

**CAREER ENRICHMENT CENTER  
PRACTICAL NURSING PROGRAM  
STUDENT HANDBOOK  
CLASS OF 2027**



Revised August 2025

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## *Career Enrichment Center Practical Nursing Program*

Welcome and congratulations on joining Albuquerque Public Schools' Practical Nursing Program. During the next five semesters, you will gain the necessary knowledge and skills to complete the National Council Licensure Exam and enter the health care workforce as a Licensed Practical Nurse. You will develop friendships and find your niche in the health care arena.

The CEC PN program is academically challenging. Your selection for entry into the program is an accomplishment in itself. You met the rigorous entrance criteria, and we know you can be successful. Part of your success is learning how to be a good student, developing a "lust for learning" and keeping an open mindset to allow you to learn from mistakes and constructive suggestions.

Experienced and dedicated faculty will guide and support your learning to become a Licensed Practical Nurse. Nursing faculty and CEC administration are available to assist student nurses with study techniques, test taking tips, time management and organizational skills, and mentoring.

As program director, I welcome you and your parents to call, e-mail, or set up an appointment to speak with me if you have questions or concerns. We use the Synergy on-line grade book system and encourage students and parents to log-in and check student progress anytime.

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# **PRACTICAL NURSE PROGRAM**

## **Albuquerque Public Schools Mission**

The Albuquerque Public Schools Board of Education in collaboration with the superintendent and staff will work together and in partnership with families and the community in a systematic way to ensure all students succeed.

## **APS CEC PN Program Definition**

A unique high school Practical Nursing Program, with national and state accreditation that prepares graduates for entry-level practical nursing practice.

## **APS CEC PN Program Mission**

In accordance with Albuquerque Public Schools, the Career Enrichment Center's Practical Nursing Program's mission is to enable qualified students from all APS high schools a unique opportunity to enter the nursing workforce as a competent beginner. The Career Enrichment Center's PN nursing program prepares graduates with the knowledge, skills, moral and ethical principles that contribute to the development of nurses who provide quality nursing care and pursue lifelong learning. The curriculum consists of course which provide academic and occupational enrichment in nursing, prepare students for a career in health care and for entry into post-secondary education.

## **Practical Nursing Program Philosophy**

The CEC Practical Nursing Faculty believe that nursing is an art and a science and includes a commitment to nursing and concern for others demonstrated by an attitude of caring. The nursing faculty's philosophy of nursing education promotes the development of student's knowledge, skills and attitudes while encouraging personal and professional growth. The faculty support and prioritize psychosocial and physiological integrity to contribute to health promotion and health maintenance understanding that nursing care is integral to health care and coordinated care facilitates a safe and effective care team. The nursing faculty is committed to creating an environment that is respectful and nurturing to students while upholding high academic standards. The faculty believes in maintaining the nursing student's dignity and supports career planning. The nursing faculty are responsible to prepare graduate practical nurses to provide competent and compassionate safe care to families and individuals, and are committed to preparation of graduate practical nurses for entry level positions.

The faculty recognizes the level of growth and development of the adolescent CEC PN student and supports the hierarchy of needs to build a solid foundation for individual growth and development. Faculty use role modeling in the educational environment to empower

students through instructive experiences that are student focused and client centered. The faculty collaborates with CEC administration and families to provide both internal and external support systems for nursing students. The faculty adapts pedagogical teaching styles to align adolescent learning theories. The faculty believes in encouraging students to pursue post-secondary education and to embrace lifelong learning.

The faculty recognizes an evolving health care environment and implements on-going evaluation and re-evaluation to adapt the nursing curriculum to meet the needs of the students and the health care community the graduates will serve. The course of study encompasses the National Association of Practical Nursing Education and Service (NAPNES) standards and competencies, and the National Council of State Boards of Nursing (NCSBN) 2017 major client needs categories in curriculum development and revisions. The following outcomes are fundamental and are integrated throughout the APS CEC PN curriculum.

The **End of Program Student Learning Outcomes** are based on New Mexico Nursing Education Consortium (NMNEC), Quality and Safety Education for Nurses (QSEN), National Association for Practical Nurse Education and Service (NAPNES), New Mexico Nurse Practice Act (NMNPA) and New Mexico Board of Nursing (NMBON). **The** standards of practice and educational competencies are completed under the supervision of an RN.

Upon completion of the APS CEC PN program, the graduate will display the following outcomes under the supervision on an RN:

Engage in **professional** nursing practice while incorporating diverse patient values, beliefs and attitudes into patient's plan of care

Interpret and apply factors and system contributors that impact the quality and **safety** of nursing practice

Integrate an **evidence-based** approach in delivery and evaluation of nursing care to patients across the lifespan

Leadership: Examine the use of **policies and procedures** within the health care setting

Effectively **collaborate** with the RN and healthcare team in the delivery of patient care

Integrate use of appropriate **technology** for the delivery of nursing care

The following Program Student Learning Outcomes (PSLO) with semester Student Learning Outcomes (SLOs) are broken down by Standards of Practice based on NAPNES.

**All Course Outcomes are completed under the direct supervision of an RN in the classroom and in clinical.**

**PROFESSIONALISM: Engage in professional nursing practice while incorporating diverse patient values, beliefs and attitudes into patient's plan of care**

Semester 1 NS1. The student nurse will:

Recognize their own values, beliefs and attitudes related to health and wellness.

- Express one's own values, beliefs, and attitudes in a respectful manner
- Complete assignments and turn them in on time following all of the details for submission
- Recognize and follow the rules set forth in the nursing program

Semester 2 NS2. The student nurse will:

Recognize and assess diverse patients' values beliefs and attitudes related to health and wellness

- Serve as a positive role model in the school, classroom and health care community
- Maintain confidentiality and HIPAA mandates in the classroom and in the clinical settings.
- Identify the role of patient advocate and list ways to advocate for patients.
- Comply with the ethical and regulatory frameworks outlined in the scope of practice
- Identify own strengths and challenges to improve nursing performance
- Provide for and promote client's dignity

Semester 3 NS3. The student nurse will:

Recognize and assess diverse patients' values beliefs and attitudes related to health and wellness in relation to Pharmacology

- Identify challenges in own nursing performance and determine methods to improve personal nursing performance in classroom and clinical settings including improving paperwork
- Demonstrate accountability for nursing care provided by self and/ or directed to others (Clinical)

Semester 4 NS4. The student nurse will:

Employ professional nursing practice while incorporating diverse patient values, beliefs and attitudes into patient's plan of care.

- Provide for and promote client's dignity
- Maintain accountability for patient care outcomes
- Research and present to the class ethical, legal and regulatory frameworks of nursing within the scope of practice for the PN
- Improve nursing performance and paperwork from last semester focusing on medication knowledge, care planning, and evaluation of interventions, organization and timeliness

Semester 5 NS5. The student nurse will:

Engage in professional nursing practice while incorporating diverse patient values, beliefs and attitudes into patient's plan of care.

- Comply with ethical, legal and regulatory frameworks of nursing within the scope of practice for the PN
- Explore career mobility options (recruiter panel)
- Demonstrate accountability for nursing care provided by self and/or directed to others (team leading)
- Maintain organizational and client confidentiality

**SAFETY: Interpret and apply factors and system contributors that impact the quality and safety of nursing practice**

Semester 1 NS1. The student nurse will:

Recognize and identify safety issues

- Define patient safety
- List equipment and supplies used to ensure patient safety in the health care environment

Semester 2 NS2. The student nurse will:

Apply safety measures to-patient populations

- Recognize and identify safety issues
- Compare safe and unsafe care practices with a focus on hospitalized patients
- Determine correct conversion factors for simulated medication administration
- List rights of medication administration
- Make use of models to locate correct sites for parenteral injections for safe medication administration
- Given a simulated patient care environment can identify safety hazards
- Provide competent, safe and therapeutic care in clinical settings (Clinical)
- Use two unique patient identifiers to ensure student is caring for the correct assigned patient (Clinical)
- Maintain organizational and client confidentiality (Clinical)

Semester 3 NS3. The student nurse will:

Apply safety measures to-patient populations in relation to pharmacology

- Function within the defined scope of practice for the PN under the direct supervision of the RN (Clinical)
- Provide safe, therapeutic, competent individualized care in a variety of settings (Clinical)
- Implements safe medication administration following all “rights” of medication administration (Clinical)
- Discuss classifications, actions, assessment, patient teaching of all medications administered to assigned patients to ensure safe medication administration (Theory/Clinical)
- Perform individualized assessments identifying abnormal findings, reporting and implementing interventions (Clinical)

Semester 4 NS4. The student nurse will:

Apply factors and system contributors that impact the quality and safety of nursing practice

- Provide safe, therapeutic, competent individualized care in a variety of settings
- Efficiently perform safe medication administration following all “rights” of medication administration

Semester 5 NS5. The student nurse will:

Interpret and apply factors and system contributors that impact the quality and safety of nursing practice

- Provide safe, therapeutic, competent individualized care in a variety of settings
- Interpret abnormal findings focusing interventions on improvement of patient status
- Minimize risk of harm to patients and providers using proactive approaches to reduce environmental hazards
- Communicate to patients, SO, and caregivers concerns about health hazards in the patient's environment with recommendations for change
- Implement the prescribed care regimen within the legal, ethical and regulatory framework of the PN

**EVIDENCE BASED PRACTICE: Integrate an evidence-based approach in delivery and evaluation of nursing care to patients across the lifespan**

Semester 1 NS1. The student nurse will:

Introduce an evidence-based approach to their professional nursing practice across the lifespan.

- Verbalize awareness of patient/family preferences and values
- Identify sources for evidence-based practice
- Identify evidence-based protocols and/or pathways used in nursing care
- Examine where and from what sources data can be collected
- Identify established nursing diagnoses and the definition of those diagnoses

Semester 2 NS2. The student nurse will:

Implement evidence-based practices in care of populations across the lifespan

- Discuss spiritual, cultural and psychosocial data relative to holistic care
- Report and document assessments, interventions and progress or impediments toward achievement of identified client outcomes (Clinical)
- Implement the prescribed care regimen within the legal, ethical and regulatory framework of the PN
- Write care plans with SMART GOALS (client outcomes) for assigned patients and evaluate whether client met or did not meet GOAL.

Semester 3 NS3. The student nurse will:

Implement evidence-based practices in care of populations across the lifespan in relation to pharmacology

- Report and document assessments, interventions and progress or impediments toward achievement of identified client outcomes (Clinical)
- Use assessment findings to determine patient status relative to administration of prescribed medications (Clinical)
- Always assess patient responses following administration of medications (Clinical)
- Assess data related to patients' health status, identify impediments to patient progress and evaluate responses to interventions including medication interventions (Theory/Clinical)
- Use knowledge of specific clinical and client assessment data to plan administration and evaluation of medications, procedures and treatments in collaboration with interdisciplinary health care team members (Clinical)
- Implement the prescribed care regimen within the legal, ethical and regulatory framework of the PN (Theory/Clinical)

Semester 4 NS4. The student nurse will:

Apply an evidence-based approach in delivery and evaluation of nursing care to patients across the lifespan

- Identify the impact of economic and demographic forces on health care in the community
- Effectively use the ISBAR technique to communicate patient status
- Utilize knowledge of normal values to identify deviation in health status to plan care
- Honor emotional, cultural, spiritual, religious influences on clients' health

Semester 5 NS5. The student nurse will:

Integrate an evidence-based approach in delivery and evaluation of nursing care to patients across the lifespan

- Assess impediments to client progress toward health care goals and evaluate response to interventions including responses to administered medications
- Focus on psychosocial, spiritual and cultural assessments and collaborate on appropriate nursing interventions (cognition and behavior exemplars are in this semester)
- Perfect client interviewing skills to collect assessment data from clients with cognitive or behavioral concerns
- Include developmental stages and functional abilities when planning care across the lifespan

**LEADERSHIP: Examine the use of policies and procedures within the health care setting**

Semester 1 NS1. The student nurse will:

Identify policies and procedures within the healthcare delivery system.

- Define LPN scope of practice in healthcare environments
- Identify information sources for healthcare policy
- Identify appropriate advocacy role related to patient safety using nursing interventions

Semester 2 NS2. The student nurse will:

Identify policies and procedures within the healthcare delivery system

- Organize nursing activities in a meaningful and cost-effective manner (Clinical)
- Observe how delegation of care is managed in a variety of health care settings (Clinical)

Semester 3 NS3. The student nurse will:

Adhere to policies and procedures in the healthcare delivery setting in relation to pharmacology

- Collaborate in advocating for client's rights

Semester 4 NS4. The student nurse will:

Apply the use of policies and procedures within the health care setting

- Communicate relevant, accurate, and complete information
- Use effective, accurate and comprehensive communication when mentoring other students / peers

Semester 5 NS5. The student nurse will:

Examine the use of policies and procedures within the health care setting

- Use effective communication skills when interacting with clients, so, and members of the interdisciplinary health care team
- Plan care activities to incorporate patient teaching and care giver collaboration
- Identify areas outside the scope of practice for the PN where client referrals are needed
- Direct aspects of care to qualified persons commensurate with their abilities
- Supervise and evaluate care provided by others

**INTER-PROFESSIONAL COLLABORATION: Effectively collaborate with the RN and healthcare team in the delivery of patient care**

Semester 1 NS1. The student nurse will:

Communicate to identify roles and values of the healthcare team.

- Demonstrate effective collaboration with peers in the learning environment
- Demonstrate effective communication with peers and faculty
- Identify own areas for personal and professional growth
- Describe methods used to create a positive, encouraging environment in the classroom and lab

Semester 2 NS2. The student nurse will:

Communicates and participates with the healthcare team in the delivery of care across the life span

- Communicate relevant, accurate and complete information through verbal, written and digital exchanges
- Document assessments, interventions and progress reports to health care staff and faculty (Clinical)
- Recognize other members of the health care team who are integral to care planning

Semester 3 NS3. The student nurse will:

Communicates and participates with the healthcare team in the delivery of care across the life span in relation to pharmacology

- Communicate with faculty and peers respectfully and with therapeutic techniques to improve personal performance (Theory/Clinical)
- Collaborate with health care team members to review and revise plan of care for assigned patients as their needs evolve (Clinical)

Semester 4 NS4. The student nurse will:

Implement collaboration with the RN and the healthcare team in the delivery of patient care across the lifespan

- Upon collection of relevant assessment data, evaluate need for nursing interventions in collaboration with interdisciplinary health care team members
- Collaborate with health care team members to ensure patient environment meets safety protocols

Semester 5 NS5. The student nurse will:

Effectively collaborate with the RN and the healthcare team in the delivery of patient care across the lifespan

- Report and document assessments, interventions, and patient status to identified health care personnel
- Identify areas of highest priority using assessment data in collaboration with interdisciplinary health care team
- Collaborate with peers and staff to plan care for more than 2 clients

**TECHNOLOGY: Integrate use of appropriate technology for the delivery of nursing care**

Semester 1 NS1. The student nurse will:

Assess information and apply specialized equipment to simulated patient scenarios

- Select appropriate equipment for use in patient care

In the Lab the students will:

- Learn how to perform hand hygiene and explain rationale for use
- Practice using basic safety measures in the simulated patient care environment
- Practice safe ergonomic measures to protect patient, self and members the health care team
- Practices using equipment safely and correctly

Semester 2 NS2. The student nurse will:

Utilize informatics for patient care across the lifespan

- Participate in computer training at various health care facilities – as assigned (Clinical)
- Use information technology to support and communicate patient care (Clinical)
- Use various sources to gather data for assessments including health care records, observations, measurements (VS), and input from SO to formulate holistic view of patient status (Clinical)
- Demonstrate beginning competence with current technology

Semester 3 NS3. The student nurse will:

Utilize informatics for patient care across the lifespan in relation to pharmacology

- Use information technology to correctly prepare and administer medications, treatments and client care (Theory/Clinical)
- Demonstrate beginning competence with technology (Theory/Clinical)

Semester 4 NS4. The student nurse will:

Employ the use of appropriate technology for the delivery of patient care across the lifespan

- Use information technology to support and communicate planning and provision of patient care including administration of medications/procedures/treatments.

Semester 5 NS5. The student nurse will:

Integrate use of appropriate technology for the delivery of patient care across the lifespan

- Assist client and SO with access to available resources and services
- Demonstrate competence with technologies

The end of program student learning outcomes and course student learning outcomes are in alignment and produce a successful PN graduate (a competent beginner). Each course has identified student learning outcomes that use Bloom's Taxonomy to describe progressive levels of learning.

## **APS CEC PRACTICAL NURSING PROGRAM**

**ORGANIZATION:** Albuquerque Public Schools Career Enrichment Center

**TARGET POPULATION:** High school Juniors and Seniors currently enrolled in Albuquerque Public Schools

**DESCRIPTION:** The APS CEC PN program has graduated nurses since 1983. The graduates have an excellent reputation with health care facilities and other nursing programs in the city of Albuquerque. The program has consistently encouraged and promoted continuing education for graduate nurses and entry into the work force as competent, caring, and professional Licensed Practical Nurses.

Students enrolled in the APS CEC PN program attend CEC nursing classes for five consecutive semesters. A semester is eighteen weeks of instruction and a nine-week summer school session. First year students are considered "juniors." Students are admitted to the five-semester program that meets during the afternoon session. The senior class (cohort) meets during the morning session and attends clinical or classes five days a week for two eighteen-week semesters. There is one graduating class each May.

The five-semester curriculum is sequential and each semester the knowledge from previous learning must be mastered and applied. Nursing students maintain a minimum of

a 75% grade in both theory and clinical components to progress to the next semester. Successful graduates have completed approximately 1200 hours of instruction, divided between classroom, lab, simulation and clinical. In addition, Assessment Technologies Institute (ATI) testing is used throughout the program to assess and monitor the students' academic achievement. The successful graduate earns 10 elective credits toward high school graduation.

### **ENTRY REQUIREMENTS:**

Admission to the CEC PN program requires multiple steps. Applicants must meet entry prerequisites (see below), they must complete and apply by the deadline. An evaluation rubric is used to calculate student's academic ability to meet program student learning outcomes. Scores on the evaluation rubric are entered for:

- Grade point average
- Teacher's letters of reference
- PSAT scores
- Interview
- Candidate Essay

All applicants' scores on each of the above areas are assigned a weighted number that is entered on an admission rubric. Highest scoring students are selected and notified of their selection to enter the program at CEC.

The program is five consecutive semesters. If a student fails to meet any portion of the program requirements, he/she will be given the option of repeating the failed course the following year. The student will have to delay their high school graduation by a year to repeat the failed course and then continue in the nursing curriculum. Students who decide not to continue in the program for whatever reason are awarded the high school credits they have earned up to their withdrawal or failure. Students can withdraw from the program at any time but are not allowed to re-enter the program at a later date unless they are still enrolled in high school and meet all of the program requirements. Students may be dismissed from the program for unsafe behaviors, failure to meet program requirements, excessive absences (excused or unexcused), tardies, suspension from comprehensive high school, arrest on misdemeanor or felony charges, positive drug screen, minor in possession, infractions of the honor code or inability to meet the essential functions.

Nursing credits may allow students to receive "credit for prior learning" at NMNEC affiliated schools.

Advanced placement is not possible in the CEC PN Program. Progression through the program must be done sequentially in five consecutive semesters. The program begins in the fall of the Junior year of high school, continues through the spring and summer semesters, then fall and spring semesters of the Senior year of high school.

Students who successfully complete the five semesters will graduate with a certificate of completion of practical nursing and a high school diploma.

**Prerequisites:**

- Must attend an APS school
- 3.0 cumulative GPA
- Must be 16 years old by September 1, of the entry year
- Must be capable of performing Essential Functions at all times during the program
- Must have two (2) semesters of Biology with a minimum of a “B” each semester
- Must have two (2) years of Mathematics with a minimum of “B” each year

**Application Requirements:**

- Complete CEC PN application and submit by **deadline**
- Ensure application has correct and working student and parent email addresses
- Provide **three** reference letters from Math, English and Science teachers
  - Download forms for reference letters from [www.cec.aps.edu](http://www.cec.aps.edu)
  - Reference letters must be submitted by due date

**Additional Requirements:**

Upon acceptance to the program the student/parent/guardian will provide the following documents to the admission coordinator or designate:

- Physical exam form completed and signed by physician, NP or primary care practitioner
- Essential functions form, signed by parent and health care provider
- Proof of immunizations,
  - TB Test with results
  - Immunizations must include
    - Hepatitis B series (3 injections)
    - MMR (2 injections)
    - Tetanus, diphtheria, and pertussis (TdaP),
    - Varicella vaccine (or positive titer)
- COVID vaccine (at least the first 2 vaccines) or proof of a Bivalent COVID vaccine and annual flu vaccine
- Proof of health insurance coverage
- Signed transportation permission form

- Signed parent/student agreement form
- Signed parent/guardian authorization to participate form

Once accepted into the program, the student will obtain:

- Access to internet
- Electronic reader/lap top
- Access to a Printer with printer paper and ink
- Reliable transportation to clinical sites
- Uniforms/ nursing shoes – (specifics detailed during 1<sup>st</sup> semester)
- Annual influenza vaccine
- CPR certification
- \$150.00 for the first semester to cover supplies used in the classroom
- \$65.00 lab fee due at the beginning of each semester starting in the Spring of the Junior year (\$410.00 total)
- Purchase of a Resource Book for Medication Administration
- Purchase or rental of some required textbook(s)
- To participate in the clinical portion of the course students will complete a urine drug screen, and a background check (fingerprints) through the Department of Health
- Some clinical settings may require documentation such as Social Security number and proof of citizenship
- Students must have reliable transportation to and from clinical facilities for the duration of the program.

The cost of the program includes a \$150.00 fee (payable to the PN Program) for the first semester and a \$65.00 lab fee (payable to the PN program) each semester beginning in the second semester. The cost for the Department of Health background check varies and can run between \$40.00-\$60.00. The cost for drug testing varies and can run between \$30.00 - \$70.00 dollars. Students must purchase several textbooks and references for use during the program. Textbooks can be rented, purchased, or borrowed from various internet sites. Students must purchase their own uniforms and clinical shoes, stethoscope,

blood pressure cuff, gait belt, safety scissors, pen light, badge pin and a wristwatch. Upon completion of the program, the graduation costs are approximately \$500.00. Students are responsible to purchase a nursing pin, paying the costs for NM Board of Nursing licensing (\$150.00) and the NCLEX-PN exam (\$200.00). Lab supplies are provided for use by the students during the Program.

Mandatory student and parent meetings are held in June prior to the beginning of classes in August for entering junior students. These meetings are a chance to meet face-to-face with faculty and to receive information critical for student success and to allow parents to ask questions directly from the program director or designate. Parents and students sign a simple contract stating agreement with the general requirements of the program. Students /parents assume the cost of personal medical/accident insurance that can be purchased at a low cost through various entities in Albuquerque.

All application requirements, prerequisites, and academic standards are outlined in the course catalog, posted on the CEC website, and included in the student handbook, which is reviewed with students upon entry into the program .

## **ALBUQUERQUE PUBLIC SCHOOLS PRACTICAL NURSING PROGRAM**

The APS CEC PN curriculum is five (5) semesters (approximately 22 months) in length. All junior level students must begin the first semester in the Fall semester.

The five semesters are completed consecutively without possibility for students to repeat any portion of the course work outside of the prescribed sequence. The following represents the course sequence for PN students. Minimum passing grades for all courses, (theory and clinical) is 75%.

### **COURSE DESCRIPTIONS:**

**COURSE TITLE:** Anatomy & Physiology (Co-requisite with Nursing Science 1 - Principals of Nursing)

**SEMESTER:** 1 (Fall Semester Junior Year)

**SEMESTER CREDITS:** 1.0 High School Elective credit. **Students must pass semester with at least a 75% in order to receive credits and continue in the program.**

**TOTAL HOURS:** Approximately 130

**COURSE OVERVIEW:** This course introduces the anatomy (structure) and physiology (function) of the human body, which includes the study of basic chemistry, molecules, cells,

tissues, organs, organ systems and terminology related to these concepts. Students must pass course with a 75% to advance to next semester.

**COURSE TITLE:** Nursing Science 1: Principles of Nursing Science/Introduction to Health Care

**SEMESTER:** 1 (Fall Semester Junior Year)

**SEMESTER CREDITS:** 2.0 HS elective credit. **Students must pass semester with at least a 75% to receive credits and continue in the program.**

**TOTAL HOURS:** Approximately 130 classroom hours divided as 90 hours of didactic and 40 hours of laboratory, skills practice. One scheduled field trip day to care for patients in health care setting.

**COURSE OVERVIEW:** Nursing Science 1: Principles of Nursing Practice Basics/Introduction to Health Care Theory and Laboratory Skills introduces the student to the art and science of nursing across the lifespan through conceptual based learning. This course emphasizes the concepts of professionalism, evidence-based nursing practice, health promotion, nursing process and basic nursing skills within classroom and laboratory settings. Application of knowledge from this course and the concurrent Anatomy and Physiology course creates the groundwork for safe, culturally relevant patient care. All content is focused on recognizing and reporting, not managing disease processes. Students begin learning PN program competencies and outcomes of professionalism, safety, evidence-based practice, leadership, inter-professional collaborations and technology in nursing. Literacy strategies are integrated throughout the curriculum. Students must pass course with a 75% to advance to next semester.

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**COURSE TITLE:** Nursing Science 2: Theory and Clinical

**SEMESTER:** 2 (Spring Semester Junior Year)

**SEMESTER CREDITS:** 2.0 HS elective credit. **Students must pass both theory and clinical with at least a 75% to receive credits and continue in the program.**

**Total Hours:** Approximately 110 classroom hours divided as 90 hours didactic, 20 hours of lab/SIM and 100 hours clinical experiences. Semester total is approximately 210 hours.

**COURSE OVERVIEW:** Nursing Science 2 Theory and Clinical builds on the foundations of nursing science 1 and basic anatomy and physiology from the previous semester. Content includes concepts related to, patient education, health disparities, therapeutic communication, ethics, and patient education, calculating dosage and solutions and medication administration. Students continue to develop PN Program competencies and outcomes of professionalism, safety, evidence-based practice, leadership, inter-professional collaborations and technology in nursing. Students continue utilizing prior learning regarding influencing safe and effective care environments, supporting health promotion and maintenance, maximizing psychosocial integrity and prioritizing physiological integrity. Students develop increasing proficiency with assessment

techniques, basic patient care and safe practices. All content is focused on recognizing and reporting, not managing disease processes. All content is associated with caring for patients across the lifespan. Literacy strategies are integrated throughout the curriculum. Students must pass course with a 75% to advance to next semester.

**COURSE TITLE:** Nutrition for Nurses

**SEMESTER:** 2 (Spring Semester Junior Year)

**SEMESTER CREDITS:** 1.0 HS Elective credit. Students must pass semester with at least a 75% to receive credits and continue in the program.

**TOTAL HOURS:** 60 hours. Required class in sequence that includes online component

**COURSE OVERVIEW:** Nutrition for nurses is a required class in the sequence of the five (5) semesters at CEC and includes an online component. All tests and the final are taken at CEC. Nutrition concepts across the life span are studied including obesity, malnutrition, patient education and health promotion with focus on nutritional issues during illness. Students apply prior learning about influencing safe and effective care relative to nutritional concepts, supporting health promotion and maintenance using student produced patient education materials, maximizing psychosocial integrity, and prioritizing physiological integrity for patients with nutritional or educational impediments to wellness. All content is associated with caring for patients. Literacy strategies are integrated throughout the curriculum. Students must pass course with a 75% to advance to next semester.

**COURSE TITLE:** Nursing Science 3: Pharmacology – Theory and Clinical

**SEMESTER:** 3 (*Summer Semester*)

**SEMESTER CREDITS:** 2.0 HS Elective credits. Students must pass both theory and clinical with at least a 75% to receive credits and continue in the program.

**TOTAL HOURS:** Approximately 110 didactic hours, 10 SIM hours and 100 hours clinical experiences. Semester total approximately 220 hours.

**COURSE OVERVIEW:** Nursing Science 3 Pharmacology theory and clinical builds on the foundation of knowledge the student attained in the two previous semesters and is a continuation of the five (5) semester Practical Nursing Program. Emphasis is on developmental and cultural assessment, providing health promotion and patient education, application of principles of pharmacology and safe administration of medications. Students apply principles of professionalism, nursing process, communication and caring while providing safe, ethical, culturally sensitive patient care. Emphasis is on nursing skills, patient assessment, and application of pharmacology and safe administration of medications. Students continue to develop PN Program competencies and outcomes of professionalism, safety, evidence-based practice, leadership, inter-professional collaborations and technology in nursing. All content is focused on recognizing and reporting, not managing disease processes. All content is associated with caring for patients across the lifespan. Literacy strategies are integrated throughout the curriculum. Students must pass course with a 75% to advance to next semester.

**COURSE TITLE:** Nursing Science 4: Theory and Clinical

**SEMESTER:** 4 (Fall Semester Senior Year)

**SEMESTER CREDITS:** 1.5 HS Elective credits. **Students must pass both theory and clinical with at least a 75% to receive credits and continue in the program.**

**TOTAL HOURS:** Approximately 144 classroom hours and 100 hours clinical experiences and simulation skills. Semester total approximately 244

**COURSE OVERVIEW:** Nursing Science 4 builds on the foundation of knowledge the student attained in the previous three (3) semesters of Nursing Science and is a continuation of the five (5) semester Practical Nursing Program. The course focuses on care of patients throughout the life span and across the healthcare continuum. Concepts covered are related to homeostasis and regulation, oxygenation and hemostasis, protection and movement and sexual reproduction. All content is focused on recognizing and reporting, not managing disease processes. Students apply principles of professionalism, nursing process, communication and caring while providing safe, ethical, culturally sensitive patient care. Students continue to develop PN Program competencies and outcomes of professionalism, safety, evidence-based practice, leadership, interprofessional collaborations and technology in nursing. Students continue utilizing prior learning regarding influencing safe and effective care environments, supporting health promotion and maintenance, maximizing psychosocial integrity and prioritizing physiological integrity. Literacy strategies are integrated throughout the curriculum. Students must pass course with a 75% to advance to next semester.

**COURSE TITLE:** Nursing Science 5: Theory and Clinical Internship/Work Based Learning

**SEMESTER:** 5 (Spring Semester Senior Year)

**SEMESTER CREDITS:** 2.5 HS Elective credits. **Students must pass both theory and clinical internship/work-based learning with at least a 75% to receive credits and continue in the program.**

**Total Hours:** Approximately 144 classroom hours and 100 hours clinical experiences and simulation skills. Semester total approximately 244

**COURSE OVERVIEW:** Nursing Science 5 is the last course in the five (5) semester Practical Nursing curriculum. **This course builds on previous learning and focuses on care of patients throughout the life span and across the healthcare continuum within the healthcare community.** Concepts covered are related to cognitive and behavioral processes, emotional processes, care delivery and professional attributes. The final portion of the five (5) semester curriculum also focuses on leadership within the scope of the Licensed Practical Nurse. All content is focused on recognizing and reporting, not managing disease processes. Students apply principles of professionalism, nursing process, communication and caring while providing safe, ethical, culturally sensitive patient care. Students continue to develop PN Program competencies and outcomes of professionalism, safety, evidence-based practice, leadership, interprofessional collaborations and technology in nursing. Students continue utilizing prior learning

regarding influencing safe and effective care environments, supporting health promotion and maintenance, maximizing psychosocial integrity and prioritizing physiological integrity. Literacy strategies are integrated throughout the curriculum. Students must pass course with a 75% to advance to next semester.

## APS CEC PRACTICAL NURSING PROGRAM



**Standards of Practice for PN**  
**Professionalism**  
**Safety**  
**Evidence Based Practice**  
**Leadership**  
**Inter-professional Collaboration**  
**Technology**

## ESSENTIAL FUNCTIONS OF THE PRACTICAL NURSING STUDENT

The Albuquerque Public Schools Practical Nursing Program requires the following functional abilities for the nursing applicant and the nursing student. These standards are based upon required abilities that are compatible with effective performance in the nursing program and the ability of the student to meet the program objectives. The program applicant must be capable of performing the following functions upon admission and the student must be able to perform these functions throughout the duration of the program. Any change in ability to perform these functions requires a prompt written notification to the program director. The student who cannot perform essential functions will not be able to participate in laboratory experiences or clinical rotations and will not be allowed to continue in the program. The applicant's physician or healthcare provider must verify the following functional abilities. The healthcare provider, parent and student must sign a document affirming ability of student to perform essential functions.

### Essential Functions: Observation (Sensory Modalities)

School of Nursing Essential Functions	Clinical Examples
Tactile: Feel vibrations Feel differences in sizes, shapes Detect temperature Feel differences in surface characteristics Detect environmental temperature	Tactile ability sufficient to perform physical assessments, examinations, and procedures Palpate pulses Palpate vein Identify body landmarks Skin turgor, rashes Skin temperature Check for drafts
Visual: See objects up to 20 inches away (e.g., information on a computer screen, skin conditions) See objects up to 20 feet away (e.g., client in a room) See objects more than 20 feet away (e.g., client at end of hall) Use depth perception Use peripheral vision Distinguish color (e.g., color codes on supplies, charts, bed) Distinguish color intensity (e.g., flushed skin, skin paleness)	Visual acuity sufficient to: Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including absence of respiratory movement), and color intensity (such as the ability to identify cyanosis). Identification of allergic responses such as skin rashes. Access patient information on computer screens. Read very fine print on medication labels, monitor strips, equipment calibrations. Draw up correct quantity of medication into syringe.

<p>Hearing:</p> <ul style="list-style-type: none"> <li>Hear normal speaking level sounds (e.g. person-to-person report)</li> <li>Hear faint voices</li> <li>Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes)</li> <li>Hear in situations when not able to see lips (e.g., when masks are used)</li> <li>Hear auditory alarms (e.g. monitors, fire alarms, call bells)</li> </ul>	<p>Hearing acuity sufficient to:</p> <ul style="list-style-type: none"> <li>Assess changes in heart, breath, abdominal, vascular sounds.</li> <li>Take blood pressure</li> </ul>
<p>Smell:</p> <ul style="list-style-type: none"> <li>Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)</li> <li>Detect smoke</li> <li>Detect gases or noxious smells</li> </ul>	<p>Smell sufficient to</p> <ul style="list-style-type: none"> <li>Detect odors exhibited by body fluids which may be indicative of disease processes</li> </ul>

**Essential Functions: Communication**

School of nursing Essential Functions	Clinical Examples
<p>Teach (e.g. client/family about health care)</p> <ul style="list-style-type: none"> <li>Explain procedures</li> <li>Give oral reports (e.g., report on client's condition to others)</li> <li>Interact with others (e.g., health care workers)</li> <li>Speak on the telephone</li> <li>Influence people</li> <li>Direct activities of others</li> <li>Convey information through writing (e.g., progress notes)</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with patients/clients, family members and health care providers regarding the individual's plan of care.</li> <li>Read and comprehend printed materials and documents.</li> <li>Document clearly and correctly on patient's medical record for legal documentation.</li> <li>Transmit information through written documents that use good grammar, syntax, spelling, and punctuation.</li> <li>Access laboratory data via automated information system.</li> <li>Clarify the meaning of non-verbal communication.</li> <li>Use physical touch as a therapeutic non-verbal intervention.</li> <li>Present oral reports</li> <li>Clarify physician orders</li> </ul>

**Essential Functions: Psychomotor Skills**

School of Nursing Essential Functions	Clinical Examples
<p>Gross motor skills</p> <ul style="list-style-type: none"> <li>Move within confined spaces</li> <li>Sit and maintain balance</li> <li>Stand and maintain balance</li> <li>Reach above shoulders (e.g. IV poles)</li> <li>Reach below waist (e.g., plug electrical appliance into wall outlets)</li> <li>Stoop and squat</li> </ul>	<p>Administer medication vial all routes including intravenous therapy. Institute appropriate nursing interventions to stabilize a patient's condition and/or prevent complications.</p>
<p>Fine motor skills</p> <ul style="list-style-type: none"> <li>Pick up objects with hands</li> <li>Grasp small objects with hands (e.g., IV tubing, pencil)</li> <li>Write with pen or pencil</li> <li>Key/type (e.g., use a computer)</li> <li>Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)</li> <li>Squeeze with fingers (e.g. eye dropper)</li> </ul>	<p>Able to coordinate eyes and hands/fingers with speed and accuracy in making precise movements when providing patient care</p> <ul style="list-style-type: none"> <li>Calibrate equipment</li> <li>Draw up solution/medication in a syringe</li> <li>Twist objects with hands</li> <li>Take vital signs, including blood pressure, pulse, temperature, respiratory rates, pulse oximetry, and three-lead electrocardiogram.</li> <li>Insert catheters</li> <li>Pick up or grasp small objects</li> </ul> <p>Transmit information vial electronic means</p>
<p>Physical endurance</p> <ul style="list-style-type: none"> <li>Stand (e.g., at client side during surgical or therapeutic procedure)</li> <li>Sustain repetitive movements (e.g., CPR)</li> <li>Maintain physical tolerance (e.g., work entire shift)</li> </ul>	<p>Perform cardiopulmonary resuscitation (e.g., move above patient to compress chest and manually ventilate patient) Stand/walk to complete clinical day (e.g. 8/12 hour shift) Complete assigned clinical practice within an acceptable time period</p>
<p>Physical Strength</p> <ul style="list-style-type: none"> <li>Push and pull 25 pounds (e.g., position clients)</li> <li>Support 25 pounds of weight (e.g., ambulate client)</li> <li>Lift 50 pounds (e.g., pick up a child, transfer client)</li> <li>Move light objects weighting up to 10 pounds (e.g., IV poles)</li> <li>Use upper body strength (e.g., perform CPR, physically restrain a client)</li> <li>Squeeze with hands (e.g., operate fire extinguisher)</li> </ul>	<p>Position patients</p> <ul style="list-style-type: none"> <li>Use transfer techniques in moving and lifting patient in all age groups and weights.</li> <li>Assist with ambulation.</li> </ul>

<p>Mobility</p> <ul style="list-style-type: none"> <li>Twist</li> <li>Bend</li> <li>Stoop/squat</li> <li>Move quickly (e.g., response to an emergency)</li> <li>Climb (e.g., ladders/stools/stairs)</li> <li>Walk</li> </ul>	<p>Maneuver in small spaces*</p> <p>Move independently from room to room</p> <p>Twist, bend, stoop, engage in procedures and direct patient care</p> <p>* While health care agencies must meet ADA physical access standard, potential clients and equipment may limit the amount of available space in which to move</p>
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**Essential Functions: Intellectual and Cognitive Abilities**

School of Nursing Essential Functions	Clinical Examples
<p>Reading</p> <ul style="list-style-type: none"> <li>Read and understand written documents</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand English printed documents (e.g., policies, protocols, standards of care)</li> <li>Read measurement marks</li> </ul>
<p>Arithmetic Competence</p> <ul style="list-style-type: none"> <li>Read and understand columns of writing (e.g., flow sheet, charts)</li> <li>Read digital displays</li> <li>Read graphic printouts (e.g., EKG)</li> <li>Calibrate equipment</li> <li>Convert numbers to and/or from Metric System</li> <li>Read graphs (e.g., vital sign sheets)</li> <li>Tell time</li> <li>Measure time (e.g., count duration of contractions, etc.)</li> <li>Count rates (e.g., drips/minute, pulse)</li> <li>Use measuring tools (e.g., thermometer)</li> <li>Read measurement marks (e.g., measurement tapes, scales, etc.)</li> <li>Add, subtract, multiply, and/or divide whole numbers</li> <li>Compute fractions (e.g., medication dosages)</li> <li>Use a calculator</li> <li>Write numbers in records</li> </ul>	<ul style="list-style-type: none"> <li>Use measurement tools recognized as central to the care of patients/clients.</li> <li>Perform dosage calculations in a time frame to deliver safe care</li> </ul>
<p>Analytical Thinking</p> <ul style="list-style-type: none"> <li>Transfer knowledge from one situation to another</li> <li>Process information</li> <li>Evaluate outcomes</li> <li>Problem solve</li> <li>Prioritize tasks</li> <li>Use long term memory</li> <li>Use short term memory</li> </ul>	<ul style="list-style-type: none"> <li>Handle multiple tasks and problem solve simultaneously.</li> <li>Assimilate and apply knowledge acquired from multiple learning experiences</li> <li>Seek supervision and consultation in a timely manner</li> </ul>

<p>Critical Thinking Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information</p>	<p>Analyze assessment data in determining nursing diagnoses. Prioritize tasks Comprehend and apply abstract concepts</p>
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**Essential Functions: Professional and Social Attributes**

School of Nursing Essential Functions	Clinical Examples
<p>Interpersonal Skills Negotiate interpersonal conflict Respect differences in clients Establish rapport with clients Establish rapport with co-workers</p>	<p>Show respect for the differences in patients/clients and co-workers. Function as a member of an interdisciplinary team (e.g., consult, negotiate, share) Establish rapport with patients/clients Participate in partnered and group efforts in classroom and clinical learning activities. Practice in a manner that is non-judgmental and non-discriminatory. Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds</p>
<p>Emotional Stability Establish therapeutic boundaries Provide client with emotion support Adapt to changing environment/stress Deal with the unexpected (e.g. client going bad, crisis) Focus attention on tasks Monitor own emotions Perform multiple responsibilities concurrently Handle strong emotions (e.g., grief)</p>	<p>Function effectively under stress Assume responsibility/accountability for own actions Provide patient/family with emotional support Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g., learning, patient care, emergencies)</p>

Yocom, C.J. (1996). *Validation study: Functional abilities essential for nursing practice. National Council State Boards of Nursing.*

## GRADUATION EXPENSES

- The total cost is approximately \$500.00.
  - White nursing uniform
  - APS CEC PN Program nursing pin
  - New Mexico Board of Nursing Licensing fee (\$110.00)
  - NCLEX-PN board exam fee (\$200.00)
  - Fingerprinting and background check (\$44.00)
- Graduating students must purchase a pin. Graduation invitations are optional. Payment for invitations and pins are due at the time they are ordered, usually in March, and are paid directly to the company. In the event a student does not graduate, the money paid for the invitations and the pin is not refundable.



## ACADEMIC AND ATTENDANCE REQUIREMENTS

Students begin in their junior year of high school. Class meets approximately three hours per day, five days per week during the school year. During clinical experiences, hours are scheduled for each rotation. The practical nurse program requires five consecutive semesters completed in the last 2 years of high school.

Summer hours between Junior and Senior year are variable but usually involve 2 -3 days of theory and 10-20 hours of clinical per week.

Clinical experience instruction begins during the second semester of the junior year, continues through the summer session, and into the senior year. Clinical experience includes day, afternoon, evening and possibly weekend days.

Approximately 1200 hours is required for completion of the Practical Nurse program

Any missed theory hours or clinical hours must be made up hour-for-hour prior to the end of each semester.

If the student earns a failing grade of any core academic course(s) at the comprehensive high school, he/she is subject to withdrawal from the nursing program.

Absence policy is consistent with the APS student behavior handbook with the following exceptions.

- 3 absences require a parent meeting with administration
- Tardies are counted against the student's attendance record
- 5 unexcused absences, a student is considered truant
- 10 unexcused absences, student is considered habitual
- CEC administration may choose to place the student on an attendance contract and deny granting credit.
- Any student who is absent and misses more than 15 hours of instruction during any one semester is dropped and must petition faculty and administration for re-instatement. A student, who is absent more than 8 hours during the entire summer session (starting the first day of the summer session) is dropped and must appeal in writing to the faculty to be reinstated. Any hour tardy or missed, including leaving early, is counted toward the hours of absence.

Minimal accepted performance is 75% proficiency in each nursing content area.

**GRADING SYSTEM:**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
97.0 – 100 – A+	87.0 – 89.9 – B+	77.0 – 79.9 – C+	67.0 – 69.9 – D+
93.0 - 96.9 – A	83.0 – 86.9 - B	73.0 – 76.9 – C	63.0 – 66.9 – D
90.0 – 92.9 - A-	80.0 – 82.9 – B-	70.0 – 72.9 – C-	60.0 – 62.9 - D-

Requirements for continuing sequentially from semester to semester.

- Pass all classes in each semester with a 75% or better
- Obtain a current card for basic life support CPR certification before beginning 1<sup>st</sup> clinical course
- Pass oral medication administration lab check offs
- Pass parenteral medication administration lab check offs
- Pass random drug screens
- Maintain negative background check based on fingerprints
- Maintain up-to-date immunization records
- Uphold all aspects of the Honor Code and Academic Integrity policies

**CONTESTING A GRADE**

Graded assignments are available within 1 week of submission with few exceptions. Documents and clinical evaluations remain in the student’s file after the student has initialed the document. If a student feels a grade is incorrect, the rules for contesting a grade are as follows:

- The student/parent has 1 week from the posting the grade on Synergy to contest it to the program director.
- A letter must be written and signed by both parent and student explaining why they feel the posted grade is incorrect.
- The grade being contested will be researched and reviewed.
- The results of the review will be shared with the student and parent within 2 weeks of submitted letter.
- Any grade uncontested will remain as posted in Synergy and will not be reviewed later in the semester.
- Faculty may require written documentation to support the extenuating circumstance. (\*updated 12/2024)

Late assignments are not accepted. All assignments are due on the date and time specified, even in the event of an absence or tardy regardless of the reason for the absence or tardy. Students who miss an assignment deadline **due to extenuating**

**circumstances** may write a petition that will be reviewed by the faculty. The petition **must be signed by both the student and the parent.** The petition must be submitted within one week of the absence. Outcomes of the petition may include:

- Acceptance of the late assignment with full credit
- Acceptance of the assignment with partial credit
- The assignment is not accepted, graded, or given credit.

### **STUDENTS RIGHTS AND RESPONSIBILITIES:**

Student safety while at school is in accordance with APS mandates. Every classroom has a copy of the evacuation plan and the site safety procedures. Monthly fire drills are conducted and shelter in place drills are part of emergency preparedness. CEC has security staff available during school hours. All staff and students are required to wear identification badges at all times when on school property.

Student's rights and responsibilities are outlined in the APS Student handbook available to all students on the APS website ([www.aps.edu](http://www.aps.edu)). The Career Enrichment Center Practical Nursing Program has its own Expectations of Students as outlined below.

The mission of the Career Enrichment Center's Practical Nursing (PN) Program is to prepare graduates with the knowledge, skills, moral and ethical principles that contribute to the development of nurses who provide quality nursing care and pursue lifelong learning. This mission guides everything we do and reflects our commitment to excellence in nursing education.

To maintain this standard, the PN Program has established clear rules, regulations, policies, and expectations that every student is required to uphold. These standards are not only essential for your individual growth and professional development, but they also directly impact the integrity and reputation of our program.

Our program's approval by the New Mexico Board of Nursing and accreditation through the Accreditation Commission for Education in Nursing (ACEN) are in part dependent on students consistently meeting these expectations. Student conduct—both inside and outside the classroom—matters, and we rely on each student to represent the program with professionalism and integrity.

Please take this responsibility seriously, and always remember that actions reflect not only on yourself, but also on your classmates, instructors, and the broader nursing community.

## **APS CEC PN PROGRAM POLICY– CLASSROOM THEORY AND CLINICAL.**

### **CLASSROOM DRESS CODE:**

- CEC ID badges must be worn at all times.
- Dress code will be enforced per ECA/CEC and CEC Nursing Policy:
  - No excessively tight, revealing clothes, short-shorts or short-skirts.
  - No bare midriffs exposed.
  - No low-cut and/or off-the-shoulder blouses.
  - No wearing of pants below the waist and /or in a manner that allows underwear or bare skin to show.
  - No torn jeans/pants
  - No tops with “spaghetti” straps
  - No pajamas (pj’s) or slippers (\*updated 12/2024)

### **LAB DRESS CODE:**

- CEC ID badges must be worn at all times.
- Approved lab dress
  - Clean white wrinkle free scrub top and black or navy-blue scrub pants (no joggers or cuffed scrub pants allowed)
  - Closed tennis shoes
  - Hair groomed, controlled, secured and out of face
  - No facial hair
  - No distracting items on face including but not limited to “pimple pads”
  - No false/fake or artificial eyelashes
  - Keep fingernails clean, short, and neat. No nail polish or fake nails
  - No body jewelry including rings (tongue, eyebrow, lip, nose, tooth gems), necklaces or bracelets
  - Earrings--one pair of small stud earrings worn only in the ear lobes, no hoops, dangling or gauged earrings
  - No visible tattoos or “hickies”

▪ Updated October 2025

### **CLASSROOM RULES**

- CELL PHONE, SMART WATCHES AND/OR ANY PERSONAL ELECTRONIC DEVICES WILL NOT BE PERMITTED DURING INSTRUCTIONAL TIME IN THE CLASSROOM; any usage of phones is **only** at the discretion of the instructor.
- No talking during class time unless teacher requests participation.
- No studying of other subjects during nursing classes.
- No plagiarism or cheating will be tolerated
  - See Honor Code/CEC Academic Integrity Policy 25-26

- Plagiarism is defined as the inclusion of someone else's work, ideas, or data as one's work, including: AI, borrowing facts, statistics, or other material that are not common knowledge without citation or source.
- Sharing of an assignment in any form that is submitted as personal work is considered plagiarism (unless the assignment is clearly defined as a group project).

## **THEORY TARDIES/ABSENCES**

**Any student who is tardy will be required to make up the time as indicated on the following Tardy Rules.**

**If a student is going to be tardy or absent:**

- The **PARENT** must call the attendance secretary at CEC to inform the school. The CEC attendance number is 247-3658
- The **STUDENT** must contact the instructor directly, prior to the time of the absence
- If the **STUDENT** fails to notify the instructor before the end of the missed period class period, the instructor will notify the **PARENT**
- A student is considered tardy if they are not in their seats when the class begins
  - When a student is tardy they must stop at the front office to get a tardy slip before coming into class
- A tardy is any missed class time up to one hour. After one hour the missed time will be considered an absence.
- A tardy will require one hour of makeup time, contact with the instructor regarding the tardy is required within one week of the tardy
- An absence will require hour for hour makeup of the time missed, contact with the instructor regarding the tardy is required within one week of the tardy
- If make-up time is not done within the acceptable time frame a parent conference will be scheduled.
- Leaving class more than 10 minutes early, regardless of the reason will require 1 hour of make-up time.
- A tardy/absence is considered a tardy or absence regardless of the reason the student is tardy or absent.
- Missed quizzes will not be made up. The student will receive a 0 on the missed quiz if tardy, if absent, the quiz will not count against the student's grade.
- **No late papers will be accepted.** Any assignment that is due on the date of an absence or tardy is due at the beginning of class. The absent student must make arrangements for the assignment to be turned in at that time or the assignment will not be accepted. Assignments are due as above regardless of the reason for the absence. If the assignment is not turned in as above on the due date, the grade for that assignment will be a zero.

- Students are required to contact the instructor regarding make-up time and assignments. The instructor will not be responsible for contacting the student regarding missed time.
- Students are required to communicate with an instructor when they will be at CEC to make up time.
  - Once an established time has been scheduled between the student and an instructor, the student will be held accountable to show up to their scheduled time
    - If a student is late for their scheduled make up time, the student will be required to make up an additional 1 hour
    - If the student does not show up to the scheduled make-up time, students will BE REQUIRED TO MAKE UP 3 additional hours and will lose points for professionalism
    - If there is recurring hours for make up time and the student still owes make up time by the end of the semester the student will not be approved to attend clinical for the next semester and will receive a zero on the first clinical rubric of the semester.
    - FOR NURSING SCIENCE 5 ONLY: If there is recurring hours for make up time and the student still owes make up time by the end of the semester the student will not be approved through the New Mexico Board of Nursing and will not receive paperwork to sit for the boards.
  - Students will be required to sign-in and sign-out with a nursing instructor for makeup hours. Students are responsible for documenting their make-up time on a “Make Up Time” document
  - Students may attend nursing classes in virtual classrooms (Google Meet) only if COVID positive

▪ Updated October 2025

#### During the makeup time:

##### Tardies/Absences

- Makeup time may be a variety of activities. Usually the student will summarize one article from a professional nursing journal for each hour to be made up. Journals are selected by nursing faculty.
- A one-page summary for each article summarized will be turned in.
- Students on makeup time will not be allowed to study, complete homework assignments or review exams, congregate or socialize.

#### **Policy for missed exam**

**If a student is absent on the day of a scheduled exam whether it is excused or unexcused, the following steps must be taken:**

- Faculty are NOT responsible to contact the student.
- Students or parents MUST contact instructors on the DAY OF THE ABSENCE.
- Student MUST contact the faculty member who administered the exam on the FIRST DAY back to class or clinical.
  - Students must make arrangements to take the missed exam at the earliest possible date

- It is important to take the exam as soon as possible because faculty will not be able to review the exam with the rest of the class until all students have taken the exam.
- The missed exam **MUST** be taken within three (3) days of the student's date of return.
- Failure to take a missed exam will result in a zero ("0") for the exam.
- The makeup exam will not necessarily be the same exam that was missed, but the content of the exam will be comparable to the original test.

### **ELECTRONIC/HOMEWORK ASSIGNMENTS**

All homework/assignments that the Instructor has designated to be sent electronically must meet the following standards:

- Must be sent by scheduled time
- They must be sent using Google Classroom
- Must be in proper format with correct labeling
- Any homework/assignment received after the scheduled time, not properly sent will receive a ZERO grade

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### **CLINICAL UNIFORM REQUIREMENTS (in all clinical settings)**

PROFESSIONAL appearance is expected **at all times** while in any clinical facility. Instructor has discretion regarding dress code on each unit. Student will not be allowed to remain on clinical unit if instructor feels appearance does not meet program standards. Students must meet CEC PN uniform standards until they are completely off the clinical sites property.

#### **CEC PN clinical uniform consisting of:**

- Clean, neat, wrinkle-free uniform.
- White scrub top with/without collar (female & male).
- Ceil blue scrub pants (female & male). No joggers or cuffed scrub pants allowed.
- Identification badge, attached to badge clip on left side. Badge clip must be made of a material that can be cleaned and sanitized when needed.
- White socks must cover entire ankle at least. No tennis socks and no visible color other than white
- Watch with second hand or digital watch – No Smartwatches
- Shoes must be all white, be impervious to fluids and have a closed toe & closed back. Clogs, sling-backs, high heels, canvas, and "Croc" type shoes are not acceptable.
- All students are required to wear a plain white undershirt, or white tank top under their uniform top, for modesty reasons.
- Upper body undergarments should be white or nude in color

- Updated October 2025

### Hair styles

- Hair must be neatly groomed, controlled and out of face and, at the instructor's discretion off the collar.
- At the instructor's discretion, student may be asked to redo hair.
- No colorful hair trinkets (combs, ribbons, bandanas, etc.).
- Dyed hair must be a natural color.
- No facial hair.

### Make-up

- Must be moderate. (Please avoid heavy application of lipstick, colored eye shadow and mascara.)
- No distracting items on face including but not limited to "pimple pads"
- No false/fake or artificial eyelashes
- Keep fingernails clean, short, and neat. No nail polish or fake nails
- Do not wear perfume, cologne or after-shave.

○ Updated October 2025

### Jewelry

- No rings.
- No necklaces or bracelets.
- One pair of small stud earrings worn only in the ear lobe, allowed at any time. No hoops, dangling types, or gauge earrings.
- No body jewelry including rings (umbilical, tongue, eyebrow, lip, nose or tooth gems) permitted.
- No visible tattoos or "hickies"

▪ Updated October 2025

### Other

- **NO CELL PHONE USE IN ANY FORM DURING CLINICAL**
- Smoking is not allowed at any time during clinical /school time.
- No chewing gum.
- Hygiene—student must be clean and free of offensive smells (smoke, body odors, excessive perfumes, after-shave) at all times.

### CLINICAL RULES

- CEC Nursing Policy concerning the use of electronic devices will be enforced.
- All CEC rules and policies will be followed and enforced.
- No plagiarism or cheating will be tolerated.
- See Honor Code/CEC Academic Integrity Policy 25-26
  - Plagiarism is defined as the inclusion of someone else's work, ideas, or data as one's work, including: AI, borrowing facts, statistics, or other material that are not common knowledge without citation or source.
  - Sharing of an assignment in any form that is submitted as personal work is considered plagiarism (unless the assignment is clearly defined as a group project.)

### **CLINICAL TARDIES**

- Tardies are unprofessional and will not be tolerated. Points will be deducted from clinical evaluations
- Tardies need to be reported to the clinical nursing instructor as soon as possible.

### **CLINICAL ABSENCES**

- Absences are difficult to make up. Attendance and being on time to all clinical sites is of utmost importance.
- The parent and/or students must inform the instructor of all absences. Instructors must be notified before 0600 (or at the time requested by instructor in particular for evening rotations) of a student's absence from the clinical area.
- Summer Semester – CEC PN Program follows the APS Summer School policy “The student will be dropped from the class at the end of the 8<sup>th</sup> hour of absence”. A student who is absent more than 8 clinical hours during the entire summer session (starting the first day of the summer session) is dropped and must appeal in writing to the faculty to be reinstated. Any hour tardy or missed, including leaving early, is counted toward the 8 hours of absence for the summer session.
- All absences must be made up.
- One clinical absence per regular school year semester can be made up with a paper. This paper is to be the number of pages per hours missed with a reference page (not included in the required page amount). The paper will be done in Times New Roman 11 font and will cover a topic assigned by the instructor. This is due within one week after the absence.
- Failure to turn in a makeup assignment will result in a zero (“0”) in grade for that day of clinical. Grades for that week will not be given until absence is made up.
- All additional clinical absences must be made up in the clinical area at the instructor's convenience and discretion. All make up must be completed prior to the end of the semester.
- If the student does not fulfill the makeup time allotted, the student will have to furnish the faculty with a written petition requesting additional make-up time. If the student does not observe this policy, a zero will be averaged in with the clinical week in which the absence has occurred. (Students must be aware that a zero for one week could result in a clinical failure.) Extenuating circumstances or lengthy illness will be handled on an individual basis.
- Arrangements should be made with the instructor whose clinical was missed.

### **CLINICAL PAPERWORK**

Clinical paperwork is due daily (as explained in orientation.)

Clinical performance and paperwork will be graded and evaluated on the clinical evaluation tool.

## **LATE PAPERS**

***Late clinical papers are not accepted.***

See late paper policy under theory policies.

## **HOSPITAL POLICIES**

Students are educational guests in the facilities where clinical experiences take place. Each student is required to complete ALL student nurse requirements set forth by the facility. Requirements might include, but are not limited to, background checks, fingerprint submission, drug testing, receiving vaccines, completion of learning modules and/or attending computer classes. Students will have a reasonable due date for completing requirements. If requirements are not completed, the student will not be allowed to attend clinical and may be dropped from the program.

## **INSTRUCTORS' OFFICES**

The instructors' offices are off limits to students without an appointment. Make appointments by phone to the instructor. An instructor must escort students in the office if a meeting is urgent and an appointment cannot be made. Instructors who have posted office hours will accommodate students during open office hours without an appointment. Please respect privacy and confidentiality of other students during open office hours.

## **CONTACTING NURSING INSTRUCTORS**

Policies regarding contacting instructors:

1. Contact the instructor if you are going to be late or absent. Please confirm with instructors if they accept text messages, if not you are required to speak directly to the instructor. Be sure to include your name in your text message as the instructors do not necessarily have your name and number in their smart phones.
2. Talk to instructor during class time breaks regarding questions and concerns whenever possible.
3. Contact instructors during office hours at CEC if unable to talk with instructor in class time breaks or in clinical setting.
4. IN EMERGENCY CASES—contact instructor at home or on cell phones ONLY in Emergencies. Ask yourself the following BEFORE calling:
  - a. “Do I need to notify my instructor that I am ill or late to a clinical setting?”  
(If yes, contact instructor using cell or hospital number)
  - b. “Is the answer to my question available on provided sources (syllabus, clinical information sheet, policy information)?”
  - c. “Can I contact a classmate for this information?”
  - d. “Can this question wait until I see an instructor?”

**RESPECT instructors' personal and family time, DO NOT CALL unless it is an emergency situation, or you need immediate assistance.**

## PROFESSIONAL GUIDELINES—HONOR CODE

### **Honor Code for APS/CEC Practical Nursing Student**

The Honor Code states that all students will behave in a professional, ethical and honest way at all times. This applies to every aspect of the program. The Honor Code is intended to keep all students honest and ethical and guide them toward being responsible, competent nurses. Students and faculty alike will support the positive goals of the Honor Code.

**Illegal, unethical, or dishonest behavior of any kind is strictly prohibited**, whether it occurs in person, in writing, or through any form of digital or electronic communication.

The following behaviors are considered dishonorable and violators are subject to disciplinary action and possible removal from the program.

- Cheating, plagiarism, or unauthorized collaboration on assignments (unless group work is specifically assigned) This includes, but is not limited to, exams, homework and projects. (Refer to the Student Handbook for specific examples and policies)
- Stealing, damaging or destroying any book, equipment, supplies, or other materials
- Falsification of any information—verbal or written
  - a. Students will submit only authentic and properly cited work;
  - b. Students will complete their own homework and assignments and not share their work with other students to be replicated or copied;
  - c. Students will not submit AI-generated work as their own;
  - d. Students will report academic misconduct; and,
  - e. Students will be disciplined according to policy for cheating, plagiarism, or other forms of academic misconduct.
  - f. This discipline may include being required to disenroll from ECA/CEC and seek enrollment to another high school.
- Any action which could endanger a life or interfere with recovery or maintenance of a client's health
- Failure to report immediately a medication error, patient care error or any incident to the instructor and nursing staff
- Coming to class or clinical under the influence of drugs or alcohol
- Willful disregard of any person's emotional or physical well-being
- Violation of confidentiality or inappropriate communication
- Knowingly allowing a fellow student to break the Honor Code without reporting it to a faculty member
- Utilizing social media in such a manner that depicts the program, healthcare facilities, the nursing profession, patients, instructors, peers and/or self in a way that is unprofessional, disrespectful, or inappropriate. This includes but is not limited to face-to-face exchange, email, texting, group chats, electronic bulletin board, chat room, Facebook, X, WhatsApp, TikTok, YouTube, Instagram, Snapchat, and any other current or emerging social media or digital communication platforms
- Failure to perform to the best of your ability on every task associated with the APS PN program, including standardized exams, course exams and finals, clinical assignments and performance, and field trips.

At any time during the program, a student may be immediately dismissed if their actions violate the New Mexico Board of Nursing Nurse Practice Act and/or are deemed unsafe by nursing faculty.

Any violation of the Honor Code, suspension from the student's home high school, or involvement in illegal activity—regardless of severity—may result in immediate removal from the Practical Nursing Program.

A student-parent conference with CEC administration may be required. Reentry into the nursing program will not be permitted unless deemed appropriate and approved by CEC administration.

Students enrolled in the APS CEC Practical nursing program are required to abide by the Honor Code for APS CEC Practical Nursing Student.

*The Honor Code states that all students will behave in a professional, ethical and honest way at all times. This applies to every aspect of the program. The Honor Code is intended to keep all students honest and ethical and guide them toward being responsible, competent nurses. Students and faculty alike will support the positive goals of the Honor Code.*

At any time during the program, a student may be immediately dismissed if their actions violate the New Mexico Board of Nursing Nurse Practice Act and/or are deemed unsafe by nursing faculty

### **ECA & CEC's Artificial Intelligence Policy**

Students should ALWAYS submit original work that reflects and demonstrates their own understanding of course content. Students must be prepared to explain/defend their submitted work. This includes larger papers or projects, as well as smaller assignments. For example, if a student cannot define a word they have used or if they cannot explain a concept they have included, their teacher may deem that the student has used artificial intelligence. At that time, the student will be considered to have violated the school's Academic Integrity and Honor Code, below, as revised in July 2023:

*I will follow the school's Academic Integrity and Honor Code which includes, but is not limited to:*

- o Students will submit only authentic and properly cited work;*
- o Students will complete their own homework and assignments and not share their work with other students to be replicated or copied;*
- o Students will not submit AI-generated work as their own;*
- o Students will report academic misconduct; and,*
- o Students will be disciplined according to policy for cheating, plagiarism, or other forms of academic misconduct. This discipline may include being asked to leave the school.*

*Students will be disciplined according to school policy for cheating, plagiarism, or other forms of academic misconduct. This discipline may include being required to disenroll from ECA/CEC and seek enrollment to another high school.*

### **Guiding Principles of Policy**

The following principles are the foundation of the following policy for when ECA & CEC students may or may not utilize artificial intelligence to complete assigned work.

- Assigned schoolwork serves a multitude of purposes including, but not limited to: mastering content, practicing and refining skills (such as comprehending, synthesizing, critical thinking, and effectively communicating information), as well as demonstrating to teachers what has been learned and what still needs to be learned.
- While math, science, and other STEM work can be enhanced and accelerated through the usage of generative AI, learning and practicing of math, science, and STEM concepts by students without AI assistance is fundamental to learning these concepts.
- Assigned work also develops a myriad of soft skills within adolescents and young adults. These soft skills include, but are not limited to: time management, problem solving, overcoming obstacles, and perseverance.
- Just as having someone else complete one's work does not allow students to deepen their understanding and integrate content, having generative AI do the work does not allow students to deepen their understanding and integrate content
- In order to be effective, a policy must be enforceable. At this point in time, technology is very unreliable when trying to assess if something was created by generative AI.
- Teachers know their students. Teachers interact with and assess students regularly (both formally and informally). While learning and growing are the primary objectives of education, teachers are able to determine if such growth, as evidenced by student work and speaking with students, represents a reasonable rate of growth for a specific time period.
- While Grammarly Premium and similar products may or may not meet the technical definition of generative artificial intelligence, for the purpose of this policy it is considered AI. This is because Grammarly Premium and similar products do much more than check for spelling, grammar, and punctuation errors. These products actually modify content in such a way that may include vocabulary that the student does not know and/or use of a written voice that is not authentic to the student.
- **Use of artificial intelligence without the expressed permission of the teacher will be deemed a violation of the school's Academic Integrity and Honor Code.**
- At their discretion, teachers may permit and/or teach students how to use generative AI.
- If students are in doubt about whether a generative AI tool/source (or any tool/source) is a permitted aid in the context of a particular assignment, they are expected to check with that teacher *before* using that tool/source.
- Students, having made good faith efforts to utilize non-AI tools (such as Co:Writer Universal), may meet with their teacher in order to seek permission to use AI as a tool to more effectively complete an assignment. In such a case, students are expected to demonstrate to their teacher how they plan to utilize AI and for what purpose.
- Like artificial intelligence, this policy is expected to evolve over time. However, the most current policy will be enforced until it is formally revised and that revised policy has been communicated to stakeholders.

At any time during the program, a student may be immediately dismissed if their actions violate the New Mexico Board of Nursing Nurse Practice Act and/or are deemed unsafe by nursing faculty.

## LICENSURE AND PROFESSIONAL ORGANIZATIONS

The Albuquerque Public Schools Practical Nursing Program is:

Approved by the: [New Mexico Board of Nursing](#):  
Full Approval Status from New Mexico Board of Nursing  
6301 Indian School Rd NE Suite 710  
Albuquerque, NM 87110  
(505) 841-8340  
[www.bon.state.nm.us](http://www.bon.state.nm.us)

### **National Accreditation: Accrediting Commission for Education in Nursing (ACEN) Status Full accreditation**

3390 Peachtree Road NE, Suite 1400 | Atlanta, GA 30326  
(404) 975-5000 [www.acenursing.org](http://www.acenursing.org)

Year of Initial Accreditation:	December 1983
<b>Continuing Accreditation:</b>	
Last Evaluation Visit:	February 2023
Most Recent Commission Action:	December 2023
Next Evaluation Visit:	Spring 2031

Graduates of the practical nurse program will graduate with a high school diploma from their comprehensive home high school and will be given the recommendation to write the National Council for Licensure Examination (NCLEX-PN) for licensure as a practical nurse upon successful completion of all practical nursing school requirements. We encourage graduates to continue their education and pursue advanced degrees in nursing.

We encourage all graduates to participate in Professional organization, two options for Practical Nurses are:

#### National Association for Practical Nurse Education and Service

2071 N Bechtle Avenue PMB 307  
Springfield, OH 45504-1583  
Phone: 703-933-1003  
[www.napnes.org](http://www.napnes.org)

#### National Federation of Licensed Practical Nurses

<https://nalpn.org/>