



**CATALOG**  
**2026-2027**

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## SECTION I: 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 (SLCHS) 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 the Office of Admissions.

**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:

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

### **Associate Degree Level Educational Outcomes**

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

### **Baccalaureate Degree Level Educational Outcomes**

1. Integrate service and advocacy for vulnerable populations into health care practice.
2. Demonstrate competency and professionalism through communication and teamwork while providing patient care.
3. Translate principles of morality and ethics into action while in the health care setting.
4. Model safe, inclusive patient-centered care.
5. 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. SLCHS 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, 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.

**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.

## **Approval and Accreditation**

### **Approval**

On September 22, 2025, St. Luke's College of Health Sciences received approval from the Pennsylvania Department of Education to operate as a degree granting institution. Having received this approval, the College is now moving forward in its pursuit of the following accreditations:

Middle States Commission on Higher Education (Institutional Accreditation)  
Commission on Accreditation for Respiratory Care (CoARC)  
Joint Review Committee on Education in Radiologic Technology  
Commission on Collegiate Nursing Education

### **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 16 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**

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.

## **St. Luke's College of Health Science Honor Code**

As a member of the St. Luke's College of Health Sciences and St. Luke's University Health Network communities, I commit to uphold the highest standards of integrity, professionalism, and compassion in all aspects of my academic and clinical endeavors. I pledge to:

### ***Act with Honesty and Integrity***

I will be truthful in my academic work, clinical practice, and interactions with patients, peers, faculty, and the community.

### ***Respect the Dignity and Rights of All Individuals***

I will treat everyone with fairness, respect, and compassion, honoring the diversity and humanity of each person.

### ***Maintain Academic and Professional Excellence***

I will strive for excellence in learning and practice, take responsibility for my own education, and support the academic and clinical growth of my peers.

### ***Practice Ethical and Safe Care***

I will uphold ethical principles and prioritize patient safety, confidentiality, and well-being in all clinical settings.

### ***Serve the Community with Commitment and Empathy***

I will use my knowledge and skills to improve the health and well-being of the communities we serve, acting as a responsible and caring health care professional.

### ***Hold Myself and Others Accountable***

I will report violations of this code and work to create an environment where integrity and professionalism are expected and upheld.

## SECTION II: ADMISSIONS

### 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/university 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.

\*High school transcripts not required for admission to the RN-BSN Program.

† Requirements for admission vary for the RN-BSN Program.

### 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:

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

## **Undergraduate Special Requirements**

### **Overview**

### **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 48 general education credits and up to 39 credits may be transferred for pre-requisite/prelicensure nursing courses. The 48 general education credits must include, at least:

- 6 credits of English
- 12 credits of Science
- 9 credits of Behavioral/Social Science
- 3 credits of Math
- 3 credits of Ethics
- 15 Elective credits

Students who are currently enrolled in or have graduated from an accredited diploma or associate degree nursing program, but who have not yet obtained RN licensure, may be granted provisional acceptance into the RN to BSN program. While under provisional status, students may complete only general education courses, NUR 300, and NUR 330. Successful completion of the NCLEX-RN and attainment of an active RN license are required prior to enrolling in any other baccalaureate-level nursing courses. The RN license must then be maintained throughout the RN to BSN program.

## **Respiratory Care 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.

### **Non-Degree Students (Open Study)**

Individuals who desire to take courses 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.

### **Residency Requirement**

- Associate degree programs require that 41 credit hours be completed at St. Luke's College.
- Bachelor's degree programs require that 30 credit hours be completed at St. Luke's College.

### **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 the Radiography and Respiratory Care Programs St. Luke's College of Health Sciences. Transfer credits for students in the RN-BSN Program will be reviewed on a case-by-case basis.**

## **SECTION III: TUITION, FEES AND FINANCIAL ASSISTANCE**

### **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.

### **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 Direct 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) application that can be submitted on-line at [studentaid.gov](http://studentaid.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.

**\*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.

Upon receipt of approval to award Title IV funding, the following will apply.

### **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 is awarded only to undergraduate students who display exceptional financial need, 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 State Grant**

The Pennsylvania State Grant Program is a need-based grant administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Funds are provided by the Commonwealth of Pennsylvania to assist eligible Pennsylvania residents with the cost of postsecondary education. Students must complete the Free Application for Federal Student Aid (FAFSA) by the published deadline. After submitting the FAFSA, Pennsylvania residents will be directed to complete the PA State Grant Form (PHEAA Form). Failure to complete all required steps may result in ineligibility for the grant.

- **PA Fostering Independence Tuition Waiver Program**

This program was created to support youth in Pennsylvania who are currently in foster care or who have previously experienced foster care by reducing financial barriers to higher education. The program provides eligible students up to age 26 with a tuition waiver for undergraduate studies at most colleges and universities within 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. Students must apply for the Chafee Education and Training Grant (ETG). Download and submit the **Chafee ETG application** from the Pennsylvania Higher Education Assistance Agency (PHEAA) website. This application helps determine your eligibility for the FosterEd tuition waiver. You do not have to receive the Chafee grant to qualify for the waiver, but you must apply.

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, a variety of loan options are available to help bridge the gap.

### **Federal Direct Loans**

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, repayment does not begin until six months after graduation or when the student ceases to be enrolled at least half-time, whichever occurs first.

### **Private Alternative loans**

Private student loans, which are offered by banks, credit unions, and other private lenders, may help cover remaining educational costs when additional funding is needed. These loans typically have interest rates that vary based on the borrower's creditworthiness and generally do not offer the same flexible repayment or forgiveness options available through federal student loans. For these reasons, students are strongly encouraged to explore federal loan options before considering private loans.

## **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.

## **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.

## **Satisfactory Academic Requirements**

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
- PA State Grant
- Federal Direct Student Loan (subsidized and unsubsidized)
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Private Alternative Loans

### Student 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.

*For student who borrow federal direct loans, they will need to complete an exit interview at [studentaid.gov](http://studentaid.gov)*

### Tuition and Fees

St. Luke's tuition structure includes both per-credit tuition and clinical fees.\*

Per-credit tuition is charged for all classes; clinical fees are only charged when the student is enrolled in clinical 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                     |       |

#### Clinical Fee\*

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.

| <b>Program</b>      | <b>Clinical Fee (per semester)</b> |
|---------------------|------------------------------------|
| Radiography         | \$1,800 per semester               |
| Respiratory Therapy | \$1,800 per semester               |

***Please Note: The Clinical Fee is in addition to per-credit tuition.***

|   |          |
|---|----------|
| 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.

### **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 Affairs to return name badge and any other College property.
5. Meet with the Director, Student Affairs.
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.

## SECTION IV: ACADEMIC POLICIES

### **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 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.

### **Academic Warning and Dismissal**

At the midpoint and end of each semester, the academic and lab/clinical progress of each student is reviewed. Those with unsatisfactory academic or lab/clinical performance 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.

### **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.

### **Calculation of the Grade Point Average (GPA)**

A student's grade-point average is computed at the completion of each academic semester and summer semesters for courses taken at St. Luke's College of Health Sciences. For example, a student who has registered for 12 credits (CR) in a semester would calculate his/her GPA as follows:

3 credits of A:  $3 \times 4.0 = 12.0$

3 credits of B+:  $3 \times 3.3 = 9.9$

3 credits of B:  $3 \times 3.0 = 9.0$

3 credits of C:  $3 \times 2.0 = 6.0$

Total CR: 12  
Total quality points: 36.9  
 $36.9 / 12CR = 3.075$   
GPA is 3.075

The total quality points (QP) for each course are calculated by multiplying the number of course credits by the QP for the grade earned. The average is then calculated by dividing the total credits attempted into the total QP earned.

### **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.

### **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 semesters, 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.

### **Dean's List**

Dean's List recognition signifies exemplary performance of a College of Health Science student's academic performance. Students will earn Dean's List recognition each fall, and spring semester provided they complete a minimum of 6-credit hours and attain a GPA of 3.50.

Dean's List eligibility will be calculated once per relevant term, and eligibility will not be recalculated in the event of a subsequent change in a grade. Applicable course work considered for the calculation of Dean's List eligibility includes calculable grades only (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F) that are earned within the 6-credit hour minimum requirement.

## 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            | Good               | 3.0       | 84-86    |
| B-           |                    | 2.7       | 80-83    |
| C+           |                    | 2.3       | 77-79    |
| C            | Acceptable         | 2.0       | 74-76    |
| C-           |                    | 1.7       | 70-73    |
| D+           |                    | 1.3       | 67-69    |
| D            | Poor               | 1.0       | 64-66    |
| D-           |                    | 0.7       | 60-63    |
| F            | Fail               | 0.00      | <60      |
| I            | Incomplete         |           |          |
| W/P          | Withdraw Passing   |           |          |
| W/F          | Withdraw Failing   |           |          |

## Graduation Requirements

St. Luke's College of Health Science (SLCHS) holds one commencement ceremony each year in May. All students, regardless of program or degree level, are required to apply for graduation before the established deadlines. ***Applications for graduation are required regardless of whether a student chooses to participate in the Commencement ceremony.*** Students with one (1) semester to complete after graduation are permitted to walk in the May Commencement ceremony.

Students may participate in only one Commencement ceremony per academic degree. Those students walking in the May Commencement ceremony will receive their diploma after all graduation requirements have been completed. No diploma will be issued until the degree conferred date following the completion of all requirements.

Applications for graduation that are submitted after the deadline will be subject to approval and may not be approved. Students must complete the application declaring their intent to graduate before the deadline indicated below:

Spring Graduation: Apply by January 15<sup>th</sup> of the same calendar year

### *Graduation Requirements:*

It is highly recommended that students seek advisor approval prior to submitting the graduation application. The following are undergraduate degree requirements:

- Submission of a graduation application
- Completion of a major program of study
- Completion of minimum undergraduate credit hours for respective associate or baccalaureate degree
- Minimum cumulative grade point average of 2.000

*\*select programs may have a higher requirement.*

After submission of the graduation application, a degree audit for the applicant will be generated by the Registrar's Office. The degree audit will list the total academic credits and any program requirements for graduation and those that have been fulfilled. A review of the student's academic record will be performed by the Registrar's Office in conjunction with the student and their faculty advisor. Final graduation eligibility will be determined upon completion of program requirements and the posting of final grades for the final semester of their program. If the student is scheduled to complete their program in the summer semester, final graduation eligibility will be determined upon completion of program requirements and the posting of final grades for the spring semester.

### **Graduating with Honors**

Students earning an associate or bachelor's degree from SLCHS are awarded honors designation on their diploma and official transcripts if they achieve a minimum GPA of 3.550.

| <b>Honors Designation</b>            | <b>Required GPA</b> |
|--------------------------------------|---------------------|
| Cum Laude; With Honors               | 3.500+              |
| Magna Cum Laude; With High Honors    | 3.600+              |
| Summa Cum Laude; With Highest Honors | 3.800+              |

For the commencement ceremony, academic honors are determined based on grades as of April 30<sup>th</sup>. Students who qualify by this date will receive the appropriate honors designation. However, academic honors will be recalculated after final grades are submitted and may be subject to change.

### **Graduation Application Appeals**

Students may appeal to submit a graduation application after the specified deadline if unforeseen circumstances have prevented them from submitting the application before the deadline or if their academic plan has been altered to accommodate an earlier graduation date. Students must submit their appeals before the deadlines listed below:

Spring Graduation: Appeals accepted until April 1<sup>st</sup> of the same calendar year

### **Incomplete**

A grade of Incomplete (I) is a temporary grade issued to a student who is doing passing work, but due to extenuating circumstances, is unable to complete an assignment and/or examination by the deadline for final grade submission. Supporting documentation may be required to support the request for an incomplete.

In the instance of an incomplete, all outstanding work must be completed within six (6) weeks of final grade submission noted on the academic calendar, or the grade will automatically be converted to an F. To receive an incomplete, students must have completed 60% of the course/course work and develop a faculty-approved plan to fulfill the remaining coursework within the designated six (6) week timeframe.

Once the work is complete, the instructor will submit the final grade to the Registrar no later than six (6) weeks after final grades were due. This final grade will be based on work completed by the student during the regular semester *and* any work submitted between the end of the semester

and the six-week deadline. If a faculty member does not approve a student request for an incomplete, the student may follow the College Grievance Policy outlined in the College Catalog and College 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.

### **Matriculation**

Matriculation is a student's formal acceptance as a degree candidate at St. Luke's College of Health Sciences. Matriculation is required for any student who plans to receive financial aid and/or declare an academic major. Students intending to complete a degree are matriculated upon entry. The date of the first day of the first semester a student attends class is the date of matriculation. The date of matriculation determines the program of study curriculum requirements under which students will graduate. If a course section reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

### **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.

### **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.

### **Remedial/Developmental Program Plan & Policy/Procedure**

By supporting students as they face obstacles associated with college life, the faculty, in conjunction with student affairs, 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.

## **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.

## SECTION V: STUDENT SERVICES

### **Career Counseling Pan & Policy/Procedure**

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

**Faculty advisor and Director, Student Affairs 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 Director, Student Affairs 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.

### **Change in Health Status**

1. Students must notify the Director, Student Affairs 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, Program Director, 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 any 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, a *Report Safety Incident* form must be completed in Workday and go to the Bethlehem Emergency Department for treatment.
4. If students are exposed to bloodborne pathogens (any blood or body fluids or needle stick), the clinical preceptors and program faculty are notified and initial first aid is provided. Prompt treatments of the exposures are completed in the Emergency Department. 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. Students must present their health insurance card when requesting health care services.

## Grievance Policy and Procedures

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 Director, Student Affairs, 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.**

### Guide for Student Concerns

| I want to speak with someone about...  | Step 1:<br>First Level of Contact-<br>informal concern or<br>grievance | Step 2:<br>Next Level of Contact-<br>formal written concern<br>or grievance | Step 3:<br>Final Level of Contact   |
|--|--|---|---|
| Academic Support Services  | Program Director   | Director, Student Affairs   | Dean, Undergraduate Studies   |
| Admissions and enrollment status   | College Recruiter/Academic Advisor                                     | Director, 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   | Course Instructor  | Program Director  | Dean Undergraduate Studies: Decision if Appeal Committee warranted<br><i>See Appeals Procedure</i>  |
| Classroom or discipline URGENT issues  | Course Instructor or Clinical Coordinator                              | Program Director  | Dean, Undergraduate Studies. If unavailable, then President   |
| I want to speak with someone about...  | Step 1:<br>First Level of Contact-<br>informal concern or<br>grievance | Step 2:<br>Next level of Contact-<br>formal written concern<br>or grievance | Step 3:<br>Final Level of Contact   |
| Clinical or discipline URGENT issues   | Clinical Instructor or Clinical Coordinator                            | Program Director  | Dean, Undergraduate Studies. If unavailable, then President   |
| Classroom issues NON-URGENT issues   | Course Instructor or Clinical Coordinator                              | Program Director  | Dean, Undergraduate Studies.  |
| Curriculum (program related)   | Student Representative to Curriculum Committee                         | Chair Curriculum Committee  | Curriculum Committee  |
| Disability Services  | Director, Student Affairs  | Dean, Undergraduate Studies   | President   |
| Discrimination, sexual & other unlawful harassment                             | Program Director   | Director, Student Affairs   | Dean, Undergraduate Studies   |
| 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” | Course Instructor (within 3 working days of final grade)               | Program Director  | Dean, Undergraduate Studies: Decision if Appeal Committee warranted<br><i>See Appeals Procedure</i> |
| Sex offenses: assault, domestic violence, stalking                             | Campus Security and Title IX Coordinator                               | 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.

2. Committee meetings may be held prior to the hearings in order to review documents and to clarify questions and concerns.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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.

### **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 Director, Student Affairs.
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.

### **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 to be permitted in the clinical areas.

## **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.

### **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 Dr. Rebecca Seaman Dean, Undergraduate Studies at [rebecca.seaman@sluhn.org](mailto:rebecca.seaman@sluhn.org).

### **Reasonable Accommodations Plan & 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 Director, 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 Director, Student Affairs 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 Affairs 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. Submit proper documentation of a disability typed on an official letterhead and signed by the appropriate health care provider to the Director, Student Affairs. Initial documentation must be current (within the previous 12 months) and periodic updates may be required.
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. All necessary paperwork must be completed in its entirety before accommodations can be arranged.
4. After reviewing submitted documentation, Director, Student Affairs 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 Director, Student Affairs (see "Accommodation Plan Form").
5. Any request for modification to accommodation(s) must be provided in writing to the Director, Student Affairs.
6. 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 Director, Student Affairs for timely resolution.
7. 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.

### **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.

## **Student Activities, Extracurricular Activities, and Recreational Programs Plan 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 Director, Student Affairs, 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.

### **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 affairs, 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.

### **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 Dean, Undergraduate Studies. Each request must be submitted to the 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. Name
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.

### **Personal, Social & Academic Counseling Plan & 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.
- c. 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.
- d. 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 Director, Student Affairs.

### **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.

### **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

## Technology Minimum System Requirements

Students are strongly encouraged to utilize technology and/or devices that ensure access to all College related applications and resources. The majority of technology application and resources across the College of Health Sciences are web-based, therefore students must have a device that includes the latest version of [Google Chrome](#).

Technology/devices must also meet the standards outlined by [Examssoft](#) as exams across all programs and General Education courses will be administered via Examplify (ExamSoft).

Please use the links below to determine technology/device requirements:

- Google Chrome: [https://www.google.com/intl/en\\_au/chrome/](https://www.google.com/intl/en_au/chrome/)
- Examplify System Requirements: <https://examssoft.com/resources/examplify-minimum-system-requirements/technology/device>

## Technology Resources

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 Affairs 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](mailto:CHSTechSupport@sluhn.org). Hospital Information Services Helpdesk, (484)526-3338.

## 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
- Fire Regulations

## SECTION VI: ACADEMIC PROGRAMS

### **Radiography Program**

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 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.

### **Radiography Program Educational Goals**

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

### **Physical and Sensory Requirements**

Radiography students work with patients under the supervision of clinical preceptors. To meet the objectives of clinical courses, agreements with our clinical agencies, and ensure the safety of both student and patients, a student must be able to meet certain physical and requirements.

- Frequent use of fingers and hands to operate equipment and electronically chart information.
- Walking or standing for up to 8 hours per shift in 1-hour increments.
- Pulling, pushing and lifting patients up to 300 pounds with assistance.
- Frequent pushing/pulling of radiography equipment.
- Lifting and moving objects of up to 30 pounds.
- Frequent stooping, crouching and bending.
- Frequently lifting arms above shoulder level.
- Hearing as it relates to normal conversation.
- Seeing as it relates to general, far, near, and peripheral vision

## Radiography Program Curriculum

**Total Credits: 64**

| Courses: Year 1 Fall   |   | Credit Hours |
|--|---|--------------|
| BIO 150  | Anatomy & Physiology I                  | 4            |
| BIO 150L   | Anatomy & Physiology Lab                | 0            |
| HSC 100  | Medical Terminology                     | 1            |
| HSC 110  | Introductions to Healthcare Professions | 1            |
| RAD 101  | Procedures I                            | 3            |
| RAD 111  | Radiation Physics                       | 2            |
| RAD 120  | Introduction to Clinical                | 2            |
| Total semester credits   |   | 13           |
| Courses: Year 1 Spring   |   |              |
| BIO 155  | Anatomy and Physiology II               | 4            |
| BIO 155L   | Anatomy & Physiology II Lab             | 0            |
| RAD 102  | Procedures II                           | 3            |
| RAD 112  | Image Production and Analysis           | 3            |
| RAD 121  | Clinical Education I                    | 3            |
| Total semester credits   |   | 13           |
| <i>First year students have Summer I off. Will resume classes/clinical Summer II</i> |   |              |
| Courses: Year 1 Summer II  |   |              |
| RAD 103  | Procedures III                          | 2            |
| RAD 122  | Clinical Education II                   | 2            |
| Total semester credits   |   | 4            |
| Courses: Year 2 Fall   |   |              |
| ENG 100  | English Composition                     | 3            |
| MAT 115  | College Algebra                         | 3            |
| RAD 204  | Procedures IV                           | 3            |
| RAD 213  | Radiation Protection and Biology        | 2            |
| RAD 223  | Clinical Education III                  | 3            |
| Total semester credits   |   | 14           |
| Courses: Year 2 Spring   |   |              |
| PSY 100  | General Psychology                      | 3            |
| SOC 100  | Introduction to Sociology               | 3            |
| RAD 205  | Procedures V                            | 3            |
| RAD 214  | Digital Imaging/QA                      | 1            |
| RAD 224  | Clinical Education IV                   | 4            |
| Total semester credits   |   | 14           |
| Courses: Year 2 Summer 1   |   |              |
| RAD 230  | Registry Review and Preparation         | 2            |
| RAD 225  | Clinical Education V                    | 3            |
| Total semester credits   |   | 5            |
| Total Program Credits  |   | 63           |

## **Radiography Program 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. Patient care communication and positioning for various ages and cultures will also be examined. 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 223

### **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 214, RAD 224; 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. Pre-Requisites: RAD 205, RAD 214, RAD 224; Co-Requisites: RAD 225

## **Respiratory Care Program**

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.

### **Respiratory Care Program Goal:**

1. 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).

### **Respiratory Care Program Outcomes:**

1. Serve as an effective registered respiratory therapist who advocates for vulnerable populations.
2. Demonstrates competent respiratory therapy care by applying critical thinking and problem-solving principles.
3. Exemplify safe, professional, inclusive patient-centered care by effective communication and teamwork while in the health care setting.

4. Carry out principles of morality and ethics while functioning within the scope of practice for respiratory therapists.
5. Integrate healthcare technology and informatics to enhance interprofessional collaboration and improve respiratory wellness across the lifespan.

### **Physical and Sensory Requirements**

Respiratory Care students work with patients under the supervision of clinical preceptors. To meet the objectives of clinical courses, agreements with our clinical agencies, and ensure the safety of both student and patients, a student must be able to meet certain physical and requirements.

- Walking or standing up to 12 hours/day in 1-hour increments.
- Frequently uses fingers to manipulate small vials, equipment, etc.
- Continuous use of hands to operate equipment and electronically chart information.
- Continuous twisting/turning of hands and body to provide patient care.
- Occasional lifting of boxes and equipment up to 25 pounds.
- Frequent pushing/pulling of equipment or patients up to 300 pounds.
- Frequent stooping/bending.
- Occasional crouching.
- Occasional reaching above shoulder level.
- Ability to palpate arteries, feel skin temperature, etc.
- Hearing as it related to normal, high, and low frequencies.
- Seeing as it relates to general, far, near, and peripheral vision.
- Depth perception.

St. Luke's College of Health Sciences is currently in the process of seeking CoARC accreditation for a respiratory care program. However, St. Luke's College of Health Sciences can provide no assurance that accreditation will be granted by the CoARC.

## Respiratory Care Program Curriculum

**Total Credits = 68**

| Code   | Number            | Semester                      | Course Name  | Credit Hours |
|--|-------------------|-------------------------------|--|--------------|
| BIO  | 150               | <b>Fall</b>                   | Anatomy & Physiology I                             | 4            |
| BIO  | 150L              |                               | Anatomy & Physiology I Lab                         | 0            |
| MAT  | 110 <i>or</i> 115 |                               | College Algebra <i>or</i> Math for Health Sciences | 3            |
| HSC  | 100               |                               | Medical Terminology                                | 1            |
| PSY  | 100               |                               | General Psychology                                 | 3            |
| HSC  | 110               |                               | Introduction to Health Care Professions            | 1            |
| RCP  | 100               |                               | Introduction to Respiratory Care                   | 2            |
| Total semester credits                         |                   |                               |  | 14           |
| BIO  | 155               | <b>Spring</b>                 | Anatomy & Physiology II                            | 4            |
| BIO  | 155L              |                               | Anatomy & Physiology II Lab                        | 0            |
| ENG  | 100               |                               | English Composition                                | 3            |
| RCP  | 111               |                               | Cardiopulmonary Pharmacology                       | 3            |
| RCP  | 110               |                               | Respiratory Care Equipment                         | 2            |
| RCP  | 120               |                               | Respiratory Care Equipment LAB                     | 1            |
| Total semester credits                         |                   |                               |  | 13           |
| RCP  | 200               | <b>Summer<br/>(12 weeks)</b>  | Mechanical Ventilation I                           | 3            |
| RCP  | 202               |                               | Mechanical Ventilation LAB                         | 1            |
| RCP  | 201               |                               | Clinical I   | 3            |
| Total semester credits                         |                   |                               |  | 7            |
| BIO  | 210               | <b>Fall</b>                   | Microbiology for Health Sciences                   | 4            |
| BIO  | 210L              |                               | Microbiology Lab                                   | 0            |
| RCP  | 210               |                               | Cardiopulmonary Pathophysiology                    | 3            |
| RCP  | 211               |                               | Cardiology / Hemodynamics                          | 3            |
| RCP  | 212               |                               | Mechanical Ventilation II                          | 4            |
| RCP  | 213               |                               | Clinical II  | 4            |
| Total semester credits                         |                   |                               |  | 18           |
| RCP  | 222               | <b>Spring</b>                 | Respiratory Research                               | 3            |
| RCP  | 220               |                               | Neonatal Pediatrics / Pulmonary Diagnostics        | 4            |
| RCP  | 221               |                               | Clinical III                                       | 6            |
| Total semester credits                         |                   |                               |  | 13           |
| RCP  | 230               | <b>Summer I<br/>(6 weeks)</b> | RRT Prep / Capstone Course                         | 3            |
| Semester Credits                               |                   |                               |  | 3            |
| RCP Credits 47-Gen Ed Credits 22-Total Credits |                   |                               |  | 68           |
| RCP Credits                                    |                   |                               |  | 45           |
| Gen Ed Credits                                 |                   |                               |  | 23           |

## **Respiratory Care Program Course Descriptions**

### **RCP 100: Introduction to Respiratory Care**

*Credit Hours: 2*

This course provides an overview of the respiratory care profession. Emphasis is placed on foundational concepts. Students will explore essential physical principles relevant to respiratory care. This course lays the groundwork for professional practice and introduces basic respiratory disease pathophysiology. Pre-Requisites: None; Co-Requisites: BIO 150, BIO 150L

### **RCP 110 Respiratory Care Equipment**

*Credit Hours: 2*

In this course, students will explore the fundamental principles and practices related to medical gas delivery, gas therapy, humidity and aerosol treatments, and airway management devices. Instruction will also cover techniques for lung expansion, bronchial hygiene, and arterial blood gases. Emphasis is placed on developing a foundational understanding of therapeutic interventions and their application in respiratory care settings. Pre-Requisites: RCP 100; Co-Requisites: BIO 155, BIO 155L, RCP 111, RCP 120

### **RCP 111 Cardiopulmonary Pharmacology**

*Credit Hours: 3*

This course will address the principles of cardiopulmonary pharmacology. It will address pharmacological agents used in the care and treatment of common cardiac and respiratory disease and conditions. It will specifically cover the routes of administration, mechanism of action, dosages (& calculation of dosages), indications, and hazards of common cardio-respiratory medications. Pre-Requisites: BIO 150, BIO 150L, RCP 100, MAT 115 or MAT 110; Co-Requisites: BIO 155, BIO 155L, RCP 110, RCP 120

### **RCP 120 Respiratory Care Equipment Lab**

*Credit Hours: 1*

This laboratory course offers hands-on experience in the application of foundational respiratory care concepts. Students will practice essential clinical skills related to therapeutic procedures, patient assessment, and equipment operation in a controlled learning environment. Emphasis is placed on building competency in basic respiratory care techniques and preparing students for entry-level clinical experiences. Pre-Requisites: RCP 100; Co-Requisites: BIO 155, BIO 155L, RCP 111, RCP 110

### **RCP 200: Mechanical Ventilation I**

*Credit Hours: 3*

This course will serve as an introduction to the care and management of the patient's airway. Additionally, it will introduce the design, determination of need, initiation, management and discontinuation of non-invasive and invasive mechanical ventilation. Pre-Requisites: BIO 155, BIO 155L, RCP 111, RCP 110, RCP 120; Co-Requisites: RCP 201, 202

### **RCP 201: Clinical I**

*Credit Hours: 3*

Students will utilize knowledge and skills of procedures and modalities introduced in previous courses to demonstrate proficiency within a variety of designated clinical areas. Clinical experiences will focus on the continued development of competencies in the administration of medical gases, humidity and aerosol therapy, lung expansion techniques, chest physiotherapy, and basic physical assessment. Students will also gain experience in airway management and ventilator support, including equipment setup, routine maintenance, and modification of ventilator settings based on individual patient needs. Successful completion of all assigned clinical competencies is required for progression in the program. Pre-Requisites: BIO 155, BIO 155L, RCP 111, RCP 110, RCP 120; Co-Requisites: RCP 200, 202

### **RCP 202 Mechanical Ventilation Lab**

*Credit Hours: 1*

This lab course provides hands-on application of the principles and theory covered in RCP 111: Mechanical Ventilation I. Through guided practice and simulation, students will develop skills in the setup, operation and troubleshooting of various ventilatory support systems. Activities are designed to help students develop an understanding of airway management, ventilator adjustments and interpretation of clinical data. Emphasis is placed on developing clinical decision-making skills and reinforcing competencies needed for safe and effective ventilator management. Pre-Requisites: BIO 155, BIO 155L, RCP 111, RCP 110, RCP 120; Co-Requisites: RCP 200, RCP 201

### **RCP 210 Cardiopulmonary Pathophysiology**

*Credit Hours: 3*

This course provides an in-depth study of the etiology, pathophysiology, clinical manifestations, diagnosis, treatment, and prognosis of commonly encountered cardiopulmonary diseases and conditions. Emphasis will be placed on those disorders frequently managed by respiratory therapists in clinical practice. Students will explore evidence-based strategies to improve patient outcomes. Pre-Requisites: RCP 200, RCP 202, RCP 201; Co-Requisites: RCP 211, RCP 212, RCP 213

### **RCP 222: Respiratory Research**

*Credit Hours: 3*

This course introduces students to the fundamental principles and practices of health sciences research. Students will also develop skills in utilizing online research tools and databases. Emphasis is placed on critical evaluation of scholarly articles and journals. Pre-Requisites: RCP 210, RCP 211, RCP 212, RCP 213; Co-Requisites: RCP 220, RCP 221.

### **RCP 211: Cardiology/Hemodynamics**

*Credit Hours: 3*

This course provides a foundational study of cardiopulmonary anatomy and physiology, with a focus on the structure and function of the heart and lungs. Students will explore how common diseases affect these systems and apply key physiological concepts—such as ventilation, respiration, and oxygenation—to the practice of Respiratory Care. Pre-Requisites: RCP 200, RCP 201, RCP 202; Co-Requisites: RCP 210, RCP 212, RCP 213

## **RCP 212: Mechanical Ventilation II**

*Credit Hours: 4*

This course explores advanced concepts in critical care medicine with a focus on complex mechanical ventilation strategies. Topics include but are not limited to advanced ventilator modes, high-frequency oscillatory ventilation, jet ventilation, noninvasive ventilation, transport ventilation, and neonatal ventilation. The course will also examine additional critical care interventions such as chest tube management, thoracentesis, ventilator-associated pneumonia (VAP), and the use of pharmacologic agents in the ICU setting. Pre-Requisites: RCP 200, RCP 201, RCP 202; Co-Requisites: RCP 210, RCP 211, RCP 213

## **RCP 213: Clinical II**

*Credit Hours: 4*

This clinical course provides continued hands-on experience in the application of respiratory care procedures, with a focus on critical care. Students will rotate through adult intensive care units, where they will further develop their skills in ventilator management, patient assessment, and the delivery of advanced therapeutic interventions. Students will also be expected to respond to respiratory care needs and emergencies throughout the clinical site as appropriate. Emphasis is placed on increasing clinical proficiency, critical thinking, and professional communication in critical care settings. Successful completion of designated clinical competencies is required for progression in the program. Pre-Requisites: RCP 200, RCP 201, RCP 202; Co-Requisites: RCP 210, RCP 211, RCP 212

## **RCP 220 Pulmonary Diagnostics and Neonatal Pediatrics**

*Credit Hours: 4*

The first half of this course introduces the fundamentals of pulmonary function testing (PFT), including basic terminology, patient assessment, and common indications for testing. Students will also learn about PFT equipment operation, calibration, and troubleshooting. Emphasis is placed on developing the skills needed to perform and interpret basic pulmonary function tests in clinical practice. In the second half of this course, students are introduced to foundational concepts in neonatal and pediatric respiratory care. Students will gain an understanding of oxygen therapy, airway management, mechanical ventilation, and diagnostic procedures in both neonatal and pediatric populations. Emphasis is placed on safe, effective care and the unique needs of neonatal and pediatric patients within the healthcare system. Pre-Requisites: RCP 210, RCP 211, RCP 212, RCP 213; Co-Requisites: RCP 220, RCP 221, RCP 222

## **RCP 221 Clinical III**

*Credit Hours: 6*

This clinical course offers advanced hands-on experience across a diverse range of respiratory care settings. Students will rotate through pulmonary function laboratories, pediatric long-term care facilities, pediatric and neonatal intensive care units, pulmonary rehabilitation centers, and adult intensive care units. The course emphasizes the application of specialized respiratory care techniques tailored to varied patient populations, including neonates, pediatrics, and adults. Students will continue to develop clinical proficiency, critical thinking, and professional communication while completing required clinical competencies essential for program completion. Pre-Requisites: RCP 210, RCP 211, RCP 212, RCP 213; Co-Requisites: RCP 220, RCP 222.

**RCP 230: RRT Prep/Capstone Course**

*Credit Hours: 3*

This course provides a comprehensive review and integration of key concepts and skills acquired throughout the respiratory care program. Emphasis is placed on professional readiness, including preparation for credentialing examinations, understanding licensure requirements, and exploring employment opportunities. The course also supports transition into professional practice through self-assessment, exam preparation strategies, and job market navigation. Pre-Requisites: RCP 220, RCP 221, RCP 222; Co-Requisites: None

## **RN-BSN Program**

### **Program Description**

The RN to BSN Program at St. Luke's College of Health Sciences is designed for licensed registered nurses seeking to advance their education and expand professional practice opportunities. Building on prior nursing education and experiences, the program emphasizes concepts such as person-centered care, evidence-based practice, ethical leadership, and population health. The online, asynchronous curriculum facilitates engagement in coursework while maintaining the flexibility required to manage employment and personal responsibilities.

### **Mission**

The mission of the RN-BSN Program at St. Luke's College of Health Sciences is to provide accessible, high-quality education to licensed registered nurses. Through a curriculum grounded in evidence-based practice, community engagement, and professional growth, the program prepares nurse leaders empowered to promote the well-being and improve the health of the individuals and populations they serve.

### **RN-BSN Program Outcomes**

1. Integrate theoretical and scientific knowledge from nursing and behavioral, natural, and social sciences into nursing practice to guide person-centered care.
2. Promote health equity among individuals and populations through collaboration, advocacy, and culturally responsive practices.
3. Collaborate with interdisciplinary healthcare teams to optimize health outcomes for individuals, families, and populations within complex health systems.
4. Use healthcare technologies and informatics to enhance communication and improve patient outcomes across diverse care settings.
5. Utilize evidence-based research in the provision of safe, quality nursing care for individuals, families, and populations.
6. Develop a professional identity in nursing that reflects adherence to personal and professional standards, ethical integrity, leadership capacity, and a commitment to lifelong learning.

## RN-BSN Program Curriculum

**Total Credits: 120**

|   |                         |
|---|-------------------------|
| <b>Pre-requisites/Pre-licensure Nursing</b>           | <b>Up to 39 credits</b> |
| <b>General Education Courses (as specified)</b>       | <b>48 credits</b>       |
| English   | 6 credits               |
| Science   | 12 credits              |
| Behavioral/Social Sciences                            | 9 credits               |
| Math  | 3 credits               |
| Ethics  | 3 credits               |
| Electives   | 15 credits              |
| <b>Nursing Courses (as specified)</b>                 | <b>33 credits</b>       |
| NURS 300 Foundations of Professional Nursing Practice | 3 credits               |
| NURS 310 Health Assessment for the RN                 | 4 credits               |
| NURS 320 Pathophysiology                              | 3 credits               |
| NURS 340 Nursing Informatics                          | 3 credits               |
| NURS 350 Evidence-Based Practice in Nursing           | 3 credits               |
| NURS 360 Population Health                            | 4 credits               |
| NURSING ELECTIVE                                      | 3 credits               |
| NURS 400 Leadership & Management in Nursing           | 3 credits               |
| NURS 410 Systems-Based Nursing Practice               | 3 credits               |
| NURS 420 RN-BSN Capstone: Nursing Practice Synthesis  | 4 credits               |
| Total Program Credits                                 | 120 credits             |

## **RN-BSN Program Course Descriptions**

### **NUR 300 Foundations of Professional Nursing Practice**

*Credit Hours: 4*

This course provides RN-BSN students with a foundation for advanced professional nursing practice by exploring the concept of professional identity, the historical evolution of nursing, nursing knowledge development, and philosophical and theoretical perspectives that guide practice. Students examine the diverse roles and responsibilities of professional nurses in a variety of contexts. Emphasis is placed on applying professional standards, self-care, and lifelong learning to support a sustainable and evolving nursing practice. Pre-Requisites: None; Co-Requisites: None

### **NUR 310 Health Assessment for Registered Nurses**

*Credit Hours: 4*

This course builds upon foundational assessment skills acquired during pre-licensure education and clinical experience. Emphasizing a holistic, person-centered approach, the course guides RN students in refining physical, psychosocial, cultural, and spiritual assessment techniques. Learners will apply health history-taking, physical examination, and documentation skills. Critical thinking, clinical reasoning, and communication are emphasized in preparation for care across the lifespan and diverse populations. Pre-Requisites: RN License; Co-Requisites: None

### **NUR 320 Pathophysiology**

*Credit Hours: 3*

This course examines the foundational principles of human pathophysiology with an emphasis on mechanisms of disease and their impact on homeostasis across the lifespan. Designed for the RN to BSN student, the course builds on existing clinical knowledge and enhances understanding of disease processes to support evidence-based nursing practice, critical thinking, and clinical judgment. Pre-Requisites: None; Co-Requisites: None

### **NUR 330 Ethical Considerations in Nursing & Healthcare**

*Credit Hours: 3*

This course explores foundational ethical principles and frameworks that guide professional nursing practice across diverse healthcare settings. Students will examine moral reasoning, ethical decision-making, legal and regulatory considerations, and professional responsibilities in caring for individuals, families, and populations. Emphasis is placed on analyzing ethical dilemmas, discussing the role of interdisciplinary teams, and applying strategies to advocate for ethical and equitable care. Pre-Requisites: None; Co-Requisites: None

### **NUR 340 Nursing Informatics**

*Credit Hours: 3*

This course introduces the RN to BSN student to the foundational concepts and applications of nursing informatics in contemporary healthcare. Emphasis is placed on information management, clinical decision support systems, data security, and the integration of evidence-based practice with health information technologies. Students will explore the nurse's role in selecting, implementing, and evaluating health technologies to improve quality, safety, and outcomes of care across settings and populations. Pre-Requisites: NUR 300; Co-Requisites: None

### **NUR 350 Evidence-Based Practice in Nursing**

*Credit Hours: 3*

This course examines the foundational principles and processes of evidence-based practice (EBP) and their application to safe, high-quality person-centered care. Students will explore the generation, appraisal, and integration of current evidence to inform clinical decision-making and promote best practices across diverse settings. Emphasis is placed on formulating clinical questions, critically analyzing research literature, incorporating patient values and preferences, and considering ethical implications in the conduct and application of research. Students will develop skills to contribute to a practice culture that values scientific inquiry, critical thinking, and the ongoing use of evidence to improve quality of care. Pre-Requisites: ENG 100 OR ENG 300, MATH 200; Co-Requisites: None

### **NUR 360 Population Health**

*Credit Hours: 4*

This course prepares students to analyze population health data, conduct comprehensive community assessments, and propose evidence-based health promotion and disease prevention strategies. Students explore the role of epidemiology, public health levels of prevention, health equity, social determinants of health, interprofessional collaboration, and advocacy. The course culminates in a conceptual community assessment and proposal addressing a priority population health issue. Pre-Requisites: NUR 300, NUR 350; Co-Requisites: None

### **NUR 400 Leadership & Management in Professional Nursing Practice**

*Credit Hours: 3*

This course examines foundational leadership and management principles essential to professional nursing practice. Students analyze leadership theories, communication and conflict resolution strategies, teamwork dynamics, quality improvement, and ethical practice within complex healthcare systems. Emphasis is placed on applying these concepts to real-world nursing scenarios, promoting patient safety and quality, and developing each student's leadership potential for current and future practice. Pre-Requisites: NURS 300, NURS 340, NURS 350, NURS 360; Co-Requisites: None

## **NUR 420 RN-BSN Capstone: Nursing Practice Synthesis**

*Credit Hours: 4*

The final capstone course provides RN to BSN students with the opportunity to synthesize and apply knowledge gained throughout the nursing program. Students refine, implement, and/or evaluate a comprehensive population health plan developed in a prior course. Emphasis is placed on integrating evidence-based practice, leadership, quality improvement, health policy, advocacy, interprofessional collaboration, and professionalism to advance health outcomes for individuals, families or communities. Students complete required direct care hours to meet CCNE practice experience expectations. Pre-Requisites: All General Education and NUR courses; Co-Requisites: None

## **General Education**

The General Education curriculum supports the various programs across the College of Health Sciences. General education courses support the development of cultural awareness, information literacy skills, and the ability to examine factors that impact the health and well-being of the community. In its totality, the General Education curriculum fosters critical reasoning, effective communication skills, and ethical reasoning essential to the provision of safe and effective healthcare.

### **Mission**

The General Education curriculum at St. Luke's College of Health Sciences provides an interdisciplinary education that develops critical thinking, ethical reasoning, communication, and cultural awareness to prepare students for professional healthcare practice, lifelong learning, and meaningful service to diverse communities.

### **General Education Learning Outcomes**

Upon completion of the General Education curriculum, students will be able to:

1. Analyze quantitative, scientific, and liberal arts information to support critical reasoning, intellectual curiosity, and informed decision-making.
2. Communicate effectively in written, oral, and interpersonal formats with diverse audiences in academic, professional, and collaborative settings.
3. Apply ethical reasoning and cultural awareness to make responsible decisions in personal, academic, and professional contexts.
4. Integrate technology and information literacy skills to support lifelong learning, collaboration, and responsible use of information.
5. Examine social, cultural, and community factors to understand their impact on equity, public well-being, and civic engagement.

## Course Descriptions

### **BIO 150 Anatomy & Physiology I**

*Credit Hours: 4*

This course studies the structure and function of the human body, covering chemical, cellular, and tissue organization, and the integumentary, skeletal, muscular, nervous, and endocrine systems. Emphasis is placed on structure–function relationships, system integration, and homeostasis. Pre-Requisite: None; Co-Requisite: BIO 150L

### **BIO 150L Anatomy & Physiology I Lab**

*Credit Hours: 0*

This course provides the laboratory component for BIO 150 Anatomy & Physiology I. Students develop skills in anatomical identification, data collection and analysis, and investigation of homeostatic mechanisms. Pre-Requisite: None; Co-Requisite: BIO 150

### **BIO 155 Anatomy & Physiology II**

*Total Credit Hours: 4*

This course continues the study of human structure and function, focusing on the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Emphasis is placed on structure–function relationships, system integration, and homeostasis. Pre-Requisite: BIO 150, BIO 150L; Co-Requisite: BIO 155L

### **BIO 155L Anatomy & Physiology II Lab**

*Credit Hours: 0*

This course provides the laboratory component for BIO 155 Anatomy & Physiology I. Students develop skills in anatomical identification, data collection and analysis, and investigation of homeostatic mechanisms. Pre-Requisite: BIO 150, BIO 150L; Co-Requisite: BIO 155

### **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 for Health Sciences**

*Total Credit Hours: 4*

This course provides health science students with a foundation in the structure and function of microorganisms and their role in human health and disease. Emphasis is placed on understanding pathogenic and nonpathogenic microbes in medical and healthcare contexts, including principles of microbial control and disease transmission. Pre-Requisites: BIO 155; Co-Requisite: BIO 210L

### **BIO 210L Microbiology Lab**

*Credit Hours: 0*

This course provides the laboratory component of BIO 210 Microbiology. This course emphasizes concepts and basic principles related to the classification of microorganisms, characteristics of different cell types, processes critical for cell survival as well as microorganisms and how they interact with humans and the environment. Pre-Requisites: None; Co-Requisites: BIO 210

### **CHM 100 Chemistry for Health Sciences**

*Total Credit Hours: 4*

This course is designed for health science students who need a practical foundation in chemical principles relevant to healthcare and biological systems. Emphasis is placed on understanding chemical concepts through their application to physiological processes and clinical contexts. Pre-Requisites: None; Co-Requisites: CHM 100L

### **CHM 100L Chemistry for the Health Sciences Lab**

*Credit Hours: 0*

This course provides the laboratory component of CHM 100 Chemistry for the Health Sciences. This course emphasizes the study of the nature of matter, stoichiometry, basic chemical reactions, thermochemistry, atomic structure and the periodic table, and chemical bonding. Pre-Requisites: None; Co-Requisites: CHM 100

### **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.

### **ENG 300 Advanced Communication for Healthcare Professionals**

*Credit Hours: 3*

This course examines the essential role of writing in evidence-based, patient-centered healthcare practice. Students develop information literacy and critical thinking skills as they learn to analyze rhetorical, structural, and ethical elements of effective communications. Emphasis is placed on locating, evaluating, synthesizing, and citing credible sources for diverse audiences. By the end of the course, students will be able to produce polished, evidence-based communications suitable for professional healthcare settings.

### **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. Pre-Requisites: None; Co-requisite: RAD 120

### **HSC 110 Introductions to Healthcare Professions**

*Credit Hours: 1*

This course introduces students to the healthcare system and the skills and professional behaviors needed for success in healthcare careers.

### **HSC 190 Special Topics in Health Sciences**

*Credit Hours: 3*

An interdisciplinary course exploring selected contemporary topics in health sciences. Emphasis is placed on foundational knowledge of healthcare systems, health promotion, population health, and social influences on health. Topics vary by semester and may include nutrition, wellness, work, life and well-being, and related issues. May be repeated for credit with different topics.

### **HSC 390 Advanced Special Topics in Health Sciences**

*Credit Hours: 3*

An interdisciplinary course examining selected advanced topics in health sciences with emphasis on analysis, evidence-based evaluation, and systems-level application. Topics vary by semester and may include women's health, healthcare policy, narrative medicine and emerging issues in healthcare delivery. May be repeated for credit with different topics.

### **MAT 110 Math for Health Sciences**

*Credit Hour: 3*

This course introduces mathematical concepts and problem-solving skills used in health science professions. Topics include ratios and proportions, percentages, measurement systems, dimensional analysis, basic algebra, and interpretation of graphs and data. Emphasis is placed on applying mathematics to healthcare contexts such as medication dosage calculations, unit conversions, and interpretation of clinical data.

**MAT 115 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

### Summer/Summer I/Summer II 2026

|   | Summer                | Summer I          | Summer II             |
|---|-----------------------|-------------------|-----------------------|
| First Day of Term                             | May 18                | May 18            | June 23               |
| Last Day for Add/Drop                         | May 22                | May 21            | June 26               |
| College Closed – Memorial Day                 | May 25                | May 25            | /                     |
| College Closed – July 4 <sup>th</sup>         | /                     | /                 | July 3                |
| Last Day to Drop a Course Without a “W” grade | June 12               | June 4            | July 10               |
| No Classes - Juneteenth                       | June 19               | June 19           | /                     |
| Last Day of Classes                           | August 7              | June 16           | August 7              |
| Final Exams Begin                             | August 10 – August 12 | June 17 - June 18 | August 10 – August 11 |
| Grades Due by Noon                            | August 14             | June 22           | August 13             |

### 5wk. Summer Nursing Courses 2026

|   | 5wk. Summer I | 5wk. Summer II |
|---|---------------|----------------|
| First Day of Term                             | May 18        | July 6         |
| Last Day for Add/Drop                         | May 20        | July 8         |
| College Closed – Memorial Day                 | May 25        | /              |
| Last Day to Drop a Course Without a “W” grade | May 29        | July 20        |
| No Classes - Juneteenth                       | June 19       | /              |
| Last Day of Classes                           | June 22       | August 7       |
| Grades Due by Noon                            | June 24       | August 11      |

### Fall 2026

|  | <b>Fall</b>             |
|--|-------------------------|
| First Day of Term  | August 17               |
| First Day of 5wk. I Session                                      | August 17               |
| Last Day for Add/Drop (5wk. I Session)                           | August 19               |
| Last Day for Add/Drop (15wk.)                                    | August 24               |
| Last Day to Drop a Course without a “W” grade (5wk. I Session)   | August 31               |
| College Closed – Labor Day                                       | September 7             |
| Last Day of Classes (5wk. I Session)                             | September 21            |
| Grades due by Noon (5wk. I Session)                              | September 22            |
| First Day of 5wk. II Session                                     | September 23            |
| Last Day for Drop/Add (5wk. II Session)                          | September 25            |
| Last Day to Drop a Course Without a “W” grade (15wk. courses)    | September 28            |
| Last Day to Drop a Course without a “W” grade (5wk. II Session)  | October 7               |
| No Classes - Fall Break  | October 12 -13          |
| Last Day of Classes (5wk. II Session)                            | November 3              |
| Grades due by Noon (5wk. II Session)                             | November 4              |
| First Day of 5wk. III Session                                    | November 5              |
| Last Day for Drop/Add (5wk. III Session)                         | November 9              |
| Last Day to Drop a Course without a “W” grade (5wk. III Session) | November 19             |
| No Classes - Thanksgiving  | November 25 - 27        |
| Classes End (15wk.)  | December 7              |
| Last Day of Classes (5wk. III Session)                           | December 9              |
| Final Exams Begin (15wk.)  | December 8              |
| Grades Due by Noon (5wk. III Session)                            | December 10             |
| Grades Due by Noon (15wk.)                                       | December 16             |
| Fall Term Ends   | December 16             |
| No Classes – Holiday Break                                       | December 24 – January 1 |