



College of Health Sciences

**CATALOG
2025-2026**

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INTRODUCTION

HISTORY OF ST. LUKE'S NETWORK AND EMERGENCE OF ST. LUKE'S COLLEGE OF HEALTH SCIENCES

St. Luke's University Health Network (SLUHN) is a non-profit, regional, fully integrated, nationally recognized network providing services at 15 campuses and more than 300 sites in Lehigh, Northampton, Carbon, Schuylkill, Bucks, Montgomery, Berks, Monroe and Luzerne counties in Pennsylvania and Warren and Hunterdon counties in New Jersey. Founded in 1872, it has been providing cost-effective and high-quality care to patients, regardless of their ability to pay, for over 150 years. Today, St. Luke's University Health Network is comprised of 15 campuses, 1,900+ physicians and providers, primary and specialist care sites, various outpatient testing and service facilities, a regional medical College campus, the nation's oldest operating nursing College, home health, inpatient and outpatient hospice services, the largest trauma network in Pennsylvania and more than 2,100 volunteers.

St. Luke's has a proud history of educating health care professionals for over 140 years. With the establishment of its College of Nursing in 1884, St. Luke's has engaged in the training and education necessary for its workforce. Over the decades, several training programs were established, and St. Luke's foray into workforce development culminated in the opening of a Medical College through a partnership with Temple University in 2009. St. Luke's commitment to the education and continued development of health care practitioners ensures its ability to provide excellent health care to the communities it serves.

The establishment of the St. Luke's College of Health Sciences represents the natural progression of formal education that has been a cornerstone of St. Luke's Health Network for over a century. As part of this renowned health network, our students will receive unparalleled clinical and learning experiences.

STATEMENT OF NOTICE

This Catalog is intended to serve as a general source of information for applicants and students enrolled in the program. This publication is not intended to be a complete statement of all procedures, policies, rules or regulations. Recognizing that conditions change, the St. Luke's College of Health Sciences reserves the right to add, supplement, modify, or eliminate any policy or provision in this Handbook without notice, as it deems appropriate in its sole discretion. Advance notice of any changes is given when practicable. This Catalog is not intended to, nor shall it be construed to constitute a contract between students and the St. Luke's College of Health Sciences, or to represent any promise, guarantee, or assurance of any of the terms or conditions set forth herein. An applicant is an individual who is seeking enrollment at St. Luke's College and is actively moving through the admissions process. An applicant becomes a matriculated student of St. Luke's College on the first day of their initial term of enrollment.

Degree requirements are based on the catalog that is in effect at the time of the student's initial enrollment. However, as stated above, the college reserves the right to change course offerings and academic requirements and to modify or discontinue any academic offering without notice, obligation, or liability. Should changes occur, the following guidelines determine which catalog a student will follow in meeting program requirements:

Students who are continuously enrolled:

- May elect to complete their coursework under the most recent catalog and must comply with all the new requirements for their program.
- May elect to change majors but must meet the requirements of the catalog that is in effect at the time of the change.

Students requiring readmission to the college:

- Will be readmitted under the catalog that is in effect at the time of readmission.

Exceptions to the above may be necessary when changes in certification or licensure standards mandate changes in academic requirements or in college programs. Questions concerning this policy should be directed to

Please Note: A copy of the College's current catalog will be maintained on the College portal. Once enrolled, students receive an official college email address. This email address will allow students access to the college website and portal where students can retrieve the catalog as well as other key pieces of information as they navigate their lives as students of St. Luke's College of Health Sciences.

MISSION

The St. Luke's College of Health Sciences will provide education excellence in health care specialties to support quality health care, provide sufficient, competent, health care professionals and improve our communities' overall health and well being.

COLLEGE EDUCATIONAL OUTCOMES

Upon completion of the curriculum at St. Luke's College of Health Sciences, the graduate will be prepared to:

- Pursue a career of service to and advocacy for the vulnerable populations in healthcare.
- Demonstrate professionalism, competency, effective communication, and teamwork.
- Utilize principles of moral and ethical behaviors in the provision of patient care.
- Deliver safe, inclusive patient-centered care.
- Utilize healthcare technology and informatics to enhance professional collaboration and improve community outcomes.

ASSOCIATE DEGREE LEVEL EDUCATIONAL OUTCOMES

- Practice acts of service and advocacy while caring for vulnerable populations.
- Relate principles of professionalism, competency, effective communication, and teamwork to practice while in health care settings.
- Explain how principles of morality and ethics affect health care practice.
- Demonstrate safe, inclusive patient-centered care to all in health care settings.
- Use technology and informatics in health care practice.

BACCALAUREATE DEGREE LEVEL EDUCATIONAL OUTCOMES

- Integrate service and advocacy for vulnerable populations into health care practice.
- Demonstrate competency and professionalism through communication and teamwork while providing patient care.
- Translate principles of morality and ethics into action while in the health care setting.
- Model safe, inclusive patient-centered care.
- Utilize technology and informatics to improve health care for the community.

PHILOSOPHY

The St. Luke's College of Health Sciences shall exist as a singularly focused institution of higher learning educating tomorrow's health care practitioners and leaders. Fulfillment of its mission will solidify SLCHS' commitment to the community at large and serve to enhance the quality of life of community residents.

It is the intention of the College of Health Sciences to offer educational opportunities to anyone who has the interest, desire, and ability to pursue a health care program offered by the College. The College seeks learners who demonstrate qualities of scholarship, motivation, and commitment to academic and personal growth.

The administration, faculty and staff of St. Luke's College of Health Sciences believe that each learner is unique, adaptable and possesses intrinsic worth. Well-educated students are open-minded, welcoming the opinions of others and know how to evaluate information critically and carefully.

Education is key to empowering individuals so that they will feel confident in their future careers, relationships, and duties as members of their communities. A learner-centered education promotes learning that is both purposeful and enduring.

Education is most effective when informed by experiential and collaborative learning, peer development, critical inquiry and discussion, and a clear focus on learner autonomy and responsibility for learning. The learning process is enhanced by a collegial relationship between teacher and learner. The concepts of active learning and

collaboration are central to the learning process. Effective education emphasizes decision-making, self-reflection, and interpersonal relationships in a meaningful context.

Collaboration, not competition, among learners is key in the learning environment. Appropriately constructed, the learning environment draws on the diversity of insights and experiences of learners, thus creating an interactive environment where individuals teach and learn from each other. Social interactions, such as those experienced through discussion and group work, are essential to the construction of knowledge, and promote cultivation of global perspectives, self-awareness, and socially responsible behaviors. Education challenges individuals to adapt to new experiences and to clarify life values.

APPROVALS AND ACCREDITATION

Approval

St. Luke's College of Health Sciences has made application to the Pennsylvania Department of Education seeking approval as an associate and baccalaureate degree granting institution.

Accreditation

Upon approval from the Pennsylvania Department of Education, St. Luke's College will seek institutional and programmatic accreditation from the following agencies.

Middle States Commission on Higher Education (Institutional Accreditation)

Commission on Accreditation for Respiratory Care

Joint Review Committee on Education in Radiologic Technology

Accreditation Commission for Education in Nursing

LOCATION

St. Luke's College of Health Sciences is located at 801 Ostrum Street, Bethlehem, Pennsylvania, a city with a population of 77,617 residents. Located in the heart of beautiful Lehigh Valley, Bethlehem is a vibrant city rich in history and known for its small-town friendliness and feel.

EDUCATIONAL FACILITIES

Priscilla Payne Hurd Education Center

The Priscilla Payne Hurd Education Center houses ten classrooms, two lecture halls, the learning and simulation laboratory (Clinical Learning Resource Center) and a lounge. The classrooms and lecture halls are equipped with state-of-the art electronics enabling faculty to provide multimedia presentations. Wireless Internet is available.

CLINICAL FACILITIES

St. Luke's College of Health Sciences is an educational arm of St. Luke's University Health Network, the main clinical affiliate of the College. The clinical facilities enrich the learning environment for students. Hands-on learning is the College's key to developing competent health care practitioners.

Established in 1872, St. Luke's Health Network has grown from the area's first community hospital to a fully integrated regional 15 campus Network of more than 20,000 employees that continues to care for the people who live and work in the communities it serves. With the capability of providing highly technical and specialized care to the most severely injured and seriously ill patients, St. Luke's is one of the busiest health networks in Pennsylvania. Nationally recognized for quality, service and patient satisfaction, St. Luke's remains a cornerstone of the community to this day.

St. Luke's Health Network offers a wide range of specialties including cardiac, neonatal intensive care, mental health, pulmonary, orthopedic, urologic, pediatric, cancer treatment, vascular and neurologic surgeries. Within these specialties, the health network provides a comprehensive spectrum of patient care services that include wellness, early detection, diagnostics, rehabilitation, and clinical research. All educational experiences in the clinical setting are correlated with classroom learning and are planned and guided by the faculty.

LIBRARY RESOURCES

The W. L. Estes, Jr. Memorial Library is located in Lobby A of St. Luke's University Hospital in Bethlehem and provides services to all network staff and students. Estes Library houses approximately 1,669 books, 46 current print journal subscriptions and provides access to numerous e-resources, including online journals, books and databases. In addition to an open stack and reading area, the library has a current journal room, 8 rooms for individual or small group study, copy room, and a computer room housing 12 networked desktop computers. Additional desktop computers are available in the main library or side rooms.

The library is staffed by 2 masters prepared librarians and 1 library technician and is accessible to SLUHN staff and students on a 24/7 basis.

The following services are provided:

AV Conference Room Scheduling – Conference rooms, classrooms, lecture rooms, audio/visual equipment. Priority scheduling given to St. Luke's College of Nursing and St. Luke's College of Health Sciences. Annual planning requests for room completed each summer.

Borrowing Privileges – The standard loan period for authorized users is two weeks. Certain collections, such as manuals for student/resident rotations and management training, have extended loan periods. Renewals are permitted if no one else has requested the materials. Current issues of journals, directories, indices, reserve and reference books may not be removed from the library.

Interlibrary Loans – Most materials not available in the network may be obtained through interlibrary loan. Interlibrary loan requests will be filled for SLUHN staff and students to support the education, research and patient care functions of the network.

Research Support

Online searching training is provided in a classroom setting as well as on an individual basis through an appointment with one of the librarians.

ADMISSION

OVERVIEW

It is the intention of St. Luke's College of Health Sciences to offer educational opportunities to anyone who has the interest, desire, and ability to pursue a health care program offered by the College.

Admission is competitive with specific academic standards for each program of study. Learning resources are available for students requiring additional assistance with learning comprehensive and mastery of skills. However, students with developmental or remedial needs requiring in-depth assistance may be given referrals for such services external to the campus.

REQUIREMENTS FOR ADMISSION

To be considered for admission, applicants must have graduated from an approved secondary high school or College (or be on track to graduate), have met the requirements for a GED, or received a diploma from an accredited home school association.

High school or post-secondary college-level courses must include the following:

- At least four (4) units of English
- At least three (3) units of Social Sciences
- At least two (2) units of Mathematics; one of which must be Algebra.
- Three (3) units of science with a related laboratory or an equivalent. One (1) of which must be biology.

Applicants will have a minimum cumulative grade point average (GPA) of 2.5 or greater on a 4.0-point scale in secondary or post-secondary education (whichever is more recent). However, the GPA requirement can be different depending on specific program requirements. Please refer to specific program requirements or reach out to the Office of Admissions for further information.

High school transcripts must include both courses completed through your junior year, as well as courses in progress during your senior year. If you've attended any post-secondary institutions, official transcripts (with College seal) for those institutions are required as well.

NOTE: Applicants are responsible for obtaining and forwarding all secondary and post-secondary transcripts to the Admissions Office. **Attendance at all institutions must be reported at the time of application.** Failure to indicate at the time of application that applicants have taken courses at other institutions or any other misrepresentations or material omissions of facts in applications results in denials or revocation of admissions.

Test of English as a Foreign Language (TOEFL)

TOEFL may be required for applicants who are non-native speakers of English to measure their ability to use and understand English as it is spoken, written, and heard.

International Students

If you're not a United States citizen, you must show proof of permanent resident visa status. Students educated in another country may be admitted if they:

- Satisfy general admission requirements.
- Earn a minimum of 550 (paper-based), 213 (computer-based) or 79 (internet-based) on the Test of English as Foreign Language (TOEFL) administered by the Educational Testing Service of Princeton, New Jersey

Students from English-speaking countries may choose to take the SAT or ACT as an option to the TOEFL exam. An evaluation of foreign transcripts by the World Education Service or other approved agency is required.

No Application Deadline

Applicants are accepted on a year-round basis for class cohorts that begin each fall. The size of each admitted class is determined by the college's educational and clinical resources. Admission review dates are based on the completion date of the applicants' files and not on the receipt date of the applications. Preferred decision deadlines are as follows:

- March 1 – recommended for Fall semester deadline
- September 1 – recommended for Spring semester deadline

UNDERGRADUATE SPECIAL REQUIREMENTS

Overview

All undergraduate degree applicants must meet the general admissions requirements. The programs listed below have additional requirements for admission.

RN to BSN PROGRAM

RN to BSN Applicants must have graduated from a regionally accredited RN diploma or associate degree with a 2.0 minimum GPA.

Pre-requisites to the RN to BSN program include 28 general education credits and 39 credits awarded for prelicensure nursing courses. The 28 general education credits must include, at least:

- 11 credits Science (8 must be Anatomy & Physiology)
- 6 credits Social Science 3 credits English
- 8 Credits Elective

Provisional acceptance to the RN to BSN program will be granted to students enrolled in a RN program making them eligible to test for NCLEX-RN upon program completion. During provisional acceptance, students may only enroll in general education courses. Active RN license required prior to beginning baccalaureate level nursing courses. An active RN license must be maintained throughout the RN to BSN program.

An active RN license must be maintained throughout the RN-BSN program.

RESPIRATORY THERAPY PROGRAM

Applicants will have a minimum cumulative grade point average (GPA) of 2.7 or greater on a 4.0-point scale in secondary or post-secondary education (whichever is more recent)

ADDITIONAL REQUIREMENTS

After acceptance, students will be required to fulfill annual/ongoing expectations necessary for clinical practicum. These include, but are not limited to, health physicals, drug screenings, COVID and flu vaccinations, CPR certification, child abuse clearance, finger printing, and other requirements necessary for clinical experiences. Please refer to the STUDENT SERVICES section of this catalog for further details.

TRANSFER CREDIT

Transfer credit analysis is conducted after a student is accepted to the college. Only official English language transcripts are accepted for evaluation of transferrable course(s) from previously attended educational institutions. A transcript is considered official when stamped with the official College seal, signed by the appropriate College official, and received in a sealed envelope from the originating institution or official electronic transcripts from the College or vendor (e.g., Parchment). College credit will not be awarded for life experience.

For transfer credit to be awarded, courses must have equivalent content as determined by catalog course descriptions or evaluation by departmental faculty.

- Content evaluated is based on the catalog and course description(s) for the specific term during which the course was completed.
- Resources such as past catalogs, course descriptions, and course syllabi may be acquired from the previously attended institution and used in evaluation.
- Evaluation of courses NOT part of the current transfer credit equivalency list will be completed by the registrar and/or academic division directors who are responsible for determining course content matches.
- Resources such as past catalogs, course descriptions, student work, and course syllabi may be acquired from the previously attended institution and used in evaluation.
- Math and science courses must be completed within ten (10) years of the semester date of the request. All courses must be completed with a C (2.0) or better.
- Exceptions to this may be outlined in specific program sections below.

Transfer credit awards become FINAL at the end of the first semester of enrollment in a program. All submissions and appeals must be filed two (2) weeks before the end of the student's first semester, and appeal decisions must be completed prior to that final date. Only transcripts submitted during the college admissions process will be considered for transfer credit.

Transfer courses must match or exceed the semester credit-hour requirement for St. Luke College courses; for example, 5.0 and 4.0 quarter credit-hour courses will be considered equivalent to a 3.0 semester credit-hour course.

Awarded transfer credit grades are reflected on the student's St. Luke's College transcript but are not calculated into the student's grade-point average (GPA).

Once students are enrolled in St. Luke's College, written approval from the Registrar must be obtained before taking required courses elsewhere. **A maximum of 6 credits can be transferred into the College once students are enrolled in St. Luke's College.**

Residency Requirement:

- Associate degree programs require that 41 credit hours be completed at St. Luke's College.
- Bachelor degree programs require that 41 credit hours be completed at St. Luke's College.

Non-Degree Students (Open Study)

Individuals who desire to take course at St. Luke's College of Health Sciences as a non-degree student will be permitted to enroll for such courses on a "space available" basis.

Students enrolled as "non-degree" may apply for degree-seeking status upon completion of a minimum of 12 credits. Six of the 12 credits must be in science courses. A minimum grade point average of 2.5 or above is required for admission.

TUITION /FEES AND FINANCIAL ASSISTANCE

TUITION AND FEES

St. Luke's tuition structure includes both per-credit tuition and program-specific tuition.*

Per-credit tuition is charged for all classes; program-specific tuition is only charged when the student is enrolled in courses specific to their program of study. See the tables below for details on each program.

PER-CREDIT TUITION

General Education Courses.....	\$340 per credit
Program-specific Courses.....	\$567 per credit

PROGRAM-SPECIFIC TUITION*

Program-specific tuition covers the costs of running clinical programs with limited enrollment, based on factors like student-to-faculty ratios mandated by accreditors and limited clinical seats. It also covers the costs of program-specific resources, such as simulation supplies, equipment maintenance, specialized software, etc.

Program-specific tuition is charged once a semester for specific courses throughout a student's program of study. The courses that carry a program-specific tuition charge are outlined below for each program.

Program	Program-Specific Tuition (per semester)
Radiology	\$1,800 per semester
Respiratory Therapy	\$1,800 per semester
RN-BSN	\$3,000 per semester

Please Note: Program-specific tuition is in addition to per-credit tuition.

APPLICABLE FEES

Application for Admission (non-refundable).....	\$ 35.00
Deposit on tuition upon acceptance (non-refundable).....	\$ 350.00
Laboratory Fees.....	\$ 0.00

The tuition rate is determined by the administration of St. Luke's College of Health Sciences. Periodically, an in-depth analysis is performed to reevaluate the fee structure. Students may pre-register for courses following the acceptance into a given program and prior to paying their tuition. Students are not considered officially enrolled into the College until all fees are paid for each semester. Students may be prohibited from participating in any classroom or clinical experience until tuition is paid in full. Tuition payment plans may be negotiated on an individual basis with the Administrative Coordinator, Financial Aid. Failure to comply with negotiated payment plans will prevent the student from taking final exams. The College may refuse to issue grades or transcripts and deny registration or readmission to students who owe money to the College or have failed to return College property (i.e. books or equipment).

ADDITIONAL EXPENSES

Students are responsible for their own meals. Students are required to purchase uniforms, books, and other materials as specified by the program in which they are enrolling.

REFUND POLICY

Students wishing to withdraw, are suspended, or dismissed from a program before the completion of the fifth week of the semester, may be eligible for a refund.

If student withdraw before the end of the first full day of scheduled classes of the semester, they are entitled to consideration for a 100% refund. The following refund schedule for tuition and general fees applies after the first full day at the College:

12-15 WEEK COURSES:

First week of class.....	90%
Second week of class.....	80%
Third week of class.....	70%
Fourth week of class.....	60%
After fourth week of class.....	NONE

5 or 6-WEEK COURSES:

No refunds after the first week of class.

PLEASE NOTE: Students may preregister for courses following their acceptance into a given program and prior to paying their tuition. Failure to show up for a class will not dismiss student financial obligations. Registered students must officially withdraw by completing the Withdrawal/Leave of Absence Form or by contacting their academic advisor or program director.

FINANCIAL AID

Each year, far too many students pass up available money simply because they were not aware a certain program of funding existed. At St. Luke's College of Health Sciences, we strongly believe that cost should not be a deterrent in students' decisions to pursue education. We realize that many individuals need help in meeting the costs education.

The Financial Aid Office exists as a service to the prospective students and current students of the College. It is the philosophy of the Financial Aid Office to attempt to maximize the financial assistance for those students who demonstrate need through the various sources. The Financial Aid Office complies with the regulations and guidelines, which govern these financial aid programs. The Federal Stafford Loan program is often an essential element in students' financial aid packages. The Financial Aid office endeavors to assist students to maximize the financial aid available to them. However, students need to exercise caution when borrowing. The Financial Aid office counsels students regarding their responsibilities and obligations to repay loans and encourage them to borrow only such funds as are needed so to avoid the potential for abuse. At all times, however, students are ultimately responsible for their own financial aid loan decisions and any consequences.

Students who wish to be considered for financial aid must complete a Free Application for Federal Student Aid (FAFSA) form that can be obtained from the high College guidance office, Financial Aid Office or on-line at www.fafsa.ed.gov.

Students seeking financial aid should call the Financial Aid Office to set up an appointment. Individual financial needs are discussed to try to maximize non-repayable financial aid.

SOURCES OF FINANCIAL AID

This information is intended to acquaint students with the various types of financial aid and direct them on how to apply. Although the following information is by no means complete, it should provide a basis for ideas that help in working out students' financial aid packages (see chart).

FEDERAL LEVEL

St. Luke's College of Health Sciences participates in the basic Federal funding program, the Federal Student Aid Grant Program (PELL). PELL Grants are intended to be the "floor" of a financial aid package and are usually combined with other forms of aid in order to meet the costs of education. The amount depends on each student's own (and their parents') financial resources, along with the cost of the chosen educational institution. One obvious advantage of the PELL Grant is that it is a grant, and unlike a loan, does not have to be repaid.

STATE LEVEL

• PA Fostering Independence Tuition Waiver Program

This program was established to assist Pennsylvania youth who are or have been in foster care with the financial challenges of accessing higher education. The program offers students up to the age of 26 a tuition waiver for undergraduate studies at most colleges and universities in the Commonwealth of Pennsylvania.

If a student is eligible for this waiver, the remaining balance of the student's tuition and mandatory fees, after all federal and state grants and outside scholarships have been applied, will be eliminated or paid for by the institution. Eligible students are those who self-identify to the college and are subsequently determined as eligible or those students identified by PHEAA via a waiver listing.

A *Point of Contact* at the College serves as the primary contact for all eligible individuals applying to or attending the institution. This individual will guide and assist students throughout the process of determining waiver eligibility. Assistance from the Point of Contact includes, but is not limited to, the following:

- Providing all applicants with information and referral for on-campus support services and resources, including
 - Waiver program admission guidelines
 - Financial aid
 - Academic advising
 - Learning resources
 - Career services
- Providing all applicants with information and referrals as available for off-campus support services
- Assist students in obtaining verification of foster care status on after age 16

For further information on the Fostering Independence Tuition Waiver Program please contact Administrative Coordinator of Financial Aid.

• Annual Student Loan Summary Notifications Act 121 (PA HB 2124)

Act 121 requires colleges and universities to provide student loan debt information to students on an annual basis. In compliance with this Act, St. Luke's Financial Aid Office will send such notification to appropriate students on an annual basis. This notification will include the following information:

- An estimate of the total amount of Federal loans (or other student loans) disbursed by the institution and borrowed by the student.
- An estimate of the total payoff amount of loan if the loans are to go into repayment as of the date of the annual student loan summary notification.
- The number of years used in determining the potential total payoff amount.
- A link to a federal online aid counseling tool and information on how student can access an online repayment calculator.
- A statement that any estimate or range provided is general in nature and not intended to be a guarantee or promise of actual projected amount.

This Student Loan Summary Notification will be sent out annually in May.

LOANS

If students need additional funds to meet educational costs, the federal DIRECT student loans are available through the US Department of Education. These loans, not to be confused with grants, must be paid back to the lending institution. However, payment does not begin until six months after graduation.

SCHOLARSHIPS

St. Luke's College of Health Sciences is fortunate to have many benefactors who have donated funds earmarked for scholarships to help defray the costs of education. Incoming students receive a scholarship application in their Financial Aid Interview. Additional scholarship opportunities are communicated to current students for consideration.

OTHER SOURCES

Many private clubs and organizations contribute scholarship money on a yearly basis, such as: employers and unions; service clubs and fraternal orders (example: Rotary, Kiwanis); health related organizations; high College activity funds; and churches, religious organizations.

FINANCIAL NEED

Financial need is the difference between students' ability to contribute to their education and the costs of attending St. Luke's. The amount of the loan or grant received is based on income and assets. Students share financial responsibilities through savings and employment.

To apply for financial aid, students take the following step: After completing their (and their parents' if applicable) income tax return, students make an appointment with the Administrative Coordinator, Financial Aid. During this appointment, students will receive assistance in completing all of the necessary financial aid forms. In addition, the Administrative Coordinator will discuss all of the costs of associated with the students' selected programs.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that St. Luke's College of Health Sciences review the academic progress of students before a student receives federal financial aid to make sure the student has met and continues to meet some basic academic progress standards. The Federal Government requires a student receiving federal aid to complete their program within 150% of the published length of the program. For St. Luke's College of Health Sciences students. There are no appeals for the maximum time frame regulation.

This policy on Satisfactory Academic Progress relates specifically to St. Luke's College of Health Sciences students who apply for and/or receive Title IV Federal student aid.

Title IV Federal Aid Programs* offered at St. Luke's College of Health Sciences

- Federal Pell Grant
- Federal Direct Student Loan (subsidized and unsubsidized)
- Federal Direct Parent Loan for Undergraduate Students (PLUS)

***Please note** that students will be eligible to apply for Title IV funding once St. Luke's receives institutional accreditation from the Middle States Commission on Higher Education. Prior to receipt of that accreditation, students will be ineligible for Title IV funding. However, other sources of financial assistance will be offered during this interim period.

EVALUATION

At the conclusion of each student's academic term, the Satisfactory Academic Progress standards will be applied. Students are expected to maintain satisfactory academic progress based on qualitative standards as defined by GPA/grade.

Qualitative - Students are required to earn the stipulated passing grade as defined by the program in which students are enrolled (e.g. "C", "C+") in order to progress to the next course and to maintain Satisfactory Academic Progress (SAP). A student who does not meet the required benchmark will be considered to have failed the course for the purpose of Title

IV eligibility.

WITHDRAWAL POLICIES

WITHDRAWAL FROM THE PROGRAM

Students deciding to withdraw from the College should receive official authorization from their advisor or program director. Students who withdraw from the program and later desire to return are required to apply for readmission and must meet the admission requirements at the time of re-application. Readmission is not guaranteed.

WITHDRAWAL PROCESS

Students who wish to withdraw should:

1. Consult with their advisor and Program Director before initiating the withdrawal process.
2. Meet with the Program Director to discuss the reasons for withdrawal, sign the withdrawal forms, and determine the following: Nonacademic or academic status of withdrawals and transcript grades assigned per grading policy.
3. Meet with the Administrative Coordinator, Financial Aid for explanation of the refund policy. (Following withdrawal from the College, all remaining grants and loans must be returned and financial aid is terminated. Financial aid cannot be transferred to a different College. All outstanding bills are paid through the Financial Aid Office)
4. Meet with Student Services to return name badge and any other College property.
5. Meet with the Administrative Coordinator, Student Services
6. Return all materials to the Estes Library
7. For academic and financial purposes, the effective date of official and unofficial withdrawals is the last day of clinical and/or class attendance.

NON-ACADEMIC WITHDRAWAL FROM THE COLLEGE

Students producing sufficient evidence to verify extreme emergencies or a call to active duty by the military (military documentation must be received at the time of withdrawal) may qualify to receive full tuition credits for courses or receive tuition reimbursement per policies. Full tuition credits may be applied toward tuition costs only upon their return to that course within one year. Tuition credits are not refundable at a date later than one year. Students who choose to leave the program for reasons follow the Tuition Refund policy. Transcript grades for withdrawn courses are assigned per policies in the Grading section.

ACADEMIC WITHDRAWAL FROM THE COLLEGE

Students withdrawing from the College, who do not meet the nonacademic withdrawal requirements, are considered academic withdrawals. Transcript grades for withdrawn courses are assigned per policies in the Grading section. The Registrar withdraws students from the College who:

- Are failing either theory or clinical at the end of a completed course.
- Are ineligible to progress within the curriculum due to academic failure and dismissal
- Have failed to attend any classes and clinical experiences during the first two weeks of the semester without a communicated cause
- Have missed more than the allotted excused absences from clinical days in a semester.
- Have dropped courses prior to attending any classes with communicated causes.
- Have requested an official withdrawal from the College.

STUDENT EXIT INTERVIEWS

The purpose of the exit interview is to obtain insights and specifics on how to better conduct and improve nursing education for our students. Student exit interviews will be conducted with the students who are withdrawing from the College and/or who have failed a nursing course. This interview is distributed through Survey Monkey and is anonymous. Participation by the student is voluntary.

ACADEMIC POLICIES

CREDIT HOUR POLICY

St. Luke's College of Health Sciences follows the guideline set by the Pennsylvania Department of Education for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. These guidelines comply with policies set forth by both the federal government and the Middle States Commission on Higher Education.

St. Luke's College of Health Sciences follows a semester system with the fall and spring semesters consisting of approximately 16 weeks, which includes time for holidays and exams. Summer terms are variable in length and adhere to this policy.

Based on the definition established within the Integrated Postsecondary Education Data System, St. Luke's College identifies a credit hour as representing the equivalent of one hour of instruction per week per semester. The academic calendar consists of two semester, each 16 weeks in length and two summer sessions, generally consisting of 6 weeks in length per summer session.

Regardless of the format in which it is delivered, all courses taught at St. Luke's University require equivalent student-instructor and student-student interaction. The online modality achieves equivalent interaction and learning through asynchronous discussions and group work, and a number of online courses also incorporate some face-to-face meetings. In addition, the expectation exists for online courses to include the same content and learning outcomes as traditionally taught courses.

STUDENT EVALUATION

Each student's performance in the classroom and in the lab/clinical area is evaluated on a regular basis by the faculty. Grade reports are distributed to students at the end of each semester.

GRADING

The College utilizes letter grades and the following quality point assignment in determining student achievement:

<u>Grade</u>	<u>Description</u>	<u>QP</u>	<u>%</u>
A	Excellent	4.0	94-100
A-		3.7	90-93
B+		3.3	87-89
B		3.0	84-86
B-		2.7	80-83
C+	Good	2.3	77-79
C		2.0	74-76
C-		1.7	70-73
D+		1.3	67-69
D		1.0	64-66
D-	Poor	0.7	60-63
F	Fail	0.00	<60
I	Incomplete		
W/P	Withdraw Passing		
W/F	Withdraw Failing		

ACADEMIC PROGRESS

Students enrolled in St. Luke's College of Health Sciences must maintain a minimum 2.0 grade point average. Students failing to maintain a 2.0 grade point average or failing to meet the academic requirements of each program are subject to academic or clinical disciplinary action, suspension, or dismissal from the College. Specific guidelines for academic progress requirements are found in the College and/or programmatic handbook.

ACADEMIC WARNING AND DISMISSAL

At the midpoint and end of each semester, the academic and lab/clinical progress of each student is reviewed. Those whose academic or lab/clinical performance is unsatisfactory are counseled and the required standards are reviewed. Should prescribed conditions and requirements not be met, the student may be dismissed from the program. The College reserves the right to dismiss a student whose behavior does not meet the College's code of conduct. Conduct and behavior requirements are found in the College Student Handbook.

REMEDIAL/DEVELOPMENTAL PROGRAMS PLAN AND POLICY/PROCEDURE

By supporting students as they face obstacles associated with college life, the faculty, in conjunction with student services, assist students in making connections with campus resources and provides coaching on strategies for having a positive transition to college and an enjoyable experience at SLCHS.

Every student is fully capable of earning a degree from St. Luke's College of Health Sciences. At times, students experience difficulties: academic, emotional, social, health-related, family emergencies, and disciplinary actions.

The Learning Resource Program is an academic assistance program designed to help students to attain maximum academic achievement. The philosophy of the Learning Resource Program provides that teaching-learning is a shared process. Learners are free to question, participate in their own development, and are provided with an environment which encourages the improvement of study skills and preparation for all classes. Individual tutorial assistance and special interest programs are available to help students achieve their academic goals. These programs may include study skills seminars, writing workshops, and math review sessions.

ATTENDANCE

Students must realize the importance of achieving an academic record that reflects their intellectual ability for both the present and the future. Such records are seldom achieved without regular attendance and participation in class discussion and clinical participation. Mature and motivated students recognize that active and informed participation in class is essential to their scholarly growth. Students are expected to attend all classes. The specific requirements for each course are included in the course syllabi and identified by the faculty at the beginning of each academic and/or clinical course.

Due to the diverse nature of both academic and clinical components of the various programs, each program's policies regarding tardiness, absences from classes and clinical assignments are contained in each program's Student Handbook.

LEAVE OF ABSENCE

It is expected that students will pursue studies according to a systematic plan. If it becomes necessary to interrupt study before completion of the program, a leave of absence must be requested in writing and may not exceed one year. The request must be submitted to the Program Director.

ACADEMIC CLASSIFICATIONS

Freshman: A student who has earned 0 – 30 credit hours.

Sophomore: A student who has earned 31 – 60 credit hours.

Junior: A student who has earned 61 – 90 credit hours.

Senior: A student who has earned 91+ credit hours.

STUDENT CLASSIFICATIONS

Students are classified each semester based on registration as one of the following:

Full-time student:	12 semester hours or more
Part-time student:	Three-fourths time: 9-11 semester hours
	Half-time: 6-8 semester hours
	Less than half-time: 5 or fewer semester hours

The above classifications are acknowledged for financial aid purposes by Federal PELL Grant, Federal Family Education Loans, Veterans Administration, and similar agencies.

COURSE NUMBERING SYSTEM

St. Luke's College of Health Sciences uses the following general outline for course numbering:

- 100s: Courses that are designed primarily for but not limited to first-year students or that otherwise are the first undergraduate courses in a sequence in a field of study.
- 200s: Courses designed primarily for but not limited to sophomores.
- 300s: Courses designed primarily for but not limited to juniors.
- 400s: Courses designed primarily for but not limited to seniors.

TERMINAL AWARD DEFINITIONS

St. Luke's College of Health Sciences uses the following definitions to describe terminal awards for educational programs:

Certificate: a certificate program is generally less than one year in length, delivers instruction that is task or job specific and does not include general education courses.

Diploma: a diploma program requires at least one year of study, delivers instruction that is career specific and includes general education courses in its curriculum.

Degree: a degree program requires at least two years of study, requires successful completion of courses in the major area of study, as well as general education courses and courses that support the major.

At the completion of the program of study, the degree, diploma or certificate credential is awarded by St. Luke's College of Health Sciences.

STUDENT SERVICES

STUDENT ORIENTATION

Orientation introduces students to SLCHS and their chosen program of study. During orientation, students meet faculty, staff, and classmates, become familiar with the campus, and learn about key College resources such as learner support, advising, student services, financial aid, career services, information technology, and security. Program faculty provide an in-depth review of the program including the curriculum, learning management system (Canvas), course syllabi, required books and uniforms, clinical expectations, and graduation requirements. Student orientation is offered prior to the beginning of the first semester and is mandatory for all new students. Information regarding dates and times of orientation is emailed to students after program acceptance. Readmitted students are required to complete orientation before resuming classes.

St. Luke's College of Health Sciences ascribes to the belief that in order to provide safe care to patients, students must possess and maintain sound physical and emotional health. This includes adequate cognitive, sensory, and psychomotor functioning. Student health screenings, immunizations, education, and applicable and timely healthcare promote the health and safety of students and patients.

HEALTH PROTECTION AND EMERGENCY HEALTH CARE

Mandatory Requirements

- 1) Pre-entrance health examinations, screenings, and immunizations must be completed using the provided forms and returned to the College prior to beginning classes.
- 2) Students requesting an exemption for any required vaccinations, must complete and submit in timely manner all required paperwork from the St. Luke's Network Employee Health Services along with the required supporting documentation. Unless the Network grants the requested religious or medical exemption(s), any missing immunization(s) which are required will prevent the student from matriculating.
- 3) Drug and alcohol testing is required prior to beginning clinical courses.

Mandatory Up-to-Date Records

- 1) Tuberculin testing and influenza vaccination is required annually. Renewed and updated records must be received by the Registrar on or before the date of expiration. Failure to renew and submit required records prevents students from attending classes and clinical that could result in dismissal from the College. Students seeking qualifying medical or sincerely held religious exemptions must apply for them by August 30. See the Admission Office or Employee Health for *exemption forms*. Students with granted Influenza exemptions shall be required to wear approved respiratory protection when in <6-foot proximity of an area where a patient or health care personnel may be encountered at an SLUHN facility.
- 2) CPR certification by the American Heart Association (AHA) is required of students. The American Heart Association's BLS (Healthcare) Provider Course is the only acceptable certification course for infant through adult CPR. This AHA CPR certification must be obtained no longer than 3 months prior to beginning the program. Students must maintain current certification throughout their entire program.
- 3) Students must complete annual education and testing on the principles of body substance isolation, hazardous review and bloodborne pathogen control. Initial education is completed prior to the first clinical experience.
- 4) Students who have restrictions due to physical or behavioral health conditions and are under the care of physicians must update the College regarding these restrictions on an annual basis or when their health status changes.
- 5) Background checks are required upon admission. Students must keep the College informed if there is a change in the status of their clearances. Failure to do so can result in dismissal. A conviction of a felony prior or during the course of the education program may result in the denial of certification or licensure.
- 6) From time to time, students may be required by St. Luke's University Health Network or another clinical agency to receive additional testing or vaccinations in order to be permitted in the clinical areas.

Health Insurance Coverage

- 1) Student health insurance is mandatory and must be maintained throughout completion of the program. For students with limited income, government subsidies may be available at <https://www.healthcare.gov/>.
- 2) Student health and insurance verification records are the property of the College. These records are securely maintained by the Coordinator, Student Services.
- 3) The College will release some or all health records to the affiliating clinical agencies who may request them. Consent forms are signed by students prior to enrollment to release health forms to cooperating clinical agencies. After graduation, students' health records remain the property of the College and are maintained in secured electronic files at the College.

Change in Health Status

- 1) Students must notify the Coordinator, Student Services of any change in behavioral and/or physical health status, including pregnancy, which may restrict delivery of patient care. A written statement from a healthcare provider stating the student's limitations/restrictions and the projected duration of the limitations/restrictions is required. Pregnant students must submit certification from their healthcare provider to continue their academic program.
- 2) If the change in health status exceeds more than the allotted clinical days as outlined in the course syllabus, a meeting of the Dean, Undergraduate studies, course instructor and student will convene to determine if the documented limitations/restrictions can be adapted to meet course outcomes. If course outcomes are able to be met, a written plan will be developed for use of a temporary equivalent clinical setting and continuation of classroom teaching. One copy will be given to the student and another copy placed in the student's file. The College is not obligated to alter the expectations or outcomes of the course to accommodate a student with temporary limitations/restrictions.
- 3) A written clearance from the treating healthcare provider, along with restrictions and any suggested accommodations that do not restrict patient care and enable the student to meet course outcomes, may be required before the student is permitted to attend the clinical and/or classroom components of the curriculum.
- 4) Those students experiencing an extended change in behavioral and/or physical health status as deemed medically necessary by the student's health care provider or a health change resulting in an inability to develop a written plan that meets course outcomes need to take a temporary leave of absence or withdrawal from the program.
- 5) A temporary leave of absence may be granted up to one year to students who have short term, temporary health-related issues, including but not limited to conditions requiring medical and/or surgical interventions, pregnancies and childbirths. Students' requests for a temporary leave of absence are considered on an individual basis.

Exposures

- 1) The College does not provide healthcare to students. Students are expected to use their primary care provider for necessary care.
- 2) Students who become ill during clinical experiences must notify their instructor, who will direct students to an appropriate treatment area, if necessary.
- 3) If students are involved in accidents on Hospital property, an *Employee Accident Report* form and a *Request for Medical Treatment* form must accompany the students to an appropriate treatment area.
- 4) If students are exposed to bloodborne pathogens (any blood or body fluids or needle stick), the clinical instructors are notified and initial first aid is provided. Prompt treatments of the exposures are completed in the Emergency Department and an *Employee Accident Report* is completed. Emergency room charges are the responsibility of the student.
- 5) Students may utilize health care services of their choice or that are required by their health care plan. Exceptions may apply due to life threatening situations, exposure to bloodborne pathogens, accidents occurring on Hospital property, or if the students' conditions are such that they are unable to make an appropriate decision.
- 6) Students must present their health insurance card when requesting health care services.

STUDENT RECORDS

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all Colleges that receive funds under an applicable program of the U.S. Department of Education.

- FERPA gives parents certain rights with respect to their children's education records. However, these rights transfer to students when they reach the age of 18 or attend a College beyond the high College level.
- This College policy addresses student record maintenance, confidentiality, and access, which is derived from The Family Educational Rights and Privacy Act and applicable regulations. The Dean, Undergraduate Studies is responsible for the maintenance and custody of all records.

Contents of Student Records

Academic Record

1. Transcripts
2. Clinical evaluations

Non-Academic Information

Including, but not limited to:

1. Application
2. Acknowledgement form from Student Handbook
3. Information release letter/waiver
4. Counseling records/forms
5. Letters of recommendation prior to graduation
6. Physical forms and immunizations
7. CPR certification
8. Background checks
9. Information Technology forms

Incident Reports

1. Hospital incident reports
2. Security incident reports

Access to Contents of Student Records

Student Access

1. Students may review the contents of their records upon written request to the Senior Associate Dean, College of Health Sciences. Each request must be submitted to the Senior Associate Dean at least three (3) days prior to the appointment, to allow for scheduling and conference time, if necessary.
2. The College of Health Sciences has the right to maintain the confidentiality of certain records in accordance with applicable law. For example, students are refused access to letters of recommendation if a waiver of access was signed by students at the time they requested letters of recommendation.
3. Students are entitled to copies of the contents of their records, except those records designated as confidential, at cost of \$.25 per page.

Access by Third Parties

1. Information contained in student records is not released to any third party, except under certain conditions (see section 2 and 3 below), unless specifically authorized by students on the College form designated for that purpose.
2. Limited information may be released without student consent:
 - a. In an emergency when the information is necessary to protect the health or safety of students.
 - b. If subpoenaed pursuant to a judicial, legislative, or administrative proceeding.
 - c. In connection with an application from students for, or the receipt of, financial aid.
3. **Unlimited access** to student records for appropriate use:
 - a. Administrators and College of Health Sciences Faculty
 - b. State and local officials, to whom state law requires information be provided
 - c. Accrediting organizations.

Request for Correction to Student Records

The College also provides students with the opportunity to request correction of records if the students believe that the information is inaccurate, misleading, or in violation of their rights of privacy or other rights. If informal discussions do not resolve problems, students may make requests, in writing, to the Dean, Undergraduate Studies for formal hearings, which are conducted by an official of the College who does not have a direct interest in the outcome of the hearings.

- If, as a result of any hearing, the College decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, it shall amend the record accordingly and inform students of the amendment in writing.
- However, if as a result of the hearing, the College decides that the information in the record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, it shall inform them of their right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the College, or both. Such statements are maintained with the contested part of the records for so long as the records are maintained.

Maintenance of Student Records

Student permanent academic records, as well as post-graduation correspondence are retained indefinitely. Hospital incident and security reports are retained in the respective departments for at least five years after graduation.

Transcript Records

Students have electronic access to their grade report and unofficial transcript at the completion of each semester. This report includes nursing grades for the semester completed. Students may request an official transcript be sent on their behalf from the College for any purpose. A transcript request is made to the Registrar by completing the CHS Transcript Request form, which is available on the CHS website. Processing information needed from students:

1. Names
2. Class in which students are enrolled in or year graduated.
3. Name and address of the person/institution to whom the transcript is to be sent.
4. Student's signature giving CHS permission to release the student's records.

The request is to be accompanied by five dollars (\$5.00) per transcript and submitted to the Registrar, St. Luke's College of Health Sciences, 801 Ostrum Street, Bethlehem, PA 18015.

NON-DISCRIMINATION/ EQUAL EDUCATION OPPORTUNITY STATEMENT

St. Luke's College of Health Sciences values diversity in its student body and workforce and strives to maintain a culture of equality for all. In accordance with the SLCHS mission, vision, and values, and the Equal Education Opportunity Act and other laws, the College does not discriminate against any person based on race, color, national origin, language, sex (including pregnancy), religion, disability or any other basis protected by applicable law. SLCHS does not discriminate in student admission, participation in programs, or treatment of students. This includes administration of policies, scholarships, and loan programs. All employees are treated equitably during hiring, work assignments, evaluation, promotion, and provision of benefits. Inquiries regarding the non-discrimination policy or concerns regarding fair treatment of students or employees should be directed to Carol Kuplen, Dean, Undergraduate Studies at carol.kuplan@sluhn.org.

GRIEVANCE POLICY AND PROCEDURES

Introduction

St. Luke's College of Health Sciences is committed to supporting the rights of all students to submit expressions of satisfaction or dissatisfaction regarding their experience with the College and to seek resolution of their concerns. Students are encouraged to discuss these matters freely and openly. In addition, the College seeks suggestions for service improvement from students. Students who have immediate concerns or complaints should seek out their faculty advisors who serve as resources. Advisors help students determine which complaint policy and procedure to follow. If advisors are named in the complaints, students should contact the Coordinator, Student Services, for help.

The following procedures provide orderly processes for students to resolve complaints and appeals and to receive timely resolutions.

1. General College Complaints Procedure (below)
2. Appeal of Final Course Grades or Charges of Cheating and/or Plagiarism (below)
3. Discrimination, Sexual & Other Unlawful Harassment Policies (in this publication)

General College Grievance Procedure

Have a concern or complaint? Complaints are presented in writing, in person, by phone, or by e-mail. The CHS attempts to resolve complaints immediately if possible, and at the lowest possible level of contact. In any event, the investigation of complaints is expected to begin within 24 hours and be resolved within 7 days. Usually, issues can be resolved by discussing the matter with the individuals listed below in the First Level of Contact. If issues are not resolved at this level, students may move to the next level of contact. Presentation of a complaint does not compromise students' academic standings.

1. Informal Concern or Complaint

- a. After consulting with their faculty advisors to determine the appropriate complaint procedure to follow, students are expected to set up a meeting with the Step 1 contact listed in the following table to facilitate a resolution within seven (7) calendar days of the date the problems were reported. Students may be asked to submit written statements fully describing all the circumstances giving rise to complaints and descriptions of the efforts and events that have been undertaken thus far to resolve the complaints. Records of informal complaints are retained by the Step 1 contact and may be entered into the students' files.

2. Formal Written Concern or Complaint

- a. If complaints are not satisfactorily resolved, students may file formal complaints. In formal complaints, students are expected to provide data documenting the concerns in writing and to specify the actions being requested. Formal complaints must be in writing in the form of signed letters to the Step 2 contact listed in the table, with copies to all parties concerned. Records of formal complaints are retained by the Step 2 contact and may be entered into the students' files.

3. Final Step

- a. If the second step does not result in resolution, formal complaints may be presented before the appropriate final contact as listed in the table. Please note that the committees meet at designated times per academic year. All decisions/resolutions follow established rules and regulations of the committees and the policies of the College of Health Sciences. Records of complaint resolution are retained by the Step 3 contact or reflected in committee minutes and may be entered into students' files. **Students initiating formal complaints are notified of the final decision. These decisions are final and binding.**

I want to speak with someone about...	Step 1: First Level of Contact-informal concern or grievance	Step 2: Next Level of Contact-formal written concern or grievance	Step 3: Final Level of Contact
Academic support services	Program Director	Administrative Coordinator, Student Services	Dean, Undergraduate Studies
Admissions and enrollment status	Recruiter/Advisor	Administrative Coordinator, Admissions	Dean, Undergraduate Studies
Changing my faculty advisor	Program Director	Dean, Undergraduate Studies	None: to be resolved at Step 2
Charge of cheating or plagiarism	Instructor	Dean Undergraduate Studies: Decision if Appeal Committee warranted	See Appeals Procedure
Class or discipline URGENT issues	Class instructor	Program Director	Dean, Undergraduate Studies. If unavailable, then President
I want to speak with someone about...	Step 1: First Level of Contact-informal concern or grievance	Step 2: Next level of Contact-formal written concern or grievance	Step 3: Final Level of Contact
Clinical or discipline URGENT issues	Clinical instructor	Program Director	Dean, Undergraduate Studies. If unavailable, then President
Classroom issues NON-URGENT issues	Course Instructor	Program Director	Dean, Undergraduate Studies.
Curriculum program	Student Representative to Curriculum Committee	Chair Curriculum Committee	Curriculum Committee
Disability Services	Administrative Coordinator, Student Services	Dean, Undergraduate Studies	President
Discrimination, sexual & other unlawful harassment	Director, as a Campus Security Authority	Security department	To be determined based on circumstances
Exams or exam questions	Course Instructor(s)	None, must resolve at course level	
Failing a course	Course Instructor	Program Director	Dean, Undergraduate Studies
Final course grade perceived as “prejudiced or capricious academic evaluation”	Instructor within 3 working days of final grade	Dean, Undergraduate Studies: Decision if Appeal Committee warranted	See Appeals Procedure
Sex offenses: assault, domestic violence, stalking	Security department	Dean, Undergraduate Studies, as a Campus Security Authority	To be determined based on circumstances
Taking time off without penalty	Course or clinical instructor	Program Director	Dean, Undergraduate Studies

Appeal of Final Course Grades or Charges of Cheating and/or Plagiarism

The goal of the appeal procedure is to achieve a fair and expeditious resolution of final course grade issues or cheating/plagiarism charges at the lowest authority level. **Complaints about exams or exam questions are not**

grounds for an Appeal of Final Course Grades but are resolved at the course level.

The appeal of final course grades (theory and/or clinical) is reserved for students who perceive they were assigned an unfair final course grade that is counter to their rights to “have protection against prejudiced or capricious academic evaluation,” as defined in **Student Rights and Responsibilities** in this section of the Catalog. In addition, students may choose to respond to or appeal a charge of cheating and/or plagiarism. This appeal procedure is not available to an applicant for admission or readmission.

The time limit listed in each step of the appeal procedure is intended to ensure that the issue be resolved as quickly as possible. Time limits may be shortened by mutual consent of the parties at any step of the procedure, especially if there is a short time span between semesters or the start of the next course.

Once appeals are initiated, students, faculty members and others not directly involved in appeals are to refrain from offering comments and advisement surrounding students’ appeals, unless asked to do so by the Dean, Undergraduate Studies. **At the sole discretion of the Dean, students’ failures to follow the appeal procedure or to cooperate in this process may result in the termination of the appeal procedures.**

Appeal Procedure

1. Meeting with Faculty

- a. Within three working days of the incidents, students considering a final grade appeal or response to cheating/plagiarism charges must meet with the involved faculty members at a formal meeting to fill out Step 1 on the “Appeal of Final Course Grades or Charges of Cheating and/or Plagiarism”.

2. Written Appeal

- a. If resolutions satisfactory to the students are not obtained from the involved faculty, students may choose to file written appeals using the official form that was begun in Step 1.
- b. Official forms must be filed with the Dean, Undergraduate Studies, within three working days after the meeting with the faculty.
- c. Written appeals must contain statements fully describing all the circumstances giving rise to appeals and descriptions of the efforts undertaken thus far, these efforts are not considered by the students to have led to satisfactory resolutions.
- d. Faculty members delay recording the grades until the appeals have been resolved.
- e. Students may attend all classroom and clinical activities during the appeal process.
- f. Students should take into consideration the CHS refund policy for courses.

3. Dean, Undergraduate Studies’ Decision

- a. Following a review of the “Appeal of Grades or Charges of Cheating and Plagiarism Form” and written student documentation, the Dean, Undergraduate Studies decides if final grades/charges stand or formal appeals processes are warranted, resulting in convening of appeals committees.

The Dean, Undergraduate Studies’ Decision is final and binding.

Committee Process for Appeals

The Dean, Undergraduate Studies, having found the need for appeals committees, appoints the members.

1. Committees consist of a chair, who is a faculty member, three additional faculty members and three students. The full seven-member committee constitutes a quorum.
2. Within **five working days**, the chair schedules a hearing of the appeals committee.
3. Before hearings, committee members review any of the following, if applicable:
 - a. Students’ academic files related to the appeals
 - b. Relevant course materials
 - c. Written documentation of appeals from students
 - d. Additional written information from students submitting the appeals
 - e. Any other relevant information pertaining to the appeals.

Original written materials are filed by the Dean in a secured location at the completion of the appeal processes. The appeals committee members sign privacy statements, prohibiting them from speaking about the details of appeals to others during or after the appeals hearings.

4. Committee meetings may be held prior to the hearings in order to review documents and to clarify questions and concerns.
5. Hearings are conducted in an orderly manner that allows the appealing students opportunities to be heard. All involved parties must be present. Neither students nor appeal committees are permitted to be represented by legal counsel during any step of the actual procedures. If students desire to consult legal counsel in preparation for the procedures, students may do so; however, legal counsel may not attend any of the meetings. Audio/video recording of the meetings by either party is prohibited.
6. The following steps are a guideline for the committee chair to utilize when conducting a meeting:
 - a. Introduction
 - b. Confirmation of no conflict of interest
 - c. Statement of confidentiality
 - d. Presentation of the grievance by the student
 - e. Questioning of the student by committee
 - f. Review of information presented during meeting (involved parties are not present)
 - g. Decision rendered by committee.
7. When all evidence has been submitted, discussed, and summarized, the aggrieved student(s) is/are excused, and the committee adjourns to deliberate. All voting is by secret ballot with the chair collecting and counting the votes. Decisions are made by simple majority vote of the committee. The chair notifies the Dean, Undergraduate Studies of the appeals committee's decisions and recommendations.
8. The Dean, Undergraduate Studies communicates the committee's decisions in writing to the students, faculty members and Dean, Undergraduate Studies within **three working days** after the hearings.
9. If the committee finds the evidence does not sustain the charges, all records in the students' files related to the appeals are expunged.

Challenge of Appeals Committee Outcome

If students wish to challenge the appeals committee's decisions, requests for review by the Dean, Undergraduate Studies may be filed within **two working days** of the students' receipt of the committee's written decisions. The Dean, Undergraduate Studies responds to appeal challenges within **two working days**. The Dean, Undergraduate Studies notifies students of final decisions in writing.

The Dean, Undergraduate Studies' decision is final and binding.

If the Dean, Undergraduate Studies is named in the appeal, the next highest-ranking administrator, not named in the appeal, decides final appeal outcomes.

STUDENT RIGHTS AND RESPONSIBILITIES

The general and specific standards of conduct set forth below exist to provide basic guidelines of generally acceptable behavior for students enrolled in St. Luke's College of Health Sciences. **Failure to meet any of the general or specific standards of conduct or any unspecified behavioral expectation results in disciplinary action, up to and including dismissal from the College.**

Any intermediate disciplinary action short of dismissal, such as verbal warning or suspension, may be issued at the discretion of the College. No student has the right to an intermediate disciplinary step prior to dismissal. The College endeavors to utilize progressive discipline where appropriate. In exercising its discretion in deciding whether to implement intermediate disciplinary action, the College takes into consideration all factors that it deems pertinent, including the College's judgment as to the seriousness of the misconduct and the extent to which the College believes the students are willing and/or able to correct or avoid the improper behavior in the future.

If a student is terminated from St. Luke's University Health Network employment post matriculation, all factors deemed pertinent to the employment termination will be reviewed to determine in the College's sole discretion if the student will be permitted to continue his/her educational program. Students are expected to cooperate with the College's review and will be advised of the College's determination in writing.

General Standards of Conduct

Students generally meeting the behavioral expectations of the College will, at a minimum:

- Accept responsibility for their behavior and take action, which gives evidence of persistent efforts toward changing that unacceptable behavior to an acceptable one.
- Demonstrate accountability for their actions in both the clinical and classroom areas.

- Exhibit personal and professional integrity in the clinical and classroom areas.
- Promote and maintain patient safety.
- Maintain confidentiality of patients, students, employees, volunteers, donors, research and financials and business operations.
- Display behaviors that reflect caring, concern, flexibility, courtesy, non-judgmental or unprejudiced beliefs in interactions with patients and their families, fellow students, faculty members, and administrators.

Specific Standards of Conduct

The following specific behaviors are deemed unacceptable by the College:

- Absence without justification or proper notice.
- Excessive absenteeism or tardiness.
- Inattentiveness, sleeping, or engaging in any behavior which is deemed disruptive to the educational process during class or clinical experiences.
- Cheating, plagiarism, or any form of academic dishonesty. Academic dishonesty can take many forms such as cheating on examinations, projects, tests, quizzes or plagiarism. Cheating includes unauthorized assistance, aid or use of inappropriate resources. Plagiarism, described simply, consists of taking another person's ideas or words and presenting them as one's own to either complete an assignment or achieve a higher grade. When using another person's ideas or words, whether quoting directly or paraphrasing, students must cite the source according to APA format. **Cheating & Plagiarism Penalties:** Faculty members may assess one of the following penalties: **Written warnings, with requirements that assignments are redone within the instructors' specified timeframes or Zero "0" grades for assignments or exams.** In addition, the Program Director may impose disciplinary action, up to and including dismissal from the College. Students have the option to appeal the charges of cheating or plagiarism. .
- Refusing to follow the instructions of course instructors, supervisors, College administrators or other persons of authority.
- Failure to prepare for class or clinical experiences, or refusal or failure to perform class or clinical assignments.
- Disruptive behaviors including, but not limited to engaging in inappropriate and prohibited behavior, threatening, intimidating, coercing, or interfering with the educational process or residential experience of other students, course instructors, or other College personnel.
- Failure to speak or act in a professional, respectful, or courteous manner to any person in the Hospital, College of Health Sciences, and/or affiliate agency.
- Violation of the Substance Abuse and Drug Testing policy including, but not limited to, manufacture, possession, sale, use or distribution of any illicit drug or beverage containing alcohol on Hospital or College property.
- Violation of the policy on weapons including, but not limited to, the use or possession of any weapon(s), such as knives or firearms, on the Hospital or College property.
- Fighting (physical/verbal) on the premises.
- Sabotage.
- Theft or misappropriation of the property of the Hospital, College, other student(s), or any person to whom the Hospital provides services.
- Abuse, misuse, or deliberate destruction of Hospital or College property or equipment.
- Using another's name badge or permitting another to use your identification.
- Misrepresentation, falsification, or material omission of fact from any record, including without limitation: hospital, clinical or medical records, application for admission or other College-related records.
- Posting unofficial notices or items on the College bulletin board.
- Smoking on St. Luke's grounds or premises
- Violation of any safety rule(s) and/or practice(s).
- Violation of any regulation or policy governing residential life in Trexler Residence.
- Lewdness or indecent behavior.
- Off-campus behavior reflecting adversely on the College or its reputation.
- Sexual or other unlawful harassment of any fellow student, patient, or any other person connected with the Hospital or College.
- Unauthorized disclosure or discussion, either inside or outside of the Hospital or College, of confidential information concerning any patient, family, physician, other health care provider, and/or student.
- Unauthorized access to or breach of confidentiality of any of the College's confidential business or proprietary information, whatever the form, e.g., computer database, records, etc.

- Personal web sites, web blogs, including smart phones, with inappropriate content, especially as it relates to patient care, results in immediate counseling and potentially corrective action up to and including dismissal.

The list of specific standards is for guideline purposes only and is not intended to be exhaustive of the College's behavioral expectations. Further, the level of discipline imposed is not determined by whether students violate an enumerated, general, or specific standard of conduct or an unspecified behavioral expectation. Rather, the College reserves the right to impose whatever disciplinary action it deems appropriate in its sole discretion, up to and including dismissal from the College, upon any student engaging in any behavior deemed unacceptable to the College, regardless of whether the behavior is enumerated above or whether the conduct appears under the general or specific standards.

Student Rights and Responsibilities (adapted from National Student Nurses' Association)

1. Under no circumstances should a student be barred from admission to a particular institution on the bases of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes, or economic status.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education; students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide for and safeguard the students' freedom to learn.
4. Students should be free to take exception in an informed, professional manner to the data or views offered in any course of study. However, students are accountable for learning the content of any course of study for which they are enrolled.
5. Students should have protection, through orderly approved standard procedures, against prejudicial or capricious academic evaluation. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
6. Information about student views, beliefs, political ideation, legal status, United States citizenship status, sexual orientation or other personal information which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as an element of evaluation.
7. The student should have the right to advocate for themselves and other students in the construction, delivery and evaluation of the curriculum.
8. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be a part of a student's permanent academic record in compliance with state and federal laws.
9. Students should be allowed to invite and hear any individual of their own choosing within the institution's guidelines, thereby advocating for and encouraging the advancement of their education.
10. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, thereby encouraging leadership, e.g., through a faculty-student council, student membership, or representation on relevant faculty committees.
11. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty plagiarism, punctuality, attendance, and absenteeism.
12. The College should have readily available a set of clear, defined grievance procedures.
13. Students have the right to belong to or refuse membership in any organization.
14. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.
15. Adequate safety precautions should be provided by the College, for example, adequate street and building lighting, locks, patrols, emergency notifications, and other security measures deemed necessary to ensure a safe and protected environment.
16. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student-faculty understanding.
17. Students should have a clear mechanism for input into the evaluation of their education and faculty.

PERSONAL, SOCIAL, AND ACADEMIC COUNSELING PLAN AND POLICY/PROCEDURE

St. Luke's College of Health Sciences is dedicated to supporting the academic and personal development of enrolled individuals. As students pursue their academic goals, they need a supportive environment that enhances their learning experience and prepares them with knowledge and skills required for success post-graduation.

Purpose

The purpose of the Student Support Policy is to set out the nature and scope of support services available to all SLCHS students. This policy outlines SLCHS' obligations to its students and details the support processes, mechanisms and services designed for a diverse cohort of students to enable student progression, student achievement of learning outcomes and ultimately enable student success.

Policy Principles

- a. SLCHS is committed to the provision of timely and targeted student support for all students to enable a positive learning experience, the development of knowledge and skills, and to ensure personal well-being.
- b. SLCHS supports students and fosters independence by encouraging them to be responsible for their own learning.
- d. SLCHS is committed to ensuring that all students have equivalent opportunities to successfully progress in their course of study, and that the college has mechanisms and strategies to identify specific learning and support needs of all students.
- e. SLCHS is committed to the ongoing resourcing and improvement of a range of support services that acknowledge the academic, personal, and technical needs of all enrolled students.

Scope of Services

St. Luke's College of Health Sciences has designed its approach to student support services to align with our students' lifecycle from admission through to graduation and includes:

Academic Advisement

The Advisement Program provides students with academic advice designed to assist in meeting their individual interests and needs while completing the requirements of the curriculum. The Program Directors oversee the advisement program for their respective students. Following the Faculty advisors' initial contacts with their advisees, ***it is the advisees' responsibility to meet with their advisors as needed and/or when contacted by their advisor.*** Students may initiate conferences with their advisors at any time to discuss academic or perCHS concerns. Advisors can be contacted by telephone, email, text messaging or during class hours.

Outcomes of the Advisement Program

- 1. Provide students with academic advice to assist in completing the requirements of the curriculum.
- 2. Provide students with a faculty resource from whom the students can access accurate information, advice and direction regarding policies, procedures, regulations, and academic/professional requirements.
- 3. Facilitate positive relationships between students and nursing professionals through modeling of professional behaviors.

Roles of Student Advisees

Student advisees are ultimately responsible for making decisions about life goals and educational plans. Whenever possible, students maintain their advisors for the entire tenure within the College. Students are entitled to advisors with whom they feel comfortable; therefore, students may request changes in their assigned advisors without question by submitting a request to the Coordinator, Student Services.

Responsibilities of the Student Advisees

- 1. Meet with your advisors as needed.
- 2. Become familiar with curriculum and graduation requirements.
- 3. Become familiar with College policies as outlined in this publication.
- 4. Contact your advisors immediately with concerns about academic performance, progression or grievances.

Referrals for Health Issues and Counseling Services

Faculty and staff may make pertinent referrals for students. If possible, faculty and staff attempt to facilitate referrals by telephoning the parties to whom students are being referred while students are in the advisors' offices. The following are considered pertinent referrals:

- **Health Care** - Students are responsible for establishing doctor/patient relationships in the local community. Any other health issues can be referred to any St. Luke's Care Now location or the emergency room (available 24 hours). Students must use their health insurance provider to coordinate payments.
- **SilverCloud** - Students, Faculty, and Staff are eligible to use the St. Luke's SilverCloud application. SilverCloud offers secure, immediate access to online supported CBT (cognitive behavioral therapy) programs, tailored to an individual's specific needs. The programs consist of seven to eight online modules – that are self-paced. The goal of each module is to take the information and techniques learned and to start applying them in one's day-to-day life. At regular intervals, a supporter will check the participant's progress and provide feedback and guidance. SilverCloud can be accessed at <https://stlukes.silvercloudhealth.com/signup/>.

Spiritual Resources

A directory appears in both the Morning Call and Express-Times newspapers every weekend. A variety of spiritual resources is readily accessible on both the South and North sides of the city. The Hospital Chapel is located on the first floor of the Priscilla Payne Hurd Pavilion, just off the lobby. Pastoral Care may be reached at 484-526-4772.

Technology Services

The College has a full-time PC Support Analyst as well as the support of the SLUHN Information Technology Department.

- **Laptops** – Students are required to have an acceptable laptop to use for testing and class work. Tablets, including iPads, are not acceptable. The list of minimum requirements for the device can be found on the college website as well as within the Student Handbook.
- **Printing**- Students have unlimited use of the printers in the Computer Lab (Trexler 16).
- **College of Health Sciences Computers** - The CHS maintains a state-of-the art computer laboratory that is used for instruction, course delivery access via Canvas, student testing, academic Internet research, and email access. The computer laboratory is supplemented with a computer laboratory in Estes Library, as well as computers in the dormitory areas.
- **Canvas** - This online class component can manage course content, allow online communication and collaboration and create virtual learning communities. Each instructor directs the use of their course site. Students follow the instructions given to them by the CHS PC Support Analyst or the instructor for using the online site at <https://slhn.instructure.com>
- **ExamSoft** - Is the online examination system used at the College of Health Sciences.
- **Simulation** - Activities in the Clinical Learning Resource Center are incorporated into the curriculum to support the learning process.
- **Wireless Internet Access** - Wireless Internet access is available throughout the campus.
- **Copier** - Students are expected to use the copy machines in Estes Library. The copier located in the Student Services Office is also available for students.
- **Multimedia Equipment** – Equipment located in the Hurd Education Center is available for students. Students must request use of the equipment from the CHS PC Support Analyst. For use of equipment in classrooms, students must learn the correct method of operating the resources from the CHS PC Support Analyst.
- **Getting Help** -College of Health Sciences Tech Support, (484)526-8056 for emergencies or, CHSTechSupport@sluhn.org. Hospital Information Services Helpdesk, (484)526-3338.

Library Resources

Location and Hours

Estes Library is located in the Priscilla Payne Hurd Pavilion. Staff hours are: Monday, Thursday and Friday 8:00 am – 4:30 pm, Tuesday and Wednesday 8:00 am – 8:00 pm. The Library may be accessed after hours and on weekends by using the personal identification card issued for Trexler Residence or by paging security.

SEXUAL VIOLENCE TRAINING

St. Luke's College of Health Sciences will create mandatory annual sexual violence awareness and prevention training in its efforts to foster a safe and respectful working and learning environment on campus. By learning how to identify potential acts of sexual misconduct, who to contact if one learns about or experiences sexual or related misconduct, and policies and procedures for reporting and resolving such issues, everyone can help keep our campus safe places to learn, work, and live.

Employee Training Program

The College provides an annual training program. All employees are required to participate in the training session as part of their orientation. Responsible Employees are required to take the training on an annual basis and will receive instructions to take the training via direct email.

RESPONSIBLE EMPLOYEES

What are responsible employees?

At SLCHS, Responsible Employees are those who are required to share information about incidents of sexual misconduct. Training is required for all Responsible Employees. Responsible Employees may also be considered Campus Security Authorities (CSAs) for purposes of Clery Act crime reporting.

As a Responsible Employee if you receive a complaint of sexual misconduct, it is your duty to report the incident. If you have any doubts about your obligations, you should contact your campus Title IX Coordinator.

Who are considered responsible employees?

Responsible Employees include all supervisors, all employees that interact directly with students, and all employees that students might reasonably believe have authority to act or a duty to report. This includes, but is not limited to:

- All instructors, including full-time professors, adjuncts, lecturers, and any others who offer classroom instruction or office hours to students;
- All advisors;
- All student affairs administrators;
- Employees who work in offices that interface with students; and
- All supervisors and college officials.

Duty to Report

Responsible Employees must report incidents of sexual violence to the Title IX Coordinator or a Deputy Title IX Coordinator on campus as soon as possible. Once a report is made, the College is deemed to be on notice and must take immediate and appropriate steps to investigate or otherwise determine what occurred.

Reporting to Title IX Coordinators does not mean that the individual will be required to bring a formal complaint or file a formal report with police, or participate in any college investigation or procedures. It will ensure that information regarding resources, assistance, reporting options, rights and protections, is provided. It can also help the College in preventing future incidents.

SEXUAL MISCONDUCT & TITLE IX COORDINATORS

Duties and responsibilities: College Sexual Misconduct & Title IX Coordinator

The College Sexual Misconduct & Title IX Coordinator is informed of all reports of sexual misconduct, and oversees the college's review, investigation, and resolution of those reports to ensure Title IX compliance. The College Coordinator:

- oversees the investigation and resolution of all reports of sexual misconduct, including harassment, sexual violence, stalking, and intimate partner violence involving students, staff, and faculty;
- is knowledgeable and trained in college policies and procedures and relevant state and federal laws;
- is available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the college, both informally and formally, and in the community;
- provides assistance to any college employee regarding how to respond appropriately to a report of sexual misconduct;
- monitors full compliance with all procedural requirements, record-keeping, and timeframes; and
- oversees training, prevention, and education efforts, and any reviews of climate and culture.

Student Training

One way to ensure that our students become aware of the importance of the topics of sexual violence and sexual harassment is by having a required training. All St. Luke's College students are required to participate in a sexual violence and sexual harassment training session (module). This training will occur during the period of orientation prior to the beginning of the first semester of enrollment.

UNIFORM CRIME REPORTING

St. Luke's College of Health Sciences maintains an annual *Campus Crime and Fire Safety Report* that includes any reported criminal offenses which have occurred on the College campus and adjacent public properties during the prior three-year period. Recorded offenses include murder, sex offenses, burglary, robbery, aggravated assault, and motor vehicle theft, as well as the number of arrests which have been made on the campus for liquor law violations, drug abuse violations, and/or weapon possessions for that same three-year period. The report includes the number of criminal offenses and arrests, if any, which manifest evidence of prejudice based on race, religion, sexual orientation, or ethnicity. *The Campus Crime & Fire Safety Report* incorporates these student safety policies:

- Security Services
- Reporting of Criminal Incidents or Other Emergencies
- Disruptive Conduct and Violence Prevention
- Access to Campus Facilities
- Weapons Policy
- Crime Prevention Programs/Safety Tips
- LYNX Emergency Notification System
- Sexual Assault Policy
- Package Inspection/Search
- Fire Regulations

CAREER COUNSELING PLAN AND POLICY/PROCEDURE

As experts in their fields, program faculty offer St. Luke's College of Health Sciences students career counseling.

Faculty advisor and Coordinator, Student Services Responsibilities -Faculty advisors share their knowledge and expertise as they assist students in determining career goals and offer guidance as students seek employment and/or plan for future educational degrees. The Coordinator, Student Services provides student career development opportunities such as resume writing and interviewing skills. Human resource representatives from health systems are invited to meet with students to discuss graduate job opportunities.

Student responsibilities- During regularly scheduled meetings with their advisor, students are encouraged to discuss future plans and seek advisement as appropriate.

Graduates- Program graduates are encouraged to maintain contact with their faculty advisor and program directors who provide post-graduation career support as needed. Graduates are invited to join the alumni association and participate in networking opportunities.

STUDENT ACTIVITIES, EXTRACURRICULAR PROGRAMS, AND RECREATIONAL PROGRAMS PLAN AND POLICY/PROCEDURE

St Luke's College of Health Sciences recognizes the importance of offering student activities outside of the classroom. These activities give students opportunities to interact with others, gain new skills, and have a well-rounded College experience.

Student Activities – At the beginning of each semester SLCHS holds a structured event that allows students to meet with their advisor and other students assigned to that advisor. Other student activities that are organized by the Coordinator, Student Services, or student organizations include picnics, recognition events, and holiday parties.

Leadership Program - All students enrolled in the College are members of the Student Government Association (SGA). SGA is a representative governing body of the students at SLCHS. SGA provides a forum for the free exchange of ideas on matters of general concern to the College Community and offers resolution to concerns or communicates such concerns to the appropriate College agencies. Leadership opportunities extend beyond SGA. The College is committed to providing every opportunity for students to grow and develop personally, professionally, and as leaders in the healthcare community. In addition to classroom and clinical leadership opportunities, students are invited to become active in a variety of student organizations, serve on faculty teams, and volunteer in hospital related programs. Students are also encouraged to attend leadership workshops and programs provided throughout each academic year.

Student Recognition- Recognition ceremonies held annually include promotion ceremonies that acknowledge student's advancement within their programs and a commencement ceremony held to recognize and celebrate graduates.

Fitness Program-The St. Luke's Health and Fitness Center has various locations. It provides comprehensive exercise and fitness management to students of SLCHS as well as the entire healthcare network.

REASONABLE ACCOMMODATIONS PLAN AND POLICY/PROCEDURE

Policy Statement on Students with Disabilities

Consistent with its mission and philosophy, St. Luke's College of Health Sciences is committed to making its programs and services accessible to individuals with disabilities. In accordance with applicable law, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, St. Luke's College of Health Sciences does not discriminate against qualified students with disabilities, and it provides reasonable accommodation to otherwise qualified students with disabilities. Decisions regarding eligibility for accommodations and appropriate accommodations are based on the individual circumstances of each case.

As academic difficulties may result from any number of factors, the College of Health Sciences and/or its faculty are not responsible for diagnosing and/or referring students to be evaluated or examined for a potential learning or other disability. Should students believe that they may have learning or other disabilities, they should see the Administrative Coordinator, Student Affairs for more information on local professionals who may provide appropriate evaluations upon students' requests.

Reasonable Accommodation for Disabilities

Students who wish to request reasonable accommodation are strongly encouraged to contact the Administrative Coordinator, Student Services to initiate the process for documenting their disability and determining eligibility for accommodation prior to the start of the program. Should requests for accommodation be made after the program is commenced, delays in progression may result to enable adequate time for the college to engage in the interactive process of accommodations with the students. It is the students' responsibility to request reasonable accommodations and to do so in a timely manner. Although this interactive process may be initiated at any time, reasonable accommodation requested or granted is not applied retroactively. Student Services is responsible for

coordinating specific services and resources for disabled students at St. Luke's College of Health Sciences. The following procedure shall apply:

1. Students complete Section 1 of the Verification of Disability and Need for Accommodation form and has Section 2 completed by a licensed physician, psychologist, certified registered nurse practitioner or physician assistant. Students then submit the completed form to the Coordinator, Student Services.
2. If students have not previously submitted documentation of disabilities or if the college determines updated or additional documentation is needed, students are advised of what documentation is necessary.
3. Students submit the requested documentation in a timely manner, but not to exceed the beginning of the next semester.
4. After reviewing submitted documentation, the Administrative Coordinator, Student Services meets with the students to discuss the requests for accommodation. If reasonable accommodations are available, individualized plans of accommodation are reduced to writing and signed by the students and Administrative Coordinator, Student Services (see "Accommodation Plan Form").
5. If applicable to the accommodation in question, students are responsible for meeting with their instructors to discuss how the accommodation provisions are implemented. Should any questions or concerns arise from this implementation discussion, students are expected to notify the Coordinator, Student Services for timely resolution.
6. When accommodations for testing occur, the faculty proctor asks students to complete and sign a *Verification of Testing Accommodation form* to acknowledge that St. Luke's College of Health Sciences provided students with all accommodations set forth in their documented disability agreements.

Students with disabilities, like all other students, are expected to satisfy the college's academic requirements and perform all the essential functions or core standards of the program, with or without reasonable accommodation. While the College of Health Sciences endeavors to offer reasonable accommodations to students with disabilities, it is important to note that the College of Health Sciences is unable to provide any accommodation that the college may conclude is unreasonable under the circumstances or would fundamentally alter its services or programs, including but not limited to its academic requirements and non-academic requirements, such as the essential functions or core standards of the program.

Please note that nothing in this policy or any related form, or any application of such policy or form to any particular situation is intended to alter the legal definitions of "disability," "accommodation" or any related term, nor is it intended to create any rights or impose any obligation on the College of Health Sciences not required by applicable law.

RADIOGRAPHY

Radiographers are the medical professionals tasked with operating highly specialized, state-of-the-art scanning machines. These health care professionals operate medical imaging equipment, while radiologists are primarily concerned with providing imaging interpretation. Once qualified, radiographers use scanning equipment that includes x-ray machines, computed tomography (CT scanners) and even advanced technologies such as digital fluoroscopy to produce specialized imaging.

Radiographers are primarily responsible for:

- Properly preparing patients.
- Verifying safety protocols are followed.
- Having the knowledge to operate a wide range of imaging devices.
- Producing quality x-rays and images to ensure the right diagnosis can be made.
- Following the supervision of a radiologist.

PROGRAM DESCRIPTION

This program is designed for individuals who seek to earn an associate degree in radiologic technology. Radiologic technologists play a vital role as a health care team member. They utilize sophisticated equipment to produce images of bones, organs, tissues, and vessels for medical interpretation by a radiologist. Radiologic technologists interact with patients of all ages, ethnicities, and varied health conditions and illnesses. The program prepares students to enter the profession as entry level technologists eligible to take the American Registry of Radiologic Technologist (ARRT) examination.

MISSION

The mission of the SLUHN Radiography program is to educate students to become competent, ethical and professional entry level Radiologic Technologists who provide quality patient care as a vital member of the health care team.

EDUCATIONAL GOALS

- Students will be prepared as competent entry level Radiologic Technologist in the cognitive (knowledge) and psychomotor (clinical skills) learning domains.
- Students will model ethical behavior and professionalism.
- Students will apply critical thinking skills to clinical practice.
- Students will engage in respectful communication with the patient and members of the health care team.

Courses: Year 1 Fall		Credits
BIO 100	Anatomy and Physiology I	4
HSC 100	Medical Terminology	1
COM 100	Communication, Professionalism, College Success	1
RAD 101	Procedures I	3
RAD 111	Radiation Physics	2
RAD 120	Introduction to Clinical 30 hours lab (2 hours week) One 6.5-hour day of clinical, includes 30-minute lunch	2
Total semester credits		13

Courses: Year 1 Spring		Credits
BIO 110	Anatomy and Physiology I	4
RAD 102	Procedures II	3
RAD 112	Image Production and Analysis	3
RAD 121	Clinical Education I 14 hours of lab (2 hours every other week) Two 6-hour days of clinical, includes 30-minute lunch	3
Total semester credits		13

*First year students have Summer I off.
Will resume classes/clinical Summer II*

Courses: Year 1 Summer II		Credits
RAD 103	Procedures III	2
RAD 122	Clinical Education II Three 7-hour days of clinical, includes 30-minute lunch	2
Total semester credits		4

Courses: Year 2 Fall		Credits
ENG 100	English Composition	3
MAT 100	College Algebra	3
RAD 204	Procedures IV	3
RAD 213	Radiation Protection and Biology	2
RAD 223	Clinical Education III 6 hours of lab Two 6.5-hour days of clinical, includes 30-minute lunch.	3
Total semester credits		14

Courses: Year 2 Spring		Credits
PSY 100	Introduction to Psychology	3
SOC 100	Introduction to Sociology	3
RAD 205	Procedures V	3
RAD 214	Digital Imaging/QA	1
RAD 224	Clinical Education IV 6 hours of lab Two 6.5-hour days of clinical, includes 30-minute lunch.	3
Total semester credits		13

Courses: Year 2 Summer I		Credits
RAD 230	Registry Review and Preparation	2
RAD 225	Clinical education V four 8-hour days of clinical, includes 30-minute lunch.	3
Total semester credits		5

Total Program Credits		62
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RADIOGRAPHY COURSE DESCRIPTIONS

RAD 101: Procedures I

Credit Hours: 3

This course introduces the student to positioning terminology and projections, patient positioning, equipment manipulation, and radiographic image critique. Co-requisites: RAD 111 and RAD 120.

RAD 102: Procedures II

Credit Hours: 3

This course is a continued study of patient positioning, equipment manipulation, and radiographic image critique. More complex radiographic examinations are introduced. Pre-requisites: RAD 101, RAD 111, RAD 120; Co-requisites: RAD 112, RAD 121

RAD 103: Procedures III

Credit Hours: 2

This course is a continued study of patient positioning, equipment manipulation, and radiographic image critique, focusing on mobile and trauma radiography. Radiographic examinations requiring patient age consideration will be introduced. Pre-requisites: RAD 102, RAD 112, RAD 121; Co-requisite: RAD 122

RAD 204: Procedures IV

Credit Hours: 3

This course is a study of the more complex radiographic procedures utilizing contrast media. Radiographic pharmacology will also be discussed. Pre-requisites: RAD 103, RAD 122; Co-requisites: RAD 213, RAD 123

RAD 205: Procedures V

Credit Hours: 3

This course is a study of the more complex and rare radiographic procedures. Ethics will also be discussed. Pre-requisites: RAD 204, RAD 213, RAD 223; Co-requisites: RAD 214, RAD 224

RAD 120: Introduction to Clinical

Credit Hours: 2

This clinical course is designed to introduce the student to the radiology clinical setting. Basic terminology and patient positioning will be emphasized. Co-requisites: RAD 101, RAD 111

RAD 121: Clinical Education I

Credit Hours: 3

This clinical course is designed to instruct the student in the fundamentals of radiographic positioning, technique manipulation, and image critique. Pre-requisites: RAD 120, RAD 101, RAD 111; Co-requisites: RAD 102, RAD 112

RAD 122: Clinical Education II

Credit Hours: 2

This clinical course is designed to improve student imaging skills in the fundamentals of radiographic positioning, technique manipulation, and image critique. Pre-requisites: RAD 121, RAD 102, RAD 112; Co-requisite: RAD 103

RAD 223: Clinical Education III

Credit Hours: 3

This clinical course is designed to increase student proficiency in the fundamentals of radiographic positioning, technique manipulation, and image critique. Pre-requisite: RAD 103; Co-requisites: RAD 204, RAD 213

RAD 224: Clinical Education IV

Credit Hours: 3

This clinical course is designed to increase student proficiency in the practice of radiographic positioning, technique manipulation, and image critique. Pre-requisites: RAD 204, RAD 223, RAD 213; Co-requisites: RAD 205, RAD 214

RAD 225: Clinical Education V

Credit Hours: 3

This course is designed for the student to gain proficiency in the imaging examinations taught throughout the radiography curriculum. Pre-requisites: RAD 205, RAD 223, RAD 214; Co-requisite: RAD 230

RAD 111: Physics

Credit Hours: 2

This course introduces radiation physics topics. The radiographic imaging system and x-ray production will be discussed. Co-requisites: RAD 101, RAD 120

RAD 112: Image Production and Analysis

Credit Hours: 3

This course will continue instruction on the image production process. Specific factors that govern the image production process will be identified. Pre-requisites: RAD 111, RAD 101, RAD 120; Co-requisites: RAD 102, RAD 121

RAD 213: Radiation Protection and Biology

Credit Hours: 2

The course includes principles of radiation protection, an overview of cell biology and the damage electromagnetic radiation causes to the cell. In addition, early and late radiation effects on the organ systems are discussed. Pre-requisites: RAD 112, RAD 103, RAD 122; Co-requisites: RAD 204, RAD 223

RAD 214: Digital Imaging and QA

Credit Hour: 1

Digital imaging acquisition and display and quality control procedures are presented. Pre-requisites: RAD 213, RAD 204, RAD 223; Co-requisites: RAD 205, RAD 224

RAD 230: Registry Review and Preparation

Credit Hours: 2

In this course material previously presented including patient care, radiographic procedures, and radiographic science will be reviewed with emphasis on preparation for the American Registry of Radiologic Technologist (ARRT) registry examination.

RESPIRATORY THERAPY

A respiratory therapist (RT) is a specialized healthcare practitioner who has training in pulmonary medicine. They help evaluate, monitor, and treat breathing and lung problems. RTs work with doctors and nurses and have a range of responsibilities and duties related to lung health. For example, they help people manage breathing conditions and improve their quality of life. RTs also create long-term care plans and provide education, training and information to people and their families. RTs treat breathing conditions in a variety of settings, including emergency rooms, doctors' offices, and maternity units. They also work in nursing homes, hospices, and home care settings.

Some procedures that RTs perform include:

- Pulmonary function testing
- Oxygen therapy
- Blood oxygen level testing
- Mechanical ventilation
- Giving medications, including inhalants
- Assessing and monitoring breathing

PROGRAM DESCRIPTION

This program is designed for individuals seeking to earn an associate degree in respiratory care. Respiratory therapists play a vital role as healthcare team members, involved in the treatment, management, evaluation, and care of patients of all ages with complications related to the cardiopulmonary system. Upon completion, students are prepared to enter the profession as entry-level respiratory therapists eligible to take the National Board of Respiratory Care (NBRC) nationally recognized credentialing examinations.

MISSION

To educate students as caring, knowledgeable, and socially responsive respiratory care professionals who use critical thinking as they provide excellence in the assessment, treatment, and monitoring of cardiopulmonary patients, including adults, children, and neonates..

PROGRAM GOALS

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
- Serve as an effective registered respiratory therapist who advocates for vulnerable populations.
- Demonstrates competent respiratory therapy care by applying critical thinking and problem-solving principles.
- Exemplify safe, professional, inclusive patient-centered care by effective communication and teamwork while in the health care setting.
- Carry out principles of morality and ethics while functioning within the scope of practice for respiratory therapists.
- Integrate healthcare technology and informatics to enhance interprofessional collaboration and improve respiratory wellness across the lifespan.

CURRICULUM – Total Credits = 69

Code	Number	Semester	Course Name	Credit Hours
BIO	100	Fall	Anatomy & Physiology I	4
MAT	100		College Algebra	3
COM	100		Communication, Professionalism and College Success	1
RCP	100		Basics Of Direct Patient Care	2
ENG	100		English Composition	3
			Semester Credits	13
BIO	110	Spring	Anatomy & Physiology II	4
CHM	100		General Chemistry	3
RCP	102		Respiratory Lab and Therapeutics I	3
RCP	101		Respiratory Care I	2
PSY	100		General Psychology	3
			Semester Credits	15
RCP	111	Summer	Respiratory Care II	3
RCP	113		Clinical I	2
RCP	112		Respiratory Lab and Therapeutics II	3
RCP	114		Cardiopulmonary Pharmacology	3
			Semester Credits	11
RCP	210	Fall	Cardiopulmonary Pathophysiology	3
RCP	201		Respiratory Care III	3
RCP	202		Respiratory Lab and Therapeutics III	3
RCP	203		Clinical II	3
			Semester Credits	12
RCP	211	Spring	Respiratory Care IV	3
RCP	212		Respiratory Lab and Therapeutics IV	4
RCP	213		Clinical III (ICU and Elective Rotation(s))	5
			Semester Credits	12
RCP	223	Summer	Clinical IV	2
RCP	230		RRT Prep / Capstone Course	4
			Semester Credits	6
RCP Credits 48. Gen Ed Credits 21. Total Credits				69
RCP Credits				48
Gen Ed Credits				21

RESPIRATORY THERAPY COURSE DESCRIPTIONS

RCP 100: Basics of Direct Patient Care

Credit Hours: 2

In this course, students will gain an overview of the path to become a licensed Registered Respiratory Therapist (RRT). The role of professional organizations (AARC, NBRC, CoARC, OSHA, Pa DOH, and the Joint Commission, will be introduced. The basics of medical ethics, and regulations relevant to respiratory therapy and healthcare are presented. Additionally, students will explore patient assessment techniques, including the fundamentals of history-taking, physical examination, proper body mechanics when assisting a patient, regulations and practices related to restraining a patient and the integration of laboratory and diagnostic data. All of this will be taught within the framework of evidence-based healthcare and infection control and prevention best practices. Students will also be provided with an explanation and listing of the various healthcare providers now working in a modern acute care hospital. This course, taught over 15 weeks, has 1 classroom hour per week and 2 laboratory (hands-on) hours per week.

RC 101: Respiratory Care I

Credit Hours: 2

This course provides the groundwork for respiratory therapy techniques. Students will explore topics such as medical gases, low flow and high low and continuous medical gas therapies, aerosol therapies, humidifiers, nebulizers, hyperinflation techniques. Additionally, students are expected to demonstrate understanding clinical indications, contraindications, and potential side effects of all previously mentioned equipment and procedures. This course, taught over 15 weeks, has 2 classroom hours per week.

RCP 102: Respiratory Lab and Therapeutics

Credit Hours: 3

“Lab and Therapeutics” is a practical, hands-on course that applies the content learned in Respiratory Care I coursework. During this course, students gain experience in selecting, using, and troubleshooting equipment related to various therapies, including medical gas delivery, aerosols, humidifiers, and hyperinflation techniques. Students will be introduced to medical devices used to provide pharmacologic interventions. This course, taught over 15 weeks, has 1 classroom hour and 2 lab hours per week.

RCP 111: Respiratory Care II

Credit Hours: 3

This course offers comprehensive instruction in both theoretical concepts and practical applications of respiratory therapy modalities. Topics covered include chest physiotherapy and airway clearance procedures (to include NT, oral, ET and trach suctioning); basic and advanced airway management techniques such as intubation, extubation, and tracheostomy care; manual ventilation methods, and an introduction to artificial ventilation concepts including CPAP, BiPAP, and various positive and negative pressure ventilators. Additionally, the course addresses blood gas sampling, analysis, and quality control procedures, noninvasive monitoring techniques such as oximetry and capnography, pulmonary mechanics, and equipment decontamination protocols. Clinical Practice Guidelines (CPGs) pertinent to these modalities are also introduced to students. Patient chest assessment, auscultation of breath sounds, principles of chest x-ray and interpretation and ECG interpretation will also be presented. This course, taught over 12 weeks, has 3 classroom hours per week.

RCP 112: Respiratory Lab and Therapeutics II

Credit Hours: 3

This course is designed to equip students with basic airway maintenance skills (chest physiotherapy, vest therapy, PEP therapies, nasal, oral and tracheal suctioning), and advanced skills in artificial airway management, focusing on techniques such as endotracheal intubation and bag valve-mask ventilation. A complete review of various types of artificial airways will be provided through simulated and hands on simulations and practice. Additionally, students will gain practical experience in simulated blood gas sampling, noninvasive monitoring, basic ventilatory support, and pulmonary function assessments, including bedside spirometry. This course, taught over 12 weeks, has 2 lecture and 2 lab hours per week.

RCP 113: Clinical I

Credit Hours: 2

This foundational course establishes the groundwork for all subsequent clinical courses. Students will gain an introduction to patient care and teamwork within clinical settings. They will be presented with an overview of the performance and presentation expectations for respiratory care students in a hospital environment. With the clinical instructor, the student will see examples of an appropriate practitioner/ patient relationships and understand when and how patient rights prevail during all caregiving moments. This course requires that the student spend time under the direct supervision of an instructor in a clinical affiliate. Topics include isolation techniques, patient positioning, lifting and moving, vital signs, charting and patient interaction. This course focuses on oxygen administration, humidity/aerosol therapy, and patient assessment. Clinical experience includes observation, patient rounds, clinical simulation and practical work situations. Case studies are assigned. Students will be supervised by an assigned clinical preceptor / instructor at all times and will be evaluated on their ability to apply theoretical knowledge to real-world scenarios. Six (6) hours of clinical assignments per week for weeks 3 through 12 of the first Summer Semester.

RCP 114: Cardiopulmonary Pharmacology

Credit Hours: 3

This course provides general pharmacologic principles, metric system, and drug dosage calculations, as well as presenting the autonomic nervous system, and medicated aerosols. It also covers the following drug categories: bronchodilators, mucokinetics, surfactants, anti-inflammatory and antiasthmatic agents, anti-infectives, cardiovascular agents, blood pressure and antithrombotic agents, neuromuscular blockers, sedatives, anesthetics, analgesics, and therapeutic gases. The pharmacologic management of obstructive pulmonary diseases and respiratory infections is also discussed. This course, taught over 12 weeks, has 3 classroom hours per week.

RCP 201: Respiratory Care III

Credit Hours: 3

In this course, students will explore various modes of ventilatory support. The curriculum emphasizes a comprehensive understanding of ventilator components, including initiation, monitoring, modification, and weaning off of mechanical ventilation. Additionally, students will learn patient assessment techniques and gain proficiency in providing recommendations for patients requiring ventilatory support. Topics covered include the application of CPAP, BiPAP, negative and positive pressure ventilation, as well as ventilators commonly used in extended care or home settings. Role of hyperbaric medicine for both inpatients and outpatients and a review of the principles of optimal PEEP. 15 weeks long, 3 lecture hours per week.

RCP 202: Labs and Therapeutics III

Credit Hours: 3

This course focuses on the selection of optimal mechanical ventilation modes for various patient situations. Participants will learn to initiate, monitor, assess, recommend adjustments to ventilatory support, and facilitate weaning from mechanical ventilation. The curriculum covers a diverse range of ventilation modes and their practical applications. Application of hyperbaric medicine will be presented with a field trip to a functioning hyperbaric unit. 15 weeks long. 1.5 hours of lecture and 1.5 hours of lab per week.

RCP 203: Clinical II

Credit Hours: 3

Students will gain an introduction to patient care in the Emergency and Trauma areas, on the Medical-Surgical Care floors and from weeks 12 to 15 also be introduced to patient care in an Intensive Care Unit. Teamwork, thoroughness, accuracy and timeliness within these clinical settings will be the main emphasis of this rotation. Students will be supervised by an assigned clinical preceptor / instructor at all times and will be evaluated on their ability to apply theoretical knowledge to real-world scenarios. Fifteen weeks long, with two clinical shifts per week each lasting for six (6) hours.

RCP 210: Cardiopulmonary Physiology

Credit Hours: 3

In this course, students will explore the pathophysiology of the cardiovascular and pulmonary systems. They will gain the ability to discuss the causes, clinical presentation, diagnostic methods, treatment options, and expected outcomes related to various cardiopulmonary disorders. 15 weeks long, 3 lecture hours per week.

RCP 211: Respiratory Care IV

Credit Hours: 3

This course emphasizes two main areas. Firstly, students will re-explore adult patients' management in emergency settings and the ICU. Secondly, they will delve into the fundamental aspects of pediatric and neonatal respiratory care, covering anatomy, physiology, pathology, pharmacology, therapies, and techniques relevant to these populations. Neonatal / pediatric topics to be covered include respiratory system development, patient assessment, pharmacology, pulmonary disorders, therapeutic procedures, and mechanical ventilation and monitoring. 15 weeks long with 3 clinical hours per week.

RCP 212: Labs and Therapeutics IV

Credit Hours: 4

This course provides hands-on training for respiratory therapists in emergency and ICU environments. Students will learn essential skills related to patient management, airway management, and critical care procedures. Additionally, the course delves into specialized respiratory care for neonatal and pediatric populations. Topics include anatomy, physiology, pharmacology, and ventilation techniques. 15 weeks long with 3 classroom hours and 2 lab hours each week.

RCP 213: Clinical III

Credit Hours:

This clinical course provides hands-on experience for respiratory therapy students in acute care settings. Students will rotate through various adult intensive care units and still have responsibilities for being present and active whenever critical care assistance is needed in the ED, trauma bay, or on the general med-surg floors. Students will be supervised by an assigned clinical preceptor / instructor at all times and will be evaluated on their ability to apply theoretical knowledge to real-world scenarios. 15 weeks long with two 10- hour long shifts per week.

RCP 223: Clinical IV

Credit Hours: 2

In this clinical course students will gain experience in caring for neonatal and pediatric patients, including those in the neonatal intensive care setting. Additional clinical rotations in home care and the sleep laboratory will be presented. 12 weeks long with a total of 10 clinical hours per week.

RCP 230: Respiratory Prep Course

Credit Hours: 4

This course presents a comprehensive review of respiratory therapy knowledge and practice to prepare candidates for the advanced Registered Respiratory Therapist (RRT) examination conducted by the National Board for Respiratory Care (NBRC). This seminar covers all areas of required technical, practical, and clinical skills. Preparing for the credentialing examination(s) is also covered. This course may include both classroom and digital activities such as video, tests/quizzes, simulations, and discussion boards. Case-based clinical simulations require students to integrate all concepts learned throughout the curriculum and clinical practice courses and apply this knowledge to branching-logic scenarios. 12 weeks long with 4 lecture hours per week.

PROGRAM DESCRIPTION

This program is designed for individuals who have an associate degree or diploma in nursing and are seeking to build upon existing professional expertise and expand additional opportunities for professional and personal growth. Offered totally online, it affords individuals the flexibility required to maintain employment and manage personal responsibilities while completing educational requirements.

MISSION

To educate students as caring, knowledgeable, and socially responsive professional nurses who provide excellence in healthcare using evidenced-based decision-making as they promote physical, mental and economic health of populations and communities.

PROGRAM OUTCOMES

- Deliver safe, inclusive, patient-centered care to all within the scope of practice for registered nurses.
- Demonstrate professionalism in nursing through communication and teamwork while providing or directing patient care.
- Evaluate moral and ethical behaviors while functioning in the role of a registered nurse.
- Integrate healthcare technology and informatics to enhance interprofessional collaboration and improve wellness across the lifespan.
- Serve as an effective registered nurse who advocates for vulnerable populations.

Pre-requisites:		
Pre-licensure Nursing		39 credits
28 Credits: General Education as specified:		
Science: 11 credits (8 credits in Anatomy & Physiology required)		
Sociology: 6 credits		
English: 3 credits		
Electives: 8 credits		
RN-BSN Curriculum		
Semester I (5-week courses) - Fall		
MAT 100:	College Algebra (15-week course)	3 credits
COM 300:	Technology Literacy & Professional Communication	3 credits
NUR 300:	Professional Nursing	3 credits
BIO 200:	Nutrition	3 credits
Semester II (5-week courses) - Spring		
NUR 310:	Diversity in Client Care	3 credits
NUR 320:	Pathophysiology	3 credits
NUR 330:	Health Assessment for the Registered Nurse (Clinical component: 45 hours)	3 credits
Semester III (6-week courses) – Summer		
MAT 200:	Introductory Statistics (12-week course)	3 credits
NUR 340:	Ethics in Nursing	3 credits
Semester IV (5-week courses) – Fall		
ECO 300:	Principles of Macroeconomics	3 credits
NUR 350:	Healthcare Informatics	3 credits
NUR 410:	Population Health/Global Health Promotion	3 credits
Semester V (5-week courses) – Spring		
NUR 420:	Evidence-Based Practice: Research in Nursing [15 week-course](Clinical component: 45 hours)	4 credits
NUR 430:	Community Health: Issues in Nursing (Clinical component: 22.5 hours)	3 credits
NUR 440:	Health Policy: Quality & Safety (Clinical component: 22.5 hours)	3 credits
Semester VI (5-week courses) – Summer		
NUR 450:	Leadership & Management in Nursing (Clinical component: 22.5 hours)	3 credits
NUR 460:	Capstone: BSN Practice Project	4 credits

RN-BSN PROGRAM COURSE DESCRIPTIONS

NUR 300 – Professional Nursing

Credit Hours: 3

The course focuses on development of professional nursing identity through exploration of theories, trends, professional competencies, standards of education and professionalism. Attention to development of the nurse as a leader proficient in advocacy and influence in personal and professional contexts.

NUR 310 – Diversity in Client Care

Credit Hours: 3

Promotes ethical practice and client care competence through the study of diversity. Needs of culturally diverse populations are explored through the study of topics such as: gender and sexuality, social justice, age, religion, acculturation, physical and mental disability, older adult needs, economic disadvantage, mental health and substance abuse.

NUR 320 – Pathophysiology

Credit Hours: 3

This course explores the mechanisms involved in the pathogenesis of body systems throughout the lifespan. Emphasis is on understanding pathophysiology as an alteration in normal physiological functioning of individuals and the presentation of selected pathophysiology and subsequent symptomatology in diverse individuals across the lifespan. The scientific approach will provide understanding of the mechanisms of disease as they are related to clinical decision-making for health promotion, risk reduction, and disease management.

NUR 330 – Health Assessment for the Registered Nurse

Builds upon students' existing knowledge of nursing assessment. The course presents current and innovative assessment techniques of the physical, mental, emotional, and spiritual well-being of patients. Use of assessment data and shared decision-making are discussed throughout the course. This course also outlines the concepts of a head-to-toe assessment, providing students with an understanding of how to critically think about the different aspects of the assessment and analyze patient cues to determine the implications of findings. Students will analyze lifestyle and cultural implications of health. Pre-requisite: NUR 320

NUR 340 – Ethics in Nursing

Credit Hours: 3

Examines ethical decision-making in clinical practice. Emphasis is placed on ethical obligations of professional nurses in their roles and leaders in the profession and providers of care.

NUR 350 – Healthcare Informatics/Information Management

Credit Hours: 3

The course focuses on healthcare electronic information systems. Information technology surrounding continuity of care, quality improvement, and security are explored.

NUR 410 – Population Health-Global Health Promotion

Credit Hours: 3

Prepares students for the role of the nurse in preserving and promoting health among diverse populations. Basic principles of epidemiology, social determinants of health, and resource allocation through value-based care are outlined. The course introduces planning, organization, and delivery of services for diverse populations in community settings, including illness prevention, disaster preparedness, and environmental health.

NUR 420 – Evidence-Based Practice – Research in Nursing

Credit Hours: 3

Teaches students how to design and conduct research to answer important questions about improving nursing practice and patient care delivery outcomes. This course introduces the basics of evidence-based practice, which students are expected to implement throughout their clinical experiences. Planning begins for Capstone Project. Pre-requisite: MAT 200; Co-requisites: NUR 430 (Block II), NUR 440 (Block III)

NUR 430 – Community Health-Issues in Nursing

Credit Hours: 3

Provides students with an introduction to professional nursing in today's contemporary health care environments. Emphasis is on health and wellness of diverse communities and populations through active and responsible community engagement as professional nurses. The development of the student's identity as a professional nurse is a focus of this course as well as the therapeutic nurse-patient relationship, including the principles of therapeutic communication, and within the context of a safe patient care environment. Included is an orientation to the legal and ethics basis of nursing practice, contemporary nursing issues and trends, nursing education for professional practice, and nursing leadership. Co-requisite: NUR 420

NUR 440 – Health Policy-Quality & Safety

Credit Hours: 3

Introduces the concepts of value-based care and the role of the nurse. This course includes concepts related to financial responsiveness, shared decision-making, preference-sensitive care, leveraging data. In this course, students learn about cost and fee-for-service in terms of value to the client and patient rather than value to the healthcare system. Co-requisite: NUR 420

NUR 450 – Leadership & Management in Nursing

Credit Hours: 3

Focus on the professional nurse's role in applying the principles of leadership and management in clinical environments. Explore the nurse leader and their influence on quality, safe nursing practice. Examine barriers to practice, regulatory, legislative, holistic, and political processes related to professional practice. Explore nursing leadership roles and interprofessional collaboration to increase efficiency in healthcare. Pre-requisites: MAT 100, BIO 200, COM 300, ECO 300, NUR 300, NUR 310, NUR 320, NUR 330, NUR 340, NUR 350, NUR 410, NUR 420, NUR 430, NUR 440

NUR 460: Capstone – BSN Project

Credit Hours: 4

Students engage with an opportunity to create a project that is actionable by synthesizing program knowledge and skills previously learned to demonstrate program outcomes. Students put into practice competencies and confidence to becoming collaborative leaders in the wellness and/or healing environment and meet program outcomes. Emphasis is placed on facilitating valuable change in the healthcare setting based on evidence-based, ethical care. Pre-requisites: MAT 100, BIO 200, COM 300, ECO 300, NUR 300, NUR 310, NUR 320, NUR 330, NUR 340, NUR 350, NUR 410, NUR 420, NUR 430, NUR 440, NUR 450

GENERAL EDUCATION COURSE DESCRIPTIONS

BIO 100 - Anatomy & Physiology I

Credit Hours: 4

This course studies the structure and function of the human body. Students learn basic human anatomy and physiological principles focusing on the cellular and tissue levels and their integration into the integumentary, skeletal, muscular, and nervous systems.

BIO 110 – Anatomy & Physiology II

Total Credit Hours: 4

This course expands studies on structure and function of the human body. Students learn basic human anatomy and physiological principles focusing on the nervous, endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive, organ systems. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles.

BIO 200 – Nutrition

Credit Hours: 3

This course studies how the body is nourished by taking in and using food to stay healthy. Principles of biological sciences including anatomy, physiology and biochemistry to provide an overview of dietary guidance, properties, function, deficiencies, toxicities, requirements, and regulation of nutrients and their role in human health and disease.

BIO 210 – Microbiology

Total Credit Hours: 3

This course covers core concepts and basic principles on the classification of microorganisms, characteristics of different cell types and processes critical for cell survival is studied. Students explore microorganisms and how they interact with humans and the environment. Topics such as bacterial metabolism, microbial nutrition, genetics, anti-microbial approaches, and interaction of pathogenic bacteria with humans are discussed.

CHM 100 – General Chemistry

Total Credit Hours: 3

This course studies the nature of matter, stoichiometry, basic chemical reactions, thermochemistry, atomic structure and the periodic table, and chemical bonding.

COM 100 – Communication, Professionalism & College Success

Credit Hours: 1

This course imparts knowledge, skills, and resources to promote knowledge of the health care system, behaviors required of a health care professional and strategies to support learner success.

COM 300 – Technology Literacy & Professional Communication

Credit Hours: 3

This course builds on foundations of communication through use of technology integration. Office 365 product software is introduced, and pertinent utilities are explored to allow students to maximize program functionality. Advanced communication concepts are explored, including APA writing style, professional writing, and presentations. Ethics in use of digital technology and how to avoid plagiarism is explored to set the foundations for the advancing healthcare professional.

ECO 300 – Principles of Macroeconomics

Credit Hours: 3

This course studies the economy, including large scale or general economic factors. Students learn logical, conceptual, and analytical thinking related to macroeconomic principles applied to the American economy. Understanding and problem solving related to resource allocation, trade-offs, supply and demand, economic problems of aggregate output, unemployment and inflation, business cycles and stabilization policies, money and banking, and fiscal and monetary policies are explored.

ENG 100 – English Composition I

Credit Hours: 3

This course teaches students the practice of proper writing techniques to create purposeful and original written work. Students learn to become an effective college writer by critically reading, critically writing, and giving and receiving peer feedback. Emphasis will be placed on building from an idea through the drafting, editing and critiquing stages to cite and finalize written materials.

HSC 100 – Medical Terminology

Credit Hour: 1

This course introduces the student to terms used in the medical setting. Interactive exercises are used to develop the ability to correctly spell, pronounce and use medical terms. Co-requisite: RAD 120

MAT 100 – College Algebra

Credit Hours: 3

This course includes the study of functions and operations of functions, operations on polynomials, fractions, solution of linear and quadratic equations and inequalities, graphing of linear and quadratic functions, solution of word problems, functions, polynomial and rational functions, systems of equations, algebra of matrices.

MAT 200 – Introductory Statistics

Credit Hours: 3

This course will introduce statistical concepts of using appropriate data, probability, and inferences to answer real world questions and avoid bias. Topics include exhibiting and describing data, normal curves, t-distribution, probability, statistical inference, confidence intervals and hypothesis testing. Students learn to use evidence and data to make decisions.

PSY 100 – General Psychology

Credit Hours: 3

This course explores the mind and human behavior by understanding brain functions. Theories and research are covered in several major subfields of psychology: biopsychology, cognitive psychology, developmental psychology, personality psychology, social psychology, and clinical psychology

PSY 200 – Developmental Psychology

Credit Hours: 3

This course explores how human beings grow and development in their lifetime. Life span development is studied including intellectual, social, emotional, and physical development from infancy, through childhood and adolescents and adulthood.

SOC 100 – Introduction to Sociology

Credit Hours: 3

This course studies social life, social change and the social causes and consequences of human behavior. Basic principles of sociology and patterns of behavior are explored. Students learn how to draw conclusions and understand the role of an engaged citizen with a global perspective.

Academic Calendar 2025-2026

Full Term	Fall	Spring	Summer
Registration Opens	Week of March 6		
First Day of Term	Aug. 18	Jan. 12	May 19
Last Day to Add Course	Aug. 25	Jan. 19	May 18
Last Day to Drop a Course Without a "W" grade	Sept. 1	Jan. 26	May 25
Last Day to Withdraw from a Course	Oct. 27	Mar 23	July 13
Last Day of Classes	Dec. 10	May 6	
Final Exams Begin	Dec. 11	May 7	
Last Day of Term	Dec. 14	May 10	Aug. 8
Grades Due by Noon	Dec 19	May 15	Aug. 13
Commencement Ceremony		May 22	

Holidays/No Classes 2025-2026

Fall	Spring	Summer
Sept. 1 (Labor Day) College Closed	Jan. 20 (MLK Jr Day) College Closed	May 25 (Memorial Day) College Closed
Oct. 9-10 (Fall Break)	March 9-13 (Spring Break)	July 3 (Independence Day Observed) College Closed
Nov. 26-30 (Thanksgiving) College Closed Nov. 27-30	April 2-6 (Easter Break)	June 19 (Juneteenth) College Closed