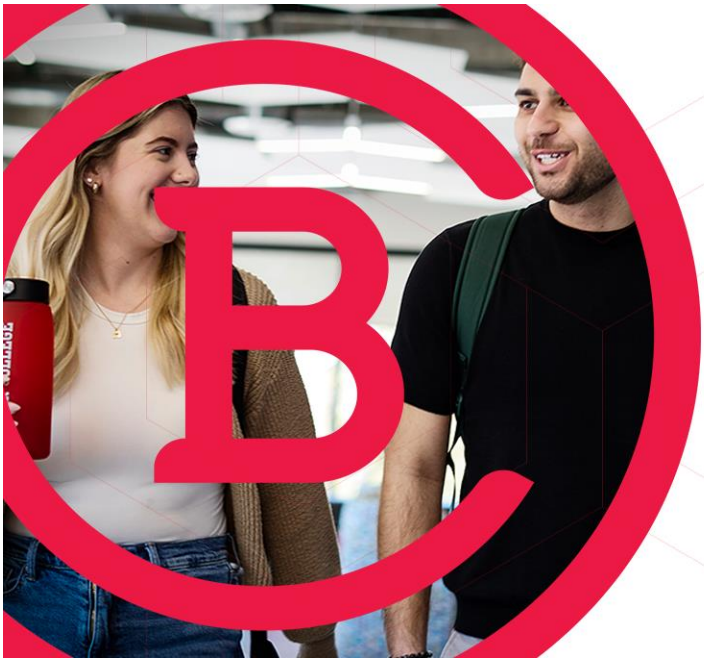

Baker College

2026 | 2027 Student Handbook

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Welcome & Student Experience Foundation

- Welcome Message
- What it Means to Be a Baker Student
- Student Success at Baker College

Dean of Students Message

As the Dean of Students, I want to personally welcome you to Baker College! Our Student-First Philosophy is at the heart of everything we do: you are the center of our institution, and we are unified in our purpose to ensure your success. To us, being "student-first" means fostering a culture of caring that is ingrained in every interaction. We believe that how we do anything is how we do everything.

Our office serves as a bridge between your academic excellence and your personal well-being. We recognize that you balance a complex life involving work, family, and education, and we view our role through a "human-first" lens. Whether you are a recent high school graduate, first-generation student, a veteran, a parent, and/or a working adult, we are dedicated to ensuring you have a sense of radical belonging-where you don't just "fit in," but actively contribute to our community.

We have built a comprehensive "Safety Net" designed to support you whenever obstacles arise:

- Proactive Care: From 24/7 digital mental health support through Uwill to our on-campus CARE Team, we are here to provide timely care before a challenge becomes a crisis.
- Holistic Support: We provide access to basic needs like food and housing through our Personal Care Resources and campus food pantries.
- Advocacy and Navigation: Think of us as your navigators and educators. Our Student Success Coaches and OneStop support hub are here to streamline your experience and provide direct, meaningful support.

You are now a part of a community that values integrity, inclusion, and transformation. We have high expectations for you because we believe in your potential to thrive as a leader in a global society.

Please know that my door-and the doors of all our student affairs staff-are open to you. We are honored to be partners in your journey!

Go BEES!

Jill Thomas-Little

Dean of Students, Baker College

What it Means to be a Baker Student: Our Shared Citizenship

At Baker College, being a student is about more than just your GPA or the degree you'll hold at graduation; it is about the character you build while you're here. When you joined this community, you became a "Baker Citizen"-a role that carries a specific set of values designed to help you lead with integrity long after you leave our halls.

To be a Baker student is to commit to the following pillars of citizenship:

Integrity as a Standard: We expect our students to be honest and ethical, not just in their coursework, but in their interactions with peers and faculty. Your word is your bond, and we want your actions to reflect the professional you are becoming.

Radical Respect and Inclusion: Our "Student-First" philosophy only works if students also put each other first. This means fostering an environment where different perspectives are not just tolerated, but valued. We rely on you to contribute to a culture where every individual feels they truly belong.

Resilience and Accountability: Challenges are a natural part of the journey. As a Baker student, you are encouraged to take ownership of your path. When obstacles arise, we want you to use the resources we provide, communicate openly, and approach problem-solving with a growth mindset.

Community Stewardship: You represent Baker College in the classroom, online, and in the workforce. Being a student means being an ambassador for our mission. We look for students who look out for one another-whether that's helping a classmate understand a concept or pointing a peer toward the "Safety Net" resources they might need.

Ultimately, a Baker student is defined by purpose. You are here to transform your life, and we hope you align with us in wanting you to pursue that transformation with the dignity and professionalism that defines a true leader.

Your Success is Our Mission: Tools for Your Journey

At Baker College, we don't just provide an education; we provide a launchpad. Our commitment to your success is built on the belief that when you have the right tools, your potential is limitless. Through our student-centered lens, we have engineered every resource to ensure you are not only prepared to graduate but ready to lead in your chosen career.

Here is how we invest in your professional and academic trajectory:

1. Navigating Your Path: Academic & Success Coaching

You don't have to figure it out alone. From day one, you are paired with Success Coaches and faculty mentors who act as your personal board of directors. We provide:

- Individualized Success Plans: Tailored roadmaps that align your course load with your life commitments.
- Early Intervention: If life gets messy or a class gets tough, our proactive outreach ensures you get back on track before you lose momentum.

2. Professional Readiness

We define success by your ability to thrive in the workforce. Our curriculum is designed with direct input from industry leaders to ensure your skills are current and competitive.

- Career Services for Life: Our Career Services team provides lifelong support, from refining your resume and practicing interview techniques to connecting you with our extensive network of employer partners.
- Hands-On Learning: Whether through clinicals, internships, or simulation labs, we prioritize "doing" over just "studying," ensuring you enter the job market with a portfolio of real-world experience.

3. The Digital and Physical Toolbox

To support your degree completion, we provide seamless access to essential academic resources:

- 24/7 Academic Support: Access to online tutoring, writing labs, and comprehensive library databases whenever you need them-regardless of your time zone or schedule.

4. Holistic Wellness

Professional readiness requires a healthy foundation. Our third-party mental health partnership and campus-based support services ensure that your mental and emotional well-being are prioritized, removing the non-academic barriers that can often hinder degree completion.

Regulatory Standards and Compliance

- Inclusivity Statement
- Equal Opportunity Policy Statement
- Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), and Americans with Disabilities Act Amendments Act of 2008 (ADAAA)
- Prohibited Harassment Policy
- Sexual Misconduct Policy Statement
- Anti-Bullying/Harassment Policy
- Student Complaints, Appeals, and Grievances
- Grievance Procedure for Complaints
- Title IX Nondiscrimination Policy
- Code of Conduct
- Family Educational Rights and Privacy Act (FERPA)
- Campus Safety Compliance

At Baker College, our commitment to excellence goes beyond the classroom. It is built into how we operate every single day. We are dedicated to maintaining the highest ethical, professional, and legal standards in all of our academic and administrative programs.

Compliance isn't just about following rules or checking boxes; it is about protecting our community, ensuring academic integrity, and fostering a safe, equitable, and transparent environment for every student, faculty, and staff member.

Our Shared Responsibility

Compliance is a collective effort. Every member of the Baker College community-students, faculty, and staff alike-shares the responsibility to understand the policies that govern our roles, act with honesty, and report any compliance concerns through the appropriate institutional channels. By staying informed and accountable, we preserve the integrity of our institution and ensure that Baker College remains a trusted place to learn, work, and grow.

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 Chief People Officer at 1020 S. Washington, Owosso, MI, 48867, or by phone at (989) 729-3406.

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 equitable 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) to support a positive learning environment for students with disabilities:

- We ensure that all new facilities are barrier-free and accessible to individuals with physical disabilities.
- Existing facilities are modified to make programs, classes, activities, and residence halls accessible to individuals with disabilities.
- We provide reasonable accommodations for students with disabilities to provide a full educational opportunity in all of the learning environments Baker offers.
- 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 Baker College student with a disability and benefit from the use of auxiliary aids, it's important to notify the College's disability services office. We are happy to help - you will go through an interactive process with our Disability Specialist to discuss barriers, and help us identify how we can best support you in various educational environments, as well as identify the proper auxiliary aid for your lived experience. This includes identifying your needs and giving adequate notice. When requesting auxiliary aids, you may be required to provide supporting medical documentation to the College.

Temporary Accommodations

The Office of Disability Services supports students with injuries or illnesses that are long lasting, but not chronic or permanent. This could mean a broken bone, a concussion, or another injury or illness that extends past a six week duration. This also encompasses accommodations for pregnancy covered under Title IX.

Temporary accommodations granted from the Office of Disability Services are established based on case-specific factors, such as:

- Impacts and symptoms of condition
- Severity
- Anticipated date of recovery

Many times, these temporary accommodations must be adapted as the recovery process proceeds. Students will work closely with the Disability Specialist throughout their recovery.

Requesting Accommodations

Students requesting temporary accommodations follow the same process as those seeking permanent accommodations, but different documentation may be needed.

To start the process, please book an appointment with the Disability Specialist by email disability_services@baker.edu See this

webpage for layout: https://www.baker.edu/student-success-engagement/disability-services/current-students/temporary-accommodations/

Pregnancy

Pregnancy is a protected class at Baker College. Students have the right to accommodations to ensure their academic progress can continue regardless of pregnancy status. Students should contact the Title IX coordinator or a program official for support and details.

The Title IX Coordinator for Baker College is Jill Thomas-Little and she can be contacted at jill.thomaslittle@baker.edu or 248-276-5520.

Students who are pregnant and enrolled in the Medical Assistant course MA 1410 are encouraged to have a doctor's release in order to participate in invasive procedures.

Additionally, students enrolled in Cardiac Sonography, Diagnostic Medical Sonography, Radiologic Technology, Surgical Technology, or Veterinary Technology should note the following critical information:

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 enrolled in any of the programs noted above, 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 your 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 should stop immediately and report to the clinical instructor and notify the clinical coordinator or program official.
- If you withdraw from the program due to pregnancy, during the second year of the program, you will be readmitted:

- If you were in "good standing" academically at the time of withdrawal.
- And 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.
- But 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.

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.

Student Complaints, Appeals, and Grievances

Baker College is dedicated to providing an exceptional, equitable, and transparent educational experience. We recognize that disagreements, misunderstandings, or concerns may occasionally arise. When they do, we want you to know that your voice matters, and we are committed to resolving issues promptly and fairly.

This section outlines the paths available to you for addressing different types of concerns, ensuring you always know where to turn and what to expect.

Student Complaint Process

Whenever possible, Baker College encourages students to resolve concerns informally and directly with the individual or department involved. This open communication often leads to the quickest and most satisfactory resolutions. However, if an informal discussion does not resolve the issue, or if you feel uncomfortable approaching the individual directly, you may initiate the formal student complaint process.

The Formal Resolution Path

1. Submission: Formal complaints must be submitted in writing using the official Student Complaint Form available on the Baker College student portal. You should include a clear description of the issue, any supporting documentation, and your desired outcome.

2. Review & Investigation: Once submitted, the complaint is routed to the appropriate supervisor, director, or dean. They will thoroughly review the details and, if necessary, interview the parties involved to gather all relevant context.

3. Resolution: You will receive a formal written response outlining the findings and any actions taken, typically within 10 to 15 business days of submission.

Student Appeals

If a formal complaint is investigated and you believe the decision was reached in error, or if new, compelling evidence has come to light that was not previously considered, you have the right to file an appeal.

An appeal is not simply a request for a second opinion; it must be grounded in specific criteria, such as a failure to follow established college procedures or the discovery of critical new information. Appeals must be submitted in writing to the designated higher administration official (as identified in your complaint resolution letter) within 5 business days of receiving the decision. The ruling on an appeal is considered final within the institution.

Academic vs. Non-Academic Complaints

To ensure your concern is handled by the right experts, Baker College categorizes grievances into two distinct tracks: Academic and Non-Academic.

Academic Complaints

Academic complaints involve anything related to your educational experience, classroom environment, or degree progression.

- Examples include: Disagreements over final grades, instructional quality, academic integrity charges, or program-specific clinical/practicum placements.

- Who handles it: These are managed strictly through the academic hierarchy. The progression moves from your Instructor > Program Director/Chair > Academic Dean.

Non-Academic Complaints

Non-Academic complaints involve institutional operations, student services, or behavior outside of classroom instruction.

- Examples include: Billing and financial aid disputes, housing issues, campus safety concerns, administrative service delays, or violations of the Student Code of Conduct (including harassment or discrimination).

- Who handles it: These are routed through operational and student affairs leadership, typically beginning with the department director and escalating to the Dean of Students or designated Vice President.

External Complaint Options

We are fully committed to resolving all student concerns internally. However, if a grievance cannot be resolved to your satisfaction after you have exhausted all of Baker College's internal complaint and appeal procedures, you have the right to file a complaint with external regulatory agencies.

1. State of Michigan Approval Agency

Because Baker College operates in Michigan, students may contact the State of Michigan's Department of Labor and Economic Opportunity (LEO), which oversees postsecondary schools.

2. State Authorization Reciprocity Agreement (SARA)

For online or distance education students residing outside of Michigan, complaints regarding consumer protection elements may be filed through the Michigan SARA Portal Agency. Note that SARA does not review complaints regarding grades or student conduct.

3. Institutional Accreditation

Baker College is accredited by the Higher Learning Commission (HLC). Students may contact the HLC to file a complaint if they believe the college is significantly failing to meet its criteria for accreditation.

Important Reminder: External agencies almost universally require that a student attempt to resolve the issue through the college's internal processes first before they will accept a formal complaint.

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 is committed to maintaining an education and work environment that is free from sexual harassment, sex discrimination, and retaliation. The College will also not discriminate against any employee or applicant for employment, student or applicant for admission on the basis of race, color, religion, national or ethnic origin, physical or mental disability, age, height, weight, marital status, arrest record, genetic information, or any other protected category under applicable local, state or federal laws, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies; however, concerns about these forms of discrimination will be addressed outside this policy.

Baker College Title IX Coordinator:

Jill Thomas-Little, Vice President for Student Life, Leadership, and Athletics, who may be reached at 1020 S Washington St, Owosso, MI, 48867; or by email at jill.thomaslittle@baker.edu; or by phone at 248-276-5520.

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

Guiding Philosophy

Baker College is committed to fostering a safe, respectful, and inclusive academic environment that supports the educational and personal growth of all students. The Code of Conduct reflects the College's values and expectations for student behavior, serving as a framework for community standards that promote accountability, mutual respect, and academic integrity.

Student conduct at Baker College is guided by the Basic Principles of Student Responsibility, the Academic Honor Code, and the IT Acceptable Use Policy. Together, these documents outline the behavioral expectations that support the College's mission and help maintain a learning environment where all individuals are treated with dignity and fairness.

Adherence to the Code of Conduct is an essential part of each student's role within the College community. All students are expected to act in a manner that upholds the College's standards and contributes to a positive and respectful campus climate.

Code of Conduct Expectations

Students are required to conduct themselves in a way that supports the College's educational mission, promotes community well-being, and aligns with institutional policies. Expectations include, but are not limited to:

- Demonstrating respect for the rights, safety, and property of others.
- Maintaining academic integrity and honesty.
- Complying with all federal, state, and local laws.
- Abiding by all institutional rules, policies, and procedures.
- Engaging in behavior that contributes to a safe and inclusive campus environment.
- Enrollment at Baker College is considered a privilege, and students are expected to uphold the values of the institution in both academic and non-academic settings.

Additional Program Requirements

Programs within the College of Health Science and the College of Nursing may include additional conduct standards that reflect professional and industry-specific expectations. These program-specific standards complement, but do not replace, the general Code of Conduct. Students enrolled in these programs are responsible for reviewing and adhering to the guidelines outlined in their respective program handbooks.

Professionalism, Professional Identity Development, and Ethical Practice for Students in Health Science Programs

Choosing a career in healthcare means stepping into a role built on trust, safety, and community connection. As a student in the College of Health Science, you are actively developing the clinical knowledge, technical skills, and distinct professional behaviors that allow you to provide exceptional care for patients, clients, and communities. Professionalism and building a professional identity is an essential part of your educational journey, and these benchmarks serve as a foundation across all your academic, laboratory, and clinical experiences.

We view your professional growth as a collaborative partnership. You are fully supported in developing these habits through continuous feedback, individual coaching, and guided learning experiences. When questions or behavioral concerns arise, our faculty will actively work with you to clarify professional standards and provide clear, actionable opportunities for self-reflection, growth, and improvement.

We walk alongside you in this process, and align with the Baker College Student Code of Conduct alongside the specific professional and ethical standards of your chosen discipline. The core habits we practice and refine together include:

- Demonstrating high-quality, respectful, caring, ethical, dignified, and reliable behavior and care in every interaction.
- Maintaining a positive and professional attitude.
- Interacting clearly, purposefully, and professionally with peers, faculty, patients, caregivers, and healthcare professionals.
- Respecting each individual's social status, race, ethnic background, and diagnosis
- Safeguarding the privacy and confidentiality of student, client, and patient information at all times.

Finally, professional presentation matters, especially to our external clinical site partners. Students may be required to wear a designated program-specific uniform or follow a site-specific dress code. Detailed requirements will be provided to you by your program officials or directly from your clinical site.

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 Felony Arrest

We want to support your education, but we also have a responsibility to keep our campus community safe. If you are arrested for, charged with, or convicted of a felony-whether it happens on or off campus-here is what you need to know:

- **Reporting:** If you are charged with or convicted of a felony while enrolled at Baker College, you are required to inform a college official immediately. Failing to report this information can lead to immediate expulsion.
- **Review:** Each applicant's situation is reviewed on a case-by-case basis, taking into consideration the nature and timing of the conviction, relevant program or licensure requirements, and any documented evidence of rehabilitation.
- **Potential Outcome:** If you are arrested for a felony, you may be required to take a temporary suspension from your classes. This pause will remain in place until your legal case is officially resolved.
- **Returning to Baker:** Once your legal process is completely over, you are welcome to apply for reinstatement so you can get back on track with your education.

Transparency is key. If you are facing legal hurdles, please talk to a college official right away so we can help you navigate the next steps.

Programs with additional requirements regarding felony notifications:

- **Medical Assistant:** 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.
- **Master of Occupational Therapy:** A felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure.
- **Occupational Therapy Assistant:** A felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure.

Student Conduct Process

When an alleged violation of the Code of Conduct occurs, the following process is initiated:

1. **Notification of Alleged Violation:** The student receives formal written notice of an alleged conduct violation. This notice includes the date(s) of the incident and requests the student's participation in an administrative meeting.
2. **Administrative Meeting:** The student meets with a presiding College official to discuss the incident. During this meeting:

- The College presents relevant evidence.
- The student is given an opportunity to respond and accept or deny responsibility.

3. **Determination and Outcome:** After the administrative meeting, the College official determines whether a violation occurred. If the student is found responsible, appropriate sanctions are assigned.
4. **Alternative Resolution Options:** In some cases, an alternative dispute resolution process may be offered as an option for resolving the issue.
5. **Appeal Process:** For conduct cases resulting in residence hall dismissal or expulsion from the College, the student may be eligible to appeal the decision. Appeal procedures are outlined in the Student Handbook or other relevant College documents.

Sanctions for Violations

Sanctions are imposed by the presiding College official and may vary based on the nature and severity of the violation. A student's refusal to accept or acknowledge a sanction does not invalidate its enforcement. All sanctions are recorded in the student's official conduct file and maintained by the Director of Student Affairs.

Sanctions may include one or more of the following:

- **Verbal Warning** - A documented conversation in which the student is informed that their behavior was inappropriate.
- **Educational Sanctions** - Assignments, workshops, or reflective exercises designed to increase awareness and support personal development.
- **Conduct Contract** - A formal agreement that outlines prohibited behaviors, the relevant policy violations, and consequences for future infractions, including possible expulsion.
- **Restorative Measures** - Processes that emphasize repairing harm and restoring relationships, often through structured dialogue or mediation. These may be used independently or in conjunction with other sanctions.
- **Suspension** - Temporary removal of the student from all College campuses and College housing, if applicable, for a specified period.
- **Expulsion** - Permanent termination of enrollment with a prohibition from accessing any Baker College campus.

Interim Measures

To ensure campus safety and the integrity of the conduct process, the College may implement interim measures prior to the resolution of a conduct case. These measures may include:

- Temporary suspension from student housing
- Temporary suspension from the College
- Adjustment of course schedules
- Issuance of a no-contact order

Interim measures remain in effect until the investigation and conduct process are complete. The student will be notified in writing once a final decision has been made.

Family Educational Rights and Privacy Act (FERPA)

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. More information about FERPA and student records can be found in Disclosures.

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.
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.
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.
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.

Campus Safety Compliance

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.

Student Support and Campus Services

- OneStop (Central Support Hub)
- CARE Team
- Personal Care Resources
- Alcohol, Drug, and Tobacco Policies
- Academic Resource Center (Library, Tutoring, Writing Support)
- Bookstore
- Laboratories
- Campus Facilities and Space Usage
- Parking
- Student ID Cards
- Children on Campus
- Military Deployment Support
- Emergency Procedures
    - Fire Drill Policy
    - Medical Incidents
    - Inclement Weather Procedures

Student Support & Campus Services

At Baker College, our student support ecosystem is designed to be proactive, accessible, and holistic, ensuring that every learner has a clear path from enrollment to graduation.

OneStop (Central Support Hub)

The OneStop center is the heartbeat of our "single-point-of-contact" service model. We have eliminated the "departmental shuffle" by consolidating essential administrative tasks into one streamlined resource. Whether you are navigating registration, clarifying billing and financial aid, or requesting academic records, OneStop advisors are cross-trained to resolve your needs in a single interaction. This model allows you to spend less time on paperwork and more time on your studies.

For all inquiries regarding registration, financial aid, billing, and student records:

Phone: (833) 691-7867

Email: onestop@baker.edu

Self-Service: Access the MyBaker portal 24/7 for routine administrative tasks.

CARE Team: Proactive Intervention & Support

The Campus Assessment, Response, and Evaluation (CARE) Team is a multidisciplinary group of professionals dedicated to student safety and behavioral health. Moving beyond mere policy, the CARE Team provides a compassionate response to students in crisis.

The Mission: To identify, assess, and mitigate risks to student well-being.

Clear Pathways: Students, faculty, and staff can utilize our confidential reporting system to flag concerns regarding emotional distress or behavioral changes.

Intervention: The team provides timely, non-disciplinary support, connecting students with the specific resources needed to stabilize and succeed.

To report a concern regarding a student's well-being, behavioral health, or safety.

Reporting Form: Submit a CARE Referral

Availability: Monitored during normal business hours. For immediate danger, always call 911.

Personal Care Resources

Local Resource Guide: Visit the Personal Care Resources page to find specific financial, housing, essential services, counseling, and medical clinic partners for your campus.

Campus Food Pantries: Procedures for access vary by campus to ensure privacy and convenience. Check with your local OneStop or Student Affairs office for pantry locations and hours of operation.

The Hive Student Emergency Grant: This opportunity exists for when you have an unexpected financial hardship that might impact your ability to successfully continue in your coursework. The application details and process can be found on the Personal Care Resources page.

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 Public Health Code (Article 7), "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, they 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

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 occurred, you will face disciplinary action.

Drug and Alcohol Abuse Prevention

- **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 Chief People Officer, the Director of Institutional Compliance, and the VP for Campus Administration & Engagement.
- **Approval and Implementation**: The College 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 Chief People Officer, the Director of Institutional Compliance, and the VP for Campus Administration & Engagement, 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. Any student found violating these policies will be subject to disciplinary measures.

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.

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.

Bookstore

Bookstore Ordering

Our Baker College bookstores are managed by Barnes & Noble Education. 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 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.

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, or at the Academic Resource Center.

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 Facilities and Space Usage

Baker College governs its campuses under the principle that all physical spaces-including your classrooms, specialized laboratories, athletic facilities, common areas, and residence halls-are vital institutional assets designated to support your educational journey. To maintain a safe, equitable, and productive environment, we are all expected to utilize these spaces responsibly and strictly adhere to all behavioral and safety guidelines. Across all campus locations, including common areas and outdoor properties, you must adhere to our 100% smoke- and vape-free environment; this comprehensive restriction includes your individual residence hall room and extends to personal vehicles parked on campus property.

If you wish to reserve any campus space outside of regularly scheduled academic course blocks, you must secure it through the College's centralized campus reservation system, and you may not sublet or hand off your assigned space to other entities. You and your student organizations are collectively responsible for maintaining cleanliness and returning spaces to their baseline condition. Any property damage, vandalism, or safety breaches-such as bypassing residence hall security doors, climbing through windows, or lending your institutional ID-will be monitored by Facilities, Residence Life, and Campus Safety. Violations of this policy will be handled via a unified conduct approach under the Student Code of Conduct and the Residence Life Handbook. While minor infractions may involve educational or wellness interventions, property destruction, safety bypasses, or flagrant violations will result in administrative fines, temporary facility suspensions, or formal disciplinary sanctions, including shared damage billing for unidentified residential vandalism on your floor or building.

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.

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.

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 Student Success Coach 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.

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, you must use the stairs or meet at the designated area of refuge for assistance. 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 or 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

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 Incidents

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.

Additionally, any injury or exposure during an experiential learning rotation (clinicals or fieldwork) should be reported immediately to the facility (following the facility's policies, to faculty overseeing the course and to the program director. The incident reporting form will be filled out and followed.

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 campus director of student affairs. 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 campus director of student affairs. Remember, any referrals made will be kept confidential to respect your privacy.

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 Life & Engagement

- Getting Involved
- Events, Activities, and Recreation
- Community Engagement
- Student Leadership
- Expectations for Participation

Student Life & Engagement

The standard college experience goes well beyond what happens inside the classroom. At Baker College, building a vibrant campus culture focuses on giving you direct avenues to build social capital, expand your personal networks, and develop real-world professional skills. By bridging the gap between high-level institutional goals and your daily lived experience, Student Life & Engagement helps you form a deep sense of pride, connection, and belonging.

Getting Involved

Connecting with campus life is a motivational gateway to finding your true niche. Immersing yourself in peer groups and campus networks doesn't just make college more fun-it is directly linked to higher academic success, stronger persistence, and better year-to-year retention.

Whether you are a traditional on-campus resident or taking classes online, getting involved helps you bring your full identity to the college. There are multiple pathways tailored to keep you active:

- Student Clubs & Organizations: Joining a specialized club allows you to collaborate with peers who share your exact career paths or personal passions.

- Virtual Student Communities: For online and distance learners, dedicated digital platforms ensure you remain fully integrated and never feel isolated from the wider campus culture.

- Specialized Interest Networks: Structured peer networks build a deeper support environment across all student demographics.

Events, Activities, and Recreation

A well-rounded college lifestyle requires a healthy balance between academic focus and social engagement. Baker College hosts wide-ranging student-driven programming and modern recreational facilities designed to keep your campus experience exciting, social, and inclusive.

- Campus Traditions & Celebrations: Major seasonal events and milestones are built into the yearly calendar to cultivate school spirit and community pride.

- Recreation Programs: Recreational sports and social options offer fun, structured ways to stay active, build lasting friendships, and build teamwork skills.

- Holistic Wellness Integration: Campus activities frequently cross paths with mental health initiatives, mentoring programs, and counseling resources to support your total physical and emotional well-being.

Community Engagement

True education extends past campus boundaries. Baker College places a heavy emphasis on civic involvement and service-learning initiatives. These community partnerships are designed to help you leave a lasting, positive impact on the surrounding area while directly polishing your resume.

Through intentional volunteer efforts, local community service projects, and democratic participation, you will practice applied learning and social responsibility. These experiences challenge you to see the big picture, analyze real-world needs, and build the critical problem-solving skills employers look for.

Student Leadership

If you want to step up and shape the future of the college, formal student governance and training pipelines are built specifically to amplify your voice. Baker College proactively expands leadership development roles across student clubs, housing environments, athletics, and digital online organizations.

- Skill-Building Workshops: Focused training sessions and certificates help you master vital corporate soft skills like project coordination, active listening, and conflict resolution.
- Mentorship Pathways: Emerging student leaders are explicitly paired with faculty, staff, and seasoned peer mentors to map out future career milestones.
- Formal Student Governance: Serving on student boards empowers you to directly influence campus culture, institutional policies, and student programming.
- Recognition & Awards: Outstanding student contributions are celebrated via dedicated showcases and career-linked awards.

Expectations for Participation

While getting involved is highly encouraged, leadership and public engagement come with direct personal accountability. When you participate in student activities, you are a direct ambassador of Baker College.

Whether you are traveling for a student club, competing in an event, or representing the college at an off-campus community service site, you are expected to maintain high behavioral and professional standards. Participation guidelines reinforce core community values such as integrity, inclusiveness, mutual respect, and social responsibility. Meeting these behavioral benchmarks ensures that student activities remain safe, welcoming, and empowering spaces for everyone involved.

Residence Life & Housing

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

Residence Life & Housing

Ready to live where you learn? Baker College offers modern apartments and residence halls packed with options on our Cadillac, Muskegon, Owosso, and Port Huron campuses. Living on campus makes it easy to focus on your classes, meet new friends, and get the full college experience.

Residence Life Personnel

The Residence 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.

Director of Student Affairs (DSA)

As the campus designee for the Dean of Students office, the primary role of this position is to be responsible for 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.

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.

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.

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.

Requirements

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 Student Success 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.

Baker College Housing aims to provide students with a safe, comfortable, home away from home community where you can learn how to balance growing as a person with your studies. We work to provide residential students the opportunity to meet new people, discover new interests, develop new healthy habits, and learn to find their place as a critical member in a community. We believe that by fostering a caring and inclusive environment, we can create a thriving community where every student feels valued and supported.

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.

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.

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.

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 Staff, 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 housing students.

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.

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.

Break Accommodations

During the holiday break period between the end of Fall semester and the start of Spring semester, 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. If approval is granted you will be charged a per day amount to stay on campus.

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.

Residence Hall Living

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 do not 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.

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. 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.

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.

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!

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 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Window Screens

Window screens in residence hall rooms must always remain properly installed on the windows. Residents who remove their window screens will be fined 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.

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.

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.

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.

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.

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.

Public Areas

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.

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.

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.

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.

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.

Residence Life Policies

Residence Life Infractions

As a student, it's important to familiarize yourself with the contents of this 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 and 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 refer to the Regulatory Standards and Compliance section of this 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.

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.

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.

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.

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.

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.

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.

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.

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.

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. Students who violate the policies will be held accountable and will face disciplinary action.

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.

Discipline

Please refer to the Regulatory Standards and Compliance section of this handbook regarding disciplinary action.

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 refer to the Regulatory Standards and Compliance section of this handbook for details.

Campus Safety

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.

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.

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.

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.

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.

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.

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.

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.

Registration Requirements

- Registration Process
- Auditing a Course
- Drop/Add Period
- Course Cancellation Policy
- Withdrawal from a Course
- Course Reinstatement
- Re-Entry Into Health Science Professional Programs

Registration Process

Registering for classes is an important step in progressing toward your educational goals. At Baker College, students have flexibility in how they complete the registration process while ensuring they have access to the guidance and support needed to make informed decisions about their academic pathway.

Students are encouraged to review their academic plan regularly to ensure they remain on track for graduation and are enrolling in the appropriate courses for their program.

Baker College offers two primary registration options:

Self-Registration Through the Student Portal

Students are also welcome to register independently through the student portal at my.baker.edu.

Before self-registering, students should review their academic plan to ensure selected courses align with their degree requirements and educational goals. Students may choose to review their academic plan independently or in consultation with their Student Success Coach before registering.

Through the student portal, students can:

- Search for available courses and sections
- Review course schedules and formats
- Register for eligible courses
- View their current schedule
- Make registration changes within published registration deadlines

Students are responsible for ensuring that all selected courses meet program requirements and prerequisite expectations.

Registration with Your Student Success Coach

Many students choose to register with the support of their Student Success Coach. During a registration appointment, students can:

- Review their academic plan and degree progress
- Discuss upcoming course requirements
- Explore scheduling options
- Address questions related to academic policies, registration holds, or program requirements
- Develop a plan for future terms

Following this discussion, the Student Success Coach may complete the registration process on the student's behalf with the student's approval.

Registration Support

Whether registering independently or with the assistance of a Student Success Coach, students are encouraged to seek guidance whenever questions arise regarding course selection, degree requirements, academic planning, or graduation progress. Student Success Coaches are available to help students make informed decisions and stay on track toward degree completion.

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.

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 Student Success Coach.

Course Cancellation Policy

The College reserves the right to cancel a 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.

Withdrawal from a Course

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 Student Success Coach.

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 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 a designated Student Support 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.

Course Reinstatement Following Withdrawal

If you need to be reinstated into a course, a designated Student Support official will make the final determination, with or without faculty input.

Re-entry into Health Science Professional Programs

We recognize that academic journeys occasionally involve pauses, shifts, or moments to rebuild foundational skills. If your progress is interrupted by a course withdrawal or an unsuccessful course attempt in a given semester, our priority is to partner with you to safely map out your return and help you cross the finish line.

To ensure your clinical skills remain sharp, precise, and safe for patient care, continuing your journey involves aligning with the following pathways:

- Course Sequencing: Pausing progression in the standard program track allows you the dedicated time to retake the specific core major course.

- Timeline for Return: Your path back into the cohort remains open for one full calendar year following the semester of your withdrawal or unsuccessful attempt.

- Placement Point: Your journey resumes at the exact segment of the program where the pause occurred, ensuring you pick up right where you left off.

- Attempt Guidelines: To support ultimate success on national licensure exams, each core course can be taken a maximum of two times. Your return involves participating in all aspects of the course, including the classroom, laboratory, and clinical components, to fully reinforce your learning.

- Program Boundaries: If your journey with a specific discipline comes to an end through a formal program dismissal, your pathway shifts toward exploring alternative academic programs at Baker College with your success coach.

- Navigating Medical Withdrawals: When stepping away for personal health reasons, you will provide a documentation letter from your healthcare professional prior to resuming your studies. This clearance confirms that you can comfortably and safely engage with the essential functions and technical standards of your chosen field.

Important Note: Re-entry into the professional tracks depends on the available capacity of our faculty resources and clinical placement sites, alongside the seamless completion of the standard readmittance process outlined below.

To initiate your return, you will submit a formal written request via letter or email to the Program Director at the campus where you wish to resume your studies. To ensure our teams can coordinate your clinical placement and faculty resources, please connect with us by the following dates:

- For a Spring Semester Return: The first Monday in October

- For a Summer Semester Return: The first Monday in March

- For a Fall Semester Return: The first Monday in March

Your written message serves as a reflective tool to help us understand how to best support you. Please include:

- The last semester you participated in active coursework.

- A reflective look at the circumstances surrounding your withdrawal or unsuccessful attempt.

- Your goals and desires for returning to the program.

Once your letter is received, you will schedule a collaborative meeting with your campus Program Director. Together, you will design a personalized re-entry contract and an individualized learning plan. This tailored framework is designed to rebuild your confidence and may include practicing skills in our simulation labs, completing targeted review modules, or auditing prior content.

To ensure your clinical portfolio is fully up to date and approved by our healthcare affiliates prior to stepping onto a clinical site, you will finalize the standard compliance items:

- If your pause extends beyond one semester, an updated background check and a random drug screen may be completed to satisfy our clinical affiliate guidelines.

- Refreshing any active health screenings or immunizations required by the program or clinical site.

- Confirming your American Heart Association BLS certificate remains current.

If your pause from all Baker College coursework extends beyond one full academic year, the general institutional re-entry paths apply.

Final approval for all professional program returns is granted by the Program Director, who works to ensure every student is fully prepared to enter the field safely and successfully.

Communication & Student Responsibility

- Email Correspondence
- Baker College Student Printing

- Internet Account
- Recording a Course Session
- Acceptable Use Policy for Baker College Information Technology Resources

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 $150 printing credit, which equals 1500 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 $150 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.

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.

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.

Social Media and Responsible Technology Use for Students in Health Science Programs

Choosing a career in healthcare means recognizing that your digital presence and use of electronic devices are natural extensions of your professional identity. This is particularly true when learning in our clinical spaces, laboratories, and work-based learning environments.

To ensure patient privacy, maintain physical safety, and protect the focused learning environment, we share the following standards:

- Personal cell phones, wearable technology, and computers remain put away and are not utilized to take photographs, record clinical data, or access personal social media platforms during clinical or laboratory sessions.

- The use of digital devices within any clinical learning setting mirrors the internal technology policies and data-safety guidelines established by your assigned clinical facility.

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.

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 fafsa.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 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 tuition and mandatory fees. To help you plan effectively, our estimated Cost of Attendance (COA) reflects the total estimated cost of enrollment for one academic year. This includes both **direct costs** (billed directly by the institution, such as tuition and required fees) and **indirect costs** (estimated personal expenses while studying, such as books, course materials, housing, food, and transportation). Our Cost of Attendance budgets vary by academic program and are available at baker.edu/coa.

To assist with your financial planning, below are sample estimated Cost of Attendance budgets for full-time undergraduate students for the 2026-2027 academic year:

2026-2027 Sample Undergraduate COA Budgets

Undergraduate Full-time			
	On-Campus	Off-Campus	Off-Campus with Parent
Tuition & Fees	$13,720	$13,720	$13,720
Books	$1,000	$1,000	$1,000
Housing & Food	$8,600	$9,800	$3,200
Transportation	$2,400	$2,400	$2,400
Personal Expenses	$1,900	$1,900	$1,900
Total Estimated Costs	$27,620	$28,820	$22,220

**Note: Figures shown above are estimates for general planning purposes. Actual costs vary based on student degree level (undergraduate vs. graduate), specific program-related course fees (e.g., specialized health science clinical lab fees), total credit hours enrolled, and individual living arrangements.*

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 Michigan residents who are recent high school graduates. 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

Grants are a form of financial assistance that does not require repayment. Eligibility is primarily determined by financial need, enrollment status, and specific federal or state requirements.

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 2026-2027 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 need-based support to Michigan residents enrolled at least half-time. Due to a legislative phase-out, this grant is strictly available to renewal students who have previously received MTG funding. Eligible students must submit their FAFSA annually by July 1, with final award amounts determined each year by the State of Michigan.

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 provide essential financial support to help cover higher education costs, regardless of financial need. Because loans represent legal debt that must be repaid with interest, Baker College encourages all students to borrow responsibly and carefully evaluate their future repayment commitments. To qualify for any federal loan program, you must be enrolled at least half-time.

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, Baker College has established a Student Loan Code of Conduct Policy. You can access Baker College's Code of Conduct Policy on our website at https://baker.edu/disclosures.

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

Subsidized Stafford Loan

Subsidized Stafford Loans are need-based loans reserved exclusively for eligible undergraduate students. The U.S. Department of Education pays the interest on a Subsidized loan while you are enrolled at least half-time, during the grace period, and during authorized periods of deferment.

Unsubsidized Stafford Loan

Unsubsidized Stafford Loans are non-need-based loans available to both undergraduate and graduate students. Unlike subsidized loans, interest begins accruing from the date of disbursement. While principal payments are deferred while enrolled at least half-time, you are responsible for all interest that accumulates.

Annual and Aggregate Borrowing Limits

Federal guidelines establish maximum borrowing limits per academic year based on dependency status, grade level, and program of study. Total loan amounts cannot exceed your estimated cost of attendance and will be reduced for less-than-full-time enrollment.

Grade Level	Dependent Undergraduate Students (1)	Independent Undergraduate Students	Graduate and Professional Degree Students
First Year	$5,500 (max $3,500 subsidized)	$9,500 (max $3,500 subsidized)	$20,500
Second Year	$6,500 (max $4,500 subsidized)	$10,500 (max $4,500 subsidized)	$20,500
Third Year and Beyond	$7,500 (max $5,500 subsidized)	$12,500 (max $5,500 subsidized)	$20,500
Aggregate Maximum Loan Amounts	$31,000 (max $23,000 subsidized) **(2)**	$57,500 (max $23,000 subsidized) **(3)**	$100,000 **(4)**

1) Dependent students whose parents are unable to get PLUS Loans are eligible to receive the independent undergraduate loan limits.

2) Excludes dependent students whose parents are unable to borrow a PLUS Loan.

3) Includes dependent undergraduates whose parents are unable to borrow a PLUS Loan.

4) The graduate/professional degree student maximum excludes Stafford Loans received for undergraduate study.

Federal Direct Parent PLUS Loans

Federal Direct Parent PLUS Loans are available for parents of eligible dependent undergraduate students. Under the Federal Direct Parent PLUS Loan program, applicants are eligible to borrow up to $20,000 annually per student ($65,000 lifetime limit). Parents may apply for the Federal Direct PLUS Loans at studentaid.gov.

Federal Work-Study

Baker College recognizes the importance of providing opportunities for 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.

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

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. Students who are not registered on the financial aid census date will have Pell Grant eligibility determined based on the registered classes on the date of their initial registration for the semester or at the time of award.

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 Financial Aid Office for details about how enrollment changes (including withdrawals) will affect your financial aid awards.

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. To view the information submitted, you can log into your account at **studentaid.gov.**

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	$465	$13,020
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)**	$500	$14,000
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).

**View Student and Program Fees below for additional course fees related to this program.

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).

**View Student and Program Fees below for additional course fees related to this program.

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** $350 per semester **Graduate** $375 per semester **St. Francis School of Law** $275 per quarter
Auto/Diesel Institute of Michigan (ADI) Covers supplemental program costs including micrometer and uniforms. **Auto Services Technology Program:** AST 2110A **Diesel Services Technology Program:** DSL 1710	**Auto Services Technology** $210 per course **Diesel Services Technology** $210 per course
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** $440 per course **Food & Beverage Management** $145 per course
Nursing (NUR) Course Fees *Covers supplemental professional program costs, including ATI software* **Nursing:** NUR 2010, NUR 2450, 2550, NUR 3550, NUR 3750, NUR 4150, & NUR 4350 **Accelerated Nursing:** NUR 2170, NUR 3570, & NUR 4170	**Nursing** $620 per course **Accelerated Nursing** $1,240 per course

Experiential Learning (ELPD) **ELPD Community Enrollment:** ELPD 1110, ELPD 1210, & ELPD 1310 **ELPD Community Extension:** ELPD 1120, ELPD 1130, ELPD 1220, ELPD 1230, ELPD 1320, & ELPD 1330	**ELPD Community Enrollment** $300 per course **ELPD Community Extension** $100 per course **Portfolio Evaluation Fee** $100 per evaluation (after first two submissions)

Charges for Nontraditional Credits

Course Waiver Test • This fee is non-refundable	$50
Articulation Credit	No charge
Independent Study Credit (per credit hour)	Applicable Program Tuition Rate

Residence Hall Charges

Residence halls are available at the Cadillac, Muskegon, Owosso, and Port Huron campuses. (Downtown Cadillac has unique rates, as noted below.)

Residence Hall Housing Rate (all locations except Downtown Cadillac)	$2,700 per semester*****
Downtown Cadillac Housing Rate	$3,200 per semester
Residence Hall Break Accommodations (all locations except Downtown Cadillac) • Rates are per break period******	$31/day or $220/week
Downtown Cadillac Residence Hall Break Accommodations • Rates are per break period******	$36/day or $250/week
Single Room Housing Rate (all locations except Downtown Cadillac)	$3,950 per semester
Single Room Downtown Cadillac Housing Rate	$4,700 per semester
Residence Hall Commitment Fee (covers Fall/Spring, non-refundable)	$100

Residence Hall Commitment Fee (covers Summer, non-refundable)	$75

*****Rate may vary based on occupancy.

******Fall Break is the period between the Fall Semester and the Holiday Break. Summer Break is the period between Spring and Summer Semesters.

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 • One-time, non-refundable	$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 (refer to the Academic Calendar on 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

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 Yearly Deposit payments can be made online through the International Yearly Deposit Payment eMarket.

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.

Student Housing Costs

Student housing is available at our Cadillac, Muskegon, Owosso, and Port Huron campuses. The standard rate for housing is $2,700 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 or each Spring semester for students returning to Baker College but new to housing. A non-refundable $75 commitment fee is required each Summer semester a student returns to housing. The commitment fee is due upon submission of the Housing Application on MyBaker.

Estimated food costs are an additional $1,600 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.

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 Billing 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 A/R Processing Center 1020 S. Washington St. Owosso, MI 48867.

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, cashless payment options that allow you to manage your tuition conveniently and efficiently, while ensuring a safe and secure payment experience.

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

If your employer offers tuition assistance, they'll provide a voucher or letter of credit so Baker College can bill them directly for approved costs. Be sure to email these documents to billing@baker.edu as soon as you receive them.

Check that all details are correct, such as the course names, course numbers, and start dates, before submitting the documents. Baker College will use this information to invoice your employer, and your employer will send payment directly to the College.

Keep in mind, your are responsible for getting and submitting the voucher or letter of credit. The College won't bill your employer until the documents are received, and any remaining balance not covered by your employer is your responsibility.

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 "Financial Services Important Dates" 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.

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.

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 "Financial Services Important Dates" 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 payment 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 Illumia 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:** In most cases, Federal regulations prohibit the use of Title IV funds to cover past due balances exceeding $200. For more details review the knowledge-base article, Using an Account Credit Toward a Prior Semester Balance.

- **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.

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 website
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
- 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.

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.

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 Billing 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.

Class Withdrawal Refund Policies

Choosing to alter your class schedule is a significant decision that carries both academic and financial implications. This section outlines Baker College's official guidelines regarding course withdrawals, alongside the corresponding tuition refund schedules. Because dropping or withdrawing from a class directly affects your institutional charges, housing, and financial aid or military assistance eligibility, you are strongly encouraged to review these timelines carefully and consult the Financial Aid Office before making any official adjustments to your enrollment.

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.

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 billing@baker.edu
- The Technology Fee is only refundable for students who drop all classes by the first week of the semester.
- 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 & Housing section 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 through Illumia (formerly known as Transact). Refunds are issued by paper check or direct deposit (ACH). For additional details regarding the student refund process review the knowledge base article, Baker College Student Refunds.

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 Federal 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:
    - Student-initiated withdrawal: Date the withdrawal was submitted
    - College-initiated withdrawal due to faculty request, suspension, expulsion, etc.: Date the withdrawal was requested by the faculty member or other College official
- Unofficial withdrawals:
    - Failed courses: Last Date of Academic Activity (LDAA) as reported by the faculty member. If no LDAA is provided, the midpoint (50%) of the course will be used.

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 Federal 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.

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.

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).

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.

Making Your Past Credits Count

- Nontraditional Credit
- Transfer Credits
- Transfer Credits Residency/Residency Policies

Nontraditional Credit

At Baker College, we recognize that learning happens everywhere-not just inside a traditional college classroom. Whether you are a military veteran, a working professional with specialized certifications, a high school student who took advanced coursework, or a transfer student looking to continue your education, your past achievements have real value. This section outlines the diverse pathways available to help you turn your existing knowledge, professional training, and prior academic history into college credit, allowing you to maximize your previous efforts and accelerate your path to graduation. 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. You must also earn a grade of B or higher in each course where articulated credit is being awarded. If you wish to apply for articulation credit you must do so within 24 months of high school graduation. 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 1050	Applied Medical Terminology for 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 Baker College 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 to Baker College.
- Students in a traditional doctorate and EdD program must complete a minimum of 24 semester hours at Baker College.
- Students in the All But Dissertation, DBA - Capstone Project Track doctoral program can transfer up to 36 semester hours to Baker College.

- Students in the All But Dissertation, DBA - Dissertation Track program can transfer up to 27 semester hours to Baker College.
- 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 Baker College.
- 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 student's major discipline at the 2000 level (or higher).

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 student's major discipline at the 3000 and 4000 levels.

Policies & Regulations

Academic Policies

- The Academic Year
- Academic Integrity
- Grading System
- Grade Change Policy
- Incomplete Grade Policy (Non Work Experience, Clinical, or Field Experience)
- Incomplete Grade Policy (Work Experience, Clinical, or Field Experience)
- Repeat Course Policy
- Undergraduate and Graduate Honors
- Academic Amnesty
- Academic Appeals
- Background Checks
- Attendance Policy
- Leaves of Absence
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- Credit Hour Definitions
- Course Numbering
- Classification of Students
- Class Status
- Assessment
- Graduate Studies Academic Outcomes Assessment

- Academic Standing

Disclosures

- Consumer Information
- Student Records & Federal Educational Rights and Privacy Act (FERPA)
- Personal Information Changes
- Michigan Law Regarding College Transcripts
- Official College Transcripts
- Voter Registration
- Talent Release
- Student Right to Know Graduation Rates

Academic Policies

The Academic Year

The Baker College academic calendar consists of three semesters: Fall, Spring, and Summer. The Fall and Spring semesters are 16 weeks in length, while the Summer semester is 12 weeks. Depending on the program and course delivery format, courses may be offered in full-semester, 8-week, 6-week (Summer), or 4-week sessions. Most on-ground and synchronous virtual courses are scheduled in the full-semester format, while many online courses are offered in accelerated 8-week or 4-week sessions to provide students with additional flexibility. Summer courses are commonly offered in 6-week or 4-week sessions. Students may begin most academic programs at the start of any semester; however, certain programs require students to begin in the Fall semester to maintain full-time enrollment and follow the prescribed curriculum sequence.

Academic Integrity

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.

Academic Honor Code

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 artificial intelligence (AI) tools when their use has been explicitly prohibited by the instructor in select courses

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.

Grades

It is your responsibility to meet the specific outcomes of each course, as defined and provided by the instructor in the course syllabus.

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

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.

Grading Standards Exceptions

The table below outlines the only program exceptions for course grading expectations, in cases where higher grading standards are required:

Program	**Grading Standard**
College of Education - Elementary Education courses	C or better in all courses used toward certification, with the possible exception of general education courses. Cumulative grade point average (GPA) of 2.9 or higher. Grade point average (GPA) of 2.9 or higher, including transfer credits.

College of Health Science, PPA prerequisite courses	2.7 or higher for PPA prerequisite courses
College of Information Technology & Engineering - Mechatronics, AAS courses	Grade minimum to progress in the program is an overall C (73%, 2.0 GPA) Grade minimum in an engineering course is B- Courses that include a lab and/or experiential learning component require the students to complete and pass all components of the course. Laboratory grades need to be 800 points or above.
College of Nursing - Undergraduate, program courses	2.7 or higher, please see additional important grading details in the supplemental program handbook.
College of Nursing - Undergraduate, general education courses	2.0 or higher
College of Nursing - Graduate, undergraduate bridge courses	Minimum grade of B- or 800 out of 1000
College of Nursing - Graduate, graduate level courses (within the RN to MSN program)	Minimum grade of C or higher

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.

Grade Change 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 Academic Appeals.

Incomplete Grade Policy (Non 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.

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 a Student Success Coach. 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.

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 Student Success Coach 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 a Student Success Coach, 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 a Student Success Coach, 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.

Courses and grades that were applied toward a previously conferred Baker College degree are not eligible for Academic Amnesty. Academic Amnesty may not be used to remove, exclude, or alter coursework that was part of a completed and conferred degree.

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 Aid.

Academic Appeals

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 academic appeal process consists of five progressive steps. Students must meet all submission requirements and deadlines at each stage to maintain eligibility for further review.

Step 1: Initial Discussion

The student must first attempt to resolve the concern through direct discussion with the individual most closely associated with the issue (e.g., course instructor, program director, registrar, or other relevant college representative).

Step 2: Submission to Student Success Coach

If the concern remains unresolved, the student shall consult with a Student Success Coach. The Student Success Coach will provide the appropriate Academic Appeal form and explain documentation requirements. Within 10 business days of the advisor consultation, the student must submit:

- A completed Academic Appeal form,
- A written summary of the concern,
- All supporting documentation (e.g., grade calculations, medical records, email communications).

For grade appeals, the appeal is routed to the appropriate academic official. For other types, it is forwarded to the relevant Program Director. The instructor or Program Director must review and provide a written response within 10 business days. The Student Success Coach will share this response with the student. The student must indicate, in writing and within 5 business days, whether they accept the decision or wish to proceed to Step 3. If no response is received within 5 business days, the matter will be determined to be resolved.

Step 3: Dean/Designee Review

If unresolved, the Student Success Coach forwards the appeal and documentation to the Dean of the College (or designee). The Dean/designee will render a decision within 10 business days. The student must indicate, in writing and within 5 business days, whether they accept the decision or wish to proceed to Step 4.

Step 4: Judiciary Council Review

If the appeal continues, the Student Success Coach contacts the Chair of the Judiciary Council and provides all documentation. The Judiciary Council will convene within 15 business days.
Composition of the Council:

- Chaired by the Director of Student Affairs or designee associated with the student's campus (non-voting)
- Two students
- Two faculty from programs other than the student's
- One Program Director from an unrelated division

Both the student and instructor/program director may appear before the Council; however, no new documentation may be presented. A written decision will be completed by the Chair and shared with all parties within 5 business days. The decision is considered final unless the criteria for a Final Appeal are met (see Step 5).

Step 5: Final Appeal to Vice President of Academic Affairs

A Final Appeal may be submitted within 5 business days of receiving the Judiciary Council decision, only if one of the following conditions is met:

- New Information: Relevant evidence that was unavailable during earlier review stages
- Procedural Error: Clear procedural failure that significantly impacted the outcome
- Bias or Conflict of Interest: Demonstrable evidence that impartiality was compromised

The Final Appeal must include:

- A formal written request identifying the academic decision being challenged
- Supporting documentation (e.g., emails, policies, medical records)
- A statement of the corrective action being sought

The appeal must be submitted through the Student Success Coach who will forward it to the Vice President of Academic Affairs. A decision will be issued within 10 business days, and this decision is final.

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.

Appeal Submission Timeline

Baker College is committed to providing students with a fair and timely process for requesting review of academic decisions. Students who wish to submit an academic appeal should do so as soon as possible and no later than 30 calendar days from the date they were notified of the decision being appealed, unless a different timeline is specified by institutional policy or program requirements.

Students who are unable to meet the 30-day deadline due to documented extenuating circumstances may request consideration of a late appeal. Such requests will be reviewed on an individual basis.

To support a timely and thorough review, appeals should include all relevant supporting documentation at the time of submission. If additional information is needed, the student may be contacted and provided an opportunity to submit the required documentation before the appeal moves forward in the review process.

Background Checks

Some programs may require students to complete background checks for certain learning and engagement program requirements like clinicals, fieldworks, etc. Details for how and when you will need to complete this check will be shared with you by program officials**.**

Background check requirements by Program/College

Program	**Requirement**
College of Education	Criminal History Attestation Form ICHAT background check
College of Health Science	A criminal background check (including reviews of state, federal, and sexual offender databases) is completed prior to entering your professional program, starting your clinical placement, or re-entry to the professional program.
Health Information Management	Two background checks: Spring 1 and Fall 2 semesters
Health Information Technology	Two background checks: Spring 1 and Fall 2 semesters
Surgical Technology	Two Castle Branch background checks
College of Nursing	A background check before registration in 1st semester classes
College of Social Sciences	A background check prior to HUS 2710 internship placement A background check prior to HUS 4710 internship placement

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":

- Attending a synchronous class, lab, internship, practicum or clinical with an instructor present
- Submitting or completing an assignment, exam, or other assessment
- Taking part in interactive tutorials or computer-assisted instruction
- Participating in an online discussion that was assigned or regarding course content

- Interactions with instructor regarding course content

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.

There may be other attendance requirements for your program, especially for clinical or fieldwork requirements. Please refer to Supplemental Program Handbooks for details specific to your program.

Leave of Absence and Time Away from Learning Experiences

We recognize that life is dynamic, and personal circumstances occasionally arise that call for a temporary pause from your academic or clinical responsibilities. When these moments occur, we encourage you to connect early with your program officials and clinical instructors. Our commitment is to listen, provide guidance, and provide you with a network of support to map out your next steps.

Because your hands-on clinical and work-based learning experiences are essential to developing the deep skills needed for exceptional patient care, navigating your program successfully involves fulfilling all designated clinical hours and competencies. Our faculty team partners with you to coordinate and support the completion of any missed time in alignment with our clinical site agreements, ensuring your progress stays fully on track.

More information can be found under Re-Entry into Health Science Professional Programs.

Bereavement Support

If you experience the loss of an immediate family member, please notify your clinical instructor or program officials as soon as you are comfortably able to do so. Because we recognize the profound impact of grief, additional consideration and flexibility are readily extended for other significant relationships in your life, in close collaboration with your program team.

To give you the necessary space to focus on your well-being and family, you are supported with up to three days away from your scheduled clinical experiences. Any missed clinical hours or core competencies are simply shifted and completed at a later date, coordinated between you, the program, and your clinical site to safeguard your continued progress and professional readiness.

Military Commitments

We proudly stand by our students with military obligations, and we are dedicated to helping you fulfill both your service commitments and your academic aspirations seamlessly. Any time away from the program due to active military duties is fully accommodated and coordinated alongside your clinical site. Together, we ensure that your required learning experiences, clinical hours, and core competencies are successfully finalized upon your return, keeping your path to graduation secure.

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 a 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, Student Success Coach, 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

Baker College does not offer an approved Leave of Absence (LOA) under federal student aid guidelines; for financial aid purposes, taking a leave will be processed as a withdrawal. 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 Financial Aid for assistance.

Double Counting of Credits

"Double counting" refers to applying the same academic credits toward more than one distinct degree requirement (for example, using a single course to satisfy both a general education requirement and a major requirement).

Important Note: Double counting allows a course to satisfy two different *requirements*, but it does not reduce the total number of credits you need to graduate. You must still meet the minimum total credit hours required for your degree program.

This policy applies to all undergraduate and graduate students at Baker College. It covers all academic components, including:

- General Education Requirements
- Major or Program Requirements
- Minor Requirements
- Certificates
- Elective Credit Requirements

Note: Programs with specialized accreditation, licensure, or regulatory requirements may have stricter limits on double counting.

Credit Hour Definitions

Baker College defines credit hours in accordance with federal regulations and Higher Learning Commission (HLC) standards, ensuring that all courses-regardless of format or delivery method-provide equivalent academic rigor and student learning.

For a traditional 15-16 week course, one credit hour represents approximately 45-48 hours of total student engagement, including 1 hour of direct instruction and 2 hours of independent student work per week.

Alternative delivery formats, including accelerated, online, hybrid, laboratory, and clinical courses, maintain the same overall learning expectations by adjusting instructional time and workload proportionally. Online courses require documented academic engagement beyond simply logging into the course. Laboratory courses combine supervised lab time with independent work, while clinical and experiential learning courses require 40-60 supervised hours per credit hour (up to six credits).

This article also provides workload expectations for common course formats (4-, 6-, 8-, and 12-week courses) to ensure consistent application of the College's credit hour policy across all programs and instructional modalities.

For additional information, please visit the Baker College website.

Course Numbering

1000-4999 Undergraduate Courses

5000-9999 Graduate Courses

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.

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.

Disclosures

Consumer Information

When you're navigating college, having the right information at your fingertips isn't just helpful-it's empowering. At Baker College, we believe you have a right to clear, honest, and easy-to-find data so you can make the absolute best decisions for your education, your finances, and your future.

To give you complete transparency, we've gathered all federally mandated reports, policies, and campus data into one convenient hub: the **Disclosure of Consumer Information** page. Think of this as your go-to toolkit for everything happening behind the scenes.

Here is a quick snapshot of what you can explore on that page whenever you need it:

- **Academic Disclosures:** Check out our official retention and graduation rates, plus details on our institutional accreditation and professional licensures.
- **Financial Aid Disclosures:** Find out what financial assistance is available to you, use our Net Price Calculator, and review the official policies regarding course withdrawals and tuition refunds.
- **Campus Safety Disclosures:** Your safety is our priority. Access our Annual Security and Fire Safety Report, along with our emergency response and campus evacuation plans.
- **General Disclosures:** Review your privacy rights under the Family Educational Rights and Privacy Act (FERPA), find links for Michigan voter registration, and learn about our student complaint policies.

You can access the digital hub anytime at baker.edu/disclosures or select the Disclosure of Consumer Information link on our website. Prefer a physical copy instead? No problem at all-Baker College will gladly provide a paper copy of this information upon request. Bookmark this resource, look out for our reminder email each semester, and always feel free to reach out if you have questions.

Student Records and Federal Educational Rights and Privacy Act (FERPA)

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 to 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).

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: Financial Aid Department
- Financial Records: 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 them. 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, above)

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.

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 Disclosure of Consumer Information page 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.

Policy Acknowledgement and Updates

- Policy Acknowledgement
- Changes to Handbook
- Policy Revision Log
- Effective Date

Policy Acknowledgement

This Student Handbook is designed to be your go-to resource for a successful journey, outlining the opportunities, rights, and responsibilities we all share. When you enroll and register at Baker College, you agree to walk alongside us in upholding these community standards-including our Student Code of Conduct and Academic Integrity guidelines. These policies are in place to

ensure a safe, fair, and deeply supportive learning environment for everyone, and staying familiar with them is an essential part of your success here.

Because we are constantly working to improve your student experience, Baker College may update these guidelines, procedures, or program details from time to time to reflect the evolving needs of our campus. The most current, official version of the handbook is always maintained electronically right here on the College website/portal. We encourage you to check in periodically to stay informed, as these active guidelines will serve as your roadmap and partner throughout your time as a Baker College student.

Changes to Handbook

Baker College regularly reviews its policies to better serve our campus community and ensure compliance with governing regulations.

- **Authority to Modify:** Baker College reserves the right to update or change handbook contents at any time.
- **Documenting Changes:** All revisions are recorded in the online Policy Revision Log**.** Each entry includes the date of the change, a summary of the edit, and the effective date.
- **Official Record:** The web version of the handbook located at "link to handbook" is the sole official version. Any updates take effect immediately upon posting, unless otherwise stated.
- **Student Responsibility:** Students are responsible for reviewing the handbook periodically. Significant updates will be communicated via campus-wide email announcements.

Policy Revision Log

Effective Date

The effective date of this Handbook is Fall Semester 2026.

Supplemental Program Handbooks

College of Education

- Elementary Education

College of Health Science

- Cardiac Sonography
- Computed Tomography
- Diagnostic Medical Sonography
- Health Information Management
- Health Information Technology
- Medical Assistant
- Occupational Therapy Assistant
- Occupational Therapy (MS)
- Physical Therapist Assistant
- Radiologic Tehcnology
- Surgical Technology
- Veterinary Technology

College of Information Technology & Engineering

- Mechatronics

College of Nursing

- Nursing (Undergraduate)
- Nursing (Graduate)

College of Social Sciences

- Human Services

COLLEGE OF EDUCATION

ELEMENTARY EDUCATION PROGRAM

PROGRAM APPROVAL/ACCREDITATION

The previous iteration of the teacher education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a national accreditation body for teacher education programs. Our new iteration of the program began in Fall 2024. The program is considered a new program. Baker College has successfully completed step one of the application process with CAEP and will complete step two in Spring 2026. After Baker College has three groups of graduates from the program, a site visit will take place by CAEP to determine full accreditation of the program. That is expected to take place in Spring 2029. Baker College does have approval from the Michigan Department of Education to recommend candidates for certification, and approval from the Higher Learning Commission to offer this program.

MISSION

The mission of the Baker College Elementary Education Program is to support emerging teachers in developing their professional identities as they integrate knowledge, practice, and reflection.

PROGRAM OUTCOMES

The program outcomes below are based on the program's conceptual framework and the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards. The Candidate will:

- Understand how learners grow and develop (Knowledge)
- Recognize patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Knowledge)
- Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Practice)
- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Practice)
- Understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach (Knowledge)
- Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (Knowledge)
- Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Knowledge)
- Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making. (Knowledge, Practice)

- Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Practice)

- Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (Knowledge, Practice)

Use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner. (Reflection)

- Engage in appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Reflection)

- Apply technology standards to design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. (Practice)

PROGRAM GOALS

The student experience in both the Bachelor of Science - Elementary Education and Bachelor of Science - Elementary Education (Accelerated) programs include:

- Academic Preparation: Offers coursework that covers educational theory, curriculum content, classroom management, and pedagogical techniques. These courses provide a strong foundation in the principles of teaching and learning.

- Specialization: Specializes in elementary education. Graduates will be prepared to teach all subjects in preschool through 6th grade.

- Practical Experience: Includes over 200 hours of observation and apprenticeship before an extensive internship experience. This gives candidates hands-on experience working in multiple classrooms under the guidance of experienced educators. This practical experience is invaluable for learning how to apply theoretical knowledge in a classroom setting.

- Certification: Upon completion of the program and the passing of required licensure examinations, graduates will be eligible to be certified by the State of Michigan in two grade bands - preschool through 3rd grade (PK-3), and 3rd grade through 6th grade (3-6).

PROFESSIONAL STANDARDS FOR MICHIGAN TEACHERS

The Michigan State Board of Education adopted the InTASC Model Core Teaching Standards as the Professional Standards for Michigan Teachers on April 9, 2013. These standards serve as the basis for course outcomes in the professional education sequence.

The standards are:

- Standard #1: Learner Development

    - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Standard #2: Learning Differences
    - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments
    - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
- Standard #4: Content Knowledge
    - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content
    - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment
    - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.
- Standard #7: Planning for Instruction
    - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies
    - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice
    - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration
    - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ADDITIONAL ADMISSION REQUIREMENTS

Candidates will enroll in 4000-level professional education (EDU) courses once they have been fully accepted into the Elementary Education Program.

Documents to submit at the time of program application include, but are not limited to:

- Application: The Candidate will submit a completed program application.
- Statement of Educational Philosophy: The Candidate will submit a well-written essay approximately one page in length in which he/she discusses their educational philosophy and motivation for becoming an elementary teacher. The Candidate may want to consider their beliefs and practices concerning the role of the teacher, the nature of the learner, the nature of the curriculum, and how people learn best. The quality statement contain satisfactory content (clearly developed, with an introduction, body, and conclusion; at least three aspects of the writer's personal philosophy of education; specific examples or applications for each aspect) and mechanics (ideas are clearly expressed; good transitional devices; good sentence skills; few minor errors in spelling and punctuation).
- Cumulative GPA: The Candidate's cumulative grade point average will be 2.9 or higher.
- Course Grades: The Candidate will have earned a C or better in all of the courses listed above for both programs. Students will also have a B- or better in COM 1020 Composition and Critical Thinking II and MTH 1070 Quantitative Reasoning.
- Background Check: Confirmation of a background check that contains no convictions or recorded events, OR that the Candidate successfully appealed to remain in the program.

Application deadlines for each semester is as follows:

- October 15th: If applying to the program during the fall semester.
- February 15th: If applying to the program during the spring semester.
- June 15th: If applying to the program during the summer semester.

If the application deadline falls on a Saturday or Sunday, or a designated holiday when the College is closed, the deadline is the immediate following Monday. There may be occasions when the application deadline needs to be changed due to unforeseen circumstances. The Program Director will notify Candidates at that time.

Note: Some questions on the application are required by the State of Michigan. To be considered for program enrollment, the Candidate will need to complete the designated State of Michigan questions.

EFFECTIVE DATE OF PROGRAM REQUIREMENTS

Candidates who have not completed all certification requirements within five years of beginning EDU 2150 Introduction to Professional Education Experiences will be subject to a review to verify that all completed courses meet current requirements. EDU courses more than five years old will need to be retaken for credit.

The State of Michigan periodically revises its teacher certification rules. Prospective teachers need to meet all requirements in effect at the time of certification. Additional coursework may be required.

FIELDWORK REQUIREMENTS

Students prepare for their future careers by engaging in fieldwork during traditional PK-6 school hours. To ensure a well-rounded experience, students may occasionally travel to reach their assigned school sites. While our team works diligently to place students within a 50-mile radius of their home, the program also ensures students gain experience in a variety of diverse learning environments.

Successfully completing these clinical experiences is a key milestone for students to move forward in their coursework. For students who receive approval to complete fieldwork at their current place of employment, these hours are completed outside of their typical work schedule and are considered a non-paid professional learning experience.

Attendance

To remain aligned with the program's learning goals, students attend their Baker College classes as scheduled, even when local PK-6 schools are on break.

Fieldwork Evaluations

The Cooperating Teacher and Baker College team members will evaluate Candidates' successful completion of each field placement. Successful completion of the fieldwork component of a course is necessary in order to pass the course.

INTERNSHIP (STUDENT TEACHING)

The internship experience is the culmination of the coursework leading toward teacher certification, and is one of the most significant aspects of the program. Placements are designed to give Candidates real-world exposure to the rigors of teaching, and to provide an opportunity for Candidates to apply and further develop their skills. The experience not only impacts the personal and professional lives of the student teachers, but also the program itself and the staff, students, and families with whom the student teachers interact.

Internship Application

Contact the campus Program Director for the most current application, deadlines, and requirements. Applications need to be reviewed and approved by both the campus Program Director and the Student Support Specialist. Documents to be submitted to the Program Director at the time of the internship application include, but are not limited to:

- Application: The Candidate will submit a completed internship application.
- Portfolio/Website: The Candidate will submit an acceptable portfolio with the student teaching application. The portfolio should contain an up-to-date resume, statement of educational philosophy, two letters of recommendation, and artifacts as outlined in the Portfolio Guide.

Additional requirements include, but are not limited to:

- Program Completion Plan: The Candidate and Program Director will mutually agree upon a schedule for remaining coursework and program completion. Deviations from that schedule may delay the Candidate's placement for internship, graduation, and certification. The Candidate should have no more than 12 credits remaining in the program at the time he/she begins student teaching, excluding internship credits.

Letters of Recommendation

The Candidate will provide two letters of recommendation that support the Candidate's ability to meet the program outcomes. One should be from any college faculty member, and the other from a Cooperating Teacher or other education professional who is knowledgeable about the applicant's work with PK-6 students. Letters should be printed on official letterhead, and should include the name of the applicant; the date; and the name, title, organization, address, and signature of the letter writer. The following are suggestions of topics that may be included in letters of recommendation:

- The nature and length of the relationship with the applicant. Baker College instructors should include the number and name of any courses he/she taught the Candidate.
- A description of the Candidate's responsibilities and performance in the setting in which the writer and Candidate have interacted.
- Observations regarding the Candidate's personal qualities (integrity, emotional stability, maturity, sense of responsibility, self-discipline, poise, self-motivation, dependability, judgment, etc.).
- Comments regarding the Candidate's academic qualities (ability to acquire and retain knowledge, communication skills, creativity, organizational skills, analytical abilities, resourcefulness, sense of logic, common sense, insight, etc.).
- Remarks regarding the Candidate's social qualities (interpersonal skills, respectfulness, leadership qualities, tact, ability to cooperate with others, willingness to accept direction, ability to work successfully in a diverse setting, etc.).
- An explanation of any special circumstances involving the Candidate that the review committee should be aware of.
- Observations regarding the Candidate's commitment to the Elementary Education Program and the profession of teaching.
- A projection of the Candidate's probability of success in the student teaching placement and in the profession of teaching.

Note: The Program Director and Program Support Specialist are unable to provide recommendation letters for this particular application process, even if they served as an instructor for the candidate during the program.

Student Teaching Schedule

The student teaching experience begins when the PK-6 teachers report to work (beginning of school year and after returning from Winter Break in early January). Both dates may be prior to the official start of the semester at the college. Starting at those times will allow the Candidate to observe how the Cooperating Teacher implements the classroom management plan for the upcoming school year. The student teaching experience will be carried out in PK-6 school buildings during regular school hours, following the school district calendar, and the supervising teacher's contractual agreement. Candidates will need to be available for the entire length of the internship experience.

Note: Balancing Life & Your Student Teaching Experience

Stepping into the classroom as a student teacher is an incredibly rewarding, full-time commitment that marks the final bridge between your academic studies and your professional teaching career. This immersive experience simulates the full daily routine of an educator, involving active classroom instruction, collaborative school meetings, and extensive evening and weekend preparation time.

The State of Michigan currently offers the MI Future Educator Stipend for qualified applicants. Please visit the MI Future Educator Stipend website to learn more about the program and for award qualifications. For questions or more information, please contact MDE.

CERTIFICATION

Standard Teaching Certificate

Candidates completing a bachelor's degree program will be recommended to the Michigan Department of Education (MDE) for a standard teaching certificate upon meeting all requirements. The standard teaching certificate is Michigan's initial teaching license.

Application

The College of Education Program Support Specialist processes teaching certificate recommendations for Candidates.

Documents that may be submitted to the Program Support Specialist include, but are not limited to:

- Application: Completed and returned the application.
- CPR/First Aid: Submit proof of current certification in first aid, adult cardiopulmonary resuscitation (CPR), and child CPR. This training needs to be from the American Red Cross, American Heart Association, or a comparable organization or institution that has been approved by the Michigan Department of Education. Acceptable documents will be valid at the time the Candidate is recommended for the teaching certificate and in the form of photocopies of CPR/first aid certification cards (not originals). This is the responsibility of the Candidate to complete.
- Student Teacher Exit Survey Confirmation: The Candidate will submit proof of having completed the MDE Student Teacher Exit Survey. Specific instructions are provided in an email from Michigan Department of Education.
- Teaching Certificates: The Candidate will submit copies of any teaching certificates already held. (Substitute teaching permits need not be submitted.)
- Baker College Transcript: The Candidate's official Baker College transcript will automatically be provided to the Teacher Certification Officer by the System Registrar's Office as soon as the Candidate is cleared for graduation from the program; has paid all Baker College account balances; and has completed a financial aid exit interview (if applicable). It is the Candidate's responsibility to submit a graduation packet to initiate this process.

Additional requirements include, but are not limited to the following:

- Test Scores: Successful completion of the relevant MTTC tests. Baker College should receive official test results directly from the testing company.
- Residency Requirement: The Candidate needs at least 15 semester hours at Baker College in order to be recommended for any type of teacher certification, except for the first renewal of a standard teaching certificate, which requires six semester hours.

The State of Michigan periodically revises its teacher certification rules. Candidates will need to meet all requirements in effect at the time of certification. Once all of a Candidate's documents and requirements are received and verified, the Program Support Specialist will submit the official certification recommendation to the Michigan Department of Education within two to four weeks. MDE will bill the Candidate directly for the certificate; the fee for a standard certificate. The fee is the responsibility of the Candidate.

Teacher Certification Tests

Michigan Test for Teacher Certification (MTTC)

Evaluation of content knowledge will be assessed through the appropriate Michigan Test for Teacher Certification (MTTC) assessments. Prospective teachers should have sufficient content knowledge to be successful in student teaching and later in their own classrooms. Successful completion of all applicable tests (as outlined below) is necessary before the Candidates can be certified.

- The Lower Elementary (PK-3) test has 4 subtests: Professional Knowledge and Skills, Literacy, Mathematics, and Social Studies and Science. One test covers BOTH social studies and science. You need to pass all 4 tests to be certified PK-3.

- The Upper Elementary (3-6) Test has 4 subtests: Professional Knowledge and Skills, Literacy, Mathematics, and Social Studies and Science. One test covers BOTH social studies and science. You need to pass all 4 tests to be certified 3-6.

Structure of both tests is as follows:

- Subtest 1: Professional Knowledge and Skills: 1 hour and 30 minutes total appointment time 15 minutes for CBT tutorial and nondisclosure agreement 1 hour and 15 minutes testing time

- Subtest 2: Literacy: 1 hour and 30 minutes total appointment time 15 minutes for CBT tutorial and nondisclosure agreement 1 hour and 15 minutes testing time

- Subtest 3: Mathematics: 1 hour and 45 minutes total appointment time 15 minutes for CBT tutorial and nondisclosure agreement 1 hour and 30 minutes testing time

- Subtest 4: Science and Social Studies: 1 hour and 45 minutes total appointment time 15 minutes for CBT tutorial and nondisclosure agreement 1 hour and 30 minutes testing time

Prospective teachers may pass EITHER the PK-3 Professional Knowledge and Skills subtest OR the 3-6 Professional Knowledge and Skills subtest, to be certified PK-6 without passing the other subtest. You only need to pass one of the two Professional Knowledge and Skills subtests.

Online information regarding current scheduling and fees can be found at www.mttc.nesinc.com.

Test Scores: Baker College should receive official test results directly from the testing company. Candidate copies will not be accepted. Candidates will designate Baker College (41) as a score recipient at the time they register for the test. The testing company will charge an additional fee to have an additional score report mailed to Baker College after that time.

Passing scores for MTTC = 220

Test Preparation: MTTC preparation materials are available at www.mttc.nesinc.com under the Prepare tab. Free tutoring is provided at Baker College by the Academic Resource Center.

Retesting: There is no limit to the number of times candidates may retake an MTTC test, however there is a 30 day wait period between retaking tests.

COLLEGE OF HEALTH SCIENCE

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 patient-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.

AFFECTIVE, COGNITIVE, AND PSYCHOMOTOR PERFORMANCE

Successful progression and completion of a health science program requires the integration of cognitive, affective, psychomotor, physical, and social abilities. To support your journey toward becoming a safe, effective, and trusted healthcare professional, our programs focus on developing a balanced blend of professional behaviors, academic knowledge, and hands-on clinical skills. These core capabilities are designed to help you thrive academically while ensuring the ultimate safety and well-being of patients, peers, faculty, and clinical teams.

We view your education as a partnership: you are responsible for consistently practicing and demonstrating these professional habits, and we are committed to supporting your development through guided instruction, constructive feedback, and reflective learning opportunities.

AFFECTIVE DOMAIN (Professional Behaviors and Emotional Readiness)

Students will demonstrate:

- Responsive and empathetic communication that supports rapport-building and respect for diverse backgrounds
- Emotional stability and adaptability in fast-paced, dynamic, or high-stressed environments
- Ethical behavior that aligns with professional standards, codes of conduct, and applicable laws and regulations of your chosen discipline

COGNITIVE DOMAIN (Knowledge and Clinical Reasoning)

Students will demonstrate:

- The ability to understand, retain, analyze, and safely apply course content
- Critical thinking, problem-solving, and clinical reasoning skills necessary to make safe patient-care decisions
- Effective organization, prioritization, and time management

PSYCHOMOTOR DOMAIN (Skills and Performance Readiness)

Students will demonstrate:

- Awareness of personal and professional limits related to knowledge and skill level, and proactively seek guidance from instructors or healthcare teams when needed
- The ability to develop and maintain respectful, professional, and therapeutic interactions with patients and their families
- The ability to perform required skills and responsibilities in a timely, safe, and effective manner

COMMUNICATION EXPECTATIONS

Students will interact and document care effectively by:

- Speaking, listening, reading, writing, and utilizing technology (including electronic medical record systems) appropriately.
- Use of accurate healthcare terminology
- Interacting professionally with patients, families, faculty, peers, and healthcare team members across diverse populations

We are fully committed to supporting students with hearing, speech, or other communication disabilities. Through reasonable accommodations, we welcome the use of trained intermediaries or assistive technologies to help you successfully demonstrate the required clinical competencies of the program.

PREPARING FOR WORK, CLINICAL, OR FIELDWORK EXPERIENCES

To ensure you are fully prepared to step into your clinical rotations, internships, or fieldwork, we partner with you to meet the essential safety and compliance benchmarks set by our accreditors and healthcare facilities.

Completing and maintaining these readiness requirements is a key part of your professional responsibility, and students are responsible for the associated costs. These upfront investments such as background checks, fingerprinting, drug screens, immunizations, health insurance, and Basic Life Support (BLS) certification ensure you meet the safety standards required to provide patient care. It should be noted that some clinical agencies may have unique health requirements. Your Clinical Coordinator will notify you right away if your assigned facility requires any additional steps before your start date.

HEALTH INSURANCE AND LIABILITY PROTECTION

Students are responsible for maintaining active health insurance while participating in any clinical, work, or fieldwork experiences. If you need assistance securing affordable health insurance, please visit Healthcare.gov to explore your options.

Baker College provides your professional liability insurance coverage during all academic-related clinical and fieldwork experiences. You are always welcome to obtain additional personal liability coverage if you choose, but it is not required.

BASIC LIFE SUPPORT (BLS) CERTIFICATION

As part of clinical readiness, you may be required to obtain and maintain Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association and provide a copy of your current certificate to your clinical site upon request.

DRUG AND BACKGROUND SCREENINGS

To support safe learning environments and meet clinical affiliation requirements, drug screenings and background checks may be a required component of your professional program.

Students may be asked to complete a drug screen at specific intervals, such as upon re-entering a program after an extended absence or probation, on a random basis as requested by your program, clinical site, or College of Health Science, or if a safety or impairment concern arises. If a student is believed to be under the influence of drugs or alcohol during class or clinical experiences, they will be referred for a drug screen and temporarily removed from clinical participation until results are received. Certain drug screen results may have implications based on clinical site or regulatory requirements.

Because clinical sites follow strict legal and regulatory guidelines, certain prior convictions or pending legal matters may limit (or prevent) placement options, impact future employment opportunities in that designated healthcare profession, or affect your future eligibility for professional licensure. We encourage you to discuss any potential concerns with your Program Director early so we can help you map out your path.

HEALTH and IMMUNIZATION GUIDELINES

Students may be asked to provide documentation of standard immunizations, boosters, titers, tuberculosis testing, and relevant health screenings as required by your specific program or clinical site.

Immunization Exemptions:

If you need to request an exemption from vaccination requirements based on medical or religious grounds, Baker College has an established review process to evaluate and support your request. Please connect with your Program Director to submit your documentation.

Note: Because our clinical partners operate independently, an approved institutional exemption from Baker College does not automatically guarantee that an external healthcare facility will accept the same exemption. If your assigned clinical site requires separate approval, your Clinical Coordinator will partner with you to navigate their review process. While we cannot guarantee a site's final decision, we are committed to helping you explore all available placement avenues.

BLOOD BORNE PATHOGENS (BBP) TRAINING

BBP training is provided based on program requirements and is reinforced throughout coursework, including laboratory and selected clinical preparation experiences. Health Science students, faculty, and staff share responsibility for maintaining current knowledge of BBP guidelines and consistently applying safe practices.

HIPAA AND CONFIDENTIALITY TRAINING

HIPAA training is provided as part of your program, and individual clinical agencies may also require you to complete additional HIPAA training specific to their facility. Faculty will support you in understanding and applying these expectations throughout your educational journey.

LATEX ALLERGIES

The College of Health Science is dedicated to providing a latex-safe learning environment. However, because latex is a common component in many manufacturing and educational materials, it is impossible to guarantee a completely latex-free campus. If you have a known history of latex sensitivities or allergic reactions, please notify your laboratory instructors and Program Director before your lab courses begin. If you suspect that you are experiencing a latex allergy while attending Baker College, you should immediately notify the instructor as well as your Program Director. We strongly recommend consulting with your personal healthcare provider regarding options and strategies for managing a latex allergy within a healthcare career, and Baker College will make reasonable accommodations to provide latex free products for students who request them.

NAVIGATING YOUR WORK, CLINICAL, OR FIELDWORK EXPERIENCES

To ensure a supportive, predictable, and professional learning environment for both you and your clinical site, we work as partners to fulfill your clinical schedule and build your professional identity:

RELIABILITY EXPECTATIONS

- Professional healthcare settings operate around the clock. To ensure you are fully prepared for the realities of your future workplace, your clinical rotations may reflect full-time status (up to 40 hours per week) and require you to accommodate non-traditional schedules, including evenings, weekends, and holidays.
- Your presence is vital to your own clinical training and to the patient-care team you are joining. Please attend all scheduled sessions. If an unexpected obstacle or illness arises, please report your absence or tardiness to both your site supervisor and your program official prior to your designated start time. Early communication allows us to support you and keep your progress on track.
- Plan to arrive at your clinical setting at least 15 minutes early. This intentional window allows you to settle in and prepare for the day's tasks.
- To safeguard patient care and ensure the structural integrity of your learning, students are to remain in their assigned clinical setting during all designated hours. Any necessary schedule alterations or time-off requests need to be discussed and approved in advance by your program official and site supervisor to minimize disruptions to your clinical progression.
- If you are offered a professional position by your clinical site while participating in your work experience, please notify your program official right away so we can celebrate your achievement and ensure a smooth, compliant transition into your new role.

PROFESSIONAL PRESENTATION

Students may be required to wear a designated program specific uniform or site specific dress code. Specific requirements will be provided to you by your program officials or directly from your clinical site.

TRANSPORTATION, TRAVEL, AND REGIONAL PLACEMENTS

High-quality work, clinical, and fieldwork experiences take place across a diverse network of healthcare settings. Because specialized clinical placements depend on regional site availability, some rotations are located a distance from your home or campus, occasionally stretching beyond 100 miles.

We share this geographic reality openly so you can balance your personal schedule and plan ahead financially and logistically. Our Clinical Coordinators work diligently to partner with you and provide as much advance notice as possible regarding your site assignments to ensure a smooth, predictable transition into your clinical experience.

COURSE TRANSFER POLICY

Veterinary Technology Courses:

In order to receive credits towards the Associate of Applied Science Veterinary Technology degree, the following prerequisites/corequisites 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:

- 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 need to be completed with a grade of (C) in order to be transferred in for the Associate of Applied Science in Veterinary Technology degree.

Surgical Technology Courses:

In order to receive credits towards the Associate of Applied Science in Surgical Technology degree, the following prerequisites/corequisites 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:

- 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 need to be 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:

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 need to be completed with a grade of (C) in order to be transferred in for the professional program tracks.

GRADUATION REQUIREMENTS FOR COLLEGE OF HEALTH SCIENCE PROGRAMS:

Graduation from a College of Health Science professional program reflects the successful completion of the knowledge, skills, and professional competencies needed for entry-level practice.

To be eligible for graduation, students must:

- Successfully complete all required program coursework and clinical, laboratory, or professional practice experiences, as applicable.
- Demonstrate readiness for professional practice by earning a minimum grade of B- (2.7) in every professional-track course.
- Meet all institutional, programmatic, and degree requirements established by Baker College.

The minimum grade requirement for professional-track courses reflects the level of competency needed to support safe, effective patient care and successful transition into professional practice. Faculty are committed to supporting students throughout their educational journey by providing guidance, feedback, and resources to help them achieve these expectations.

CARDIAC SONOGRAPHY

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):

P.O. Box 2050, Ellicott City, MD 21041

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

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.

As a Cardiac Sonography student, please 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.
- Be able to respond rapidly using critical thinking skills.
- 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.
- Be able to work with bed pans, urinals, diapers and changing pads

In addition to the College of Health Science Affective, Cognitive, and Psychomotor Domain Requirements, the Cardiac Sonography program also has the following requirements:

Observation Skills

Students will:

- Distinguish blood flow characteristics represented in color (e.g., red and blue) on equipment monitors
- Observe variations in skin color and integrity, palpate vascular pulsations, and auscultate blood pressure
- Recognize and respond appropriately to equipment signals and alerts

Motor Skills

Students will:

- Demonstrate fine and gross motor skills necessary to operate equipment and obtain quality diagnostic images and flow patterns
- Maintain required physical positioning to complete imaging procedures
- Assist with transferring, lifting, positioning, and moving patients, with or without assistance
- Safely move equipment and transport patients as required

Cognitive Skills

Students will:

- Integrate diagnostic imaging, laboratory results, patient history, and medical records
- Apply critical thinking and problem-solving skills to evaluate and communicate diagnostic information

Behavioral and Professional Skills

Students will:

- Recognize and correct performance deviations in diagnostic imaging
- Demonstrate prioritization, organization, and time management in clinical settings
- Maintain emotional stability and adaptability in fast-paced or unpredictable environments
- Demonstrate sound professional judgment in routine, high-stress, and emergency situations

TESTING POLICY

As you prepare for a career in diagnostic medical sonography, developing a strong foundation of knowledge and clinical judgment is essential to providing safe, effective patient care and achieving success on your national credentialing examinations. Throughout the program, major assessments are designed to help you demonstrate your understanding of essential concepts and your readiness for increasingly advanced coursework and clinical learning experiences.

To support your success while maintaining the academic standards required for professional practice, the following progression requirements apply to **CAS 1050, CAS 2150, CAS 2250, CAS 2950, DMS 1510**, and **DMS 1610**:

- Earn a minimum final course grade of **800 points (80%).**

- Earn a score of **80% or higher on the cumulative final examination.**
- Both requirements must be met to successfully complete the course and continue progressing in the program.

Opportunity for Additional Demonstration of Learning

We recognize that a single assessment may not always reflect your full understanding of the course material. If your first attempt on the cumulative final examination is below **80%**, you will be provided **one remediation opportunity** to demonstrate your learning.

- The remediation examination will be scheduled within one week following the end of the semester.
- If the remediation cannot be completed before the semester concludes, an **Incomplete (I)** grade will be assigned until the examination is completed and a final course grade is posted.
- The remediation examination score becomes the official final examination score for progression purposes.

Progression Decisions

Because these courses prepare you for future clinical learning and patient care responsibilities, progression is based on demonstrated readiness in both overall course performance and mastery of essential course content.

If you earn:

- **800 points (80%) or higher** as your final course grade **and**
- **80% or higher** on the cumulative final examination (or remediation attempt),

you will have demonstrated the academic readiness required to progress to the next stage of the program.

If, after the remediation opportunity, the required **80% final examination score** has not been achieved, your final course grade will be recorded as your final examination score. Because additional development is needed before advancing to more complex coursework and clinical experiences, progression in the program will be paused.

During this time, you will meet with your **Program Director and Student Success Coach** to review your performance, discuss available support resources, and develop an individualized plan for your next steps in accordance with College and program policies. Our goal is to support your continued growth and help you return prepared to successfully complete the program and provide safe, high-quality patient care.

Please Note: Final examination scores are not rounded when determining progression eligibility.

CLINICAL PRACTICE AND SKILL DEVELOPMENT

Clinical practicum experiences are an important part of your education and provide opportunities to apply what you have learned in the classroom while developing the technical skills, clinical judgment, and professional behaviors needed to provide safe, compassionate, and high-quality patient care.

Throughout your clinical learning experiences, you will be supported by qualified Registered Diagnostic Medical Sonographers, Registered Cardiac Sonographers, Clinical Instructors, and the Academic Clinical Coordinator. These experienced professionals

will provide guidance, coaching, feedback, and mentorship as you build confidence, strengthen your scanning skills, and prepare for independent professional practice.

CLINICAL LEARNING PROGRESSION

Clinical practicum experiences are structured as unpaid educational learning experiences. Your primary role in the clinical setting is that of a learner, allowing you to focus on developing competency, applying classroom knowledge, and gaining meaningful patient care experiences without the expectations of employee productivity.

Each semester's clinical schedule has been intentionally designed to build upon the knowledge and skills developed in previous coursework. Through consistent participation and a variety of patient care experiences, you will progressively develop the competence, confidence, and professional judgment expected of an entry-level Diagnostic Medical Sonographer.

To support your continued growth and readiness for increasingly advanced clinical experiences, students are expected to complete all scheduled clinical hours each semester.

Your clinical learning progression includes:

- **Fall (Second Year): 248 clinical hours** focused on developing foundational scanning skills, patient communication, workflow, and confidence in the clinical environment.
- **Spring (Second Year): 320 clinical hours** emphasizing increased independence, clinical reasoning, image acquisition, and integration of more complex examinations.
- **Summer (Second Year): 132 clinical hours** dedicated to refining technical proficiency, improving efficiency, strengthening professional decision-making, and preparing for successful entry into professional practice.

Faculty and clinical instructors are committed to partnering with you throughout your clinical education by providing ongoing feedback, opportunities for reflection, and individualized support to help you continue developing the knowledge, skills, and professional behaviors necessary for safe patient care and career success.

REGISTRY 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.

COMPUTED TOMOGRAPHY

MISSION

The mission of the Baker College Computed Tomography (CT) Program is to support registered radiologic technologists in advancing their skills and preparing for expanded roles in computed tomography.

This is accomplished through:

- A curriculum focused on advanced imaging principles

- Structured clinical experiences within Trinity Health facilities
- Ongoing development of critical thinking and professional behaviors
- Alignment with industry standards and expectations

PROGRAM GOALS

The program is designed to support students in developing the knowledge, skills, and professional behaviors needed for success as CT technologists.

Through this program, students are supported to:

- Develop competence in performing CT procedures at an entry-level standard
- Strengthen critical thinking and problem-solving skills in clinical imaging environments
- Communicate effectively with patients, physicians, and healthcare team members
- Successfully complete program requirements and prepare to sit for the ARRT CT certification exam

PROGRAM OUTCOMES

Upon completion of the CT Program, students will demonstrate readiness in the following areas:

- Clinical Competence
  - Perform CT procedures that meet diagnostic quality standards
  - Operate CT equipment and follow imaging protocols aligned with clinical best practices
- Critical Thinking
  - Adapt CT procedures based on patient needs and clinical conditions
  - Evaluate image quality and determine when additional imaging or adjustments are needed
- Communication
  - Communicate clearly and professionally with patients
  - Provide instructions and support that reflect empathy and respect
- Professionalism
  - Demonstrate behaviors consistent with professional standards in healthcare
  - Show accountability, ethical decision-making, and responsibility in clinical settings

GRADUATION AND ARRT CERTIFICATION REQUIREMENTS

To be eligible for graduation and ARRT certification in computed tomography, students need to:

- Maintain active employment with Trinity Health throughout the duration of the program.
- Achieve a minimum score of 80% or higher in each course.

- 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 will need to be signed off by a qualified technologist and scored at 80% or higher.
    - Complete the required number of competencies per course, per semester.

In instances where these requirements are not met, students will work with their Program Director and Student Success Coach on appropriate next steps. 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.

CLINICAL REQUIREMENTS

These experiences are designed to help students:

- Apply classroom knowledge in real-world settings
- Build technical and professional confidence
- Develop adaptability within healthcare environments

Students will complete a minimum of 600 clinical hours at a Trinity Health location. Clinical schedules may vary and can include:

- 3-5 days per week
- Shifts ranging from 6-12 hours
- Morning, afternoon, or evening experiences
- Each student is also expected to complete one week of third-shift clinical experience during the program.

DIAGNOSTIC MEDICAL SONOGRAPHY

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),

P.O. Box 2050, Ellicott City, MD 21041

(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.

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.

PROFESSIONAL REQUIREMENTS AND TECHNICAL SKILLS

In addition to the College of Health Science Affective, Cognitive, and Psychomotor Domain Requirements, the Diagnostic Medical Sonography program also has the following requirements:

- 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.

TESTING POLICY

- Several courses within the Diagnostic Medical Sonography program include a cumulative final examination designed to assess your mastery of the knowledge and clinical decision-making skills essential for safe patient care and future professional practice.
- The following courses require a minimum score of **80% on the cumulative final examination** to demonstrate readiness for successful course completion:
    - **DMS 1310, DMS 1510, HSC 1910, DMS 1110, DMS 2410, DMS 1610, DMS 1210, VAS 2220, DMS 2210, DMS 2910, and DMS 2950.**
- We recognize that a single assessment may not always reflect your full understanding of the course material. If your initial cumulative final examination score is below **80%**, you will be provided **one remediation opportunity** to further demonstrate your knowledge and readiness.
- If the required **80%** is not achieved following the remediation attempt, additional development is needed before progressing to the next stage of the program. At that time, your academic performance and overall progression will be reviewed by the Program Director and Dean of the College of Health Science to determine the most appropriate pathway forward in accordance with program policies.
- Depending on your individual academic record and demonstrated readiness, next steps may include repeating the course to strengthen your knowledge and skills before continuing in the program or, when program progression requirements cannot be met, transition out of the program in accordance with College and program policies.
- These progression standards are designed to support your success while ensuring that every graduate is prepared to provide safe, effective patient care and is well-positioned for success on national credentialing examinations and in professional practice.

CLINICAL AND LEARNING EXPERIENCES

Assignment of Duties

Clinical learning experiences are designed to provide a well-rounded opportunity to develop the skills needed for sonography practice. The clinical instructor will collaborate with you to create a schedule that supports an organized workflow and exposure to a variety of patient care experiences.

As part of your development, you will engage in a range of clinical activities, which may include:

- Transporting patients
- Gathering patient history
- Preparing and maintaining clinical spaces
- Supporting workflow within the imaging environment

Each of these activities contribute to your growth as a healthcare professional and your ability to provide safe, effective patient care. If questions or concerns arise related to assigned activities, program leadership and clinical faculty are available to provide guidance and support.

To support full engagement in clinical learning, students are encouraged to complete required clinical competencies prior to pursuing employment in the field. Clinical learning hours are designed specifically for educational outcomes and cannot be replaced by employment experiences.

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.
- It is the student's responsibility to verify that the supervising technologist is credentialed in the specific modality of the exam being performed (Abdomen, OB/GYN, Vascular). Any examinations completed under the supervision of an unregistered or improperly credentialed technologist will not be accepted toward clinical requirements.
- 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.
- Throughout the program, supervision by a qualified sonographer supports both your learning and patient safety. As your skills and confidence develop, your level of responsibility will increase to reflect your progression. 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.

Clinical Hours

In the DMS Program, the clinical experience includes 3 clinical semester courses. During clinical rotation, you will complete a total of 1496 clinical hours. Holidays that are observed during the clinical rotation: Labor Day, Thanksgiving, Christmas Day, New Year's Day, MLK Day, Memorial Day, Juneteenth, and 4th of July.

Fall Semester: 528 clinical hours
Spring Semester: 560 clinical hours

Summer Semester: 408 clinical hours

Total: 1496 clinical hours

Clinical Evaluation

Students will have a midterm and final evaluation completed by their clinical instructor each semester. Students must receive an 80% or higher on all evaluations. Failure to meet this expectation may result in dismissal from the program.

Assessment and Competencies

Along with the requirement of 1496 hours of clinical are 11 assessments and 9 competencies. Students must receive an 80% or higher on all completed assessments and competencies. A second attempt will be permitted.

Clinical Attendance and Engagement

Clinical experiences are structured to provide approximately 32 hours per week of hands-on learning. These scheduled experiences are intentionally designed to support competency development and program progression.

Certain experiences may be recognized as contributing to your professional development and may be approved as clinical time, including:

- Participation in professional conferences (with Program Director approval)

- Cultural or educational events that support professional growth

- Baker College graduation

- Supporting learning activities such as assisting in labs
- College-recognized holidays

These opportunities support your development as a well-rounded healthcare professional. Approval processes and documentation help ensure alignment with program requirements.

REGISTRY ELIGIBILITY REQUIREMENTS

- Students are eligible to apply for the Sonography Principles and Instrumentations (SPI) examination upon successful completion of DMS 1510 Acoustical Physics I course.
- Students are eligible to take their Abdomen and OB/GYN boards 60 days prior to program completion.

HEALTH INFORMATION MANAGEMENT

ACCREDITATION INFORMATION

The Baccalaureate Degree Program in Health Information Management at Baker College is in candidacy with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

CAHIIM Mailing Address:

CAHIIM

200 East Randolph Street

Suite 5100

Chicago, IL 60601

Phone:

(312) 235-3255

MISSION

The mission of the Bachelor of Science in Health Information Management program is to develop competent, ethical leaders in the management and governance of health information as graduates who ensure data integrity, protect privacy and security, maintain regulatory compliance, and apply analytics and informatics to improve healthcare operations and patient outcomes.

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 integrity as the foundation of our profession, preparing graduates to serve as guardians of accurate, complete, and trustworthy health information. 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.

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 management professionals and successfully pass the RHIA national certification 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.

PROGRAM OUTCOMES

1. Ability to ensure data integrity and content compliance across the health 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 COMPETENCIES

Upon completion of the Health Information Management Program, the graduate shall demonstrate the following 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.

PROFESSIONAL PRACTICE EXPERIENCE (PPE)

The Professional Practice Experience (PPE) provides an opportunity to apply the knowledge and skills developed throughout the Health Information Technology and Health Information Management program in an authentic healthcare environment. These supervised learning experiences help students strengthen professional competencies, gain practical experience, and prepare for successful careers in health information management.

Professional Practice Experience schedules vary by site and are determined by the availability, operational needs, and staffing schedules of the participating organization. Students should be prepared for flexibility in scheduling to ensure meaningful learning opportunities.

Students who are currently employed in a healthcare setting may be eligible to complete their PPE with their employer when the experience provides new learning opportunities that align with program outcomes and CAHIIM competencies. To ensure the PPE remains an educational experience, students must complete their hours in a department other than their regular work assignment or perform responsibilities that are substantially different from their current employment duties.

Students will complete a minimum of **40 hours** of supervised Professional Practice Experience at an approved site outside of their assigned coursework as part of the Bachelor of Science in Health Information Management program.

During the fall semester of the final year of the program, students will meet with the PPE Clinical Coordinator to prepare for their Professional Practice Experience. This meeting will include a review of PPE expectations, student and site responsibilities, professional conduct, project requirements, timelines, and available resources to support a successful experience.

Students play an active role in identifying and securing a Professional Practice Experience site, an important step in developing professional networking and career readiness skills. The PPE Clinical Coordinator is committed to supporting students throughout this process by providing guidance, resources, recommendations, and assistance in identifying potential practice sites. While students are responsible for securing an approved placement, the College partners with students throughout the process to help them successfully meet this program requirement.

PROFESSIONAL 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 will need to interview in person prior to acceptance.

- 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. s. If PPE assignments are virtual, students are responsible for any and all costs associated with fulfilling virtual PPE assignments.
- Any site has the option of not taking a student due to staffing issues, etc.
- 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.
- Once a PPE placement is made, should the student refuse or need to cancel the assigned placement, the student will 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

Supervision Requirements

All professional practice experiences will be under the supervision of a qualified professional to reinforce didactic instruction and will include program-coordinated experience at professional practice sites.

NATIONAL CERTIFICATION EXAM

The Health Information Management (HIM) program is currently in Candidacy Status with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Candidacy Status is an indication that the program is progressing toward accreditation; however, candidacy does not constitute accreditation.

Eligibility to sit for the Registered Health Information Administrator (RHIA) certification examination is determined by the American Health Information Management Association (AHIMA) and is contingent upon graduation from a CAHIIM-accredited program. Students should be aware that candidacy status does not guarantee accreditation or eligibility for the RHIA examination.

HEALTH INFORMATION TECHNOLOGY

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).

CAHIIM Mailing Address:

CAHIIM

200 East Randolph Street

Suite 5100

Chicago, IL 60601

Phone:

(312) 235-3255

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.

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 behaviors 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.

PROGRAM LEARNING COMPETENCIES

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.

GRADUATION REQUIREMENTS

The student will be required to successfully complete all courses listed on the Degree Audit.

A minimum grade of "B-" needs to be earned in all HIT courses and a minimum grade of "C" needs to be earned in BIO 1210, BIO 1211, and BIO 1250 to continue in the program. Students are eligible to enroll in HIT 2510 Professional Practice Experience (PPE) upon successful completion of all required coursework and attainment of a minimum cumulative GPA of 2.5.

CLINICAL HOURS

The start and end times of Health Information Technology and Management sites will vary by facility availability and staffing needs. Students currently employed in the healthcare field may desire to complete their PPE (Professional Practice Experience) with their existing employer. In this circumstance, the student must complete their PPE hours in a different department or perform functions that are not part of their regular employment responsibilities. Students will complete a minimum of 40 hours of Professional Practice Experience off-site (outside of their assigned college courses) during the AAS HIT program at Baker College.

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. Students are responsible for finding their own PPE sites. The Clinical Coordinator can offer suggestions, but the responsibility lies with the student for securing their PPE placement.

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 will need to interview in person prior to acceptance.
- 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. If PPE assignments are virtual, students are responsible for any and all costs associated with fulfilling virtual PPE assignments.

- Any site has the option of not taking a student due to staffing issues, etc.
- 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.
- Once a PPE placement is made, should the student refuse or need to cancel the assigned placement, the student will 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.

Supervision Requirements

All professional practice experiences will be under the supervision of a qualified professional to reinforce didactic instruction and will include program-coordinated experience at professional practice sites.

NATIONAL CERTIFICATION 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.

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."

MEDICAL ASSISTANT

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

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.

GOALS

The goal of this Medical Assistant Program is to provide the healthcare community a multi- skilled healthcare professional specifically educated to work in ambulatory settings performing administrative and clinical duties. 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.

PROFESSIONAL REQUIREMENTS AND TECHNICAL SKILLS

The goal of this program is to prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. In addition to the College of Health Science Affective, Cognitive, and Psychomotor Domain Requirements, the Medical Assistant Program also has the following requirements:

- 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 using 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.

Technical skills need to be met with or without accommodations.

DEGREE COMPLETION REQUIREMENTS

Successful completion of 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.

CLINICAL REQUIREMENTS

Hours

An exciting and defining milestone in your Medical Assisting program journey is participating in your 160-hour hands-on practicum experience. To ensure you possess the foundational skills and safety standards valued by our healthcare partners, entering your practicum experience involves successfully completing all core Medical Assisting courses with a C or better. Approval from the program coordinator/director is the necessary first step to register for a practicum experience.

Your program coordinator/director carefully manages and assigns your clinical site placement. These locations are thoughtfully selected to give you the most comprehensive, well-rounded, and high-quality experience possible. During your time at the practicum site, students will engage in both administrative functions and clinical patient-care duties. Because our clinical network balances factors like site availability, geographic location, and specific supervisor preferences, placements are coordinated entirely through the program officials rather than through independent student arrangements. Accepting your initial assignment keeps your progress moving forward seamlessly, as our program is only able to coordinate a single placement opportunity per student.

Supervision Requirements

- MAERB Policy #145: At the healthcare practicum site, the students need to be supervised, cannot be substituted for staff, and should be readily identifiable as students.

- On-site supervision of the student during practicum needs to be provided by an individual who has knowledge of the medical assisting profession.

CREDENTIAL REQUIREMENTS

- As a student of 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.

- Other credentialing opportunities are available for the MA graduate. See Program Director for details. The cost of the credentialing exam is included in the program tuition. The first exam attempt, priced at $125, is scheduled to take place after program completion. Sign up will occur during the Review Course in the Spring to ensure all students are prepared and registered accordingly.

OCCUPATIONAL THERAPY ASSISTANT

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

MISSION

The mission of the Occupational Therapy Assistant Program at Baker College is to prepare skilled, compassionate, and competent entry-level Occupational Therapy Assistants (OTA) who are eligible to sit for the national certification and ready to meet the demands of the healthcare industry.

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.

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.

ESSENTIAL FUNCTIONS AND TECHNICAL SKILLS

In addition to the College of Health Science Affective, Cognitive, and Psychomotor Domain Requirements, the Occupational Therapy Assistant program also has the following requirements:

- Effectively communicate, 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.

TESTING POLICY

Throughout the Occupational Therapy Assistant program, assessments are designed to help you build and demonstrate the knowledge, clinical reasoning, and decision-making skills needed to provide safe, effective patient care and prepare for national certification and professional practice.

Professional courses emphasize mastery of essential concepts and skills. Progression through the program is based on demonstrated readiness for increasingly advanced coursework and clinical learning experiences.

The following courses include an aggregate testing requirement:

OTA 1110A, OTA 2060, OTA 2150, OTA 2010, OTA 2210, OTA 2050, OTA 2250, and OTA 2410

To successfully complete each of these courses, students must meet **both** of the following requirements:

- **Earn a minimum final course grade of 800 points (80%).**

- **Earn a minimum aggregate test score of 75% across all required course examinations.**

The number of examinations and the point value of each assessment will vary by course and will be communicated by your instructor at the beginning of the semester.

If your aggregate test score is below **75%**, additional development is needed before progressing to the next stage of the program. In this situation, your final course grade will be recorded as your aggregate testing score, resulting in the unsuccessful completion of the course.

When this occurs, progression in the program will be paused, and you will meet with your Program Director and Student Success Coach to review your academic performance, discuss available support resources, and develop an individualized plan for your next steps in accordance with College and program policies.

Testing scores are **not rounded** when calculating the aggregate testing requirement.

The final course grade recorded on your academic transcript reflects the overall grade earned in the course.

FIELDWORK REQUIREMENTS

As an OTA student, you will 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 will 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 need to 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).

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 requirements to practice in Michigan.

MASTER OF SCIENCE, OCCUPATIONAL THERAPY

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/

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.

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.

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

PLO #1: Apply principles from biological, physical, social, and behavioral sciences to analyze human occupation and guide evidence-informed occupational therapy interventions. (B.1.0)

- The student will apply the interrelationships between biological, developmental, and behavioral sciences to analyze how physical, cognitive, and psychosocial factors impact occupational participation and performance across the lifespan. (B.1.1)

- The student will analyze the influence of culture, social determinants of health, and epidemiological factors to develop evidence-based occupational therapy interventions for individuals, groups, and populations. (B.1.2, B.1.3)

- The student will implement appropriate standardized and non-standardized assessments by applying statistical concepts, research evidence, and client-centered considerations. (B.1.4)

PLO #2: Apply occupational therapy theories, models, and frames of reference to guide ethical, client-centered practice while advocating for social responsibility, accessible services, occupational engagement, and health promotion. (B.2.0)

- The student will apply scientific evidence, theories, models of practice, and frames of reference to guide occupation-based interventions across practice settings that facilitate occupational balance, promotion of health, and prevention of illness. (B.2.1, B.2.5)

- The student will examine the evolution of occupational therapy, its philosophical base, and the sociopolitical influences that shape current and future practice. (B.2.2)

- The student will analyze the interaction of occupation, activity demands, performance skills, performance patterns, contexts, and client factors to develop holistic, client-centered interventions. (B.2.3, B.2.7)

- The student will communicate the distinct role of occupation in promoting health, wellness, and participation to stakeholders. (B.2.4)

- The student will analyze the impact of dysfunction on occupational performance. (B.2.6)

- The student will apply the AOTA Occupational Therapy Code of Ethics and Standards of Practice to navigate ethical dilemmas, ensure professional integrity, guide clinical decision-making, and adhere to safety standards in occupational therapy practice. (B.2.8, B.2.10)

- The student will demonstrate personal and professional strengths to enhance leadership skills and support ongoing professional development. (B.2.9, B.2.11)

- The student will deliver a structured educational experience by applying instructional design principles, establishing clear learning objectives, implementing assessment strategies, and incorporating opportunities for self-reflection. (B.2.12)

PLO #3: Perform client-centered screenings, evaluations, and interventions using theoretical perspectives, evidence-based practice, and clinical reasoning to enhance occupational performance and participation for individuals, groups, and populations. (B.3.0)

- The student will demonstrate therapeutic use of self, including effective communication. (B.3.1, B.3.21)

- The student will implement and assess occupation-based intervention plans that promote health, function, and well-being. (B.3.2, B.3.5, B.3.6, B.3.7, B.3.8, B.3.9)

- The student will select appropriate standardized and non-standardized assessments. (B.3.3, B 3.4)

- The student will implement and interpret standardized and non-standardized assessments. (B.3.4., B.3.5)

- The student will develop safe and effective discharge and transition plans. (B.3.10)

- The student will engage in addressing community mobility. (B.3.11)

- The student will engage in addressing functional mobility. (B.3.12)

- The student will engage in addressing feeding and swallowing disorders. (B.3.13)

- The student will apply knowledge of physical agent modalities. (B.3.14)
- The student will implement appropriate assistive technologies and devices in the plan of care. (B.3.15)
- The student will implement appropriate orthoses and prosthetic devices in the plan of care. (B.3.16)
- The student will engage in interprofessional and intraprofessional collaboration, including effective communication. (B.3.17, B.3.21, B.3.22)
- The student will utilize technology to enhance practice. (B.3.18)
- The student will use educational methods and health literacy approaches for effective client care. (B.3.19)
- The student will advocate for access to primary care programs and community resources. (B.3.20)

PLO #4: Demonstrate engagement in managing occupational therapy services across various contexts. (B.4.0)

- The student will evaluate the impact of federal, state, and local policies on occupational therapy practice to identify opportunities for enhancing service accessibility and quality. (B.4.1, B.4.2)
- The student will demonstrate knowledge of reimbursement systems, coding requirements, and funding mechanisms to effectively document and justify occupational therapy services. (B.4.3)
- The student will apply the business aspects of occupational therapy practice within various service delivery models. (B.4.4)
- The student will understand credentialing, licensure, and certification requirements. (B.4.5)
- The student will engage in care coordination, case management, and transition planning while evaluating quality improvement processes to optimize client outcomes and enhance service delivery across various healthcare models. (B.4.6, B.4.7, B.4.8)
- The student will understand the role of the occupational therapist in the supervision of personnel. (B.4.9).

PLO #5: Integrate research and clinical expertise to inform best practices, contribute to professional knowledge, and advance occupational therapy through lifelong learning.

- The student will critically appraise research to support occupational therapy practice. (B.5.1)
- The student will integrate scholarly research and methodologies to inform evidence-based practice and contribute to the advancement of the profession. (B.5.2, B.5.3)
- The student will adhere to ethical policies and procedures for research, ensuring responsible conduct, participant protection, and integrity in scholarly activities (B.5.4).

ESSENTIAL FUNCTIONS AND TECHNICAL SKILLS

In addition to the College of Health Science Affective, Cognitive, and Psychomotor Domain Requirements, the Occupational Therapy program also has the following requirements.

Students entering and progressing through the MSOT program must be able to demonstrate the following competencies, with or without reasonable accommodation:

Communication and Interpersonal Skills

- Communicate effectively and professionally, both verbally and in writing, using discipline-specific terminology with clients, caregivers, faculty, interprofessional team members, and the broader community.
- Demonstrate active listening and therapeutic use of self to build rapport and facilitate participation across diverse populations.
- Provide client education, professional documentation, and presentations that reflect advanced written and oral communication skills consistent with graduate-level expectations.

Cognitive and Critical Thinking Skills

- Integrate knowledge from foundational, clinical, and occupational science to analyze, synthesize, and apply evidence-based reasoning to client care and program development.
- Demonstrate higher-order problem solving, clinical reasoning, and sound professional judgment in complex, unpredictable, or novel situations.
- Critically appraise research and apply evidence to inform occupational therapy interventions and outcome measurement.

Observational and Sensory Skills

- Observe and interpret clients' physical, emotional, cognitive, and behavioral responses during evaluation and intervention in a variety of settings.
- Accurately perceive nonverbal cues, environmental demands, and safety risks to support client-centered decision-making.

Motor and Physical Skills

- Safely perform or assist with lifting, positioning, transferring, and supporting clients and adaptive equipment across settings.
- Demonstrate fine and gross motor coordination necessary for therapeutic handling, splint fabrication, adaptive equipment modification, and other interventions.
- Sustain the physical endurance necessary for extended clinical sessions and community-based practice.

Professionalism and Ethical Behavior

- Demonstrate professional conduct consistent with the AOTA Code of Ethics, AOTA Standards of Practice, ACOTE Standards, and Baker College expectations for graduate students.
- Maintain confidentiality and uphold HIPAA and FERPA regulations.
- Exhibit accountability, reliability, and initiative in all academic and clinical responsibilities, including time management and self-directed learning.
- Accept and integrate constructive feedback to promote professional growth and competence.
- Demonstrate advocacy, leadership, and collaboration in addressing client needs and advancing occupational therapy practice.

Safety and Technical Competence

- Adhere to safety standards, safe and ergonomic client handling, universal precautions, and infection control protocols.
- Identify potential hazards and apply appropriate risk management strategies.
- Utilize current and emerging technologies in assessment, documentation, telehealth, and client-centered interventions.
- Navigate electronic medical records, databases, and online platforms to access and apply clinical information effectively.

Affective and Behavioral Attributes

- Exhibit emotional resilience, adaptability, and professional composure in response to stress, uncertainty, or feedback.
- Display empathy, respect, and cultural awareness in all interactions.
- Demonstrate commitment to lifelong learning, reflective practice, and service to others.

REQUIREMENTS FOR GRADUATION

The MSOT program consists of four semesters of on-campus coursework followed by six months of Level II Fieldwork (OCC 6750 and OCC 6850). Upon successful completion of all academic courses, students become eligible for Level II Fieldwork placements. To progress to Level II Fieldwork, students must be in good academic standing with a minimum graduate GPA of 3.0.

All Level II Fieldwork requirements must be completed within 12 months of finishing academic coursework.

The Occupational Therapy program follows the standard Baker College graduate grading scale. The grading, academic progression, and appeal processes are consistent with the policies outlined in the Baker College Student Handbook. A cumulative GPA of 3.0 or higher is required for graduation.

To demonstrate readiness for increasingly advanced coursework, fieldwork, and professional practice, students must earn a minimum grade of **B- (80%)** in every professional program course.

If a student earns a grade below **B- (80%)** in a professional program course, additional development is needed before progressing in the program. As a result, the student will be unable to continue in the current program sequence.

Students may be eligible to request **one opportunity for re-entry** into the MSOT program by following the program's established re-entry process. The re-entry process is designed to support students in strengthening their knowledge and skills while ensuring readiness for continued academic and clinical success. Re-entry is subject to program policies, available cohort capacity, and successful completion of all re-entry requirements.

Re-admission is not guaranteed and will be reviewed by the Dean, Program Director, and faculty.

If a student is unsuccessful during an initial Level II Fieldwork experience, they may be eligible to repeat that experience one time in accordance with program policies and available placement opportunities. The repeat experience provides an opportunity to further develop the competencies required for successful completion of the program and entry into professional practice.

Because Level II Fieldwork is a graduation requirement and demonstrates readiness for independent practice, a second unsuccessful Level II Fieldwork experience indicates that the required competencies have not yet been achieved. In accordance with ACOTE standards and program policy, students who are unsuccessful in a second Level II Fieldwork experience are no longer eligible to continue in the MSOT program.

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. For the purposes of this policy, exams include all major summative written or practical learning assessments tests that evaluate student competency (for example, quizzes, tests, midterm or final exams).

a. 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.

b. 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.

c. Test scores will not be rounded.

d. Exception to the exam average policy is OCC 5350: Evidence-Based Practice and Scholarship in Occupational Therapy I. Students must still earn a minimum final course grade of 800 out of 1000 points (80%) and satisfactorily complete all course requirement as outlined.

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:

a. Score 80% or higher on each assessment.

b. 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.

a. Remediation Limits: Students may remediate no more than 50% of the total combined skill checks and competencies in a single course.

i. 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 and learning materials

2. Written Remediation Plan:

- A written remediation plan will be developed collaboratively between the student, instructor, and Program Director.
- The plan will outline specific goals, expectations, and timelines for remediation and may include:
  - Targeted practice or lab time
  - Written reflections or self-assessments
  - One-on-one skill review sessions
  - Additional learning assignments and materials or demonstrations
- The student, instructor, and Program Director must sign the remediation plan to acknowledge understanding of the requirements and expectations.
- A copy of the signed plan will be placed in the student's program file.

3. 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.

FIELDWORK REQUIREMENTS

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 need to be in good academic standing (graduate GPA of 3.0 or better) to proceed to Level II fieldwork. The fieldwork requirements need to 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. 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.

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 required in order to practice in Michigan.

PHYSICAL THERAPIST ASSISTANT

ACCREDITATION INFORMATION

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.

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.

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.

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).

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 to demonstrate the seven core values of the profession of physical therapy as defined by the APTA Core Values Document. You will refer to and apply the Core Values throughout the technical program and demonstrate professionalism in all aspects of the student experience.

VALUE-BASED BEHAVIORS OF THE PTA

As a student in our program, your daily interactions, clinical practices, and classroom collaborations should reflect the Values-Based Behaviors of the PTA established by the American Physical Therapy Association (APTA). You will 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.

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.

TESTING POLICY

Assessments throughout the Physical Therapist Assistant program are designed to support your learning and help you demonstrate the knowledge, clinical reasoning, and decision-making skills needed to provide safe, effective patient care and prepare for success on the National Physical Therapy Examination (NPTE) and professional practice.

To demonstrate readiness for progression through the program, students must meet **both** of the following requirements in each professional program course:

- Earn a minimum overall **course grade of 77%.**
- Earn a minimum **aggregate score of 75% across all written examinations** within the course.

These benchmarks help ensure that students develop a consistent understanding of essential concepts and are prepared for increasingly advanced coursework and clinical experiences.

The number of written examinations and the point value of each assessment will vary by course. Your instructor will provide this information at the beginning of each semester.

Students are encouraged to monitor their academic progress throughout the course and take advantage of available resources, including faculty support, office hours, tutoring, and academic success services, whenever additional assistance may be beneficial.

If either the minimum **77% overall course grade** or the **75% aggregate testing score** is not achieved, additional development is needed before progressing to the next stage of the program. In this situation, the course will be considered unsuccessfully completed, and progression in the program will be paused. Students will work with their Program Director and Student Success Coach to review their performance, discuss available support resources, and complete the program's re-entry process in accordance with College and program policies.

The aggregate testing requirement applies to all written examinations administered in a proctored, on-campus testing environment.

COMPETENCIES

There are 8 courses in the PTA program that have lab components. These labs each have 4-5 skill checks or competencies which need to 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 need to be performed consistently throughout the test. Inability to demonstrate any critical safety or critical competency element results in the unsuccessful completion 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.

SAFETY REQUIREMENTS

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.
- Ability to locate the emergency call box. This item will be identified on the first day of orientation.
- Ability 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.

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 include:

- Service Learning (4 hours required to graduate from the PTA Program)
- Volunteer activities that benefit non-profit organizations or educational institutions
- Activities need to be related to the field of Physical Therapy

CLINICAL EDUCATION

Clinical education is an essential part of the Physical Therapist Assistant program and provides opportunities to apply classroom and laboratory learning in authentic patient care environments. These supervised learning experiences help you develop the clinical reasoning, technical skills, professional behaviors, and confidence needed for entry-level physical therapist assistant practice.

Successful completion of the following clinical education courses is required for graduation from the PTA program:

- **PTA 2710 - Clinical Education I:** 2 weeks (80 hours), beginning of the third semester
- **PTA 2720 - Clinical Education II:** 8 weeks (320 hours), final semester
- **PTA 2730 - Clinical Education III:** 8 weeks (320 hours), final semester

Additional information regarding clinical education schedules, placement timelines, and preparation for these experiences will be provided during **PTA 2510 - Professional Preparation**.

Clinical Placement Process

The Director of Clinical Education (DCE) coordinates all clinical placements in collaboration with our clinical partners. These relationships are built through ongoing communication, affiliation agreements, and a shared commitment to providing high-quality learning experiences for students.

To maintain these important partnerships and ensure a consistent placement process, students should **not contact clinical sites directly** regarding clinical education placements. If you have questions about your clinical education experience or placement process, you are encouraged to contact the DCE, who is available to provide guidance and support throughout your clinical journey.

Clinical Site Assignments

The PTA Program recognizes that students may have preferences regarding clinical placement locations. Whenever possible, these preferences are considered during the placement process. Final clinical assignments are determined by the DCE based on educational needs, availability of clinical sites, accreditation requirements, and opportunities to ensure students gain a broad range of clinical experiences.

Student Participation and Support

Clinical education is a collaborative learning experience that prepares you for professional practice. During each clinical experience, students are expected to actively participate in learning opportunities, meet the attendance and performance expectations established by the clinical site, and work under the supervision of qualified clinical instructors.

Throughout your clinical education, the DCE, program faculty, and clinical instructors work together to provide guidance, feedback, and support as you continue developing the knowledge, skills, and professional behaviors required for safe, effective patient care.

The DCE is responsible for assigning final grades for all Clinical Education courses in accordance with program assessment criteria.

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.

LICENSURE REQUIREMENTS

Completion of 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 need to 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.

RADIOLOGIC TECHNOLOGY

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.

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.

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

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.

TESTING POLICY

Assessments throughout the Radiography program are designed to support your learning and help you demonstrate the knowledge, clinical reasoning, and decision-making skills needed to provide safe, high-quality patient care and prepare for success on the American Registry of Radiologic Technologists (ARRT) certification examination and professional practice.

The following courses include an aggregate testing requirement:

RAD 1110, RAD 1210, RAD 2120, and RAD 2220

To successfully complete each of these courses and demonstrate readiness for continued progression, students must meet **both** of the following requirements:

- **Earn a minimum final course grade of 800 points (80%).**
- **Earn a minimum score of 75% on the cumulative final examination or approved remediation attempt.**

In addition, students must maintain a minimum **75% aggregate score across all required written examinations** within the course. The number of examinations and the point value of each assessment vary by course and will be communicated by your instructor at the beginning of the semester.

These benchmarks help ensure students develop a consistent understanding of essential concepts and are prepared for increasingly advanced coursework, clinical education, and safe patient care.

If the required testing benchmarks are not achieved, additional development is needed before progressing to the next stage of the program. In this situation, the final course grade will be recorded as the aggregate testing score, resulting in the unsuccessful completion of the course.

When this occurs, progression in the program will be paused. Students will meet with their Program Director and Student Success Coach to review their academic performance, discuss available support resources, and develop an individualized plan for their next steps in accordance with College and program policies.

Testing scores are **not rounded** when determining compliance with program testing requirements.

The final course grade recorded on the academic transcript reflects the overall grade earned in the course.

CLINICAL AND LAB REQUIREMENTS

Hours

Clinical experiences occur as eight-hour shifts, five days per week. These participation hours usually occur during normal business hours, but there may be circumstances in which participation is necessary 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 has additional hours of didactic review.

Competencies

As a radiologic technology student, you must complete all lab-based competency requirements for each course as preparation for clinical training. Each student has 2 attempts to perform their lab competencies. If the student fails their second attempt, they may not progress in the program. Students are expected to demonstrate consistent mastery of all required competencies throughout the didactic portion of the Radiography Program. Because these competencies reflect essential knowledge, critical thinking, and professional readiness for clinical practice, the failure of more than one competency assessment indicates that the student has not met the minimum academic standards necessary to advance. Therefore, students who fail more than one competency during the didactic phase may not progress in the program and will be required to follow the program's remediation or re-entry procedures as outlined in the handbook.

Clinical competencies are periodically revised and outlined by ARRT. There are three categories of ARRT competencies; Patient Care Mandatory Procedures and Selections that are to 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 MI and one in Hawaii.

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 need 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.

Radiation Safety

The following rules have been established for your protection against ionizing radiation during laboratory and clinical procedures, and therefore need to 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 are to be worn at all times during hospital observation, lab, and clinical. If protective aprons are used, the appropriate badge needs to 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 have to hold and/or support a patient, a protective apron and gloves needs to 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 need to 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) need to be turned in to the college each month. Under law, this report will be available to you as the student. You need to 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 may be taken if suggestions are not followed. Discipline may include inability to progress in the program.

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 may be taken. Discipline may include the inability to progress in the program.

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 have to hold and/or support the patient, you need to 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.

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 should 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 need to 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 are also to 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 need to 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 need to 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 need to have approvals from both based on the information you provide on the form before seeking access to MRI zones III or IV. You need to 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.

LICENSURE REQUIREMENTS

Michigan does not require licensure but many other states do. 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.

SURGICAL TECHNOLOGY

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

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.

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

Surgical Technology students will purchase the Gold Bundle, through the Association of Surgical Technologists, when directed to do by program officials. This bundle includes:

- CST Exam Fee: Pre-paid application cost for the certification test administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).
- AST Membership: One year of professional membership with access to AST resources and a subscription to The Surgical Technologist journal.
- Study Guide: A comprehensive review book or online resources to help study for the exam.

GRADUATION REQUIREMENTS

- Completion of a minimum of 448 verified and documented clinical hours.
- Completion of the Certified Surgical Technologist (CST) examination in accordance with program and accreditation requirements.
- Successful completion of all accreditation-required surgical case minimums, as defined by CAAHEP and ARC-STSA standards, with appropriate documentation and verification.

SAFETY REQUIREMENTS

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 2130, 2140, & SUR 2150 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.

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.

CLINICAL COURSE INFORMATION

SUR 2160 and SUR 2570 are the clinical externship courses for the Surgical Technology program. SUR 2160 requires completion of up to 256 clinical hours, and SUR 2570 requires completion of up to 192 clinical hours. Students must be scheduled at their assigned clinical site for a minimum of two days per week. Clinical days are typically scheduled for approximately eight (8) hours per day, with an expected start time of 6:30 a.m.

The specific days, start and end times, and weekly schedules may vary based on surgical case availability and operational needs at the clinical site. Students are expected to maintain flexibility in their schedules to meet clinical hour requirements and learning objectives.

Clinical Surgical Case Requirements - Counting Cases

Case Requirements - As a surgical technology student, you will complete a minimum of 120 cases as delineated below:

1. **General Surgery**
    - Complete a minimum of 30 cases in General Surgery.
        - 20 of these cases need to be performed in the First Scrub (FS) role.
        - The remaining 10 cases may be performed in either the FS or SS role.
2. **Specialty Surgery**
    - Complete a minimum of 90 cases in various surgical specialties, excluding General Surgery.
        - A minimum of 60 cases need to be performed in the FS role and distributed amongst a minimum of four surgical specialties.
            - A minimum of 10 cases in four different specialties need to be completed in the FS role.
            - The additional 20 cases in the FS role may be distributed amongst any one surgical specialty or multiple surgical specialties.

        - The remaining 30 cases may be performed in any surgical specialty in either the FS or SS role.
    - Surgical specialties (excluding general surgery)
        - cardiothoracic
        - genitourinary
        - neurologic
        - obstetric and gynecologic
        - orthopedic
        - otorhinolaryngologic
        - ophthalmologic
        - oral/maxillofacial
        - peripheral vascular
        - plastics and reconstructive
        - procurement and transplant

3. **Counting cases**
    - Cases may be counted according to surgical specialty as defined by the core curriculum.
        - One pathology is counted as one procedure.
            - Breast biopsy followed by mastectomy - one procedure
        - Counting more than one case on the same patient
            - 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**
    - An endoscopy classified as a semi-critical procedure is considered a diagnostic case
    - An endoscopy classified as a critical procedure is classified as an operative case
    - Diagnostic and operative cases will be counted according to specialty.
    - Diagnostic cases are counted in the SS role up to a total of 10 of the 120 cases
        - 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.
    - 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 will perform the following duties during any given procedure with proficiency. In addition, you will need to 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 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 need to be validated by a clinical and preceptor and verified by the Program Director or Clinical Coordinator.

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 PSI 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 2490 course.

- The Certified Surgical Technologist (CST) examination is a mandatory component of program accreditation.

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

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.

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.

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.

ESSENTIAL FUNCTIONS AND TECHNICAL SKILLS

In addition to the sensory, psychomotor, cognitive, and communication requirements identified in the CoHS Student Handbook, the following professional and technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the Veterinary Technology Program at Baker College:

- Be at least 18 years of age to operate diagnostic imaging equipment to comply with State of Michigan rules for radiation safety.
- 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 animals 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 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.

COURSE PROGRESSION REQUIREMENTS

Some courses include both a didactic (lecture) and laboratory component, each of which plays an important role in preparing you for safe and effective professional practice. Because the knowledge gained in the classroom and the skills developed in the laboratory work together to support your readiness for clinical learning, you must demonstrate competency in both areas.

To successfully complete these courses, you must earn a minimum grade of **80% (B-)** in both the didactic and laboratory components. Your overall course grade will be calculated based on your performance across the course.

If you earn less than **80% (B-)** in either the didactic or laboratory component, the highest final course grade that can be recorded is **79% (C+)**, or your didactic grade-whichever is lower. Because successful completion of both components is required for progression, this outcome means you will not be eligible to progress in the program at that time and will move forward through the **College of Health Science Re-Entry Policy**. The re-entry process is designed to provide a structured opportunity to strengthen your knowledge and skills, support your continued development, and help ensure you are prepared for future coursework and clinical experiences.

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 made to ensure that the possibility of transmission of zoonotic diseases from patients to students and staff will be held at a minimum. You should 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 need to 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.

- Radiology badges should be present with you at all laboratory and externship activities. You need to wear the radiology badge for EVERY activity involving radiation. Inability to do so may result in the ability to complete 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.

Health and Safety Requirements for Live Animal Laboratory Courses

Due to the inherent hazards associated with working with live animals, the following health and safety requirements should be completed and submitted prior to participation in any live animal laboratory course.

Specific deadlines may vary by program and campus based on laboratory site expectations. Unsuccessful completion of these requirements by the stated deadlines may result in removal from live animal labs and/or the course.

Required Educational Review

Students are to review rabies information from:

- The Centers for Disease Control and Prevention (CDC)

- The American Veterinary Medical Association (AVMA)

Required Documentation

Baker College Health Information Form

Students must complete the Baker College Health Information Form, which includes:

- Emergency contact information

- Confirmation that required immunizations are complete

Rabies Vaccination Requirement

The American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA®) Accreditation Policies and Procedures Manual, effective January 1, 2022, amended Standard 4e, which states:

Standard 4e:
Safety of students, program personnel, and animals must be of prime consideration. Veterinary technology students must be educated on rabies risk prior to working with animals. Prior to live animal use, students must be vaccinated against rabies.

In accordance with this standard, all incoming Veterinary Technology students are required to complete a Rabies Pre-Exposure Vaccination series or provide proof of an acceptable rabies titer (if previously vaccinated) in order to:

- Progress through the program
- Participate in live animal laboratory activities
- Complete required competencies
- Participate in clinical or externship placements

The rabies pre-exposure vaccination series should be completed prior to any animal handling.

Rabies Vaccination Options

Students may obtain the rabies vaccination through:

- A personal healthcare provider
- County health departments
- Local Walgreens or CVS pharmacies

Program Directors can assist with locating appropriate resources.

CLINICAL REQUIREMENTS

VET 2310 and VET 2510 are the clinical experience courses for the Veterinary Technology program. VET 2310 requires completion of 90 clinical hours, and VET 2510 requires completion of 240 clinical hours. Students must be scheduled at their assigned clinical site for a minimum of two days per week. Clinical days are typically scheduled for approximately eight (8) hours per day, with an expected start time of 7:30 a.m.

The specific days, start and end times, and weekly schedules may vary based on surgical case availability and operational needs at the clinical site. Students are expected to maintain flexibility in their schedules to meet clinical hour requirements and learning objectives.

Attendance, Dependability, and Professional Responsibility

Developing habits of dependability and punctuality is an important part of becoming a successful veterinary professional. Consistent attendance and arriving on time support your learning, allow you to fully participate in hands-on experiences, and demonstrate the professional responsibility expected in veterinary practice.

Because veterinary technology education includes collaborative laboratory and clinical learning experiences, absences or tardiness can affect not only your own learning but also the workflow of the clinical site, the learning opportunities of your classmates, and the care provided to animal patients.

We understand that unexpected situations can occur. If you anticipate being absent or arriving late, you are expected to communicate with your instructor and clinical site as soon as possible so that appropriate guidance and support can be provided.

Consistent attendance, timely communication, and professional reliability help prepare you for the expectations of veterinary practice and contribute to a positive learning environment for everyone.

Clinical Attendance and Communication

Clinical experiences are an essential part of your education and provide opportunities to apply your knowledge and skills in authentic veterinary practice settings. Your attendance, punctuality, and communication are important to your learning, support the operations of our clinical partners, and demonstrate the professional reliability expected of veterinary technicians.

Unexpected Absences or Late Arrivals

If you are unable to report to your assigned clinical site as scheduled, you are responsible for notifying **both your Clinical Supervisor and your Clinical Coordinator/Program Director** by phone, text, or email as soon as possible. Whenever possible, notification should be provided **at least 30 minutes before the start of your scheduled shift.**

Prompt communication allows the clinical site and program faculty to plan appropriately and helps maintain a positive relationship with our clinical partners.

Planned Absences

If you are aware of a planned absence, you are expected to work with your Clinical Supervisor, Clinical Coordinator, and Program Director in advance to develop a plan for completing any missed clinical hours.

Students may request approval for up to **16 hours (2 clinical days)** of planned personal absence during the clinical experience. Approval must be obtained from the Program Director and/or Clinical Coordinator, and you are expected to provide documentation confirming that you notified your clinical site in advance.

Making Up Missed Clinical Time

All required clinical hours must be completed to meet program and graduation requirements. If you miss more than **16 hours (2 clinical days)**, you will work with your Program Director to develop an **Academic Support Contract** for the remainder of the semester. This plan is designed to help you successfully complete your clinical requirements while supporting your continued progress in the program.

Additional missed clinical time may require an **Incomplete** grade in the clinical course until all required hours have been completed in accordance with program requirements.

Communication Expectations

Timely communication is an important professional responsibility in veterinary practice. An absence that occurs without appropriate notification to both the clinical site and the program may be considered an **undocumented absence**.

If an undocumented absence occurs, the student will meet with program leadership to review the circumstances and develop a **Professional Behavior Support Contract** to reinforce communication expectations and support future success. Repeated failure to meet attendance and communication expectations may affect a student's ability to continue progressing in the program in accordance with College of Health Science and Veterinary Technology program policies.

Definition of Absenteeism

For the purposes of this program, **absenteeism** is defined as failing to provide the required advance notification of an absence when notification would have been reasonably possible. Students are encouraged to communicate as early as they are able, and whenever circumstances prevent advance notice, they should contact both the clinical site and the program as soon as possible.

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. RACE-approved Continuing Education summary and exam - You may submit up to 8 hours of CEs from a continuing education journal articles or online webinar for a total of 8 clinical hours. You must submit a 1 page summary of the article or online webinar (in APA format) and a screenshot of the passing score of the post article/webinar 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.

Competencies

Successful completion of all required skills found in the Veterinary Technology Student Essential and Recommended Skills List, should be evaluated and documented, indicating date completed, by program personnel who use standard criteria that reflect contemporary veterinary practice.

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 needs to 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, need to 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 needs to apply to the Michigan Bureau of Licensing and Regulatory Affairs upon achieving a passing score on the VTNE.

COLLEGE OF INFORMATION TECHNOLOGY & ENGINEERING

ASSOCIATE OF APPLIED SCIENCE IN MECHATRONICS

ACCREDITATION

Fully accredited by the Higher Learning Commission (HLC)

Pending accreditation by the Accreditation Board for Engineering and Technology (ABET)

STUDENT LEARNING OUTCOMES

1. Install mechatronic, robotics, and automation systems using industry standard tools, practices, and procedures.

2. Assist in design and rebuilding projects.

3. Develop manufacturing processes and procedures.

4. Use technical information and documentation.

5. Promote energy efficiency and industrial sustainability.

6. Adhere to personal and industry safety standards.

7. Communicate effectively across a variety of audiences: technicians, engineers, management, and customers.

8. Function effectively as a member of a team including acting as a team leader.

9. Pursue life-long learning towards professional growth.

10. Work in implementation and integration of engineering applications, such as electronic, mechanical, electromechanical, control, fabrication, robotics, automation, and computer systems that contain software and hardware components, including sensors, actuators and controllers.

CODE OF ETHICS

The CoITE engineering programs abide by the National Society of Professional Engineers (NSPE) Code of Ethics for Engineers. In instances where ethical benchmarks are not maintained may alter your program progression.

FUNDAMENTAL CANONS

1. Hold paramount the safety, health, and welfare of the public.

2. Perform services only in areas of their competence.

3. Issue public statements only in an objective and truthful manner.

4. Act for each employer or client as faithful agents or trustees.

5. Avoid deceptive acts.

6. Conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the honor, reputation, and usefulness of the profession.

RULES OF PRACTICE AND PROFESSIONAL OBLIGATIONS

The complete Rules of Practice and Professional Obligations that accompany these canons can be found on the NSPE website.

National Society of Professional Engineers. Code of Ethics for Engineers. [2019]. Accessed: 2023-09-01. [Online]. Available: https://www.nspe.org/resources/ethics/code-ethics.

IEEE WRITING STYLE

All formal papers and lab reports will be submitted using the IEEE Editorial Style Manual for Authors, June 2023 edition.

IEEE Author Center. IEEE Editorial Style Manual. [2023]. Accessed: 2024-02-01. [Online]. Available: https://journals.ieeeauthorcenter.ieee.org/your-role-in-articleproduction/ieee-editorial-style-manual/

EXPERIENTIAL LEARNING

Experiential learning is a requirement for all CoITE engineering programs. Experiential learning may take the form of apprenticeship, co-op, or internship and should take place in a role closely related to the student's chosen program of study.

Baker College and the student may work together to identify a suitable work experience site. The work experience site is responsible for determining its current workforce needs, screening and interviewing potential students, and deciding who it wants to hire.

Note: Family Educational Rights and Privacy Act (FERPA) Release

Experiential learning sites may require a FERPA release as a condition of employment. In the event that an apprenticeship site requires a FERPA release the student will need to submit the electronic release no later than one week after the start of their experiential learning rotation.

ROTATIONS

It is the responsibility of the student to obtain suitable employment no later than the start of semester prior to their first experiential learning rotation. The suitability of an experiential learning site for a student's program of study is at the discretion of the Program Director.

Upon a student's termination, removal, or departure from the experiential learning site, regardless of whether it was voluntary or involuntary, it is the sole responsibility of the student to identify a suitable alternative experiential learning site.

FUNDING

Experiential learning sites may choose to pay for all or a portion of a student's educational expenses while employed at the site. In these cases Baker College requires a signed memorandum of understanding to be on file for each student employed at the experiential learning site.

Payment terms between an experiential learning site and Baker College are on a per site, per program basis. Should an experiential learning site fail to follow the agreed upon payment terms liability for any outstanding tuition will fall upon the sponsored student.

Baker College is not responsible for the reimbursement of training costs paid by the experiential learning site due to student's termination, removal, or departure from the site or the program, regardless of whether the termination, removal or departure was voluntary or involuntary. Baker College is not responsible for training dollars spent on students by the experiential learning site.

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

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.

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.

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 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 (ANA) 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 2026)

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, should 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.

ESSENTIAL FUNCTIONS/TECHNICAL REQUIREMENTS

The curriculum leading to degrees in Nursing from the College of Nursing engages you 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.

APPLICATION/ADMISSION

Course Transfer Policy

In order to receive credits towards the BSN degree, the following prerequisites/corequisites need to be 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 1050: Applied Medical Terminology for Health Professions - Be a B- or higher, but does not have to be within 5 years

All other prerequisites/corequisites need to 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

Our nursing programs are built on holistically integrated curricula designed to provide a seamless and distinctive learning experience. Because of this unique approach, transfer credit for program-specific courses is not automatically granted; however, we are committed to supporting students in their educational journey and will review requests on a case-by-case basis.

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 has no more than a one year absence from Nursing (NUR) courses.
- The student completed at least 15 credits in the nursing program major to graduate with a Baker College nursing degree.
- 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 should be met for a nursing degree to be conferred.

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 are unable to 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 schedule and clinical location differences between campuses.
- You will be advised of the Application Form, deadlines, and approval process.

Application Form Process

- 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, uniform, etc.).

ACADEMIC PROGRESSION AND GRADING POLICY

Nursing courses are composed of integrated components, including theory, laboratory, simulation, and clinical experiences. To progress in the program, students will need to demonstrate competency by successfully passing all components of a course.

Theory Grading and NCLEX Readiness Benchmarks All theory courses are evaluated on a 1,000-point scale. To ensure students are prepared for the national licensure examination (NCLEX-RN), the grading structure emphasizes comprehensive testing:

- The Dual-Passing Criteria: To pass a theory course, students need to achieve a final grade of at least 800 points (B-) AND secure a minimum of 525 points (75%) specifically from the 700 available testing points.
- Calculation Standards: Testing points are not subject to rounding. Final course points may be rounded to the nearest whole number.
- Course Exceptions: The testing point minimum does not apply to specific clinical/specialty courses (NUR 3050, 3150, 4050, 4250, 4350, 4630, 4650, 4680, 4710, and 4750).

Clinical and Laboratory Performance Clinical, simulation, and laboratory experiences are evaluated on a Pass/Fail basis. These components measure the application of theory to practice.

- Discretionary Mastery: Instructors may require additional time or practice at their professional discretion to ensure all learning outcomes are met.
- Impact of Clinical Failure: In the event a student is unsuccessful in the clinical, simulation, or laboratory component, the final recorded grade for the course will be 799 points (C+) or the earned theory grade, whichever is lower.

Academic Standing and Progression - Grades are final and subject to change only in cases of documented clerical or calculation errors.

- The program allows for one unsuccessful course completion. Unsuccessfully completing a second nursing course impacts program progression. However, if a student is unsuccessful in two courses within a single semester, it is recorded as one unsuccessful attempt; any subsequent single unsuccessful attempt thereafter will result in the inability to progress in the program.

- Students are permitted to repeat a nursing course one (1) time. An unsuccessful second attempt at any nursing course will initiate the program process for inability to progress in the program.

Paper Grading

To ensure that student writing is evaluated with professional objectivity, the College utilizes a multi-faculty review process for any significant academic outliers. This "blind review" system provides a layer of institutional oversight to validate that all grading aligns with the established rubric and program benchmarks.

In instances where a formal paper receives a score below 60%, the following secondary review protocol is initiated: the paper 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 need to 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 3850, NUR 4050, NUR 4250, NUR 4350, NUR 4630, NUR 4650, NUR 4680, NUR 4710, NUR 4750, and NUR 4910.
- All exams are taken through the ATI platform, either in a computer lab or on a personal laptop only.
- You will need 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 are to 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 bring your own device (BYOD).

Inclement Weather Policy

Campus closures will result in shifting to online courses and testing. Please see the College of Nursing Campus Closure document for instructions on testing remotely.

Hand Held Calculators

All testing is completed through ATI. The ATI integrated calculator is the only approved calculator for use during examinations. Personal, handheld, mobile device, smartwatch, browser-based, or other external calculators are not permitted unless specifically authorized as an approved accommodation through Disability Services.

Missed Test Policy

Students who miss a test or exam will be required to complete a retake version of the assessment within one week of the original testing date. The score earned on the retake exam will replace the missed assessment score.

Students who miss more than one test or exam during a course will receive a score of zero for any additional missed assessments.

The Final Exam, Health Assessment Head-to-Toe Assessment, and Pharmacology Math Test are excluded from this policy and will continue to follow existing course requirements and progression standards.

Posting of Results

The Quality Assurance Window To ensure the highest level of accuracy and fairness, faculty conduct a comprehensive Item Analysis on all exam scores before they are finalized.

- Analysis Period: This rigorous review process confirms the statistical validity of each question. Consequently, grades are typically released after this analysis is complete rather than immediately following the exam.

- Finality of Scores: All recorded grades are determined based on this professional evaluation, ensuring your academic record reflects a verified and equitable assessment of your nursing knowledge.

Test/Exam Review Policy (Pre-Licensure)

Exam content-whether digital, verbal, or written-is not to be photographed, shared, or removed from the instructional setting.

Strategic Content Review: To support your growth and test-taking proficiency, faculty provide guided reviews following major assessments:

- Content Synthesis: Faculty will discuss core concepts and high-level testing strategies to help you bridge the gap between theory and clinical application.

- Security & Copyright Compliance: To comply with national copyright laws and maintain the validity of our assessment tools, specific test questions and answers are not redistributed.

- Mastery Tools: Instructors may utilize alternate, non-exam questions during these sessions to help you refine your critical thinking and prepare for the NCLEX-RN format.

Dosage Calculation and Medication Administration Policy

While in the Nursing Program, you will complete dosage calculation questions on every exam (10%). You will also complete a Proctored Dosage Calculation exam through ATI. You need to demonstrate proficiency in medication administration during the identified clinical courses: NUR2050, NUR2450P, NUR3010P, NUR3410P, NUR3710P, NUR4810P, and NUR4910P. Unsuccessful attempt to demonstrate medication administration proficiency may lead to unsuccessful completion of the clinical course.

NATIONAL BENCHMARK EXAMS

To ensure your clinical knowledge aligns with national nursing standards, the College integrates ATI Proctored Benchmark Exams beginning in the second semester. These assessments are a strategic tool designed to measure your progression and identify specific areas of focus as you prepare for the NCLEX-RN.

Strategic Integration and Growth: Your performance on these benchmarks, combined with the completion of targeted remediation, accounts for 5% of the total course grade.

- Preparation for Success: Engaging with practice assessments is a key professional habit that ensures you are familiar with the exam format and content prior to the proctored session.

- Mastery through Remediation: The remediation process is a personalized roadmap to success. By completing these activities, you transform assessment data into a stronger clinical foundation, ensuring you remain on track for professional licensure.

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.)

Program Re-Entry Process

Re-entry is a collaborative process based on clinical capacity and faculty availability. It is not a guarantee, but a pathway for those committed to returning.

- Submission Deadlines: Requests for re-entry should be submitted by the first Monday in July (for Fall) or the first Monday in October (for Spring).

- The Recovery Letter: Students submit a professional letter or email to the Program Director outlining the circumstances of their departure, the positive changes they have implemented, and their strategy for future success.

- The Individualized Learning Plan (ILP): Upon approval, students work with the Director to create a custom ILP. This may include skills reviews, simulation practice, or auditing prior content to ensure clinical readiness.

- Clinical Re-Validation: To protect patient safety, students returning after more than one semester need to refresh their clinical requirements, including background checks, health screenings, and BLS certification.

Medical Recovery and Readiness: For withdrawals due to medical reasons, we prioritize the student's health and ability to thrive. Re-entry requires a letter from a healthcare provider attesting to the student's ability to perform all Essential Functions and Technical Requirements of a professional nurse without restriction.

The Standard of Clinical Readiness

To ensure a seamless transition into the clinical environment, Baker College of Nursing partners with healthcare affiliates to verify that all students meet essential safety and regulatory standards. This verification is managed through the ACEMAPP system. Because our clinical partners have specific onboarding timelines to ensure patient safety, adhering to these deadlines is a critical step in securing your placement for the semester.

Professional Responsibility and Course Alignment

Maintaining an "In-Compliance" status is a key professional habit for any future nurse. While deadlines may vary by campus to align with the specific requirements of our diverse clinical sites, meeting these benchmarks is essential for your participation in the program.

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 the electronic exemption request form available through the BC Portal. Exemption requests are generally considered for documented medical or religious reasons. Requests based on a medical condition must include a completed Medical Verification Form. The College will review your request and notify you of the decision. Additional information may be requested as part of the review process. Students should contact their Clinical Coordinator regarding the exemption process.

Students should be aware that clinical agencies maintain their own health and immunization requirements. Per clinical affiliation agreements, Baker College may submit approved COVID-19 and influenza exemption requests for consideration by participating clinical agencies. Acceptance of these exemptions is determined solely by the clinical site and is not guaranteed.

If an exemption is requested for any other required vaccination, the student must obtain approval directly from each clinical agency where clinical experiences are scheduled. These approvals may be required each semester and are the responsibility of the student.

Because clinical experiences are required for progression, graduation, and eligibility for licensure, an inability to meet clinical agency requirements or obtain necessary exemption approvals may limit available clinical placement options. Baker College cannot guarantee clinical placement, program progression, or program completion for students who are unable to satisfy clinical agency health and immunization requirements.

If you are a Post-Licensure track BSN student, you will need to follow the immunization requirements of the clinical sites where you will complete your practicum.

Criminal History and Background Requirements

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 should report this information upon admission to the Program Director. In addition, the license should be unencumbered. If at any time during the length of the program a violation or incident is reported on the license it needs to be reported within 14 days to the Program Director.

Drug Screen

A drug screen is to 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 the inability to progress in the program.

Blood Borne Pathogens (BBP) Training (Pre-Licensure)

BBP training will be completed by the undergraduate student annually in ACEMAPP. As protection against bloodborn infection and transmission, nursing students, faculty, and staff practice standard precautions. 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.

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 Providers 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.

Health Insurance

All students are required to maintain uninterrupted active health insurance throughout their clinical and practicum experiences. Students should provide verification of coverage prior to their first clinical rotation and maintain this protection for the duration of their time in the College of Nursing.

Professional Liability

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 Success Coaches are able to assist with this requirement.

Proactive Documentation and Processing

To ensure a seamless transition into clinical rotations, students are required to upload all compliance materials to ACEMAPP (or the designated campus system) by the established deadline.

- 14-Day Lead Time: We strongly advise submitting documentation two weeks prior to the deadline to allow for administrative verification and approval.

- Impact of Non-Compliance: Students without "Approved" status by the deadline are ineligible for clinical attendance. This may lead to inability to progress in the program, as clinical hours are a requirement for nursing licensure.

LAB AND CLINICAL COURSES

Attendance

Laboratory, Simulation, and Clinical Courses

Laboratory, clinical, and simulation experiences are the heartbeat of nursing education, providing the hands-on environment where theory becomes practice. Because these hours are mandated by the State Board of Nursing for licensure eligibility, consistent attendance is a core professional requirement.

- Attendance Threshold: To safeguard your progression, one (1) absence per course, per semester is permitted. While we understand that life is complex, additional absences may impact your ability to meet the course's clinical outcomes.

- Students must communicate to their instructor and Program Director if an absence will occur prior to the start of class/clinical.
- If a student is greater than 2 minutes late they will be marked as absent.
- If a student anticipates being late they must reach out prior to the start of class/clinical to inform their instructor for excused tardy. All missed time must be made up.

Clinical Hour Accountability: Every hour spent in the lab, clinical, or simulation is an investment in your clinical competency.

- Make-Up Requirements: Regardless of the reason for an absence, all missed hours will be accounted for to satisfy State Board requirements.

- Collaborative Recovery: Missed time is made up through a plan determined by the Nursing Program Director and Faculty. These sessions are designed to equal the missed instructional time and are scheduled based on faculty and facility availability.

- Consecutive Absences: To support students facing significant health challenges, two consecutive days missed with a provider's note are recorded as a single absence for the purpose of the attendance threshold.

Nursing Faculty Absence

To ensure the highest level of patient safety and academic support, all nursing activities-including classroom sessions, simulations, and clinical practicums-require the presence of a qualified faculty member. In the rare event of a faculty delay, we

ask our students to follow a standardized coordination protocol to ensure the continuity of the learning day. Students are not authorized to begin direct patient care activities, medication administration, or clinical procedures until their clinical faculty has arrived and is available for supervision. This protocol ensures that all care provided is within the legal and safety frameworks of our healthcare partners and the College of Nursing.

- Coordination Period: Students are asked to remain at the designated learning site for thirty (30) minutes. This window allows for any unexpected transit delays or administrative adjustments to be resolved.
- Initiating Communication: If faculty have not arrived after 15 minutes, a student representative should reach out to the appropriate administrator to confirm the status of the session:
    - On-Campus Sessions: Contact the Program Director.
    - Off-Campus Clinicals: Contact the Nursing Clinical Coordinator or Program Director.

Lab and Clinical Supplies

We ask that all students have the following professional equipment finalized prior to their first Laboratory or Clinical course:

- Stethoscope
- Bandage scissors
- Watch with a second hand
- Penlight
- Uniform and White Lab Coat

Hygiene and Safety Standards

Many aspects of the dress code are designed specifically to prevent the spread of infection and ensure your ability to provide safe care. Students may be required to wear a designated program specific uniform or site specific dress code. Specific requirements will be provided to you by your program officials or directly from your clinical site.

Representing the College in the community when attending Baker College events as a nursing student where a uniform is not required, business casual attire or Baker-branded clothing should be worn.

Clinical Radius

To provide a diverse and comprehensive clinical education, Baker College partners with a wide variety of premier healthcare facilities. These placements are selected to ensure you gain exposure to different patient populations and specialized care environments.

- Clinical Radius: Clinical practicum experiences generally occur within a 50-mile radius of the campus; however, to access specific high-level specialties, some rotations may be located up to 100 miles from your campus.

ATI And NCLEX Preparation

ATI is a learning product that supports your nursing education. This product is integrated throughout the nursing program semesters and portions of the product will be available to you six months after graduation.

NCLEX-RN READINESS AND ACADEMIC SUCCESS

Baker College of Nursing is committed to the professional success of every student, with the ultimate goal of achieving first-time success on the National Council Licensure Examination (NCLEX-RN). To support this objective, the College utilizes evidence-based metrics to identify students who may require additional academic intervention or specialized preparation strategies.

The primary metric for determining a student's readiness is the Comprehensive Predictor Adjusted Individual Total Score. This score serves as a critical diagnostic tool to evaluate a student's mastery of the essential nursing concepts required for safe and effective practice.

Students are identified as "At-Risk" based on their specific Adjusted Individual Total Score (distinct from the projected probability of passing). This designation is not a disciplinary measure; rather, it is a proactive mechanism to trigger institutional resources, individualized remediation plans, and faculty-led support. Identifying academic risk is a collaborative effort between the student and the College of Nursing. By utilizing these scores to tailor support, the College ensures that every graduate is held to the highest standard of preparation, safeguarding both the student's professional future and the safety of the public they will serve.

The College of Nursing will officially submit Certification of Completion forms only after an "At-Risk" student has successfully navigated the Virtual ATI (VATI) review process. This requirement is a protective measure designed to confirm that the student has remediated identified knowledge gaps and is prepared for the rigors of the national board exam.

A student is considered to have satisfied the VATI requirement through one of the following two professional pathways:

- Path A: Achievement of the "Green Light" Status - Attaining a "Green Light" indicates a high probability of NCLEX success. This status is granted upon achieving a "90% probability of passing the NCLEX" on the VATI Predictor, alongside the documented completion of all remediation modules assigned by the VATI educator.

- Path B: Comprehensive VATI Engagement - In cases where a "Green Light" is not immediately attained, completion is verified once a student has exhausted three attempts at the VATI Comprehensive Predictor and has fulfilled all associated remediation requirements under faculty or coach supervision.

Evidence-Based Benchmarks: These progression guidelines are mathematically anchored in the ATI Probability of Passing Expectancy Table. By aligning our internal certification process with these national benchmarks, the College of Nursing provides students with a data-driven assessment of their readiness, significantly reducing the risk of unsuccessful licensure attempts and safeguarding the student's professional trajectory.

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 provide guidance on how to obtain the forms that need to be completed 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 Professional Assessments. 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.

Per the MI BON Administrative Rules, there is no limit to the number of times a candidate can sit for the NCLEX. You need 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 the FAQ document from the Michigan LARA website 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.

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.

PROGRAM COMPLETION

Some Students can complete the MSN in as little as 18 months, and the maximum time allowed is seven (7) years.

Successful completion of all required courses is necessary before a student may enroll in the capstone courses, NUR 6220 and NUR 6230.

GRADING POLICY: RN to MSN

Unsuccessful completion of either of these standards impacts your progression 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 should meet the following criteria:

1. The course content needs to align with the requirements of the RN to MSN curriculum.

2. The course has been completed at an accredited institution within the last five (5) years.

A minimum grade of B- has been earned in the undergraduate bridge courses, and a grade of C has 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, inability to comply with any facility policy and practice may result in the unsuccessful completion the practice experience and in the course.

Student Requirements 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 (documentation of professional liability insurance is needed to register for courses with practice hours).

3. Health Insurance: Needed during the time in which you are in any clinical/practicum experiences.

Preceptors

As a graduate student, you will self-identify preceptors and clinical agencies in your local community with the approval of course faculty. Please refer to the MSN Practicum Experience Orientation Guide for preceptor requirements.

Practice Dress Code

Students may be required to wear a designated program specific uniform or site specific dress code. Specific requirements will be provided to you by your program officials or directly from your clinical site.

Shadow Health Policy

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 need 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.

COLLEGE OF SOCIAL SCIENCES

HUMAN SERVICES

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.

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)

CONCEPTUAL FRAMEWORK

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.

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 have increasing levels of responsibility and involvement in agency functions, and provides 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 will 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 either 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.

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.

Internship Placement Process

Students will 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 an 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.

PROGRAM 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 will 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 agency's policies.

2. Any change in a student's schedule has to 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 will 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.

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 should 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.

Request from the Agency for Removal of a Student

If the appropriate Agency Director requests that a student be removed from the agency, they should contact the Program Official. The request for removal should 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 (NC) grade 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 need to 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) have 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 will have additional assessments to assist the student with meeting all SLOs and program outcomes.

Portfolio

HUS students will 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.