

Schoolcraft College Nursing Career Ladder Curriculum (NCLC)

Nursing Student Handbook



Schoolcraft College
NURSING

2025-2026

PREFACE

General student policies are listed in the Schoolcraft College Catalog and are applicable to all Schoolcraft College students. The Nursing Department has additional policies and procedures to support the goals and outcomes of the Nursing Career Ladder Curriculum (NCLC). These policies, as well as information about the NCLC, are explained in this nursing student handbook. Policies contained herein are subject to change by the College, the Michigan Board of Nursing, other regulatory agencies, legislative/executive orders, or the nursing department.

The latest version of the handbook including any updates will be accessible on the NCLC Nursing Blackboard Organization website.

The most current version of the handbook supersedes any previous handbooks.

It is the responsibility of the nursing student to read, acknowledge, and follow all college, department, and clinical agency policies. Faculty and staff members can also personally assist you in clarifying any questions.

Please accept our best wishes for a stimulating, fulfilling, and successful educational experience as you pursue your nursing career at Schoolcraft College.

Sincerely,

The Nursing Department Faculty & Staff
Schoolcraft College

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SECTION 1: PROGRAM INFORMATION

Nursing Career Ladder Curriculum Purpose and College Mission

The Schoolcraft College Nursing Career Ladder Curriculum (NCLC) aligns with the mission of the College to provide a transformational learning experience that prepares the entry-level nurse to meet the needs of clients who require the promotion, maintenance, or restoration of health.

The NCLC is designed to improve nursing career mobility and provide seamless nursing career options including the Practical Nursing (PN) certificate and the Associate of Applied Science (AAS) registered nursing (RN) education. Either program can be viewed as a terminal education program or as a step in the continuum of nursing education. Concepts are introduced in the beginning nursing courses and are continually emphasized, expanded, and incorporated throughout subsequent nursing courses.

Following successful completion of the PN Program requirements, students are eligible to apply to take the National Council Licensure Examination-Practical Nurse (NCLEX-PN) as a step in obtaining licensure as a Licensed Practical Nurse (LPN) and have the option of continuing into the registered nursing program without further application or admission requirements. The LPN provides care for clients and family/significant others with common, well defined health care needs in a structured health care setting under the supervision of a registered nurse, physician, or dentist.

Upon successful completion of the associate degree in applied sciences (AAS) nursing program requirements, graduates are eligible to apply to take the National Council of Licensure Examination (NCLEX-RN) as a step in obtaining licensure as a Registered Nurse (RN). The RN provides comprehensive assessment of the health status of clients and family/significant others, and then develops, implements, and evaluates an explicit plan of care in a variety of settings.

The NCLC also provides an advanced placement option for licensed practical nurses (LPNs). LPNs who have obtained practical nursing education at other institutions, passed the NCLEX-PN, have an active unencumbered license, plus meet other entrance requirements including completion of other general education prerequisite courses, may apply for admission to the second year of the associate degree registered nursing (RN) program. Upon successful completion of the program, students are eligible to apply to take the NCLEX-RN exam.

Completion of program requirements provides students with eligibility to take NCLEX exams. Students who wish to take the state board exam in another state or to be licensed in another state other than Michigan should check the National Council of State Boards of Nursing website <https://www.ncsbn.org/> to clarify requirements for that state.

Accreditation and Approvals

Schoolcraft College is accredited by the Higher Learning Commission of the North Central Association with the latest accreditation January 27, 2020. Next Reaffirmation will be in 2029-2030.

The PN and RN-AAS programs at Schoolcraft College at the Livonia campus in Livonia, MI are approved by the Michigan Board of Nursing and have received additional national Accreditation Commission for Education in Nursing (ACEN). For more information on MI-Board of Nursing approval and licensure please contact:

LARA Department of Licensing and Regulatory Affairs
Bureau of Health Care Services
Board of Nursing
611 West Ottawa Street
P.O. Box 30670
Lansing, MI 48909-8170
517-335-0318

bhcsinfo@michigan.gov
www.michigan.gov/LARA

Completion of program requirements provides students with eligibility to take the NCLEX-RN or NCLEX-PN exams. Students who wish to be licensed in another state should check the National Council of State Boards of Nursing website <https://www.ncsbn.org/> to clarify requirements in that state.

The PN and RN-AAS programs at Schoolcraft College at the Livonia campus located in Livonia, MI are nationally accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000
<http://www.acenursing.org>
info@acenursing.org

The most recent accreditation decision made in 2018 by the ACEN Board of Commissioners for the PN and RN-AAS nursing programs is Continuing Accreditation.

NCLC Outline

The NCLC prepares students who have demonstrated the potential to fulfill the requirements for the certificate in practical nursing and/or the associate in applied science registered nursing degree for entry-level nursing practice. The program is rigorous and challenging and requires a high level of student commitment and proficiency in content in many academic areas. Additionally:

- Up to 128 first year students are admitted in the fall semester to the associate in applied sciences registered nursing program. A smaller cohort of 64 first year students is admitted in the winter semester. Additionally, up to 192 students including LPN to RN students may be in the second year of the program.
- First-year courses are scheduled into two 7-week fall sessions, two 7-week winter sessions, and one 7-week spring session. First year students also take a nursing pharmacology course (12 weeks) in addition to the other nursing courses which include a clinical component. First year students entering the winter semester will start the 7-week courses during that semester in addition to the pharmacology 12-week course and progress through the other courses.
- The practical nursing (PN) certificate with eligibility to take the NCLEX-PN is an option available to first year students (fall start cohorts only) after completion of the first-year courses in the associate degree program. The 4-week summer semester Advanced Concepts in Practical Nursing course is optional for associate degree students but required for the PN certificate.
- The second year of the associate degree nursing program includes four 7-week sessions. Students continuing from first year and admitted LPN to RN students take these nursing courses to complete the associate degree registered nursing (RN) program.
- The nursing program has day and afternoon sessions depending upon schedule availability. Theory and lab/clinical sessions meet three days per week with one day for theory and two days for lab/clinical experiences. Clinical sessions may meet on ANY day of the week including weekends depending on clinical site availability. Twelve-hour clinical sessions may be available for select courses. Students must meet clinical agency and nursing department requirements for clinical placement.

Nursing courses must be taken in the assigned sequence, and a minimum grade of 80% plus satisfactory lab/clinical performance is required for progression to the next nursing course.

Academic general education courses other than nursing must be completed by the required deadlines.

Students who pass all nursing courses but fail to complete the required general education courses will not graduate or be eligible to take the NCLEX exams. Students must successfully complete the required general education courses with 2 years of completing the nursing courses so that no nursing course is more than 2 years old.

Clinical assignments are completed in acute care, long-term care, psychiatric-mental health, maternal-child, and community settings. Portions of courses will require computer use and computerized testing are required for all courses.

The NCLC courses are offered at the Livonia Campus.

NCLC Purpose and Philosophy

NCLC Purpose: The NCLC offers a transformative educational experience that prepares entry-level nurses to promote, maintain, and restore health across multicultural and diverse populations within their scope of practice.

Philosophy

Nursing Education

Learning is a lifelong journey. Our student-centered approach fosters personal and professional growth through inclusive, interactive teaching. The curriculum encourages collaboration, critical thinking, and adaptability to meet the evolving needs of healthcare.

Nursing Practice

Nursing blends compassion with science. Students are guided to deliver safe, effective, and holistic care using evidence-based practices and sound clinical judgment. Ethical decision-making and continuous improvement are central to professional excellence.

Nursing as a Profession

Nurses play a vital role in interdisciplinary healthcare teams. We promote curiosity, integrity, and active participation in professional communities. Graduates are prepared to communicate clearly, advocate for patients, and embrace lifelong learning.

NCLC Conceptual Framework

The NCLC Conceptual framework provides a unifying structure that enables students to meet learning outcomes of the program. The framework fosters the development of critical thinking and professional accountability, while integrating foundational principles from leading nursing organizations, including the NLN, OADN, and QSEN.

Core Concepts

Caring: Supporting health, healing, and hope

Integrity: Acting with respect and moral responsibility

Excellence: Striving for innovation and continuous growth

Patient-Centered Care: Honoring individual needs and preferences

Teamwork: Collaborating effectively across disciplines

Evidence-Based Practice: Using research to guide care

Quality Improvement: Enhancing care processes

Safety: Reducing risks and harm

Informatics: Leveraging technology for better decisions

Professional Identity: Building accountability and a sense of belonging

End of Program Student Learning Outcomes for the Practical Nursing Certificate and the Associate of Applied Sciences Degree Registered Nursing Program

The practical nursing and registered nursing associate degree nursing programs each have specific end of program student learning outcomes, which integrate the College Mission for transformational learning, the NCLC Purpose, Philosophy, and Conceptual Framework. The end of program student learning outcomes, which exemplify behaviors necessary for successful practice of the entry-level nurse, are provided below:

Practical Nursing Certificate End of Program Student Learning Outcomes		Associate of Applied Sciences Degree Registered Nursing End of Program Student Learning Outcomes	
1.1	Utilize nursing judgment and a holistic approach within the licensed practical nurse scope of practice to resolve common problems and make decisions in various health care settings	2.1	Integrate nursing judgment and a holistic approach within the registered nurse scope of practice to resolve complex problems and make decisions in various health care settings
1.2	Demonstrate nursing excellence as a licensed practical nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations	2.2	Exemplify nursing excellence as a registered nurse through caring behaviors and safe and accurate nursing care for individuals' families/significant others, and groups within diverse populations
1.3	Apply basic principles of teaching-learning within the licensed practical nurse scope of practice to prevent, promote, restore, or support optimal health	2.3	Integrate principles of teaching-learning within the registered nurse scope of practice to prevent illness and injury, and to promote, restore, and maintain health
1.4	Demonstrate effective interdisciplinary collaboration skills as utilized within the licensed practical nurse scope of practice	2.4	Facilitate effective interdisciplinary collaboration as utilized within the registered nurse scope of practice
1.5	Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the licensed practical nurse scope of practice	2.5	Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the registered nurse scope of practice
1.6	Recognize the licensed practical nurse's responsibility for continuing personal, affective, and professional growth through life-long learning experiences and professional identity and affiliation	2.6	Execute the registered nurse's responsibility for continuing personal, affective, and professional growth through life-long learning experiences and professional identity and affiliation

Nursing Career Ladder Curriculum

Practical Nurse Certificate and Associate of Applied Sciences Degree Registered Nurse

Leveled Course Student Learning Outcomes, and Course/Clinical Learning Objectives

The Nursing Career Ladder Curriculum includes both the practical nursing and registered nursing programs. All students enter the curriculum as registered nursing students with the option of attaining eligibility to take the NCLEX-PN exam for practical nursing licensure by successfully completing the first-year nursing courses plus the Nursing 139 Advanced Concepts in Practical Nursing course at the end of the first year of the curriculum. Students may also progress and complete the second year of the curriculum for eligibility to take the NCLEX-RN exam for registered nursing licensure.

Leveling of the specific course student learning outcomes and corresponding course/clinical learning objectives for the practical nursing and registered nursing programs is provided in the charts below. The practical nursing student course learning outcomes and learning objectives are leveled across the first year of the program in 1.1-1.6 A (fall semester), 1.1-1.6 B (winter/spring semester), and 1.1-1.6 C (summer session) for the group starting in the fall semester. The group starting in the winter would follow a similar sequence. The registered nursing student course learning outcomes and learning objectives are leveled in first year from 1.1-6 A, B, C and 2.1-2.6 A (fall semester), and 2.1-2.6 B (winter semester) in the second year.

Practical Nursing Certificate Program

NURS 105 Foundations in Nursing Practice 1 NURS 106 Foundations in Nursing Practice 2	NURS 107 Medical Surgical Nursing NURS 108 Surgical Medical Nursing NURS 128 Maternal Child Nursing 1	NURS 139 Advanced Concepts in Practical Nursing
1.1 A. Utilize nursing judgment and a holistic approach within the licensed practical nurse scope of practice to resolve common problems and make decisions in various health care settings	1.1 B Utilize nursing judgment and a holistic approach within the licensed practical nurse scope of practice to resolve common problems and make decisions in various health care settings	1.1 C Utilize nursing judgment in a holistic approach within the licensed practical nurse scope of practice to resolve complex problems and make decisions in various health care settings
Demonstrate components for physical and psychosocial assessment	Complete a basic physical and psychosocial assessment and examine the findings	Complete a thorough physical and psychosocial assessment and analyze the findings
Obtain pertinent data from appropriate sources to supplement assessments	Examine pertinent data from appropriate sources to supplement assessments	Interpret pertinent data from appropriate sources to supplement assessments
Describe client actual/potential risk factors	Identify and minimize client actual/potential risk factors	Reduce client actual/potential risk factors
Identify a priority plan of care	Complete, implement, and evaluate a priority plan of care	Complete, implement, evaluate, and adjust a priority plan of care

NURS 105 Foundations in Nursing Practice 1 NURS 106 Foundations in Nursing Practice 2	NURS 107 Medical Surgical Nursing NURS 108 Surgical Medical Nursing NURS 128 Maternal Child Nursing 1	NURS 139 Advanced Concepts in Practical Nursing
1.2 A Demonstrate nursing excellence as a licensed practical nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations	1.2 B Demonstrate nursing excellence as a licensed practical nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations	1.2 C Demonstrate nursing excellence as a licensed practical nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations
Demonstrate preparation for clinical assignment	Demonstrate preparation for clinical assignment	Demonstrate preparation for clinical assignment
Identify the need for evidence-based practice in nursing	Explain the need for evidence-based practice in nursing	Relate the need for evidenced-based practice in nursing
Define therapeutic communication in the provision of care	Utilize therapeutic communication in the provision of care	Incorporate therapeutic communication in the provision of care
Complete clinical skills safely and appropriately	Demonstrate clinical skills safely and appropriately	Perform clinical skills safely and appropriately
Define principles of medical and surgical asepsis, including standard precautions when appropriate	Follow principles of medical and surgical asepsis, including standard precautions when appropriate	Demonstrate principles of medical and surgical asepsis, including standard precautions when appropriate
Identify environmental hazards to protect clients and health care personnel	Protect clients and health care personnel from environmental hazards	Resolve environmental hazards to protect clients and health care personnel
Explain principles of medication administration and monitoring of clients receiving pharmacological interventions	Plan care including administration of medications and monitor clients receiving pharmacological interventions	Manage care including administration of medications and monitor clients receiving pharmacological interventions
Select comfort measures including non-pharmacologic interventions	Demonstrate comfort measures including non-pharmacologic interventions	Provide comfort measures including non-pharmacologic interventions
Exhibit caring behaviors and attitudes	Express caring behaviors and attitudes	Demonstrate caring behaviors and attitudes
Define appropriate documentation techniques to record data according to institutional policies	Utilize appropriate documentation techniques to record data according to institutional policies	Utilize appropriate documentation techniques to record pertinent data thoroughly and accurately according to institutional policies
Manage time effectively to complete assigned care	Manage time effectively to ensure thorough and organized completion of assigned care	Manage time effectively to ensure thorough and organized completion of assigned care

NURS 105 Foundations in Nursing Practice 1 NURS 106 Foundations in Nursing Practice 2	NURS 107 Medical Surgical Nursing NURS 108 Surgical Medical Nursing NURS 128 Maternal Child Nursing 1	NURS 139 Advanced Concepts in Practical Nursing
1.3 A Apply basic principles of teaching-learning within the licensed practical nurse scope of practice to prevent, promote, restore, or support optimal health	1.3 B Apply basic principles of teaching-learning within the licensed practical nurse scope of practice to prevent, promote, restore, or support optimal health	1.3 C Apply basic principles of teaching-learning within the licensed practical nurse scope of practice to prevent, promote, restore, or support optimal health
Identify basic learning needs appropriate for health status	Explain complex learning needs appropriate for health status	Identify and explain complex learning needs appropriate for health status
Prioritize learning needs and selects basic educational strategies	Prioritize learning needs and provide relevant education	Prioritize learning needs and provides relevant education
Identify retention of information through evaluation of outcomes	Determine retention of information through continuous evaluation of outcomes	Ensure the retention of information through continuous evaluation of outcomes
1.4 A Demonstrate effective interdisciplinary collaboration skills as utilized within the licensed practical nurse scope of practice	1.4 B Demonstrate effective interdisciplinary collaboration skills as utilized within the licensed practical nurse scope of practice	1.4 C Demonstrate effective interdisciplinary collaboration skills as utilized within the licensed practical nurse scope of practice
Identify effective verbal and non-verbal communication skills in communicating with clients, significant others, members of the health care team, faculty, and peers	Utilize effective verbal and non-verbal communication skills in communicating with clients, significant others, members of the health care team, faculty, and peers	Employ effective verbal and non-verbal communication skills in communicating with clients, significant others, members of the health care team, faculty, and peers
Identify members within the interdisciplinary healthcare team	Participate with other health care team members to prioritize and provide effective care	Collaborate with other health care team members to prioritize and manage effective care
Report pertinent client information to appropriate personnel	Report pertinent client changes to appropriate personnel using an organized, efficient process	Report pertinent client changes to appropriate personnel using organized, efficient processes
Participate in group processes and conferences	Actively participate in group processes and conferences	Actively lead and participate in group processes and conferences

NURS 105 Foundations in Nursing Practice 1 NURS 106 Foundations in Nursing Practice 2	NURS 107 Medical Surgical Nursing NURS 108 Surgical Medical Nursing NURS 128 Maternal Child Nursing 1	NURS 139 Advanced Concepts in Practical Nursing
1.5 A Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the licensed practical nurse scope of practice	1.5 B Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the licensed practical nurse scope of practice	1.5 C Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the licensed practical nurse scope of practice
Recognize safe practice and assume responsibility for actions	Practice safely and assume responsibility for actions	Model safe practice and assume responsibility for actions
Identify client rights	Recognize and supports client rights	Recognize, support, and advocate for client rights
Maintain confidentiality of client and institutional information	Maintain confidentiality of client and institutional information	Maintain confidentiality of client and institutional information
Understand professional standards of nursing care	Provide nursing care consistent with professional standards	Model nursing care consistent with professional standards
Identify ethical issues influencing care	Discuss ethical issues influencing care	Support client decision-making regarding ethical issues influencing care
1.6 A Recognize the licensed practical nurse's responsibility for continuing personal, affective, and professional growth through life-long learning experiences and professional identity and affiliation	1.6 B Recognize the licensed practical nurse's responsibility for continuing personal, affective, and professional growth through life-long learning experiences and professional identity and affiliation	1.6 C Recognize the licensed practical nurse's responsibility for continuing personal, affective, and professional growth through life-long learning experiences and professional identity and affiliation
Seek learning opportunities and effectively utilize clinical time for learning	Seek learning opportunities and effectively utilize clinical time for learning	Seek learning opportunities and effectively utilize clinical time for learning
Develop a positive attitude toward learning	Exhibit a positive attitude toward learning	Model a positive attitude toward learning
Participate in constructive self-evaluation and identify personal strengths and areas for improvement	Participate in constructive self-evaluation identifying personal strengths and incorporate strategies for improvement	Participate in constructive self-evaluation identifying personal strengths and incorporate strategies for improvement
Recognize limits and seek assistance from the instructor appropriately	Recognize limits and seek assistance from the instructor appropriately	Recognize limits and seek assistance from the instructor appropriately
Identify principles of professional practice	Develop principles of professional practice and discuss incorporation into own professional identity	Reflect on and evaluate principles of professional practice and incorporate into own professional identity
Adhere to college, nursing department, and institutional dress code, attendance, and other procedures and policies	Adhere to college, nursing department, and institutional dress code, attendance, and other procedures and policies	Adhere to college, nursing department, and institutional dress code, attendance, and other procedures and policies

Associate of Applied Sciences Degree Registered Nursing Program

NURS 105 Foundations in Nursing Practice 1 NURS 106 Foundations in Nursing Practice 2	NURS 107 Medical Surgical Nursing NURS 108 Surgical Medical Nursing NURS 128 Maternal Child Nursing 1
1.1 A Utilize nursing judgment and a holistic approach within the registered nurse scope of practice to resolve common problems and make decisions in various health care settings	1.1 B Utilize nursing judgment and a holistic approach within the registered nurse scope of practice to resolve common problems and make decisions in various health care settings
Demonstrate components for physical and psychosocial assessment	Complete a basic physical and psychosocial assessment and examine the findings
Obtain pertinent data from appropriate sources to supplement assessments	Examine pertinent data from appropriate sources to supplement assessments
Describe client actual/potential risk factors	Identify and minimize client actual/potential risk factors
Identify a priority plan of care	Complete, implement, and evaluate a priority plan of care
1.2 A Demonstrate nursing excellence as a registered nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations.	1.2 B Demonstrate nursing excellence as a registered nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations
Demonstrate preparation for clinical assignment	Demonstrate preparation for clinical assignment
Identify the need for evidence-based practice in nursing	Explain the need for evidence-based practice in nursing
Define therapeutic communication in the provision of care	Utilize therapeutic communication in the provision of care
Complete clinical skills safely and appropriately	Demonstrate clinical skills safely and appropriately
Define principles of medical and surgical asepsis, including standard precautions when appropriate	Follow principles of medical and surgical asepsis, including standard precautions when appropriate
Identify environmental hazards to protect clients and health care personnel	Protect clients and health care personnel from environmental hazards
Explain principles of medication administration and monitoring of clients receiving pharmacological interventions	Plan care including administration of medications and monitor clients receiving pharmacological interventions
Select comfort measures including non-pharmacologic interventions	Demonstrate comfort measures including non-pharmacologic interventions
Exhibit caring behaviors and attitudes	Express caring behaviors and attitudes
Define appropriate documentation techniques to record data according to institutional policies	Utilize appropriate documentation techniques to record data according to institutional policies
Manage time effectively to complete assigned care	Manage time effectively to ensure thorough completion of assigned care

NURS 105 Foundations in Nursing Practice 1 NURS 106 Foundations in Nursing Practice 2	NURS 107 Medical Surgical Nursing NURS 108 Surgical Medical Nursing NURS 128 Maternal Child Nursing 1
1.3 A Apply basic principles of teaching- learning within the registered nurse scope of practice to prevent, promote, restore, or support optimal health	1.3 B Apply basic principles of teaching- learning within the registered nurse scope of practice to prevent, promote, restore, or support optimal health
Identify basic learning needs appropriate for health status	Explain learning needs appropriate for health status
Prioritize learning needs and select basic educational strategies	Prioritize learning needs and provide basic education
Identify retention of information through evaluation of outcomes	Determine retention of information through continuous evaluation of outcomes
1.4 A Demonstrate effective interdisciplinary collaboration skills as utilized within the registered nurse scope of practice	1.4 B Demonstrate effective interdisciplinary collaboration skills as utilized within the registered nurse scope of practice
Identify effective verbal and non-verbal communication skills in communicating with clients, significant others, members of the health care team, faculty, and peers	Utilize effective verbal and non-verbal communication skills in communicating with clients, significant others, members of the health care team, faculty, and peers
Identify members within the interdisciplinary healthcare team	Participate with other health care team members to prioritize and provide effective care
Report pertinent client information to appropriate personnel	Report pertinent client changes to appropriate personnel using an organized process
Participate in group processes and conferences	Actively participate in group processes and conferences

NURS 105 Foundations in Nursing Practice 1 NURS 106 Foundations in Nursing Practice 2	NURS 107 Medical Surgical Nursing NURS 108 Surgical Medical Nursing NURS 128 Maternal Child Nursing 1
1.5 A Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the registered nurse scope of practice	1.5 B Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the registered nurse scope of practice
Recognize safe practice and assume responsibility for actions	Practice safely and assume responsibility for actions
Identify client rights	Recognize and supports client rights
Maintain confidentiality of client and institutional information	Maintain confidentiality of client and institutional information
Understand professional standards of nursing care	Provide nursing care consistent with professional standards
Identify ethical issues influencing care	Discuss ethical issues influencing care
1.6 A Recognize the practical nurse's responsibility for continuing personal, affective, and professional growth through life-long learning experiences and professional identity and affiliation	1.6 B Recognize the registered nurse's responsibility for continuing personal, affective, and professional growth through life-long learning experiences and professional identity and affiliation
Seek learning opportunities and effectively utilize clinical time for learning	Seek learning opportunities and effectively utilize clinical time for learning
Develop a positive attitude toward learning	Exhibit a positive attitude toward learning
Participate in constructive self-evaluation and identify personal strengths and areas for improvement	Participate in constructive self-evaluation identifying personal strengths and examine strategies for improvement
Recognize limits and seek assistance from the instructor appropriately	Recognize limits and seek assistance from the instructor appropriately
Identify principles of professional practice	Develop principles of professional practice and discuss incorporation into own professional identity
Adhere to college, nursing department, and institutional dress code, attendance, and other procedures and policies	Adhere to college, nursing department, and institutional dress code, attendance, and other procedures and policies

NURS 205 Advanced Medical-Surgical Nursing NURS 246 Psychiatric Mental Health Nursing NURS 248 Maternal Child Nursing 2	NURS 250 Advanced Concepts in Registered Nursing
2.1A Utilize nursing judgment and a holistic approach within the registered nurse scope of practice to resolve complex problems and make decisions in various health care settings	2.1B Utilize nursing judgment and a holistic approach within the registered nurse scope of practice to resolve complex problems and make decisions in various health care settings
Complete a thorough physical and psychosocial assessment and analyze findings	Complete a comprehensive physical and psychosocial assessment and analyze findings
Interpret pertinent data from the appropriate source to supplement assessments	Analyze pertinent data from the appropriate sources to augment assessments
Reduce actual/potential risk factors	Construct and initiate strategies to reduce actual/potential risk factors
Complete, implement, evaluate, and adapt a priority plan of care	Synthesize and adjust the implementation of a priority plan of care including evaluation
2.2 A Exemplify nursing excellence as a registered nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations	2.2 B Exemplify nursing excellence as a registered nurse through caring behaviors and safe and accurate nursing care for individuals, families, significant others, and groups within diverse populations
Demonstrate preparation for clinical assignment	Demonstrate preparation for clinical assignment
Relate the need for evidence-based practice in nursing	Illustrate and integrate evidenced-based practice in nursing
Incorporate therapeutic communication in the provision of care	Adapt therapeutic communication strategies while providing care
Perform clinical skills safely and appropriately	Execute or delegate clinical skills safely and appropriately
Demonstrate principles of medical and surgical asepsis, including standards precautions when appropriate	Model principles of medical and surgical asepsis, including standard precautions when appropriate
Resolve environmental hazards to protect clients and health care personnel	Ensure client and health care personnel safety from environmental hazards
Manage care including safe administration of medications and monitor clients receiving pharmacological interventions	Manage care including safe administration of medications, formulate appropriate interventions, and evaluate outcomes
Provide comfort measures including non-pharmacologic interventions	Adapt care to ensure comfort including non-pharmacologic interventions
Demonstrate caring behaviors and attitudes	Exemplify caring behaviors and attitudes
Utilize appropriate documentation techniques to record pertinent data thoroughly and accurately according to institutional policies	Construct appropriate documentation techniques to record pertinent data thoroughly and accurately according to institutional policies
Manage time and effectively to ensure thorough and organized completion of assigned care	Manage time and effectively delegate completion of care in a thorough, organized, and efficient manner

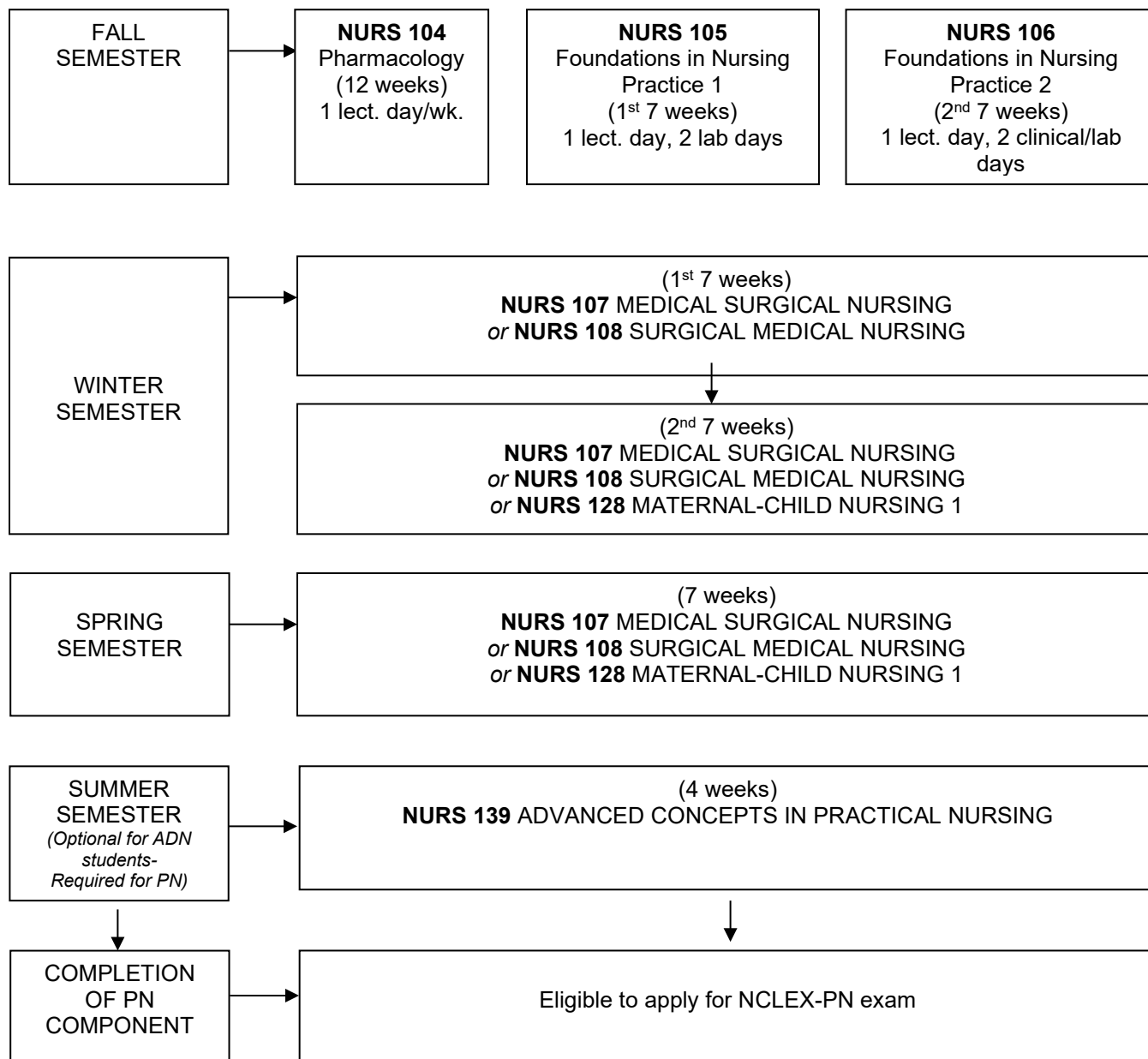
2.3 A Integrate principles of teaching-learning within the registered nurse scope of practice to prevent illness and injury, and to promote, restore, and maintain health	2.3 B Integrate principles of teaching-learning within the registered nurse scope of practice to prevent illness and injury, and to promote, restore, and maintain health
Identify complex learning needs and provide education to maximize health status	Design and implement education to maximize health status
Prioritize learning needs and provide relevant education	Construct priority education to meet specific learning needs
Ensure the retention of information through continuous evaluation of outcomes	Analyze the retention of information through continuous evaluation of outcomes
2.4 A Facilitate effective interdisciplinary collaboration as utilized within the registered nurse scope of practice	2.4 B Facilitate effective interdisciplinary collaboration as utilized within the registered nurse scope of practice
Employ effective verbal and non-verbal communication skills in communicating with clients, significant others, members of the health care team, peers, and faculty	Model effective verbal and non-verbal communication skills in communicating with clients, significant others, members of the health care team, peers, and faculty
Collaborate with other health care team members to prioritize and manage effective care	Collaborate with other healthcare team members to prioritize, lead, and delegate effective care management
Report client status/progress to appropriate personnel using organized, efficient processes	Anticipate changes in client status and report progress to appropriate personnel using organized, efficient processes
Actively lead and participate in group processes and conferences	Initiate and engage in group processes and leads post conferences
2.5 A Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the registered nurse scope of practice	2.5 B Practice with integrity by adhering to legal, ethical, and regulatory frameworks of the registered nurse scope of practice
Practice safely and assume responsibility for actions	Execute and model safe practice and assume responsibility for actions
Recognize and support client rights	Recognize, support, and advocate for client rights
Maintain confidentiality of client and institutional information	Ensure the confidentiality of client and institutional information
Performs nursing care consistent with professional standards	Exemplify nursing care consistent with professional standards
Support client decision-making regarding ethical issues influencing care	Analyze ethical issues influencing care delivery and propose solutions

2.6 A Execute the registered nurse's responsibility of continuing personal, affective, and professional growth through life- long learning experiences and the development of a professional identity and affiliation.	2.6 B Execute the registered nurse's responsibility of continuing personal, affective, and professional growth through life- long learning experiences and the development of a professional identity and affiliation.
Seek learning opportunities and effectively utilize clinical time for learning	Arrange learning opportunities and effectively utilize clinical time
Demonstrate a positive attitude toward learning	Model a positive attitude toward learning
Participate in constructive self-evaluation identifying personal strengths and areas for improvement	Conduct a constructive self-evaluation, identifying personal strengths, and incorporate strategies for improvement
Recognize limits and seek assistance from the instructor appropriately	Examine limits of knowledge and autonomy, seeking assistance appropriately
Reflect on and evaluate principles of professional practice and incorporate into own professional identity	Practice professionally and exhibit a professional identity
Adhere to college, nursing department, and institutional dress code, attendance, and other procedures and policies	Adhere to college, nursing department, and institutional dress code, attendance, and other procedures and policies

NCLC SAMPLE NURSING COURSE SEQUENCE – 1ST Year AAS RN Degree and Practical Nurse Certificate Option

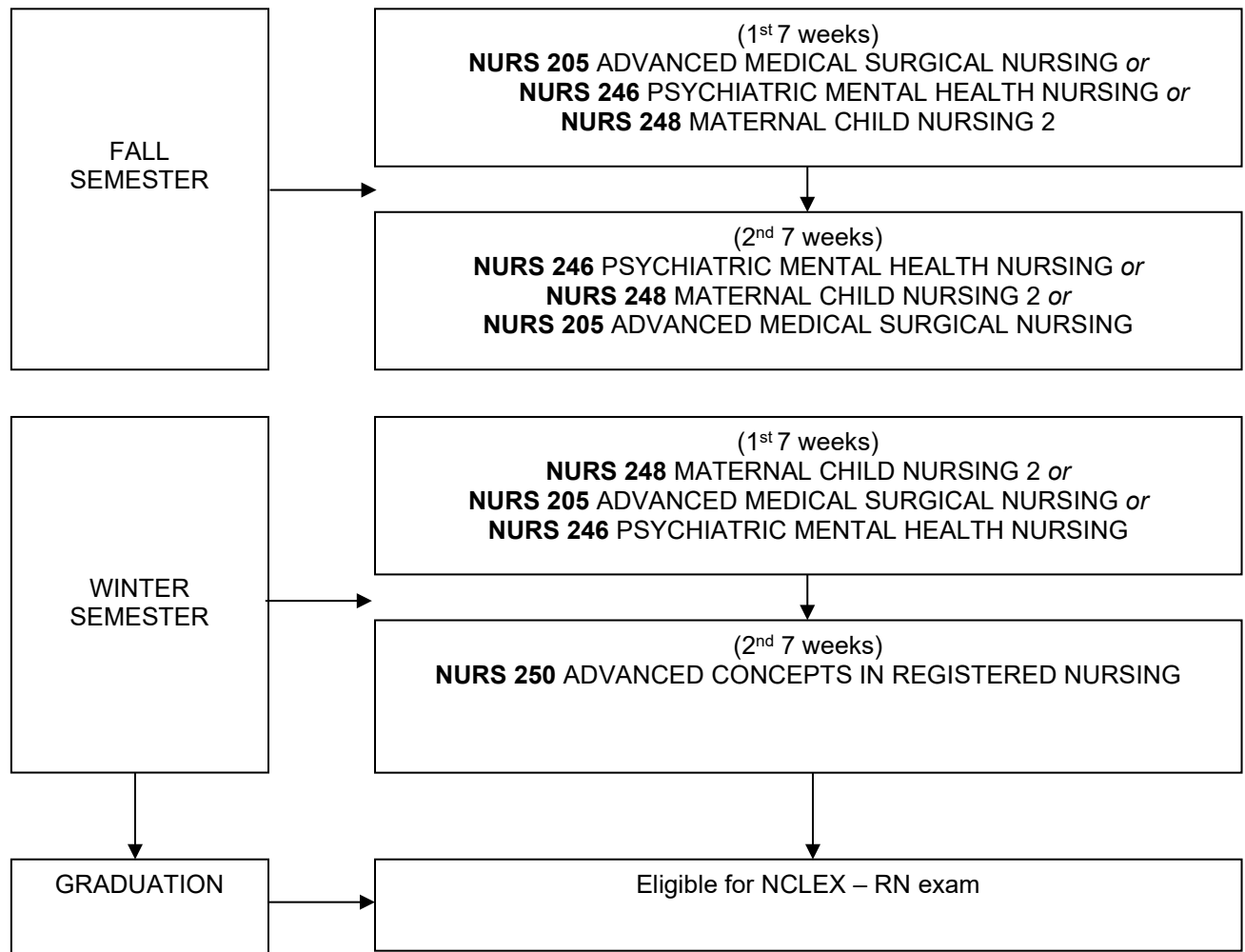
(Plus, general education courses required for the practical nurse certificate or
the Associate of Applied Science Nursing degree)

Fall Semester Start Cohort



**NCLC SAMPLE NURSING COURSE SEQUENCE – 2ND Year AAS RN Degree
For Traditional and LPN-RN Students (Fall Start Cohort)**

(Plus, general education courses required for the
the Associate of Applied Science Nursing degree)

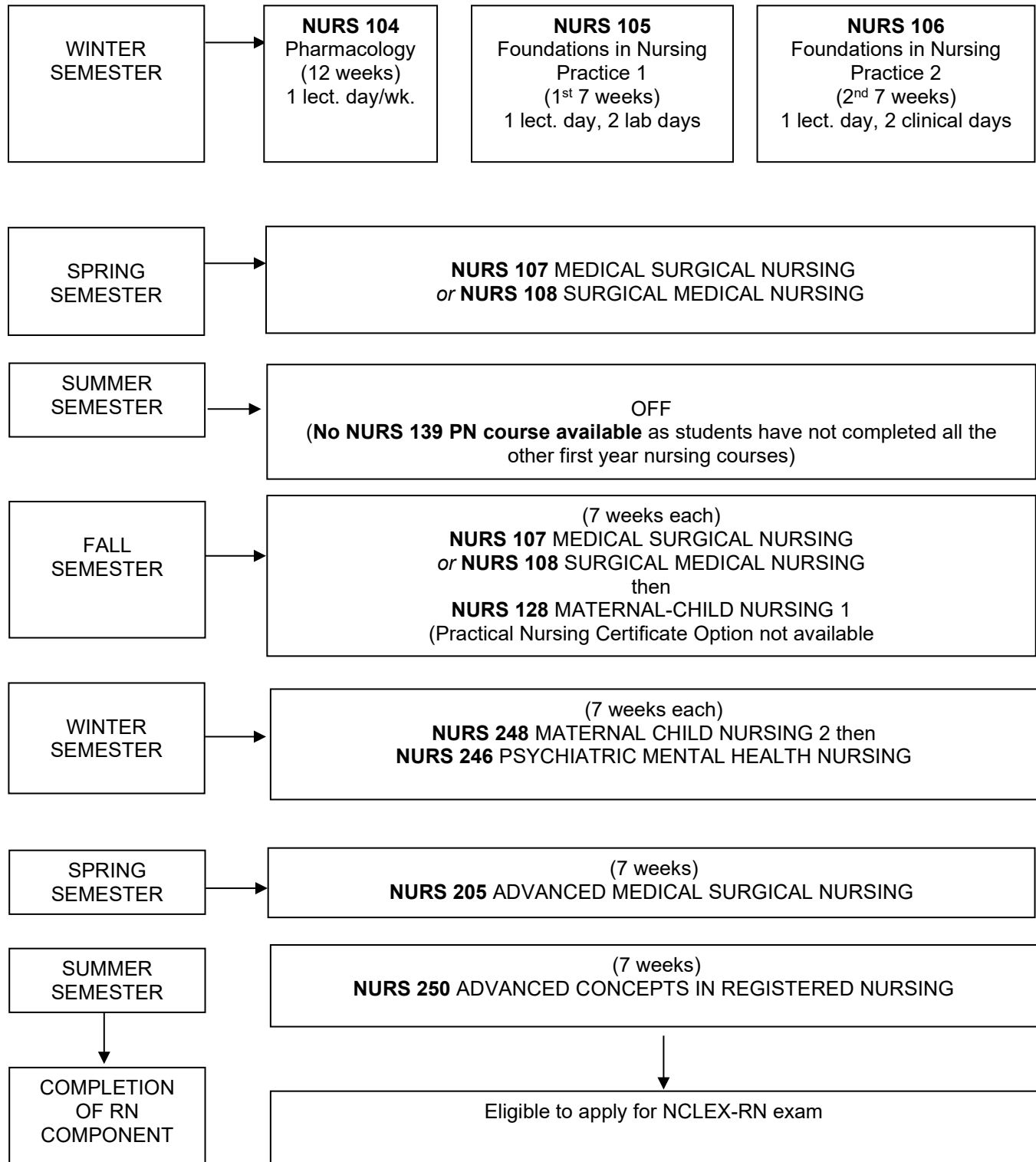


NCLC SAMPLE NURSING COURSE SEQUENCE

1ST & 2ND YEAR AAS-RN Degree

(Plus, general education courses required for the the Associate of Applied Science Nursing degree)

Winter Semester Start Cohort Example



NCLC Course Descriptions

Nursing 104 Pharmacology for Nurses (3 - 0) 3 credit hours (12 weeks)	This course introduces pharmacological concepts and major drug classifications. Drug information includes mechanism of action, drug effects, therapeutic uses, side effects, adverse effects, toxicity, drug interactions, medication calculations, dosage, example drugs, and patient teaching for specified drug classifications. The nursing process and evidence-based principles of nursing within the practical and registered nurse scope of practice are utilized as a framework for safe medication administration as a member of the interdisciplinary healthcare team.
Nursing 105 Foundations in Nursing Practice 1 (2.5 - 4.5) 4 credit hours (7 weeks)	This course provides an introduction to the theory and practice of nursing. It emphasizes the application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in providing basic care for acute and chronically ill clients within the practical and registered nurse scope of practice. Theoretical content focuses on fundamental nursing concepts and skills with practice in laboratory settings.
Nursing 106 Foundations in Nursing Practice 2 (2.5 – 6.0) 4.5 credit hours (7 weeks)	This course provides a continuation to Foundations of Nursing Practice 1. It emphasizes the application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in providing basic care for acute and chronically ill clients within the practical and registered nurse scope of practice. Theoretical content focuses on fundamental nursing concepts and skills. Clinical experiences occur in laboratory, clinical, and community settings utilizing an interdisciplinary collaborative approach.
Nursing 107 Medical Surgical Nursing (2.5 – 6.0) 4.5 credit hours (7 weeks)	This course emphasizes application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in caring for adult clients experiencing medical surgical alterations within the practical and registered nurse scope of practice. Theoretical content focuses on cardiovascular, renal, endocrine, and immune system alterations as well as fluid/electrolyte and acid base balance. Clinical experiences are provided in acute and community settings utilizing an interdisciplinary collaborative approach.
Nursing 108 Surgical Medical Nursing (2.5 – 6.0) 4.5 credit hours (7 weeks)	This course emphasizes application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in caring for adult clients experiencing surgical medical alterations within the practical and registered nurse scope of practice. Theoretical content focuses on musculoskeletal, neurological, respiratory, gastrointestinal, and immune system alterations as well as peri-operative care. Clinical experiences are provided in acute and community settings utilizing an interdisciplinary collaborative approach.
Nursing 128 Maternal-Child Nursing 1 (2.5 - 7.5) 5 credit hours (7 Weeks)	This course emphasizes the application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in caring for the childbearing family and pediatric clients. Theoretical content focuses on human sexuality, normal pregnancy, labor, delivery, post-partum, normal newborn, growth and development, and common uncomplicated pediatric health disorders within the practical and registered nurse scope of practice. Clinical experiences with the childbearing family and pediatric clients are provided in acute and community settings utilizing an interdisciplinary collaborative approach.

NCLC Course Descriptions (continued)

Nursing 139 Advanced Concepts in Practical Nursing (1.5 - 4.5) 3 credit hours (4 Weeks) (Optional for AAS (RN) students; required for PN certificate students)	This capstone course emphasizes the application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing to care for groups of clients within the practical nurse scope of practice. Theoretical content focuses on select advanced physiological and psychiatric mental health alterations as well as issues related to licensure and employment for the practical nurse. Clinical experiences are provided in acute and community settings utilizing an interdisciplinary collaborative approach.
Nursing 205 Advanced Medical-Surgical Nursing (2.5 – 6.0) 4.5 credit hours (7 Weeks)	This course emphasizes the comprehensive application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in caring for adult clients experiencing complex medical and surgical alterations within the registered nurse's scope of practice. Theoretical content focuses on advanced concepts of intravenous therapy, dysrhythmias, oncology, end-of-life care, alternative therapies, and emergency/critical care nursing in addition to select neurological, ear/eye, integumentary, and reproductive system alterations. Clinical experiences are provided in acute and community settings utilizing an interdisciplinary collaborative approach.
Nursing 246 Psychiatric Mental Health Nursing (2.0-6.0) 4 credit hours (7 Weeks)	This course emphasizes the application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in caring for adult, child, and adolescent clients with mental illness within the registered nurse's scope of practice. Theoretical content focuses on clients experiencing mental health alterations. Clinical experiences are provided in acute, chronic, and community mental health care facilities utilizing an interdisciplinary collaborative approach.
Nursing 248 Maternal-Child Nursing 2 (2.5 - 7.5) 5 credit hours (7 Weeks)	This course emphasizes the application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing in caring for the childbearing family and pediatric clients. Theoretical content focuses on complex obstetrical and pediatric health disorders within the registered nurse's scope of practice. Clinical experiences with the childbearing family and pediatric clients are provided in acute and community settings utilizing an interdisciplinary collaborative approach.
Nursing 250 Advanced Concepts in Registered Nursing (2.0 – 7.5) 4.5 credit hours (7 Weeks)	This capstone course emphasizes the comprehensive application of the nursing process and critical thinking skills while utilizing evidence-based principles of nursing to care for groups of complex clients within the registered nurse's scope of practice. Theoretical content focuses on community health nursing, disaster preparedness/terrorism, health policy, principles of leadership, management, research, quality improvement, and delegation as well as issues related to licensure and employment for the registered nurse. Clinical experiences are provided in acute and community settings utilizing an interdisciplinary collaborative approach.

Core Abilities

Core Abilities are broad outcome skills expected of every Schoolcraft College student receiving an associate degree. They encompass all areas of learning and are skills that employers and other stakeholders have identified as essential to succeed in a knowledge-driven world. At least one Core Ability is addressed and assessed in every college course. The table below shows the integration of the Core Abilities in the NCLC as well as competency indicators required for all Schoolcraft College associate degree candidates. Assignments demonstrating Core Abilities are identified in each course syllabi and may be kept in the student's portfolio if desired.

NCLC Course	Core Ability	Indicators
NURS 104	Use Mathematics	<ul style="list-style-type: none"> • Recognizes situations that require mathematical solutions. • Employs the appropriate concepts. • Accurately interprets graphical information. • Interprets numerical data and draws meaningful conclusions. • Uses mathematical symbols, concepts, or formulas appropriately to solve problems.
NURS 105	Uses Technology Effectively	<ul style="list-style-type: none"> • Interprets specifications/directions to use technology effectively. • Selects procedures, processes, equipment, appropriate tools, and technological resources to produce desired results. • Applies specifications/directions to use technology effectively. • Uses technology to facilitate the production of desired results.
NURS 106	Act Professionally	<ul style="list-style-type: none"> • Communicates using professional standards and norms. • Demonstrates broad insight into the consequences of actions(s) in multiple dimensions. • Demonstrates insights regarding how regulations, norms, and/or ethics relate to a course of action. • Demonstrates or characterizes behavior that follows norms of professionalism and integrity.
NURS 107	Manage Information	<ul style="list-style-type: none"> • Acquire information: The information or data is acquired by the student from reliable and varied source(s) to support the subject and purpose. • Record information: The information or data is recorded accurately based on the artifact provided. • Organize Information: The information or data has a meaningful order, is accessible, and has a design that supports a purpose. • Evaluate information: The information or data is timely, relevant, credible, integrated, prioritized, analyzed, and/or synthesized for specific reasons. • Comply with regulations or requirements: The information or data complies with a discipline's standards and practices for collection, acquisition, recording, analysis, documentation, verification, protection, storage, and/or maintenance.
NURS 108	Manage Information	<ul style="list-style-type: none"> • Acquire information: The information or data is acquired by the student from reliable and varied source(s) to support the subject and purpose. • Record information: The information or data is recorded accurately based on the artifact provided. • Organize Information: The information or data has a meaningful order, is accessible, and has a design that supports a purpose. • Evaluate information: The information or data is timely, relevant, credible, integrated, prioritized, analyzed, and/or synthesized for specific reasons. • Comply with regulations or requirements: The information or data complies with a discipline's standards and practices for collection, acquisition, recording, analysis, documentation, verification, protection, storage, and/or maintenance.

NCLC Course	Core Ability	Indicators
NURS 128	Demonstrate Social and Cultural Awareness, Work Cooperatively	<ul style="list-style-type: none"> Analyzes the similarities and/or differences of social or cultural groups (including power structures and decision-making processes, competition, cultural rules, biases, and rituals). Articulates insight into one's own social or cultural biases and rules. Demonstrates how a historical or contemporary world event impacts a social or cultural group. Analyzes the impact of globalization on cultures (including natural, man-made, or political systems). Assumes leadership or supporting roles as required by the group activity. Contributes valuable information, ideas, opinions, and efforts that demonstrate commitment to the goals of the group according to the group. Successful completion of group work with minimal instructor intervention.
NURS 139, 246	Communicate Effectively	<ul style="list-style-type: none"> Writes clearly, concisely, and accurately. Speaks clearly, concisely, and accurately. Conveys ideas and/or emotions using a principally artistic media.
NURS 139, 205, 248	Demonstrate Creative and Critical Thinking	<ul style="list-style-type: none"> Analyzes and interprets problems(s) or issues. Generates a creative idea or solution. Evaluate multiple approaches to achieve the goal of the assignment.
NURS 250	Work Cooperatively	<ul style="list-style-type: none"> Assumes leadership or supporting roles as required by the group activity. Contributes valuable information, ideas, opinions, and efforts that demonstrate commitment to the goals of the group according to the group. Successful completion of group work with minimal instructor intervention.

General Information

Course Registration/Clinical Session Information

Nursing course rotations/sections and clinical sessions are assigned based on a lottery system. Students are assigned a randomized lottery number each seven weeks. Students may complete a course rotation information form or a clinical information form to assist the department with course rotation or clinical assignments, but preferences are not guaranteed.

Students receive authorization from the Nursing office via Schoolcraft email to register for an assigned theory course section and specific petitions must be entered into the system prior to registration. Students may register for the theory portion of a course prior to receiving clinical placement information. Students should be registered as soon as available by the college, but no later than the Friday before the course starts.

It is the student's responsibility to register by the dates specified for the financial aid payment plans. Students who are not registered for class cannot attend class, lab, or clinical sessions until registration is complete. Students who are not registered for the course and are attempting to attend theory, lab, and clinical sessions are subject to the College and department disciplinary process. Students who do not register or do not maintain registration for a course will forfeit the course grade and will need to repeat the course in addition to not being allowed to progress to the next course.

Most clinical sites are within one hour of the college and clinical sessions may be at varying times of the day or days of the week including weekends. Students living further from the college may need to travel more than an hour to get to the assigned clinical site.

Clinical days of the week may not be consecutive and may be on different shifts. Assignments are made based on lottery numbers and/or faculty and administrative input. Clinical placement assignments are emailed to students via Schoolcraft email from ACEMAPP notification. Once clinical assignments are posted, the assignment is final unless there are administrative issues related to clinical placements/agency requirements, etc.

Books

Books or e-books should be purchased at the Schoolcraft College Bookstore to ensure the right textbooks and other required course items are obtained. Discounts may be available when items are purchased together in a package. The Bookstore offers print textbooks at prices comparable to amazon.com or other websites. Books will be available approximately 2 weeks prior to the start of the semester. The Bookstore also offers textbook rentals. More details are available at <https://www.schoolcraft.edu/bookstore/>.

Uniforms

Students are required to purchase ceil blue nursing uniforms (any brand or professional style) from the Schoolcraft College Bookstore, the designated Schoolcraft online website, or retail site of choice (information provided with orientation materials).

Students need to be in full uniform and meet the uniform requirements for the first day of lab/clinical/simulation lab sessions. This includes on campus sessions during lab/clinical times unless otherwise directed by theory faculty. Review the Student Uniform Policy in this handbook.

Student Resources/Support Services

NCLC Blackboard Site

The nursing department maintains a Nursing Career Ladder Curriculum (NCLC) Blackboard Organization site for nursing office, faculty, the National Student Nurses Association (NSNA), and general student communications. Students are to use their Schoolcraft email on this site and should check for announcements and communications frequently each week at <https://bb.schoolcraft.edu/>. Students should also forward college email to personal email sites to facilitate communication.

Advising/General Education Course Requirements

Students are required to meet with an academic advisor prior to admission to discuss academic planning. Students are responsible for tracking their own progress towards meeting program, general education course, and graduation requirements. Students who do not meet general education course requirements by the time they complete nursing courses will not be eligible to take NCLEX exams until the courses are completed. General education courses must be completed within 2 years of completion of the nursing courses as nursing courses must not be more than 2 years old.

A graduation application is required and should be completed during the semester just prior to graduation. A Student Relations advisor may also be available to meet with students for additional individualized needs or crisis intervention. <https://www.schoolcraft.edu/advising/>

Financial Aid & Scholarship Information

Apply for financial aid as soon as possible at www.fafsa.gov. Students must have the FAFSA application completed to be considered for any financial aid (including scholarships and grants). For more information about financial aid and scholarships available, contact the Financial Aid Office at 734-462-4433, McDowell Center, MC-260: <https://www.schoolcraft.edu/aid/> Students need to have any purchases utilizing financial aid funds but the Financial Aid Department deadlines.

The nursing office will email any scholarship opportunities forwarded to the department to students and these may also posted to the NCLC Blackboard site. It is the student's responsibility to register for classes prior to the tuition payment plan deadlines.

Learning Support Services (LSS)

The Learning Support Services assists students with multiple resources are available to provide students with additional tools to help students advance, and advanced students excel: <https://www.schoolcraft.edu/lss/>

Students who need special accommodations should make an appointment with the Disabilities Support Services Advocate in the Disability Support Services Department: dss@schoolcraft.edu. Students must contact faculty at least ONE week ahead of accommodation need.

Library

Multiple resources are available for students in the Bradner Library and online. Students may tour the library at <https://www.schoolcraft.edu/lss/library/>. The Library also has computers/printers available for student use.

Nursing Resource Instructor

The Nursing Resource Instructor, in addition to the student's primary theory instructor, is available to assist students with learning needs related to theory, lab, or clinical. Students may make appointments individually or in small groups at www.nursingresource.simplybook.me

Writing Studio Support

Writing Studio Support is located in the Bradner Library on the Livonia Campus: learningsupport@schoolcraft.edu

Writing Studio Consultants are able to:

- Preview written assignments varying from lab reports to lengthy research papers
- Help students with organization, structure, style of writing
- Assist students with grammar and mechanics as they relate to their writing
- Help students prevent plagiarism and other issues:
<https://www.schoolcraft.edu/lss/learning-center/writing-support-studio/resources-and-tools/>
- Provide an opportunity for revision and refinement of structure and content
- Offer a fresh, objective set of eyes to check for clarity and conciseness
- Offer in person or online assistance with approximately a three-day turnaround

Student Governance Opportunities

Student representatives are included as members of the Nursing Department Student-Faculty Committee. This committee was established to enhance the working relationship between students and faculty. One student representative is elected from each nursing course section to attend the meetings. In addition to providing a channel for communication between students and faculty, including student representatives on the student-faculty committee, encourages student participation in curriculum development, implementation, and evaluation. The roundtable meeting format provides a setting in which students, faculty, and others may exchange suggestions, observations, and reactions concerning the nursing program. One meeting is held during the fall and winter semesters.

Student governance opportunities are also available through the Student Nursing Association (SNA) of the Schoolcraft College Nursing Program. The SNA is an active chapter of the National Student Nurses' Association (NSNA). Membership in the NSNA is voluntary and is open to all nursing students. Participation in NSNA activities offers students opportunities for shared governance and leadership skills development at the state and national level as well as within the nursing program. Additional benefits of membership include Imprint-NSNA's official magazine, which is written by and for nursing students; eligibility to participate in a student loan and scholarship program; opportunity to attend the NSNA annual convention; and to receive reduced rates on a number of beneficial, career-related products and services. Students may go to the NSNA website at www.nsna.org to obtain further information and to join the organization. Pre-nursing students may also participate in the SNA organization.

Nursing students are encouraged to be involved in campus wide standing committees. The National Student Nurse Association (NSNA) and alumni representatives are invited to participate in the Nursing Advisory Board for a limited appointment period.

Nursing students may also provide comments and recommendations via individual courses and instructor evaluations at the completion of each course and via program evaluations at the end of each nursing program. Input is also obtained from graduate students using emailed surveys.

Nursing Pinning Ceremony

The nursing department honors graduates of the PN and ADN Programs with a Pinning Ceremony. As part of this traditional ceremony, students are presented with the Schoolcraft College Nursing pin as a gift from the College. A limited number of family and friends may be invited to witness this special event. Awards for Academic Excellence and Clinical Excellence are presented. Details are finalized and distributed during NURS 139 and NURS 250 capstone courses. Ceremony details are updated annually.

College Graduation and Commencement Ceremony

Students who plan to earn a Practical Nursing Certificate or an Associate of Applied Science Degree must complete graduation paperwork and apply for graduation online: screcord@schoolcraft.edu.

The application deadlines, as noted in the Class Schedule, are at the ***beginning of the semester*** in which course work will be completed i.e., January for May ADN graduation, July for August PN and ADN graduation.

The general annual Schoolcraft College Commencement Ceremony is usually on the first Saturday of May. Specific dates and other information regarding commencement is available on Ocelot Access. Students are encouraged to participate. Caps and gowns are purchased through the Bookstore.

LPN and RN Licensure Eligibility

Students who satisfactorily complete the first year of the Nursing curriculum, NURS 139, and all general education requirements qualify for a Certificate in Practical Nursing and are eligible to apply to write the National Council Licensure Examination for Practical Nursing (NCLEX-PN) as a step toward Licensed Practical Nursing (LPN) licensure.

Students who complete the second year of the nursing curriculum and all general education requirements will receive an Associate of Applied Science Nursing degree and are eligible to apply to write the National Council Licensure Examination for Registered Nursing (NCLEX-RN) as a step toward Registered Nurse (RN) Licensure.

During the NURS 139 and NURS 250 courses, students will receive information regarding the Practical or Registered Nursing Licensure Application for the Michigan Board of Nursing. Students are responsible for submitting an accurate application and appropriate fees. The most current information is available at www.NCSBN.org.

Students should be aware that the following questions and statements are on the Michigan nursing license applications and students must answer truthfully plus attach a document stating the circumstances:

Check the appropriate answers to each of the following questions. Provide a detailed explanation for any Yes answers you check.

1. Have you ever been convicted of a felony? ☐ Yes ☐ No
2. Have you ever been convicted of a misdemeanor punishable by imprisonment for a maximum term of two years or a misdemeanor involving the illegal delivery, possession, or use of alcohol or a controlled substance? ☐ Yes ☐ No

Any dishonesty in completion of the application will result in ineligibility for licensure.

Applicants for a Michigan health profession license or registration are required to submit fingerprints and undergo a criminal background check. Students who recently took the NCLEX-PN and are licensed as an LPN, may not need to repeat the fingerprinting process when applying for NCLEX-RN licensure depending on the date of fingerprinting. Check the Board of Nursing requirements for further information.

The Schoolcraft College associate degree registered nurse and practical nursing certificate programs prepare graduates for eligibility to take the NCLEX-RN or NCLEX-PN. Students who wish to be licensed in another state will need to review requirements for that state with the respective Board of Nursing utilizing the National Council of State Boards of Nursing site <https://www.ncsbn.org/nursing-regulation.page>

SECTION 2: GENERAL POLICIES

These are Nursing department policies in addition to the general Schoolcraft College policies:

Admission

Admission to any of the NCLC education options is dependent upon successful completion of all admission requirements. Requirements are outlined in individual nursing program admission packets. Students who are admitted to a program sequence need to complete the program requirements within a period such that the last nursing course is not more than two years old. Students must also complete any general education courses within this time frame. Students are permitted one deferral.

Students who are admitted to a cohort but do not meet nursing department deadlines provided by the nursing department before the program starts, or with a readmission, will be administratively cancelled.

Students who are “No Call, No Show” on the first week of the program/course, will be cancelled without eligibility to reapply.

Orientation

All students (first year, second year, LPN to RN, and readmit students) must attend any scheduled mandatory orientation sessions and complete activities as required by the nursing department. Students who do not complete these requirements by the deadlines provided will not be allowed to progress.

Nursing Student Emails

All nursing students must utilize Schoolcraft email addresses for any correspondence with the nursing department, faculty, and staff. This includes any NCLC, clinical, and course Blackboard emails. Emails should only include professional language and content. Students are responsible for checking their email several times a week to keep current with any announcements or deadlines. Students are also responsible for checking any emails from ACEMAPP (clinical software) or the clinical agencies if there are online requirements students need to complete prior to any clinical rotation. The clinical agency and/or clinical faculty will provide deadlines for site specific requirements for student placement at the site.

Contact Information

Students must complete any changes in Ocelot Access and notify the Nursing office at 734-462-4401 or nursing@schoolcraft.edu with any changes in personal information (name, address, phone, email, contacts, etc.). Students may be able to update their clinical ACEMAPP site information themselves via the online website. Students are also responsible for updating any other email sites.

Professional Ethics/Integrity

Nursing students are expected to be of “good moral character” and to adhere to high standards of ethics and academic integrity. Behaviors including but not limited to cheating, misrepresentation of self, attempting to access, accessing, possession, copying, distributing, putting course work on online sharing platforms, and/or using unauthorized materials such as testing materials, instructor resources, and/or test banks, copying (including another student’s work), paying others to complete assignments, lying, plagiarism, withholding pertinent information, stealing, falsification of records, breach of confidentiality, giving false information, etc. will lead to disciplinary processes up to and including removal from the program.

Students should utilize anti-plagiarism checking software to help prevent plagiarism. Any student demonstrating unethical behavior, or a lack of good moral character or integrity related to an assignment or exam will receive a 0.0 on that assignment/exam. Incidents in classroom, lab, and/or clinical situations may result in an unsatisfactory theory or clinical grade and may include dismissal from the nursing program and the student will not be eligible for readmission at any time in the future.

Professional Conduct

The Nursing Department supports the mission of Schoolcraft College to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve their intellectual, social, and economic goals. To protect student rights and maintain the health and safety of the college community, students are expected to adhere to the Student Code of Conduct, the Michigan Public Health Code, The American Nurse Association Code for Nurses, and the policies and procedures outlined in the NCLC Nursing Student Handbook. All individuals should conduct themselves in a professional, respectful manner encompassing appropriate ethical-legal behavior in all settings.

Unprofessional conduct may be demonstrated in many forms and may be directed at others through verbal-nonverbal disrespectful language, written, email, social media, or other inappropriate behaviors. Other unprofessional conduct may be but is not limited to, inappropriate use of social media; repeatedly coming late to theory, lab, clinical; use of loud voices; interrupting classroom activities; making improper or inappropriate statements or asking inappropriate questions; using demeaning or inappropriate language, jokes, or gestures that are perceived as embarrassing, bullying, or harassment; disregarding chain of command when resolving issues; and/or other disruptive mechanisms during class, lab, clinical or other college activities.

The Nursing Department has a “zero tolerance” policy toward these behaviors and will address any issues. Unprofessional behaviors affecting you or others may be reported to your clinical instructor, theory instructor, or the Associate Dean of Nursing or via the SC Aware process. If an instructor believes that a student’s behavior is inappropriate and/or unprofessional, the student will be asked to leave the theory, lab, or clinical area.

The College and Nursing Department support the well-being of all students, faculty, and staff and will assist individuals with college processes to resolve any issues to promote a positive educational environment. Incidents of unprofessional behavior will result in progressive discipline up to and including dismissal from a clinical rotation, the course and/or the nursing program, and the student will not be eligible for readmission at any time in the future.

Social Media Conduct

Students must maintain professional boundaries in the use of electronic/social media and are required to uphold all privacy requirements associated with class/lab/clinical sessions. Therefore, students may not record, text, post, or discuss any class/lab/clinical experience information regarding students, the college, the clinical agency, faculty, staff, or clients on any social media site. Students should review the National Council of State Boards of Nursing (NCSBN) website regarding “A Nurse’s Guide to Professional Boundaries” <https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-professional-boundaries> and “A Nurse’s Guide to Use of Social Media” <https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-socialmedia>.

Students must follow HIPAA guidelines regarding health care regulations. Violations of the rules and regulations may result in criminal and/or civil liability and academic disciplinary actions up to and including dismissal from the program.

Students should provide safe, ethical nursing care and ensure client confidentiality. Students cannot photograph, transmit, or post online any individually identifiable information about a student, faculty, clinical agency, or client. Students cannot improperly use a phone or agency computer, cannot fraudulently represent oneself as faculty or a representative of the college. Students should evaluate any online groups with the understanding that group communications could potentially be viewed by others, a client, educational institution, or an employer. Students should not use cell phones during class, lab, or clinical instruction time unless authorized to do so by the faculty during educational activities.

Incident/Concern Reporting

Academic, institutional, or student-behavior concerns may be reported through multiple methods utilizing “chain of command” actions. Many times, academic issues may be resolved with discussions with the student’s theory or clinical faculty. For continued or other concerns, go to the college’s homepage under the “SC Cares” tab or at <https://www.schoolcraft.edu/student-relations/sc-aware/> for other options.

The following types of reports may be initiated:

- Academic Appeal
- Academic Integrity Matter
- Concerning and Threatening Behavior
- Police Report
- General Incident Report

Any student who is injured or receives a blood/body fluid exposure at a clinical site will be assessed and potentially treated dependent upon a student's desire for treatment at the site, following the institution's policies and procedures. Students should work with their clinical faculty to complete any agency required documentation at the site. Students who wish to be treated at the clinical site or other site may do so utilizing their own health insurance or other payment options. Students are to maintain their own health insurance. The college or clinical agency is not responsible for any related costs.

Involuntary Withdrawal Policy

Nursing requires sound judgment and positive professional relationships with others and students need to meet college and clinical agency requirements. Students are expected to abstain from the use of any illegal and/or mind-altering substances before or during any contact with faculty, staff, and clients. Students should also abstain from the use of prescription drugs that could alter judgment or function prior to any classroom, laboratory, or clinical activities. Any student in the classroom, laboratory, or clinical setting under the influence of alcohol or mind-altering drugs affecting behavior will be asked to submit to immediate lab screening for any substances. Declining to do so will result in dismissal from the program.

Faculty should obtain another adult witness (preferably an RN) to the student's behavior/situation. Faculty will contact the Associate Dean, and/or full-time course faculty immediately. The student will need to submit to blood and/or urine drug testing at a designated clinic at his or her own expense. If the occurrence is during an evening shift, the drug screen will occur as soon as possible within a 24-hour period if the designated clinic is not open. Student situations will be dealt with on an individual basis and the student may need to have transportation provided by a family member, friend, or taxi dependent upon the situation.

Students with positive drug screening results will be subject to a medical review process up to and including denial of admission, readmission, or involuntary withdrawal from the nursing program. Students may need to seek professional counseling to obtain therapy to deal with their situation. Readmission to the program will be considered on an individual basis, will require a recommendation from the therapist, and permission from the Nursing Readmission Committee.

Grading Standard Philosophy

The grading standards of the nursing department are not arbitrary. These standards are higher than the standards usually applied to other courses or programs at Schoolcraft and at other colleges for these reasons:

1. Nursing is a profession in which knowledge, skill, and judgment could mean life or death to a client.
2. Our experience with hundreds of students has shown that students who are able to meet these standards, in all categories, are successful on the NCLEX-PN/NCLEX-RN (State Board) exam.

Grading Scale

To become a safe practitioner and be successful on the NCLEX-PN/NCLEX-RN, students should seek proficiency in all nursing content. The target percentage for content proficiency is 80% or higher. A minimum cumulative score of 80% or higher on quizzes, examinations, required course work, and a satisfactory grade in clinical performance and clinical requirements (which may include proficiency on dosage calculations, clinical papers, projects, and computerized testing) is required to obtain a 3.0 (80% or higher) to progress to the next sequential nursing course. **There are no options for extra credit, "test retakes" or additional assignments to make up any course points to meet the minimum course grade.** No rounding of final course grades is done to achieve the minimum 80% 3.0 GPA required.

Grade Equivalency for Percentage Scores in Nursing Courses

Descriptions	Grade Scores	Grade Points		Descriptions	Grade Scores	Grade Points
Excellent	100-90%	4.0		Unacceptable	74	2.4
Very Good	89	3.9			73	2.3
	88	3.8			72	2.2
	87	3.7			71	2.1
	86	3.6			70	2.0
	85	3.5			69	1.9
Good	84	3.4			68	1.8
	83	3.3			67	1.7
	82	3.2			66	1.6
	81	3.1			65	1.5
	80	3.0			64	1.4
Unacceptable	79	2.9			63	1.3
	78	2.8			62	1.2
	77	2.7			61	1.1
	76	2.6			60	1.0
	75	2.5			59 & Below	0.0

Note: A “W” withdrawal grade or dropping a course after the add/drop period, still counts as an unsuccessful course attempt towards the nursing department readmission policies, **unless completed within the official college add/drop period.**

Clinical Performance Grade

Clinical performance is graded as *satisfactory* or *unsatisfactory* based on the student’s ability to meet the standards on the Clinical Performance Evaluation. No separate grade is given for clinical performance. To successfully pass a course, a student must achieve a *satisfactory* Clinical Performance Evaluation, regardless of test scores in the theory portion of the class.

- Students receiving a *satisfactory* clinical performance evaluation will have the theory grade recorded in the student’s permanent record.
- Students achieving an *unsatisfactory* clinical grade will receive an administrative “W” (Withdraw) grade for the course. Students who receive a clinical unsatisfactory grade at any point during the clinical rotation will not be allowed to continue to attend clinical once the unsatisfactory determination is made.
- A “W” grade counts toward unsuccessful course attempts within the program readmission policies.

Clinical papers/projects/assignments are graded as satisfactory or unsatisfactory. Unsatisfactory clinical papers/projects/assignments must be rewritten to a satisfactory level by the assigned deadline except for incidents requiring the College code of conduct processes. Any assigned computerized testing must also be completed.

Students must be registered by the day before the first clinical day for the course or students will not be allowed to attend clinical and absence time will accrue. Students not registered but in attendance at clinical, lab, or class, will be removed and receive an advisement for unprofessional conduct. Students may also be reported through the College code of conduct processes. (See section on Clinical Performance Evaluation for further information.)

Course Progression

- Nursing courses must be taken in assigned sequence and a minimum theory grade of 80% and satisfactory in lab/clinical is required for progression to the next nursing course. No rounding of the final theory grade is allowed to meet the minimum 80% grade. There are no options for extra credit or “test retakes” and no options for any additional assignments to make up any course points to meet the minimum course grade. Only the theory grade is recorded on the student’s permanent record if the student has a satisfactory clinical/lab grade (where applicable).
- Students who do not pass the theory portion of a course have the option to not attend subsequent clinical days after the day of the final exam. A clinical evaluation will still be completed and placed in the student file.
- Passing grades in theory courses and passing or satisfactory performance in clinical practice do not guarantee success in the next level nursing course. Each successive nursing course introduces more complex content plus increasing complexity with assessments/performance of skills.
- Students are responsible for proper sequencing of prerequisite and supportive general education courses. Even if a student successfully completes all nursing courses, **failure to complete required supportive courses will prevent the student from graduating and applying for a nursing license.** Students are encouraged to meet with an Academic Advisor to ensure completion of general education courses.

Theory and Clinical Assessments

The NCLC utilizes a variety of assessments as listed below. Students must complete all required theory and clinical assessments to obtain a final course grade.

Theory and Clinical Assessments				
	Assessments	% of Grade	Passing Standard	Faculty Responsible for Grading
Theory	Exams and Assessments (Except NURS 250)	Minimum of 90%	80%	Lecture Faculty
	Projects: papers, posters, case studies, presentations, portfolio, etc.	Maximum of 10%		
	Dosage Calculation Assessments (See Assessment Standards section)	N/A	90%-100%	Lecture Faculty
Clinical	Assignments, Projects, Skills Check List	N/A	Satisfactory	Clinical Faculty
	Clinical Performance Evaluation		Satisfactory	Clinical Faculty
	SwiftRiver, Critical Thinking Scenarios, Case in a Box®, Computer Assessments		Satisfactory	Lecture and/or Clinical Faculty

Computerized Assessments

Courses may utilize additional computerized assessments/software products as part of the course or clinical requirements in addition to theory and clinical assessments.

Assessment Criteria:

A. Exams will be created based on the following progression:

- Schoolcraft College Mission and Core Abilities
- Nursing Program Philosophy and Conceptual Framework
- Student Learning Outcomes
- Course Competencies

B. Math Competency:

All nursing courses (except NURS 104) include dosage or other mathematic calculations on theory exams. Students who do not achieve proficiency within the allotted number of attempts by the assigned

deadline will receive an *unsatisfactory theory* grade. Deadlines for completion of the assessments may vary per course. Math testing may be altered with faculty discretion.

Dosage Calculation Assessment				
NURS Course	Minimum Attempts	Maximum Attempts	Proficiency Score	Calculator Use
104	1	3	90%	Allowed

Any handheld devices including cell phones must be powered off. Calculators will be provided for paper/pencil testing only. Calculators are available as part of computerized assessments. Full time faculty, nursing skills lab faculty, and/or the Nursing Resource Instructor are available for consultation re: dosage calculation assessments.

- C. The NCLC Overall Assessment Blueprint identifies the progressive cognitive levels of test items throughout the. Since the practice of nursing requires the application of knowledge, skills, and abilities, most items on assessments are written at the application or higher levels of cognitive ability using Bloom's taxonomy. These "higher level" items require more complex critical thinking and clinical judgment thought processing and problem solving.

NCLC Overall Assessment Blueprint					
		Cognitive Level			
		Foundational Reasoning	Clinical Judgment		
Level	NURS Course	Remember	Understand	Apply/Analyze/ /Create/Evaluate	
1	104	≤ 20%	≤ 30%	≥ 50%	
1	105	≤ 20%	≤ 30%	≥ 50%	
1	106	≤ 20%	≤ 30%	≥ 50%	
2a	107 108 128	≤ 10%	≤ 20%	≥ 70%	
2b	139	≤ 5%	≤ 15%	≥ 80%	
3	205 246 248	≤ 5%	≤ 10%	≥ 85%	
4	250	0%	≤ 10%	≥ 90%	

D. Grading:

The target score for content proficiency is 80% or higher. A minimum cumulative score of 80% or higher on exams, required course work, **and** a *satisfactory* grade in clinical performance and clinical/lab requirements are required to progress to the next sequential nursing course. Students must achieve 80% or higher score without any rounding of the final grade. There are no provisions to "make-up" or re-do any low scores to meet the minimum score requirement.

Students must complete **all** course/clinical required assignments/assessments, or a grade of Incomplete will be issued. An Incomplete grade will change to a 0.0 if students do not complete the course requirements by the specified deadline.

The total number of exam points in a course (except NURS 250) comprise a minimum of 90% of the points calculated for the final grade and all other projects, papers, or other types of assessments will comprise no more than 10% of the final grade.

Exam Development

1. Instructors will develop exams including Next-Generation NCLEX questions. Most exam items, including Multiple Choice, Fill-in-the-Blank, and Traditional Select All That Apply (SATA) with 5-7 options, will be scored as All-or-Nothing (meaning the answer is entirely correct or it is wrong). Select exam items like Extended SATA with a specific number of options to select, Matrices, and Unfolding Case Studies may be scored as +/- Partial Credit (meaning students will receive credit for correct answers and credit will be removed for incorrect answers based on the selected responses).
2. Exam Item Types: The following types of items (but not limited to just these examples) may appear on unit and final exams:
 - a. Multiple choice
Includes a stem, one best answer, three distracters (options)
 - b. SATA (Contains 5 or more responses)
Includes **Select All That Apply** in bold font
Includes a stem and at least two correct answers
 - c. Extended Multiple Response (Contains over 6 responses)
Includes a stem; indicates how many responses to select
 - d. Fill-in-the-Blank
May require a mathematical calculation for a numeric response
May include, but not limited to, drug dosage calculations
 - e. Hot Spot (Point and Click on a graphic image)
 - f. Ordered Response (Drag and Drop)
Put responses in correct order
 - g. Chart Exhibit: Check chart entries to answer questions
 - h. Matching
 - i. Case Study
 - j. Bowtie: Includes patient condition, actions to take and parameters to monitor
 - k. Cloze: Fill in the blank from a drop-down list
 - l. Matrix: Involves a scenario where multiple patient findings are evaluated
 - m. Unfolding Case Study
 - n. Audio items: Audio clip needed to select correct answer

Alternate Response Item Percentage per Course (this includes exam item examples b-n)		
Level	NURS Courses	Alternate Response Items
1	104 105 106	Greater than 5%
2a	107 108 128	Greater than 10%
2b	139	Greater than 15%
3	205 246 248	Greater than 20%
4	250	Greater than 30%

Exam Administration

All exams are announced in advance and are proctored. Exams may be paper or computerized. Students will need to utilize their own or borrowed computers and devices for testing/proctoring software (Details provided per course faculty). The number of paper/computerized exams may vary per course. Students are expected to take exams at the scheduled time. Exams may be taken early if agreed upon via written consent by instructor and student. Score earned will be recorded.

If students **arrive late** to an exam session, the student may elect to take the exam in the remaining time allotted for points earned or elect to take the exam later utilizing the original time for the exam, for a maximum score of 80%.

Students **absent** on exam day will take the exam later for a maximum of 80%. Completion date is at the discretion of the instructor.

All exams will utilize the Nursing Academic Integrity Agreement guidelines (APPENDIX D). Students should maintain academic integrity and test security by not discussing or disclosing exam content to other students. Refer to Academic Integrity section for more detail.

- Computerized exams will be completed using designated testing software. Exams may be set without ability to do “backtracking” and answers submitted will be utilized for scoring. Students completing computerized exams may have a blank scrap paper for use as a work sheet. These need to have student name on top and be turned into the theory faculty with completion of the exam.
- Time allowance per item is based on the NCLEX exam and other guidelines. **Students needing academic accommodations as documented by Disability Support Services must discuss the accommodations with the course instructor at least one week prior to the exam.** No additional extra time is allotted for math calculation assessments as the student will need to perform these in the most efficient manner in clinical situations. Students taking exams in the Testing Center must start the test at the time their class is scheduled.
- No portable or wearable electronic or “smart” devices may be utilized during exams. Devices must be powered off or in “airplane mode;” as even vibrate mode can be distracting. Devices will be placed in the faculty designated area until the student completes the exam. Devices may be required by faculty for proctoring. No hats, hoodies, headphones, or outside calculators allowed. Earplugs are optional and are provided by faculty.
- Students should be in the classroom (campus or virtual) at least 10 minutes prior to the exam start time. Take care of any food, beverage, or bathroom needs prior to the start of the exam. It is very disruptive and disrespectful to others to have students arriving late.
- Students may not leave the classroom during an exam except in emergency situations. Students should leave the classroom quietly and should not discuss the test.

Exam Review

- A. Written exams (i.e., dosage calculation assessments) and individual student computerized exam results may be available to students for review of items missed. Exam scores are posted on Blackboard within one week.
- B. Written and computerized exams are reviewed only in a proctored environment. To maintain exam security:
 - No electronic devices may be utilized during exam reviews. Handheld devices including cell phones must be powered off or in “airplane mode.”
 - Students may not write any notes regarding exam information.
- C. Students are not allowed to keep exams. Exams are securely stored by theory instructors for the duration of the semester.
- D. Computerized exam results will be kept on the Blackboard site or other software sites per college retention policies.

Individual Student Exam Review

- E. Students must make an appointment with the course theory instructor or their faculty designee for individualized exam review or questions related to a specific exam item. Students are limited to a maximum of one review session per exam which may occur immediately following exam administration. Review will not include every question missed and may focus on overall concepts to enhance future academic success.
- F. Students who wish to review their final exam must do so within 10 business days after exam administration. This may be limited based on course performance.
- G. Students are not allowed to have books, notes, writing utensils, open backpacks, or electronic devices of any kind in the review space.
- H. Instructors have the right to limit the time, scope, and number of students per review session.
- I. Smart devices/cell phones must be turned off and stowed in a backpack or purse for the entire time a student is reviewing their exam.
- J. Only fellow course classmates may be present in the same space during an exam review.
- K. At no time will exam materials be left unattended. If a student needs to leave the designated exam review area, they must return the exam materials to the instructor/designee.

Academic Success Plan

- A. Anytime a student's exam score is at or below 75% on exam #1 or other at-risk issues are present, a College Early Action referral to enhance success will be initiated for students. The student is encouraged to make an appointment with the theory instructor and/or nursing resource instructor to discuss academic success strategies.
- B. All students are encouraged to follow up with the nursing resource instructor for additional support at any time to improve academic success.

Written Assignments

Written assignments are created to facilitate learning and therefore are required components of each course. Assignments are submitted as required by the faculty, on Blackboard, in hard copy, or e-mailed to instructor, by the appropriate due date and time *at the beginning of the class* as outlined in the syllabus. (The library has computers/printers available starting at 0730 if assignments may be submitted in class). Deduction of points for late assignments will be stated in the course syllabus.

Completion of all assignments is mandatory. A grade of "Incomplete" (with a final due date) will be issued if an assignment is not submitted by the end of the course. Students who do not finalize the course requirements by the deadline with a 0.0 entered for the course grade and will not be allowed to progress in the program.

Student Program Binder

Students are provided with a binder at orientation to retain pertinent items during the program. Students should keep a copy of their clinical evaluations in this binder for review with the clinical instructor when starting new courses. Students may also retain any lab/clinical performance check-off documents and examples of theory course papers or presentations.

SECTION 3: CLINICAL POLICIES

Nursing students are responsible for maintaining all requirements needed for clinical placement. These requirements must be completed by the nursing department's specified deadlines. The nursing office deadlines are set to allow compliance with the clinical site contract requirements and students' requirements must not expire at any time during the clinical session. Nursing office due dates supersede any provided by the ACEMAPP system (see next page). Students who do not meet the nursing office deadlines for submission of clinical placement requirements or health requirement updates will:

1. Receive an administrative NCLC Continuous Improvement Form or an administrative Advisement Form for unprofessional conduct depending on the infraction. Students will receive the form via email. The form will need to be completed and submitted to the nursing office via email to nursing@schoolcraft.edu
2. Not be allowed at clinical if not compliant with health and/or facility requirements. If already at clinical, students will be removed from clinical and will accrue absence time. The theory faculty and clinical faculty will be notified, and the incident will be noted on the clinical evaluation by clinical faculty.
3. Attend a mandatory meeting with the Associate Dean of Nursing regarding continued status in the program if student has multiple infractions. Failure to maintain clinical clearance may lead to the student being withdrawn from the clinical rotation and the student will receive an unsatisfactory clinical grade.

Medical Clearance

Students are required to obtain medical clearance, including any agency clinical placement requirements from the nursing department prior to program admission and will need to maintain such clearance throughout the program for each nursing course.

Nursing students should possess and maintain the following to be able to adequately communicate, make decisions, manipulate equipment, perform procedures, and provide indirect or direct quality care for clients in a variety of healthcare settings with or without accommodations:

1. Sufficient intellectual, psychological, and emotional capabilities
2. Sufficient capacity to concentrate for sustained periods of time
3. Sufficient communication skills
4. Sufficient visual acuity
5. Sufficient auditory perception
6. Sufficient gross and fine motor coordination
7. Sufficient physical abilities and strength required complete healthcare activities
8. Sufficient physical stamina to remain standing for extended periods of time

Students must obtain and maintain the required health requirements such as immunizations, vaccines, Tb tests, BLS, etc. throughout the program at their own expense. Students may need to obtain specific vaccines as required by the clinical sites to be placed at specific agencies. Students who need exemptions for medical or religious reasons should contact the nursing office at nursing@schoolcraft.edu for more details.

Students should submit all required documentation through ACEMAPP unless otherwise directed to submit specific portions to the Nursing office via nursing@schoolcraft.edu Any nursing office deadlines will supersede those from third parties such as ACEMAPP. Students must complete any hospital required modules **within 72 hours of getting their email from the ACEMAPP/clinical agency**. These hospital documents or assessments will be placed on ACEMAPP by the hospital clinical site after students receive the email with their clinical assignment. Students non-compliant with this requirement by the deadline **will be removed** from the clinical group so as not to hold up the rest of the group from getting computer sign on or badge information.

The College reserves the right to request an updated medical release at any time during program enrollment to confirm the student's ability to perform clinical activities without restrictions or with restrictions the college or the

clinical site can manage. Students with any existing or new health condition(s) which could affect the student in a clinical rotation must be discussed with the clinical instructor/Associate Dean of Nursing. If the health condition affects the student's ability to complete a clinical assignment, the student must obtain and submit written documentation of the restrictions from the health care provider prior to continuing the clinical experience. Students may be required to sign and submit a Release Form. The level of restriction may impede the student's ability to successfully complete the clinical rotation and thus, the student may need to withdraw from the course. Situations are dealt with on an individualized basis and all accommodations must also meet the clinical agency guidelines. Students needing accommodations should contact the Disability Support Services department (dss@schoolcraft.edu or 734-462-4330).

Latex Allergy or Sensitivity

The use of latex/latex-based products may exist in health care environments as well as in the college classrooms, labs, etc. Individuals with latex sensitivities/allergies should seek advice from their health care provider so that they may receive information to make an informed decision regarding exposure to latex in health care settings. Students with known or suspected latex allergy or sensitivity must complete the following:

- Submit appropriate documentation of serum lab results
- Meet with the Associate Dean of Nursing prior to attending class/lab/clinical
- Complete a waiver form obtained from the Nursing Office

CPR/BLS Certification

Nursing students are required to obtain American Heart Association sponsored CPR/BLS for Healthcare Provider certification prior to admission to the program and maintain certification throughout the program. The course must include Adult, Child, and Infant CPR; one & two rescuer CPR; Foreign Body Airway Obstruction and AED use. **No 100% online CPR courses are accepted.** Students may do the theory portion of the course online but will need to do an "in person" skills performance assessment to meet course requirements.

(<https://cpr.heart.org/en>) **Students are responsible for updating their certification via ACEMAPP approximately one to two months prior to the start of the semester in which it will expire or by dates designated by the nursing department.** Nursing department deadlines supersede those from ACEMAPP.

Criminal Background Check

State legislation (Public Health Code Section 20173) requires that all individuals who regularly provide direct services to clients and residents in nursing homes, county medical care facilities, homes for the aged, or adult foster care facilities must consent to have a criminal history check conducted prior to clinical placement. Students are required to complete a Criminal Background Check form as required by the department. The background check information will be maintained by the Schoolcraft College Finance and Business Services Department.

After a student has been admitted to the program, he/she is required to immediately inform the Associate Dean of Nursing of any subsequent arrest or conviction of any of the criminal offenses covered by Michigan Public Health Code Section 20173. An arrest or conviction may lead to dismissal from the NCLC.

Students may also review further information related to background checks/fingerprinting requirements for eligibility to take the NCLEX exams at the www.ncsbn.org website

Drug Screening

Many federal and state laws are in effect to protect the safety of clients. Healthcare agencies must also protect the safety of the public from employees who are working under the influence of drugs/and or alcohol. Students in nursing and healthcare occupations must comply with these agency stipulations to participate in clinical experiences/internships.

To comply with healthcare agency contracts, students are required to complete a urine drug screen at the nursing department designated clinic as part of the admission or readmission process. Drug screens not done at the college designated clinic during the approved designated times will not be accepted. Students need a "negative drug screen" (marijuana use still prohibited) on first attempt for clearance. Students who do not meet the nursing department deadline date for completing the drug test at the designated agency, will be removed from the admission or readmission process, or not allowed to progress in the program. Students may also be required to complete urine drug screens at any time depending upon clinical placement requirements.

Students with a “positive drug screen result” will be subject to a physician Medical Review Officer (MRO) investigation process, further testing may be indicated, and the student may be denied admission, readmission, or clinical placement depending upon final documentation. Students with a positive drug screen for marijuana will need to reapply to the program. Students who do not pass a drug screen or who refuse a drug screen at any time during the program will be dismissed from the NCLC (See section on Involuntary Withdrawal Drug screening documentation will be maintained according to departmental retention policies.

After a student has been admitted to the program, he/she is required to immediately inform the Associate Dean of Nursing of subsequent arrests or conviction of any drug or alcohol related offense, even if the individual has previously taken and passed a drug or alcohol screen. A student may, at Schoolcraft College discretion, be required to do further testing, may not be placed into the clinical component or rotation of any course, or may be removed from any such clinical component or rotation if already placed. Further testing will be at the student’s expense. An arrest or conviction may lead to dismissal from the NCLC.

Liability Coverage

Liability coverage is provided through the college for registered students. Students who are not registered for a course may not attend any theory, clinical, or lab sessions. Progressive disciplinary measures will occur for students not adhering to this policy regarding registration.

ACEMAPP Program for Clinical Experiences

The NCLC participates in the ACEMAPP Program (Alliance for Clinical Experiences-Michigan’s Advanced Placement Program) implemented by the Michigan Health Council.

- The ACEMAPP program works collaboratively with nursing programs and hospitals to provide access for health-care learners throughout the state via an internet-based clinical rotation requesting tool.
- The ACEMAPP program also provides electronic education programs and assessments (Bloodborne Pathogens, HIPAA, and OSHA) for students and faculty and maintains records to ensure that participating health care workers meet minimum criteria determined by the clinical sites.

Upon acceptance into the program, the nursing office creates an ACEMAPP account for new students using the student’s Schoolcraft email address. All clinical requirement documentation is uploaded to the student’s ACEMAPP Transcript: students upload TB, vaccines, and CPR; the nursing office completes the criminal background check, drug screen results, and malpractice insurance sections). Students also need to complete the ACEMAPP electronic education programs which also appear on the ACEMAPP Transcript. A completed ACEMAPP Transcript that meets nursing office deadlines is required for clinical placement eligibility. Students must also complete any specific clinical facility site health, vaccine, or other requirements by the deadlines provided by the agency or the clinical faculty.

Maintenance of the ACEMAPP Transcript is the responsibility of the student. Students are to keep their contact information up to date on the ACEMAPP site in addition to notifying the nursing office of any changes. Students will need to pay the ACEMAPP fee every 12 months.

- All documented information must be valid for the *entire* clinical session and must be completed by the due date, which WILL be earlier than the student’s expiration date. ***Schoolcraft College Nursing Department requirements supersede any ACEMAPP deadlines.***
- **Students who do not have clinical rotation requirements up to date and/or that will expire during the clinical rotation, will either not be assigned to a clinical group, or will be dismissed from the assigned clinical group leading to Clinical Absence Time and/or an unsatisfactory clinical grade** (see Medical Clearance section).
- Students are responsible for maintaining approved status throughout the program. Some requirements require annual renewal: Tb testing, flu vaccination, and three ACEMAPP computerized tests. BLS certification must be renewed prior to expiration by nursing department deadlines (if it expires during the clinical session, renewal needs to be completed by the nursing department deadline prior to clinical placement).
- Students must complete any hospital required items within 72 hours of getting their email with the ACEMAPP clinical placement/agency email with modules. The hospital documents or assessments will be placed on ACEMAPP by the hospital clinical site after students receive the ACEMAPP email with their clinical assignment. **Students who are not compliant with this requirement by the deadline will be**

removed from the clinical group so as not to prevent the rest of the group from getting computer sign on or badge information and may receive a Continuous Improvement Form. Students missing clinical deadlines may need to withdraw from the current course and re-enroll in a later semester.

Clinical Assignments

A variety of clinical facilities are utilized to provide opportunities for students to engage in care of populations across the healthcare continuum, as well as culturally and socioeconomically diverse populations representative of the southeastern Michigan population and geographic area served by the College. Clinical contracts are established specifying expectations for all parties and ensuring the protection of students. Most clinical sites are within one hour of Schoolcraft College and rotations are primarily day and afternoon shift on any day of the week. Students may be required to travel more than an hour away if students live further away from the College and will be dependent upon clinical site availability. Students should have adequate transportation to complete clinical experiences at any site.

Students must be able to accommodate any site, shift, or day of week. Students are given an opportunity to complete a clinical information form, but no guarantees for placement sites are made, nor implied. Efforts are made to rotate students to a variety of clinical sites to provide a well-rounded educational experience and provide options for future graduate employment.

Students are not placed at a clinical site where they are employed unless no other site is available. Students who are related or are significant other/married to other students in the program should also indicate this on their preference forms as efforts are made to keep students separated to allow each to excel individually. Students who do not provide accurate information on the preference forms are subject to academic dishonesty/code of conduct discipline up to and including removal from the program.

Clinical site placements are made through the ACEMAPP program. The nursing office or faculty determine clinical assignments with administrative/faculty discretion utilizing a lottery method considering student options when possible. Students need to be able to accommodate any clinical placement at any site to remain in the program. Students who cannot accommodate clinical schedules may consult with the Associate Dean of Nursing regarding deferral/re-admission options.

Clinical assignments are posted as early as possible dependent upon multiple factors. Students who are not up to date with health/clinical agency requirements will not get their assignment. Once posted, clinical assignments are **final and no changes are made** due to clinical agency requirements/contract guidelines unless there is an administrative issue.

Students *must be in complete clinical uniform at all times* while in the lab and/or clinical settings. Students who are not in required uniform will be sent home in accordance with the disciplinary process. Accessories may be available in the College Bookstore or at the online site affiliated with the bookstore. Students must also follow their clinical agency dress code if different than below.

	Acceptable NCLC Student Uniform	NOT Acceptable
Top & Bottom	Ceil blue scrubs. Professional fit to allow freedom of movement and must cover anterior and posterior torso. Pants hemmed to top of shoe. Long skirts with tights or pants may be worn. Uniform clean and wrinkle-free. Hemmed to appropriate length if needed.	No other colors, improper fit, soiled, stained wrinkled, ragged hemlines, foul smelling (including smoke) No tattoos that contain profanities or nudity
Undershirt or Turtleneck	(optional) Ceil blue or white except where prohibited by facility policy	No other colors, see above
Scrub Jacket	Ceil blue scrub jacket (optional except for OB per agency)	No sweaters, sweatshirts, hoodies, or other jackets
Shoes	All-white “leather-like” shoes with good support. Shoes and white laces should be kept clean.	No canvas or mesh, high tops, clogs, open-heeled, sling-back shoes, shoes with colored soles/laces, sandals, flip flops, sandals, moccasins, open-toe, shoes, no colored laces.
Photo ID	Schoolcraft College photo ID name badge from Registration (McDowell Center) and/or clinical site issued photo ID. Badges to be worn above waist.	No additional pins or accessories
Hair	Neat, off the face and uniform collar, with bangs above eyebrows or secured. Hair accessories must match hair color; may wear plain headband. A ceil blue scrub cap may be worn; white/blue hijab may be worn (short or tucked in). Beards must be neatly trimmed to accommodate use of personal protective devices-PPE (or per institutional policy).	No hair ribbons, beads, long ponytails, hair in face; No eyelashes that obstruct vision or pose a safety/infection control concern, hats, decorative headgear
Nails	Natural nails, short and not visible from palms	No long, dirty, artificial, polished nails, or any type of nail enhancement
Hygiene	Proper body hygiene, use a deodorant and fragrance-free hygiene/beauty product. Make-up suitable for any professional healthcare setting.	No body odors, smoke odors, scented sprays, perfume, colognes, aftershaves, lotions, or hair products. No gum chewing; No smoking on premises
Jewelry	Ring - 1 plain wedding band only Earrings - stud earrings, ≤ 1/4-inch diameter in pierced ear lobes only, no hoops Necklace must be hidden under neckline of top	No additional rings, visible jewelry, necklace, chokers, no hoop piercings, no dangling jewelry, or bracelets
Required Accessories/ Other	Black pen Bandage scissors Pen light Sharpie marker Stethoscope (any color) Watch with second hand or ability to count for one full minute Cell Phones (must have all notifications off and put away unless otherwise instructed)	No stethoscope covers
Psychiatric Clinical Rotations and OB/Peds/ Non-acute Clinicals	Professional attire compatible with agency to ensure student safety Comfortable shoes with low or medium heels (≤ 1.5 inch). Hose or socks Neat, clean, and conservative attire such as color coordinated shirts or top and slacks Male must wear collared shirts and pants with inside pockets	No bare legs/ankles; sleeveless, midriffs, or low-cut tops, mini-skirts, t-shirts, jeans, sweatshirts, tight-fitting clothing, spandex, or bright colors. No clothing with logos. Shoes-see above.
Personal Protective Equipment (PPE)	As assigned by hospital site/college. To be provided by clinical agency, Nursing Office, or student depending on requirement.	No cloth masks at lab or clinical

Clinical Attendance

Clinical requirements for each nursing course are designed to provide students with the necessary time to develop appropriate competencies for safe, level-appropriate nursing practice. “Clinical time” may include on campus laboratory or simulation lab settings in addition to off campus clinical settings. Students who arrive for clinical assignments on time and prepared are demonstrating expected professional behaviors. Time, repetition, and experience with a variety of client assignments are necessary to master required clinical skills and competencies. Therefore, it is critical that students attend all assigned clinical hours. However, students may not jeopardize the health and safety of the client population or themselves by attending clinical if they are ill. Students may be dismissed from clinical at the discretion of the clinical instructor or Associate Dean of Nursing for health reasons and will accrue absence time. Medical clearance to return to clinical may be required (See Medical Clearance Policy).

Students may not leave the clinical facility for breaks or lunch unless approved by the clinical faculty.

Students are required to attend and be on time for **ALL** scheduled nursing lab sessions, clinical days (including clinical orientation), and Skill Lab evaluation appointments. *Attendance and tardies are monitored throughout all lab/clinical sessions across the nursing curriculum.*

- Students who are “tardy” or “absent” must contact the facility/faculty a minimum of one hour prior to the start of the lab/clinical session (or at the time requested by the clinical faculty).
- Students should not utilize email or text faculty unless directed by faculty to do so and then only for the duration of the clinical session.
- Students must submit the Attendance Form to the clinical faculty to place with the student’s final clinical evaluation. For lab absences, the instructor will generate the form including required make-up assignments/ time.
- Students may not call in or provide information regarding the absence of another student.
- Lab/Clinical faculty will assign students with a make-up assignment determined by theory faculty for all missed lab/clinical time.

Definition of a “**Tardy**” (per course) = **Late arrival of ≤ 15 minutes**

	All Forms to be turned in with student’s final clinical evaluation		
Infraction	Student Actions:	Clinical/Lab Faculty Actions:	Nursing Office Actions:
Tardy #1	Submit completed Tardy Form to clinical faculty	Review Tardy form and provide verbal warning to student.	No action: Verbal warning will be provided to student.
Tardy #2	Submit completed Tardy Form to clinical faculty	Complete Continuous Improvement Form and discuss with student	Submit forms to Nursing office
Tardy #3	Submit completed Tardy Form to clinical faculty + schedule a mandatory meeting with Associate Dean of Nursing within one week	Notify Associate Dean of Nursing of repeated occurrence	Associate Dean will do Advisement form at meeting with student
Tardy #4	Submit completed Tardy Form to clinical faculty	Clinical faculty to notify Associate Dean of Nursing of repeated occurrence	Associate Dean will refer student file to Attendance Committee to determine Clinical Unsatisfactory course grade/Dismissal from the program

Definition of “**Absence Time**” = Lab/Clinical time missed (>15 minutes) within a course and within an academic cohort year

- Students arriving more than 15 minutes late to lab/clinical sessions will accrue absence time.
- Students leaving a lab/clinical session early will accrue absence time.
- Students arriving late to clinical facilities may be sent home from the clinical site or given an alternate assignment at the discretion of the clinical faculty dependent upon agency policy, course requirements, and/or available assignments.
- Students sent home from clinical by faculty due to illness or clinical issues will accrue absence time.
- Students suspended from clinical due to not meeting uniform guidelines, clinical and/or health requirements, will accrue absence time and will receive a Continuous Improvement Form.
- Students who do not maintain official registration status will be suspended from clinical and will receive an Advisement form and/or proceed through College Code of Conduct processes.
- “No Call, No Show” situations will accrue absence time and student will receive an Advisement form. Students who are “No Call, No Show” a repeat time will receive an unsatisfactory course grade.

Maximum 2 Absences per Course Maximum 4 Absences per Academic Cohort Year	
Absences:	Actions:
First Clinical/Lab Absence per Course	<ul style="list-style-type: none"> • Student will complete Attendance Form and submit form to clinical faculty + complete make-up assignment on course Blackboard site and submit completed assignment to clinical faculty by deadline. • For lab absence, faculty will complete based on what student missed in lab session. • Clinical Faculty will discuss absence with student + ensure make-up assignment is completed by deadline. All forms are submitted with student’s final clinical performance evaluation.
Second Clinical/Lab Absence per Course	<ul style="list-style-type: none"> • See 1st absence actions above + Continuous Improvement Form from the Clinical Faculty if absence within the same course. • If 2 (two) absences in same course, per specific course chart below, the student will receive a Continuous Improvement Form that states any further absences will result in an Unsatisfactory grade.
Third Clinical/Lab Absence per Course	<ul style="list-style-type: none"> • If there is a third absence per course per chart below, student will receive an unsatisfactory clinical/lab grade for course after discussion with Associate Dean.
Third Clinical/Lab Absence per Academic Cohort Year	<ul style="list-style-type: none"> • If third absence per academic cohort year as tracked by the Nursing Office, Associate Dean will do an Advisement Form and discuss with student.
Fourth Clinical/Lab Absence per Academic Cohort Year	<ul style="list-style-type: none"> • If fourth absence per academic cohort year as tracked by the Nursing Office, Associate Dean to do an Advisement Form and discuss with student. Student will be advised that any further absences during their academic cohort year will result in dismissal from the nursing program.

Course Length	Maximum Absence Hour Limit per Course
4 weeks (NURS 139)	Total hours of 1 clinical day
7 weeks	Foundations & all Med/Surg Courses = Total hours of 2 Lab/Clinical days Any 12-hour clinical counts as 2 clinical absences on same day
	NURS 128 and NURS 248 (Maternal Child Nursing): Only one absence day for OB and one absence day for PEDS
	NURS 246 (Mental Health): Two 6-hour days or one 12-hour clinical Any 12-hour clinical counts as 2 clinical absences on same day
Students who exceed the maximum allowances for attendance per course will receive a clinical unsatisfactory grade. Students who exceed the maximum allowances for attendance per academic cohort year will be dismissed from the program.	

An unsatisfactory Clinical Performance Evaluation will be issued to students exceeding maximum hours of Lab/Clinical Absence Time per course and will result in a “W” (Administrative Withdrawal) grade for the nursing course.

All Lab/Clinical Tardy or Absence Time must be made up with an assignment as stated on the Clinical/Lab Attendance Form (APPENDIX F) as determined by the theory instructor. Most absence assignments may be found on the specific course Blackboard site. The Lab/Clinical Absence Form will be placed in the student’s file and the Lab/Clinical Absence Time and/or Tardy will be recorded on the Clinical Performance Evaluation. Completion of the make-up assignment for the missed time does not negate clinical absence time.

Clinical Performance Evaluation

Clinical performance will be listed as “satisfactory” or “unsatisfactory” based on the student’s ability to meet the clinical objectives. No separate grade will be given for clinical performance; however, a clinical “satisfactory” is necessary to pass the course regardless of grades achieved on exams or other evaluative elements. If clinical performance is “unsatisfactory,” a “W” (Withdrawal) will be issued for the final grade.

Clinical papers/projects are graded as satisfactory or unsatisfactory. Unsatisfactory clinical papers/projects must be rewritten to a satisfactory level by the assigned deadline except for instances of plagiarism (see academic integrity section). Any assigned computerized testing must be completed.

The clinical instructor may provide a written Student Continuous Improvement Form (APPENDIX A), a Skills Referral Form (APPENDIX B), or a written Student Advisement Form (APPENDIX C) at any time to alert a student of clinical incidents or unsatisfactory progress. Students may be required to do assigned remediation in the nursing skills lab or another assignment prior to returning to the clinical site. The Nursing Resource Instructor may also be utilized for remediation in the lab or at the clinical site.

Students not meeting clinical objectives or who pose a threat to client safety, even after remediation, may be dismissed from the clinical setting and may receive an unsatisfactory clinical grade and an administrative “W” (withdrawal) grade will be entered as the final student grade. The clinical agency has the right (per agency affiliation agreements) to request the College terminate and withdraw any student whose work or conduct is unsatisfactory or not in compliance with agency requirements/standards.

The following are examples, but not limited to, of unprofessional behaviors requiring an Advisement Form (APPENDIX C) which will be initiated by the clinical faculty for each occurrence and may lead to an unsatisfactory clinical grade:

- The student is dismissed from clinical at the discretion of the clinical instructor for reasons such as repeated uniform or other code of conduct violations, unprofessional behavior, failure to demonstrate safe practice, failure to adhere to clinical agency guidelines/requirements, etc. Time away from clinical will count as absence time.

- The student leaves the clinical unit without notifying the clinical instructor and/or reporting off to nursing staff.
- The student is a clinical “No Call-No Show” by failing to notify the clinical agency or clinical instructor at least 60 minutes prior to the start of shift. The incident will count as absence time. The advisement form will indicate that another incident of the same behavior will result in expulsion from the program.
- Failure to keep an EVALUATION appointment in the Skills Lab or cancellation of an EVALUATION appointment on the day of the appointment.

Clinical Performance Evaluation Forms

To inspire introspective evaluation and learning responsibility, nursing students must submit a completed Clinical Performance Self-Evaluation to their respective clinical instructor by the instructor assigned due date. Students who do not provide the self-evaluation form including comments will receive an Incomplete grade in the course until this is completed and provided to the clinical instructor. Clinical Performance Self-Evaluation forms are available on the NCLC Student BlackBoard Organization site.

The clinical instructor completes the final Student Clinical Performance Evaluation and reviews it with the student in a private conference. Upon discussion, **both the student and instructor sign the final evaluation forms.** A copy of the student self-evaluation and the faculty evaluation along with any clinical attendance or clinical progress forms are retained in the student’s file. The student receives a copy of the signed final evaluation for inclusion on the NCLC Student Professional Binder or their own records.

Students who do not complete the course or who are unsuccessful in the theory portion of the course will still have a clinical evaluation submitted by the clinical faculty for the student nursing office file. Students who receive a clinical unsatisfactory grade may continue to attend the theory component of the course until the end of the course but will still receive a “W” (Withdrawal) for the course regardless of theory grade obtained.

Nursing Skills Labs and the Health Professions Simulation Lab

The primary goal for student use of the nursing labs is to provide for practice and demonstration of minimum competencies that will ensure safe client care within the standards of the nursing practice. This will be accomplished by:

- Providing theory background prior to practice
- Providing live or video demonstration of procedures
- Providing an opportunity for supervised practice
- Requiring performance evaluation/validation sessions
- Providing opportunities for directed remediation
- Having a maximum 8 to 1 student to instructor ratio in the skills lab setting during scheduled lab/clinical time

The Nursing Skills Labs are located in the Health Sciences building – Rooms HS 930-935-940. The Health Professions Simulation Labs and Learning Theatre are located in the Bio Medical Tech Center (BTC) rooms BTC (multiple rooms), and as assigned.

- Students utilizing the Nursing Skills Labs or the HPSL during scheduled lab, class, or clinical time are to be in full uniform.
- Students utilizing the Health Science labs for additional practice outside of scheduled lab/class time may wear street clothes.
- To maintain a professional and functional lab setting, all users must understand and practice within the safety guidelines at all times. Failure to adhere to general guidelines may result in disciplinary action.
- Students and participants are required to keep lab or simulation activities confidential and must sign the Simulation Participant Engagement and Confidentiality Agreement (Appendix E) and any media/liability release forms.
 - Cell phones and electronic devices are to be turned off before entering the nursing labs or simulation lab environment.
 - Faculty and student bags, coats, etc. can be stored during lab and/or simulation sessions.
 - Food or beverages are not permitted in any lab environment.

- Children and unauthorized personnel are not allowed in the labs at any time.
 - Keep voices at a low level and minimize unnecessary conversation in adjacent areas to minimize disruptions.
 - **Students are accountable for any damage to manikins and equipment while utilizing the lab; please alert staff of any equipment needing attention.**
1. A list of clinical skills accompanies most nursing courses. These skills are listed in detail in the Nursing Skills Lab Procedure Manual. Students should clarify skills lab requirements with their theory faculty at the beginning of each new course.
 2. Practice sessions are essential prior to skills evaluation. Students should practice skills sufficiently according to the procedure checklists in the Nursing Skills Lab Procedure Manual to achieve competence before any skills evaluation session. Practice time is expected to be in addition to scheduled lecture, clinical, and lab time. No appointments are necessary to attend practice sessions. Practice time varies for each student and is based on individual learning needs. The student is required to bring along the procedure manual to the lab for each practice session. Practice sessions are supervised by nursing lab instructors, who are available to answer questions and provide feedback. The schedule for practice sessions varies by semester and is posted on the NCLC Blackboard Organization site. Please note that lab hours are subject to change due to room availability. Check schedule periodically.
 3. Evaluation/validation of nursing skills will be scheduled through theory faculty. Faculty reserve the right to record a student's evaluation session. A satisfactory evaluation/validation is defined as the student's demonstration of 100% competency in following the steps as outlined in the assigned text or procedure checklist in the Nursing Skills Lab Procedure Manual. Although the focus of the evaluation is on the psychomotor skills, the student must be able to verbalize rationale as outlined in the procedure checklist. No critique is provided until the student completes the procedure.

If a student is unable to demonstrate competency during the evaluation/validation, the student must attend a supervised practice session prior to scheduling a second evaluation appointment (student must review for at least 24 hours; 2nd attempt must be completed within one week). If the student is unsuccessful on the second attempt, the student must make an appointment with the lab for continued review and practice. The final evaluation appointment will be conducted with theory faculty. A lab instructor may be present at the faculty's discretion. Inability to demonstrate competency in a required skill after the third attempt will lead to an unsatisfactory clinical grade.

4. Students who have received a Skills Referral Form (Appendix B) are required to schedule an appointment and complete remediation within one (1) week by emailing nursingskillslab@schoolcraft.edu and follow the faculty's recommendations for the practice session prior to retesting.
5. To change or cancel an appointment with the lab faculty, contact nursing lab instructor(s) at 734-462-7627. Leave a voice message if a lab instructor is not available. Lab staff may also be contacted via email at nursingskillslab@schoolcraft.edu
6. Failure to keep an NCLC Evaluation/Validation appointment in the Skills Lab or cancellation of an Evaluation Validation appointment on the day of the appointment will be considered a clinical absence and theory faculty will be notified. (Please refer to the attendance policy.) LPN-to-RN students failing to complete required pre-admission evaluation appointments may result in cancellation of admission.

Request for Recommendations from Clinical Faculty

Students may request nursing faculty complete the Schoolcraft NCLC Recommendation Form (APPENDIX G) to be used when applying for healthcare employment. Forms are completed at the discretion of the faculty. Students are to contact and obtain the completed forms from the faculty. Students are responsible for maintaining copies of the forms as forms are not kept in the student's files.

SECTION 4:

READMISSION POLICIES

General Readmission Requirements

- Requests for readmission must be made utilizing the Readmission Request Form (Appendix H) as outlined for each course below. It is the student's responsibility to submit the readmission request form by the appropriate deadline. The request for readmission form is available on the NCLC Blackboard Organization website.
- The document should include information to support the request for readmission.
- The Readmission Request Form should be emailed to nursing@schoolcraft.edu
- The request will be reviewed by the nursing office.

Submission of a readmission request does not guarantee readmission. Cases are reviewed on an individual basis. Students in the current nursing program who have been unsuccessful in clinical due to unsafe practice or students who have nursing department or college code of conduct violations may only be readmitted dependent upon the Nursing Readmission Committee recommendations. Not all students will be readmitted. Students must meet all qualifications for readmission and complete all requirements as listed on the nursing office correspondence by the specified deadlines.

- **Students who are unsuccessful or have withdrawn (W grade) from one (1) course in the NCLC are eligible to apply for one (1) readmission ONLY; this includes NURS 104 (Pharmacology for Nurses).**
- Students are readmitted based on space availability.
- Students may defer readmission one time only unless there are extenuating circumstances.
- Students need to readmit in time to progress so that no nursing course is more than 2 years old. Courses more than two years old will need to be repeated or depending on timeframe, student may not be eligible to return.
- Students who do not submit a Readmission Request form by the deadline may need to be readmitted with another cohort depending on space availability.
- Students who repeatedly do not meet department or clinical agency requirements/deadlines, will be cancelled without eligibility for readmission.
- Students who are accepted for admission or readmission, then do not respond to any nursing department correspondence, or are a "No call, No show," week one of the course will be cancelled without ability to reapply for readmission.
- Students who are appealing a failing nursing course grade where the course would be the student's first unsuccessful course attempt, may progress in the program while the appeal process is being completed, based on program/course space availability.
Students who are appealing a failing nursing course grade after two unsuccessful nursing course attempts will not be allowed to progress in the program until the appeal process is completed.
However, students may not continue until pre-requisite courses have been successfully completed.
- Students repeating a course must retake both theory and clinical components together at the same time.
- Students may not take two (2) theory or clinical nursing courses concurrently.
- Traditional students who fail one (1) first year course and then one (1) second year course, OR two (2) second year courses may take the NURS 139 Advanced Concepts in Practical Nursing for eligibility to take the NCLEX-PN. Students completing the PN certificate requirements, with two previous unsuccessful attempts in the associate degree nursing courses, would then need to complete any additional nursing education at another institution (i.e., Not eligible for future LPN to RN program option at Schoolcraft College.)

- Students may attempt the NURS 139 Advanced Concepts in Practical Nursing course a maximum of two (2) times to attain satisfactory completion of the course for eligibility to take the NCLEX-PN exam.
- Traditional students who fail two (2) first year courses need to complete any additional nursing education at another institution and are not eligible for the LPN-to-ADN option at Schoolcraft College.
- Current LPN to RN students who are unsuccessful with two second year nursing courses would need to complete their nursing education at another institution.
- All readmitting students whose last nursing course was more than 7 weeks ago will need to schedule a skills refresher, based on program placement. Requirements will be detailed on the Readmission Form.

Readmission to NURS 104 Pharmacology for Nurses

- Students who do not pass NURS 104 within two attempts or fail NURS 104 and another first-year nursing course, will be dismissed from the nursing program.
- Students who do not pass the pharmacology course prior to the Foundations course semester must take the course concurrently with the NURS 105 Foundations of Nursing Practice 1 and NURS 106 Foundations of Nursing Practice 2 courses. Students who are not successful in NURS 104 when taken with the Foundations courses semester are not permitted to advance to the next semester.
- Readmission Request Forms for permission to retake NURS 104 in the next semester must be submitted to the nursing office within 72 hours after final grades are posted. Students who wish to readmit for this course during a later semester should have the request submitted within one week.

Readmission to NURS 105 Foundations of Nursing Practice 1

- Students who are unsuccessful in or withdraw from the NURS 105 course, may apply for readmission to the NCLC by completing the requirements outlined in the **General Requirements for Readmission** within 1 week from final grade posting. Students who started in the fall or winter semester, may reapply for the next cohort if room is available – students are not allowed to progress to the NURS 106 course until a satisfactory grade is achieved in the NURS 105 course. Readmission requirements may include mandatory meeting with the Nursing Resource Instructor.

Readmission to other Nursing Courses

See General Requirements for Readmission above. Deadline for Readmission Request Form is as follows:

- Students who are unsuccessful or withdraw from NURS 106 must successfully complete this course prior to NURS 107, NURS 108, or NURS 128.
- Students who are unsuccessful or withdraw from NURS 107, NURS 108, or NURS 128 course, and want to progress to the next course in their rotation, should submit a request form within **72 hours** after final grades are entered only if this is their first failure.
- Students requesting readmission in the following academic year must do so within 30 days from final grade posting.
- NURS 139 students requesting permission to retake the course in the following academic year must submit the Readmission Request Form by **April 1**. An unsuccessful grade in the NURS 139 course does not count toward first year or second year course failures. Students may only attempt the NURS 139 course a maximum of two times.
- Students who are unsuccessful or withdraw from NURS 205, NURS 246, or NURS 248 and want to progress to the next course in their rotation, should submit a request form within **72 hours** after final grades are entered. If student is approved to continue their rotation, they are still not permitted to continue to NURS 250 Advanced Concepts in Registered Nursing until all prerequisite nursing courses are

completed. Students who are unsuccessful during second-year courses may request to potentially take the NURS 139 Advanced Concepts in Practical Nursing during the summer semester for eligibility to take the NCLEX-PN exam.

- NURS 205, NURS 246, NURS 248, and NURS 250 students requesting readmission in the following academic year must do so as soon as possible or at the latest by 30 days after final grades are posted.



NURSING CAREER LADDER CURRICULUM STUDENT CONTINUOUS IMPROVEMENT FORM

Faculty to complete this section and provide form to student.

Student Name: _____

Course: _____ **Theory Faculty:** _____

Incident Date: _____ **Time:** _____

Clinical Agency: _____ **Room:** _____

1. What type of problem occurred?

MEDICATION INCIDENT

- | | |
|---|---|
| <input type="checkbox"/> Incorrect drug | <input type="checkbox"/> Outdated order |
| <input type="checkbox"/> Incorrect dose | <input type="checkbox"/> Omitted drug |
| <input type="checkbox"/> Incorrect time | <input type="checkbox"/> Calculation error |
| <input type="checkbox"/> Incorrect client | <input type="checkbox"/> Documentation error |
| <input type="checkbox"/> Incorrect route | <input type="checkbox"/> Infusion rate error |
| <input type="checkbox"/> Incorrect technique | <input type="checkbox"/> Incorrect site |
| <input type="checkbox"/> Mixing error | <input type="checkbox"/> Recapped needle (UHP) |
| <input type="checkbox"/> Did not check client ID | <input type="checkbox"/> No gloves (UHP) |
| <input type="checkbox"/> Failed to check allergies | <input type="checkbox"/> Infusion compatibility error |
| <input type="checkbox"/> Failed to assess mandatory parameters (i.e., vitals, labs) | |
| <input type="checkbox"/> Insufficient drug knowledge | |
| <input type="checkbox"/> Other: | |

NON-MEDICATION INCIDENT

- ☐ Failure to follow Universal Precautions (UHP)
- ☐ Procedural error
- ☐ Problems with organization and timelines
- ☐ Documentation error
- ☐ Inappropriate communication
- ☐ Failure to follow plan of care
- ☐ Incorrect use of equipment
- ☐ Breach of confidentiality
- ☐ Failure to report pertinent data
- ☐ Unprofessional Conduct – Tardy
- ☐ Unprofessional Conduct – Absence
- ☐ Unprofessional Conduct – Health Requirements
- ☐ Unprofessional Conduct – Uniform Requirements
- ☐ Unprofessional Conduct – Behavior
- ☐ Left unit before assignment completed or without reporting off
- ☐ Safety issues i.e., side rails left down, bed left in high position, client sustained injury/fall, left client unattended (client a safety risk)
- ☐ Other:

2. Faculty description of event:

3. Faculty Recommendations:

- ☐ Review relevant content/procedures independently
- ☐ Referral to Skill Lab or Clinical Resource Instructor
- ☐ Student Advisement re: Clinical performance
- ☐ Other:

Faculty Signature _____ Date _____

**Completion of this form signifies electronic signature.*

Student to complete this section and return to faculty as directed.

4. Student description of event (include corrective action taken):

- ☐ As Above or ☐ Write other comments:

5. Describe actions to prevent reoccurrence of problem:

Student Signature _____ Date _____



NURSING CAREER LADDER CURRICULUM SKILLS REFERRAL FORM

Clinical faculty to complete and email form to student and Skills Lab.

Student: _____ **Course** _____

Clinical Faculty: _____

Date Issued: _____ **Date to be Completed By:** _____

Student to schedule appointment(s):

- Nursing Skills Lab Staff email: nursingskillslab@schoolcraft.edu
- Nursing Resource Instr. email: <https://nursingresource.simplybook.me/v2/>

Faculty to list area(s) needing improvement:

Faculty's recommendation for lab practice session:

Faculty Signature: _____ **Date:** _____
**Completion of this form signifies electronic signature*

Section to be completed by Lab Staff after remediation:

Nursing Skills Lab Faculty Comments:

Signature: _____ **Date:** _____
**Completion of this form signifies electronic signature*

Student may enter comments (if desired):

Signature: _____ **Date:** _____
**Completion of this form signifies electronic signature*



NURSING CAREER LADDER CURRICULUM STUDENT ADVISEMENT FORM

STUDENT NAME: _____ **COURSE:** _____

Identified Area(s) of Weakness: ☐ Theory ☐ Clinical ☐ Lab

Identified Weakness(es):	Recommendations / Referrals / Follow-ups:

Faculty Name/Signature & Date

**Completion of this form signifies electronic signature*

Student Name/Signature & Date

**Completion of this form signifies electronic signature*



NURSING CAREER LADDER CURRICULUM NURSING ACADEMIC INTEGRITY AGREEMENT

Regarding any nursing program activity in classroom, lab, and/or clinical settings, I agree to adhere to the following policies during my time in the nursing program:

Schoolcraft College Student Code of Conduct

In accordance with the Schoolcraft College Student Code of Conduct, students are prohibited from engaging or participating in acts of dishonesty, including, but not limited to cheating, plagiarism, or other forms of academic dishonesty. The Student Code of Conduct is available in the catalog or <https://www.schoolcraft.edu/college-policies/student-code-of-conduct>

NCLC Academic Integrity Policy

Students are expected to maintain academic integrity throughout the nursing program in any setting. Any student exhibiting academic dishonesty (cheating, plagiarism, etc.) on an assignment or exam will receive a 0.0 on that assignment / exam. Students exhibiting dishonesty, falsifying documents, lying, etc. in lab or clinical settings will be subject to disciplinary action. Violations will be investigated on an individual basis, and disciplinary processes may include dismissal from the program.

I have reviewed this information and agree to maintain confidentiality regarding any nursing assessment/assignment/lab or clinical activity. I will not discuss, disclose, paraphrase, publish or otherwise make known to anyone, any test item or assessment activity in any form be it verbally, in writing, in print, nonverbally, electronically, or on any social media sites. Sharing this information is considered a breach of academic integrity and will be disciplined according to the policies.

Print Name: _____

Signature: _____

Date: _____

Simulation Participant Engagement Contract and Confidentiality Agreement

Engagement Contract for Simulation

The degree of engagement that participants are willing to give the simulated event, known as the “suspension of disbelief,” encourages participants to put aside their disbelief and accept the simulated experience as being real for the duration of the scenario (AHRQ, 2016). Scenarios are considered fiction but are created to mimic realistic clinical situations.

Participant engagement, referred to as a “fiction contract,” is a contract between the instructor and the learner; each is required to do their part to make the simulation worthwhile. It is important for you, as a simulation lab participant, to recognize you will only gain from the experience what you put into it. Studies have shown that performance in a simulation scenario is how you would perform in the actual acute care setting (Bambini, Washburn & Perkins, 2009). This is an excellent place for you to identify what you need to work on as you progress through the nursing program.

Confidentiality

For a simulation to run effectively, each participant must feel comfortable in the simulation room. For each participant to feel comfortable, there needs to be a general understanding of confidentiality for each person, group, and instructor participating in the simulation. **“What happens in the Sim, Stays in the Sim.”** It is important that participants do not reveal specific details about what happens during the simulation for the following reasons:

- **Implication for peers** - Repeating to anyone that a certain participant has not mastered or gained proficiency in a certain skill/task/concept. Making people feel bad about their performance.
- **Giving away scenario information** - Telling peers what to expect in a scenario does not allow them to benefit from the experience. Help classmates learn by not revealing any specifics. This will give everyone the opportunity to really learn something as well.

As a participant in an HPSL simulation, I agree with the following:

- **Professional attitude/behavior throughout the simulation scenario.**
- **Treat the simulated situation as you would. Please refrain from saying, "this does not look/feel real", or "I would not do this in real life."**
- **Follow the directions given and adhere to your assigned role. Practice within your scope.**
- **Treat your group, clients and instructors with respect and courtesy.**

Behavior during simulation that is disruptive to the learning process is UNACCEPTABLE.

Student Signature _____ Date _____

Print Name _____



NURSING CAREER LADDER CURRICULUM CLINICAL/LAB: TARDY/ATTENDANCE FORM

STUDENT to complete and provide form to clinical/lab faculty to place with student Clinical Evaluation.
For lab absence, faculty will complete based on what student missed in lab session.

Student Name:	
----------------------	--

Check NURS Course: ☐105 ☐106 ☐107 ☐108 ☐128 ☐139 ☐205 ☐246 ☐248 ☐250

Clinical/Lab TARDY (Late arrival of ≤ 15 minutes)	DATE:	ARRIVAL TIME:
Reason for Tardy:		
Tardy # for Course:		
<p>Any forms completed will be put with student's clinical performance evaluation/file at the end of the course. Forms are available on the Nursing Blackboard Organization website.</p> <p>*** Clinical Faculty will note occurrences on Clinical Performance Evaluation Form.</p> <p>#1 Student to provide Clinical Faculty with Tardy form and verbally discuss. #2 Student to provide Clinical Faculty with Tardy form. Clinical Faculty to do Continuous Improvement Form. #3 Student to provide Clinical Faculty with Tardy form. Clinical faculty will notify Associate Dean to schedule meeting with student. Associate Dean will do Advisement Form with student meeting. #4 Student to provide Clinical Faculty with Tardy form. Clinical faculty will notify Associate Dean who will refer student file to Attendance Committee to determine unsatisfactory grade/dismissal from program.</p>		

Absence, Tardy >15 minutes, or Left Early prior to end of Clinical

Clinical/Lab ABSENCE (Time missed >15 minutes within a course)	DATE:	# HOURS:
Reason for Absence:		
Absence # for This Course:		
<p>Twelve (12) hour clinicals count as 2 (two) six-hour clinicals together on the same day so missing a 12-hr. day = 2 (two) clinical absences and 2 (two) make-up assignments needed.</p> <p>Any forms completed will be put with student's clinical performance evaluation/file at the end of the course. Forms are available on the Nursing Blackboard Organization website.</p> <p>*** Clinical Faculty will note occurrences on Clinical Performance Evaluation Form.</p> <p>#1 Student to provide Clinical Faculty with Absence form + do make up assignment on Bb Course site by assigned deadline. #2 Student to provide Clinical Faculty with Absence form + do make up assignment on Bb Course site by assigned deadline. Clinical faculty will complete a Continuous Improvement Form if absence within same course. (Nursing department will track students for #3 and #4 per cohort year.) #3 If student has three absences within the same course or more than one absence in Peds/one in OB rotation per handbook), Clinical faculty should contact the Associate Dean. If there is a third absence for cohort year, Associate Dean will do an Advisement Form and discuss with student. #4 If there is a fourth absence per academic cohort year, an Advisement Form will be completed by the Associate Dean who will meet with student. Student will be advised that any further absences during the academic cohort year will result in dismissal from the nursing program.</p>		

Clinical faculty to determine make up assignment for hours missed. If full day, have student check course Blackboard site to see if any make-up assignments already posted for completion. Clinical faculty determines which make up assignment from course should be completed for full day absences. Make-up assignments are to be submitted to clinical faculty within one week or as directed by clinical faculty.

FACULTY to complete if other assignments required (not already posted Blackboard by theory faculty):

Make-Up Assignment:

Due Date: _____

<input type="checkbox"/>	Clinical Assignment:	
<input type="checkbox"/>	Lab Assignment:	
<input type="checkbox"/>	Other:	

Faculty Name/Signature	Date

**Completion of this form signifies electronic signature*

Other signatures as required:

Skills Lab Faculty Name/Signature (if lab utilized)

Date

**Completion of this form signifies electronic signature*

Student is to submit this form with completed assignment to Clinical Faculty (except NURS 105 students would provide completed form to theory faculty or designee).

Clinical faculty will place this form with lab or clinical evaluation to be placed in student file. Please verify number of clinical absences if necessary.

Lab Faculty will return form to theory faculty or designee.

NCLC RECOMMENDATION FORM

To Whom It May Concern:

_____ is currently enrolled in the Nursing Career Ladder Curriculum Program at Schoolcraft College and has satisfactorily completed theory and clinical practice in the courses indicated:

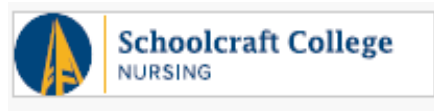
- ☐ Nursing 104, Nursing Pharmacology
- ☐ Nursing 105, Foundations of Nursing Practice 1
- ☐ Nursing 106, Foundations of Nursing Practice 2
- ☐ Nursing 107, Medical-Surgical Nursing
- ☐ Nursing 108, Surgical-Medical Nursing
- ☐ Nursing 128, Maternal-Child Nursing 1
- ☐ Nursing 139, Advanced Concepts in Practical Nursing
- ☐ Nursing 205, Advanced Medical-Surgical Nursing
- ☐ Nursing 246, Psychiatric-Mental Health Nursing
- ☐ Nursing 248, Maternal-Child Nursing 2
- ☐ Nursing 250, Advanced Concepts in Registered Nursing

Performance Evaluation currently:

<u>Evaluation</u>	Above Average	Average	Below Average	Comments
Technical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nursing Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Client Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strengths:				
Areas to Improve:				

Faculty Name/Signature: _____

**Completion of this form signifies electronic signature*
Date: _____



NURSING CAREER LADDER CURRICULUM STUDENT READMISSION REQUEST

Date _____	Student # _____
Name _____	_____
Schoolcraft Email _____	Phone _____
Course Failed/Withdrew _____	Section # _____
Semester/Year _____	

Semester/Year Requesting to Return (if space is available) The nursing department will determine the return semester. _____

Please share information to support this request for readmission:

NURSING OFFICE USE ONLY

Date Request Received:

Readmission Approved: ☐ Yes ☐ No

Course & Section to be Readmitted to:

Semester/Year:

Meet w/ Nursing Resource Instructor Date:

Skills Lab Review Date (if more than 7 weeks out of program):

6/2025



NURSING CAREER LADDER CURRICULUM HANDBOOK VERIFICATION

By signing, I verify that I have read, acknowledge, understand, and will follow all college, departmental, and clinical agency policies contained in the nursing student handbook and general student policies listed in the Schoolcraft College Catalog that are applicable to all Schoolcraft College students throughout the nursing program.

I understand that the information contained in this student handbook is more specific to the Nursing Program than the general catalog.

I have taken special note of admissions, grading and continuance rules that apply specifically to the Nursing programs.

I understand the nursing department clinical requirement deadlines supersede those provided by ACEMAPP.

I also understand that this handbook reflects the current curriculum policies and regulations in the Nursing Program and that the policies contained within the handbook are subject to change by the College, the Michigan Board of Nursing, or other regulatory agencies. Any updates will supersede the previous information. (Students should refer to the most current online version on the NCLC Blackboard Organization website.)

SIGNATURE: _____

DATE: _____

PRINT NAME: _____



AGREEMENT TO MEET NURSING DEPARTMENT DEADLINES

I have read the NCLC Nursing Student Handbook related to nursing department deadlines regarding any required documents, health, or clinical requirements.

I have been informed of the following nursing department deadlines for any designated requirements during the academic year (provided in nursing orientation and posted to Blackboard Organization) to have any items completed or “good” for the entire seven-week rotation. (This means TB, CPR, or other requirements are updated earlier than the actual "expiration dates".)

I understand this also includes any nursing department required documents or fees not previously completed.

Fall 1: Deadline August 1

Fall 2: Deadline October 1

(Flu shot deadline will be provided after receiving information from clinical facilities this fall)

Winter 1: Deadline December 1

Winter 2: Deadline February 1

Spring: Deadline April 1

Summer: Deadline June 1

I understand if I am not compliant with any requirements, the following will occur:

1. Student will not receive a clinical assignment for the course *and/or*
2. Student will not be entered into the ACEMAPP system for a clinical placement, parking badge, or computer access and will not be allowed at clinical sites (sites may refuse students) *and/or*
3. Student will be administratively deferred to take the course another time when there is space available

I understand that I am responsible for reviewing my ACEMAPP site dates not just the “green checks” to determine compliance during the clinical rotation and am responsible for reading any correspondence from the nursing office to meet any department requests or deadlines.

Student Name PRINTED: _____

Student Signature: _____

Date: _____