conditions are unsafe, you must inform the program official and work experience supervisor of the circumstances that prevented attendance. Reference the Baker College Student Handbook Inclement Weather Procedures for more information.

- Any change in your schedule must be approved by a program official and work experience supervisor. You are responsible for notifying a program official promptly of any such change.

- You must request time off in advance for personal days, vacations, or interviews. These requests need prior approval from both a program official and your work experience supervisor to ensure minimal disruption to your learning experience.

DIRECT ADMISSION

Direct Admission Criteria

To be considered for direct admission, you'll need to submit the following items before February 1st of your senior year:

- A completed Baker College application

- A copy of your high school transcripts

- A cumulative GPA of 3.0 or higher

- A minimum grade of 2.7 or higher (on a 4.0 scale) in biology and one other science course.

Direct Admission First-Year Requirements

- Complete core credit hours
    - For Veterinary Technology (Spring semester start only):
        - 14 credits - COM 1010, MTH 1150, CHM 1410, VET 1010A, & VET 1011
    - For Surgical Technology

        - 15 credits in General Education - COM 1010, COM 1020, MTH 1150, PSY 2050, General Education Elective
        - 14 credits in Health Science - HSC 1010, BIO 1210 & BIO 1211, BIO 1220 & BIO 2221, BIO 2410 & 2411
    - For all other programs (must be completed during your first year):
        - 15 credits in General Education - COM 1010, COM 1020, MTH 1150, PSY 2050, General Education Elective
        - 13 credits in Health Science - HSC 1010, BIO 1210 & BIO 1211, BIO 1220 & BIO 2221, BIO 2150

- In order to maintain a direct admit seat you must:
    - Maintain a minimum cumulative GPA of 3.5
    - Must earn a minimum grade of 2.0 in all general education courses and a grade of 3.0 in all health science courses on your first attempt
    - Submit a Health Science Professional Program Application to confirm program and campus selection.

If the First-Year requirements are not met, you will transition to applying through the Professional Program Application process, joining the competitive process for admission to the program as outlined in the Professional Program Application Requirements.

ADMISSION CRITERIA FOR PROFESSIONAL PROGRAMS

1. Students must achieve a minimum cumulative GPA of 2.7 overall.
2. Special emphasis is placed on performance in science courses (Anatomy & Physiology, Pathophysiology, etc.). A minimum GPA of 2.7 is required for each individual science and lab course (BIO 1210, BIO 1211, BIO 1220, BIO 1221, BIO 2150, BIO 2410, BIO 2411, CHM 1410, HSC 1010).
3. Each prerequisite course may only be repeated once.
4. Students may not repeat more than two prerequisite courses in total. Patterns of course withdrawals and "W" grades may negatively impact admissibility.

Appeal for Extenuating Circumstances: Students who are unable to meet these requirements due to extenuating circumstances may submit an appeal for consideration to the program. This appeal should be submitted in writing to the Dean of the College of Nursing or the College of Health Science.

RE-ENTRY TO THE PROFESSIONAL PROGRAM

If you fail or withdraw from one or more professional program major core course in a semester, you:

- May not progress in the program; you must retake the course(s).
- Must re-enter the program within one year after withdrawal or unsuccessful professional program course attempt.
- Must re-enter the program at the point of withdrawal or course failure.
- Must repeat any failed course (can only repeat each course once).

- Will repeat all components of the course (lab, clinical)

- If you are dismissed from the professional program, you may not apply for re-entry to that specific professional program.

- Program withdrawal due to a medical reason requires a letter from a healthcare provider for readmission:
    - Medical clearance will be needed stating that you can perform all Essential Function/Technical Requirements without restrictions
    - Follow the professional program re-entry process

Please note: re-entry into the professional program is not a guarantee. It is based upon availability of clinical space, faculty, and successful completion of the re-admittance process.

The CoHS Professional Program re-entry process is as follows:

1. You will submit a letter or email addressed to the Program Director at the campus where you are requesting re-entry for the desired semester. DEADLINE TO SUBMIT THE REQUEST WILL BE AS FOLLOWS:
    1. Spring Semester cohort start: 1st Monday in October
    2. Summer Semester cohort start: 1st Monday in March
    3. Fall Semester cohort start: 1st Monday in March
2. The typed letter or email must include:
    1. The last semester attended in the program
    2. Reasons for withdrawal, including course failure(s)
    3. Reasons why you desire to be re-entered
    4. The circumstances that have changed to indicate that you will be successful in completing the program if re-entered
3. You must arrange a meeting with the Program Director from the campus in which program re-entry is being requested after submission of the above described letter.
    1. You will meet with the Program Director to create a re-entry contract, including an individualized learning plan.
    2. The individualized learning plan may include demonstration of competencies previously learned, review modules, skills review, simulation, auditing prior courses, or assigned resources.
4. Program Clinical Requirements must be completed
    1. Random drug screen if you were not enrolled for more than one semester if drug screens are required by the clinical affiliates at that campus.
    2. Background check: If you are out for more than one semester
    3. Current clinical requirements of the program
    4. Current American Heart Association BLS

5. If you do not complete any Baker College courses for more than one academic year, the Baker College re-entry policy would apply as outlined in the Baker College Student Handbook.

6. The Program Director of the Professional Program will grant final approval of re-entry.

PROFESSIONAL PROGRAM DISMISSAL

You may be dismissed from a professional program due to, but not limited to, any of the following issues:

1. Recurrent unsatisfactory academic progression (i.e. failure of 2nd program major core course, or failure to pass a program major core course after two attempts)

2. Unsafe clinical practice/violation as evaluated by faculty

3. Breach of HIPAA compliance

4. Improper professional behavior

5. Absenteeism/tardiness

6. Substance abuse (prescription/non-prescription)

7. Violation of social networking policy

8. Failure to meet required clinical expectations including deadlines

*Note: Academic dismissal from the CoHS Professional program does not automatically result in dismissal from Baker College. In the event you are dismissed from a professional program, you should discuss any options you may have related to other programs with your academic advisor.

LEAVE OF ABSENCE

All time missed shall be made up under guidelines set by both the program and clinical site.

Military Leave - You are allowed to make up any missed time due to military duties.

Bereavement - If you need to be absent from a clinical internship due to the death of an immediate family member, please notify and obtain approval from your clinical instructor. You are entitled to up to three days of release time from your clinical schedule. Any missed hours or competencies will be completed at a later date. For the purposes of this policy, "immediate family" includes:

- Spouse
- Child
- Parent
- Sibling
- Grandparent
- Grandchild

Upon approval from program officials and/or clinical instructor, bereavement leave may be granted for deceased persons not listed above.

OUTSIDE OBLIGATIONS

Completing program requirements is demanding, so it's recommended that you limit outside employment and other commitments. Conflicts with other obligations cannot be accommodated as reasons for adjusting course schedules, academic responsibilities, or clinical assignments.

PREGNANCY

Should you become pregnant while you are in your College of Health Science program, you are encouraged to notify your program director or clinical coordinator as soon as possible through the submission of the Notice of Pregnancy Form. Failure on the part of the student to disclose and notify a program official of an existing pregnancy through the use of the Notice of Pregnancy Form shall absolve both the College and the clinical education center of any responsibility from an assignment to a potentially hazardous environment. The College will support students who are pregnant by creating contingency plans to best accommodate the student's needs with program requirements.

The Title IX Coordinator can coordinate actions to prevent sex discrimination and ensure equal access to the College's education programs and activities related to pregnancy. All schools, including Baker College, have a Nondiscrimination Policy The Title IX Coordinator for Baker College is Dr. Voula Erfourth and she can be contacted at voula.erfourth@baker.edu or 989-729-3406.

PROFESSIONALISM

As a student in the College of Health Science, you are subject to the Baker College Code of Conduct. You are expected to uphold the ethics and standards of your chosen career field throughout the program. This commitment includes maintaining professional personal conduct, a positive professional attitude, appropriate dress, and the confidentiality of student, client, and patient information. Any breach of these standards may result in dismissal from the program.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

HIPAA training will be provided to all undergraduate students in HSC 1010. Individual clinical agencies may also require you to participate in and complete HIPAA training as it relates to that facility. Violation of HIPAA policies may result in expulsion from Baker College and/or civil or legal actions against you.

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 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 failure of the clinical experience, failure of the course, or expulsion from the professional program or the College of Health Science.

SOCIAL MEDIA

You are expected to refrain from using personal cell phones, electronic devices, and computers for taking photographs or accessing social media while in clinical or laboratory settings. Cell phone use may also be restricted in the work experience setting, as directed by program officials and site policies. Unauthorized use of devices may lead to dismissal from the work experience. Please adhere to the Baker College social networking policy as outlined in the Baker College Student Handbook.

ETHICAL CARE RESPONSIBILITIES

You are expected to provide high-quality, dignified health care to every patient, respecting each individual's social status, race, ethnic background, or diagnosis. In your practice, you will apply legal and ethical principles, demonstrating compassionate care within our culturally diverse society. Maintaining client confidentiality is a fundamental aspect of ethical care.

APPEARANCE

You may be required to wear a specific uniform to maintain a professional appearance. Your attire should not be visually distracting or disruptive to the educational or clinical practice environment. Please adhere to the dress code policy of Baker College and/or the clinical setting, and always wear identification while in clinical settings.

If you do not meet appearance expectations, you may be asked to leave at the discretion of the work experience supervisor or program official. In such cases, you are responsible for making up any missed time. Refer to program-specific information for detailed requirements.

SMOKING

You are expected to abide by the Baker College Smoking Policy and any additional clinical policies regarding tobacco or smoking-related products. Reference the Baker College Student Handbook Smoking Policy for more information.

DRUG SCREEN

If you have been on program probation or leave of absence greater than one semester, you may be required to repeat the drug screen upon re-entry to the program.

The Professional Program or College of Health Science or the clinical site may require a random drug screen based on affiliation contract or behavior exhibited by the student. If you are believed to be under the influence of drugs or alcohol during class or clinical, you will be referred for a drug screen and temporarily suspended from clinical work until the results of the drug screen are reported. If you fail to present at the designated time/place for this random drug screen, this will be considered a positive result and may result in dismissal from the program.

Please note, Marijuana remains an illegal substance under Federal law. A positive drug screen for medical or recreational marijuana may result in dismissal from the program.

CRIMINAL HISTORY AND BACKGROUND REQUIREMENTS

A criminal background check may be required prior to entering the professional track and/or work experience portion of the program. A report from state, federal, and sexual offender databases may be required by clinical sites. Certain felony convictions or misdemeanors are not allowed in the clinical settings by law; therefore, if you have one of these convictions or misdemeanors, you will not be allowed to enter the clinical environment. Credentialing bodies may prohibit individuals with certain criminal histories from taking a licensure exam. If you are concerned about any possible elements of your background check, you are encouraged to reach out to your program director as soon as possible and research your ability to become licensed in your chosen profession prior to applying to the program.

IMMUNIZATION REQUIREMENTS

Health and Immunization Requirements:

You may be required to provide proof of immunizations, boosters, and/or titers, current TB test results, and other screenings pertinent to your chosen profession.

You are financially responsible for all immunizations, tests, and titers needed for College of Health Science Professional Program requirements.

Before beginning clinical courses the following information must be submitted. Specific deadlines may vary by program and campus due to clinical site expectations. **Failure to submit requirements, by stated deadlines, may result in you not being able to participate in clinical studies and being removed from the course.**

- Complete Baker College Health Information Form, which includes emergency contact information and affirmation that your immunizations are complete.

- Tuberculosis Testing: T.B. skin test, serological test, or chest x-ray results must be submitted on an annual basis. Students can not have active or communicable tuberculosis (documented 2-step once and then standard TB test annually as applicable to the individual student).

- Varicella-Zoster Testing: Provide documentation to verify immune status via serologic testing or documentation of immunization.

- Measles, Mumps, and Rubella Immunization: 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. Boosters and/or titers may be required.

- Tetanus/Diphtheria/Pertussis Immunization: Students must submit a valid immunization record documenting a primary series and booster dose (Tdap) within the previous ten (10) years.

- Hepatitis B Immunization Series: Students must submit documentation of having received or being in the process of receiving the Hepatitis B immunization series. A lack of the Hepatitis B series may prevent students from access to some clinical site placement.

- Influenza Vaccine: Most clinical locations require students to obtain an annual flu vaccine. This requirement will be enforced to enable 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.

- COVID-19 Vaccine: The College of Health Science recommends that all eligible individuals receive the COVID-19 vaccine. While the COVID-19 vaccine is recommended, it may be required for some clinical sites associated with clinical placements for certain campuses. These requirements are put in place by the clinical sites themselves and are subject to change based on their respective policies and guidelines. If a student is assigned to a clinical placement where the COVID-19 vaccine is required, they will be expected to either provide proof of vaccination or obtain a waiver from both the college and the clinical site, if applicable. Waivers will only be granted under specific circumstances and must be approved through the appropriate channels.

- 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.

Immunization Exemption

To request an accommodation that allows you to be exempted from a vaccination requirement, please complete this electronic form through the BC Portal. In general, exemption requests are based on valid medical or religious grounds. If the request is based on a medical condition, a Medical Verification Form will also need to be submitted with your electronic request. The College will review your request and notify you whether it is approved. The College may ask you for more details about your request, and may need you to provide additional information.

HEALTH INSURANCE

If you are enrolled in a program within the College of Health Science, you must have health insurance during the time in which you are in any clinical/work/fieldwork experiences. You are responsible for all associated costs for health insurance. Please go to: https://www.healthcare.gov/ for more information on securing health insurance.

BASIC LIFE SUPPORT (BLS) CERTIFICATION REQUIREMENTS

You may be required to obtain and maintain Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association. You may be required to provide their clinical facility with a current BLS certificate when requested.

PROFESSIONAL LIABILITY

Professional liability insurance covering you during the Baker College academic related clinical experiences will be provided by the College. This does not prevent you from obtaining their own professional liability insurance if they choose to do so.

You are responsible for all costs associated with background, drug screens, immunizations, health insurance, BLS certification, and all other items or services required by the work experience site.

ESTIMATE OF FEES

Item or Service	**Average Range of Fees**
Background Check - Required. Based on the number of counties of residence.	$20 - $50
Drug Screening - If required by a clinical site.	$25 - $50
Fingerprinting - If required by a clinical site.	$68 - $100
Immunizations/Titers - Required. Varies by student's past immunization history.	Varies
Immunization Tracking - Required.	$15 - 25
COVID Vaccination - Recommended	Varies
Clinical Placement Service - If required by Program or Clinical Site.	$10 - $25
Standardized Assessment Exam - Required.	$50 - $75
Basic Life Support/CPR/First Aid training - Required	$50 - $125
Other program associated costs - Varies by program.	Varies

Item or Service varies by program and/or clinical site

TRANSPORTATION

Work experiences occur at a variety of health care facilities that may be an extended distance from home or campus. Some clinical sites may be further than 100 miles away. Reliable transportation is necessary to assure prompt arrival and attendance. We encourage you to have a backup solution planned in advance in the event that your primary mode of transportation fails. If an overnight stay is required for the work experience, the cost will be at your expense.

BLOOD BORNE PATHOGENS (BBP)

BBP Training will be given to you based on program requirements. Reinforcement of the BBP training will be incorporated into lab and other selected courses. All students, faculty, and staff have the responsibility to maintain and share the current knowledge regarding these guidelines. See program specific information for procedure to complete this requirement.

LATEX ALLERGIES

The goal of the College of Health Science 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 impossible to ensure a latex free environment. If you have a history of latex allergies or a history of allergic reactions, you should notify your instructors in

laboratory courses where latex exposure may occur. If you suspect that you are experiencing a latex allergy while attending Baker College, you should notify the instructor as well as your Program Director. If you have a latex allergy, you should consult with your personal health care provider regarding the impact of this allergy on health careers and treatment options.

Baker College will make all reasonable accommodations to provide latex free products for students who request them.

AFFECTIVE, COGNITIVE, AND PSYCHOMOTOR DOMAIN REQUIREMENTS

The curricula leading to a degree from the College of Health Science requires you to engage in diverse and complex experiences directed at the acquisition and practice of essential knowledge, skills, and functions. Combinations of cognitive, affective, psychomotor, physical, and social abilities are required to acquire the knowledge and skills needed to perform the varied roles in healthcare. In addition to being essential to the successful completion of the requirements of a degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers.

The following motor, sensory, communication, and intellectual requirements comprise the attributes a student must possess to meet program outcomes. See program specific information for more detailed requirements.

Affective Domain

- Ability to demonstrate responsive and empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
- Emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- Capacity to demonstrate ethical behavior, including adherence to the code of conduct of your profession, as well as applicable laws and regulations governing the healthcare profession.

Cognitive Domain

- Cognitive abilities necessary to master relevant content in courses at a level deemed appropriate by the College. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material in a timely manner.
- Ability to think critically, prioritize, organize, utilize time management, and demonstrate problem-solving skills.

Psychomotor Domain

- Ability to recognize one's own limits, both personally and professionally, as related to one's skill and knowledge.
- Capacity for the development of a mature, compassionate, respectful, sensitive, and effective therapeutic relationship with patients and their families, including sufficient emotional and intellectual capacity to exercise good judgment and complete patient care responsibilities promptly and professionally.

Communication

- Ability to effectively communicate in English through speech, hearing, reading, writing, and computer literacy using accurate and appropriate terminology with classmates, faculty, patients, their families, members of the healthcare team, and individuals of all ages, races, genders, and socioeconomic and cultural backgrounds.
- Students with hearing or speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communication aids may be appropriate if the intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to provide reasonable accommodations for participants with disabilities who are otherwise qualified.

Students seeking disability accommodation should contact the College Campus Department of Disability Services. The Department of Disability Services will determine a student's eligibility for accommodation and will recommend appropriate accommodations and services.

ON-CAMPUS COMPONENT FOR INTERNATIONAL STUDENTS ENROLLED IN OFF-CAMPUS CLINICAL COURSES

All international students enrolled in a semester consisting of only off-campus clinical courses are required to complete an on-campus component to comply with SEVP regulations. The on-campus component will involve a one-time, in-person meeting each semester per clinical course. This meeting must occur during the semester period, ensuring interaction with faculty and peers related to the clinical course's objectives.

Requirements:

1. **On-Campus Meeting:** Each international student must attend at least one in-person meeting on campus during the semester. The meeting will focus on discussions related to the course, including, but not limited to, clinical updates, progress, and feedback.

2. **Documentation:** A 0-point assignment will be created in the Canvas shell of each clinical course, where students will upload proof of participation in the on-campus component. This can include a time log or a signed record from faculty.

3. **Non-Compliance:** Failure to attend the required on-campus session may affect the student's visa status and/or academic standing.

4. **Advising:** International students must coordinate with the PDSO/DSO and their academic advisor to ensure compliance with this policy.

5. **Communication:** The PDSO/DSO will communicate this requirement to students, faculty, and advisors upon enrollment in clinical courses and when international students are identified.

Point of Contact:

- PDSO/DSO (Principal Designated School Official/Designated School Official): Responsible for informing students, academic advisors, and program directors of these requirements.

- Academic Advisor: Assists students in understanding the policy and tracking compliance through the student's academic journey.

PROFESSIONAL PROGRAM APPLICATION AND SELECTION PROCESS

Application information for professional programs within the College of Health Science can be found at this link: https://www.baker.edu/admissions-and-aid/other/professional-programs/

ACADEMIC CORRECTIVE ACTION PROCESS

If you demonstrate unsatisfactory achievement of didactic or clinical performance levels and skills necessary to meet program outcomes, you will enter the academic corrective action process. This is a graduated process.

1. **Documented Verbal Warning:** A meeting with program officials. This meeting will detail the academic issues and review expectations. If satisfactory progress is not attained after the specified timeframe, you will enter Program Academic Probation status.

2. **Program Academic Probation/Written Warning:** A meeting with program officials and the Director of Student Affairs and/or the Dean. This meeting will detail the consequences of failure to make measurable progress or an occurrence of a new or additional concern. A Learning Contract will be created which details the expectations, the method used to evaluate your progress, and the timeframe for reevaluation. In the event you have not made significant progress or if an additional academic or performance issue is identified, you will undergo a Sanctions Review by an academic committee.

3. **Sanctions Review:** A formal meeting with program officials, the Director of Student Affairs and/or the Dean will be conducted. This meeting will detail the failure to progress and result in a decision by the Sanctions Review Committee. Where program dismissal is the resulting sanction, the decision is final and not eligible for appeal.

REQUIREMENTS FOR GRADUATION

You are required to pass all professional track courses with the minimum grade requirement to graduate with an undergraduate from Baker College. A minimum grade of B- (2.7) is required for prerequisite Health Science Courses (BIO, HSC). A minimum grade of C (2.0) is required for general education courses. Review program specific information for minimum grade requirements of individual programs.

COURSE TRANSFER POLICY

Veterinary Technology Course Transfer Policy:

In order to receive credits towards the Associate of Applied Science Veterinary Technology degree, the prerequisites/corequisites that are required to have been completed in the last 7 years, with a minimum grade of B- from the date of acceptance into the veterinary technology program include the following:

- CHM 1410 Chemistry of Life
- VET 1010A Anatomy and Physiology for Veterinary Technology
- VET 1011 Anatomy and Physiology for Veterinary Technology Lab

All other prerequisites/corequisites have to have been completed with a grade of (C) in order to be transferred in for the Associate of Applied Science in Veterinary Technology degree.

Surgical Technology Course Transfer Policy:

In order to receive credits towards the Associate of Applied Science in Surgical Technology degree, the prerequisites/corequisites that are required to have been completed in the last 7 years, with a minimum grade of B- from the date of acceptance into the surgical technology program include the following:

- BIO 1210: Human Anatomy and Physiology I
- BIO 1211: Human Anatomy and Physiology I lab
- BIO 1220: Human Anatomy and Physiology II

- BIO 1221: Human Anatomy and Physiology II Lab
- BIO 2410: Microbiology
- BIO 2411: Microbiology Lab
- BIO 2150: Pathophysiology

All other prerequisites/corequisites have to have been completed with a grade of (C) in order to be transferred in for the Associate of Applied Science in Surgical Technology degree.

All Other PPA Program Course Transfer Policy:

In order to receive credits towards the professional program degree, the prerequisites/corequisites that are required to have been completed in the last 7 years, with a minimum grade of B- from the date of acceptance into the professional program include the following:

- BIO 1210: Human Anatomy and Physiology I
- BIO 1211: Human Anatomy and Physiology I lab
- BIO 1220: Human Anatomy and Physiology II
- BIO 1221: Human Anatomy and Physiology II Lab
- BIO 2150: Pathophysiology

All other prerequisites/corequisites have to have been completed with a grade of (C) in order to be transferred in for the professional program tracks.

Healthcare Administration Program

The Healthcare Administration program is an open enrollment program that requires no application process. Please refer to this program's suggested academic plan.

CARDIAC SONOGRAPHY

Program Goals & Philosophies

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for the Adult Cardiac Sonography concentration. We provide an outcome-based learning model that will confirm competencies and behavioral objectives through evaluative tools consistent with our standards and those set forth by our accrediting body, the JRC-DMS under CAAHEP. Our syllabi details various coursework and is designed so you will understand what is required of you as a student to meet or exceed program standards. This is a high performance, building block program requiring dedication on the part of you as the student, as one course builds upon the next. Good study skills, a willingness to ask for help, and the ability to understand and accept constructive criticism are critical. Ability to stay on task at clinical and with assigned program coursework is vital for success.

During clinical rotation, you will work with patients at clinical affiliate imaging centers and hospitals. These sites are located throughout the state. You may be required to rotate to more than one clinical site during the course of the program. Specific or initially assigned clinical sites are not guaranteed for the duration of the course or program. You will be placed at a clinical site

based on best interest. Best interest considers types of exams available, workload and dynamic, type and number of exams performed and clinical instructor availability. A clinical site where you will have the best learning experience is most important in regard to clinical placement. You will be in an observational role in the beginning of your clinical training. Once your confidence increases and experience is gained, you will progress to assisting the clinical instructor with pre or post scanning. When you have demonstrated to the clinical instructor that your level of skill is such that you can perform complete exams, you may be monitored with more indirect supervision. The clinical experience is outcome based, which will provide you with the opportunity for a quality education. You will be required to demonstrate clinical competency in the performance of cardiac ultrasound exams prior to graduation.

Successful completion of the program requires that you meet the minimum clinical hours, pass each class with a B- or better, complete all required clinical competencies and submit all clinical documentation to the program clinical coordinator.

Accreditation Information

Baker College is accredited through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) under the Commission on Accreditation of Allied Health Education Program (CAAHEP) for accreditation. As an accredited program, students are eligible to sit for the ARDMS Sonography Principles and Instrumentation (SPI) exam after successful completion of the Acoustic Physics course. Students are eligible for the ARDMS Adult Echo (AE) exams 60 days prior to graduation.

Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS):

6021 University Boulevard, Suite 500, Ellicott City, MD 21043

Phone: 443-973-3251

mail@jrcdms.org

Commission on Accreditation of Allied Health Education Programs (CAAHEP):

9355 113th Street N., #7709, Seminole, FL 33775

Phone: 727-210-2350

www.caahep.org

State and National Organizations (Membership)

Student membership to the Society of Diagnostic Medical Sonographers (SDMS) and the Michigan Society of Echo (MSE) is voluntary but highly recommended. The SDMS student membership rate is $45 per year ($160.00/yr. for sonographers) which includes a professional bimonthly journal and discount admission rates to SDMS meetings. Go to the website and click on membership. You are also encouraged to seek membership in the MSE, which is free for students and $30.00/yr. annually for sonographers. Go to the website to download the membership form. You will need a student verification letter from Baker College. You may also consider joining the American Society of Echocardiography (ASE), which is a national ultrasound cardiology physician and sonography association. Student dues are $75.00.

American Registry for Diagnostic Medical Sonography (ARDMS)

1401 Rockville Pike, Suite 600, Rockville, MD 20852-1402

P: 301-738-8401

T: 800-541-9754

F: 301-738-0312

Society of Diagnostic Medical Sonography (SDMS)

2745 Dallas Pkwy Ste. 350, Plano, TX 75093

P: 214.473.8057 or 1.800.229.9506

F: 214.473.8563

Cardiovascular Credentialing International (CCI)

1500 Sunday Drive, Suite 102, Raleigh, NC 27607

P: 800-326-0268

American Institute of Ultrasound in Medicine (AIUM)

14750 Sweitzer Ln, Suite 100, Laurel MD 20707

P: 800-638-5352

Michigan Society of Echocardiography

11793 VFW Road, Eaton Rapids, MI 48827

Mission

The mission of the Cardiac Sonography Program is to provide each student with quality educational experiences, which will prepare them to readily make the transition from student to competent entry level Cardiac Sonographer.

Program Outcomes

By the end of the program, the student will...

- Demonstrate adequate and professional written and oral communication skills.
- Apply patient care methods appropriate to an entry-level sonographer.
- Apply mathematical computations in echo/Doppler measurements.
- Analyze human gross and sectional anatomy as required in the ultrasound exam.

- Exercise appropriate judgment of machine instrumentation and the use of electronic controls in the optimization of the digital exam.
- Apply the principles of acoustical physics and Doppler ultrasound theory and proficiency to the ultrasound exam.
- Integrate pertinent patient history using supporting scientific and clinical data including observations made during the procedure for presentations to the interpreting physician.
- Recognize cardiac pathology and exercise appropriate judgment and critical thinking in obtaining ultrasound images for the interpreting physician.
- Demonstrate professional and ethical judgment and behaviors with the health care team, patients and co-workers.
- Apply global and cultural awareness within the community and the health care setting.
- To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains in the following concentration; Adult Cardiac Sonography.

Code of Ethics Safety Requirements

Cardiac Sonographers, as members of a team of health care professionals work to evaluate and perform testing on patients of all ages, races, ethnic backgrounds and religions. Patients present with cardiac illnesses and other cardiopulmonary disorders in a wide variety of clinical settings. Cardiac Sonographers must behave in a manner consistent with the standards and ethics of all health care professionals. Cardiac Sonographers work in hospitals, diagnostic clinics, at physician offices, in outpatient centers and in ultrasound equipment application or sales. As a cardiac sonography student at Baker College, the following is expected:

- Do not divulge information relevant to the patient's medical information or privileged communication relative to the department or hospital business.
- Judiciously protect the patient's right to privacy, following all HIPAA Guidelines.
- Not diagnose, but provide information to the cardiologist for the sonographic impression and patient management.
- Health information, including TB testing and immunizations will be completed and submitted in the compliance tracker.
- A background check and drug screen are required once accepted into the program, prior to clinical placement.
- Proof of medical insurance coverage. Cost of medical insurance is your responsibility.
- Proof of valid BLS for Healthcare Professionals from the American Heart Association must be completed prior to clinical start.
- Fingerprinting may be required based on clinical site policy
- Some clinical agencies may have additional health requirements for students other than those listed in this handbook. You will be notified of those facilities requiring additional immunization/vaccines prior to the practicum start date.

As a Cardiac Sonography student, you need to be aware that you may be exposed to and/or assist the Cardiac Sonographer in the following areas:

- May be required to respond to emergency cardiopulmonary arrest situations.

- May be involved in trauma situations including the testing of accident victims.
- Work with highly sophisticated computerized equipment
- May be exposed to bodily fluids.
- Assist physicians in performing specialized procedures in high pressure environments, such as echo guided pericardiocentesis and emergency room procedures.
- Work with sensitive diagnostic equipment.
- Must be able to respond rapidly using critical thinking skills.
- Must possess the ability to work both independently and as a team member.
- Are often on your feet for extended periods of time.
- May need to lift patients and/or move hospital beds, wheelchairs and ultrasound equipment.
- Must be able to work with bed pans, urinals, diapers and changing pads

Communicable Disease Policy

Objective: To protect healthcare personnel, standard precautions should be used with all patients, as they may carry bloodborne pathogens. Adhering to infection control measures is essential to minimize the risk of exposure to blood, body fluids, and other potentially infectious materials.

- All healthcare workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eye-wear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or body fluids.
- Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should routinely be washed immediately after gloves are removed.
- All health-care workers should take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles and when handling sharp instruments after procedures. Refer to the procedure and policy manual of each clinical site for the specific methods for disposing of the objects mentioned above.
- To provide a barrier during emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.
- Healthcare workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient care equipment until the condition resolves.
- Body fluids and substances such as feces, urine, airway secretions and wound drainage always contain potentially infectious organisms. Universal Precaution not only protects healthcare workers from transmission of blood-borne pathogens, but also from other infectious agents found in most body substances. Patients are protected from organisms

present on the hands of personnel and the staff's hands are protected from acquiring new organisms through proper hand-washing and wearing gloves.

Pregnancy Policy

Baker College recognizes the importance of protecting pregnant students from occupational radiation exposure. Pursuant to Nuclear Regulatory Commission (NRC) regulations (10 CFR 19.12) and as outlined in NRC Regulatory Guide 8.13, as well as the Michigan Occupational Safety and Health Administration's (MIOSHA) Ionizing Radiation Standard (Part 381), we are committed to educating all occupationally exposed students on the health risks of radiation, specifically as they pertain to pregnancy. Should you become pregnant while you are in the Cardiac Sonography program, you are encouraged to notify your program director or clinical coordinator as soon as possible. Many ultrasound departments work with, or adjacent to, Radiology, which in turn may carry the risk of the fetus being exposed to radiation, if precautions are not taken. Teratogenic effects resulting from fetal exposure to radiation are possible; the fetus is most sensitive during the 1st trimester. Failure on the part of the student to disclose and notify a program official of an existing pregnancy through the use of the Notice of Pregnancy Form shall absolve both the College and the clinical education center of any responsibility from an assignment to a potentially hazardous environment. The College will support students who are pregnant by creating contingency plans to best accommodate the student needs with program requirements.

Please take the following steps to ensure you are best supported through your pregnancy and recovery:

- Submit a Notice of Pregnancy Form to the Cardiac Sonography Program Director when you confirm your pregnancy.
- You and the program director will work together to create the best plan based on the your needs which may include the following:
    - Your status remains unchanged.
    - Withdrawal from the clinical component of the program.
    - Modification of any clinical responsibilities, as directed by regulations or clinical expectations.
- Please make sure you do the following:
    - Strictly adhere to all safety precautions for protection purposes.
    - Notify the Program Director and Clinical Coordinator of any change in health status during the pregnancy that may affect clinical performance.
    - If at any time you feel you are working in an unsafe area or under unsafe conditions, you must stop immediately and report to the clinical instructor and notify the clinical coordinator or program official.
- If you withdraw from the Cardiac Sonography program due to pregnancy, during the second year of the program, you will be readmitted given:
    - You were in "good standing" academically at the time of withdrawal.
    - You will be expected to complete the clinical component of the program to document the hours needed for clinical practice. If necessary, this may require you to attend beyond the date that the program would have ended.
    - You may need to wait until the following year to re-enter the program due to courses being offered in a progressive sequence and only once per year; clinical practice coincides with classroom material.

The Title IX Coordinator can coordinate actions to prevent sex discrimination and ensure equal access to the College's education programs and activities related to pregnancy. All schools, including Baker College, have a Nondiscrimination Policy The Title IX Coordinator for Baker College is Dr. Voula Erfourth and she can be contacted at voula.erfourth@baker.edu or 989-729-3406.

Grading Policy

Testing Policy

- The following courses have a 75% or higher score required on the cumulative exam: **CAS 1050, CAS 2150, CAS 2250, and CAS 2950.**
- You must pass the final cumulative exam with a 75% or higher.
- You are allowed one remediation attempted if your first exam attempt does not meet the required cumulative score. This remediation exam must occur within one week of the end of the semester. If not completed before the end of the semester, you will be given an incomplete until you remediate this final exam and a final grade is posted.
- If you do not score a 75% or higher on the remediation exam, you will not receive a passing grade for the course.
- You must meet two criteria to pass the courses noted above:
    - A) 800 points or more as a final grade (i.e. 80% to pass the course) AND
    - B) 75% or higher on the final exam or remediation attempt
- Testing points will not be rounded
- If a 75% final testing score is not obtained in **CAS 1050, CAS 2150, CAS 2250, or CAS 2950,** your final grade in the course will be documented as your final test score, resulting in failure of that course, and you will not be able to progress in the program.

Tardiness to Examinations

You are expected to arrive on time for all scheduled examinations. If you arrive late to an exam and one or more of your classmates have already completed and submitted the exam, including any students with accommodations who have finished after the scheduled testing time has begun, you will not be permitted to take the exam.

Test/Exam Review Policy

You are expected to review the Baker College Honor Code that includes the responsibility to maintain examination security at all times. Examples of violations of examination security include but are not limited to using cell phones or other electronic devices to take photos of exams, verbally sharing exam questions with other students, and/or removing exams from the classroom.

Students should only use materials a) provided by the faculty, b) available at the bookstore, Academic Resource Center, Baker Library, or reputable online retailer, c) directly from the student resources on the publisher's website. Students may not use items or upload items to online retailers such as Quizlet, CourseHero, Etsy, Chegg, etc. The sale and/or distribution of copyright protected material like test banks or test questions or professor resources such as PowerPoints, case studies, and assignments could result in dire consequences for students such as dismissal from the College, inability to take the RDCS Certification exam or practice in a health profession, civil (monetary), or criminal liability for violation of federal copyright laws. *If a student is questioning a source, seek out assistance from your instructor (also see additional information in the Baker College Student Handbook).

Professional Requirements and Technical Skills

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. If you are interested in applying for admission to the program, you should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to provide reasonable accommodations for participants with disabilities who are otherwise qualified.

Affective, Cognitive and Psychomotor Domain Requirements

Communication Skills

- Communicate in English utilizing accurate and appropriate terminology in verbal and written form with patients, families, and members of the healthcare team.
- Correctly identify patients and accurately provide patient education.
- Utilize electronic equipment and medical record software with or without reasonable accommodations.

Observation Skills

- Distinguish blood flow characteristics represented in color (red & blue) on the equipment monitor.
- Observe variations in skin color, integrity, palpate vascular pulsations, and auscultate blood pressure.
- Respond appropriately to activation/warning signals on equipment.

Motor Skills

- Apply fine and gross motor skills sufficient to operate equipment and obtain quality images and flow patterns.
- Maintain prolonged arm and body positions necessary to obtain quality visual images.
- Must assist with and/or transfer, lift, move, position, and manipulate the patient with or without assistance.
- Move heavy equipment on wheels and transport patients in wheelchairs and on stretchers.

Cognitive Skills

- Show integration of diagnostic ultrasound images, laboratory results, patient history, and medical records.
- Demonstrate critical thinking and problem-solving skills necessary to evaluate, synthesize, and communicate diagnostic information to the attending physician.

Behavioral and Professional Skills

- Demonstrate critical thinking skills necessary to recognize and correct performance deviations in diagnostic imaging.
- Demonstrate ability to perform in a clinical setting that requires prioritization, organization, and time-management to deliver timely and accurate patient care.
- Emotional stability to function effectively under stress and to adapt to an environment, which may change rapidly without warning and/or in unpredictable ways.
- Demonstrate appropriate professional and procedural judgment decisions under stressful and/or emergency conditions (i.e. unstable patient condition, patient in an altered mental state), emergent demands (i.e. stat test orders), and a distracting environment (i.e., high noise levels, complex visual stimuli).
- If a student is removed from the clinical site by Baker College or at the request of the clinical site for unprofessional behavior, the student will be dismissed from the program and will not be able to re-apply to the CAS program.

Program Policy Absenteeism, Tardiness, and Leave of Absence

Absenteeism: Is defined as any loss of hours from the clinical setting, lecture, or lab classes. For Clinical absence you must notify the clinical affiliate and program official prior to the beginning of their shift.

- Full-time attendance is required for all lectures, labs, and scheduled clinical days.
- Being on time and prepared for classes and clinicals is an essential Professional characteristic needed for advancement within the program.
- You are required to check your email and Canvas for announcements daily and respond within 24 hours.
- If you are unable to attend class or clinicals, it is your responsibility to notify the appropriate instructors. Being absent from clinical requires a minimum of two contacts: Clinical Instructor at the assigned facility and the Baker College Clinical Coordinator.

Excessive Absenteeism: Is defined as being absent more than two times in one semester. Excessive absenteeism may result in corrective action such as a Conduct Contract, academic probation, and/or dismissal from the program

Tardiness: Timeliness is essential to your success in the Cardiac Sonography Program, both for on-ground courses and in the clinical setting. Arriving late can disrupt learning and patient care, so it's important to prioritize punctuality.

Leave of Absence: Request for Leave of Absence is required for lost time of more than 3 consecutive days. Leave of absence may be granted only in exceptional circumstances and only by arrangements made with the Program Director. For medical leaves a physician's statement will be required. Proper documentation may be required prior to returning to the program.

All time missed for any reason, as listed above, shall be made up under the guidelines set by Baker College and an assigned clinical affiliate. This includes lost time due to inclement weather.

Supervision Requirements

All clinical practicum experiences will be under the supervision of a qualified Registered Diagnostic Medical Sonographer, Academic Clinical Coordinator, and/or Clinical Instructor.

Licensure Requirements

- Active certification by American Registry of Diagnostic Medical Sonographers (ARDMS) in the specialty(ies) as appropriate.
- Cardiovascular Credentialing International (CCI) in the specialty as appropriate.
- Current compliance with Continuing Medical Education (CME) requirements for specialty(ies) as appropriate.

Competencies

Performance skills are outlined in the competency forms for lab and clinicals. You will be supplied with a copy of the complete competency packet for your convenience and review.

All student clinical hours worked are non-paid hours. Banking or redistribution of clinical hours is not permitted unless medically necessary or under special circumstances and must be approved by the Program Director.

Required Clinical Hours

Fall 2nd year: 248 hours

Spring 2nd year: 320 hours

Summer 2nd year: 132 hours

COMPUTED TOMOGRAPHY

CT Program Description

The Computed Tomography (CT) Program is a 22-week, 14-credit online program designed to prepare ARRT-registered radiologic technologists for national certification in computed tomography. All didactic coursework is delivered online, while clinical education is conducted in-person at a Trinity Health location. The program includes a full-time clinical rotation and emphasizes hands-on experience in a healthcare setting. To participate in the program, candidates must already be registered and in good standing with the American Registry of Radiologic Technologists (ARRT) and a Trinity Health employee.

Goals

● Students will perform competently as entry-level CT technologists.
● Students will apply critical thinking and problem-solving skills in clinical CT settings.
● Students will communicate effectively with patients, physicians, and healthcare team members.
● Students will complete the program successfully and be eligible to sit for the ARRT CT certification exam.

Mission

The mission of the Baker College Computed Tomography (CT) Program is to prepare qualified and credentialed radiologic technologists to become competent, professional, and safe entry-level computed tomography technologists. This mission is accomplished through a curriculum focused on advanced imaging principles, critical thinking, clinical experience at Trinity Health facilities, and the development of ethical and professional behaviors in alignment with industry standards. Graduates will be prepared to successfully sit for the ARRT Computed Tomography certification examination and contribute meaningfully to patient care in the field of medical imaging.

Program Outcomes

Upon completion of the CT Program:

Clinical Competence
● The student will perform CT procedures that meet diagnostic quality standards.
● The student will operate CT equipment and perform imaging protocols in accordance with clinical best practices.

Critical Thinking
● The student will adapt CT procedures to accommodate patient conditions or technical challenges.
● The student will evaluate CT images for quality and determine the need for repeat scans or corrections.

Communication
● The student will communicate effectively with patients using language that demonstrates empathy, professionalism, and clear instruction during CT procedures.

Professionalism
● The student will demonstrate professional behavior consistent with standards expected of CT technologists, including ethical conduct, responsibility, and accountability.

Code of Ethics

The Baker College Computed Tomography (CT) Program adheres to the professional standards and ethical expectations established by the American Registry of Radiologic Technologists (ARRT). All students enrolled in the CT program are expected to conduct themselves in accordance with these standards throughout both didactic and clinical components of the program. You can access the full ARRT Code of Ethics and Standards of Ethics document at the following link: https://www.arrt.org/pdfs/governing-documents/arrt-standards-of-ethics.pdf

Admissions Requirements

To be eligible for admission into the CT Program:
● Applicants must be a current Trinity Health employee. All clinical site placements are exclusive to Trinity Health employees. Alternatively, individuals who are not currently employed by Trinity Health must apply for employment and be accepted, contingent upon successful completion of an internal background check, reference review, and drug screening. All Trinity Health onboarding steps must be successfully completed prior to the start of the CT Program.
● Upon acceptance by Trinity Health, applicants must formally apply to Baker College at baker.edu/apply.
● Applicants must meet the minimum admissions requirements of Baker College.
● Applicants must submit an official transcript from their associate degree-granting institution, demonstrating a minimum cumulative GPA of 2.0 or higher.
● Applicants must have completed an ARRT-approved radiologic technology program and hold current ARRT certification in good standing. Baker College will verify the applicant's active, unencumbered ARRT certification status through the ARRT Credential Verification System.

Trinity Health Employment

Participation in the CT Program is contingent upon active employment with Trinity Health throughout the duration of the program. Any changes to employment status may impact the student's ability to complete the program and meet clinical requirements. Trinity Health will also verify ARRT registration and ensure the student is in good standing prior to program start.

Clinical Requirements

Students must complete a minimum of 600 clinical hours at a Trinity Health location. Clinical rotations may be scheduled 3 to 5 days per week, Monday through Saturday, with shifts ranging from 6 to 12 hours. Rotation schedules will vary and may include morning, afternoon, and evening shifts, generally falling between 7:00 a.m. and 11:00 p.m. Each student is also expected to complete one week of third-shift clinical experience during the program.

Competencies

To be eligible for graduation and ARRT certification in computed tomography, students must successfully complete 125 clinical competencies, as outlined by ARRT standards. This includes:
● Completion of competencies under the supervision of a certified ARRT CT technologist.
● Each competency must be signed off by a qualified technologist and scored at 80% or higher.
● Completion of a minimum number of competencies per semester to maintain satisfactory academic progress.

Dismissal/Withdrawal Policy

To remain in good standing and progress through the program, students must:
● Maintain active employment with Trinity Health throughout the duration of the program.
● Achieve a minimum score of 80% or higher in each course.
● Complete the required number of competencies per course.

Failure to meet these expectations will result in either dismissal from the program or the requirement to withdraw. Students who withdraw may be eligible to rejoin the program in a future cohort, pending:
● Continued employment with Trinity Health
● Reapplication and acceptance into the next cohort.

Reentry is not guaranteed and is subject to approval by Trinity Health and Baker College.

DIAGNOSTIC MEDICAL SONOGRAPHY

Program Overview

Successful completion in an Associates of Applied Science Degree in Diagnostic Medical Sonography requires the completion of 78 semester credit hours.

In the DMS Program, the clinical experience includes 3 clinical semester courses. During clinical rotation, you will work with patients at clinical affiliate imaging centers and hospitals. These sites are located throughout the state. You will be assigned to a clinical site by the clinical coordinator and program director. You may not seek out your own clinical site and/or contact potential clinical affiliates. You may be required to rotate to more than one clinical site during the course of the program. No clinical site is guaranteed for the duration of their experience.

Your best interest is considered when clinical site placement is conducted. This includes but is not limited to the clinical site location, exams performed, exam workload, and clinical instructor availability. Placing you in a clinical site where you will have the best learning experience is the most important in regards to clinical placement.

You will be in an observational role in the beginning of your clinical training. Once your confidence increases and experience is gained, you will progress to assisting the clinical instructor with pre or post scanning. When you have demonstrated to the clinical instructor that your level of skill is such that you can perform complete exams, then you may be monitored with more indirect supervision. The clinical experience is outcome based, which will provide you the opportunity for a quality education. You will be required to demonstrate clinical competencies at your clinical setting prior to graduation.

Accreditation Information

External peer review is the primary means of assuring and improving the quality of higher education institutions and programs in the United States. This recognition is accomplished through program accreditation, approval or certification.

Commission on Accreditation of Allied Health Educational Programs (CAAHEP)

25400 US Highway 19 North, Suite 158, Clearwater, FL 33763

(727) 210-2350

Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), (JRC-DMS),

6021 University Blvd., Suite 500, Ellicott City, MD 21043-6090

(433) 973-3251

jrc-dms@jcahpo.org.

The Higher Learning Commission

230 South LaSalle St., Suite 7-500, Chicago, IL 60604-1411

(800) 621-7440

www.ncahlc.org

Baker College is an Academic Quality Improvement Program (AQIP) participant.

State and National Organizations (Membership)

- ARDMS https://www.ardms.org/
- SDMS https://www.sdms.org/
- Michigan Sonographers Society https://michigansonographerssociety.org/

Mission

The mission of the Diagnostic Medical Sonography Program is to provide didactic and clinical education that enables qualified students to achieve strong communication, critical thinking, and technical skills required to obtain entry-level employment and become a Registered Diagnostic Medical Sonographer.

Purpose

- To prepare students for competency in today's global economy in allied health careers.
- To provide general and sonographic education which expands the student's horizons, develops strong communication skills, and encourages critical thinking.
- To educate individuals in the art and science of Sonography.
- To provide an education program that encourages students to broaden their vision and promote lifelong learning to enhance career and opportunities.
- To develop and expand the students' awareness of the professional role and responsibilities of the Sonographer as a member of the health care team in today's global society.
- To give students practical experience and training in Sonography to include a variety and volume of training experiences.
- To encourage social and classroom related activities, which promote both personal and professional growth.
- To develop, maintain, and support collaborative effort with businesses, community leaders, clinical affiliates, and the community we serve to ensure student success.
- To contribute to the community workforce educational opportunities that build and maintain a competent, highly trained workforce that can successfully compete in the global community.
- To assist graduates in securing entry-level employment as a Sonographer/Technologist.

- To encourage the student to obtain ARDMS registration or other nationally accepted sonography certifications.

Goals

- To prepare competent, entry-level, sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for the following learning concentrations: Abdominal-Extended Sonography Obstetrics & Gynecology Sonography.
- To maintain competent sonography faculty and educators to ensure a quality program reflecting current educational standards and clinical practice.
- To satisfy patients, prospective employers and the sonography community with quality sonography students.
- To provide a curriculum that is current and relevant.

Program Outcomes/Philosophy

By the end of the program, students will...

- Demonstrate adequate and professional written and oral communication skills.
- Apply patient care methods appropriate to an entry-level sonographer.
- Apply mathematical computations in abdominal, superficial and vascular sonography and Doppler measurements.
- Analyze human gross and sectional anatomy as required in the ultrasound exam.
- Exercise appropriate judgment of machine instrumentation and the use of electronic controls in the optimization of the digital exam.
- Apply the principles of acoustical physics and Doppler ultrasound theory and proficiency to the ultrasound exam.
- Integrate pertinent patient history using supporting scientific and clinical data including observations made during the procedure for presentations to the interpreting physician.
- Recognize abdominal, superficial and vascular pathology and exercise appropriate judgment and critical thinking in obtaining ultrasound images for the interpreting physician.
- Demonstrate professional and ethical judgment and behaviors with the healthcare team, patients and co-workers.
- Apply global and cultural awareness within the community and the health care setting.
- Prepare competent, entry-level general sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.

Advanced Placement/Transfer Policy

If you are currently enrolled in another accredited Diagnostic Medical Sonography Program and want to apply/transfer to the Baker College Diagnostic Medical Sonography program, you will be considered. Program specific courses are reviewed by the Program Director and Dean of Health Sciences, taking in consideration all formal assessments completed within said courses.

Professional Requirements and Technical Skills

This Diagnostic Medical Sonography program prepares you as a student using academic and clinical training to provide patient care specialty utilizing diagnostic ultrasound equipment. Besides experiencing close patient contact, the sonographer uses knowledge gained in this program to provide physicians with images necessary to diagnose many conditions and diseases.

- Apply knowledge of anatomy and physiology, as well as pathology to accurately demonstrate anatomical structures on a sonogram or digital medium.
- Determine proper technique regarding gain, pre and post processing, energy levels and scan depth to optimize the ultrasound image.
- Apply principles of sonographic physics to assess anatomical structures
- Recognize the sonographer's role in the healthcare environment.
- Provide patient care and comfort.
- Recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.
- Detect equipment malfunctions, report to proper authority and know the safe limits of equipment operations.
- Exercise independent judgment and discretion in the technical performance of medical imaging procedures.
- Participate in sonographic quality assurance programs.
- Provide patient/public education related to sonographic procedures.

Graduation and Registry Eligibility Requirements

As a DMS student, you may apply for the Sonography Principles and Instrumentations (SPI) examination upon successful completion of HSC 1810 Acoustical Physics course. You are eligible to take their Abdomen and OB/GYN boards 60 days prior to program completion.

Essential Technical Functions

Communication Skills

- Communicate in English utilizing accurate and appropriate terminology in verbal and written form with patients, families, and members of the healthcare team.
- Correctly identify patients and accurately provide patient education.
- Utilize electronic equipment and medical record software with or without reasonable accommodations.

Observation Skills

- Distinguish blood flow characteristics represented in color on the equipment monitor. Observe variations in skin color, integrity, palpate vascular pulsations, and auscultate blood pressure.
- Respond appropriately to activation/warning signals on equipment.

Motor Skills

- Apply fine and gross motor skills sufficient to operate equipment and obtain quality images and flow patterns.
- Maintain prolonged arm and body positions necessary to obtain quality visual images.
- Must assist with and/or transfer, lift, move, position, and manipulate the patient with or without assistance.
- Move heavy equipment on wheels and transport patients in wheelchairs and on stretchers.

Cognitive Skills

- Show integration of diagnostic ultrasound images, laboratory results, patient history, and medical records.
- Demonstrate critical thinking and problem-solving skills necessary to evaluate, synthesize, and communicate diagnostic information to the attending physician.

Behavioral and Professional Skills

- Demonstrate critical thinking skills necessary to recognize and correct performance deviations in diagnostic imaging.
- Demonstrate ability to perform in a clinical setting that requires prioritization, organization and time-management to deliver timely and accurate patient care.
- Demonstrate appropriate professional and procedural judgment decisions under stressful and/or emergency conditions (i.e. unstable patient condition, patient in an altered mental state), emergent demands (i.e. stat test orders), and a distracting environment (i.e., high noise levels, complex visual stimuli).

Supervision Requirements

- All clinical experiences will be under the supervision of a qualified Registered Diagnostic Medical Sonographer, Registered Vascular Technologists, or any other appropriately qualified registered ultrasound instructor.
- Department assignments may direct the student to rotate in a particular setting or with a particular qualified instructor. This is designed to assist the student with registered instructors for optimal training and experiences.
- According to our Standards, Operational Policies, and the Diagnostic Medical Sonography Policies and Procedures supervision is defined as follows:

Direct Supervision

- The qualified Registered Sonographer reviews the requisition of the examination and/or procedure in relation to the student's achievement and the curriculum level completed.
- The qualified Registered Sonographer evaluates the condition of the patient in relationship to the achievement and performance level of the student.
- The qualified Registered Sonographer reviews and critiques ultrasound images with the student and approves all finished examinations.

- After demonstrating competency, students may perform procedures with indirect supervision.

Indirect Supervision

- Supervision provided by a qualified Registered Sonographer who is immediately available to assist the student regardless of the level of the student's achievement.

- Immediately available is the presence of a qualified Sonographer adjacent to the room or location where an ultrasound examination is being performed.

Student Conduct

As a Diagnostic Medical Sonography (DMS) student, you are held to the highest standards of professionalism and integrity at all times.

- Your role includes understanding and respecting the importance of protecting confidential information about patients and their families. All personal information regarding a patient or their family is considered strictly confidential. Any violation of this confidentiality may result in dismissal from the DMS program, ensuring that trust and ethical standards are upheld.

- You are expected to follow all Baker College policies and procedures outlined in the student handbook, which are designed to support your success and professional growth. Additionally, if circumstances arise where you are removed from a clinical site by Baker College or at the request of the site, it may lead to dismissal from the program.

- To maintain a positive relationship with clinical partners, please ensure you park in the designated areas at your assigned clinical site, demonstrating courtesy and adherence to site policies

Assignment of Duties

The clinical instructor will work with you to create a schedule for your assignments that ensures an organized workflow and provides you with a well-rounded rotation of practical clinical experiences. You are encouraged to perform all tasks to the best of your ability and embrace the opportunities for learning that each duty provides. These tasks may include transporting patients, gathering patient history, emptying dirty linens, and stocking scanning rooms. If you have questions or concerns about any assignments, please feel free to reach out to the Program Director, Clinical Coordinator, or Clinical Instructor for guidance.

Your daily clinical contact time will be determined by the specific clinical facility, and break times will be scheduled by the clinical instructor during your assigned clinical day.

Throughout your clinical training, you will be supervised by a qualified sonographer to ensure your success and safety. As you progress through the program, your clinical responsibilities will increase to match your growing skills and confidence. While seeking employment before completing the program, it is recommended that you first complete all required clinical competencies. Please note that employment hours cannot be substituted for the clinical hours required by the educational program, and work commitments should not interfere with your program responsibilities.

Attendance of Clinical Experience

Full-time attendance is essential for your success in both the classroom and clinical experiences. The clinical experience is carefully planned and scheduled to provide you with 32 hours per week of hands-on learning. Clinical assignments are designed with your best interests in mind, ensuring you gain the necessary skills and competencies for success in the program.

Punctuality is a key characteristic for advancing in the program. Being on time, completing assignments promptly, and coming to class prepared are vital responsibilities that will support your academic and professional growth.

If you are unable to attend class or your clinical experience, it is your responsibility to notify the appropriate instructor as soon as possible. Prompt communication is important, and in the case of clinical absence, you must contact both the Clinical Instructor at your assigned facility and the Baker College Clinical Coordinator. If no notification is provided, program officials will follow up to ensure accountability.

By maintaining consistent attendance and proactive communication, you demonstrate professionalism and a commitment to your success in the program.

Excused Absences From Clinical

Excused absence refers to time away from clinical, in which those hours do not need to be made up in a clinical setting prior to course completion.

- One Sonography Conference (promoting continuing education), 8 clinical hours.
- Approval of Conference is needed from the Program Director.
- Proof of attendance must be returned to the Program Director
- Cultural Diversity (example: Baker College Black History Month Expo), 8 clinical hours
- All cultural diversity events must be approved by the Program Director.
- Baker College Graduation
- Summer Lab Assistance with New Students, 16 clinical hours.
- Holidays specified by the Baker College System in which the campus is closed.

Program Policy Absenteeism, Tardiness, Dismissal and Leave of Absence

Absenteeism: Is defined as any loss of hours from the clinical setting. You must notify the clinical affiliate and program official prior to the beginning of your shift. Failure to report absenteeism may result in corrective action.

Excessive Absenteeism: Is defined as being absent more than two times in one semester from your clinical site. Excessive absenteeism from clinical will result in corrective action, probation and/or dismissal from the program at the discretion of the Dean of the College of Health Sciences and the DMS Program Director.

Leave of Absence: Request for Leave of Absence is required for lost time of more than 3 consecutive days. Leave of absence may be granted only in exceptional circumstances (medial) and only by arrangements made with the Program Director. Proper documentation is required prior to returning to the program. All time missed for any reason, as listed above, shall be made up under the guidelines set by Baker College and an assigned clinical affiliate. This includes lost time due to inclement weather.

Bereavement Leave: If you need to be absent from your clinical experience due to the passing of a member of your immediate family or life network, you are entitled to up to three scheduled days of bereavement leave. To ensure this time off is approved, please notify your clinical instructor as soon as possible.
While we understand the importance of taking time to grieve, please note that the program's make-up policy for lost clinical hours will also apply to bereavement leave. We are here to support you during this difficult time and will work with you to help you stay on track with your clinical requirements

Federal Law Concerning Chemical Hazards

Federal law requires that all individuals must be notified about hazardous chemicals present in the workplace. This law applies to all occupations, with the basic purpose of raising the level of consciousness on chemical safety. Obviously, there are safe levels, proper procedures and precautions that must be followed when working with any chemicals.

Chemical supplies are required to prepare Material Safety Data Sheets (MSDS) for all chemicals in health care facilities, The MSDS sheets are available and accessible for review in ultrasound labs. Once in a clinical setting, the clinical instructor can provide you with chemicals listed in their department.

Infection Control Policy

Medical and surgical aseptic techniques are to be used while in the clinical setting to protect healthcare personnel, patients, and students from transmission of potentially infectious organisms. Proper aseptic techniques will minimize the spread of infection, but it will not eliminate them. You should not attend a clinical if you have a reportable disease until the condition is resolved. The following conditions are symptoms of possible infections and labeled reportable diseases:

- Diarrhea, vomiting, upper respiratory infection, fever, rash, open sores, boils, herpes, parasite infestation, strep or staph infection, infectious mononucleosis

Please see our communicable disease policy.

Incident Reports

An incident is any happening, which is not consistent with the routine operation of the hospital or department, or the routine care of a particular patient. It may be an accident, a happening or a situation, which might result in an accident. Each affiliated clinical site will have its specific rules and regulations in reference to accidents, actions taken at the time of the reporting routine. These will be made known to you during the orientation period and shall be followed explicitly.

In addition to all requirements of reporting incidents in a clinical setting, a Baker College Incident form must also be completed.

Communicable Disease Policy

Objective: To protect healthcare personnel, standard precautions should be used with all patients, as they may carry bloodborne pathogens. Adhering to infection control measures is essential to minimize the risk of exposure to blood, body fluids, and other potentially infectious materials.

- All healthcare workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eye-wear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or body fluids.

- Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should routinely be washed immediately after gloves are removed.

- All health-care workers should take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles and when handling sharp instruments after procedures. Refer to the procedure and policy manual of each clinical site for the specific methods for disposing of the objects mentioned above.

- To provide a barrier during emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

- Healthcare workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient care equipment until the condition resolves.

- Body fluids and substances such as feces, urine, airway secretions and wound drainage always contain potentially infectious organisms. Universal Precaution not only protects healthcare workers from transmission of blood-borne pathogens, but also from other infectious agents found in most body substances. Patients are protected from organisms present on the hands of personnel and the staff's hands are protected from acquiring new organisms through proper hand-washing and wearing gloves.

Pregnancy Policy

Baker College recognizes the importance of protecting pregnant students from occupational radiation exposure. Pursuant to Nuclear Regulatory Commission (NRC) regulations (10 CFR 19.12) and as outlined in NRC Regulatory Guide 8.13, as well as the Michigan Occupational Safety and Health Administration's (MIOSHA) Ionizing Radiation Standard (Part 381), we are committed to educating all occupationally exposed students on the health risks of radiation, specifically as they pertain to pregnancy. Should you become pregnant while you are in the Diagnostic Sonography program, you are encouraged to notify your program director or clinical coordinator as soon as possible. Ultrasound departments frequently work in close proximity to Radiology, where, without proper precautions, there is a potential risk of fetal radiation exposure. Such exposure can lead to teratogenic effects, especially during the first trimester, when the fetus is most susceptible. Failure on the part of the student to disclose and notify a program official of an existing pregnancy through the use of the Notice of Pregnancy Form shall absolve both the College and the clinical education center of any responsibility from an assignment to a potentially hazardous environment. The College will support students who are pregnant by creating contingency plans to best accommodate the student needs with program requirements.

Please take the following steps to ensure you are best supported through your pregnancy and recovery:

- Submit a Notice of Pregnancy Form to the Cardiac Sonography Program Director when you confirm your pregnancy.
- You and the program director will work together to create the best plan based on the your needs which may include the following:
    - Your status remains unchanged.
    - Withdrawal from the clinical component of the program.
    - Modification of any clinical responsibilities, as directed by regulations or clinical expectations.
- Please make sure you do the following:
    - Strictly adhere to all safety precautions for protection purposes.
    - Notify the Program Director and Clinical Coordinator of any change in health status during the pregnancy that may affect clinical performance.
    - If at any time you feel you are working in an unsafe area or under unsafe conditions, you must stop immediately and report to the clinical instructor and notify the clinical coordinator or program official.
- If you withdraws from the DMS program due to pregnancy, during the second year of the program, you will be readmitted given:
    - You were in "good standing" academically at the time of withdrawal.
    - You will be expected to complete the clinical component of the program to document the hours needed for clinical practice. If necessary, this may require you to attend beyond the date that the program would have ended.
    - You may need to wait until the following year to re-enter the program due to courses being offered in a progressive sequence and only once per year; clinical practice coincides with classroom material.

The Title IX Coordinator can coordinate actions to prevent sex discrimination and ensure equal access to the College's education programs and activities related to pregnancy. All schools, including Baker College, have a Nondiscrimination Policy The Title IX Coordinator for Baker College is Dr. Voula Erfourth and she can be contacted at voula.erfourth@baker.edu or 989-729-3406.

Grading Policy

Testing Policy

- The following courses have a 75% or higher score required on the cumulative exam: **DMS 2910 and DMS 2950**
    - If a 75% final testing score is not obtained in DMS 2910 and DMS 2950, your final grade in the course will be documented as your final test score, resulting in failure of that course, and you will not be able to progress in the program.
- The following courses require a aggregate test score of **75% or higher** in order to pass the class: **DMS 1110, DMS 1210, DMS 1310, DMS 1510, DMS 1610, DMS 2410, DMS 2210, and VAS 2220**
    - Each class will have a different number of tests and point values, which will be outlined at the beginning of the course.

    - If a 75% aggregate testing score is not obtained, your final grade in the course will be documented as your aggregate test score, resulting in failure of that course, and you will not be able to progress in the program.

- You must meet two criteria to pass the courses noted above (**DMS 1110, DMS 1210, DMS 1310, DMS 1510, DMS 1610, DMS 2410, DMS 2210, VAS 2220, DMS 2910, and DMS 2950**):
    - A) 800 points or more as a final grade (i.e. 80% to pass the course) AND
    - B) 75% or higher on the final exam or remediation attempt
- Testing points will not be rounded
- The final grade recorded is the overall grade earned.

Testing Policy Examples:

For example, if a class has five tests worth 100 points each, the total possible points would be 500, and the student would need to accumulate at least 375 points (75% of 500) to pass the course. If a student scores 80, 70, 90, 85, and 60 points on those tests, their total score would be 385 points, giving them an average of 77%, which meets the requirement to pass. Conversely, if a class has three tests worth 150 points each, the total possible points would be 450, and the student would need at least 338 points (75% of 450) to pass. If a student scores 100, 120, and 110 points, their total score would be 330 points, resulting in a 73.33% average, which is below the required threshold and would mean they fail the class. Students are encouraged to track their scores throughout the course and seek additional support if necessary to ensure they meet the required average. If a student fails to maintain the 75% average across all tests, they will not pass the course, regardless of individual test performance. This policy is enforced for all testing done on campus (in a proctored testing environment).

Tardiness to Examinations:

You are expected to arrive on time for all scheduled examinations. If you arrive late to an exam and one or more of your classmates have already completed and submitted the exam, including any students with accommodations who have finished after the scheduled testing time has begun, you will not be permitted to take the exam.

Test/Exam Review Policy

You are expected to review the Baker College Honor Code that includes the responsibility to maintain examination security at all times. Examples of violations of examination security include but are not limited to using cell phones or other electronic devices to take photos of exams, verbally sharing exam questions with other students, and/or removing exams from the classroom.

Students should only use materials a) provided by the faculty, b) available at the bookstore, Academic Resource Center, Baker Library or reputable online retailer, c) directly from the student resources on the publisher's website. Students may not use items or upload items to online retailers such as Quizlet, CourseHero, Etsy, Chegg, etc. The sale and/or distribution of copyright protected material like test banks or test questions or professor resources such as PowerPoints, case studies, and assignments could result in dire consequences for students such as dismissal from the College, inability to take the ARRT Certification exam or practice in a health profession, civil (monetary) or criminal liability for violation of federal copyright laws. *If a student is questioning a source, seek out assistance from your instructor (also see additional information in the Baker College Student Handbook).

Assessment and Competencies

Required with the 1504 hours of clinical are 11 assessments and 9 competencies.

Clinical Hours

In the DMS Program, the clinical experience includes 3 clinical semester courses. During clinical rotation, you will complete a total of 1504 clinical hours. Holidays that are observed during the clinical rotation: Labor Day, Thanksgiving, New Year's Day, MLK Day, Memorial Day, and 4th of July.

Fall Semester: 536 clinical hours.
Spring Semester: 568 clinical hours

Summer Semester: 400 clinical hours

Total: 1504 clinical hours

HEALTH INFORMATION MANAGEMENT

Program Overview

A Health Information Management professional is skilled and responsible for maintaining, organizing, and producing medical information. The curriculum prepares students for employment in any healthcare setting. Upon completion of the program, graduates are eligible to sit for the RHIA National Certification Exam.

Accreditation Information

The Baccalaureate Degree Program in Health Information Management at Baker College Online is accredited by the Higher Learning Commission (HLC).

State and National Organizations (Membership)

- American Health Information Management Association (AHIMA)
- Michigan Health Information Management Association (MHIMA)

Enrollment in the HIT or HIM Program requires mandatory student membership in AHIMA/MHIMA, which comes with an annual membership fee of $49.00. It is the student's responsibility to ensure timely payment of this fee to maintain their membership status. This membership provides access to valuable resources, networking opportunities, and professional development, all of which are crucial for success in the health information management field. Failure to pay the membership fee may result in a loss of access to these benefits and could affect program participation.

Goals

- The primary goal of the Health Information Management Program at Baker College is to establish and maintain an educational program of the highest quality.

- It is our intent to graduate students who have developed the professional and personal attitude and skills necessary to begin their careers as health information technicians and successfully pass the national examination.

- To achieve this goal, an appropriate curriculum has been developed for the Health Information Management Program, which enables the student to demonstrate the Domains for health information administrator.

Mission

The Mission of the Health Information Management program is to provide students with the opportunity to build on knowledge and develop the skills necessary to be employed as a Health Information Management professional.

Vision

To lead in secure, accurate, and innovative health information management, ensuring efficient data use, compliance, and ethical stewardship to improve healthcare quality and patient outcomes.

Value Statement

We uphold caring by ensuring accurate and secure health information to support quality patient care. Through inclusiveness, we promote equitable access to data and collaboration across diverse teams. Our commitment to innovation drives efficiency and excellence in health information management. With social responsibility, we advocate for ethical practices, privacy, and compliance to enhance healthcare for all.

Program Outcomes

1. Ability to ensure data integrity and content compliance across the heath system by utilizing management strategies, diverse perspectives, and policies.

2. Analyze privacy and security strategies to ensure compliance throughout the health information life cycle (creation or collection, processing, dissemination, use, storage, destruction).

3. Analyze health information data for health services, and the exchange of information by using research methods, statistics, critical thinking, and industry standards.

4. Evaluate regulatory requirements for reimbursement methodologies, diagnostic and procedural code groupings, and all components for the revenue cycle process (preregistration, registration, charge capture, claim submission, remittance processing, insurance follow-up and patient collections).

5. Analyze healthcare policy, associated risks, and the evaluation of external forces impacting healthcare operations and legal processes associated with health information.

6. Demonstrate ability to assess health information ethical standards, organizational best practices, and culturally diverse behaviors.

7. Facilitate fundamental leadership skills (communication, problem solving, emotional intelligence, integrity, decision-making and strategy), training, and consumer engagement

Program Learning Objectives

The Health Information Management (HIM) profession includes managers, technicians and special experts in HIM systems and processes. Upon completion of the Health Information Management Program, the graduate shall demonstrate the following entry-level competencies as identified by the American Health Information Management Association Council for Excellence in Education:

Domain I: Data Structure, Content, and Information Governance

- Compare diverse stakeholder perspectives through the delivery of health care services.
- Analyze strategies for the management of information.
- Evaluate policies and strategies to achieve data integrity.
- Recommend compliance of health record content across the system.
- Utilize classification systems, clinical vocabularies, and nomenclatures.
- Evaluate data dictionaries and data sets for compliance with governance standards.

Domain II: Information Protection: Access, Uses, Disclosure, Privacy and Security

- Recommend privacy strategies for health information.
- Recommend security strategies for health information.
- Analyze compliance requirements throughout the health information life cycle.

Domain III: Informatics, Analytics and Data Use

- Examine health informatics concepts for the management of health information.
- Analyze technologies for health information management.
- Interpret statistics for health care operations.
- Examine health care findings with data visualizations.
- Compare research methodologies pertaining to health care.
- Manage data within a database management system.
- Identify standards for the exchange of health information.

Domain IV: Revenue Cycle Management

- Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.
- Manage components of the revenue cycle.
- Evaluate compliance with regulatory requirements and reimbursement methodologies.

Domain V: Health Law and Compliance

- Comply with legal processes impacting health information.
- Evaluate compliance with external forces.
- Analyze components of risk management related to health information management.
- Analyze the impact of policy on health care.

Domain VI: Organizational Management and Leadership

- Facilitate fundamental leadership skills.
- Assess the impact of organizational change.
- Analyze human resource strategies for organizational best practices.
- Leverage data-driven performance improvement techniques for decision making.
- Verify financial management processes.
- Examine behaviors that embrace cultural diversity.
- Assess ethical standards of practice.
- Facilitate consumer engagement activities.
- Facilitate training needs for a health care organization.
- Compare project management methodologies to meet intended outcomes.

Description of the Profession

The Health Information Management program is designed to provide a solid foundation in healthcare organization operations, including healthcare regulation, project management of health systems, computer information systems, database privacy, and security of health information. The program prepares students in the health information department of clinics and hospitals to manage and oversee data, information technology, healthcare compliance, revenue and coding, privacy, security, and medical record operations.

Code of Ethics

American Health Information Management Association Code of Ethics

Health Requirements

Evidence of acceptable health status prior to beginning the Professional Practice Experience (PPE) is required for all students. The evidence must be given to the PPE Clinical Coordinator who will maintain the form in the student's file. Evidence will be in the form of a TB test with a documented negative reading by a qualified healthcare professional. Students will not be permitted to begin the PPE without this evidence. Any student who declines the TB test may be ineligible for PPE placement in certain facilities.

The PPE site may require additional immunizations as part of the PPE placement process. Students who choose not to receive the requested immunizations may not be eligible for PPE placement. If a student requires an exemption from immunizations or vaccines, they must immediately notify their program director and clinical coordinator. A Baker College exemption form must be completed to begin the process and obtain approval from the selected PPE site. You may be required to receive approval from your clinical location(s) in addition to the Baker College exemption. If you are required to gain additional approval from your clinical site, please reach out to your clinical coordinator for assistance. Please note, we cannot guarantee a clinical placement site will also provide the same exemption.

Curriculum

A Baccalaureate Science degree with a major in Health Information Management is granted by the College after completion of the course requirements in the four-year program. The student will be required to successfully complete all courses listed on the Degree Audit.

A minimum grade of "B-" must be earned in each HIT and HIM course and a minimum grade of "C" must be earned in BIO1210, BIO1211, and BIO1250. In order to enroll for the Professional Practice Experience (PPE) course HIM4350, the student must have successfully completed all courses with an overall grade point average of at least 2.5. Students not receiving at least a B- in the required HIT and HIM courses will not be allowed to continue onto the next sequential HIT or HIM course. Students may also be placed on Academic Probation when not achieving a B- in a HIT or HIM course. Students must repeat the identified HIT or HIM course with at least a B- before being placed into a professional practice experience.

Professional Requirements and Technical Skills

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the requirements and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to provide reasonable accommodation for participants with disabilities who are otherwise qualified.

- Access to information from books, reference manuals, computers and paper and electronic medical records to accurately perform HIM functions and duties.
- Utilize electronic equipment and medical records.
- Correctly interpret and/or clarify verbal, written and electronic health information.
- Prioritize, organize, and disseminate accurate health information.
- Safely access and operate equipment in a variety of settings.
- Demonstrate professional and procedural judgment under stressful, emergent and/or a distracting environment (1.3., high noise levels, crowding and complex sensory stimuli).
- Adhere to HIPAA, AHIMA (American Health Information Management Association) professional standards Baker College and clinical site PPE guidelines.

Supervision Requirements

All professional practice experiences will be under the supervision of a qualified professional to reinforce didactic instruction and must include program-coordinated experience at professional practice sites.

Clinical Hours

Health Information Management sites are open Monday through Friday. The start and end times will vary by facility availability and staffing needs. Students currently employed in the healthcare field may desire to complete their PPE with their existing employer. In this circumstance, the student must complete their 120 PPE hours in a different department or perform functions that are not part of their regular employment responsibilities. Students will begin the PPE in the second 8 weeks of the spring 2 semester and not later than six (6) months after completion of the HIM program.

During the fall semester of the last year of study, the student will meet with the PPE Clinical Coordinator to review the rules and student responsibilities during the PPE, as well as project requirements. The Clinical Coordinator will then place the student in a PPE site and notify the student.

Miscellaneous Information Regarding Profession Practice Experience (PPE) Externships

- Students are encouraged to contact facilities regarding potential PPE placement. The Program Director/Clinical Coordinator retains the responsibility for obtaining required legal agreements and assessing the site's appropriateness for individual student needs.
- Most sites specify that a student must interview in person prior to acceptance.
- If sites have additional requirements (specific immunizations, additional background checks, drug screening or fingerprinting) students are responsible for any and all costs associated with these site requirements.
- Any site has the option of not taking a student due to staffing issues, etc.
- Students may receive assignments that are far away, and students are required to provide their own transportation and/or lodging to fulfill their PPE requirements.
- All placement decisions are at the discretion of the PPE Clinical Coordinator.
- The student may not be paid for any part of the PPE hours.
- Two background checks will be conducted on every student. The first background check will occur Spring 1 semester. The second background check will occur during Fall 2 semester. The student will be responsible for the costs of background check(s). A criminal record may prevent clinical affiliation site placement and or employment opportunities. The student is required to complete and submit the background check results to the Program Director by the deadline specified. Baker College reserves the right to deny entry into or remove from a program any student whose background check reveals any felony conviction or recorded event of any nature. The student will immediately report, in writing, any conviction pending court action or other recorded event that has not yet been reported or that subsequently occurs to the Program Director.
- Prior to the beginning of the Professional Practice Experience (PPE), the student will disclose the background check results to the clinical coordinator/or Program Director. When deemed necessary, the clinical coordinator and student will schedule a face-to face meeting with the clinical site supervisor to discuss the nature of the background check.

- Once a PPE placement is made, should the student refuse or need to cancel the assigned placement, the student must wait until another site becomes available. Due to limited affiliation sites, this potentially may defer the postponement
- The student has 6 months from the date of completion of the last HIM course to complete the PPE or will need to apply for reentry into the program.
- PPE Self Placement Process - Please see HIM OL PPE Procedure

Professionalism

Students are expected to demonstrate professional behavior within classes and during the externship experience that reflects the seriousness and dedication required of a professional in the medical field. These behaviors will include but are not limited to verbal and nonverbal language, mannerisms, preparedness, dress, attitude, cooperation, confidentiality, caring personality, willingness to help others and flexibility. Students not meeting these criteria will be subject to dismissal from the program.

National Certification Exam

The National Registered Health Information Technology (RHIT) Certification Examination is administered by a professional examination service for the American Health Information Management Association (AHIMA). Successful completion of this examination permits the individual to use the credentials "RHIT" or "Registered Health Information Technician."

Students are eligible to sit for the RHIT credentialing examination.

Completion of all graduation requirements will enable the student to sit for the National Certification Examination. Upon application approval, the eligibility period for taking the exam is four (4) months. The exam is in an online format and available to the student with an appointment. Applications and exam information is available on the AHIMA website and will be discussed in the program capstone course HIM 4310, RHIA Review.

Curriculum Design - Sequencing of Courses

See Program Website

HEALTH INFORMATION TECHNOLOGY

Program Overview

A Health Information Technician is a skilled professional responsible for maintaining, organizing, and producing medical information. The curriculum prepares students for employment in any healthcare setting. Upon completion of the program, graduates are eligible to sit for the RHIT National Certification Exam.

Accreditation Information

The Associate Degree Program in Health Information Technology at Baker College Online is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

State and National Organizations (Membership)

- American Health Information Management Association (AHIMA)
- Michigan Health Information Management Association (MHIMA)

Enrollment in the HIT Program requires mandatory student membership in AHIMA/MHIMA, which comes with an annual membership fee of $49.00. It is the student's responsibility to ensure timely payment of this fee to maintain their membership status. This membership provides access to valuable resources, networking opportunities, and professional development, all of which are crucial for success in the health information management field. Failure to pay the membership fee may result in a loss of access to these benefits and could affect program participation.

Goals

- The primary goal of the Health Information Technology Program at Baker College is to establish and maintain an educational program of the highest quality.
- It is our intent to graduate students who have developed the professional and personal attitude and skills necessary to begin their careers as health information technicians and successfully pass the national examination.
- To achieve this goal, an appropriate curriculum has been developed for the Health Information Technology Program, which enables the student to demonstrate the Domains for health information technicians.

Mission

The Mission of the Health Information Technology program is to provide students with the opportunity to build on knowledge and develop the skills necessary to be employed as a Health Information Management professional.

Vision

To lead in innovative, secure, and efficient health information technology, ensuring accurate data, seamless access, and compliance to enhance patient care and healthcare operations with integrity, innovation, and social responsibility.

Value Statement

We uphold integrity in data stewardship, prioritize caring for patients and professionals, and embrace inclusiveness in access to technology. Through innovation, we drive efficiency and quality, while our social responsibility ensures ethical and sustainable healthcare solutions.

Program Outcomes

Our program equips students with essential health information management skills, including data analysis, coding validation, reimbursement methodologies, and quality measurement, to ensure readiness for the healthcare field. Students develop strong communication, critical thinking, and ethical decision-making skills to lead diverse teams, navigate HIPAA and compliance standards, and engage effectively with healthcare professionals and consumers. Through policy analysis and problem-solving, graduates are prepared to uphold organizational compliance and industry standards in a dynamic healthcare environment.

Program Learning Objectives

The Health Information Management (HIM) profession includes managers, technicians and special experts in HIM systems and processes.

Upon completion of the Health Information Technology Program, the graduate shall demonstrate the following entry-level competencies as identified by the American Health Information Management Association Council for Excellence in Education:

Domain I: Data Structure, Content, and Information Governance

- Describe health care organizations from the perspective of key stakeholders.
- Apply policies, regulations, and standards to the management of information.
- Identify policies and strategies to achieve data integrity.
- Determine Compliance of health record content within the health organization.
- Explain the use of classification systems, clinical vocabularies, and nomenclatures.
- Describe components of data dictionaries and data sets.

Domain II: Information Protection: Access, Uses, Disclosure, Privacy and Security

- Apply privacy strategies to health information.
- Apply security strategies to health information.
- Identify compliance requirements throughout the health information life cycle.

Domain III: Informatics, Analytics and Data Use

- Apply health informatics concepts to the management of health information.
- Utilize technologies for health information management.
- Calculate statistics for health care operations.
- Report health care data through graphical representations.
- Describe research methodologies used in health care.
- Describe the concepts of managing data.
- Summarize standards for the exchange of health information.

Domain IV: Revenue Cycle Management

- Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.
- Describe components of revenue cycle management and clinical documentation improvement.
- Summarize regulatory requirements and reimbursement methodologies.
- RM Determine diagnosis and procedure codes according to official guidelines.
- RM Evaluate revenue cycle processes.
- RM Evaluate compliance with regulatory requirements and reimbursement methodologies.

Domain V: Health Law and Compliance

- Apply legal processes impacting health information.
- Demonstrate compliance with external forces.
- Identify the components of risk management related to health information management.
- Identify the impact of policy on health care.

Domain VI: Organizational Management and Leadership

- Demonstrate fundamental leadership skills.
- Identify the impact of organizational change.
- Identify human resource strategies for organizational best practices.
- Utilize data-driven performance improvement techniques for decision making.
- Utilize financial management processes.
- Examine behaviors that embrace cultural diversity.
- Assess ethical standards of practice.
- Describe consumer engagement activities.
- Identify processes of workforce training for health care organizations.

Description of the Profession

The health information technician possesses the technical knowledge and skills necessary to maintain components of health record systems consistent with the requirements of the healthcare delivery system. In all types of healthcare facilities and in various locations within a facility, the health information technician analyzes health records according to standards; abstracts and codes diagnoses and procedures; maintains and utilizes a variety of health record indexes and registries; and compiles

administrative and health statistics and prepares reports for reimbursement, facility planning, marketing, quality assessment and research.

Code of Ethics

American Health Information Management Association Code of Ethics

Health Requirements

All health science students are required to have the COVID-19 vaccination.

Evidence of acceptable health status prior to beginning the Professional Practice Experience (PPE) is required for all students. The evidence must be given to the PPE Clinical Coordinator who will maintain the form in the student's file. Evidence will be in the form of a TB test with a documented negative reading by a qualified healthcare professional. Students will not be permitted to begin the PPE without this evidence. Any student who declines the TB test may be ineligible for PPE placement in certain facilities.

The PPE site may require additional immunizations as part of the PPE placement process. Students who choose not to receive the requested immunizations may not be eligible for PPE placement. If a student requires an exemption from immunizations or vaccines, they must immediately notify their program director and clinical coordinator. A Baker College exemption form must be completed to begin the process and obtain approval from the selected PPE site. You may be required to receive approval from your clinical location(s) in addition to the Baker College exemption. If you are required to gain additional approval from your clinical site, please reach out to your clinical coordinator for assistance. Please note, we cannot guarantee a clinical placement site will also provide the same exemption.

Curriculum

An Associate of Applied Science degree with a major in Health Information Technology is granted by the College after completion of the course requirements in the two-year program. The student will be required to successfully complete all courses listed on the Degree Audit.

A minimum grade of "B-" must be earned in each HIT course and a minimum grade of "C" must be earned in BIO 1210, BIO 1211, and BIO 1250. In order to enroll for the Professional Practice Experience (PPE) course HIT 2510, the student must have successfully completed all courses with an overall grade point average of at least 2.5. Students not receiving at least a B- in the required HIT courses will not be allowed to continue onto the next sequential HIT course. Students may also be placed on Academic Probation when not achieving a B- in a HIT course. Students must repeat the identified HIT course with at least a B- before being placed into a professional practice experience.

Professional Requirements and Technical Skills

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the

requirements and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to provide reasonable accommodation for participants with disabilities who are otherwise qualified.

- Access to information from books, reference manuals, computers and paper and electronic medical records to accurately perform HIM functions and duties.
- Utilize electronic equipment and medical records.
- Correctly interpret and/or clarify verbal, written and electronic health information.
- Prioritize, organize, and disseminate accurate health information.
- Safely access and operate equipment in a variety of settings.
- Demonstrate professional and procedural judgment under stressful, emergent and/or a distracting environment (1.3., high noise levels, crowding and complex sensory stimuli).
- Adhere to HIPAA, AHIMA (American Health Information Management Association) professional standards Baker College and clinical site PPE guidelines.

Supervision Requirements

All professional practice experiences will be under the supervision of a qualified professional to reinforce didactic instruction and must include program-coordinated experience at professional practice sites.

Clinical Hours

Health Information Technology sites are open Monday through Friday. The start and end times will vary by facility availability and staffing needs. Students currently employed in the healthcare field may desire to complete their PPE with their existing employer. In this circumstance, the student must complete their 120 PPE hours in a different department or perform functions that are not part of their regular employment responsibilities. Students will begin the PPE in the second 8 weeks of the spring 2 semester and not later than six (6) months after completion of the HIT program.

During the fall semester of the last year of study, the student will meet with the PPE Clinical Coordinator to review the rules and student responsibilities during the PPE, as well as project requirements. The Clinical Coordinator will then place the student in a PPE site and notify the student.

Miscellaneous Information Regarding Profession Practice Experience (PPE) Externships

- Students are encouraged to contact facilities regarding potential PPE placement. The Program Director/Clinical Coordinator retains the responsibility for obtaining required legal agreements and assessing the site's appropriateness for individual student needs.
- Most sites specify that a student must interview in person prior to acceptance.

- If sites have additional requirements (specific immunizations, additional background checks, drug screening or fingerprinting) students are responsible for any and all costs associated with these site requirements.
- Any site has the option of not taking a student due to staffing issues, etc.
- Students may receive assignments that are far away, and students are required to provide their own transportation and/or lodging to fulfill their PPE requirements.
- All placement decisions are at the discretion of the PPE Clinical Coordinator.
- The student may not be paid for any part of the PPE hours.
- Two background checks will be conducted on every student. The first background check will occur Spring 1 semester. The second background check will occur during Fall 2 semester. The student will be responsible for the costs of background check(s). A criminal record may prevent clinical affiliation site placement and or employment opportunities. The student is required to complete and submit the background check results to the Program Director by the deadline specified. Baker College reserves the right to deny entry into or remove from a program any student whose background check reveals any felony conviction or recorded event of any nature. The student will immediately report, in writing, any conviction pending court action or other recorded event that has not yet been reported or that subsequently occurs to the Program Director.
- Prior to the beginning of the Professional Practice Experience (PPE), the student will disclose the background check results to the clinical coordinator/or Program Director. When deemed necessary, the clinical coordinator and student will schedule a face-to face meeting with the clinical site supervisor to discuss the nature of the background check.
- Once a PPE placement is made, should the student refuse or need to cancel the assigned placement, the student must wait until another site becomes available. Due to limited affiliation sites, this potentially may defer the postponement
- The student has 6 months from the date of completion of the last HIT course to complete the PPE or will need to apply for reentry into the program.
- PPE Self Placement Process

Professionalism

Students are expected to demonstrate professional behavior within classes and during the externship experience that reflects the seriousness and dedication required of a professional in the medical field. These behaviors will include but are not limited to: verbal and nonverbal language, mannerisms, preparedness, dress, attitude, cooperation, confidentiality, caring personality, willingness to help others and flexibility. Students not meeting these criteria will be subject to dismissal from the program.

National Certification Examination

The National Registered Health Information Technology (RHIT) Certification Examination is administered by a professional examination service for the American Health Information Management Association (AHIMA). Successful completion of this examination permits the individual to use the credentials "RHIT" or "Registered Health Information Technician."

Students are eligible to sit for the RHIT credentialing examination.

Completion of all graduation requirements will enable the student to sit for the National Certification Examination. Upon application approval, the eligibility period for taking the exam is four (4) months. The exam is in an online format and available to the student with an appointment. Applications and exam information is available on the AHIMA website and will be discussed in the program capstone course HIT2910, RHIT Review.

MEDICAL ASSISTANT

Program Overview

The Medical Assistant (MA) program is a 2-semester, 30 credit hour certificate degree. Medical assisting is a multi-skilled allied healthcare profession in which practitioners work primarily in ambulatory settings such as medical offices and clinics. Medical assistant's function as members of the healthcare delivery team and perform administrative duties and clinical procedures. As a graduate of the MA program, you are encouraged to take the **American Association of Medical Assistants (AAMA)** national certifying exam. Passing this exam entitles the candidate to the credential Certified Medical Assistant (CMA).

Accreditation Information

The Medical Assistant Program is at the Cadillac campus and is accredited by the:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

9355 113th St. N, #7709, Seminole, FL 33775

Phone: (727) 210-2350

Web address: www.caahep.org

CAAHEP accredits the program based upon the recommendation of the:

Medical Assisting Education Review Board (MAERB)

2339 N. California Ave, #47138, Chicago, IL 60647

Phone: (312) 392-0155

National Organizations (Membership)

American Association of Medical Assistants (AAMA) 20 N Wacker Drive, Suite 1575

Chicago, IL 60606

Phone: 312-899-1500

www.aama-ntl.org

You are encouraged to become a student member of the American Association of Medical Assistants (AAMA). You are encouraged to affiliate with their local chapter of the AAMA. Please see resources below or contact the medical assisting

program director at your campus for this information. Michigan Society of Medical Assistants http://www.MSMAonline.org Local chapters for the state of Michigan are listed on the MSMA website.

Mission

The mission of Baker College's Medical Assistant Program is to prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. Students will gain the core knowledge and skills needed to provide professional care while performing administrative and clinical tasks in a healthcare setting.

Program Goals

The goal of this Medical Assistant Program is to prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. The practice of medical assisting has a profound influence on the health and wellbeing of the community and requires mastery level knowledge and skills obtained by both a formal education and a practical experience. In addition, the Medical Assistant program at Baker College prepares its graduates to participate and pass a National Certification exam. These goals will be accomplished by meeting the essentials as well as the standards and guidelines adopted by and set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the American Association of Medical Assistants (AAMA).

- Perform administrative skills required of an entry-level medical assistant. This includes EHRs, basic finance concepts, effective communication, cultural diversity, appointment scheduling, third party reimbursement and billing and coding procedures.
- Demonstrate competency in the clinical skills of an entry-level medical assistant including, mathematics in patient care, infection control, protective practices, CLIA waived testing, venipuncture and first aid.
- Identify legal concepts and ethical considerations specific to the healthcare setting.
- Prepare to sit for the national credentialing exam.

Code of Ethics

The Medical Assisting Code of Ethics of the AAMA sets forth principles of ethical and moral conduct as they relate to the medical profession and the particular practice of medical assisting.

Members of the AAMA dedicated to the conscientious pursuit of their profession and thus desiring to merit the high regard of the entire medical profession and the respect of the general public which they serve, do pledge themselves to strive always to:

- Render service with full respect for the dignity of humanity.
- Respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information.
- Uphold the honor and high principles of the profession and accept its disciplines.
- Seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues.
- Participate in additional service activities aimed toward improving the health and well-being of the community.

http://www.aama-ntl.org

Safety Requirements

Laboratory and Blood Borne Pathogens training are required in MA 1010. If you are pregnant and enrolled in MA 1410, you are encouraged to have a doctor's release in order to participate in invasive procedures.

Occupational Risks

Medical Assisting is a profession with many rewards, as practitioners can perform both administrative and clinical services, filling several roles in a variety of healthcare environments.

Medical Assistants work directly with providers and patients, with the goal of providing healthcare and ensuring patient safety. It is a position with a great deal of responsibility.

As with any healthcare position, there are certain occupational risks that come into play with being a medical assistant, and those hazards include the following:

- Exposure to infectious diseases
- Sharps injuries
- Bloodborne pathogens and biological hazards
- Chemical and drug exposure
- Ergonomic hazards from lifting, sitting, and repetitive tasks
- Latex allergies
- Stress

At the same time, there are protections set up with the Occupational Safety and Health Act (OSHA), and those protections are particularly important within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited medical assisting programs are required to teach students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety. This content will be discussed in MA 1010 Basic Clinical and Administrative Skills.

Transfer Policy

The Baker College program director reserves the right to test you if you are transferring from an accredited program. This evaluation is conducted to assess and document evidence that you have met the cognitive, psychomotor, and affective learning domains required by the program.

You are responsible for any associated costs or fees for testing and evaluation.

Note: Baker College will not accept transfer credits from non-accredited medical assisting programs.

Professional Requirements and Technical Skills

Technical skills must be met with or without accommodations. If you are seeking admission into the medical assisting program at Baker College, you should carefully review these non- academic technical standards and decide if you have any limitations that may restrict or interfere with the satisfactory performance of any of these requirements.

Minimum acceptable mental and physical qualifications for you as a student enrolling in the MA program include the following abilities:

- Frequently work in a standing position and do frequent walking.
- Lift and transfer patients up to (6") from a stooped position, then push or pull the weight up to three feet (3').
- Lift and transfer patients from a stooped to an upright position to accomplish exam table- to-chair and chair-to-exam table.
- Physically apply up to ten pounds (10#) of pressure to bleeding sites or in performing CPR.
- Respond and react immediately to verbal instructions/requests and to auditory signals from monitoring equipment; perform auditory auscultation without impediment.
- Physically perform up to a twelve-hour shift clinical laboratory experience.
- Physically close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when u sing both hands.
- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate grammar, vocabulary, work usage and interpersonal skills.

Uniform Dress Code

- Full uniform includes a top, pants and athletic shoes. Uniforms should be properly maintained. Program directors will provide specific color for your campus.
- Hair that is shoulder length or longer must be pulled back during clinical labs.
- You are required to obtain/maintain Provider level CPR and First Aid certification and provide proof of it to the program director.

Supervision Requirements

On-site supervision of the student during practicum must be provided by an individual who has knowledge of the medical assisting profession.

Credential Requirements

- As a student of in an accredited program, you are eligible to sit for the Certified Medical Assistant (CMA) credential through the American Association of Medical Assistants (AAMA) upon successful completion of the Certificate Program in Medical Assisting. The professional credentialing agency Web site is as follows: www.aama-ntl.org.

- The AAMA Disciplinary Standards and Procedures for CMAs (AAMA) and Exam Candidates states: If you were found guilty or a felony, or pleaded guilty to a felony, it could be grounds for denial of eligibility for the CMA (AAMA) credential.

- Other credentialing opportunities are available for the MA graduate. See program director for details.

Curriculum Design - Sequencing of Courses

https://my.baker.edu/ICS/My_Services/Program_Information/

Degree Completion Requirements

You are required to successfully pass all major courses listed in the Baker College Catalog with a C (73%) or better. No substitutions or experiential credit may be granted for MA courses.

Competencies

The program must demonstrate that the content and competencies included in the program's curriculum meet or exceed those stated in the MAERB Core Curriculum. The full list of core competencies can be found here in appendix B.

Clinical Hours

As part of the MA program, you are required to complete a 160-hour work experience. You must successfully complete all core MA classes with a C or better to be placed into a practicum. It is extremely important that you begin your practicum within a reasonable time, following the completion of your didactic work. Approval from the program coordinator/director is required prior to registration for the practicum. MAERB Policy #145: At the healthcare practicum site, the students must be supervised, cannot be substituted for staff, and must be readily identifiable as students.

Clinical site placement will be assigned by the program coordinator/director. If you refuse a clinical site placement, you will not be reassigned. You may not place yourself for your clinical experience. Baker College is not obligated to reassign you to a clinical site if you are rejected from a site for attendance issues, unprofessional conduct or any other circumstance as documented by the program coordinator/director and/or site.

Placement at the practicum site is by program official assignment and is based on availability, location, site supervisor preference etc. Practicum sites are selected to give you the best overall experience. You are expected to perform both administrative and clinical duties.

OCCUPATIONAL THERAPY ASSISTANT

Program Overview

Occupational Therapy Assistants, working under the supervision of Occupational Therapists, provide skilled treatments to individuals across the lifespan. Treatment interventions are designed to promote successful engagement in everyday activities (occupations). These include the skills necessary for learning, social interaction, and recovery from emotional, physical, or cognitive limitations.

A felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure.

Accreditation Information

The Occupational Therapy Assistant Programs at Baker College of Owosso and Muskegon are fully accredited by:

Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814

Phone: (301) 652-6611

www.acoteonline.org

Graduates are eligible to take the national certification examination.

State and National Organizations

- The American Occupational Therapy Association (AOTA)
- The Michigan Occupational Therapy Association (MiOTA)

Mission

The mission of the Occupational Therapy Assistant Program at Baker College is to prepare skilled, compassionate, and competent entry-level Occupational Therapy Assistants who are eligible to sit for the national certification and ready to meet the demands of the healthcare industry.

OTA Program Core Values

The faculty of the Occupational Therapy Program support the mission, vision, and core values of Baker College.

Integrity: Faculty will maintain honesty, transparency, and trustworthiness in all professional interactions and decisions.

Caring: As faculty, we emphasize the importance of teaching OTAs to deliver client-centered care grounded in empathy and compassion. Our curriculum is designed to develop students' ability to build therapeutic relationships, understanding that caring is integral to effective intervention.

Inclusiveness: As faculty, we are committed to fostering an inclusive learning environment that reflects the diverse populations our students will serve. Our program emphasizes the development of cultural awareness and sensitivity, ensuring that future OTAs are prepared to provide equitable care.

Innovation: As faculty, we foster creativity, flexibility, and inspire critical thinking in therapeutic approaches, preparing students to integrate innovative, evidence-based practices and technologies into their clinical work.

Social Responsibility: As faculty, we instill a strong sense of ethical practice and social responsibility in our students, guiding them to become advocates for occupational justice and health equity.

OTA Program Vision

The vision of the Occupational Therapy Assistant Program is to be a pioneering leader in occupational therapy education, shaping future OTAs with cutting-edge knowledge, clinical expertise, and a commitment to compassionate, client-centered care, rooted in evidence based practice to meet the evolving needs of diverse communities.

Program Outcomes

- Apply ethical standards and safety guidelines during the Occupational Therapy (OT) Process.
- Apply knowledge of global practices, scientific practice, medical terminology, and anatomy and physiology in order to demonstrate the basic tenets of entry-level occupational therapy practice.
- Assist in evaluation and screening processes by gathering data, administering assessments, assisting with interpretation, reporting results, and collaborating with Occupational Therapists to establish goals.
- Perform interventions by planning, selecting, implementing, grading according to activity analysis, modifying intervention plans, and therapeutic use of self.
- Communicate in all formats (written, oral, nonverbal, and electronic) with a diverse client population, interdisciplinary team members, and the public in a professional and effective manner.
- Display professional behaviors through self-responsibility, response to feedback, work behaviors, time management, interpersonal skills, and cultural competence.
- Prepare to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam.

Professional Requirements and Technical Skills

Occupational Therapy Assistant Program Essential Functions

- These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.
- Effectively communicate in English, both verbally and in writing, utilizing accurate and appropriate terminology with classmates, faculty, clients, caregivers, families, members of the healthcare team, and with individuals of all ages, races, genders, socioeconomic, and cultural backgrounds.
- Access information from books, reference manuals, computers and paper and electronic medical records to accurately perform job functions and duties.
- Observe clients' response before, during, and after treatment in close and distant proximity to maintain client safety and assess their performance.
- Perform or assist with and/or transfer, lift, move, position, and manipulate the client.
- Transport heavy, wheeled equipment and clients in wheelchairs and/or stretchers.
- Demonstrate motor skills for safe and effective client-centered intervention.
- Provide assessment and treatment for clients with varied disabilities including clients who may be terminally ill, have transmittable diseases, psychiatric disorders, developmental disorders, and other conditions.

- Utilize technology for coursework and client-centered interventions. Perform continuous physical work to fulfill clinical education course requirements.
- Demonstrate appropriate professional and procedural judgment decisions under stressful and/or emergency conditions, emergent demands, and a distracting environment.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals by referencing, utilizing, and adhering to OSHA requirements such as MSDS (Material Safety Data Sheets) and universal precautions.
- Demonstrate critical thinking skills necessary to assess and reassess the client's occupational performance including adaptations and analysis of tasks based on best practices.
- Prioritize, organize, and utilize time-management skills to fulfill clinical and course requirements.
- Adhere to HIPAA, American Occupational Therapy Association (AOTA) professional standards and Code of Ethics established by the American Occupational Therapy Association, Baker College professional conduct guidelines, and clinical site policies and procedures.

Licensure Requirements

Graduates of an accredited OTA program are eligible to sit for the national certification examination for the occupational therapy assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA) and may apply for licensure in the state of Michigan (and/or any other state in which the person may wish to practice). Please note that national certification and state licensure are mandatory in order to practice in Michigan.

Grading Policy

Testing Policy

- The following courses require a aggregate test score of **75% or higher** in order to pass the class: **OTA 1110A, OTA 2060, OTA 2150, OTA 2010, OTA 2210, OTA 2050, OTA 2250, and OTA 2410.**
    - Each class will have a different number of tests and point values, which will be outlined at the beginning of the course.
    - If a 75% aggregate testing score is not obtained, your final grade in the course will be documented as your aggregate test score, resulting in failure of that course, and you will not be able to progress in the program.
- You must meet two criteria to pass the courses noted above (**OTA 1110A, OTA 2060, OTA 2150, OTA 2010, OTA 2210, OTA 2050, OTA 2250, and OTA 2410**).
    - A) 800 points or more as a final grade (i.e. 80% to pass the course) AND
    - B) 75% or higher on the final exam or remediation attempt
- Testing points will not be rounded.
- The final grade recorded is the overall grade earned.

Testing Policy Examples

For example, if a class has five tests worth 100 points each, the total possible points would be 500, and the student would need to accumulate at least 375 points (75% of 500) to pass the course. If a student scores 80, 70, 90, 85, and 60 points on those tests, their total score would be 385 points, giving them an average of 77%, which meets the requirement to pass. Conversely, if a class

has three tests worth 150 points each, the total possible points would be 450, and the student would need at least 338 points (75% of 450) to pass. If a student scores 100, 120, and 110 points, their total score would be 330 points, resulting in a 73.33% average, which is below the required threshold and would mean they fail the class. Students are encouraged to track their scores throughout the course and seek additional support if necessary to ensure they meet the required average. If a student fails to maintain the 75% average across all tests, they will not pass the course, regardless of individual test performance. This policy is enforced for all testing done on campus (in a proctored testing environment).

Tardiness to Examinations

You are expected to arrive on time for all scheduled examinations. If you arrive late to an exam and one or more of your classmates have already completed and submitted the exam, including any students with accommodations who have finished after the scheduled testing time has begun, you will not be permitted to take the exam.

Test/Exam Review Policy

You are expected to review the Baker College Honor Code that includes the responsibility to maintain examination security at all times. Examples of violations of examination security include but are not limited to using cell phones or other electronic devices to take photos of exams, verbally sharing exam questions with other students, and/or removing exams from the classroom.

Students should only use materials a) provided by the faculty, b) available at the bookstore, Academic Resource Center, Baker Library or reputable online retailer, c) directly from the student resources on the publisher's website. Students may not use items or upload items to online retailers such as Quizlet, CourseHero, Etsy, Chegg, etc. The sale and/or distribution of copyright protected material like test banks or test questions or professor resources such as PowerPoints, case studies, and assignments could result in dire consequences for students such as dismissal from the College, inability to take the Certification exam or practice in a health profession, civil (monetary) or criminal liability for violation of federal copyright laws. *If a student is questioning a source, seek out assistance from your instructor (also see additional information in the Baker College Student Handbook).

Fieldwork/Clinical Requirements

As an OTA student, you must complete four fieldwork experiences. Two level I experiences and two Level II experiences.

- **Level I Fieldwork:** The design for the Level I fieldwork experience allows for the integration of academic course work with direct application of occupational therapy principles and techniques pertaining to the clinical setting. The intended emphasis of a Level I fieldwork experience is to provide the basic acquisition of observation, professionalism and learning skills in the clinical settings. Level I Fieldwork A takes place in the fall semester and consists of 40 hours experience in a mental/psychosocial or emerging practice area. The Level I Fieldwork B experience occurs in the spring semester and consists of 40 hours in a physical dysfunction setting. Level I experiences are in addition to in class sessions. Level I hours are completed weekly over the course of the semester.

- **Level II Fieldwork:** You must complete two (Level II Fieldwork A and Level II Fieldwork B), full-time eight-week, Level II fieldwork experiences. For Level II credit, you will need to complete the required weekly full-time hours and the required number of weeks. Placement in level II fieldwork experience begins in the fall semester following the completion of academic course work. All Level II experiences must be completed within 16 months following completion of academic course work.

- **Travel:** Due to the availability of quality placements, you may be required to travel up to 90 minutes each way for Level I and 70 minutes each way for Level II.

- **Out of State and International Placements:** The program does not utilize out of state or international fieldwork placements (Level I or Level II).

Lab Participation

You will participate in lab sessions in which you will play the role of the "occupational therapy assistant" in order to learn skills that will be required in the clinical setting. Additionally, you will participate in lab sessions in which you play the role of a "patient" in order to enhance fellow classmates' learning experiences. Maintaining individual privacy and modesty, as practiced in the clinical setting, is expected of all lab participants, regardless of the role the individual assumes. Should you be asked to participate in any scenario for which you have a medical condition that is contraindicated, you are responsible for immediately and confidentially notifying the course instructor.

MASTER OF SCIENCE, OCCUPATIONAL THERAPY

Program Overview

The delivery of the Occupational Therapy program at the graduate level revolves around instructors facilitating learning through problem-based case management. Students in the MSOT program will be required to utilize theory, logic, clinical reasoning, and pragmatic skills in an interactive learning environment. It is expected that students will participate in discussions and debates and develop treatment choices based on sound research and theoretical assumptions. The Master of Occupational Therapy curriculum emphasizes mastery of the skills required for entry-level practice. The curriculum is designed so that graduates can review, understand, conduct and interpret research activities. Evidence-based practice initiatives make it essential that practitioners' research skills are well developed.

A felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure.

Accreditation Information

The Occupational Therapy Program is fully accredited by:

Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814

Phone: (301) 652-6611; Website: https://acoteonline.org/

Graduates are eligible to take the national certification examination.

State and National Organizations

- The American Occupational Therapy Association (AOTA)
- The Michigan Occupational Therapy Association (MiOTA)

MSOT Mission

The MSOT program at Baker College prepares ethical, compassionate, and innovative occupational therapy professionals through a transformative education. Grounded in solution-focused and occupation-based learning, the program fosters critical thinking, lifelong learning, and advocacy. Through holistic, experiential learning and a commitment to service, graduates become leaders in promoting health, well-being, and meaningful participation across diverse communities.

MSOT Vision

The MSOT program is dedicated to being a pioneering force in occupational therapy education, shaping compassionate and socially responsive professionals who drive innovation and advocacy in their own communities. We envision a future where our graduates lead with courage and deep commitment to serving others-creating inclusive, solution-focused opportunities for meaningful participation, interdisciplinary collaboration, and well-being across all aspects of society.

MSOT Core Values

Integrity
We foster a culture of honesty, accountability, and ethical decision-making in all aspects of occupational therapy education and practice. Our students, faculty, and graduates uphold the highest professional standards, ensuring integrity guides evidence-based, occupation-centered, and client-centered care. We encourage bravery in ethical leadership and advocacy to address the needs of individuals and communities.

Caring
Compassion and empathy are at the heart of occupational therapy. We cultivate a learning environment that prioritizes respect, human dignity, a commitment to health and wellbeing, and client-centered care through therapeutic use of self. Through hands-on, occupation-based experiences, students develop the adaptability and sensitivity needed to support individuals in achieving meaningful participation in life.

Inclusiveness

We cultivate a learning environment where all individuals feel valued, respected and supported. Our program equips students to provide inclusive, client-centered, and culturally responsive care that honors each person's, group's, and population's unique experiences, perspectives, and occupational needs.

Innovation

Occupational therapy is a dynamic and evolving profession. We champion creativity, critical thinking, and active problem-solving. Through experiential learning, emerging technologies, and evidence-based interventions, we prepare students to be adaptive leaders who drive the profession forward.

Social Responsibility
We are committed to ethical practice, advocacy, life-long learning, and service to the community. Our program instills a strong sense of professional and social responsibility, empowering graduates to bravely challenge barriers, drive positive change, promote occupational justice, and enhance well-being across diverse populations.

Program Outcomes

- Apply knowledge of global practices, scientific practices, medical terminology, and anatomy and physiology in order to demonstrate the basic tenets of entry-level occupational therapy practice.
- Utilize critical thinking skills to administer assessments in a uniform manner; to ensure findings are valid and reliable.
- Adjust assessment procedures based on the client's needs, behaviors, and culture.
- Establish accurate and appropriate treatment plans based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
- Implement intervention plans that are client-centered.
- Satisfactorily produce the volume of work (treatment, documentation, and administrative duties) required in the expected timeframe.
- Clearly and effectively communicate verbally, nonverbally, and electronically with clients, families, significant others, colleagues, service providers, and the public
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
- Demonstrate problem solving and critical thinking skills by adhering to ethics of the profession, safety regulations, and judgment in safety in regards to self and others throughout the occupational therapy process.
- Prepare to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination.
- Demonstrate an appreciation for the complexity of context and diversity (including but not limited to socio-economics, culture, gender, race/ethnicity, religion, disabling conditions, and sexual orientation) on engagement in occupation.

Licensure Requirements

Graduates of an accredited Master of Occupational Therapy program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapist and may apply for licensure in the state of Michigan (and/or any other state in which the person may wish to practice). Please note that national certification and state licensure are mandatory in order to practice in Michigan.

Professional Requirements and Technical Skills

The essential functions required by the curriculum are in the following areas: motor, sensory, communication, and intellectual (conceptual, integrative, quantitative abilities for problem solving, and the behavioral and social aspects that impact the performance). Technical requirements as distinguished from academic standards, refer to those physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and the development of professional attributes required of all students at completion of their program. These essential functions and technical requirements are referred to as the "Essential Functions."

These Essential Functions are not conditions of admission to the College or the program. The Essential Functions provide information regarding continued eligibility in this program. A student may be qualified for and admitted to the program, but later be redirected due to a failure to develop and exhibit the Essential Functions. If you are interested in applying for admission to the program, you should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program.

- Cognitive abilities necessary to master relevant content in courses at a level appropriate by the College. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material in a timely manner.

- Ability to assess all information. As an occupational therapy student, you must be capable of responsive and empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
- Emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- Ability to master information presented in coursework in the form of lectures, written material, and projected images, and the ability to seek and synthesize information from appropriate and varied sources.
- Ability to recognize one's own limits, both personally and professionally, as related to one's skill and knowledge.
- Ability to effectively communicate in English, both verbally and in writing, using accurate and appropriate terminology with classmates, faculty, and individuals of all ages, races, genders, and socioeconomic and cultural backgrounds.
- Ability to use computers and related technology.
- Ability to prioritize, organize, and utilize time management skills.
- Ability to identify, recognize, maintain, and disseminate accurate information.
- Ability to correctly interpret and/or clarify verbal and written communications.
- Ability to conduct oneself in a professional manner, including use of appropriate verbal and nonverbal responses in social interactions. Interactions may include physical contact with all people regardless of age, race, gender, and socioeconomic and cultural backgrounds
- Ability to think critically and demonstrate problem-solving skills.
- Ability to perform all essential functions related to the program of study in a safe and effective manner minimizing risk to self, patient, and others.
- Ability to fulfill requirements of productivity and varying workloads.
- Ability to demonstrate appropriate professional and procedural judgment decisions.
- Ability to adhere to professional standards and Baker College professional conduct guidelines, policies, and procedures. These include but are not limited to: Disclosure of any new felony charges, after the initial enrollment process at Baker College, to program officials.

You are required to disclose any criminal charges that occur while in the program. Failure to disclose any felony charge to the program officials may result in immediate dismissal from the MSOT program.

Participation

Active participation is encouraged in all courses. While in this program you will frequently be involved in discussions, work in groups, and collaborate on in-class learning assignments. It is essential for you to participate fully and equally when given group assignments. Also important is the ability and willingness to provide critical feedback to peers. Many class assignments will include group work and peer reviews.

It is your responsibility to notify the instructor if you will be absent and arrange with classmates for missing content. Experiential learning is the foundation of the program and involves a combination of lecture and discussion, followed by application (occupational performance). Several classes will involve field trips, guest lectures, observations, and clinical experiences.

Requirements for Graduation

The graduate program consists of four semesters on campus and six months off campus completing Level II Fieldwork. Upon completion of all academic coursework, you will be eligible for Level II fieldwork placements (OCC 6750 and OCC 6850). You must be in good academic standing (graduate GPA of 3.0 or better) to proceed to Level II fieldwork. The fieldwork requirements must be fulfilled within 12 months of completing all academic courses.

The Occupational Therapy program follows the standard graduate school grading scale. The grade and academic appeal process is consistent throughout the Baker College System. Details are outlined in the Baker College Student Handbook. If a course grade is below a 72% (C) you will be dismissed from the program. Re-application is allowed one time at the graduate level and follows the process outlined below. Re-application will be reviewed by the dean/program director and faculty. Re-admission is not a guarantee.

The maximum number of discontinued or unsuccessful Level II fieldworks (whether Withdrawn, Failed, Incomplete, or Non-credit) is one. If you fail a fieldwork experience, you must successfully pass a repeated fieldwork experience. Only one repeat of Level II Fieldwork will be allowed (OCC 6750 or OCC 6850).

A cumulative GPA of 3.0 is required for graduation.

Re-Entry to MSOT Program

If you have received a course grade of less than C (72%) in a program course, you:

- May not progress in the program; you must retake the course(s).
- Must re-enter the program within one year after withdrawal or unsuccessful professional program course attempt.
- Must re-enter the program at the point of withdrawal or course failure.
- Must repeat any failed course (can only repeat each course once).
- If you are dismissed from the professional program, you may not apply for re-entry to that specific professional program.
- Program withdrawal due to a medical reason requires a letter from healthcare provider for readmission:
    - Medical clearance will be needed stating you can perform all Essential Function/Technical Requirements without restrictions

Please note: re-entry into the MSOT program is not a guarantee. It is based upon availability of clinical space, faculty, and successful completion of the re-admittance process.

The MSOT Program re-entry process is as follows:

1. You will submit a letter or email addressed to the Program Director at the campus where you are requesting re-entry by the 1st Monday in March.
2. The typed letter or email must include:
    1. The last semester attended in the program
    2. Reasons for withdrawal, including course failure
    3. Reasons why you desire to be re-entered
    4. The circumstances that have changed to indicate that you will be successful in completing the program if re-entered

3. You must arrange a meeting with the Program Director
    1. You will meet with the Program Director to create a re-entry contract, including an individualized learning plan.
    2. The individualized learning plan may include demonstration of competencies previously learned, review modules, skills review, simulation, auditing prior courses, or assigned resources.
4. Program Clinical Requirements must be completed
    1. Random drug screen if you were not enrolled for more than one semester if drug screens are required by the clinical affiliates at that campus.
    2. Background check: If you are out for more than one semester
    3. Current clinical requirements of the program
    4. Current American Heart Association BLS
5. If you do not complete any Baker College courses for more than one academic year, the Baker College re-entry policy would apply as outlined in the Baker College Student Handbook.
6. The Program Director of the MSOT program will grant final approval of re-entry.

MSOT Program Dismissal

You may be dismissed from the MSOT program due to, but not limited to any of the following issues:

1. Recurrent unsatisfactory academic progression (2nd course failure after re-entry)
2. Unsafe clinical practice/violation as evaluated by faculty
3. Breach of HIPAA compliance
4. Improper professional behavior
5. Absenteeism/tardiness
6. Substance abuse (prescription/non-prescription)
7. Violation of social networking policy
8. Failure to meet required clinical expectations including deadlines

*Note: Academic dismissal from the MSOT program does not automatically result in dismissal from Baker College. In the event you are dismissed from the MSOT program, you should discuss any options you may have related to other programs with your academic advisor.

Leave of Absence

If you need to request a leave of absence (LOA) from the program, you must meet with the Program Director/Dean and submit a written request. The request must indicate your plan for return including resolution of any original issues resulting in the LOA. A leave of absence will only be granted for one year, thus allowing you to join the next graduating class. However, you will not automatically be granted re-admittance. Academic standing and resolution of original issues will be considered. Refer to Clinical Fieldwork requirements for LOA or deferment of Level II clinical placements.

Clinical Fieldwork

There are three Level I fieldwork courses at the graduate level. The first is focused on adults with physical dysfunction, the second on children with cognitive and/or physical dysfunction, and the third with psychological and/or social focus. Details of these courses will be explained by the instructors. These requirements involve out of class attendance at a clinical site.

Upon completion of all academic coursework, you are eligible for Level II fieldwork placements (OCC 6750 and OCC 6850). You will be assigned two 12-week clinical affiliations to be completed in the spring and a portion of the summer semester of the final year of the program. It is the responsibility of the Fieldwork Coordinator to assign students to specific clinical sites.

You must be in good academic standing (graduate GPA of 3.0 or better) to proceed to Level II fieldwork. The fieldwork requirements must be fulfilled within 12 months of completing all academic courses.

The academic fieldwork coordinator, with input from the faculty, will place each student. You are not to contact facilities concerning clinical placements.

Travel: Due to the availability of quality placements, you may be required to travel up to 90 minutes each way for Level I and 70 minutes each way for Level II. Out of state placements are available upon request, but not guaranteed. The program does not utilize international fieldwork placements (Level I or Level II).

Level II fieldwork is a full-time commitment without pay. During these clinical rotations, you will work the same full-time schedule as your OT clinical supervisor. Nontraditional schedules, such as four (4) days at ten hours each are becoming more common, as are weekend and holiday hours. You are strongly encouraged to begin planning now for this financial and time commitment.

Much preplanning and coordination of information is required in order to secure meaningful experiences on your behalf. There will be several fieldwork preparation meetings at times scheduled in addition to class time. You will complete a variety of preparatory activities, certifications, and health checks and to maintain a Fieldwork Portfolio notebook containing documentation of these activities. It is also possible that additional screens and background checks will be required by the clinical site. The cost of these requirements is your responsibility. You should confirm the dress code with the clinical site prior to the first day of the placement. Some fieldwork sites will provide a name tag but if not, your Baker College Clinical ID will be appropriate.

PHYSICAL THERAPIST ASSISTANT

Program Overview

The Physical Therapist Assistant (PTA) is a technical healthcare worker who performs patient care under the supervision of a licensed Physical Therapist. Typical settings include hospitals, rehabilitation clinics, private practice, geriatric care facilities, sport medicine centers, school systems, and industrial sites. For information about the licensure examination see www.fsbpt.org/ExamCandidates.

Accreditation Overview

The Baker College Physical Therapist Assistant Program is accredited by:

Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Ave, Ste 100, Alexandria, VA 22314

Phone: 703-706-3245

Web address: www.capteonline.org

E-mail: accreditation@apta.org

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Ste 100, Alexandria, VA 22134; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the Physical Therapist Assistant licensure examination, that is required in all states.

It is the Program Director's responsibility to ensure that all accreditation activities and requirements are met and that the PTA Program remains compliant with CAPTE accreditation standards and policies. Specifically, the Program Director is responsible for:

- Submission of the required fees and documentation, including reports of graduation rates, performance on state licensing, or certification examinations and employment rates
- Notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education
- Coming into compliance with accreditation criteria within two years or the length of the program, whichever is shorter

State and National Organizations (Membership)

The American Physical Therapy Association (APTA) is a professional organization that represents Physical Therapists, Physical Therapist Assistants, and Students of Physical Therapy. Members are represented by national leadership, chapters, and special interest sections.

The Vision Statement for the Physical Therapy Profession, adopted by the APTA in 2013, is as follows: Transforming society by optimizing movement to improve the human experience. Membership is required during the PTA Program. APTA members will have online access to valuable resources including clinical practice guidelines and current evidence. Members will also receive a discount on conferences and continuing education courses. Being an APTA member at graduation allows the student to receive a significant discount on membership up to 4 years post-graduation if renewed within 6 months after the expiration of the student membership.

American Physical Therapy Association (APTA)

1111 N Fairfax St, Alexandria, VA 22314 800-999-2782

www.apta.org

APTA Special Interest Sections: http://www.apta.org/Sections/

APTA Michigan Chapter

Michigan Physical Therapy Association (MPTA)

www.mpta.com

Goals

The goal of this program is to provide students with appropriate didactic and clinical experience leading to successful licensure and entry-level employment in the profession of physical therapy.

Mission

Our mission for the Physical Therapist Assistant Program is to graduate students who have obtained the knowledge and skills to become employed as licensed physical therapist assistants and become contributing members of the physical therapy profession and health care team in diverse settings.

Philosophy

The faculty and administrators of the Physical Therapist Assistant Program believe that technical, interpersonal, and critical thinking skills are important components of a quality educational experience. In addition, teamwork, ethics, and problem-solving skills are emphasized throughout the educational experience to ensure graduation of competent physical therapist assistants.

Program Outcomes

- Exhibit professional and ethical conduct that reflects expectations of society and other members of the profession, APTA Standards of Ethical Conduct, and APTA Values-Based Behaviors for the Physical Therapist Assistant.
- Using knowledge of scientific practice, anatomy and physiology, and disease processes, perform in a safe manner that minimizes the risk to patient, self, and others.
- Use inter-professional teamwork to facilitate effective patient outcomes.
- Demonstrate sensitivity to individual and cultural differences in all aspects of physical therapy services.
- Communicate verbally and non-verbally with the patient, caregivers, and other healthcare team members in an appropriate and effective manner.
- Demonstrate critical thinking skills related to life span and across the continuum of care, as part of assessing patient status in order to implement and/or modify interventions, performed under the supervision of the physical therapist.
- Perform safe and competent treatment interventions across the lifespan, consistent with the plan of care established by the supervising physical therapist.
- Complete thorough and accurate documentation and billing in a timely manner consistent with legal and ethical standards.
- Perform self-assessment to identify individual learning needs and implement plans for lifelong learning and career development, including participating in public activities that promote health and wellness.
- Prepare to sit for the National Physical Therapist Assistant Exam (NPTAE).

Code of Ethics

APTA Standards of Ethical Conduct for the PTA

As a PTA student, you are required to abide by the APTA Standards of Ethical Conduct for the PTA at all times inside and outside of the classroom and during clinical education experiences. This includes remaining professional during personal contact with other students and patients, verbal and nonverbal communication, and protection of confidentiality and privacy.

As a PTA student, you are not allowed to practice physical therapy outside the supervised lab or clinical experiences. If you fail to comply with this policy, you will assume full risk and responsibility for your actions and the malpractice insurance provided by Baker will not apply. As a PTA student, you may not attempt to give or receive medical advice within or outside the Program.

Use of the Title PTA

The practice of physical therapy is legally regulated in Michigan by the Public Health Code. Section 333.18720 states "An individual shall not engage in the practice of physical therapy or practice as a physical therapist assistant unless licensed or otherwise authorized under this part." (2020 Legislative Council, State of Michigan). If planning to practice outside of Michigan, you should refer to the practice act defined by the state for information.

Safety Requirements

The following health requirements have been developed to maximize both student and patient health and safety:

- If you have any significant change in your health status, you will need to provide written notification to the Program Director. This includes any addition of medication or health conditions with the potential to cause impairment in movement, judgment, vision, thought processes and ability to perform safely in the lab or clinic. Further discussion with your program director will guide next steps related to your ability to complete required competencies within the program.
- It is the PTA Program's responsibility to ensure that all lab equipment and classroom materials are well-maintained and in safe and proper working order. You are not allowed to use equipment that you have not been instructed on. Safe use of equipment procedures are posted in the lab. Mechanical equipment is inspected and calibrated yearly by Patterson Medical and current inspection stickers are present on all electrical and mechanical equipment in the lab. Non-mechanical equipment is inspected quarterly by the PTA faculty and replaced as needed. If equipment is deemed unsafe for use it will be removed from the lab immediately and the problem will be reported to the Program Director. Students, faculty, and staff in the lab are responsible for reporting any equipment concerns or safety issues immediately to the Program Director.
- You are expected to practice universal precautions in the event of possible exposure to hazardous materials or bodily fluids in the lab or clinic. You will be instructed on proper precautions in the event of an emergency or exposure during the first lab-based course (PTA 2310) and are expected to use sound judgment and precautions as necessary throughout the program. This includes infection control protocols such as handwashing and wearing personal protective equipment as appropriate.
- You have the right to be treated with safe and reasonable care by other students when practicing during lab sessions and open labs and during practical examinations. If at any time you feel that your safety is at risk you should report it to an instructor and appropriate action will be taken immediately. In the event of an incident of injury or harm occurring during classroom or lab sessions or open labs, you should report immediately to the instructor and seek the proper medical care.

As a PTA student, you will have access to the PTA lab during non-class hours provided the following conditions are observed to ensure safety:

- A lab assistant or instructor is on campus.
- Friends and family are not allowed in the lab.
- You must be able to locate the emergency call box. This item will be identified on the first day of orientation.

- You must be able to identify emergency evacuation procedures located by the door of the lab.
- You are only allowed to practice techniques that have been previously discussed in class; no other procedures are allowed.
- In case of an emergency, please contact Campus Safety.
- Off-campus safety: The same safety policies and procedures apply if you are involved in off-campus activities such as field trips, off-campus laboratories, and off-campus clinical experiences. In addition, you are required to follow the safety policies and procedures of the specific clinical education site at which you are a student. A field trip form is to be completed by the course instructor and field trip site prior to the field trip which outlines student safety and site responsibilities.

Professional Requirements

The PTA Program at Baker College abides by the professional standards set forth by the APTA and behavioral expectation of the Generic Abilities document.

Core Values

You are expected to demonstrate the seven core values of the profession of physical therapy as defined by the APTA Core Values Document. You will be expected to refer to and apply the Core Values throughout the technical program and be expected to demonstrate professionalism in all aspects of the student experience.

Values-Based Behaviors of the PTA

You are expected to behave in a manner consistent with the Values-Based Behaviors of the PTA established by the APTA. You will be required to periodically assess your behaviors according to these standards and reflect on ways to alter behaviors accordingly.

Professional Behaviors for the 21st Century

Throughout the curriculum the PTA Program assesses student behaviors based on the Professional Behaviors for the 21st Century (2009-2010) which consist of 10 categories of behavioral expectations that have been determined to be essential to the successful performance of the duties of a PTA or PT.

Student Professional Development Portfolio

Professional Development as a Physical Therapist Assistant encompasses commitment to learning, commitment to service, and commitment to the profession of Physical Therapy. To promote development, you will create a portfolio including experiences in these areas during the program.

Professional Development Portfolio Requirements:

- Service Learning (4 hours required to graduate from the PTA Program)
- Volunteer activities that benefit non-profit organizations or educational institutions
- Activities must be related to the field of Physical Therapy

Technical Skills

In addition to the sensory, psychomotor, cognitive, and communication requirements identified in the CoHS Student Handbook, the following technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the PTA Program at Baker College:

- Access information from books, reference manuals, computers, and paper and electronic medical records to accurately perform job functions and duties.
- Observe clients' response before, during, and after treatment in close and distant proximity to maintain client safety and assess their performance.
- Physically move, position, and transfer patients of varying ages, sizes, and abilities.
- Transport heavy, wheeled equipment and clients in wheelchairs and/or stretchers.
- Demonstrate motor skills for safe and effective client-centered intervention.
- Provide assessment and treatment for clients with varied disabilities including clients who may be terminally ill, have transmittable diseases, psychiatric disorders, developmental disorders, and other conditions.
- Utilize technology for coursework and client-centered interventions.
- Perform continuous physical work to fulfill clinical education course requirements.
- Demonstrate critical-thinking skills necessary for clinical decision making and problem solving.
- Demonstrate appropriate professional and procedural judgment decisions under stressful and/or emergency conditions, emergent demands, and a distracting environment.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals by referencing, utilizing, and adhering to OSHA requirements such as MSDS (Material Safety Data Sheets) and universal precautions.
- Adhere to HIPAA, professional standards, and code of ethics established by the American Physical Therapy Association, Baker College conduct guidelines and clinical sites policies and procedures to fulfill requirements of rotating schedules and heavy workloads and demonstrate personal accountability for actions and decision outcomes.

Supervision Requirements

Medicare defines the title of Physical Therapy Assistant as "a person who is licensed as a physical therapy assistant, if applicable, by the state in which practicing and has graduated from a 2-year college level program approved by the American Physical Therapy Association." (42 CFR 485.703 Personnel Qualifications (c) (5)).

Blue Cross Blue Shield of Michigan defines the Physical Therapist Assistant as "one who has an associate degree from an accredited physical therapist assistant program and meets the state of Michigan's legal requirements." (Guide for Providers, Glossary).

Therefore, until you have completed your AAS degree, you cannot promote yourself or your services as a PTA. This constraint also applies if during you education, you are employed as a physical therapy technician or aide. The skills and techniques taught in this program exceed those of an aide and should not be applied inappropriately in the clinic.

Licensure Requirements

You must complete the following to be eligible for PTA Licensure in Michigan:

- Graduate from a physical therapist educational program that is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- Complete and submit application for licensure and fee, along with supporting documents to Michigan State Board of Physical Therapy.
- Complete fingerprint report and criminal background check from an authorized agency.
- Pass Jurisprudence exam
- Pass the National Physical Therapy Examination (NPTE) that is administered through the Federation of State Boards of Physical Therapy (FSBPT).
- Applicants for licensure must schedule, complete and pass the jurisprudence examination through PSI. PSI can be contacted by visiting www.psiexams.com or by calling PSI at 800-733-9267.

Testing Policy

You must meet two criteria to pass all PTA didactic courses:

- Achieve a 77% overall in the course
- Earn an aggregate of 75% on written tests within the course.
- If a 75% aggregate testing score is not obtained, your final grade in the course will be documented as your aggregate test score, resulting in failure of that course, and you will not be able to progress in the program, and will follow the re-entry process.

Each class will have a different number of tests and point values, which will be outlined at the beginning of the course.

You are encouraged to track your scores throughout the course and seek additional support if necessary to ensure you meet the required average. If you fail to maintain the 75% average across all tests, you will not pass the course, regardless of individual test performance. This policy is enforced for all testing done on campus (in a proctored testing environment).

Testing Policy Examples:

For example, if a class has five tests worth 100 points each, the total possible points would be 500, and the student would need to accumulate at least 375 points (75% of 500) to pass the course. If a student scores 80, 70, 90, 85, and 60 points on those tests, their total score would be 385 points, giving them an average of 77%, which meets the requirement to pass. Conversely, if a class has three tests worth 150 points each, the total possible points would be 450, and the student would need at least 338 points (75% of 450) to pass. If a student scores 100, 120, and 110 points, their total score would be 330 points, resulting in a 73.33% average, which is below the required threshold and would mean they fail the class.

Competencies

There are 8 courses in the PTA program that have lab components. These labs each have 4-5 "skill checks" or "competencies" which must be completed and passed successfully before taking the Cumulative Final Lab Practical at the end of each semester. The number of skill checks or competencies varies for each class depending on the material covered. Some competencies may be combined.

Each skill check, competency, and final lab practical contains "critical safety" and "critical competency" elements that must be performed consistently throughout the test. Failure to demonstrate any "critical safety" or "critical competency" element results in an automatic failure of the skill check, competency, or lab practical.

You will be responsible for practicing skills during open lab times. Even though lab assistants will be present, you are responsible for independent learning and practice.

Refer to the PTA Clinical Competency Notebook for further details.

Clinical Hours

The clinical education component of the PTA Program is designed to give students an opportunity to assimilate and apply the concepts learned in the technical coursework. The following courses are required for successful completion of the PTA Program:

PTA 2710 Clinical Education I (2 weeks, 80 hours), Beginning of 3rd Semester

PTA 2720 Clinical Education II (8 weeks, 320 hours), Final Semester

PTA 2730 Clinical Education III (8 weeks, 320 hours), Final Semester

More specific information regarding clinical sites and dates will be given to you during the Professional Preparation course (PTA 2510).

Under no circumstances should you contact clinical sites to arrange placements. The Director of Clinical Education (DCE) and other faculty in the PTA Program have put a considerable amount of time into developing collaborative relationships with the clinical faculty, including the arrangement of contractual agreements. All site contacts will be made by DCE. You are expected to bring any questions or concerns about clinical education to the DCE in a timely manner.

Student preferences for site selection will be considered during the assignment of clinical sites, but the final determination will be that of the DCE. Clinical education is an essential learning experience and it is your responsibility to fulfill the obligations set forth by the specific sites regarding hours, performance and supervision. The DCE is responsible for assigning final grades for the Clinical Education Courses.

RADIOLOGIC TECHNOLOGY

Program Overview

Radiologic imaging is often the first step in identifying, diagnosing, and treating many diseases and is an increasingly common part of many medical procedures and regimens. Performing diagnostic imaging procedures requires training, skill, and experience to fully understand the technical standards of the radiologic sciences and provide quality healthcare. Radiologic technologists perform most of their work independently but only do procedures that are prescribed by a physician or midlevel provider. Final images resulting from the procedures are not interpreted for medical diagnosis by the radiologic technologist, but rather a radiologist, emergency physician, or orthopedic surgeon as indicated by each situation.

The radiography curriculum is based on two years of full-time study. Once admitted into the program you will complete two semesters of full-time course work on campus. You then complete two semesters of full-time (40-hours a week) clinical rotation. All major core courses must be completed with a 2.7 GPA (B-) or better prior to the start of the program courses and throughout the program and clinical semesters.

The clinical experience segment of the program is a time of application and skill development. It occurs during the last two semesters of study and is completed at a clinical affiliate hospital. The location of the clinical affiliate may require that you relocate or perhaps have a longer commute to the assigned location.

As a radiologic technology student, you have been given all necessary resources to begin a combination of self-directed and faculty directed review of theory provided during the first year of study. The focus of the clinical year of the program is the learning and expansion of applied knowledge. You will also discover during this time that a significant portion of practical knowledge can only be gained within experiences of an assigned clinical environment. This time of application and professional growth is not a situation of employment with the clinical site. If you receive an offer of employment during clinical training, it will be expected that you maintain clear separation of roles as a student and employee.

You are required to purchase/obtain radiographic lead markers and scrubs.

You are required to obtain/maintain CPR certification and provide proof of it to program officials.

Accreditation Information

The Baker College Radiologic Technology program is nationally accredited by:

Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 Wacker Drive, Suite 2850, Chicago, IL 60606-3182

Phone: (312) 704-5300

Fax: (312) 704-5304

email mail@jrcert.org

web: jrcert.org

The Radiologic Technology Program is governed by national standards that can be found at the 2021-JRCERT website - Radiography Standards.

State and National Organizations

JRCERT Curriculum, Continuing Education and Certification Information

https://www.jrcert.org/accreditation-for-students/allegations/

https://www.asrt.org/

https://www.arrt.org/

https://www.msrt.org/

State Representation to the ASRT, Continuing Education and Scholarships

Michigan Society of Radiologic Technologists (MSRT)

Goals

- Students will perform competently
- Students will critically think and solve problems effectively
- Students will communicate effectively
- Students will develop and grow professionally
- Students will become successful graduates of the program

Mission

The mission of the Baker College Radiologic Technology program is to enable qualified students to develop into competent and professional entry-level radiographers who are prepared to successfully sit for the ARRT examination and acquire gainful employment. We believe that this is done through exercises in critical thinking, varied clinical experience, the encouragement of universally responsible behavior, and foundations in guiding radiologic principles.

Program Outcomes

By the end of the Radiologic Technology Program, students will be able to:

Competence

- Produce diagnostically acceptable radiographs.
- Practice appropriate radiation safety measures.

Critical Thinking

- Adapt to challenging cases using accepted principles of radiologic science.
- Critique the diagnostic quality of digital images and correct non-quality images accordingly.

Communication

- Demonstrate oral communication skills that exhibit patience and empathy with patients regarding their health history and prescribed radiologic procedures.
- Use concise oral and written communication with physicians and members of the interdisciplinary team to provide optimal care to patients.

Professionalism

- Investigate the importance of professional growth, including continuing education, professional societies, career development, and participating in activities that promote the radiologic profession.
- Recognize the diverse needs of patients and co-workers.
- Demonstrate the knowledge and skills necessary to successfully take the American Registry of Radiologic Technologist's Examination for Radiographers.
- Demonstrate professional behaviors and skills consistent with a preferred entry-level radiologic technologist.

Code of Ethics

As a student of the Baker College Radiography Program, you are expected to abide by the national code of ethics for the practice of radiologic technology, which is regularly reviewed and revised as necessary by the American Society of Radiologic Technologists when advances to technology and patient care occur. Ethical standards are enforced by the American Registry of Radiologic Standards and Code of Ethics.

Professional Requirements and Technical Skills

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. If you are interested in applying for admission to the program, please review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to make reasonable accommodations for all students with disabilities who are otherwise qualified.

- Access information from books, reference manuals, computers, and paper and electronic medical records to accurately perform functions and duties.
- Comprehend technical and professional materials (i.e. textbooks, journal articles, and procedure manuals) to accurately perform clinical testing and/or use of equipment.
- Explain procedures and treatment appropriate to the patient's level of understanding including what will be required while respecting patient confidentiality and privacy.
- Recognize and respond appropriately to distress sounds from patient, audible/visual alarms/signals on patient-monitoring equipment for patient safety.

- Respond appropriately to changes in the patients' status before, during, and after procedures.
- Monitor and respond to patient and accessory medical equipment directly and by intercommunication system during procedure to assess patient response and safety.
- Obtain optimum quality of radiographic images by clear discrimination of shades of gray.
- Accurately interpret and validate text, numbers, and graphs from print and video monitors used for fluoroscopy and digital imaging.
- Evaluate, synthesize, and communicate diagnostic information to the attending radiologist.
- Recognize and correct performance deviations in imaging.
- Perform or assist with transferring, lifting, moving, positioning, and manipulating the patient.
- Transport heavy, wheeled equipment and patients in wheelchairs and/or stretchers.
- Accurately obtain precise measurements and determine appropriate immobilization and positioning aids needed for performing procedures.
- Provide safe and effective care including but not limited to administration of oral or rectal contrast medium.
- Perform and document warm-up procedures and quality assurance checks on imaging and treatment equipment.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals by referencing, utilizing, and adhering to OSHA requirements such as MSDS (Material Safety Data Sheets), universal precautions, radiation safety standards, and policies and procedures.
- Demonstrate appropriate professional and procedural judgment decisions under stressful and/or emergency conditions (i.e. allergic reaction or cardiac arrest) and a distracting environment (i.e., high noise levels, crowding, complex visual stimuli).
- Adhere to HIPAA, American Society of Radiologic Technologists (ASRT) professional standards, Baker College professional conduct guidelines, program requirements, and clinical site policies and procedures.

Supervision Requirements

All clinical practicum experiences will be under the supervision of a qualified ARRT registered radiographer, Academic Clinical Coordinator, and/or Clinical Instructor. Department assignments may direct you to rotate in a particular setting or with a particular person, designed to assist you through your training with guidance, support, and leadership. In compliance with our Standards, supervision is defined as follows:

Direct Supervision

- The qualified registered radiographer reviews the requisition for the examination and/or procedure in relation to the student's achievement and the curriculum level completed.
- The qualified registered radiographer evaluates the condition of the patient in relationship to the achievements and performance level of the student.

- The qualified registered radiographer observes the student perform the radiographic exam.
- The qualified registered radiographer reviews and critiques the radiographs with the student and approves all finished radiographs.
- After demonstrating competency, interns may perform procedures with indirect supervision.
- The student must continue to be directly supervised during all surgical and mobile procedures, including mobile fluoroscopy, regardless of the level of competency.

Indirect Supervision

This is supervision provided by a qualified registered radiographer who is immediately available (in an adjacent room and able to hear calls for help from the student) to assist the student regardless of the level of the student's achievements. The use of a phone or beeper is not considered immediately available! The student will continue to be provided with "one-on-one" direct supervision during all surgical and mobile procedures, including mobile fluoroscopy, regardless of the level of competency.

Repeating of Radiographs

In support of professional responsibilities for provision of quality patient care and radiation protection, unsatisfactory radiographs (repeats) shall be repeated only under the direct supervision of a qualified radiographer, regardless of the intern's level of competency. This is a JRCERT standard for accredited educational programs of radiography. (Form is located in section XI).

The student shall be supervised at all times by program officials when ionizing radiation is on in the lab.

- The student shall be supervised by hospital personnel designated as a clinical instructor and shall follow the Direct / Indirect Supervision Guidelines while at the clinical site as set forth by JRCERT.
- Program officials will maintain contact with students via email, phone, and regular site visits.

Licensure Requirements

Michigan does not require licensure but many other states do require it. Nearly all hospitals in the United States require certification from the American Registry of Radiologic Technologists. Most states that require licensure base issuance mainly on ARRT certification.

Curriculum Design - Sequencing of Courses

Radiologic Technology Academic Plan

Grading Policy

Testing Policy

- The following courses require an aggregate test score of **75% or higher** in order to pass the class: **RAD 1110, RAD 1210, RAD 2120, and RAD 2220.**

    - Each class will have a different number of tests and point values, which will be outlined at the beginning of the course.
    - If a 75% aggregate testing score is not obtained, your final grade in the course will be documented as your aggregate test score, resulting in failure of that course, and you will not be able to progress in the program.

- You must meet two criteria to pass the courses noted above **(RAD 1110, RAD 1210, RAD 2120, and RAD 2220).**
    - A) 800 points or more as a final grade (i.e., 80% to pass the course) AND
    - B) 75% or higher on the final exam or remediation attempt
- Testing points will not be rounded.
- The final grade recorded is the overall grade earned.

Testing Policy Examples

For example, if a class has five tests worth 100 points each, the total possible points would be 500, and the student would need to accumulate at least 375 points (75% of 500) to pass the course. If a student scores 80, 70, 90, 85, and 60 points on those tests, their total score would be 385 points, giving them an average of 77%, which meets the requirement to pass. Conversely, if a class has three tests worth 150 points each, the total possible points would be 450, and the student would need at least 338 points (75% of 450) to pass. If a student scores 100, 120, and 110 points, their total score would be 330 points, resulting in a 73.33% average, which is below the required threshold and would mean they fail the class. Students are encouraged to track their scores throughout the course and seek additional support if necessary to ensure they meet the required average. If a student fails to maintain the 75% average across all tests, they will not pass the course, regardless of individual test performance. This policy is enforced for all testing done on campus (in a proctored testing environment).

Tardiness to Examinations

You are expected to arrive on time for all scheduled examinations. If you arrive late to an exam and one or more of your classmates have already completed and submitted the exam, including any students with accommodations who have finished after the scheduled testing time has begun, you will not be permitted to take the exam.

Test/Exam Review Policy

You are expected to review the Baker College Honor Code that includes the responsibility to maintain examination security at all times. Examples of violations of examination security include but are not limited to using cell phones or other electronic devices to take photos of exams, verbally sharing exam questions with other students, and/or removing exams from the classroom.

- Faculty may discuss content and test strategies with you but may not show test questions and answers to comply with copyright laws.
- Alternate questions not on the test may be utilized to support testing strategies.
- Students should only use materials a) provided by the faculty, b) available at the bookstore, Academic Resource Center, Baker Library, or reputable online retailer, c) directly from the student resources on the publisher's website. Students may not use items or upload items to online retailers such as Quizlet, CourseHero, Etsy, Chegg, etc. The sale and/or distribution of copyright protected material like test banks or test questions or professor resources such as PowerPoints, case studies, and assignments could result in dire consequences for students such as dismissal from the College, inability to take the ARRT Certification exam or practice in a health profession, civil (monetary) or criminal liability

for violation of federal copyright laws. *If a student is questioning a source, seek out assistance from your instructor (also see additional information in the Baker College Student Handbook).

Competencies

Refer to details about the performance, tally, and scoring of competencies in the course syllabi. As a radiologic technology student, you must complete all lab-based competency requirements for each course as preparation for clinical training. Clinical competencies are periodically revised and outlined by ARRT. There are three categories of ARRT competencies; Patient Care Mandatory Procedures and Selections that must be made from the elective list of procedures.

Clinical Obligations

Students will complete two semesters of clinical rotations. Clinical rotations will start in early May and end in late December. Students are required to attend clinical experiences full-time which is defined as 40 hours a week, and 8-10 hour shifts. In addition, students may be expected to attend clinical rotations during 1st, 2nd, or a weekend rotating shift. The total time of clinical hours is a minimum of 1200 hours. Travel to geographically dispersed clinical settings, and evening and/or weekend clinical assignments are expected. Clinical locations are located throughout the State of Michigan and one in Hawaii. Background checks are required and drug screening may be required by the clinical site. Here are a list of clinical sites under the Recognized Clinical Settings on the JRCERT webpage:

- Muskegon Clinical Sites and Program Information
- Owosso Clinical Sites and Program Information

Expected fees include tuition, books, immunization cost, BLS/CPR, scrubs, and possible study resources.

Clinical Hours

Clinical experiences occur as eight-hour shifts, five days per week. These participation hours usually occur during normal business hours, but you may be required to participate in alternate shifts that occur in the evening and on weekends. Clinical training does not occur during overnight shifts or on holidays when the college campuses are closed. The program has three sequential clinical courses with their participation hours listed as follows.

- RAD 2310: 560 hours of clinical participation is required along with weekly contributions to online discussions and review activities.

- RAD 2320: 320 hours of clinical participation is required along with weekly contributions to online discussions and review activities. There will be professional growth and development opportunities with advanced imaging technologies.

- RAD 2450A: 320 hours of clinical participation. The course also requires additional hours of didactic review.

Radiation Safety

The following rules have been established for your protection against ionizing radiation during laboratory and clinical procedures, and therefore must be strictly adhered to:

- You are only permitted into the radiology laboratory or clinical department for observation or clinical experience if you have your radiation dosimeter badge. It is your responsibility to turn in the badge monthly for interpretation. Film badges must be worn at all times during hospital observation, lab, and clinical. If protective aprons are used, the appropriate badge must be placed above the apron so that any radiation reaching any part of the body will be recorded.

- If an emergency arises in which you must hold and/or support a patient, a protective apron and gloves must be worn. You should not hold patients during any radiographic procedure when an immobilization method is the appropriate standard of care.

- During the exposure or procedure, you are not to place yourself in direct line with the central ray, even though you are wearing a lead apron. You need to stand in an area where the tube is pointing away from your body.

- Under no circumstances are you as a student, or fellow students (or any other human being), to serve as a patient for test procedures or experimentation.

- During fluoroscopic procedures you are expected to adhere to the following:

    - Wear a lead apron at all times or remain behind a lead protective screen and not in visible line with either the tube or patient.

    - The dosimeter badge needs to be worn as noted above.

    - Stand as far from the patient and tube as possible, consistent with the conduct of the examination.

- When observing and/or performing radiographic procedures in surgery, you are expected to adhere to the following:

    - A lead apron will be worn.

    - Stand as far from the patient and tube as practicable.

    - Stand so that the central ray is pointing away from your body.

    - Observe all regulations which apply to work in surgery, such as preserving sterile fields, wearing surgical garments, etc.

- When observing and/or performing radiographic portable procedures in room occupied by patients, you are expected to adhere to the following:

    - A lead apron will be worn.

    - A dosimeter badge will be worn.

    - Stand as far from the patient and tube as practicable.

    - Stand so that the central ray is pointing away from your body.

    - Observe all regulations which apply to work in surgery, such as preserving sterile fields, wearing surgical garments, etc.

In addition, during actual exposure, you must step outside the room if you cannot stand at least ten feet from the patient.

Radiation Monitoring

In order to ensure proper precautions against radiation accidents, you will be provided with dosimeter badges for radiation control and monitoring, in compliance with existing rules and regulations of the Michigan State Board of Health. All standard radiation safety practices with regard to protection to patients and personnel shall be strictly adhered to. Dose monitoring reports (dosimeter) must be turned in to the college each month. Under law, this report will be available to you as the student. You must blacken-out all serial numbers on the report except your own before turning it into the College.

Exposure Policy

The dose value is calculated as the average of deep, eye and shallow doses unless one of these categories exceeds 40 mrem in a month. Where the recorded value in a single category exceeds 40 mrem in a month, that value will be the evaluated dose.

Dose Range and Affected Individual	Lab Instructor	Lab Student	Clinical Student
Less Than 4 mrem/month	**A**	**A**	**A**
5-20 mrem/month	**C**	**D**	**B**
21-40 mrem/month	**D**	**D**	**C**
Over 40 mrem/month	**D**	**D**	**D**

SITUATION A

This is considered an insignificant exposure and may be incidental to badge handling or transit. No action is necessary.

SITUATION B

The individual has received a normal exposure for the functional environment. The value indicates good radiation safety practices. No action is necessary.

SITUATION C

The individual has received a higher than average exposure. This may be due to a special situation where good radiation safety practices were applied but similar incidents of exposure should be kept to a minimum. The individual should take precautions to prevent this from being the consistently received exposure level. The radiation safety officer will investigate and suggest changes in routine if this level of exposure is recorded during the next two consecutive months. Disciplinary action shall be taken if suggestions are not followed. Discipline may include dismissal from the program upon approval of the campus president.

SITUATION D

The individual has received a higher than average exposure that is of special concern. There shall be no continued activities near energized X-ray generating equipment until the radiation safety officer has investigated the exposure and there is documentation of a reasonable and probable explanation. If it is concluded that exposure was caused by poor radiation safety practices by the individual of whom the badge monitors, then disciplinary action will be taken. Discipline may include dismissal from the program upon approval of the campus president.

Radiation Safety Practices for Patients

You will be instructed in the methods and necessity of patient radiation safety throughout the Radiography program. During the clinical internship, as the student radiographer, you are expected to ensure the patient radiation safety practices are employed as noted below:

- Appropriately shield all patients for all exams whenever possible. Shielding should not interfere with the imaging procedure.
- Select proper image receptor size and technical factors for each patient.
- Use appropriate collimation.
- Do not hold image receptors during any radiographic procedures.
- Do not hold patients during any radiographic procedure when an immobilization method is the appropriate standard of care. If an emergency arises in which you must hold and/or support the patient, you must wear a protective lead apron and lead gloves.
- As a student you are required to have either direct or indirect supervision at all times during radiographic procedures.
- All repeated images will be done under the direct supervision of a registered radiographer. A Repeat Study Notification form will be filled out and submitted for each repeated study indicating the number of images repeated. This form will be forwarded to the Clinical Coordinator.

Baker College MRI Safety Policy

The area in and around the magnetic resonance imaging scanner has unique dangers. Death or serious injury can occur to anyone in the scanning room when common types of metal are brought into the MRI environment. Please note all of the following:

- In MRI, the magnetic field is always present. Ferromagnetic objects will either become projectiles due to the influence of extreme forces or conduct potentially dangerous amounts of heat due to the microwave energy emitted from the scanner.
- Allowing any ferromagnetic materials into the scanning area is strictly prohibited in all situations. This includes times when life saving measures are needed. Patients must always be removed from the scan room when the use of restricted equipment is needed (AEDs).
- Patient care Items such as gurneys, oxygen tanks, IV poles, wheelchairs, and immobilization devices must be designed for and approved for use by the MRI department before they can be brought in proximity to or inside of the scanning control / technologist work area or the scanning room.
- Personal items such as stethoscopes, pens, scissors, phones, and credit cards must also be kept away from the scanner and left in an area designated by the MRI staff before you get near to the scanning room.
- Other hazards include items in or on your body, including iron-containing tattoo dyes, metallic foreign bodies, or surgically implanted devices in your body. All students must comply with policies and procedures established at the clinical setting pertaining to the prevention of metallic objects coming in proximity to the MRI suite and most importantly, the MRI scanning room.

In addition to following MRI safety protocols at the clinical setting, you must complete the College's MRI safety screening form and present it to both your clinical coordinator at the college and MRI technologist staff at the clinical facility. You must have approvals from both based on the information you provide on the form before seeking access to MRI zones III or IV. You must inform your clinical instructor, clinical coordinator, and program director in writing if there is a change in your status in regards to your responses on the MRI safety screening form.

Advisement Regarding Pregnancy

The National Council on Radiation Protection and Measurements recommends that the dose limit equivalent to the embryo-fetus from occupational exposure to the expectant mother should be limited to 0.5 REM for the entire gestational period. Through proper instruction of all safety precautions, personnel monitoring and strict adherence to these precautions, it is possible to limit all occupational exposure to under 0.5 REM per year and prevent fetal dose limit levels from being surpassed.

A valuable part of learning is maintaining a rotation schedule through the various assigned areas without interruption. You should carefully consider this if you are trying to become pregnant. In any event, the program will assist you during pregnancy as outlined further.

Pregnancy Notification and Support

Baker College recognizes the importance of protecting pregnant students from occupational radiation exposure. Pursuant to Nuclear Regulatory Commission (NRC) regulations (10 CFR 19.12) and as outlined in NRC Regulatory Guide 8.13, as well as the Michigan Occupational Safety and Health Administration's (MIOSHA) Ionizing Radiation Standard (Part 381), we are committed to educating all occupationally exposed students on the health risks of radiation, specifically as they pertain to pregnancy.

Should you become pregnant while you are in the Radiology Technology program, you are encouraged to notify your program director or clinical coordinator as soon as possible. Radiographic exposure may carry the risk of the fetus being exposed to radiation, if precautions are not taken. Teratogenic effects resulting from fetal exposure to radiation are possible; the fetus is most sensitive during the 1st trimester. Failure on the part of the student to disclose and notify a program official of an existing pregnancy through the use of the Notice of Pregnancy Form, shall absolve both the College and the clinical education center of any responsibility from an assignment to a potentially hazardous environment.

The College will support students who are pregnant by creating contingency plans to best accommodate the student needs with program requirements.

Please take the following steps to ensure you are best supported through your pregnancy and recovery. You may voluntarily:

- Submit a Notice of Pregnancy Form to the Radiologic Technology Program Director when you confirm your pregnancy.
- You and the program director will work together to create the best plan based on the your needs which may include the following:
    - Your status remains unchanged.
    - Withdrawal from the clinical component of the program.
    - Modification of any clinical responsibilities, as directed by regulations or clinical expectations.
- Please make sure you do the following:
    - Strictly adhere to all safety precautions for protection purposes.
    - Notify the Program Director and Clinical Coordinator of any change in health status during the pregnancy that may affect clinical performance.

    - If at any time you are working in an unsafe area or under unsafe conditions, you must stop immediately and report to the clinical instructor and notify the clinical coordinator or program official.

- If you withdraw from the Radiologic Technology program due to pregnancy, during the second year of the program, you will be readmitted given:
    - You were in "good standing" academically at the time of withdrawal.
    - You will be expected to complete the clinical component of the program to document the hours needed for clinical practice. If necessary, this may require you to attend beyond the date that the program would have ended.
    - You may need to wait until the following year to re-enter the program due to courses being offered in a progressive sequence and only once per year; clinical practice coincides with classroom material.

The Title IX Coordinator can coordinate actions to prevent sex discrimination and ensure equal access to the College's education programs and activities related to pregnancy. All schools, including Baker College, have a Nondiscrimination Policy The Title IX Coordinator for Baker College is Dr. Voula Erfourth and she can be contacted at voula.erfourth@baker.edu or 989-729-3406.

Radiation Safety During Student Pregnancy

Student in Lab or Clinical Assignments

- Read the NRC Regulatory Guide 8.13. Regulatory Guide 8.13 can be retrieved from the link or found at the back of this handbook.
- Discuss any concerns with the Program Director.
- We encourage you to have a conversation with your physician regarding potential risks and any need for restriction.
- Upon submitting the notice of pregnancy form, you will be given the opportunity to select from one of the following options for completing the program:

1. Withdraw from the program during the period of the pregnancy and re-enter with the next available offering of the non-completed courses. You must provide the program director with written notice of intent to re-enter.
2. Continue in the program without modification.
3. You are double monitored and continue with normal lab activities and clinical assignment unless otherwise indicated by a written recommendation submitted by you and your physician.
4. You may declare the end of pregnancy status in writing at any time to discontinue the double monitoring.
5. Continue in the program but adhere to modifications as decided with the program director and clinical coordinator. Modification may include:

- Protection measures, as in ordering a fetal dosimeter for the student
- Participate in double monitoring and continue with a normal clinical activity schedule
- Spending no more than half of the scheduled clinical experience day participating in portable or fluoroscopy assignments during first and second trimesters.
- Exiting the procedure room when a fluoroscopy procedure has exceeded 5 minutes of exposure time (finding a replacement technologist for the procedure if necessary).

- Wearing a lead apron that wraps around the entire abdomen when involved in fluoroscopic procedures.

Complaints of Program Violation of Accreditation Standards

This following policy only applies to violations of JRCERT Standards. JRCERT will not attempt to resolve issues with individual students. For example, you may be able to resolve a grading issue by utilizing Baker College's "academic appeals process".

Step 1: You must first discuss the concern in dispute with your instructor. The only concerns that are applicable are non-compliance issues regarding the JRCERT Standards.

Step 2: If the concern is not resolved in Step 1 and you wish to pursue the issue, you must communicate it in writing to the Program Director. Step 2 must take place within 90 days of the incident/observation of non-compliance. The Program Director will give you an "Allegation of Non-Compliance" form which you will complete and return to the Program Director within seven business days. Upon receipt of the form, the Program Director will immediately investigate the allegation.

Step 3: The Program Director will read the allegation form and investigate the issue of alleged non-compliance. The Program Director will complete a written response to the concern within 7 days of receipt of the notification in writing.

Step 4: If the concern is still not resolved and you wish to pursue the allegations, the Program Director will provide copies of any and all documents to you within 5 business days. You then must contact the JRCERT directly to obtain the necessary forms and procedures:

Customer Satisfaction Policy

Baker College is an institution focused on student satisfaction. To that end, any concerns or complaints regarding the radiologic technology program (including classroom cleanliness, facilities concerns, and program policies) can be sent to the attention of the director of the program on the appropriate campus. The director will investigate the complaint, consult with all parties involved, and provide a response as soon as all information has been evaluated. The program director will inform the dean of the College of Health Science of the complaint, and an investigation will be conducted with appropriate actions to ensure a resolution.

If resolution cannot be reached at the level of the program director, the problem will follow the chain of command, beginning with the dean of the College of Health Science, followed by the chief academic officer/vice president of academics of the campus, the president of the campus, and finally the president of the Baker College system.

More information on Concerns and Complaints can be found at the Baker Rad tech website or the Baker RAD Handbook. To file a complaint, please click on the Concerns and Complaints Link. The program is advised that individuals must first attempt to resolve the complaint following the program/institution grievance procedures. Once the grievance procedures have been exhausted, the individual may submit allegations of noncompliance directly to the JRCERT. Allegations - JRCERT

SURGICAL TECHNOLOGY

Program Overview

The surgical technologist is a skilled person, qualified by didactic and clinical training to provide services in the operating room under the supervision and responsibility of the operating room supervisor and surgeon. Surgical technologists function in association with nurses, physicians, and other health care providers to help provide the best possible care of the surgical patient.

Accreditation Information

The Surgical Technology program is accredited by:

Commission on Accreditation of Allied Health Education Programs (CAAHEP) 9355 -

113th St. N, #7709, Seminole, FL 33775

Phone:727-210-2350 F:727-210-2354

Email: mail@caahep.org

Upon the recommendation of the:

Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

19751 East Mainstreet, Suite #339, Parker, CO 80138

Phone: 303-694-9262

Email: info@arcstsa.org

State and National Organizations (Membership)

- Association of Surgical Technologists (AST)
- Michigan State Assembly of Surgical Technologists (MSA - ST)

Mission

The mission of the Baker College Surgical Technology program is to provide a comprehensive education that combines theoretical understanding with practical experience, equipping students with the expertise to assist surgeons in delivering safe, efficient, and compassionate surgical care.

Program Goal

The goal of the surgical technology program is to prepare entry-level Surgical Technologists who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. The surgical technology program provides a comprehensive education integrating rigorous academic instruction and practical clinical experience. By fostering a deep understanding of surgical procedures, honing technical skills, and cultivating professional attitudes, the program ensures that graduates are well-equipped to deliver high-quality patient care and effectively collaborate as essential healthcare team members.

Program Outcomes

Cognitive

- Analyze the sequence and rationale behind surgical procedures.
- Evaluate sterilization and aseptic techniques and their effectiveness in preventing infection.
- Relate surgical anatomy and procedure to preparation for the surgical case.
- Apply surgical technology principles to solve problems related to surgical procedures and patient care.
- Demonstrate comprehensive knowledge and proficient application of surgical pharmacology and anesthesia practices.
- Explain the perioperative department's unique environment and operations, including its structure, roles, and protocols.

Psychomotor

- Assemble, handle, troubleshoot, and pass surgical instrumentation and equipment during surgical procedures.
- Create, monitor, and maintain a sterile field.
- Organize instrumentation, supplies, and materials to ensure no retained surgical items.
- Apply knowledge to correctly handle and label medications and surgical specimens.
- Identify and appropriately respond to surgical emergencies by performing necessary interventions or assisting the surgical team.

Affective

- Practice appropriate communication behaviors (verbal and nonverbal) in the clinical setting.
- Exhibit effective collaboration and teamwork in the surgical environment.
- Apply feedback, engage in self-reflection, and create a plan for continuing education to demonstrate a continuous learning attitude in surgical technology.
- Practice culturally appropriate, patient-centered care during all phases of surgical intervention.
- Exhibit a surgical conscience by adhering to professional, ethical standards and guidelines.

Additional Fees

The following fees are specifically associated with the Surgical Technology Program

- Background Check - Castle Branch $20.90 x 2
- Gold Bundle - Association of Surgical Technologists - $247

Safety Requirements

As a surgical technology student, you may often be involved with activities and instruction that have the best outcome when hands on instruction is utilized. Certain activities are required elements for you to successfully complete the program. These lab activities do require that you participate by working with other students and instructors to learn the skills before being placed into a live patient setting. Activities such as the following may require you to be involved in situations that involve hands on instruction by other students and/or Instructors:

- Any and all lab activities in SUR 2210 & SUR 2220 including but not limited to:
    - Patient Transport; and associated activities
    - Patient Vitals; and associated activities
    - Surgical Hand Scrub
    - Opening Supplies
    - Gowning and Gloving

The surgical technology lab is run like an Operating Room and therefore you will be held to the same standards. During lab class time you will be exposed to the following conditions:

- Prolonged standing or sitting in one place
- Prolonged retraction of tissues that may be uncomfortable
- Exposure to sharp objects such as scalpel blades, hypodermic needles, suture needles, and cautery tips
- Poor lighting conditions
- Pushing or pulling objects or items in excess of 25 pounds
- Bending, stooping, or stretching
- Chemicals in surgical scrub solutions such as iodine, chlorhexidine, and alcohol
- Items that may cause irritation to mucous membranes
- Radiation

In the Baker College Surgical Technology program, you will learn to follow the Association of Operating Room Nurses (AORN) and Centers for Medicaid and Medicare infection control policies. These guidelines ensure that you uphold the highest standards in both laboratory and clinical settings, preparing you to excel in a safe and professional healthcare environment:

- No false eyelashes/eyelash extensions
- Nails will be kept short and clean. No acrylic nails or nail polish
- Hair will be kept natural and of a length that is able to be completely contained under a bouffant scrub cap
- Beards and facial hair will be trimmed and able to be contained beneath a beard cover
- Make up will be light and natural looking
- Facial piercings must be at least one year old and healed
- No body glitter or lotions that have a strong smell

You will participate in OSHA based blood borne pathogens training throughout the program. This will be verified prior to clinical assignment or labs. This training will be documented and documentation will be provided to the clinical sites upon request. BBP Training will initially be offered to you during SUR 1050 and you must meet the course outcome requirement of 100%. Reinforcement of the BBP training will be incorporated into lab and other selected classes.

Prior to Surgical Observation days, you may be required to review the training by a stated deadline in order to participate. The test may be repeated one time only.

Sharps Injuries

Sharp injuries, although primarily accidental and preventable, are also inevitable in the operating room setting. If you sustain some type of sharps injury while in the lab or clinical rotation, you are to:

- STOP what you are doing
- Isolate the injured anatomical part and the object that caused the injury
- Notify your preceptor or instructor immediately of the break in technique and injury
- Remove yourself from the area once your preceptor or instructor steps in your place
- Flush the injury with an antiseptic solution such as Betadine, alcohol, etc.
- Notify the charge nurse or program director of the injury and follow the site's protocol for sharps injuries. The department the institution directs you to for following protocol can vary by hospital and may include any of the following:
    - Employee Health/Occupational Health
    - Emergency Room
    - Off-site at an Employee Health Service
    - Or if none of these options are available, you may seek care from your personal physician or a qualified healthcare provider.
- Obtain a copy of the facility's incident report
- Inform the Program Director of injury
- Fill out a Baker College incident report during the next class session, or email report of incident to the program director. *Baker College Incident Report Form Coming Soon!*

Latex Allergies

As a concern for the safety and wellbeing of our students it is suggested that you understand the precautions to take for exposure to Latex if you have a suspected or known Latex allergy. You may be required to provide documentation of allergy testing confirming the extent of the allergy for accommodations. Because Latex exposure in the surgical setting is unavoidable, it may be impossible for a student with a latex allergy to be able to complete the clinical portion of this program; thus, resulting in the inability to complete a degree in Surgical Technology. Only Emergency Departments (ED's) in Michigan are required to provide a Latex-free environment. Surgical Technology Labs and experience day areas may have Latex products present.

Pregnancy

As a participant in the Surgical Technology program at Baker College, you may be exposed to hazardous materials and infectious diseases and perform activities that pose a risk to your health and well-being. Additionally, due to the physical demands of the program, it may not be safe for you to continue your participation if you are pregnant. The potential risks and hazards of working in the perioperative services environment include, but are not limited to:

- Radiation exposure: Radiation from X-rays and other imaging equipment used in the operating room can harm a developing fetus.
- Anesthesia: Anesthetic drugs can cross the placenta and affect the fetus, leading to potential complications.
- Infection: Operating rooms are high-risk areas for infection, and a pregnant woman working in an operating room may be at greater risk of infection, which can be dangerous for both the woman and her fetus.
- Physical strain: Pregnant women may be at increased risk of physical strain due to the increased weight and size of their uterus, as well as changes in their center of gravity.
- Exposure to hazardous materials: Operating rooms often contain hazardous materials such as chemicals (polymethylmethacrylate), sharps, and medical waste, which can pose a risk to a developing fetus.
- Stress: The high-pressure, fast-paced environment of the operating room can cause stress, which can be harmful to a developing fetus.

Pregnancy Notification and Support

Baker College recognizes the importance of protecting pregnant students from occupational radiation exposure. Pursuant to Nuclear Regulatory Commission (NRC) regulations (10 CFR 19.12) and as outlined in NRC Regulatory Guide 8.13, as well as the Michigan Occupational Safety and Health Administration's (MIOSHA) Ionizing Radiation Standard (Part 381), we are committed to educating all occupationally exposed students on the health risks of radiation, specifically as they pertain to pregnancy.

Should you become pregnant while you are in the Surgical Technology program, you are encouraged to notify your program director or clinical coordinator as soon as possible. Radiographic exposure may carry the risk of the fetus being exposed to radiation, if precautions are not taken. Teratogenic effects resulting from fetal exposure to radiation are possible; the fetus is most sensitive during the 1st trimester. Failure on the part of the student to disclose an existing pregnancy and notify a program official through the use of the Notice of Pregnancy Form shall absolve both the College and the clinical education center of any responsibility from an assignment to a potentially hazardous environment.

The College will support students who are pregnant by creating contingency plans to best accommodate the student needs with program requirements.

Please take the following steps to ensure you are best supported through your pregnancy and recovery. You may voluntarily:

- Submit a Notice of Pregnancy Form to the Surgical Technology Program Director when you confirm your pregnancy.
- You and the program director will work together to create the best plan based on the your needs which may include the following:

    - Your status remains unchanged.
    - Withdrawal from the clinical component of the program.
    - Modification of any clinical responsibilities, as directed by regulations or clinical expectations.
- Please make sure you do the following:
    - Strictly adhere to all safety precautions for protection purposes.
    - Notify the Program Director and Clinical Coordinator of any change in health status during the pregnancy that may affect clinical performance.
    - If at any time you are working in an unsafe area or under unsafe conditions, you must stop immediately and report to the clinical instructor and notify the clinical coordinator or program official.
- If you withdraw from the Surgical Technology program due to pregnancy, during the second year of the program, you will be readmitted given:
    - You were in "good standing" academically at the time of withdrawal.
    - You will be expected to complete the clinical component of the program to document the hours needed for clinical practice. If necessary, this may require you to attend beyond the date that the program would have ended.
    - You may need to wait until the following year to re-enter the program due to courses being offered in a progressive sequence and only once per year; clinical practice coincides with classroom material.

The Title IX Coordinator can coordinate actions to prevent sex discrimination and ensure equal access to the College's education programs and activities related to pregnancy. All schools, including Baker College, have a Nondiscrimination Policy The Title IX Coordinator for Baker College is Dr. Voula Erfourth and she can be contacted at voula.erfourth@baker.edu or 989-729-3406.

Professional Requirements and Technical Skills

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. If you are interested in applying for admission to the program, you should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990.

Therefore, the College will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Affective Domain (Attitude)

- Effectively communicate with classmates, faculty, and members of the surgical team when visualization of mouth/lips is restricted.
- Demonstrate positive interpersonal skills during interactions with patients, staff, faculty, and health care team members.
- Demonstrate appropriate professional and procedural judgment decisions under stressful and/or emergency conditions (i.e. unstable patient condition), emergent demands (i.e. stat test orders), and a distracting environment (i.e., high noise levels, complex visual stimuli).

Cognitive Domain (Knowledge)

- Access information from books, reference manuals, computers, and paper and electronic medical documents to accurately perform duties and safely use equipment.
- Prioritize, organize, and utilize time-management skills to perform tasks such as, but not limited to, appropriately tracking surgical supplies and performing anticipation skills intraoperatively.
- Respond appropriately to activation/warning signals on equipment.
- Detect and respond appropriately to odors in order to maintain environmental safety and patient needs.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals by referencing, utilizing, and adhering to OSHA requirements such as SMS (Material Safety Sheets) and standard precautions.

Psychomotor Domain (Skills)

- Safely access, prepare, and operate equipment and supplies in a variety of settings.
- Assist with transport and transfer of patient and equipment being able to lift 25-40lb equipment and instrument trays.
- Assist with surgical procedures for prolonged periods without nourishment or restroom breaks.
- Safely perform tasks such as, loading a fine (10-0) suture onto needles and needle holders while wearing safety glasses which requires fine motor control with corresponding hand-eye coordination.
- Utilize instruments, supplies, and equipment safely within the operating suite.
- Perform or assist with and/or transfer, lift, move, position, and manipulate the client who is unconscious.

Code of Ethics

Association of Surgical Technologists - Code of Ethics

- To maintain the highest standards of professional conduct and patient care.
- To hold all personal matters in confidence with respect to the patient's beliefs.
- To respect and protect the patient's legal and moral rights to quality patient care.
- To not knowingly cause injury or any injustice to those entrusted to our care.
- To work with fellow technologists and other professional health groups to promote harmony and unity for better patient care.
- To always follow the principles of asepsis.
- To maintain a high degree of efficiency through continuing education.
- To maintain and practice surgical technology willingly, with pride and dignity.

- To report any unethical conduct or practice to the proper authority.
- To adhere to the Code of Ethics at all times in relationship to all members of the health care team.

Supervision Requirements

- The student shall be supervised at all times by program officials when sharps are in use in the lab
- The student shall be supervised by hospital personnel/designated preceptors at all times when in the clinical setting
    - All student activities within the clinical setting will be educational in nature.
    - Students will not be substituted for hired staff personnel within the clinical institution, in the capacity of a surgical technologist.
- Program officials will maintain contact with students through regular clinical observation, email, and phone calls.

Certification of Eligibility

Once you graduate from the Baker College Surgical Technology Program, you will be eligible to take the National Certification Examination through NBSTSA. Passing the national examination will qualify you as a Certified Surgical Technologist (CST®).

Web Based Testing/Certification Exam

Baker College's Surgical Technology Program participates in NBSTSA's WBT (Web Based Testing). Arrangements are made for current surgical technology students to sit for the National Certification Exam prior or just after graduation. This exam is administered by an approved AMP proctor with no Health Science Affiliation. The NBSTSA web-based exam cost is included in the AST Gold Package. As a surgical technology student, you will participate in the exam as a component of the SUR 2590 course.

- The CST exam is a mandatory component of program accreditation criteria and must be taken when you meet all other graduation criteria. Failure to sit for the CST exam will result in you not graduating from the program.

Requirements for Graduation

- You must complete a minimum of 480 and up to 512 clinical hours in a clinical setting
- You must sit for the Certifying Surgical Technologist (CST) exam

Competency Evaluation Framework

The Surgical Technology program utilizes the Miller's Pyramid of clinical competency to evaluate your achievement of skill acquisition. This framework is used in medical/allied health education to assess levels of competency in clinical skills. It consists of four levels:

- Knows
- Knows How

- Shows How
- Does

During competency evaluation you are expected to score in the "Knows How" category to pass the competency exam. If you score below this benchmark, you will be instructed to attend open labs and will be retested on the competency in one week.

Required Lab Competencies

SUR 2210 and SUR 2220 are the lab courses associated with the Surgical Technology program. You are required to obtain a passing score on all competencies within these lab courses in order to progress in or graduate from the program and be eligible to sit for the certification exam. The final grade required in all surgical technology courses is (B-).

You must meet two criteria to pass the lab courses:

- 800 points or more as a final grade (i.e., B- in the course)
- Obtain a passing score on the lab practical

The lab competencies you are evaluated on include the following:

SUR 2210 - Surgical Technology Lab I

- **Anatomy of an instrument**
- **Assemble an instrument set**
- **Package items for sterilization**
- **Operate a steam sterilizer**
- **Avagard Application**
- **Understand operating room attire**
- **Perform a medical handwash**
- **Organize the OR**
- **Read a surgeon preference card**
- **Open back table pack and basin**
- **Aseptically open instruments and supplies**
- **Perform a surgical hand scrub**
- **Don sterile gown and gloves**
- **Drape a mayo stand**
- **Gown and glove another team member**

SUR 2220 - Surgical Technology Lab II

- **Blood pressure assessment**
- **Radial pulse assessment**
- **Application of patient monitoring equipment**
- **Patient transport and transfer to the OR Table**
- **Specimen care**
- **Patient and case clean up**
- **Case preparation**
- **Open gloving**
- **Patient positioning and padding**
- **Patient skin prep**
- **Establish a sterile field**
- **Perform an Avagard scrub**
- **Don gown and gloves**
- **Organize supplies on the back table**
- **Accept and handle medications**

- **Remove soiled gown and gloves**

- **Drape a mayo stand**
- **Gown and glove a team member**
- **Drape the patient**
- **Initiate time out**
- **Handle and pass sharps**
- **Handle suture ties**
- **Surgical counts**
- **End of procedure duties**

Competency Failure

Definition of Competency Failure

Competency failure is defined as the inability to meet the established criteria for proficiency in a specific skill or procedure during a competency assessment.

Notification of Competency Failure

The instructor or clinical preceptor will provide you with timely and constructive feedback regarding areas of deficiency and the specific criteria that were not met.

Opportunity for Competency Retake

- If you fail to demonstrate competency in a particular skill or procedure, you will be provided with the opportunity to retake the competency assessment
- Retakes are scheduled one week after the initial assessment and at the discretion of the program faculty.
- Retakes will be scheduled outside of the regular course time to accommodate lab course schedules

Competency Retake Procedures

During the retake, you will be evaluated based on the same criteria and standards used in the initial assessment. If you are unable to complete the required skill or procedure you will be administratively withdrawn from the Surgical Technology program and will need to follow the application process for readmittance. If you are unable to complete the required skill or procedure you will be administratively withdrawn from the Surgical Technology program and will need to follow the re-entry to the professional program process outlined in the CoHS Student Handbook Introduction.

Clinical Course Information

SUR 2510 and SUR 2520 are clinical courses associated with the Surgical Technology Program. The clinical component of the Surgical Technology program is rigorous and requires you to spend up to 40 hours in the clinical setting for the duration of the Spring semester (16 weeks). Clinical shifts require you to be at your clinical site for a minimum of 8 hours per clinic day and up to four days per week. Variations of this schedule will need prior approval by the clinical site and Baker College clinical coordinator or program director.

Clinical Placement

Each clinical internship course requires you to complete a minimum of **240** to a maximum of **256** clinical hours per site.

Clinical Placement Policy

- Clinical sites are located throughout the state of Michigan and may require variable commute distances from your home campus location.
- You will be notified of your clinical placement during week 10 of the semester preceding clinical rotations.
- Clinical placements are based on the home address of the campus, rather than your individual address.
- Clinical placements are determined by the Surgical Technology Program Director and/or Clinical Coordinator
- Every effort will be made to accommodate student preferences regarding clinical placements, but final placements are subject to availability and program/case requirements.
- Requests for placement adjustments due to extenuating circumstances will be considered on a case-by-case basis.

Clinical Attendance

- If you refuse the assigned clinical placement, the College is not obligated to seek an alternative placement.
- Reliable transportation is a requirement for all scheduled class and clinical obligations.
- Because of the variety of surgical cases you must participate in, you may be rotated through more than one clinical site during your clinical rotations. If you decline to go to alternative clinical sites, you will risk not meeting clinical case requirements which would result in an Incomplete in the clinical component of the program, precluding you from sitting for the Certifying Surgical Technologist Exam, and therefore not meet the requirements for graduation.
- If you are removed from a clinical site due to violations of hospital or college policies, you will automatically fail the clinical course and may face other disciplinary action.
- You are expected to be at your clinical site a minimum of 15 minutes prior to the start of your clinical shift to allow time to change into the required clinical attire and make it to your assigned operating room 30 minutes prior to the patient arrival.
- Tardiness to clinical sites is not acceptable. Tardiness to the clinical site is defined as not being in the assigned operating room 30 minutes before the scheduled start of a surgical case. If you are late to your clinical site more than twice, you will be placed on a Conduct Contract. Future late arrivals will result in failure of the clinical course and dismissal from the Surgical Technology Program.
- You must notify the Program Director or Clinical Coordinator if you are staying past your normal clinical hours.

- You may participate in "on-call" shifts but only with the advanced notice and permission of the Clinical Coordinator or Program Director.

Absence from Clinical

- Attendance at your clinical site during assigned clinical hours is mandatory. Failure to meet the minimum hour requirement during a clinical rotation will result in you receiving an Incomplete grade and inability to move to the next clinical site, sit for the Certification Exam, and/or meet the requirements for graduation.

- If you need to leave your clinical site early for any reason, you must follow the policies of the clinical site and inform the Program Director and Clinical Coordinator.

Procedure for Reporting and Absence

- **Unplanned Absence:** If you are absent from a clinical site for any reason, you must notify the site by telephone as well as the Program Director and Clinical Coordinator no less than 30 minutes prior to the start of the clinical shift and provide documentation as to whom you spoke with at the clinical site.

- **Planned Absence:** If you are aware of a planned absence, you must work with the clinical site, the Program Director, and the Clinical Coordinator to make up the hours missed.

    - You are allowed to miss up to 16 hours OR 2 days of clinical time for personal reasons. These missed hours or days must be approved and documented by the Program Director and/or the Clinical Coordinator. **You must provide documentation to the Program Director and Clinical Coordinator proving you informed your clinical site of a planned absence.**

    - If you miss more than 2 days of clinical, you will be placed on an academic contract for the duration of the semester. Any missed clinical time above 2 missed days or 16 hours may result in an incomplete in the clinical course and you will be required to make up the missed time.

    - If the Program Director or Clinical Coordinator is made aware of an undocumented absence, you will be placed on a Conduct Contract and any further violation of the attendance policy will result in dismissal from the Surgical Technology program.

- In the event your Baker College campus closes (power outage, weather, etc.) you will still report to your clinical site unless specifically instructed by the Program Director or Clinical Coordinator. If travel conditions are deemed unsafe, you must inform the Program Director and Clinical Coordinator and a plan will be made to make up the clinical hours.

- Baker College is unable to find additional clinical placements for students who are removed from clinicals due to unprofessional behaviors and/or at the request of the clinical site. The Program Director and Dean will review clinical placement requests for extenuating circumstances.

Clinical Hour Make-Up Policy

You must make every attempt to obtain all required clinical hours in the clinic setting. However, in the event you must leave early or are absent from clinical a maximum of 16 missed hours can be made up through the following measures:

1. Staying later during scheduled clinical days - You may stay at the clinical site for more than 8 hours with the permission of the clinical site and the program director or clinical coordinator. The program director, student, and clinical site will schedule the make up hours as necessary.

2. Case studies - You may submit a written clinical case study for a surgical case that will be assigned by the program director or the clinical coordinator. The case study must be a minimum of 5 pages, follow all APA requirements, and be written in a scholarly manner. Each case study will be worth 4 hours of clinical time. A maximum of 2 case studies is allowed per student.

3. AST Continuing Education Journal Article summary and exam - You may submit up to 8 CEUs from AST continuing education journal articles for a total of 8 clinical hours. You must submit a 1 page summary of the article (in APA format) and a screenshot of the passing score of the post article exam.

The route of clinical make up hours must be approved by the program director or clinical coordinator prior to submission and you will be placed on a learning contract. Failure to meet minimum clinical hours will result in an Incomplete grade for the clinical rotation until the hours are completed.

Clinical Surgical Case Requirements - Counting Cases

Case Requirements - As a surgical technology student, you must complete a minimum of 120 cases as delineated below:

1. General Surgery
    1. Complete a minimum of 30 cases in General Surgery.
        1. 20 of these cases must be performed in the First Scrub (FS) role.
        2. The remaining 10 cases may be performed in either the FS or SS role.
2. Specialty Surgery
    1. Complete a minimum of 90 cases in various surgical specialties, excluding General Surgery.
        1. A minimum of 60 cases must be performed in the FS role and distributed amongst a minimum of four surgical specialties.
            1. A minimum of 10 cases in four different specialties must be completed in the FS role.
            2. The additional 20 cases in the FS role may be distributed amongst any one surgical specialty or multiple surgical specialties.
        2. The remaining 30 cases may be performed in any surgical specialty in either the FS or SS role.
    2. Surgical specialties (excluding general surgery)
        1. cardiothoracic
        2. genitourinary
        3. neurologic
        4. obstetric and gynecologic
        5. orthopedic
        6. otorhinolaryngologic
        7. ophthalmologic
        8. oral/maxillofacial
        9. peripheral vascular
        10. plastics and reconstructive

11. procurement and transplant

3. Counting cases
    1. Cases may be counted according to surgical specialty as defined by the core curriculum.
        1. One pathology is counted as one procedure.
            1. Breast biopsy followed by mastectomy - one procedure
        2. Counting more than one case on the same patient
            1. A procedure that requires different set-ups and includes different specialties may be counted as two separate cases. A mastectomy procedure followed by immediate reconstruction or augmentation are counted as separate cases.
4. Diagnostic vs. operative endoscopy cases
    1. An endoscopy classified as a semi-critical procedure is considered a diagnostic case
    2. An endoscopy classified as a critical procedure is classified as an operative case
    3. Diagnostic and operative cases will be counted according to specialty.
    4. Diagnostic cases are counted in the SS role up to a total of 10 of the 120 cases
        1. Example: a cystoscopy is a diagnostic procedure. If an adjunct procedure is performed (such as the placement of a stent) it is an operative procedure.
    5. Vaginal delivery cases are counted in the SS role of the OB/GYN specialty, up to a total of five of the required 120.

First Scrub Role

As a student surgical technologist, you must perform the following duties during any given procedure with proficiency. In addition, you must meet the following five criteria to count the case in the First Scrub Role:

- Verify Supplies and Equipment needed for the surgical procedure
- Set up the sterile field with instruments, supplies, equipment, medication(s), and solutions needed for the procedure
- Perform counts with the circulator prior to the procedure and before the incision is closed
- Pass instruments and supplies to the sterile surgical team members during the procedure
- Maintain sterile technique as measured by recognized breaks in technique and demonstrate knowledge of how to correct with appropriate technique

Second Scrub Role

If you are a student at the sterile field who has not yet met all the criteria for the First Scrub Role but actively participates in the entire surgical procedure by completing any of the following tasks, you may count the case under the Second Scrub Role.

- Sponging

- Suctioning
- Cutting suture
- Holding retractors
- Manipulating endoscopic camera

Observation Role

The observation role is defined as the student who is in the operating room performing roles that do not meet the criteria for the first or second scrub role. These observation cases are not to be included in the required case count, but must be documented by the program.

Required Clinical Case Documentation:

1. Case performed
2. Role performed
3. Performance evaluations
    1. Weekly preceptor
    2. Clinical coordinator

Documentation of clinical cases and roles performed must be validated by a clinical and preceptor and verified by the program director or clinical coordinator.

Clinical Competencies

- Prepare for a surgical case
- Surgical counts
- Wound closure and suture
- Assistant circulator

Required Clinical Documentation

You will be required to submit weekly clinical documentation and paperwork describing the cases and roles you performed and the hours spent in your clinical site. This documentation is an *accreditation required artifact of learning.* Any instance of falsified documentation will result in immediate dismissal from the Surgical Technology program.

Clinical Work Policy

As a Baker College Surgical Technology student, you are allowed to be compensated for hours worked in the clinical environment. However, to ensure that you receive appropriate supervision and education in accordance with industry and educational standards, the following policies and procedures must be followed.

Responsibilities of the Clinical Site

1. Notify the surgical technology program director of the intent to "hire" the surgical technology student.
2. Provide a comprehensive job description for the position.
    1. The job description must state the student is not a paid employee but rather an intern gaining practical experience as part of their educational program.
    2. Never substitute the surgical technology student as a paid staff member.
    3. The student must be always under the direct supervision of a surgical technology preceptor.
3. Provide a qualified surgical technologist preceptor.
    1. The preceptor must be employed by the clinical affiliate.
    2. The preceptor must be a Certified Surgical Technologist (CST) or be eligible for certification through the National Board of Surgical Technology and Surgical Assisting (NBSTSA).
4. Sign a contract attesting to the above-named responsibilities of the clinical site.

Responsibilities of the Surgical Technology Clinical Student

1. Notify the program director and/or clinical coordinator of the intent to enter into an employment contract with the clinical site.
2. Never work alone in the role as "Surgical Technologist" while still enrolled in the Baker College Surgical Technology program.
3. Promptly notify the program director or clinical coordinator of instances where you were substituted for staff or left unsupervised in the role of surgical technologist.
4. Sign a contract attesting to the above-listed requirements.

Any violation or omission of the above listed policies will result in all clinical hours and cases accrued by the student at the clinical site to be voided.

VETERINARY TECHNOLOGY

Program Overview

A veterinary technician can best be thought of as an animal nurse. By definition, a veterinary technician is a person who has completed a 2-year associate degree in Veterinary Technology from an AVMA (American Veterinary Medical Association) accredited institution. The Veterinary Practice Act of Michigan allows veterinary technicians to do anything for the care of animals except diagnose disease, prescribe medication, and perform surgery. Besides providing nursing care, veterinary technicians also function as laboratory technicians, radiology technicians, pharmacy technicians, surgical technicians, and anesthesia technicians. In addition, veterinary technicians are often responsible for a majority of the client education that occurs in a veterinary practice; thus, this is a profession that requires excellent communication skills.

The veterinary technology profession is very diverse and the opportunities for technicians are extremely varied. Career opportunities exist within, but are not limited to the following areas: small animal hospitals, large animal hospitals, research, education, pharmaceuticals, public health, federal and state government, and the military. Once a student has successfully graduated from an AVMA accredited program, he/she can sit for the national licensing exam. If the graduate passes the VTNE exam, he/she will be eligible for licensure as a Licensed Veterinary Technician (LVT) in the state of Michigan.

Accreditation Information

Accreditation is granted through the American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities (AVMA, CVTEA). Cadillac, Jackson, Muskegon and Owosso are currently accredited.

American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities (AVMA, CVTEA)

1931 North Meacham Road, Suite 100, Schaumburg, IL 60173-4630

(800) 248-2862; fax: (847) 925-1329

The Higher Learning Commission

230 South LaSalle St., Suite 7-500, Chicago, IL 60604-1411

(800) 621-7440

State and National Organizations

Students are strongly encouraged to become actively involved in professional associations. Student membership is available to Baker College Veterinary Technology students at a reduced rate for both the National Association for Veterinary Technicians of America (NAVTA) and the Michigan Association of Veterinary Technicians (MAVT). They provide continuing education that meets state licensing requirements, maintain relations with the organizations responsible for the testing and credentialing of technicians, offer a support network for technicians, and provide a wealth of information and resources.

● NAVTA National Association of Veterinary Technicians in America

● MAVT Michigan Association of Veterinary Technicians

Goals

- To prepare students for competency in the knowledge of animal health and veterinary issues.
- To prepare students to confidently and effectively perform the essential skills and tasks commonly encountered in veterinary facilities.
- To provide general education that expands students' horizons, develops strong communication skills, and encourages critical thinking.
- To encourage social and classroom related activities, which promote both personal and professional growth.
- To assist graduates throughout their careers in securing employment and improving career opportunities.

- To promote the image and prestige of the veterinary technician profession by encouraging professional behavior and community service.

Mission

The mission of the Veterinary Technology program at Baker College is to provide both didactic and clinical education to prepare students to enter and enhance the veterinary healthcare team and the competent care of animals by providing a skill set that includes clinical proficiency, critical thinking, and strong communication.

Program Outcomes/Philosophy

By the end of the program, students will:

- Apply knowledge of global practices, scientific practice, medical terminology, anatomy and physiology, pathophysiology, and disease processes within veterinary medicine.
- Communicate in all formats (written, oral, nonverbal, and electronic) with a diverse client population, other health care team members, and the public in a professional and effective manner.
- Apply ethical standards and federal and state regulatory guidelines in the veterinary setting.
- Properly classify medications commonly used in veterinary medicine.
- Properly calculate and administer the appropriate dose of ordered medications.
- Apply proper, safe radiological procedures within the veterinary laboratory setting.
- Perform appropriate, effective, and efficient diagnostic laboratory procedures within the veterinary laboratory setting.
- Perform proper nursing procedures within a veterinary setting.
- Successfully administer surgical assistance, postoperative care, anesthesia, and dentistry within a veterinary setting.
- Utilize safety and health regulations and policies on the care and use of laboratory animals, husbandry, care, and treatment and the importance to the environment while selecting or procuring exotic animals and animals used in research.
- Prepare to take the national licensing exam.

Code of Ethics

As a veterinary technology student, you are expected to adhere to the Personal and Professional Conduct policies found in the Baker College Student Handbook.

Code of Ethics of the National Association of Veterinary Technicians in American (NAVTA):

- Veterinary technicians shall aid society and animals through providing excellent care and services for animals.
- Veterinary technicians shall prevent and relieve the suffering of animals.
- Veterinary technicians shall promote public health by assisting with the control of zoonotic diseases and informing the public about these diseases.
- Veterinary technicians shall assume accountability for individual professional actions and judgments.
- Veterinary technicians shall protect confidential information provided by clients.
- Veterinary technicians shall safeguard the public and the professional against individuals deficient in professional competence or ethics.
- Veterinary technicians shall assist with efforts to ensure conditions of employment consistent with the excellent care for animals.

- Veterinary technicians shall remain competent in veterinary technology through commitment to life-long learning.
- Veterinary technicians shall collaborate with members of the veterinary medical profession in efforts to ensure quality health care services for all animals.

Safety Requirements

The following information is to ensure you are aware and informed of the unique circumstances, requirements, and potential hazards related to the course of study of Veterinary Technology. Baker College attempts to offer the most modern teaching methods and curriculum coupled with a most extensive practical, hands-on externship experience in contemporary Veterinary Medical practice. By the nature of the involvement with live animals and clinical facilities there are some circumstances, requirements, and potential hazards inherent in this program. All students should fully understand these situations and requirements and be able to make an informed decision to continue in the program.

Exposure to Hazards

- Live Animals: You will be exposed to live animals. At times there will be the potential of injury by small or large animals during the course of their treatment.
- Zoonotic Diseases: Zoonotic diseases are those diseases that can be transmitted from animals to humans. You will be exposed to sick animal patients. All due diligence will be paid to ensure that the possibility of transmission of zoonotic diseases from patients to students and staff will be held at a minimum. You must be aware that you will be at potential risk for contracting diseases from your patients. Information on specific disease risks will be promulgated on a case-by-case basis as needed. Specific questions should be directed to the Veterinary Technology Program Director.
- Exposure to ionizing radiation: The use of diagnostic X-ray is a component of contemporary veterinary practice. During the course of clinical practice you will be exposed to ionizing radiation from x-ray equipment. Proper shielding and dosimetry will be provided to you prior to exposure.
- During VET courses, required competencies of diagnostic and treatment techniques subject you to radiation.
- To abide by the Occupational Safety and Health Association (OSHA) guidelines, the program monitors the level of exposure to each student registered for a VET course.
- Badges are distributed by program personnel.
- You are responsible for this badge at all times after distribution by program personnel.
- All radiology badges must be turned in to the Program Director as scheduled. You will receive a schedule.
- Your badge will be sent in for a recording of the radiation exposure. If you have a lost radiology badge, you will incur a $20 replacement fee that you are responsible for.
- As mentioned in the section on dress code, radiology badges must be present with you at all laboratory and externship activities. You must wear the radiology badge for EVERY activity involving radiation. Failure to do so may result in dismissal from that activity, which may affect your overall grade and competency for that required task.
- All documentation of your radiation exposure will be placed in your program health file.
- Exposure to Hazardous Materials: You will be exposed to a variety of materials, some of which are potentially hazardous to human health. You will always have access to Material Safety Data sheets on any and all potentially hazardous materials. It is expected that all veterinary technology students and staff will comply with all safety and protective equipment regulations, outlined by the Occupational Safety and Health Administration and the Michigan Occupational Safety and Health Administration, when handling potentially hazardous materials.

Rabies Immunization Protocol

The AVMA Committee on Veterinary Technician Education and Activities (CVTEA)® has released a publication of the Accreditation Policies and Procedures (P&P) Manual of the AVMA CVTEA effective January 1, 2022. The Committee amended Standard 4e as follows:

Standard 4e. Safety of students, program personnel, and animals must be of prime consideration. As a veterinary technology student, you must be educated on rabies risk prior to working with animals. Prior to live animal use, you must be vaccinated against rabies.

Therefore, as an incoming Veterinary Technology student, you are required to complete Rabies Pre-exposure vaccination or provide proof of acceptable titer (if previously vaccinated) in order to progress through the program and be eligible to interact with live animals during required course lab activities, competencies, and participation in clinical/externship placement. You are expected to complete Pre-exposure Rabies vaccination series prior to animal handling.

You will be able to receive the rabies vaccination series either through your own health care provider (out-of-pocket student expense), through the county health department, or through local Walgreen or CVS pharmacies. Program directors can assist with providing specific links to resources. The cost of the vaccines will be financial aid eligible. You are responsible for contacting the financial aid department in order to apply this rabies immunization fee to your financial aid packet from Baker College. Failure to notify the financial aid office may result in you being personally responsible for payment of the immunizations.

You are required to review the information regarding rabies from the Center for Disease Control (CDC) and the American Veterinary Medical Association (AVMA) websites.

You must complete the Baker College Health Immunization Form located on the Veterinary Technology Information page. Your signature is required on the Vaccination and Clinical Exposure Notice/Agreement Form. All documents will be confidentially stored in your program health file.

Policy Concerning Temporarily Disabled, Potentially Pregnant, and Pregnant Students

Potential for injury increases when an individual is pregnant or temporarily disabled due to any cause, such as injury or disease, or illness that may result in a compromised immune system. Because of the inherent risks to students and unborn children in veterinary medicine and the clinical and lab environments and the associated exercises that are endemic to the study of veterinary technology, you must take responsibility for your own health status.

Baker College recognizes the importance of protecting pregnant students from occupational radiation exposure. Pursuant to Nuclear Regulatory Commission (NRC) regulations (10 CFR 19.12) and as outlined in NRC Regulatory Guide 8.13, as well as the Michigan Occupational Safety and Health Administration's (MIOSHA) Ionizing Radiation Standard (Part 381), we are committed to educating all occupationally exposed students on the health risks of radiation, specifically as they pertain to pregnancy.

Should you become pregnant while you are in the Veterinary Technology program, you are encouraged to notify your program director as soon as possible. Radiation exposure is likely during the Veterinary Technology program, which in turn may carry the risk of the fetus being exposed to radiation, if precautions are not taken. Teratogenic effects resulting from fetal exposure to radiation are possible; the fetus is most sensitive during the 1st trimester.

Failure on the part of the student to disclose and notify a program official of an existing pregnancy through the use of the Notice of Pregnancy Form shall absolve both the College and the clinical education center of any responsibility from an assignment to a potentially hazardous environment. The College will support students who are pregnant by creating contingency plans to best accommodate the student needs with program requirements

Please take the following steps to ensure you are best supported through your pregnancy and recovery:

- Submit a Notice of Pregnancy Form to the Veterinary Technology Program Director when you confirm your pregnancy.
- You and the program director will work together to create the best plan based on the your needs which may include the following:
    - You can voluntarily elect to participate in any clerical or observation portions of your classes or clinical experience. You will receive an incomplete for the class/externship but will be allowed to finish clinical hours and class checklist when you are no longer pregnant.
    - Your status remains unchanged.
    - Withdrawal from the clinical component of the program.
    - Modification of any clinical responsibilities, as directed by regulations or clinical expectations.
- Please make sure you do the following:
    - Strictly adhere to all safety precautions for protection purposes.
    - Notify the Program director of any change in health status during the pregnancy that may affect clinical performance
    - If at any time you are working in an unsafe area or under unsafe condition, you must stop immediately and report to the instructor and notify the program official.
- If you withdraw from the Veterinary Technology program due to pregnancy, you will be readmitted given:
    - You were in "good standing" academically at the time of withdrawal
    - You will be expected to complete the clinical component of the program to document the hours needed for clinical practice. If necessary, this may require the student to attend beyond the date that the program would have ended.
    - You may need to wait until the following year to re-enter the program due to courses being offered in a progressive sequence and only once per year; clinical practice coincides with classroom material.

The Title IX Coordinator can coordinate actions to prevent sex discrimination and ensure equal access to the College's education programs and activities related to pregnancy. All schools, including Baker College, have a Nondiscrimination Policy The Title IX Coordinator for Baker College is Dr. Voula Erfourth and she can be contacted at voula.erfourth@baker.edu or 989-729-3406.

Potential Risks

Didactic portions of the program will inform you of the potential hazards and the safety and professional procedures that must be observed at all times. However, if you become pregnant, temporarily disabled, or immunosuppressive, there are risks that may specifically pertain to you and we recommend that these risks be disclosed as potential concerns to their physician. In addition, there may even be unknown risks that could affect you and/or an unborn child. The following list is illustrative and is not intended to be an exhaustive list.

- Exposure to anesthetic gasses (Isoflurane, Sevoflurane)
- Exposure to radiation.
- Exposure to teratogens, including cytotoxic compounds, chemical agents, sterilizing agents, cleaning agents, preserving agents, and fixing agents
- Zoonotic diseases, including but not limited to:
    - Rabies
    - Leptospirosis
    - Lyme Disease and other tick-borne diseases
    - Giardia
    - Visceral Larval Migrans
    - Brucellosis
    - Fungal diseases
    - Toxoplasmosis
- Animal bites and their associated complications including but not limited to lympha denopathy, septicemia, death, and disfigurement
- Manual labor - lifting of animals, dog food bags, etc.
- Cat Scratches - exposure to Cytauxzoon felis (Cat Scratch Disease)
- Exposure to hormones (e.g., prostaglandins and progesterones)
- Kicks or other physical contact, especially from large animals.

The clinical site has final approval regarding placement of a student for externship. The clinical site can dismiss a student from a clinical site at any time with their discretion. If a clinical site does not provide approval, the College will make every reasonable effort to identify a site that will meet the requirements of the program. The College is responsible for identifying the clinical site.

Advanced Placement/Transfer Policy

The CVTEA recognizes that academic institutions have the inherent right to accept credits from other colleges, universities, recognized educational entities, or prior learning. However, if the program accepts veterinary technician-related course credit from institutions not accredited by AVMA CVTEA, the program must ensure that the rigor of transfer courses meets CVTEA Standards. Provision of prior learning must include documentation or critical evaluation of these experiences to award college credit or advanced standing. Documentation of the assurance may be requested for review during the program accreditation process. At times, accredited programs are requested to give credit for high school courses with titles similar to those required for graduation from a CVTEA-accredited program. If credit is to be given for such courses, you will first be required to demonstrate to the veterinary technology program faculty a level of competency comparable to that of students who complete the required course successfully.

Professional Requirements and Technical Skills

As a Veterinary Technology Student, you are expected to dress in a professional manner. During the professional track of the curriculum, you will be required to wear program specific scrubs.

You are required to have the following items during the laboratory procedures and externships:

- Student Photo ID badge
- Radiology Badge (supplied by the program)

- Calculator (four function only)
- Stethoscope
- Digital thermometer
- Black ink pens
- Small notebook
- Watch with second hand
- Bandage scissors
- Leash
- Nail trimmer (cat and dog)
- Flea comb
- Knee high waterproof boots
- Coveralls (campus dependent - please check with your program director)

Each program may have dress requirements that are specific for the off-campus large animal activities that will occur throughout the professional program. You must check with the appropriate program personnel for required attire. Dress code for the clinical sites will be dictated by the hospital or facility policy. You may be required to purchase clothing or uniforms required by a particular site. It is your responsibility to arrive at the clinical site looking professional. White lab coats must be worn during laboratory sessions. All clothing and lab coats must be clean and presentable.

For safety and sterility purposes, you will not be allowed to wear any type of jewelry as a result of eyebrow piercing, nose piercing, or tongue piercing to any laboratory, clinical site, or externship. Hoop and dangle earrings are not permitted and only stud earrings will be allowed. Open-toed shoes, sandals, Crocs®, and steeled-toed boots are not allowed; closed-toed shoes must be worn for both lecture and lab. In addition, all rings, watches, bracelets, and earrings need to be removed prior to gloving into surgery.

Fingernails are to be natural, short, neatly maintained, and unpolished when gloving into surgery. Hands are to be kept clean.

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. If you are interested in applying for admission to the program, you are encouraged to review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

- Must be at least 18 years of age to operate diagnostic imaging equipment to comply with State of Michigan rules for radiation safety.
- Effectively communicate in English, both verbally and in writing (documentation) utilizing accurate and appropriate terminology with animals' families/owners and members of the healthcare team in person or by telephone.
- Effectively communicate with others when visualization of mouth/lips is restricted such as in a surgical setting.
- Access information from books, reference manuals, computers, and paper and electronic medical documents to accurately perform duties and safely use equipment.
- Auscultate body sounds, characterize them, and interpret findings appropriately.
- Recognize and respond appropriately to distress sounds from animal and alarms/warning signals on animal monitoring equipment directly and through intercommunication systems to ensure patient safety.
- Detect and respond appropriately to odors in order to maintain environmental safety and patient needs.

- Accurately palpate and interpret findings, i.e., palpation of pulses, lymph nodes or trachea to determine proper endotracheal tube size.
- Accurately observe variations in skin color, integrity, pulsations, tissue swelling, etc.
- Observe/guard and respond appropriately to animals' response before, during, and after treatment.
- Accurately characterize and interpret the color, odor, clarity, and viscosity of body structures and fluids.
- Obtain optimum quality of radiographic images and correctly interpret an ECG tracings recorded in shades of gray.
- Safely perform tasks that require fine motor control with corresponding hand-eye coordination, such as loading a fine (5-0) suture onto needles while wearing safety glasses.
- Accurately assesses equipment, medication, solutions, and other products/supplies to ensure animal safety.
- Accurately interpret and validate text, numbers, and graphs from print and video monitors.
- Evaluate, synthesize, and communicate diagnostic information to the attending veterinarian.
- Recognize and correct performance deviations.
- Safely access, prepare supplies and instruments, and operate equipment in a variety of indoor settings (i.e., intraoperative, ICU, examination areas) and outdoor settings such as a farm field or barn.
- Prioritize, organize, and utilize time-management skills to perform tasks.
- Perform or assist with transfer, lifting, and positioning of large and small animals.
- Demonstrate appropriate professional and procedural judgment decisions under stressful and/or emergency conditions (i.e., unstable patient condition), emergent demands (i.e., stat test orders), and a distracting environment (i.e., high noise levels, complex visual stimuli, aggressive animals).
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to animals, self, and nearby individuals by referencing, utilizing, and adhering to OSHA requirements such as SDS (Safety Data Sheets) and universal precautions.
- Adhere to HIPAA, professional guidelines and code of ethics, Baker College conduct guidelines, and clinical and externship sites' policies and procedures.

Supervision Requirements

The veterinary technician's role is to provide professional health care in conjunction with the veterinarian. The duties of veterinary technicians shall be performed under the direction, supervision, and responsibility of veterinarians. These duties shall be accomplished in compliance with federal, state, and local laws. These duties shall not include diagnosing, prescribing, or performing surgery except where explicitly permitted by regulation.

An appropriate program personnel-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in program specific courses. Program personnel to student ratios shall not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present.

Successful completion of all required skills found in the Veterinary Technology Student Essential and Recommended Skills List, Appendix G must be evaluated and documented, indicating date completed, by program personnel who use standard criteria that reflect contemporary veterinary practice. Program personnel evaluating skills should be a veterinarian or a credentialed veterinary technician who is a graduate of an AVMA CVTEA or CVMA-accredited veterinary technology program.

Licensure Requirements

The AAVSB American Association of Veterinary State Boards owns and delivers the Veterinary Technician National Examination (VTNE). Most states and provinces use the VTNE to evaluate the competency of entry-level veterinary technicians and require a passing score on the VTNE in order for a veterinary technician to be credentialed.

As of December 16, 2024, the American Association of Veterinary State Boards (AAVSB) will review and determine Veterinary Technician National Examination (VTNE) eligibility for all candidates. Eligibility for the VTNE may be met through various pathways, including graduation from an American Veterinary Medical Association (AVMA) accredited veterinary technician educational program, completion of an approved alternative program, or other criteria as defined by the AAVSB. Candidates should review the full eligibility requirements on the AAVSB website (www.aavsb.org) for specific details.

An applicant for a Michigan Veterinary Technician License must apply to the Michigan Bureau of Licensing and Regulatory Affairs upon achieving a passing score on the VTNE.

Competencies

Successful completion of all required skills found in the Veterinary Technology Student Essential and Recommended Skills List, Appendix G must be evaluated and documented, indicating date completed, by program personnel who use standard criteria that reflect contemporary veterinary practice.

Clinical Hours

As a veterinary technology student, you must complete a minimum of 240 hours of clinical experience. You will be assigned to clinical sites at the sole discretion of the program director or clinical coordinator. These internship experiences are to be unpaid. Additional internship hours may be required to complete necessary competencies.

Grading Addendum - Veterinary Technology

For courses that include both a didactic (lecture) and a laboratory component, you must earn a minimum grade of 80% (B-) in each component to pass the course. The final course grade recorded will be the overall grade you earn. If you do not achieve at least 80% in either the lecture or the laboratory component, the highest final course grade that can be recorded is 79% (C+), or your didactic grade-whichever is lower. This will result in implementation of the College of Health Science Readmission Policy.

MASTER OF SCIENCE, OCCUPATIONAL THERAPY ADDENDUM

MSOT Program Grading and Testing Policy

I. Course Grading Requirements

A. To pass any MSOT course, students must meet the following criteria:

1. **Final Course Grade:** A minimum of 800 out of 1000 points (80%).
2. **Exam Average:** A cumulative average of 75% or higher across all course exams.

1. If a student meets the 800-point threshold but earns below 75% on the exam average, their final recorded grade will default to the exam average (e.g., 73%), resulting in course failure.
    1. Example: In a course with five exams worth 100 points each, a student must score at least 375/500 across the exams. A total of 330/450 in a three-exam course (average 73.3%) would result in failure, even with an 800+ overall score.
2. Test scores will not be rounded.

3. **Lab Competencies and Skill Checks:** All students must earn a minimum of 80% or higher on each lab-based skill checks or competency assessment to pass the course.

II. Skill Checks and Laboratory Competencies

A. **Passing Criteria**

1. To pass any skill checks or lab-based competencies, students must:
    1. Score 80% or higher on each assessment.
    2. Successfully complete all critical safety and competency elements, as designated in the rubric.
2. Rubrics will be distributed via Canvas or email and may be updated with one week's notice.
3. Critical Safety Elements: Includes guarding, proper positioning of self and client, proper use of equipment, environmental safety, and patient handling.
4. Critical Competency Elements: Essential procedural steps or techniques that must be performed correctly to demonstrate proficiency.

B. **Remediation and Retake Policy**

1. If a student fails to meet passing criteria on a skill check or competency one remediation and retake attempt per skill check and/or lab competency is allowed.
    1. Students may remediate no more than 50% of the total combined skill checks and competencies in a single course.
        1. Example: If a course has 2 competencies and both are failed, remediation is not permitted and the student fails the course. Remediation plans are developed with the instructor and Program Director and may include:
            1. Targeted practice
            2. Written reflections
            3. One-on-one skill review
            4. Additional assignments
2. **Retake Guidelines:**
    1. Retakes are scheduled with the primary instructor.
    2. Retakes use a new patient scenario and must be completed in full.
    3. First retake: Maximum score awarded is 80%.
    4. Failure after the retake results in a score of 0% for the competency and failure of the course.

III. Exam Conduct and Integrity

A. **Technology and Testing Conditions**

1. All devices must be set to Do Not Disturb.
2. Only the LMS exam window may be open.
3. No additional tabs, applications, or devices may be used unless approved by Disability Student Services.

B. **Suspicious Behavior**

1. Faculty may investigate any irregularities or signs of academic dishonesty. Examples include:
    1. Navigating away from the exam screen
    2. Looking off-screen during proctored tests

3. Unusual pacing (e.g., finishing significantly faster than peers)
4. Audible communication or background voices
5. Use of unauthorized resources (e.g., notes, smartwatch, phone)

2. Violations will result in:
    1. Documentation and report to the Program Director
    2. Possible referral to the College Dean regarding Academic Integrity
    3. Disciplinary action per the Baker College Institutional Policies, up to and including dismissal

IV. Exam Attendance and Missed Exams

A. **Tardiness**

1. Students are required to notify faculty of any late arrival or anticipated absence before the scheduled start time of the exam.
2. If a student arrives after the exam has begun, the student has the remaining time until the exam closes to complete the exam.
3. First-time missed exams may be rescheduled with documentation and instructor approval.
    1. Students are expected to take all scheduled exams and should not miss more than one exam per semester. Repeated absences from exams, even with documentation, may result in a meeting with the Program Director and a potential impact on academic standing.

B. **Rescheduling**

1. Make-up exams require documented extenuating circumstances (e.g., hospitalization, family emergency).
2. Rescheduled exams must be taken within three business days unless otherwise approved.

V. Exam Review and Security Policy

A. Students must review and uphold the Baker College Institutional Policies.

B. Sharing, copying, photographing, or uploading test content to websites (e.g., Quizlet, Chegg, CourseHero) is strictly prohibited.

C. Violations may result in:

1. Course failure
2. Program dismissal
3. Legal penalties under federal copyright law

VI. Student Responsibility Relating to Learning and Behavioral Contracts

A. Students are expected to:

1. Monitor their academic progress and exam averages
2. Utilize available resources (ARC, faculty office hours, peer tutors)
3. Communicate proactively if challenges arise

B. Learning and/or behavioral contracts may be issued due to nonadherence to any of the above policies. These are not guaranteed and are developed at the discretion of the Program Director. Students under contract who fail to meet future course or clinical requirements will be dismissed from the program.

College of Nursing Program Handbooks

College of Nursing Program Handbook Acknowledgment Form Coming Soon!

Undergraduate Nursing Programs

Appendix A

Appendix B

Graduate Nursing Program

College of Nursing Handbook Addendum

UNDERGRADUATE NURSING PROGRAMS

Undergraduate Program Information

This handbook contains information regarding the academic policies and procedures that govern the College of Nursing undergraduate nursing programs, including both the traditional, accelerated, and RN to BSN (post-licensure) tracks. Please read this handbook and keep it with your school records for easy reference. By signing on the back page, you are acknowledging that you have read this handbook 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 the undergraduate nursing programs.

Bachelor of Science Nursing Major

Program Description

The goal of the College of Nursing baccalaureate nursing programs 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.

Pre-Licensure BSN Programs

The pre-licensure nursing programs (traditional and accelerated) require completion of prerequisite coursework in the pre-nursing degree plan prior to 3 levels of coursework within the nursing major. Additional General Education requirements complete the

degree requirements. Graduates from the pre-licensure programs at Baker College of Nursing receive a Bachelor of Science in Nursing degree and may sit for the NCLEX - RN (National Council Licensure Examination-RN) to become a Registered Nurse.

NCLEX Readiness and At-Risk Student Policy

Baker College of Nursing will identify AT RISK students based on the student's Comprehensive Predictor score. (Note: This score is not the probability of passing NCLEX score; it is your test score. On your individual report, the score is called Adjusted Individual Total Score.)

Proctored Comprehensive Predictor Score	BC Status	Certification of Completion Action (Program Director)	ATI Status	ATI Plan of Action (to be reinforced by NUR 4350 faculty)
66.7% or below (=78% or below chance of passing NCLEX)	At Risk	Hold Certification of Completion until VATI complete	At Risk	Your performance places you at risk for not passing NCLEX. ATI recommends that you review the usage of ATI products and reflect on your performance of recent assessments, including time spent on Focused Review 2.0, and participate in available quizzes (located in Focused Review). You are encouraged to use active learning templates to reinforce knowledge in lower scoring content areas.
67.3-70.7% (=80-89% chance of passing NCLEX)	At Risk	Hold Certification of Completion until VATI complete	Needs Improvement	Your performance on assessments is fluctuating and you may not be positioned for NCLEX success. ATI recommends you review your usage of ATI products and reflect on your performance on recent assessments, including time spent on Focused Review 2.0, and participate in available quizzes (located in Focused Review). You are encouraged to use active learning templates to reinforce your knowledge in lower scoring content areas.
71.3-100% (=90-99% chance of passing NCLEX)	On Track	Submit Certification of Completion without delay	On Track	Your performance is currently on track for passing NCLEX. ATI strongly recommends and encourages you to review the lowest areas of Focused Review 2.0 to strengthen your knowledge, skills, and ability. Keep it up!

Certification of Completion forms will not be submitted for at risk students until the at-risk student has displayed completion of VATI. Completion is indicated by:

- Receipt of the "Green Light" within VATI (note: Green Light requires a score of a 72% or higher on the VATI predictor as well as completion of all assigned remediation from the coach)

OR

- Completion of VATI (3 attempts at the VATI Comprehensive Predictor with remediation) For reference, these scores/guidelines were established based on the Probability of Passing NCLEX table and guidelines established by ATI: Probability of Passing Expectancy Table.

Licensure: Authorization to Test

Once you meet all the standards and requirements of the Bachelor of Science in Nursing program and the State of Michigan, you are eligible to take the NCLEX. The campus Program Director of Nursing will obtain the forms that need to be filled out and submitted in order for you to be allowed to schedule the exam. These forms will be completed at a meeting with the Program Director of Nursing in the last semester of the program. As an NCLEX candidate, you will then apply to the Michigan Board for permission. You will also register with Pearson VUE (http://www.vue.com/nclex). Only after both these steps are completed will you be granted authorization to test.

The exams are scheduled at various times and locations throughout the state. The Michigan Board of Nursing can deny a license to an applicant if any of the following are true:

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

Per the MI BON Administrative Rules, there is no limit to the number of times a candidate can sit for the NCLEX. You must pass the NCLEX within 3 years of the date of graduation or after obtaining one of the required evaluations or certifications required in R 338.10204(2)(C) or R 338.10210(2)(C). If you fail, you will have to wait 45 days before you can re-test. Once you pay and re-register with Pearson Vue, you will be sent an ATT with a 90-day window which will not begin until the 45th day has passed from the previous testing date. If you do not pass the NCLEX within 3 years as required above, you will have to complete a certification of skills competency or submit a written request to the Board of Nursing for an extension. See this FAQ sheet for further information.

Fingerprints are required to take the NCLEX. The Michigan Board recommends that applicants contact one of the board approved agencies no later than 7-10 days after applying. Examination candidates who did their education out of state should have official transcripts sent. In-state students will have a certification of education.

If you have any questions about your situation, please call the Board of Nursing at (517) 335-0918. Reference www.michigan.gov for more information regarding application and scheduling of the NCLEX.

RN to BSN (Post-Licensure) Program Completion

This program is designed to build on existing knowledge to obtain a baccalaureate degree (RN to BSN). In order to be eligible for this program, you must have an unencumbered license to practice as a Registered Nurse (RN) in the United States, District of Columbia, or U.S. Territories, or Canada. Nursing (Post Licensure) classes are taught exclusively through Baker Online. Plus, general education and prerequisite courses are typically available through Baker Online, Online Live, and on all campuses throughout Michigan. Some students can complete the RN to BSN in as little as 9 months, and the maximum time allowed is seven (7) years. Factors that influence the time to completion include: tuition assistance, family obligations, and work responsibilities.

Mission

The mission of the College 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.

Vision

The vision of the College of Nursing is to empower nursing students by providing opportunities for professional growth through the acquisition of knowledge and skills needed to respond to diverse individual and community needs in various healthcare settings.

Goals (Core Values)

The faculty of the College of Nursing support the mission, vision, and core values of Baker College.

Integrity:

The faculty will model ethical principles, demonstrate honesty in academic and clinical settings, and cultivate a sense of responsibility and accountability for students that facilitates the highest standards of integrity in their practice as future nurses.

Caring:

Faculty will model caring behaviors when interacting with students to foster professional growth in nursing practice. Actions include facilitating a safe, inclusive student-centered learning environment, providing constructive feedback in an open, respectful manner, and coordinating meaningful and effective caregiving experiences.

Inclusiveness:

Faculty will embrace students as individuals by recognizing the diversity of perspectives, experiences, cultural context, and learning styles that impact the delivery of nursing education.

Innovation:

Faculty will provide an educational approach that is evidence-based and adaptive to the current needs of the healthcare profession.

Social Responsibility:

Faculty will facilitate opportunities for students to participate in learning experiences within diverse community settings in order to foster an understanding of social responsibility and address healthcare inequities and disparities.

Community of Interest

The Baker College of Nursing defines the communities of interest as internal and external groups that share a common passion or concern for Baker College of nursing. Internal COI include (a) current students, (b) faculty, (c) staff, and (d) Baker administrators and committees. External COI include (a) local healthcare agencies' nursing administrators, recruiters, and consumers of healthcare, (b) accreditation, legislative, and regulatory agencies, (c) external fiscal supporters, (d) nursing alumni, (e) other universities, colleges, and schools of higher education, and (f) prospective students.

Curriculum

Curriculum Outcomes Model

The College of Nursing 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), American Association of Colleges of Nursing Essentials (AACN), and the Michigan Board of Nursing Administrative Rules to derive concepts central to the program curriculum. In addition, the nursing profession adheres to the American Nurses Association Code of Ethics for Nurses.

Terminal Program Outcomes for the Bachelor of Science Degree in Nursing

Graduates of the BSN program will:

1. **Knowledge of Nursing Practice:** Integrate, interpret and apply established nursing and educational knowledge to practice nursing using clinical judgment.
2. **Person-Centered Care:** Deliver compassionate, holistic, evidence-based, and individual-focused care that promotes positive health outcomes and embraces cultural humility and inclusivity.
3. **Population Health:** Promote collaborative global health initiatives and preventative measures for disease and injury while considering the influence of cultural and environmental factors impacting healthcare outcomes.
4. **Scholarship for the Nursing Discipline:** Utilize research based evidence and ethical principles to guide clinical judgment and promote optimal patient outcomes.
5. **Quality and Safety:** Facilitate a just environment while adhering to standards of safety and quality in nursing and healthcare practice to enhance favorable patient care outcomes and reduce potential risk to both patients and providers.
6. **Interprofessional Partnerships:** Employ various communication techniques when interacting with the interdisciplinary team, patients, families, and community stakeholders to optimize patient outcomes.
7. **Systems-Based Practice:** Use evidence-based practice to coordinate resources across healthcare systems, facilitating safe, cost-effective, equitable care to diverse populations across the continuum of care
8. **Healthcare Technologies:** Leverage healthcare informatics technologies and processes to improve communication in the delivery of nursing and healthcare services while adhering to professional standards and best practices.
9. **Professionalism:** Demonstrate a professional nursing identity that embodies values and ethics, knowledge, accountability to the profession, and professional comportment.
10. **Personal, Professional and Leadership Development:** Engage in reflective activities that stimulate personal development and resiliency, contributing to lifelong learning by fostering ongoing growth in leadership and professional identity.

Terminal Program Outcomes are derived from the American Association of Colleges of Nursing Essentials (Updated 2024)

American Nurses Association Code of Ethics for Nurses

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or populations.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes actions consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to promote human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015) Code of Ethics for Nurses. American Nurses Publishing, American Nurses Foundation/American Nurses Association. Washington, DC.

Additional Program Outcome Progression for pre-licensure nursing students is found in Appendix A.

Direct Admission Criteria

To be considered for direct admission, you'll need to submit the following items before February 1st of your senior year:

- A completed Baker College application
- A copy of your high school transcripts
- A cumulative GPA of 3.0 or higher
- A minimum grade of 2.7 or higher (on a 4.0 scale) in biology and one other science course.

Direct Admission First-Year Requirements

- Complete core credit hours
    - 15 credits in General Education - COM 1010, COM 1020, MTH 1150, PSY 2050, General Education Elective
    - 13 credits in Health Science - HSC 1010, BIO 1210 & BIO 1211, BIO 1220 & BIO 2221, BIO 2150
- In order to maintain a direct admit seat you must:
    - Maintain a minimum cumulative GPA of 3.5
    - Must earn a minimum grade of 2.0 in all general education courses and a grade of 3.0 in all health science courses on your first attempt
    - Submit a Health Science Professional Program Application to confirm program and campus selection.

If the First-Year requirements are not met, you will transition to applying through the Professional Program Application process, joining the competitive process for admission to the program as outlined in the Professional Program Application Requirements.

Application/Admission

Application and admission requirements can be found at this website.

Course Transfer Policy

In order to receive credits towards the BSN degree, the following prerequisites/corequisites are required to have been completed with a minimum grade of B- (2.7), within 5 years of acceptance into the Nursing program:

- BIO 1210: Human Anatomy and Physiology I
- BIO 1211: Human Anatomy and Physiology I Lab
- BIO 1220: Human Anatomy and Physiology II

- BIO 1221: Human Anatomy and Physiology II Lab
- BIO 2150: Pathophysiology
- *HSC 1010: Introduction to Health Professions - must be a B- or higher, but does not have to be within 5 years*

All other prerequisites/corequisites must be completed with a grade of C (2.0) in order to be transferred in for the bachelor of science degree.

Post-Licensure track BSN students may only transfer in courses that have been completed in the last 5 years.

Transfer from Another Nursing Program

The College of Nursing representative or College of Nursing Dean will review the documents to determine which classes will be accepted for NUR transfer credits. Baker College will accept qualified nursing student transfer credits under the following criteria:

- The student's current nursing program is accredited by either ACEN or CCNE
- The student meets College of Nursing course grade requirements (B- or better)
- The College of Nursing representative or College of Nursing Dean will review nursing courses for equivalencies.
- The student may not have more than a one year absence from Nursing (NUR) courses.
- The student must complete at least 15 credits in the nursing program major to graduate with a Baker College nursing degree (see Baker College Handbook).
- As a rule, senior level (4000 level courses) will not be accepted for transfer.
- Transfer of any clinical course, health assessment course, and the pharmacology course will require passing of skills validation within two attempts prior to course registration. A minimum of 24 hours is required between attempts.
    - Skills are based on the course requirements and may include but are not limited to vital signs, sterile technique/procedure, head to toe assessment, medication administration, etc.

All College of Nursing academic requirements must be met for a nursing degree to be conferred (see Baker College Handbook).

Essential Functions/Technical Requirements

Baker College of Nursing is committed to providing equal access to all students.

Academic accommodations are granted on the basis of determined need and documentation of disabilities. The process outlined in the Student Handbook will be followed and adhered to.

The curricula leading to degrees in Nursing from the College of Nursing require you to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing knowledge, skills, and functions. Combinations of cognitive, affective, psychomotor, physical, and social abilities are required to acquire the knowledge and skills needed to perform the varied roles of nurses. In addition to being essential to the successful completion of the requirements of a nursing degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers. The following standards comprise the five core professional nursing competencies. In addition to academic qualifications, the College of Nursing considers these personal and professional qualifications essential for entrance to, continuation in, and graduation from our nursing degree programs.

Standards

A. Observation: Visual, Auditory, and Tactile

- Ability to acquire information from demonstrations and participate in learning activities.
- Ability to accurately acquire information from patients and assess findings.
- Perform a complete physical exam in order to integrate findings based on this information and develop an appropriate diagnostic and treatment plan. Observation involves visual, auditory, and tactile abilities **or** the functional equivalent.
- Ability to gather data from written reference materials (including, without limitation, illustrations), oral presentations, demonstrations, observations of a patient and his/her environment, and observations of procedures performed by others.
- Ability to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog, and waveform representations of physiologic phenomena to determine a patient's condition.

B. Communication

- Ability to communicate, including the ability to ask questions and receive answers, with accuracy, clarity, efficiency, and effectiveness with patients, their families, and other members of the healthcare team. This includes expressive and receptive oral and nonverbal communications, such as interpretation of facial expressions, affect, and body language.
- Communication (expressive and receptive) includes oral, hearing, reading, writing, and computer literacy.
- Mastery of both written and spoken English, although applications from students with hearing or speech disabilities will be given full consideration. In such cases, the use of a trained intermediary or other communication aid may be appropriate if the intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

C. Motor

- Sufficient sensory and motor function to perform a physical examination using palpation, auscultation, percussion, and other diagnostic maneuvers. In general, this requires sufficient exteroceptive sense (touch, pain, and temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibration), physical strength, and motor function.
- Ability to execute motor movements to provide general care and to competently use patient care equipment (such as intravenous monitors, sterile equipment, and catheters).

D. Behavioral, Interpersonal, and Emotional

- Ability to relate to colleagues, staff, and patients with honesty, integrity, and nondiscrimination.
- Capacity for the development of a mature, compassionate, respectful, sensitive, and effective therapeutic relationship with patients and their families, including sufficient emotional and intellectual capacity to exercise good judgment and complete patient care responsibilities promptly and professionally.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism and to maintain a high level of functioning in the face of taxing workloads and stressful situations.
- Ability to participate collaboratively and flexibly as a member of a healthcare team.
- Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes, as well as applicable laws and regulations governing the nursing profession.
- Openness to examining personal attitudes, perceptions, and stereotypes that may negatively affect patient care and professional relationships.

E. Cognitive, Conceptual, and Quantitative

- Ability to exhibit behavior and intellectual functioning that does not differ from acceptable professional standards.
- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- Ability to gather data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.
- Ability to learn effectively through a variety of modalities, including, but not limited to, classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology.

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program.

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 Americans 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 website.

For additional support, email disability_specialist@baker.edu

Program Details, Recommendations and Policies

ATI/NCLEX Preparation Policy

ATI is a learning product that supports your nursing education. This product is integrated throughout the six nursing program semesters and portions of the product will be available to you six months after graduation.

Course Fees

Each student will pay a course fee for the following courses for the ATI resource. The course fee is auto-billed from Baker College as part of the tuition bill. This fee covers various ATI program costs and program-specific software.

Pre-Licensure BSN

• NUR 2150

• NUR 2550

• NUR 3550

• NUR 3750

• NUR 4150

• NUR 4350

Accelerated BSN

• NUR 2170

• NUR 3570

• NUR 417**0**

Initial Student Health and Safety Requirements

Health and Immunization Requirements: (Align with specific clinical agency policy) You are financially responsible for all immunizations, tests, and titers needed for College of Nursing requirements.

Prior to beginning the nursing practicum courses, the following information must be submitted via ACEMAPP. Specific deadlines may vary on each campus due to clinical site expectations. **Failure to submit requirements, by stated deadlines, will result in you not being able to participate in clinical studies and being removed from the course.**

1. **Baker College Health Information Form**
2. **Tuberculosis Testing:** T.B. skin test, serological test, or chest x-ray results must be submitted as outlined by your campus requirements, which are specific to your clinical placements. You must not have active or communicable tuberculosis.
3. **Varicella-Zoster Testing:** Provide documentation to verify immune status via serologic testing or documentation of immunization.
4. **Measles, Mumps, and Rubella Immunization:** 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 Immunization:** Submit a valid immunization record documenting a primary series and booster dose (Tdap) within the previous ten (10) years.
6. **Hepatitis B Immunization Series:** Submit documentation of having received or in the process of receiving the Hepatitis B immunization series. Although this may be an optional immunization, the College of Nursing strongly recommends that you be protected prior to clinical activities and possible exposure. A lack of the Hepatitis B series may prevent you from access to some clinical site placements.
7. **Influenza Vaccine:** Submit documentation of an annual flu vaccine by October 1st. 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.
8. **COVID-19 Vaccine:** The College of Nursing recommends that all eligible individuals receive the COVID-19 vaccine. While the COVID-19 vaccine is recommended, it may be required for some clinical sites associated with clinical placements for certain campuses. These requirements are put in place by the clinical sites themselves and are subject to change based on their respective policies and guidelines. If you are assigned to a clinical placement where the COVID-19 vaccine is required, you will be expected to either provide proof of vaccination or obtain an exemption from both the college and the clinical site, if applicable.

You will receive information on your specific campus requirements for immunization documentation and are required to follow campus-specific requirements.

Students are working in a clinical environment and may be exposed to communicable diseases, bed bugs, lice, etc. If exposed, you should notify faculty and follow the clinical site and Baker College reporting procedures.

Immunization Exemption

To request an accommodation that allows you to be exempted from a vaccination requirement, please complete this electronic form through the BC Portal. In general, exemption requests are based on valid medical or religious grounds. If the request is based on a medical condition, a Medical Verification Form will also need to be submitted with your electronic request. The College will review your request and notify you whether it is approved. The College may ask you for more details about your request, and may need you to provide additional information.

Post-Licensure track BSN students are expected to follow the immunization requirements of the clinical sites where you will complete your practicum.

Criminal History and Background Requirements

As a College of Nursing student, you are required to have a criminal background check through Certified Background Check before registration of 1st semester classes. Information will be provided to you with your acceptance letter to the program. According to Michigan Public Acts 27, 28, and 29 of 2006, prohibited offenses and/or mandatory exclusions for specified time periods for offenses may prohibit your participation at clinical sites. If you have certain felony convictions or certain misdemeanors, you are not allowed in the clinical settings by law, and therefore, will not be accepted into the nursing program. The Michigan Board of Nursing may deny RN Licensure to an applicant who has been convicted of a crime or is addicted to drugs or alcohol. You will be required to provide disclosure statements for the semesters thereafter. If you have any history of misdemeanors during the past two years or if you have any felonies that might impact your ability to be allowed to attend clinical practicum, please contact the Program Director of Nursing immediately. **The results of any criminal history or background check may be provided to clinical sites, accrediting agencies, or outside entities as required for your matriculation in the nursing program or as required by law.**

Healthcare License

If you have a past or current licensure (nursing assistant, licensed practical nurse, emergency medical technician, etc.), you must report this information upon admission to the program director. In addition, the license must be unencumbered. If at any time during the length of the program a violation or incident is reported on the license it must be reported within 14 days to the program director.

Drug Screen

A drug screen must be completed at a designated location and time prior to the first clinical rotation. If you have been on program probation or leave of absence greater than one semester, you will be required to repeat the drug screen upon re-entry to the program.

The College of Nursing or the clinical site may require a random drug screen based on affiliation contract or behavior exhibited by the student. If you are believed to be under the influence of drugs or alcohol during class or clinical, you will be referred for a drug screen and temporarily suspended from clinical work until the results of the drug screen are reported. If you fail to present at the designated time/place for this random drug screen, this will be considered a positive result and may result in dismissal from the program.

Please note: Marijuana remains an illegal substance under Federal law. A positive drug screen for medical or recreational marijuana will result in dismissal from the program.

Blood Borne Pathogens (BBP) Training (Pre-Licensure)

BBP training will be completed by the undergraduate student annually in ACEMAPP. As protection against HIV/HBV infection and transmission, nursing students, faculty, and staff practice standard precautions, which are regularly updated and revised by the Center for Disease Control (CDC). All nursing students, faculty, and staff have the responsibility to maintain and share the current knowledge regarding these guidelines.

Latex Allergies

The goal of the College 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. If you have a history of latex allergies or allergic reactions, you should notify your instructors in laboratory courses where latex exposure may occur. If you suspect that you are experiencing a latex allergy, you should notify the class instructor and program director.

If you have a latex allergy, we encourage you to consult with your personal health care provider regarding the impact of this allergy on health careers and treatment options. *Because latex exposure may be unavoidable in certain occupations, if you develop serious reactions to latex, you may not be able to complete your chosen program at Baker College. Baker College will make all reasonable accommodations to provide latex free products for you.*

Health Insurance Portability and Accountability Act: (HIPAA) Training (Pre-Licensure)

HIPAA training will be completed by all undergraduate students annually in ACEMAPP. Individual clinical agencies may also require you to participate and complete HIPAA training as it relates to that facility. If you violate HIPAA policies, it may result in dismissal from the program and/or civil or legal actions against you. In addition, you must adhere to the Baker College social networking policy as stated in the Baker College Student Handbook.

Basic Life Support (BLS) Certification Requirements

You are required to obtain and maintain Basic Life Support (BLS). There are many organizations that provide BLS courses. The requirement for this program is Basic Life Support for Healthcare Provider from the **American Heart Association**. Please note: **no other BLS courses will be accepted**. You are responsible for submitting proof of certification. You will not be allowed to attend your clinical practicum courses without current BLS certification.

If you are a Post Licensure track BSN student, you are expected to follow the immunization, HIPAA, Blood Borne Pathogens, Background Check, Drug Screen, and BLS requirements of the clinical sites where you will complete your practicum.

Health Insurance

As a student enrolled in the College of Nursing, you must have health insurance during the time in which you are in any clinical/practicum experiences.

Professional Liability

As a pre-licensure nursing student, you are are held to the same legal standards as registered nurses. Baker College provides professional liability insurance that covers students and faculty during the Baker College academic related clinical experiences. This does not prevent students from obtaining their own professional liability insurance if they choose to do so.

If you are a Post-Licensure nursing student, you are expected to purchase individual professional liability insurance prior to registering for the practicum courses. Student academic advisors are able to assist with this requirement.

Registered Nurse Licensure (RN to BSN/Post-Licensure)

RN to BSN (Post-Licensure) nursing students are expected to maintain an unencumbered licensure as a registered nurse throughout enrollment in the Baker College Nursing program.

You are responsible for all costs associated with background checks, drug screens, immunizations, etc. Item of Service and cost may vary by program and/or clinical site.

ITEM	ESTIMATED COST
Background Check	$20-$50
Drug Screening (if required by clinical site)	$25-$75
Fingerprinting (if required by clinical site)	$68-$100
Immunizations/Titers	Varies by students' immunization history and medical insurance
Immunization Tracking	$15-$25
Clinical Placement Service (if required)	Varies by program or clinical site
Basic Life Support/CPR/First Aid Training	$50-$125
Central Registry Clearance through Health and Human Services Department	Varies by program - must be cleared before the start of clinical
Uniforms	$40-$80/scrub set
Equipment (stethoscope, bandage scissors, etc)	Varies depending on product

Compliance Policy

Before beginning any NUR course, including all didactic, clinical, and lab components, you are required to satisfy all health and safety requirements. If you need assistance with meeting these requirements, contact the program director.

To be considered in full compliance, all nursing compliance requirements (except for the flu shot) must be valid for the entire academic semester. None of the compliance requirements may expire at any time during the academic semester.

All compliance requirements must be uploaded to Acemapp by the due date identified by the student's specific campus. You are advised to upload their compliance materials **at least 2 weeks before the due date to allow processing time for approval.** If you do not have all requirements needed for the academic semester in an approved/completed status by the required deadlines,

you may be subject to the following conditions: **you will not be able to attend scheduled clinical, and/or you may be subject to dismissal from the program, unless there is a documented exception with the nursing division.**

Any campus that does not utilize Acemapp for clinical placement may have campus specific requirements and use alternative processes.

In the event that you have a change to your criminal record, including arrests, after submitting the criminal background check*, you must notify your Nursing Program Director and the Dean of Nursing. This notification should be made within three business days of any arrests, plea bargains, sentencing, convictions, or other criminal activity. In addition, issues with your criminal background check may also prevent you from being able to sit for state licensure. The College of Nursing is not able to guarantee that any student who graduates will qualify for licensure.

**Please note that some activity reported in your background check may prevent you from being placed in the appropriate clinical settings required to complete the program and, therefore, may result in you being withdrawn from that course. In these cases, you should promptly consult with the Nursing Coordinator and your academic advisor to explore alternative placements or degree programs. Under certain circumstances, you may not be eligible to graduate from the Baker College of Nursing program.*

Nursing Student Professional and Safety Responsibilities

Professional Conduct

As a Baker College nursing student, you are held accountable to a code of professional behavior. Key components of these standards and behavior will be presented and discussed in Nursing Fundamentals and throughout the nursing program. It is expected that you address your instructors (didactic, lab/simulation, and clinical) as Dr., Professor, Mr., Mrs., Ms., or Miss at all times while in the nursing program.

See Baker College Student Handbook for additional professional conduct policies.

Safety

Safety is inherent in professionalism. The term patient safety means "the prevention of harm to patients." It includes human factors, teamwork, communication, patient management, and clinical performance.

Ethical Care

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 failure of the clinical experience and failure of the course. Additional breaches will result in dismissal from the nursing program.

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 may result in dismissal from the College of Nursing. See also the current social media policy for Baker College.

Academic Honor Code

See Baker College Student Handbook Cheating and Plagiarism

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

You should only use materials a) provided by the faculty, b) available at the bookstore, Academic Resource Center, Baker Library, or reputable online retailer, c) directly from the student resources on the publisher's website. You may not use items or upload items to online retailers such as CourseHero, Etsy, Chegg, etc. The sale and/or distribution of copyright protected material like test banks or test questions or professor resources such as PowerPoints, case studies, and assignments may result in dismissal from the College of Nursing, inability to take the NCLEX or practice in a health profession, civil (monetary) or criminal liability for violation of federal copyright laws. *If you are questioning a source, please seek out assistance from your instructor.

Audio/Video Recording and/or Photographic or Electronic Devices

Nursing abides by Baker College audio/video recording and/or photographic or electronic device use policy. **The use of cell phones or electronic devices (including smartwatches) may be prohibited in the clinical setting.** Use of electronics, such as personal cell phones with clinical apps, are allowed in post conferences only for clinical support such as use of medication references under instructor supervision.

Student Participation in Committees

Student participation in committees is encouraged by program standards. If you are interested in a committee appointment, you should contact their campus nursing program director.

Other committees will be available for your participation as designated per campus and approved by the Program Director.

- If you are on probation, you must seek approval from your campus program director of nursing to represent the college in any student organization or committee or hold office in any student organization.
- You will not be penalized for attending approved nursing conventions/conferences and will be given the opportunity to make up any missed clinical or didactic work. It is expected that you will notify all instructors ahead of time and discuss options prior to attending the event.

Student Nurses Association

Baker College has a Student Nurses Association (SNA) that is part of the National Student Nurses Association (NSNA) and the Michigan Nursing Students Association (MNSA). Membership is expected as Baker College participates in a total membership plan with NSNA. Participation is encouraged in SNA activities as a way to develop leadership skills. Service learning hours may be available with participation in activities and serving on the campus SNA elected board.

College of Nursing Committee

Student Affairs Committee Student Representative

1. The Student Affairs Committee (SAC) will consist of one or more faculty representative from each campus and a minimum of one student representative from each campus cohort. Student membership will first be offered to SNA Board members. If SNA Board members are unavailable, the SNA Board can appoint an alternate student to attend with faculty approval. Each student representative should ideally be the campus SNA president. If an SNA board member is not available, another appropriate alternative may be selected or elected.

2. Students will convene twice a semester (every other month during planned committee meetings). A report of SAC meeting minutes and activities will be disseminated to all students.

3. Reports from each of the following Baker College of Nursing (CON) committees - Assessment, Curriculum, and Technology - will be submitted and open for discussion at student attended SAC meetings. Feedback and action items will be noted in the minutes and addressed by faculty. Items of discussion will be forwarded to the appropriate committee chair for consideration. Faculty and students will collaborate in identifying solutions to concerns related to the academic program.

4. A minimum of two Student Affairs student representatives (ideally each campus SNA president and one other student) should also attend the Baker CON "All Hands" meetings which are open to students. An alternate representative may attend in the place of a student representative who is unavailable.

5. If the student representative on the Student Affairs Committee is not an SNA board member, then an SNA board member should attend the CON "all hands" meeting in addition to the Student Affairs student representative.

6. If a representative is unavailable or will be absent, an alternate representative is to be selected by the student with SAC faculty approval.

7. The Student Affairs Committee student representatives and all other students present at CON "all hands" meetings will participate in a student breakout meeting session. This breakout meeting session will allow for students from all the campuses to have a meet and greet, discuss an assigned objective, or to discuss things that they would like addressed at the CON level (e.g., things they like about the program, things they would like to see added to the program, things they would like to see changed, etc.). The students will then bring this information back to the SAC.

Outside Employment

Nursing courses are very demanding of students' time and energy. It is recommended that as a Baker College pre-licensure nursing student, you limit outside employment while enrolled in nursing courses.

Conflicts with outside employment work schedules are not considered sufficient reasons for changes in nursing course schedules, academic, or clinical assignments.

Smoking Policy

Tobacco and smoking-related products are defined as any type of tobacco product or product intended to mimic tobacco products or the smoking or vaping of any other substances. This includes but is not limited to cigarettes, cigars, cigarillos, smokeless tobacco, electronic cigarettes, pipes, bidis, and hookahs.

- While on campus refer to Baker College Smoking Policy.

- Use of tobacco or smoking related products is not allowed while at the clinical site

- Use of tobacco or smoking related products in your car is not allowed at the clinical site.

- If you smell like smoke, you will be dismissed from the clinical site for the day and will be counted as an absent.

Letters of Recommendation

Nursing students who need letters of recommendation for job opportunities, scholarships and awards must make their request to a faculty member utilizing the College of Nursing approved recommendation request document. 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 Baker College's policy regarding letters of recommendation that 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. *Reference Letter Release Form Coming Soon!*

Academic Rules, Policies, and Procedures Class Schedules

To best support our students' success and ensure the highest quality educational experience, the College may occasionally adjust course schedules or cancel courses when necessary. The Dean or Program Director reserves the right to change course schedules and/or cancel courses. Should it be necessary to change schedules, you will be notified via Baker email, mail, or telephone. Please refer to the Baker College Student Handbook for inclement weather policies. Any additional information will be provided by the campus Program Director of Nursing.

Nursing courses are demanding, therefore, to aid in the opportunity for success, you are prohibited from taking more than two nursing courses that have a clinical component during any one semester.

Grading Policy

Courses that include a theory, lab, simulation experience, and/or clinical component require you to pass all components of the course to progress in the program. The final grade required in all nursing courses is B- or 800 points (recorded as the theory grade).

- Labs, simulations, and/or clinicals are pass or fail. The instructor may require additional time to ensure all student learning outcomes are met, at their discretion.
- All theory courses are out of 1000 points. Seven hundred of these points are devoted to testing to ensure readiness for the national licensure examination. You must meet two criteria to pass the theory course: A) 800 points or more as a final grade, and B) 525 points or more of the 700 testing points.
    - Testing points will not be rounded
    - Final course points may round
    - Testing point requirement course exceptions include NUR 3050, NUR 3150, NUR 4050, NUR 4250, NUR 4350, NUR 4630, NUR 4650, NUR 4680, NUR 4710, and NUR 4750
- The final grade recorded is the overall grade earned.
    - If you do not pass clinical, simulation, or lab, the recorded grade is 799 points (C+) or the theory grade, whichever is lower.
- No extra credit will be given in any course to align with the Baker College Handbook.
- Failure of two nursing courses results in academic dismissal from the nursing program.

    - Failing two NUR courses within a single semester will be considered one failure. Any single course failure thereafter will result in dismissal from the nursing program.

- Your grades are subject to change only in the event of a clerical or calculation error or to change an incomplete to a letter grade. See the Baker College Handbook for the incomplete grade policy.

Repeating a Course

You may repeat nursing courses one (1) time. If you are not successful during the second attempt the dismissal policy will be followed.

- No credit for prior work will be applied to the repeated course.
- All work must be original for the semester to avoid self plagiarism.

Paper Grading

Papers that score below a 60% will be reviewed by a second faculty who is not associated with the course. If > 10 points differ between the two instructor scores, then the average of the two scores will be recorded. If < or equal to 10 points differ between the two instructors, then the original score with the original faculty will be recorded.

Evaluation and Examination Information (Pre-Licensure)

Evaluation and examinations are inherent in the teaching/learning process. As a nursing student, you are tested and otherwise evaluated in a variety of settings including the classroom, learning laboratory, and during clinical practicum experiences. Course exams build on previous knowledge as well as new information.

- As a pre-licensure nursing student, you must obtain 525 total points on proctored tests/final examination prior to calculation of final grade.
- Testing point requirement course exceptions include NUR 3050, NUR 3150, NUR 4050, NUR 4250, NUR 4350, NUR 4630, NUR 4650, NUR 4680, NUR 4710, and NUR 4750.
- All exams are taken on the Baker College LMS/Learning Management System (i.e., Canvas) or through the ATI platform, either in a computer lab or on a personal laptop only.
- You are expected to download and have access to required software.
- During testing, all web-based windows except for Canvas or ATI will be closed. Faculty is responsible for verifying that Canvas or ATI is the only internet-based window in use.
- If any incident occurs that may require a click, navigation away, or distribution in the test window during testing, you must immediately inform the instructor or proctor in real time to note the discrepancy. Faculty will review any navigation away from Canvas or ATI and have the discretion to give a zero if page navigation is noted.

Use of tablets or phones are not allowed for exams or quizzes.

Please refer to Baker College Technology Requirement document for minimum requirements related to BYOD.

Exam Policy

In Person Testing Instructions:

These instructions are designed to simulate a testing environment similar to the NCLEX licensure exam, helping you become familiar with this type of setting. By practicing under these conditions, you'll build confidence and reduce potential test anxiety, supporting your success on the licensure exam.

- Arrange class tables and chairs per instructor's directions.
- All bags are to be put in the front of the room (or a designated spot).
- All phones are to be off and secured in the instructor designated area.
    - If emergency - can be on vibrate mode on instructor's desk
- Watches are to be off and in student bags in front of the room
- No hats/headgear (unless culturally indicated)
- Drinks (if allowed by campus in testing room) may be kept on floor but must have non spill lid and approved by instructor before testing
- Only one person may take a break at a time; no phones are allowed unless in case of emergency
- You are only allowed scrap paper or dry erase board (with your name on it and turned in at the end of class; paper may be provided by the instructor or if you are using your own paper, no writing should be on the front or back of the paper prior to the start of the test), writing utensils, ear plugs, class stress items (e.g., stress ball or pipe cleaner) with the instructor's knowledge.
- Log into Canvas (or ATI) and close all other websites and documents
    - Browser windows should be full screen
    - You are not to visit other websites during the test. A log of any other activity will be recorded during the test and the instructor can view it.
    - If a pop-up window occurs, you are to notify the instructor
    - Any deviations from Canvas log or ATI pop-ups are eligible for evaluation of possible disciplinary action according the nursing handbook
- It is recommended that you pace yourself - average 1 or 1.5 minutes per question (more time given for math problems)
- When done, QUIETLY follow the instructor's directions; do not disturb other students
- Students with testing accommodations are subject to this policy as well.

Tardiness to Examinations

You are expected to arrive on time for all scheduled examinations. If you arrive late to an exam and one or more of your classmates have already completed and submitted the exam, including any students with accommodations who have finished after the scheduled testing time has begun, you will not be permitted to take the exam. In such cases, the following conditions will apply:

- If this is your first missed exam in the course, you may follow the procedures outlined in the course's Missed Exam Policy, as applicable.

- If you have already used the Missed Exam Policy for a prior exam in the course, you will receive a grade of zero (0) for the exam.

Please plan your schedule accordingly and arrive early to ensure readiness for all assessments. This policy is in place to maintain exam integrity and uphold a fair testing environment for everyone.

Hand Held Calculators

Students using Canvas testing are required to use instructor-provided handheld calculators instead of embedded calculators.

Posting of Results

Faculty need appropriate time to evaluate and analyze exam scores. Therefore, exams may not be posted the day of the exam. All grades will be determined based on the exam analysis.

Remote Proctoring Testing Instructors/Announcements:

Student Logistics

- You need to have a quiet testing environment, free of interruptions.
- You need to have a device (laptop, desktop, tablet) with reliable internet access. Consider device restrictions on the testing software being used.
- You need to follow Baker technology requirements and are required to download any applications or programs needed to complete course work.
- Please refer to the Baker College Technology Skills, Requirements, Accessibility, & Privacy Information.
- You will need a webcam or camera capability on your device.
- You may use a blank paper and a writing utensil. This paper MUST be shown to the camera prior to testing (both front and back) before the exam and re-shown to the camera at the end of the exam (both front and back). If the paper is being used, the paper should be scanned and uploaded to the Canvas course. The paper should include your name, be legible, and show which item it should be addressing.
- You should follow guidelines provided by the remote proctoring service (for example ATI).
- You will be offered a pilot exam before the initial exam.
    - If using ATI, the "Remote Proctoring Dry Run" located in the Assessments tab must be completed prior to the first remote proctored exam.
- If you have testing accommodations, you are still expected to adhere to this policy.

Exam Guidelines

- Tests will be given during scheduled class time. Tests will be timed. Faculty will remain available to you during this time in case testing issues arise.
- No watches (any type) are allowed to be worn during the testing session.

- Screenshots or pictures of test information are strictly prohibited.
- Background music or television sounds, earbuds or headphones, watches/smartwatches, or hats/headgear (unless culturally indicated) are prohibited.
- Additional computer monitors, screens, or tablets should be removed during the exam.
- No writing should be visible on the desk, floor, or walls.
- Under no circumstances should you exit the proctored environment during the exam.
- No test items should be copied, saved, or shared during or following the exam.
- Do not talk to anyone else--No communicating with others by any means.
- No other people except the test-taker should be permitted to enter the room during testing. The computer may not be transported to another location after the exam has started.
- A cell phone is allowed in the testing area turned off face down and is for emergency use only to contact the instructor. You should speak to the remote proctoring system webcam that you are going to use the phone to call the instructor prior to reaching for the phone.

Virtual Testing Instructions

- Sit at a clean desk or table if available. In the event a desk is not available, you may utilize a seating bench (not on the bed or floor). You will need a stable surface to support your device. The background should be quiet. The desk or table needs to be cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. If you are testing in a remote environment, you must pan the room before beginning the exam. The testing space should be free of clutter, in a private, distraction-free area.
- A piece of paper may be used at the discretion of your instructor. It MUST be shown to the camera (both front and back) before the exam and re-shown to the camera at the end of the exam (both front and back). If paper is being used, the paper should be scanned and uploaded to the Canvas course. Paper should include your name, be legible, and the paper should include the number of which item it is addressing.
- Maintain room lighting bright enough to be considered "daylight" quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the test taker.
- If lighting is inadequate, the remote proctoring system will prompt you.
- Gather student ID and have it within reach. You will be asked to present it to the camera when prompted.
- Clear cookies, and restart your computer before logging into the proctored test environment. All other programs and/or windows on the testing computer must be closed before logging into the proctored test environment and must remain closed until the exam is completed.
- Webcam, when possible, should be placed on the upper screen of the computer or where it will have a constant, uninterrupted view of the test taker.

Virtual Testing: Technology Failure

- In case of login failure, digital pause, technology failure, or internet failure:
    - Take a deep breath.

- Speak to the webcam about what is happening. This will be transmitted to your instructor in a detailed report.
- If "booted" out of the exam, immediately refresh the browser then try to log back in.
- The Remote Proctoring System has 24/7 tech support available to students within the testing platform. Initially contact ATI for support to attempt to resolve your technological issues.
- If that does not solve the issue, immediately contact your instructor via the method communicated by your instructor. An email can be sent directly to your instructor via Canvas or their college email address. These emails are time/date stamped and can be correlated to your exam time/date.
- Should all of your technology go down or the internet fails, immediately contact your instructor.

Code of Conduct and College of Nursing Missed Test Policy

- Virtual testing follows all guidelines for the code of conduct and the Academic Honor Code as detailed in the Baker College of Nursing Handbook and Baker College Student Handbook.
- The instructor will outline testing expectations and instructions prior to each test. If you do not comply with expectations (i.e, do not adequately show your testing environment, do not maintain visual and audio connection, or do not show paper before or after the exam), you will be subject to the missed exam policy on the first occurrence. Additional occurrences will result in 0 points earned on the exam.
- You will be monitored and recorded from the point of login and during the entire length of the exam. This video will be watched and reviewed by the instructor. The video is archived within the course.

Test/Exam Review Policy (Pre-Licensure)

You are expected to review the Baker College Honor Code that includes the responsibility to maintain examination security at all times. Examples of violations of examination security include but are not limited to using cell phones or other electronic devices to take photos of exams, verbally sharing exam questions with other students, and/or removing exams from the classroom.

- Faculty may discuss content and test strategies with you but may not show test questions and answers to comply with copyright laws.
- Alternate questions not on the test may be utilized to support testing strategies.

Dosage Calculation and Medication Administration Policy

Beginning in Year 2, you will complete dosage calculation questions on every exam (10%). You will also complete a Proctored Dosage Calculation exam through ATI. You must demonstrate proficiency in medication administration during the identified clinical courses: NUR 3550P, NUR 3570P, NUR 3650P, NUR 3670P, NUR 3750P, NUR 3770P, NUR 4150P, NUR 4170P, and NUR 4350P. Failure to demonstrate medication administration proficiency may lead to failure in the clinical course.

ATI Proctored Dosage Calculation Policy

Dosage Calculation 3.0 Practice and Proctored Assessments are a group of online assessments that provide data that measure a student's ability to accurately perform safe dosage calculations as part of clinical competence in specific content areas. The majority of item types are fill-in-the-blank calculations; there are also multiple-choice items. The proctored assessments show what percentage of each specific content area is correct, as well as performance by outcome. Each proctored test consists of 25 scored items and 10 unscored items related to the appropriate dosage calculation of medications.

- All assigned remediation is due within seven (7) days from the date the test was taken.

- All students will remediate as outlined in the rubric below. Students may complete additional remediation at the discretion of their instructor.
- The student will receive an incomplete for the course until the remediation is completed to a satisfactory level.
- Any student not completing proctored testing on the assigned test date will receive an automatic 5-point deduction.
- No late remediation will be accepted. All assigned remediation must be completed by the due date to receive credit.
- Practice tests must be completed within the semester assigned to receive credit.

<table>
<tr><th colspan="2">Assessment Information: Practice and Proctored</th></tr>
<tr><td colspan="2">Practice Assessment - Total: 5 points</td></tr>
<tr><td colspan="2">Complete Practice Assessment

(Complete sometime during weeks 0-6 per instructor)</td></tr>
<tr><td>5 points:

Student completes assigned practice test to 100% proficiency</td><td>0 points:

Student does not complete the assigned practice test to 100% proficiency</td></tr>
<tr><td colspan="2">Standardized Proctored Assessment

(Traditional: Complete during Weeks 8-15 per instructor

Accelerated: Complete during Weeks 3-7 per instructor)

5 Points Total</td></tr>
<tr><td colspan="2">Score of 100% - no remediation required = 5 points

Score of 80% or higher with completed remediation = 5 points

Score below an 80% with completed remediation = 4 points

Score of 80% or higher with incomplete remediation = 3 points

Score below an 80% with incomplete remediation = 0 points</td></tr>
<tr><td colspan="2">Proctored Assessment Remediation Requirements:

• Student to self-identify area of greatest need of improvement

• Student to Complete the related Dosage Calculation Module in Dosage Calculation 3.0 in ATI.

o Student to complete module post-test to 100% proficiency to satisfy remediation requirement. Remediation must be completed within 7 days of the proctored test.</td></tr>
<tr><td colspan="2">Total Points Possible: 10

(Practice 5 points + Proctored Assessments 5 points)</td></tr>
</table>

Baker College Course	ATI Dosage Calculation Assessment
NUR 2150/NUR 2170	No Testing Requirement
NUR 2250/NUR 2270	No Testing Requirement
NUR 2350/NUR 2370	No Testing Requirement
NUR 2550/NUR 2570	No Testing Requirement
NUR 3450/NUR 3470	Dosage Calculation RN Mental Health Practice and Proctored Assessments 3.0
NUR 3550/NUR 3570	Dosage Calculation RN Adult Medical Surgical Online Practice and Proctored Assessments 3.0
NUR 3650/NUR 3670	Dosage Calculation RN Nursing Care of Children Online Practice and Proctored Assessments 3.0
NUR 3750/NUR 3770	Dosage Calculation RN Maternal/ Newborn Online Practice and Proctored Assessments 3.0
NUR 4150/NUR 4170	Dosage Calculation RN Critical Care Online Practice and Proctored Assessments 3.0

National Benchmark Exams

You will complete proctored benchmarked exams within ATI starting in the second semester of the nursing program. Completion of practice tests in preparation for the proctored exams is strongly encouraged. Proctored exams along with required remediation will constitute 5% of your course grade.

Content Mastery Series Assessment ATI Policy

The Content Mastery Series Assessments (CMS) provide essential data regarding your mastery of concepts in relation to specific nursing content areas. These assessments will help you identify what you know, in addition to areas requiring remediation (called Topics to Review.)

Assessment Information: Practice
Practice Assessment - Complete/Incomplete. Strongly encouraged to complete both prior to the CMS proctored exam. One attempt per practice exam. The practice exam is not open book/note/internet and is an individual exam. Purpose of the test is to identify individual weaknesses.
Complete Practice Assessment A & B (Complete during week 8-10) Complete/Incomplete
Remediation: • Minimum 1-hour Focused Review • Complete a minimum of 1 active learning template (or an alternative equivalent form of documentation) on the lowest scoring NCLEX category.

Assessment Information: Practice
• Take Post Study Quiz (if available) and complete a minimum of 1 active learning template (or an alternative equivalent form of documentation) for the lowest scoring NCLEX category.
Standardized Proctored Assessment (Complete during Weeks 14-15) 50 Points
● All assigned remediation due within seven (7) days from the date the test was taken. ● All students will remediate as outlined in the rubric below. Students may complete additional remediation at the discretion of their instructor. ● Any student not testing on the assigned test date will receive an automatic 10-point deduction. ● No late remediation will be accepted. All assigned remediation must be completed by the due date to receive credit. • All exam points are based on the level reached. • All remediation is worth 30 points.

Level 3 20 points	**Level 2** (Goal) = 20 points	**Level 1** 10 points	**Below Level 1** 0 points
Remediation = 30 points • Minimum 1-hour Focused Review • For each topic below 75%, complete an active learning template as part of the required remediation process. • Complete any available post quizzes (available if any topic area scoring below 75%).	Remediation = 30 points • Minimum 1-hour Focused Review • For each topic below 75%, complete an active learning template as part of the required remediation process. • Complete any available post quizzes (available if any topic area scoring below 75%).	Remediation = 30 points • Minimum 2-hour Focused Review • For each topic below 75%, complete an active learning template as part of the required remediation process. • Complete any available post quizzes (available if any topic area scoring below 75%).	Remediation = 30 points • Minimum 3-hour Focused Review • For each topic below 75%, complete an active learning template as part of the required remediation process. • Complete any available post quizzes (available if any topic area scoring below 75%).

Missed Test/Exam Policy (Pre-Licensure)

You should prepare for all exams. If you miss one test/exam, the missed test/exam is replaced with the average of all tests/exams. Additional missed tests will earn zero points.

Tests/exams and quizzes will be calculated separately.

The Final Exam, Health Assessment Head to Toe, and the Pharmacology Math Test are not to be used when determining the missed test average score.

This policy will allow you to calculate the final exam score needed to pass a course prior to the last day to withdraw from a course.

Students are expected to take all tests. All proctored testing (ATI and Canvas exams) will begin at the scheduled times, and students are expected to arrive on time, fully prepared to start. Arriving late may impact test integrity, and decisions regarding the admission of tardy students will be based on instructor discretion in maintaining test security and individual student factors; however, no additional time will be granted. Additionally, it is unprofessional to miss a scheduled exam and still attend class that day. Students demonstrating repeated tardy arrival and/or unprofessional conduct may be required to meet with the instructor and/or program director to develop a success plan addressing punctuality and professional expectations. Professional expectations can be viewed in the Baker College Handbook.

Missed Quiz Policy (Pre-Licensure)

You can miss one quiz (for any reason) and your missed quiz score will be an average of all your other quizzes in the semester. Additional missed quizzes will earn 0 points.

Final Exam Policy (Pre-Licensure)

Final exams are required to be taken on the scheduled date and time.

Progression in the Nursing Program

You cannot progress to the next nursing level if less than a B- (2.7) was received in any NUR class of the previous nursing level. If you earn less than a B- in a NUR course, you must meet with the campus director of nursing to discuss program re-entry options. (Refer to the re-entry policy for details.)

General Education Courses During the Nursing Program

You must earn a C (2.0) in all general education courses. Retaking a failed general education course may compromise your ability to complete NUR courses in the typical progression as outlined by the academic plan. In this case, you must submit a written plan for completion of the failed course and other general education requirements in addition to the NUR course plan and submit it to the program director for approval.

Attendance

Laboratory Classes/Simulation Experiences

- Laboratory and/or simulation experience attendance is required. You are expected to make any necessary arrangements to attend these experiences. You should not expect to be excused from required laboratory and/or simulation experience hours for personal, family, or work commitments.

- One absence of a scheduled lab or simulation day, per semester, per course (i.e., course includes lab, simulation, clinical) is acceptable. Any additional absence for any reason may result in failure of the course.

- In the event of an unplanned illness or personal emergency the Program Director or Clinical Coordinator, lead faculty, and clinical faculty must be notified at least two hours prior to absence.
    - Two or more consecutive days missed with a provider note will count as one absence.
- Arriving late and/or leaving early is considered an absence.
    - Tardiness is unprofessional, counts as an absence, and will be addressed as soon as possible.
    - Tardiness is defined as more than 2 minutes past the scheduled start time.
- All missed laboratory and/or simulation experience hours must be accounted for regardless of the reason and made up to ensure these hours meet the expectations of the State Board of Nursing.
- Any and all missed laboratory and/or simulation experience time must be made up at the designated time and according to the availability of faculty. The manner in which these hours will be completed is to be determined by the Nursing Director and/or Clinical and/or Lab Coordinator and Lead Course Faculty.
    - Make-up requirements are to equal the amount of missed laboratory and/or simulation experience time.
    - If you are not available to attend the scheduled make-up session or do not attend, it will be considered a failure of the course. Please note that any financial obligation incurred due to withdrawal and/or failure is your responsibility.
- In the event that a laboratory and/or simulation experience day is canceled by Baker College, the hours are expected to be made up, per the discretion of the individual campus.

Clinical Courses

- Clinical attendance is required. You are expected to make any necessary arrangements to meet clinical hour requirements. You should not expect to be excused from required clinical hours for personal, family, or work commitments.
- One absence of a scheduled lab or simulation day, per semester, per course (i.e., course includes lab, simulation, clinical) is acceptable. Any additional absence for any reason may result in failure of the course.
- In the event of an unplanned illness or personal emergency the Program Director or Clinical Coordinator, lead faculty, and clinical faculty must be notified at least two hours prior to absence.
    - Two or more consecutive clinical days missed with a provider note will count as one absence.
- Arriving late and/or leaving the clinical assignment early is considered an absence.
    - Tardiness is unprofessional, counts as an absence, and will be addressed as soon as possible.
    - Tardiness is defined as more than 2 minutes past the scheduled clinical start time.
- All missed clinical hours must be accounted for regardless of the reason and made up to ensure clinical hours meet the expectations of the State Board of Nursing.
- Any and all missed clinical time must be made up at the designated time and according to the availability of faculty. The manner in which clinical hours will be completed is to be determined by the Nursing Director and/or Clinical and/or Lab Coordinator and Lead Course Faculty.
    - Make-up requirements are to equal the amount of missed clinical or lab time.

    - If you are not available to attend the scheduled make-up session or do not attend, it will be considered a failure of the course. Please note that any financial obligation incurred due to withdrawal and/or failure is your responsibility.

- In the event that a clinical day is canceled by Baker College, the hours are expected to be made up, per the discretion of the individual campus.

Nursing Faculty Absence

You are required to wait at least thirty (30) minutes for course faculty who are late or absent from regularly scheduled nursing classes, learning laboratory, simulation experiences, clinical practicum experiences, or examinations. You should contact the Program Director if an instructor does not show up for an on-campus class. You should contact the Nursing Clinical Coordinator or Program Director if nursing faculty are absent for off campus clinical courses. You are not permitted to perform patient care activities until nursing faculty arrive.

Lab and Clinical Policies

Lab and Clinical Supplies

You must purchase the following prior the start of Lab and Clinical Courses:

- Stethoscope
- Bandage scissors
- Watch with a second hand
- Penlight
- Uniform and White Lab Coat

Dress Code Requirements

Detailed Clinical/Practicum and Lab/Simulation Dress Code Requirements

- You must report to your assigned clinical rotation and labs in specified uniform and prepared for your patient and lab assignment(s). You are to appear neat, clean, and well groomed.
- If you report for clinical practice or skills lab or simulation experience and are not in keeping with the dress code, you will be sent home from clinical or skills lab/simulation and this will be recorded as a missed clinical day. Additionally, you will receive a written warning and referral to the Program Director of Nursing or Nursing Clinical Coordinator.
- You are required to wear Baker College uniforms with the Baker College logo.
- All items of uniform clothing must be neat, clean, and pressed.
- Baker uniforms and lab coats will be worn for skills labs/simulation and clinical practicum.
- A name tag identifying your title and status as a Baker College nursing student must be worn at all times during clinical.

Although freedom of expression is acceptable in many venues, we expect all nursing students to consider and respect patients' values and opinions.

Uniform Requirements (Pre-Licensure)

- Socks must be worn with Baker College uniform

- Shoes:
    - Solid colored white, gray, or black rubber-soled shoes
    - Clean and in good repair
    - No open-back, clogs, sandals, open-toed shoes, or canvas/fabric shoes
- Hair:
    - No decorative hair pieces or ornaments (including feathers)
    - Beards, sideburns, and mustaches neat and trimmed. Not to exceed 2 inches from the jawline; otherwise beards must be covered with a hair net or mask.
- Nails:
    - Neatly trimmed to a length that will not interfere with safe hygienic nursing care
    - No nail polishes
    - No acrylic/gel or artificial nails
- Jewelry:
    - One small earring per ear lobe that does not dangle
    - One ring (e.g., wedding set or engagement ring without sharp setting that may cause injury when providing care)
    - Nursing and Health Promotion pins (e.g., breast cancer ribbon, lamp pin)
    - Plain watch with second hand (smart watches are not allowed)
    - To ensure safety and proper hygiene, other jewelry is not permitted.
- Tattoos are a form of self-expression; however, it is essential to maintain a professional appearance in healthcare settings to ensure patient comfort and uphold professional standards. Tattoos are permitted for nursing students participating in clinical rotations. However, tattoos must be covered if requested by the clinical instructor or the facility where the clinical rotation is taking place. This policy is in place to ensure that the professional image of the nursing profession is maintained and to respect the preferences of patients and healthcare facilities.
- No perfume, cologne, or strong fragrances are to be worn during clinical.
    - Patients may have sensitivities or allergies and the odor may be nauseating to acutely ill patients.

Out of Uniform Clinical Dress (Business Casual)

In the event that you are required to attend a Baker College Event as a nursing student, but not in your clinical uniform, you should dress in business casual attire or appropriate Baker logo clothing.

Injury/Exposure/Incident Reporting

Any injury or exposure during a clinical or lab experience should be reported immediately to the faculty overseeing the course, the program director, and the clinical coordinator (clinical incidents). The incident reporting form will be filled out and followed. The form will then be submitted to the Standards Committee for Quality Improvement purposes.

Additional Clinical and Lab Expectations:

- In order to ensure that both you and the patients you care for are safe, you must have a minimum of an 8-hour rest period before caring for patients.
- You are to be prepared mentally and physically to carry out the patient assignments. Faculty have discretion to remove any student from the clinical experience if they are deemed by the faculty to be unprepared and considered a risk to safe patient care.
- You are responsible for your own transportation to and from the assigned clinical agency
- You are expected to abide by the existing rules/regulations of the assigned clinical agency
- If you need adjustments in the clinical schedule, you MUST meet with the clinical coordinator ASAP. Adjustments will be made ONLY if the clinical coordinator is able to accommodate the request.

The nursing faculty reserves the right to require you to repeat a clinical and lab course and/or complete additional clinical and/or lab time when, in the opinion of the clinical and/or instructor, your performance or the time you have been absent from clinical and/or lab makes it impossible to accurately assess your attainment of the course outcomes and competencies. Additionally, you

may be required to complete additional assignments due to the absence from clinical and/or lab at the discretion of the clinical instructor.

Client/Patient Confidentiality

Protected Health Information Policy (PHI):

You must maintain patient confidentiality or you will risk disciplinary action.

Confidentiality and Use of Medical Records:

- Students and faculty with any access to a clinical setting must comply with HIPAA rules and regulations and cooperating clinical agency guidelines for training.
- Students and faculty are required to follow agency policies regarding use of and access to electronic medical records.
- Cooperating agency compliance modules must be completed as per cooperating clinical agency protocols.
- Patients' PHI must be de-identified. PHI includes sufficient information about a patient such that the patient could be identified.

Use of Technology and Social Media

- Any technology, tool, or online space in clinical agencies cannot be used for personal business. This applies to social media platforms. You must follow clinical agency policies regarding use of technology or social media. At times, a clinical setting may allow use of technology or online space or use of social media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities.
- Agency computers cannot be used for personal business such as checking e-mail or social media sites.
- Any personal communication such as cell phone use or texting must be done outside of agency clinical areas on your own personal time.
- Posting or discussing any information about faculty, staff, other students, or external clients (i.e., patients and families) on social media or online space is not permitted.

Violation of HIPAA and Patient Confidentiality

Non-compliance with policies regarding HIPAA, the use of technology and social media, patient confidentiality, or respecting patient privacy will result in a course failure and may be subject to dismissal from the Baker College of Nursing.

Transportation

- Clinical practicum experiences will generally occur at a variety of health care facilities that are within a 50-mile radius from the campus.
    - NOTE: Some clinical sites may be further than 100 miles away.
- Reliable transportation is absolutely necessary to assure prompt arrival to all clinical assignments. Have a backup solution planned in advance in case your primary transportation option is not functioning on any given day.
- In the event an overnight stay is required for practicum experiences, the cost will be at *your expense*.

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

College of Nursing Program Probation

In the event that you are not successful in completing a nursing course, you will be placed on programmatic academic probation and will remain on academic probation until graduation. Reasons for probation may include, but are not limited to:

- Earning a failing grade (below B-) in a nursing course(s) during a semester
- Being granted a leave of absence/withdrawal up to one year

If you are placed on programmatic academic probation, you should see your Program Director of Nursing as soon as possible following notification of your probation status.

Leave of Absence/Withdrawal from NUR Course(s)

Completion of the Nursing Program

Pre-licensure nursing students are to complete their academic nursing program within four and a half (4.5) years of beginning enrollment in their first nursing course, following admission into the nursing program. If you are seeking an extension, you must apply to the Program Director of Nursing at your assigned campus in writing.

- If you withdraw from the College of Nursing, you must notify your campus Program Director of Nursing in writing as well as follow the Baker College policy pertaining to course withdrawal.
- Academic withdrawal follows Baker College policy for lack of academic activity.
- You can only withdraw from a specific course **once**.
- Re-entry must occur within one year.
- If you withdraw from the College of Nursing, you must follow the program re-entry guidelines in this document.

Re-Entry to the College of Nursing Policy

If you have withdrawn from or failed one or more nursing courses, you:

- May not progress in the program.
- Must re-enter the program within one year after withdrawal or unsuccessful nursing course attempt.
- Must re-enter the program at the point of withdrawal or course failure
- Must repeat any failed course (can only repeat each course once)
    - Will repeat all components of the course (lab, clinical)
- If you are dismissed from the College of Nursing, you may not apply for re-entry
- Program withdrawal due to a medical reason requires a letter from a healthcare provider:
    - Attesting to your ability to resume a professional nursing course load
    - Medical clearance stating you can perform all Essential Function/Technical Requirements without restrictions
    - Follow the nursing program re-entry process

The nursing program re-entry process is as follows: *Re-entry into the nursing program is not a guarantee. It is based upon availability of clinical space, faculty, and successful completion of the re-admittance process.*

1. You will submit a letter or email addressed to the Program Director of Nursing at the campus where you are requesting re-entry for the desired semester. **DEADLINE TO SUBMIT REQUEST WILL BE THE END OF THE SEMESTER BEFORE RE-ENTRY IS REQUESTED.**
    1. **DEADLINE TO SUBMIT RE-ENTRY REQUESTS:**
        1. Fall Semester: 1st Monday in July
        2. Spring Semester: 1st Monday in October
2. The typed letter or email must include:
    1. The last semester attended in the nursing program
    2. Reasons for withdrawal, including course failure(s)
    3. Reasons why you desire to be re-entered
    4. The circumstances that have changed to indicate that you will be successful in completing the nursing program if re-entered
3. You must arrange a meeting with the Program Director of Nursing from the campus in which program re-entry is being requested after submission of the above described letter.
    1. You will meet with the Program Director to create an individualized learning plan.
    2. The individualized learning plan may include review modules, skills review, simulation, auditing prior courses, or assigned resources.
4. Program Clinical Requirements must be completed
    1. Random drug screen if you were not enrolled for more than one semester if drug screens are required by the clinical affiliates at that campus
    2. Background check: If you are out for more than one semester
    3. Current TB test
    4. Current proof of required vaccinations
    5. Current American Heart Association BLS
5. If you do not complete any Baker College courses for more than one semester, you must meet with your academic advisor and the Baker College re-entry policy would apply, per the Baker College Student Handbook.
6. The Program Director of Nursing will grant final approval of re-entry.

College of Nursing Dismissal

As a pre-licensure student, you may be dismissed from the nursing program due to, but not limited to any of the following issues:

1. Recurrent unsatisfactory academic progression (i.e., failure of 2nd NUR course, or failure to pass a NUR course after two attempts).
2. Unsafe clinical practice/violation as evaluated by nursing faculty
3. Breach of HIPAA compliance
4. Improper professional behavior
5. Absenteeism/tardiness
6. Substance abuse (prescription/non-prescription)
7. Violation of social networking policy
8. Failure to meet required clinical expectations including deadlines

**Note: Academic dismissal from the nursing program does not automatically result in dismissal from Baker College. You should discuss any options you may have related to other programs with your academic advisor.*

RN to BSN (Post-Licensure) Students

Post-Licensure BSN students must follow the policies and procedures as outlined by the Online campus specific to withdrawal, dismissal, and class participation.

Transfer Between Campuses

You may transfer between campuses, either for a limited period (a semester/a year) or permanently. Campus transfer approval is a College of Nursing-specific matter and will be approved by the Campus Director and the Dean. The Procedure and Application Form includes the process and deadline dates for applications, as well as the timescales within which campuses should process transfers. Since the decision to permit a transfer between campuses is a matter of campus situation, you will not have grounds for appeal if a transfer application is not approved.

If You Wish to Transfer

- Discuss the transfer, both in a written statement and face-to-face conversation with the current campus Nursing Director. The Nursing Director explains academic criteria differences between campuses.
- You will be advised of the Application Form, deadlines, and approval process.

Application Form Process

- You must complete the Application Form and submit to the Nursing Director at current Campus
- Current Campus indicates approval/non-approval on Form. If non-approval, you will be informed of reasons.
- If approval is given, current Campus Nursing Director sends form to transferring Campus Nursing Director
- Transferring Campus Nursing Director indicates approval/non-approval on Form. If form indicates non- approval, you will be informed of reasons.

Approved Transfers

- If the transfer is approved, the Application Form is returned to current Campus Nursing Director
- Current Campus Director of Nursing will notify you about the decision and next steps (e.g., sending student file)
- Transferring Campus connects with you as the transferring student on: course enrollment, specific campus clinical requirements, accommodation if applicable
- Transferring Campus puts in place required academic orientation at the campus (if there is any difference between campus regulations; e.g., student parking, campus hours, dress code, etc.).

APPENDIX A

Pre-Licensure Program

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. Your learning in this program will progress:

1. From uncomplicated care situations to complex and multisystem care scenarios.
2. From basic skills to complex technical skills.
3. 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.
4. From health promotion through the lifespan to health care that promotes an optimal state of wellness.
5. From needing assistance with problem-solving and clinical reasoning skills to an independent ability to solve patient care health situations.
6. From following leaders in nursing care situations to application of leadership skill.
7. From community health awareness to application of the nursing process within community health settings.
8. From awareness of research to utilizing research in provision of evidence-based care.
9. 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 six semesters of the nursing program.

Level 1 - (Semester 1): The first semester presents fundamental concepts and skills for nursing practice and formation of health assessment skills and techniques. At this level you are introduced to the nursing process and there is a focus on guiding you 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.

Level 2 - (Semester 2): In the second semester, you continue to develop critical thinking and clinical-reasoning skills in an acute care medical-surgical environment. You 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 - (Semester 3 and Semester 4): In the third and fourth semester, you further develop your 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 occur with an emphasis on gerontology and chronic illness in the adult population. You 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 - (Semester 5): In the fifth semester of the nursing program, concentration is placed on achievement of optimal health outcomes for target populations and selected vulnerable subgroups within the community. You will further develop your nursing knowledge and skills by learning to correlate key concepts and curricular threads to specialty populations in a variety of health care settings. You 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.

Level 5 - (Semester 6): In the sixth semester of the nursing program, you continue to develop critical thinking and clinical reasoning skills in an acute care medical-surgical environment. You will provide nursing care in a variety of health care settings, including critical care, emergency, and perioperative settings, with an emphasis on provision of competency in all major program areas as you begin the transition to an independent practitioner. You 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. 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. You will also 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.

APPENDIX B

Service Learning Hours Guidelines

Service-learning is a strategy that integrates meaningful community service with reflection of that service to enrich the learning experience. Service-learning teaches civic responsibility and helps to strengthen communities. A major objective of this endeavor is to encourage you to make the connection between classroom learning and the larger community of which you will be a part by providing hands-on learning out in that community. It has been shown that this type of learning contributes to the personal and professional growth of students and at the same time benefits the college and the community. It is a win-win situation for everyone!

Guidelines:

All Baker College of Nursing Students are required to participate in service-learning experiences before they graduate from the program.

1. A minimum of 15 hours of actual service is required for traditional students and 7.5 hours total for accelerated students. This needs to be completed with a minimum of TWO service experiences and should only occur in increments of 2 hours or more per experience.

2. You are encouraged to complete 5 hours of service-learning activities each year in the program to meet this requirement. (7.5 hours total for accelerated students)

3. A maximum of two hours may result from a Baker College sponsored walk or walk with Baker faculty present.

4. You are responsible for keeping an accurate log of your experiences on the service learning log provided. You are required to provide proof of completion of hours. This can take the form of a signature, picture, documentation from the event, etc.

5. You should verify with a nursing faculty member the appropriateness of the experience in meeting program requirements BEFORE signing on. Your experience does not have to be directly related to nursing, but it certainly can be. Any organization in the community that can benefit from your presence in a meaningful way should be considered.

6. The service learning log will become part of your portfolio upon completion. In addition to the log, you will write a reflective summary of your service-learning experience demonstrating how the service hours met one or more of the Program Outcomes, the impact volunteering has had on your education, and your plans for continuing to volunteer in the community.

Traditional Program Service Log Accelerated Program Service Log

It is the intent of this requirement to provide you with a positive, meaningful, and real-life experience that will give you an opportunity to utilize your knowledge of nursing in an environment that promotes teamwork, cooperation, and application of your ability to use critical thinking and problem-solving skills.

Program Outcomes:

1. **Knowledge of Nursing Practice:** Integrate, interpret, and apply established nursing and educational knowledge to practice nursing using clinical judgment.

2. **Person Centered Care:** Deliver compassionate, holistic, evidence-based, and individual-focused care that promotes positive health outcomes and embraces diversity, equity, and inclusion.

3. **Population Health:** Promote collaborative global health initiatives and preventative measures for disease and injury while considering the influence of cultural and environmental factors impacting healthcare outcomes.

4. **Scholarship for the Nursing Discipline:** Utilize research based evidence and ethical principles to guide clinical judgment and promote optimal patient outcomes.

5. **Quality and Safety:** Facilitate a just environment while adhering to standards of safety and quality in nursing and healthcare practice to enhance favorable patient care outcomes and reduce potential risk to both patients and providers.

6. **Interprofessional Partnership:** Employ various communication techniques when interacting with the interdisciplinary team, patients, families, and community stakeholders to optimize patient outcomes.

7. **Systems-Based Practice:** Use evidence-based practice to coordinate resources across healthcare systems, facilitating safe, cost-effective, equitable care to diverse populations across the continuum of care

8. **Informatics and Healthcare Technologies:** Leverage healthcare informatics technologies and processes to improve communication in the delivery of nursing and healthcare services while adhering to professional standards and best practices.

9. **Professionalism:** Demonstrate a professional nursing identity that embodies values and ethics, knowledge, accountability to the profession, and professional comportment.

10. **Personal, Professional, and Leadership Development:** Engage in reflective activities that stimulate personal development and resiliency, contributing to lifelong learning by fostering ongoing growth in leadership and professional identity.

Potential Options:

1. SNA leadership activities

2. Health clinics, vaccination clinics, free clinics, health fairs, COVID screenings

3. Distribution of items to those in needs

4. Educational projects

5. Volunteering or working at walks, marathons, etc.

6. Volunteering at medical reliefs, food banks, clothes closets, soup kitchens, etc.

7. Supporting (screenings, education, etc.) local public and private school districts

8. Volunteer at blood drives

9. Adopt a highway

Note: You will be awarded up to 4 hours per conference attendance with a cap of 8 hours total permitted for conference attendance. You must provide a deliverable sharing of information learned from the conference by delivering a presentation or a similar sharing platform.

GRADUATE NURSING

Program Overview, Mission, Philosophy, and Program Outcomes

College of Nursing Mission

The mission of the College 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.

Vision Statement

The vision of the College of Nursing is to empower nursing students by providing opportunities for professional growth through the acquisition of knowledge and skills needed to respond to diverse individual and community needs in various healthcare settings.

Goals (Core Values)

Integrity:

The faculty will model ethical principles, demonstrate honesty in academic and clinical settings, and cultivate a sense of responsibility and accountability for students that facilitates the highest standards of integrity in their practice as future nurses.

Caring:

Faculty will model caring behaviors when interacting with students to foster professional growth in nursing practice. Actions include facilitating a safe, inclusive student-centered learning environment, providing constructive feedback in an open, respectful manner, and coordinating meaningful and effective caregiving experiences.

Inclusiveness:

Faculty will embrace students as individuals by recognizing the diversity of perspectives, experiences, cultural context, and learning styles that impact the delivery of nursing education.

Innovation:

Faculty will provide an educational approach that is evidence-based and adaptive to the current needs of the healthcare profession.

Social Responsibility:

Faculty will facilitate opportunities for students to participate in learning experiences within diverse community settings in order to foster an understanding of social responsibility and address healthcare inequities and disparities.

Program Outcomes

Upon completion of the Master of Science in Nursing Program, the graduate will be able to:

1. **Knowledge for Nursing Practice:** Integrate information from various disciplines to improve advanced practice nursing in the realms of education, leadership, interprofessional collaboration, and clinical practice.

2. **Person-Centered Care:** Integrate holistic, culturally responsive, and patient-centered strategies in delivering healthcare, guided by evidence to promote equitable health outcomes.
3. **Population Health:** Participate in collaborative efforts to enhance and promote equitable population health outcomes on both local and global scales.
4. **Scholarship for Nursing Practice:** Exhibit scholarly investigation and reflective analysis to facilitate transformation in the practice of professional nursing
5. **Quality and Safety:** Utilize leadership competencies to support the development, oversight, and assessment of quality and safety initiatives.
6. **Interprofessional Partnerships:** Employ interprofessional written and oral communication to encourage and facilitate collaborative relationships aiming to improve patient outcomes.
7. **Systems-Based Practice:** Contribute to changes within intricate healthcare systems with the goal of improving healthcare quality.
8. **Informatics and Healthcare Technologies:** Appraise information technology and scientific methodologies, specifically Evidence-Based Practices, for the planning, implementation, and evaluation of care systems, programs, and outcomes.
9. **Professionalism:** Model professional values, ethical standards, a code of ethics, professional standards, and legal statutes applicable to the practice of nursing.
10. **Personal, Professional, and Leadership Development:** Demonstrate the value of lifelong learning, self-reflection, and continuous career development within the nursing profession.

Program Completion

Some Students can complete the MSN in as little as 18 months, and the maximum time allowed is seven (7) years. Factors that influence the time to completion include: tuition assistance, family obligations, and work responsibilities.

All required courses in the program must be successfully completed before students may enroll in the capstone courses, NUR 6220 and NUR 6230.

Professional Academic Conduct

As a post-licensure nursing student in the College of Nursing, you are expected to demonstrate integrity and uphold the standards outlined in the American Nurses Association Code of Ethics. Maintaining confidentiality and accurately reporting and recording information are essential responsibilities; failure to do so may result in disciplinary action.

Any instance of academic dishonesty will be reported immediately to faculty. Additionally, all information, ideas, concepts, statistics, or data used to complete assignments must be properly cited to avoid plagiarism. For more information, please refer to the Academic Honor Code in the Baker College Student Handbook.

Grading Policy: RN to MSN

Students enrolled in the undergraduate bridge courses must achieve a minimum grade of **B-** or **800 out of 1000** points to successfully complete the course. Failure to meet this standard will require you to retake the course to progress within the program. All graduate-level courses within the RN to MSN program require a minimum grade of **C**, in alignment with the Baker College Center for Graduate Studies grading policy. You must meet this standard to earn credit for the course and continue in the program.

Undergraduate bridge courses include the following:

- NUR 3050: Evidence-Based Practice
- NUR 3210: Fundamentals of Professional Nursing Practice

- NUR 4450: Community Health Nursing
- NUR 4550: Nursing Leadership and Management
- NUR 3510: Information Management in Healthcare

Transfer Credit Policy

Courses transferred into the RN to MSN program must meet the following criteria:

1. The course content must align with the requirements of the RN to MSN curriculum.
2. The course must have been completed at an accredited institution within the **last five (5) years.**

A minimum grade of B- must have been earned in the undergraduate bridge courses, and a grade of **C** must have been earned in a graduate level course to be eligible for transfer.

Preceptors and Clinical Agencies

As a graduate student, you will self-identify preceptors and clinical agencies in your local communities with the approval of course faculty. To that end, you will need to:

1. Submit preceptor agreements to course faculty prior to beginning practicum hours.
2. Submit preceptor Curriculum Vitae to course faculty prior to beginning practicum hours to assure preceptor has the necessary experience and skills to assist in guiding you through the practice process
3. Submit clinical agency agreement to faculty prior to beginning practicum hours. Within the state of Michigan, Baker College has contracts with most of the health care providers and you are encouraged to conduct practice hours in these facilities. However, should you wish to conduct practice hours in a facility where Baker College does not have a contract, it is your responsibility to obtain approval from the facility to conduct their practice hours. Please reach out to your program director or the Dean of Nursing as needed for assistance in this process. A clinical agreement is required, including the facilities where you are an employee. You will need to comply with any additional documentation requirements for the facility. While Baker College's affiliation agreement approval process is efficient, the timeline for clinical site approvals may vary. To prevent delays, we recommend initiating these agreements with the clinical site as early as possible.
4. While conducting practice hours, you are functioning in a student role, not staff, and it is required that the facility acknowledges this change in role by use of the facility agreement. It is not the responsibility of the College of Nursing to obtain contracts for student identified facilities by which to conduct the practicum experience.
5. You are subject to all policies and procedures of the practice facilities, including documentation of immunizations, BLS certification, drug screening, etc. Once you have submitted the facility agreement form and started the practice experience, failure to comply with any facility policy and practice may result in failure of the practice experience and in the course.

Requirements of Students Prior to Practice Experience

1. Unencumbered license as a Registered Nurse in the state where you will conduct the practice experience

2. Professional liability coverage (you must have documentation of professional liability insurance in order to register for courses with practice hours).

3. Health Insurance: As a student enrolled in the College of Nursing, you must have health insurance during the time in which you are in any clinical/practicum experiences.

Student Health and Safety Requirements for Clinical Experiences

You are expected to follow the immunization, HIPAA, Blood Borne Pathogens, Background Check, Drug Screen, and BLS requirements of the clinical sites where you complete your clinical hours. Possible requirements are noted below. It is recommended that you ensure that you have all of the possible requirements completed in the event these are required by a clinical site to facilitate being able to complete hours in a timely manner.

Health and Immunization Requirements: (Align with specific clinical agency policy). MSN students are expected to follow the requirements of the clinical sites where you will complete your practicum. You are financially responsible for all immunizations, tests, and titers needed for compliance with your clinical site requirements. Possible requirements may include:

- **Tuberculosis Testing:** T.B. skin test, serological test, or chest x-ray results must be submitted as outlined by your clinical site requirements, which are specific to your clinical placements. You must not have active or communicable tuberculosis.

- **Varicella-Zoster Testing:** Documentation to verify immune status via serologic testing or documentation of immunization if required by clinical site.

- **Measles, Mumps, and Rubella Immunization:** A valid immunization record documenting administration of this required immunization (MMR) and/or verification of immune status for measles and rubella via serologic testing.

- **Tetanus/Diphtheria/Pertussis Immunization:** A valid immunization record documenting a primary series and booster dose (Tdap) within the previous ten (10) years.

- **Hepatitis B Immunization Series:** Documentation of having received or in the process of receiving the Hepatitis B immunization series. Although this may be an optional immunization, the College of Nursing strongly recommends that you be protected prior to clinical activities and possible exposure. A lack of the Hepatitis B series may prevent you from access to some clinical site placements.

- **Influenza Vaccine:** Documentation of an annual flu vaccine.

- **COVID-19 Vaccine:** The College of Nursing recommends that all eligible individuals receive the COVID-19 vaccine. While the COVID-19 vaccine is recommended, it may be required for some clinical sites. These requirements are put in place by the clinical sites themselves and are subject to change based on their respective policies and guidelines. If you choose a clinical placement site where the COVID-19 vaccine is required, you will be expected to either provide proof of vaccination or obtain an exemption from both the college and the clinical site, if applicable.

- **Criminal History and Background Check**

- **Drug Screen:** The College of Nursing or the clinical site may require a random drug screen based on affiliation contract or behavior exhibited by the student. If you are believed to be under the influence of drugs or alcohol during clinical and this is reported to the College of Nursing, you will be referred for a drug screen and temporarily suspended from clinical work until the results of the drug screen are reported. If you fail to present at the designated time/place for this random drug screen, this will be considered a positive result and may result in dismissal from the program.

    - **Please note, Marijuana remains an illegal substance under Federal law. A positive drug screen for medical or recreational marijuana will result in dismissal from the program.**

- **Basic Life Support (BLS) Certification**

Item	Estimated Cost
Background Check	$20 - $50
Drug Screening (if required by clinical site)	$25 - $75
Fingerprinting (if required by clinical site)	$68 - $100
Immunizations/Titers:	Varies by students' immunization history and medical insurance
Immunization Tracking	$15 - $25
Clinical placement service (if required)	Varies by program or clinical site
Basic Life Support/CPR/First Aid Training	$50 - $125
Equipment (stethoscope, bandage scissors, etc)	Varies depending on product

Students are working in a clinical environment and may be exposed to communicable diseases, bed bugs, lice, etc. If exposed, you should notify faculty and follow the clinical site and Baker College reporting procedures.

Immunization Exemption

To request an accommodation that allows you to be exempted from a vaccination requirement, please complete this electronic form through the BC Portal. In general, exemption requests are based on valid medical or religious grounds. If the request is

based on a medical condition, a Medical Verification Form will also need to be submitted with your electronic request. The College will review your request and notify you whether it is approved. The College may ask you for more details about your request, and may need you to provide additional information.

Responsibilities of Preceptor Participants

Preceptor Requirements

All individuals who elect to serve as preceptors for the MSN program must meet the following requirements:

1. Hold current unencumbered license to practice in their discipline as a RN in the identified state
2. Possess expertise in the clinical area of study
3. Hold one of the following degrees: MSN, DNP, or PhD. In special circumstances, exceptions may be made given a preceptor's unique clinical expertise and experience.
4. Possess expertise and greater than one year of experience in the clinical area of study
5. Submit a Curriculum Vitae (CV) or resume to course faculty
6. Have approval of course faculty

Preceptor Responsibilities

1. Submit Preceptor CV or Resume
2. Meet with faculty for preceptor orientation (this may occur via e-mail communication and/or telephone conversation or any other means of electronic communication agreeable to both course faculty and preceptor)
3. Serve as a positive professional role model
4. Direct learning experiences to help the student meet course objectives
5. Maintain responsibility for the practice outcomes
6. Provide ongoing feedback to student and faculty members as indicated
7. Participate in evaluation of student and preceptorship experience

MSN Student Responsibilities

1. In collaboration with course faculty, the student will identify a preceptor and institution for the practicum portion of the program experience.
2. Provide preceptor with the course objectives prior to beginning on site practicum hours.
3. Document all practice encounters. All entries must be cosigned by the preceptor.
4. Adhere to policies of Baker College, the College of Nursing, and the institution for practicum experience.
5. Complete self-evaluation and evaluations of your preceptor and preceptorship experience.

Faculty Responsibilities

1. Be available to the preceptor to discuss the program outcomes, course objectives, and student performance.
2. Assess the practicum facility for appropriateness in meeting course objectives.
3. Maintain open communication with the preceptor regarding the student's progress.

Practice Policy

The preceptor or course faculty has complete authority to remove any student whose behavior is unsafe or unsatisfactory from the practice site. The Dean of the College of Nursing, the faculty member, preceptor, and student will review the incident prior to the student returning to the practice area.

Practice Dress Code

Professional practice attire is required at all times. You must adhere to the dress code of the facility where you are conducting the practice hours. Recommended attire includes white lab coat, student identification badge, and closed toe shoes.

Shadow Health Policy

**This policy was added as an addendum to the 2025-2026 College of Nursing Program Handbook*

Shadow Health is a digital learning resource that supports advanced nursing education and provides opportunities to meet clinical hour requirements. This product is integrated into multiple courses throughout the MSN program to reinforce key clinical competencies.

Shadow Health Resource Usage

Students enrolled in NUR 5450: Clinical Health Assessment and Promotion Across the Lifespan will be required to purchase access to the Shadow Health Digital Clinical Experiences. This access provides a three-year license that will be utilized in the following MSN courses:

- Advanced Health Assessment
- Advanced Pathophysiology
- Advanced Pharmacology

Students will receive instructions on how to obtain access prior to the start of NUR 5450.

Human Services Program Student Handbook

HUMAN SERVICES PROGRAM AT BAKER COLLEGE

Welcome to the Human Service Program (HUS) at Baker College. All faculty and staff within the program and the College extend our best wishes for a successful academic and professional career. We are pleased that you have chosen the HUS program and look forward to helping you as you progress through the program. This handbook provides you with information about the program and outlines the curricula. It is a reference guide to answer questions about program requirements, policies, and courses.

MISSION

The mission of the Baker College Human Services Program is to train and prepare students to value and appreciate the uniqueness of human life and diversity. Students will be prepared to work as professional members of a multidisciplinary team understanding that, as helping professionals, they will often serve the undeserved.

PHILOSOPHY

The Baker College Human Services Program embraces a tradition of excellence in training professionals grounded in mental health, counseling, and social services theory. Principles of evidence-based practice are woven into the coursework. The curriculum is designed to develop awareness, knowledge, and culturally relevant skills necessary to work with a diverse clientele in a variety of settings and situations. The philosophical underpinnings of the curriculum's focus are in the practical principles of

social work, counseling, and psychology to prepare students for direct care services. The conceptual framework of the Baker College Human Services curriculum emphasizes the development of the human services students to be career ready.

VISION

Human Services is a helping profession, consisting of agents of change who understand the cultural needs of individuals and promote professionalism, emotional wellness, and social justice. As agents of change, human services professionals improve the human condition through knowledge, theory, application, and practice.

CONCEPTUAL FRAMEWORK FOR HUMAN SERVICES

Introduction

The Human Services vision illustrates the belief that we are part of a continuum of learning where there is a flow between and among several dimensions: culture, promoting professionalism, emotional wellness, and social justice. The Human Services faculty members strive to offer students a variety of academic and professional experiences that prepares each student for the goal of securing an entry-level position in the field of human services and for advanced studies in the field. We accomplish this goal by equipping students with knowledge, theory, application, and practice. Four key elements woven throughout the Human Services Program include the following:

- Knowledge of the human condition and community
- Current and emerging evidenced based theory
- Application of knowledge and theory with the intent of improving the human condition
- Effective and ethical practice

Through continual emphasis on integrating knowledge, theory, application, and practice, students grow to understand that these elements are not separate, but intricately woven into the fabric of the human services profession. We emphasize that growth in each element is important to the overall development of each student's professional identity.

Knowledge of the Human Condition and Community

The integration of knowledge in the Human Services Program begins with our faculty, as they assist the learner in examining the various approaches to the field of human services. Our faculty provides many decades of collective experience from a diverse range of community agencies committed to improving the human condition. This experience enriches the student learning process. We recognize the importance of acknowledging the client's community and the role it plays in clients' lives and decision-making process.

Community is a broad concept that includes but is not limited to family, local and state organizations, religious organizations, service programs, charitable organizations, and for-profit and nonprofit organizations. The student is instructed in the evaluation and utilization of appropriate community resources. Students, through classroom instruction and internships, learn to research and access these resources to improve the lives of their clients. It is our belief that it is important for the emerging professional to have an in-depth understanding of not only their strengths and weaknesses, but also the ability to reflect on their belief system and how beliefs can impact their performance as Human Services Professionals. Essential to an effective human services program, the professional must be cognizant of how biases, values, experiences, and emotions impact decision making and interactions with others. Providing the knowledge of the human condition and community is foundational to the Baker College Human Services Program.

Current and Emerging Evidence Based Theory

A goal of the Human Services Program is to cultivate human services professionals who are knowledgeable in the social, emotional, psychological, and theoretical underpinnings to human services. Human Services Professionals must be prepared to utilize their knowledge and theory in the workforce. We believe it is essential to expose students to theory that supports evidence based practices in the field of Human Services. Students learn theory and practical strategies in how to implement these practices. The components of human services, psychology, administration, and other mental health courses are taught as foundational knowledge. We believe in differentiated instruction for teaching students from diverse academic, environmental, and socioeconomic backgrounds. In order to reach client systems/populations, one must understand oneself, the historical perspective of human services, the community, service learning, social justice, and essential theories to the profession.

Baker College's Human Services Program offers students a wide variety of theoretically based courses designed to examine the foundation of the profession. These courses are designed to build the competency of students in a multidisciplinary manner. Students receive theory-based instruction in counseling, social work, and psychology disciplines.

These courses include historical analysis, current applications of the theories, and future trends of the profession. These courses are both theoretical and practical in approach and deal with a wide range of modalities, including, but not limited to, existential/client centered, psychodynamic, gestalt, and cognitive behavioral approaches. We teach students how to think critically and apply current research to theoretical foundations in order to produce effective and meaningful outcomes.

Application of Knowledge and Theory with Intent of Improving the Human Condition

Baker College students acquire the knowledge and theory necessary to apply these elements in various human services arenas. Students have an opportunity to demonstrate their mastery of the concepts and apply them to both hypothetical and real world situations. As students matriculate through their courses, they demonstrate their understanding of concepts and learned skills as faculty members incorporate case studies, role-plays, individual and group projects, exams, case file composition, and other instructional techniques linking classroom experience to real world application. Students also have an opportunity to utilize theory and knowledge in real world settings during community internships. The sequence of course work interspersed with field placements allows students exposure to current best practices.

A key component of the Human Services Program is to provide students with hands-on, day-to-day experiences in appropriate community agencies through internships/practical experience. These experiences allow the student to link the knowledge and theory gained in the classroom to the application and practice in a wide variety of human services delivery systems. The internship program is viewed as a capstone experience that solidifies students' understanding of the day-to-day experience of clients and professionals in the field. The two internship placements scaffold the learning with increasing levels of responsibility and application to provide students an opportunity to demonstrate their mastery of classroom content. The internship program provides an experiential component which allows the student to demonstrate skill mastery through service delivery.

Effective and Ethical Practice

Professionals are expected to be lifelong learners and reflective practitioners practicing what they have learned during their academic experience when employed in the workplace. The Human Services faculty coach human services students with this vision when they enter the program and throughout their journey in the Human Services Program. Faculty members strive to teach knowledge and theory necessary while applying these elements during the capstone experience. This foundation is the basis of the professional who enters the workforce. The element practice indicates that learning never ceases. Long after the student graduates and enters the work force as a helping professional, they must continue to upgrade their knowledge of the human condition and intervention skills. The fourth element, practice, is a real world extension of what students are capable of demonstrating once they complete the Human Services Program at Baker College.

In summary, the Baker College Human Services Program is a conceptual framework based on an emerging Human Services Professional who is developing in four interrelated elements: knowledge, theory, application, and practice. Knowledge includes knowledge of self, clients, community, and continued personal development. Theory reflects the program's goal to cultivate a Human Services Professional who is knowledgeable in the social, emotional, psychological, and theoretical underpinnings to human services. Application is demonstrated through a wide range of pedagogical techniques designed to train the future Human Services Professional.

Additionally, students are engaged in their learning while linking classroom experiences to real world application. The sequence of course work interspersed with field placements allows the students exposure to current best practices. Finally, practice indicates that learning never ends. Graduates enter the workforce as learners who continue to upgrade their knowledge and skills. Understanding the importance and value of continuous learning is rooted within our students as part of their educational process in the Baker College Human Services Program.

We believe that Human Services Professionals improve the human condition through their knowledge, theory, application, and practice of the guiding principles foundational to the profession. This initial belief guides the Baker College Human Services Program to achieve our mission: to train and prepare students to value and appreciate the uniqueness of human life and diversity.

ETHICAL STANDARDS FOR HUMAN SERVICE PROFESSIONALS

National Organization for Human Services Adopted 2024

Preamble

The field of human services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The human services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

Ethics Code Purpose

The purpose of this ethics code is to establish a set of principles and standards to guide decision-making and conduct for all human services professionals. It serves to safeguard the well-being of clients, uphold the integrity of the profession, and foster trust and respect in all professional relationships. This code is designed to promote excellence in service delivery, ensure ethical practice in diverse social contexts, and address ethical dilemmas with professionalism and moral clarity. By adhering to this code, members commit to the highest standards of ethical behavior of their field which transcend legal requirements, foster enduring trust and respect, and advance the principles of human dignity, social justice, and responsible stewardship of the care placed in them by clients and society towards making profound contributions to their well-being.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, practitioners, employers, supervisors, and others in community agencies who identify with the human services field (henceforth all are referred to throughout this code as human service professionals). The ethical standards are organized according to defined professional domains.

This ethics code emphasizes our unwavering commitment to ethical decision-making, a cornerstone of the human services profession. This commitment obliges all human services professionals to engage in continuous reflection, prioritize the welfare and rights of service recipients, and navigate complex ethical landscapes with diligence and moral clarity. It mandates the seeking of counsel and adherence to established ethical guidelines when confronting dilemmas, and ensures decisions are made with integrity and transparency.

Responsibility to Clients

STANDARD 1: Human services professionals recognize and build on client and community strengths.

STANDARD 2: At the beginning of the helping relationship, human services professionals obtain informed consent for services from clients. Clients should be informed that they may withdraw consent at any time and can ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally responsible for them review an informed consent statement document and provide appropriate consent. In the case of mandated services, human services professionals explain to clients their right to consent, including limitations to confidentiality and privacy, and possible consequences from service refusal.

STANDARD 3: Human services professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause serious harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Human services professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STANDARD 4: When a human services professional suspects a client's behavior may endanger themself or others, they must take appropriate and professional actions to ensure safety, which may include consulting, seeking supervision, or, in accordance with state and federal laws, breaching confidentiality.

STANDARD 5: Human services professionals recognize the potential harm and impaired judgment resulting from dual or multiple relationships with clients. If such relationships cannot be avoided, professionals must assess whether to limit or forego the professional relationship and make appropriate referrals as needed.

STANDARD 6: Human services professionals must not engage in sexual or romantic relationships with current clients. In the case of former clients, their friends, or family, professionals must thoroughly assess any potential harm or exploitative dynamics before considering such relationships.

STANDARD 7: Human services professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8: Human services professionals are responsible for safeguarding the integrity, safety, and security of client records. Client information, whether in written or electronic form, can only be shared with other professionals with the client's prior written consent, unless required or allowed by law or during professional supervision.

STANDARD 9: When providing services through the use of technology, human services professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human services professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society

STANDARD 10: Human services professionals are committed to delivering services equitably, ensuring inclusion and accessibility, and respective diversity by valuing and affirming differences in age, ethnicity, culture, race, ability, gender, gender identity, gender expression, language preference, religion, sexual orientation, socioeconomic status, nationality, and other identities associated with historically marginalized groups.

STANDARD 11: Human services professionals are knowledgeable about their cultures and communities within which they practice. They are aware of diversity in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12: Human services professionals have a duty to be informed about relevant local, state, and federal laws. They bear the responsibility to advocate for amendments or changes in regulations and statutes when they conflict with the ethical standards and/or the rights of clients.

STANDARD 13: Human services professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups, and communities as part of their work.

STANDARD 14: Human services professionals are aware of social and political issues, comprehend their effects on clients, and recognize how the impact of such issues vary among individuals from diverse backgrounds.

STANDARD 15: Human services professionals must establish processes to identify client needs and assets, actively draw attention to them, and facilitate planning and advocacy at individual, community, and societal levels to address them.

STANDARD 16: Human services professionals advocate for social justice and seek to eliminate oppression. They raise awareness about systems of discrimination and inequity that affect historically minority and marginalized groups and advocate for systemic change to address these inequalities within their workplace, communities, and legislative systems.

STANDARD 17: Human services professionals accurately represent the effectiveness of their treatment programs, interventions, and techniques, substantiating claims with empirical data and/or sound theoretical inferences whenever feasible.

Responsibility to Colleagues

STANDARD 18: Human services professionals avoid duplicating another professional's helping relationship with a client. With written permission from their client, human services professionals consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STANDARD 19: When human services professionals have a conflict with a colleague, they first seek out the colleague to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 20: Human services professionals have a duty to respond appropriately to unethical behavior of colleagues. This generally means first discussing the issue directly with the colleague in question, unless there are extenuating circumstances, such as concerns about repercussions due to an existing power relationship. If a satisfactory resolution is not reached or extenuating circumstances exist, the professional should report the colleague's behavior to a supervisor. If the potential unethical behavior is seen as egregious, then the individual should report the behavior to the colleague's professional association, credentialing board, police, and/or other administrators or boards, as appropriate.

STANDARD 21: Clients have a right to information discussed between their helper and other professionals, except when state or federal law notes otherwise. All information discussed among professionals should be kept confidential from all others, except when withholding information would lead to harm to clients, others, or communities.

Responsibility to Employers

STANDARD 22: Human services professionals honor their commitments to employers to the fullest extent possible.

STANDARD 23: Human services professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 24: When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

Responsibility to the Profession

STANDARD 25: Human services professionals seek the training, experience, education, and supervision necessary to ensure their effectiveness in working with culturally diverse individuals, families, and communities.

STANDARD 26: Human services professionals provide services only within their expertise and scope of practice, recognizing the limits to their knowledge and skills.

STANDARD 27: Human services professionals must accurately represent their qualifications, encompassing, but not limited to, their skills, education, credentials, training, and areas of expertise, to the client, colleagues, and members of the public. When any intentional or accidental misrepresentation is discovered, they must take immediate action to rectify the situation.

STANDARD 28: Human services professionals must pursue relevant consultation and supervision to guide their decision-making in the face of legal, ethical, or other complex dilemmas.

STANDARD 29: Human services professionals promote cooperation across related disciplines, aiming to enhance professional development and maximize the benefits of inter-professional collaboration for clients at all levels.

STANDARD 30: Human services professionals are committed to the continued development of the field. They promote professional association memberships, support research initiatives, foster educational advancement, advocate for appropriate legislative actions, and engage in other professional development activities.

STANDARD 31: Human services professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are evidence-based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks and gain client consent for their usage.

STANDARD 32: Human services professionals engage in research that upholds ethical standards, meets institutional standards, and maintains scientific integrity. Such research accounts for cross-cultural and diversity bias and is reported with transparency regarding its limitations.

STANDARD 33: Human services professionals exercise discretion in sharing personal information on social media, knowing that they reflect the profession of human services. They also reflect on how their public behavior might impact their personal reputation and the perception of their professional community.

Responsibility to Self

STANDARD 34: Human services professionals maintain awareness of their own cultural and diverse backgrounds, beliefs, values, and biases. They recognize the potential impact of these factors on their relationships with others and commit to delivering culturally competent services to all clients.

STANDARD 35: Human services professionals are committed to their personal growth and well-being to ensure they provide the highest quality service to clients. Should they become aware of any physical, emotional, or psychological impediments to their ability to serve clients effectively, they direct clients to appropriate alternative services and seek measures for personal remediation of such impediments via consultation, treatment, or education.

STANDARD 36: Human services professionals are dedicated to lifelong learning, consistently seeking to enhance their knowledge and skills to better serve their clients.

Responsibility to Students

STANDARD 37: Human services educators develop and implement teaching methodologies that are culturally sensitive, using pedagogical approaches that recognize students' diverse backgrounds and perspectives.

STANDARD 38: Human services educators commit to fostering equity and inclusion, actively employing measures to ensure educational accessibility for students of all abilities.

STANDARD 39: Human services educators uphold high standards of scholarship in their academic, pedagogical, and professional engagements. They remain abreast of developments in the field through active participation in professional associations, attendance at workshops and conferences, and engagement in both the review and conduct of research.

STANDARD 40: Human services educators recognize and acknowledge the contributions of students to their work including, but not limited to, case material, grants, workshops, research, publications, and other related activities.

STANDARD 41: Human services educators monitor students' field experiences to ensure the quality of the placement site, the supervisory experience, and that the educational outcomes align with the objectives of personal, professional, academic, career, and civic development of the student. When students experience potentially harmful situations during field placements, educators provide appropriate investigations and respond as necessary to safeguard the student.

STANDARD 42: Human services educators establish and uphold appropriate guidelines regarding student disclosure of sensitive or personal information. This involves providing students with advance notice of any activities requiring self-disclosure, offering students the option to opt-out of in-depth self-disclosure when reasonable, and ensuring that there are processes in place to discuss and debrief these activities.

STANDARD 43: Human services educators acknowledge the inherent power imbalance in their relationships with students and are committed to defining and upholding clear ethical and professional boundaries. This commitment includes avoiding any behavior that is demeaning, embarrassing, or exploitative. Human services educators are dedicated to treating all students with fairness and equity, actively working to eliminate discrimination in all forms, and ensuring a respectful and inclusive educational environment.

STANDARD 44: Human services educators ensure that students are familiar with, guided by, and held accountable to the ethical standards and policies established by their academic program or department, the specific guidelines outlined in the course syllabus by the instructor, the expectations of their advisors, and the Ethical Standards of Human Services Professionals.

PROGRAM DESCRIPTION

Bachelor of Human Services

This program prepares students to enter into jobs as case managers, mental health team members for in-home programs, state social service workers, direct care providers or supervisors in residential settings, shelter personnel, and other mental health or social service positions. This program combines general education with training for competency in the field of human services in order for graduates to be prepared in their chosen field of study and to continually enhance their own personal and professional growth.

Program Outcomes

By the end of the program, students will...

1. Examine the historical development of the field of human services, including the impact of theory, legislation, policy, and sociopolitical influences affecting human service delivery. (Standard 11, 12a, 13e)
2. Demonstrate how to serve clients and carry out supportive human services functions by integrating the theories and principles of cultural competence, diversity, equity, and social justice. (Standard 8)
3. Evaluate the different levels of and interactions between human systems, including individual, group, family, organizational, community, and societal, in order to impact social change and policy. (Standard 12)
4. Model the human services code of ethics, incorporating human services values and attitudes in practice. (Standard 19)
5. Model professional interpersonal skills with clients, co-workers, supervisors, and as members of interdisciplinary teams. (Standard 17, 19)
6. Evaluate administrative management of budgetary needs and alternative funding sources and applicability to various situations. (Standard 18)
7. Analyze principles of leadership and supervision required for the administrative aspects of human services delivery, including risk management, legal, and ethical issues. (Standard 18)
8. Demonstrate self-awareness of values, strengths/limitations, biases, personality styles, reaction patterns, interpersonal styles, and a clarification of personal and professional self. (Standard 20)
9. Evaluate the personal characteristics and systemic conditions that promote or limit human functioning. (Standard 12, 13)
10. Demonstrate appropriate case management, referral, and intervention skills based on systematic analyses of service problems and possible outcomes. (Standard 15, 16)

11. Model professional information management and communication using the standards of the discipline. (Standard 14)

HUMAN SERVICES WORKERS & OCCUPATIONAL TITLES

Individuals who are in human services hold professional and paraprofessional jobs in such diverse settings as:

- Group homes and halfway homes
- Correctional facilities and probation departments
- Community-based agencies and residential care facilities working with individuals with developmental and intellectual disabilities
- Mental health and substance abuse agencies
- Nursing homes and care facilities for the elderly
- State agencies that provide services to children

Depending on the employment setting and the type of clients served, job titles and duties vary a great deal.

Examples of Occupation Titles for Human Services Workers:

- Case Worker
- Family Support Worker
- Youth Worker
- Social Service Liaison
- Residential Counselor
- Behavioral Management Aide
- Case Management Aide
- Eligibility Counselor
- Alcohol Counselor
- Adult Daycare Worker
- Drug Abuse Counselor
- Case Monitor Parole Officer
- Child Advocate
- Gerontology Aide

- Juvenile Court Liaison
- Home Health Aide
- Group Home Worker
- Child Abuse Worker
- Crisis Intervention Counselor
- Mental Health Aide
- Community Organizer
- Intake Interviewer
- Life Skills Instructor
- Client Advocate
- Neighborhood Worker
- Social Service Aide
- Group Activities Aide
- Social Service Technician
- Therapeutic Assistant
- Probation Officer
- Community Outreach Worker
- Social Work Assistant
- Community Action Work
- Psychological Aide
- Halfway House Counselor
- Assistant Case Manager
- Rehabilitation Case Worker
- Residential Manager

PROGRAM COURSES, DEGREE REQUIREMENTS, & ACADEMIC STANDARDS

Human Services students are required to satisfy all college requirements listed in the undergraduate catalog. The bachelor degree in Human Services requires 120 semester hours. Specific education requirements can be found in the Baker College Catalog.

Generally, the Human Service classes are offered one time a year during specified semesters. This requires careful attention when registering for HUS courses. Please see the semesters as laid out in your Academic Plan (AP), an example is provided in Appendix A. Students are strongly encouraged to speak with their Program Director if they have questions about their academic plans or registration.

Criminal Background Checks:

Students entering the Human Services Program are required to complete a criminal background check. Students will be required to complete other criminal background checks throughout the program, including one required prior to each internship experience. The student will be responsible for paying for all criminal background checks.

Criminal background checks are required because certain offenses may jeopardize a student's ability to secure an internship and ultimately a position in Human Services. Baker College does not permit students with a felony on their record to enter the Human Services Program. Misdemeanor offenses are reviewed on a case-by-case basis. Students with a past offense or any offense during their time in the program are responsible for reporting this to their Program Official and must subsequently meet with their Program Official regarding the continuation in the program.

Academic Standards in the Human Services Program

Grading System

Grades are computed at the end of each course. Students may access final grades through the learning management system (Canvas).

Grades Letters and Meaning:

A = 93 - 100

A- = 90 - 92

B+ = 87 - 89

B = 83 - 86

B- = 80 - 82

C+ = 77 - 79

C = 73 - 76

C- = 70 - 72

D+ = 67 - 69

D = 63 - 66

D- = 60 - 62

F = 0 - 59

WF = Withdrawal/Failing

CR = Credit/Passed

NC = No Credit

All academic policies and procedures related to grades, behavior, dismissals, and appeals can be found in the Baker College Student Handbook.

Grade Definitions

A = Outstanding Achievement

The student demonstrates exceptional mastery of the content. An "A" is an exceptional grade indicating distinctly superior performance. The student demonstrates unusually sharp insight regarding the content, and every aspect of performance is exemplary.

B = Commendable Achievement

The student demonstrates above average mastery of the content. A "B" is an above average grade indicating achievement of a high order. The student has exceeded the stated requirements. The student demonstrates commendable insight regarding the content, and overall performance is above average.

C = Acceptable Achievement

The student demonstrates average mastery of the content. A "C" is an average grade indicating that a student has performed satisfactorily in all aspects of the work. The student has adequately met the stated requirements. The student demonstrates acceptable insight regarding the content, and overall performance is average.

D = Marginal Achievement

The student demonstrates below average mastery of the content. A "D" is a below average grade indicating that a student has marginally met the stated requirements.The student demonstrates minimal insight regarding content, and overall performance is marginal.

F = Failing

The student demonstrates little or no mastery of the content. An "F" is a failing grade indicating that a student has not met the stated requirements. The student demonstrates insufficient insight regarding content and overall performance is not worthy of credit.

*Note: A plus (+) or minus (-) indicates performance at the higher or lower end of the grade range.

ACADEMIC ACTIVITY

Baker College is not an attendance-taking institution; however, students must maintain academic activity in their courses. Being actively engaged in learning has a direct bearing on students' academic performance, financial aid, and future employability. Students are expected to remain regularly active in every course for which they are registered, except in case of illness or emergency.

Academic Activity is defined as:

• Physically attending class

• Assignment submission

• Assessment completion, participation in an interactive tutorial, or computer-assisted instruction

• Attending a study group (as assigned by faculty/in course)

• Engaging in online course discussions

• Initiating contact with faculty regarding the course

Students who do not initiate academic activity during the first week of a course may be withdrawn.

Students may also be administratively withdrawn due to limited academic activity in a course. This is based on faculty recommendation and approved by the Dean of Students.

Reinstatement to a course is up to the discretion of the Dean of Students, in consultation with the faculty member.

PROFESSIONAL CONDUCT

In addition to responsibilities as outlined in the current Baker College Catalog, the Human Services Program expects that students in the program demonstrate professional behaviors and interpersonal skills indicative of helping professionals. This includes treating other students, staff, and faculty with respect and working together in a positive, professional manner to solve problems. Students are expected to demonstrate behaviors conducive to a positive learning environment that facilitates the growth and learning of all participants. Students are expected to follow the Code of Ethics of the National Organization of Human Services. When students fail to comply with these expectations, a behavioral contract may be initiated to identify specific expectations necessary to correct the problem behavior in order to remain in the program. Failure to comply with expectations may also result in a delay of completion of the internship(s).

Additional expectations are as follows:

Confidentiality

During the course of pursuing a human services education, it is only natural that certain cases, agencies, clients, and situations be discussed in class or explored in written assignments. Students are expected to disguise the name and any identifying information of clients and individuals in order to protect their confidentiality. Further, any information presented in class of a sensitive or confidential nature is not to be discussed outside of the class.

Dress Code

A professional presentation is required for all extra-curricular activities in which students are representing Baker College, including all volunteer and/or service learning activities. This professional presentation includes appropriate speech/language as well as appropriate dress in which there are no offensive logos or messages on clothing.

Diversity & Inclusion

As human services professionals we expect our students to have an appreciation for diversity and inclusion that is reflective of the diverse client populations that we serve. We believe in a culture of inclusion that puts diversity into action by creating a safe environment of involvement, respect, and engagement of all of our students.

Plagiarism

Plagiarism is representing the work of another as your own. Taking a single sentence from a website and using it in the body of your paper without proper citation constitutes plagiarism. The accepted format for citing sources in the Human Services Program is APA. Papers are routinely checked for plagiarism and when identified will be referred to the Academic Office for investigation and may result in failing the assignment and potential expulsion. Refer to the APA Manual or Academic Resource Center (ARC) for more information.

Support

When students encounter difficulties or problems within the program, the first step is to discuss the matter with the instructor involved. If the situation is unresolved, or not specific to a certain course, students are directed to the Human Services Program Director. If the matter is unresolved, the Department Chair or Dean should be consulted.

Similarly, faculty members with concerns about a student's performance or behavior are expected to follow the same procedures and discuss the matter privately with the student. In addition, an Early Alert can be sent regarding the concern. The faculty member would then contact the Human Services Program Director or Dean, if necessary. The Human Services Program may require the student to discuss the program/concerns with the Director of Academic Affairs, so that an understanding can be reached and expectations to correct the problem established. Should the problem persist, the matter may be referred to the Director of Student Affairs and a behavioral contract initiated.

Human Services Student Club

Students are encouraged to participate in the Human Services Student Club, which organizes volunteer activities, fundraisers, and other community oriented events. Student clubs and organizations are an important element in the College's total educational program. In order to enrich students' educational growth and personal development, the College will encourage and support student organization activities which will provide the following experiences:

1. Development of professional ideals and standards.

2. Intellectual development, particularly in fields related to classroom experiences.

3. Development of personal and professional friendships, associations, and networks.

4. Leadership development.

5. Dialogue about current social, economic, and cultural issues and challenges.

6. Service Learning projects and activities, on or off campus.

INTERNSHIPS

It is Baker College's belief that all parties involved in an internship benefit from the internship experiences.

Students benefit through hands-on experiential learning and the personal and professional growth that it engenders. In addition, some students may acquire satisfying and rewarding jobs as a result of their internship placements.

The agency benefits through the time and energy that the student brings, as well as having the opportunity to prescreen potential job applicants. The experience of working with students may enhance the motivation and skills of agency staff, provide fresh ideas, and keep staff informed of current knowledge and new information. Students may also help the agency in meeting its mission and workload requirements.

Baker College can benefit by being able to provide learning experiences to its students that it would otherwise be unable to provide without the external agency cooperation and support.

The following internship section provides students, agency contact personnel, and agency educational liaison staff with information regarding the internships that are required in the Human Services Program at the bachelor degree level. The internship section is also intended to clarify expectations and roles of students, agency staff, and the College in respect to internships in human services.

Terminology

Agency: A human services organization, agency, or institution in the community that delivers services to clients.

Agency Director: The staff member designated by the agency to be the contact person for possible student placement(s). The agency contact person should be familiar with the agency, clientele, and staff in order to determine the best possible fit for an intern within an agency.

Site Supervisor (Agency): A staff member at an agency, unrelated to the student intern, who has been assigned the responsibility of being the day-to-day contact and mentor for one or more student interns. This includes providing orientation, coordinating work assignments, giving feedback on progress, answering questions on a regular and on-going basis, and evaluating performance. The supervisor is responsible for reviewing and signing all case documentation completed by the student interns. Supervisors are required to provide at least one hour of hands-on supervision each week. Supervisors are required to have at least a Bachelor's degree in a human services related field, although a Master's degree is preferred.

Internship: Student placement in a community agency or organization for purposes of simulated "on-the-job" training in the field of the student's career interest. Such placements are called by a variety of names including placement, field placement, field instruction, field experience, field study, fieldwork, internship, and practicum. Students earn academic credit for their work in internships, but they are not usually paid.

Program Official: A member of the Human Services program at Baker College who is responsible for placing students into internships, maintaining communication with agency personnel and students, and monitoring student progress and problems.The Program Official will make supervisory visits to the agency during the semester.

Program Instructor: A faculty member who is responsible for delivering the seminar portion of the internship. The instructor assigns final grades for internship and seminar experience.

Student Intern: The Baker College student who is in an assigned internship.

Internship Overview

The Human Services Program at Baker College integrates hands-on internship experiences with required campus based coursework. Students complete two internships while earning their bachelor degree. Internship placements within students' programs are expected to have increasing levels of responsibility and involvement in agency functions, and to provide opportunities for students to utilize the skills that they have developed in their coursework.

The Student Intern, the Fieldwork Supervisor (Agency), and the Program Official will develop the learning activities and objectives to meet the Student Learning Outcomes for the internship.

While in their internships, students participate in a seminar that consists of at least 20 hours online that provides opportunities to process their own experiences and to learn from other students. The seminar classes are facilitated by a Human Services program instructor.

The integrated nature of the internship and the seminar allows for continued skill development appropriate to the internship placement, as well as for rich learning through reflection on the hands-on experience. Students focus on capturing their skills and experiences in their Human Services Professional Portfolios, which incorporate elements produced in their coursework and are further developed during the internship seminars.

Students are required to complete two internships consisting of a minimum of 180 hours (HUS 2710 and HUS 4710) concurrently with a seminar. The internship/seminar is a 3-credit hour course. Students are encouraged to plan for their internships.

- Prerequisites for HUS 2710 (Internship I): HUS 2110, and must have completed or be concurrently enrolled in HUS 2210A. Students will have completed and cleared a (second) criminal background check prior to their HUS 2710 placement.
- Prerequisites for HUS 4710 (Internship II): HUS 2710, and be in their final year of the HUS program. Students will have completed and cleared a (third) criminal background check prior to their HUS 4710 placement.

Goals

The goals of an internship experience are:

1. To assist the student in gaining first-hand knowledge of the diverse problems encountered in the field.
2. To help the student in understanding the organizational structure, protocol, relationships, and working conditions in agencies.
3. To assist the student in developing an awareness of services available within the agency and community and the importance of collaborative staff working relationships.
4. To enable the student in developing and utilizing knowledge and techniques under supervision, to enhance skills, develop competence, and gain confidence in providing needed services to clients.
5. To stimulate student self-awareness, insight, growth, positive attitudes, and identification with professionals and other practitioners on the job.

Procedures

Agency Approval Process

Agencies, organizations, and institutions interested in hosting Human Services interns must complete an Affiliation Agreement with the appropriate Baker College campus. This includes identifying position descriptions for potential interns, confirming qualifications for possible Field Site Supervisor (Agency), and accepting responsibility for integrating interns into the overall administrative structure of the agency. The approval process is the responsibility of the Program Official and the Agency Director or assigned Site Supervisor, and must be completed prior to an internship placement being confirmed.

Internship Placement Process

Students must complete the application procedures during the semester prior to the semester in which they plan to begin their internships. Deadlines for HUS Internship applications are as follows:

Fall: April 1st

Spring: October 15th

Summer: February 1st

There may be a mandatory internship meeting the semester before the scheduled internships. This meeting provides an opportunity for students to meet with the Program Official and discuss their placements and expectations.

Placement

Students complete an electronic application that starts the beginning of the placement process. Within that application, students certify that they will request a background check, provide contact information, and interests/availability for potential placement opportunities. Within that application, students also identify a faculty member to serve as a character reference to complete a disposition statement on their behalf. Once the program director receives the completed application, an electronic disposition link is generated and sent to the faculty member. Upon completion and receipt of the disposition, the student is then sent to meet with a member of the Career Resource Center team to complete a mock interview and resume review to prepare to meet with sites. The program official, often the internship coordinator, will also reach out to the student to confirm placement options and schedule availability. The student and program official will work together to contact sites and the student will be responsible for setting up an interview to discuss placement within the agency. After the student has secured a placement, the student is responsible for reaching out to the program director to have the internship contract generated. The student receives a link to complete their portion of the contract; from there, subsequent links are generated for the site supervisor, agency director, and program director to all sign off on the placement. Successful completion of the contract will prompt registration for the internship seminar class.

Registration

Once placement within an agency is confirmed by a completed/signed contract, the Program Official will approve the application and register the student in the appropriate internship class.

Roles and Responsibilities of the Student Intern

1. Completes all prerequisite coursework.
2. Completes all applications, forms, and other requirements of the college and the agency.
3. Completes the pre-placement agency interview and is accepted by the agency.
4. Keeps the Program Official informed of all relevant information regarding the placement.
5. Completes the Internship Contract, in collaboration with the Site Supervisor (Agency) and Program Official.
6. Attends the seminar component of the internship and completes all assignments required by the instructor.
7. Carries out the job functions as planned and coordinated by the Site Supervisor (agency).
8. Functions as a member of agency staff, including attending staff meetings and collaborating with colleagues.
9. Contacts the Site Supervisor (Agency) first, and the Program Official second, in case of an illness or other unexpected absence.
10. Submits weekly timesheets.
11. Complies with all applicable agency and professional policies, procedures, and standards of conduct within the field of Human Services.
12. Accepts responsibility for his/her own learning and growth during the internship experience.
13. Completes a self-evaluation in preparation for final evaluation completed.

Appropriate Agency Director

1. Completes the internship contract with Baker College.
2. Provides a job description of the position to the Program Official and to the Intern.
3. Designates a Site Supervisor (Agency), with the necessary qualifications, to work with each Intern.
4. Provides orientation and observation activities similar to those provided for new employees of the Agency.
5. Assures that the Intern will have meaningful work experiences, which will increase in difficulty and responsibility as the Intern demonstrates readiness.
6. Supports the Program Official in making agency site visits.

Site Supervisor (Agency)

1. Assists the Intern in completing a Learning Contract that includes the learning objectives that the Intern is to perform and demonstrate.
2. Completes the internship contract with Baker College.
3. Provides day-to-day direct guidance and support, assisting with problem solving as necessary.
4. Monitors work expectations and performance of the Student Intern.

5. Contact the Program Official promptly in the event of any problems, whether of omission or commission, with the student's internship at the agency.

6. Completes an end of term evaluation of the Intern, which includes specific documentation of each outcome.

Program Official

1. Completes the internship contract with Baker College.

2. Orients the Agency Site Supervisor to the philosophy of the Human Services Program and Baker College expectations.

3. Assigns Interns to appropriate placements following interviews and agency approval.

4. Informs qualified Interns of potential placements.

5. Assists the Intern in completing the internship contract.

6. Makes agency visits to each agency during the term the Intern is in placement.

7. Meets with Site Supervisor (Agency) to clarify expectations within each Student Learning Outcome.

8. Monitors progress and supports continued professional development.

9. Responds to Intern and/or agency needs for assistance as appropriate.

POLICIES

Attendance Policy

A minimum of 180 hours is required for each internship assignment. Students are to submit weekly timesheets to the Program Official and to maintain a cumulative total of hours completed. In addition, the following policies apply:

1. Interns are required to report all absences at least one hour prior to the time they are scheduled to be at the internship agency. These reports are to be made to the Site Supervisor (Agency) or other designated person, and to the Program Official. If students are going to be late, they should notify their Site Supervisor (Agency), according to the agencies' policies.

2. Any change in a student's schedule must be approved by the Site Supervisor (Agency), the Agency Director, or an agency designee. The student is responsible for notifying the Program Official promptly of any such change.

3. Internship hours are calculated by actual contact hours, excluding holidays.

4. Interns are required to make up time missed to ensure that they have at least the minimum number of hours for internship. Excessive absences, tardiness, or unauthorized schedule changes may be grounds for withdrawal from the internship placement and a grade of "NC" for the course.

5. Interns are not to leave the agency placement during their assigned duty hours unless they have followed appropriate agency policy to arrange it. This may include assigned duties that they will be completing such as going to a client's home to provide services or attending a meeting with another agency on problem cases.

Agreement Between Agencies and Baker College

Agencies hosting student interns are required to sign an Affiliation Agreement with Baker College. Each agreement shall be in effect until the parties sign a new agreement. A copy is kept on file at the agency, with the original maintained at Baker College in the Human Services Program Office. This agreement will be required at least every two years.

Background Checks

All students in the Human Services Program at Baker College are required to have a clear criminal history background check or an approved appeal to remain in the program. If the latter is the case, Interns are required to inform potential internship agencies as to the circumstances surrounding their convictions or incidents. If required by the agency, a Central Registry background check will be completed through MDHHS prior to placement.

All students in the Human Services Program understand that potential internship agencies may require additional background checks and may deny placement based on the results of a background check.

Confidentiality

Interns in the Human Services Program will be working with clients receiving treatment and care in their agency placement. They may encounter records that are governed by state and federal regulations regarding access, confidentiality, and dissemination. In addition, they may receive indirect information about current or former clients from other agency employees, students, or faculty. It is absolutely essential that the confidentiality of any such information be maintained.

Interns enrolled in a Human Services internship who reveal confidential information about current or former patients or clients other than in an authorized manner, place, or to an authorized person, shall be subject to dismissal from the internship with a grade of "NC" and, depending upon the circumstances, shall be reviewed for continuation in the Human Services Program.

Direct Services

A major objective of the internship component of the Human Services Program is to enable students to enhance skills, develop effectiveness, and gain confidence in providing services. They begin primarily as observers, but it is anticipated that they will progress with assignments that place increasing responsibility on them for meeting client and/or agency needs. The Site Supervisor (Agency) should increase Interns' responsibilities to the degree that each individual is ready to handle the additional duties assigned in a responsible manner.

Dress Code

Interns will comply with agency dress codes. Inappropriately dressed Interns may be sent home at the discretion of the Agency Director or Site Supervisor (Agency). Any time lost for this reason will have to be made up. The Program Director should be informed as soon as possible if Interns are sent home due to this cause.

Ethical Guidelines

Interns are expected to abide by all ethical guidelines of the Human Services profession. These include, but are not limited to, maintaining confidentiality regarding any communication or issues discussed at that agency; establishing and maintaining appropriate boundaries; maintaining limits between professional and personal lives; and not transporting clients in personal vehicles.

Liability Insurance

Baker College carries an umbrella liability insurance policy for all student interns. However, student interns are never allowed to drive a client/consumer or agency representative around in their vehicle or an agency vehicle. Liability insurance does not cover the student driving for internship purposes.

Records

Interns must follow all policies and procedures of the agency related to agency records, charts, forms, or other materials, such as computer program records, in which they are authorized to make entries. Failure to maintain this standard may result in Interns being withdrawn from their placements and receiving a grade of "NC" for the course.

Interns should develop professional practices in establishing and maintaining their own records related to their performance, work history, and experience.

Second Internship in the Same Agency

As a general rule, it is the policy of the Human Services Program that internships are to be done at different agencies and at increasing levels of responsibility, in order to maximize the student's learning opportunities. In order for additional placements to be considered at an agency where a student has already completed an internship, students must submit clear documentation as to how the proposed internship would require a more advanced set of skills than that of the previous internship. This also applies to situations in which students have been awarded experiential credit for their first internship in agencies at which they would like to complete a subsequent internship.

Withdrawal from Internship

Any problem that develops relating to a student's internship placement will be dealt with promptly. Resolution of any such problems will require the cooperation of all parties involved. Consequently, it is essential that the Program Official be informed of any developing problems at the earliest possible opportunity.

Student Appeal

In the event a student is withdrawn from or denied a placement pursuant to any provision of this handbook, the student has the right to appeal according to the provisions of the Baker College Catalog and the Baker College Student Handbook.

Request from the Agency for Removal of a Student

If the appropriate Agency Director requests that a student be removed from the agency, they must contact the Program Official. The request for removal must be communicated to the Program Official, preferably in writing, including all relevant information from the agency regarding the student's removal. The Program Official will communicate to the student the rationale for the removal from the agency.

Removal from the internship placement may result in the student receiving a failing grade (NC) for the course. It is at the discretion of the College if any accumulated internship hours will count for the required minimum 180 hours. Depending on the reason the intern is removed, the College will decide about the intern starting over or earning some of the completed hours.

Evaluation

Interns must successfully complete both components of the internship: field experience and seminar, in order to successfully complete the internship. The work experience component of the internship is assessed based on the submission of documentation of at least 180 hours, and satisfactory evaluations (a score of 70% or better) from the Site Supervisor (Agency).

Work Experience

The instructor is responsible for compiling the information from the Site Supervisor's evaluation by using the appropriate rubric. The process for compiling the final evaluation should reflect input from all perspectives. The completed work experience evaluation is electronically signed by the Site Supervisor and/or Agency Director.

Seminar

The Human Services Seminar is designed to assist students with the knowledge, skills, and dispositions that are unique to human services professionals. The seminar component consists of assignments completed in an online format in which the instructor also offers feedback and guidance. In order to meet the requirements set by the Council for Standards in Human Services Education (CSHSE) and the Student Learning Outcomes (SLOs) unique to each HUS internship, it is recommended that seminars not be combined and that each seminar be limited to 15 students.

The seminar component of the internship is assessed based on the submission of required assessments as well as in-class activities during the seminar. Assessments are designed that are appropriate to the internship level. All internships (HUS 2710 and HUS 4710) require common assessments: a portfolio, reflection papers, and the Site Supervisor's evaluation. While these may appear to be similar in nature, each common assessment increases in rigor and relevance as the student progresses from HUS 2710 to the capstone course, HUS 4710.

Following the completion of their first internship (HUS 2710), students will continue to refine these common assessments in preparation for the second internship. A rubric is provided for each common assessment that details the unique characteristics required for HUS 2710 and HUS 4710. In addition to these common assessments, each internship requires additional assessments to assist the student with meeting all SLOs and program outcomes.

Portfolio

HUS students will be expected to develop an electronic portfolio where all professional documents are to be kept throughout their programs. This will include all relevant documents from HUS 2710 and HUS 4710.

Potential Internship Agencies by Area of Interest

Drawing on your experience in the Human Services Program, here is a list of some of the agencies and organizations that you might like to explore for potential internships:

CHILD WELFARE SERVICES

- Children's Protective Services
- Children's Foster Care
- Children's Adoption Services
- Children/Youth Delinquency
- Abuse/Neglect Prevention
- Children's Alternative Placement Services

SERVICES TO VULNERABLE ADULTS

- Adult Protective Services
- Adult Home Services
- Adult Alternative Care Services
- Elderly Services

MENTAL HEALTH AND DISABILITIES

- Services to Adults
- Services to Children
- Services to Families

COMMUNITY SOCIAL SERVICES AGENCIES

- Homelessness Poverty Substance Abuse

Appendices

Appendix A: HUS Program Plan

Appendix B: HUS 2710 Student Learning Outcomes

Appendix C: HUS 4710 Student Learning Outcomes

Appendix D: Internship Application/Disposition/Contract

Appendix E: Background Check

Appendix F: Work Experience Evaluations (HUS 2710, HUS 4710)

Student Handbook Addendum

Baker College publishes a Student Handbook each year, however edits may need to be made after the Student Handbook is published and thus an Addendum needs to be created to list those edits. This section will hopefully guide you in how to use the Addendum in concert with the full, current Student Handbook.

Question: How do I use the Addendum?

Answer: The Addendum is to be used with the current Student Handbook.

Question: Does the Addendum supersede the Catalog?

Answer: Yes, the information in the Addendum supersedes what is in the Student Handbook.

College of Nursing - Missed/Makeup Test Policy - the policy has been amended as follows:

You should prepare for all exams. If you miss one exam/test/quiz the missed test/exam is replaced with the average of all tests/exams/quizzes. Additional missed tests/quizzes will earn zero points.
Tests/exams and quizzes will be calculated separately.
The Final Exam, Health Assessment Head to Toe, and the Pharmacology Math Test are not to be used when determining the missed test average score.
This policy will allow you to calculate the final exam score needed to pass a course prior to the last day to withdraw from a course. Effective Fall 2024.

Residence Life - Break Accommodations - the policy has been amended as follows:

Break accommodations during the holiday period between fall and spring semesters (dates vary each year, please see the calendar for specific dates), the residence halls are closed, and access is prohibited. Please note that no break accommodations will be approved for those dates. Make sure to plan accordingly and arrange for alternative housing during this time. Effective Fall 2024.