

2023-2024

St. Luke's College

Student Handbook



General Information

Equal Opportunity/Non-Discrimination Policy	11
Vision Statement	11
Mission Statement.....	12
Purposes of the College.....	12
Common Learning Outcomes	12
Philosophy of General Education	12
General Education Core Requirements	12
Statement of Ethical Practices	13
Accreditation, Approvals and Memberships.....	13
Partnership.....	14
Articulation Agreements	14
FOCUS Values	15
Assessment Activities.....	15
Assessment of Student Achievement Model	16
Institutional Effectiveness Plan Conceptual Model.....	17
Student Rights and Responsibilities	18

Admission Requirements

Application Process.....	19
Application Deadlines	19
Admission Criteria for Professional Programs	19
Admission Criteria for Advanced Placement.....	20
Limited Enrollment Application Process.....	21
Health, Background Checks and Drug Testing.....	21
International Student Application Process	21
Readmission Process.....	21
Recommended High School Curriculum	21
Transfer Application Process	22

Academic Policies and Procedures

Academic Integrity.....	23
Academic Dismissal.....	23
Academic Probationary Status.....	24
Assignment of Academic Credit.....	25
Auditing of Classes.....	25

Chancellor’s List..... 26

College Attendance Policy 26

Course Add Policy 26

Course Load 26

Credit for Prior Learning..... 27

Distance Education 27

Grading Scale..... 31

Graduation 32

Last Date of Attendance..... 34

Leave of Absence (LOA)..... 35

Posthumous Degree..... 36

Prerequisite Courses 37

Registration 37

Repeating a Course 37

Satisfactory Academic Progress 38

Semester Designations..... 39

Student Progress Reports 39

Student Records and Family Educational Rights and Privacy Act (FERPA) 39

Student Status 41

Student Withdrawal for Military Services 41

Withdrawal From A Course 41

Withdrawal From the College..... 42

Transfer of Credit..... 42

General Policies and Procedures

Audio and Video Recording Room Policy..... 44

Cancellation of Class and College Closing Due to Weather Policy 45

Code of Conduct 46

Code of Ethics 47

Disciplinary Action 47

Drug Free Campus..... 48

Educational Charges..... 52

Guidelines for College Skills Labs 53

Online Student Verification 54

Orientation..... 55

Parking	55
Payment information	55
Peer-to-Peer (P2P) File Sharing.....	57
Recorded Lecture Policy	58
Red Flags Identity Theft Program.....	60
Refund Schedule	61
Service Animals.....	63
Social Media Policy	64
St. Luke’s College Emergency Notification System	64
Fair Treatment Policy	65
Student Complaint Log.....	70
Substance Abuse and Prevention.....	70
Tobacco-Free Campus	73

Student Services

Academic Support Services.....	74
Applying for Financial Aid.....	74
Bookstore	75
Chapel	75
College Cupboard.....	75
Communication	75
Community Service	76
Computer Center Guidelines	76
Counseling and Guidance	76
Disability Services	77
Financial Aid Code of Conduct	81
Financial Aid Programs.....	82
Food Allergies	86
Gift Shop	86
Meal Plan	86
Meals	86
Student Advising.....	87
Student Association	87
Student Center	87
Serenity Room	88

Lactation Accommodation.....	88
Student Success Center	88
Student Health Program.....	90
Student Identification Badge	93
Student Portal	93
Student Responsibilities Regarding Financial Aid	94
Title IV Drug Conviction.....	94
Vending Machines and ATM Services.....	95
Wellness.....	95
Wireless Internet Access	95

Clinical Requirements

B.L.S Certification for Students	96
Clinical Affiliates	96
Confidentiality of Patient and Health System Information.....	96
Dress Code.....	97
Health, Drug, and Background Screen	98
Infectious Disease Statement	98
Insurance Coverage.....	98
Mandatory In-services	98
Transportation.....	99
Variance Report Instructions	99

Safety Policies and Procedures

Campus Security/Crime Prevention Service	100
Reporting of Suspicious Persons and/or Activity and Crime on Campus	100
Campus Crime Log	100
Crime Statistics	100
Guidelines Regarding Sexual Abuse	102
Health and Safety intervention Policy	103
Fire Alarm Guidelines – Dial 3911 Alert.....	104
Mandatory Reporter of Suspected Child Abuse	106
Mass Casualty Plan – External Disaster	109
Sexual Harassment (Title IX) Policy	1106
Registration of Sex Offenders	137
Weapon Policy.....	137

Severe Thunderstorm and Tornado Warning Procedures..... 138

Medical Emergency Guidelines 139

Rapid Response Code 140

Obscene or Threatening Call and Bomb Threats 140

Abduction..... 141

Active Shooter 141

Violence Prevention and Intervention in the Workplace..... 141

Department of Associate of Science in Nursing Education (ASN)

Mission..... 142

Philosophy..... 142

Program Goals 142

Graduate Outcome 143

ASN Organizing Framework..... 143

Essential Functions..... 144

Academic Civility..... 144

Academic Policies 144

General Education Requirements 145

Background Check/Drug testing 146

Clinical Attendance 146

Criminal History Checks on Nursing Students 147

Initial Nursing Licensure 148

Prerequisite Requirements..... 148

Refresher Experience 148

Program of Study 149

Department of Accelerated Bachelor of Science in Nursing Education

Mission..... 150

Philosophy..... 150

Program Goals 150

Graduate Outcomes..... 150

Essential Functions..... 151

Academic Civility..... 151

Academic Policies 151

Transfer Credit Requirement 152

Background Check/Drug Testing..... 153

Clinical Attendance	153
Criminal History Checks on Nursing Students	154
Initial Nursing License	155
Prerequisite Requirements.....	155
Plan of Study	156

Department of Imaging Sciences Education

Mission.....	157
Philosophy.....	157
Goals	157
Student Learning Outcomes	157
Program Effectiveness Outcomes	157
Essential Functions.....	158
ARRT Eligibility.....	158
Academic Policies	159
Program Policies	160
Clinical Policies	165
Direct Supervision VS. Indirect Supervision Policy	167
Guidelines for Clinical Staff Radiographer/Clinical Preceptor/Radiology Student/College Instructor/Coordinator	
Responsibilities During Clinical Experiences	168
Program of Study	170

Department of Respiratory Care Education

Mission.....	171
Philosophy.....	171
Goals	171
Essential Functions.....	171
Academic Policies	172
General Education Course Requirements	175
Advanced Placement.....	175
Professional Organizations	176
Student Employment	176
Graduation	176
Eligibility for Licensure	176
Program of Study	178

Department of Bachelor of Science in Nursing Education (BSN) Online

Mission	179
Philosophy	179
Program Goals	179
Graduate Outcomes	180
Essential Functions.....	180
Academic Policies/Grading Scale	180
Course Requirements.....	181
Prerequisite Requirements.....	181
Criminal History Checks on Nursing Students	182
Background Check/Drug Testing	182
Student Online Course Guide.....	182

Department of Bachelor of Health Science Education (BHS) Online

Mission.....	184
Philosophy.....	184
Program Outcomes	184
Graduate Outcomes.....	184
Essential Functions.....	184
Academic Policies/Grading Scale	184
Course Requirements.....	185
Prerequisite Requirements.....	186
Background check/Drug Testing	186
Student Online Course Guide.....	186

Department of Medical Laboratory Science Education

****St. Luke’s College is not taking application for the Medical Lab Science and Phlebotomy programs during the 2023-2024 academic year**

Medical Laboratory Science Program.....	188
Goals	188
Essential Requirements.....	188
Affiliated Colleges and Universities.....	188
Graduate Competency	188
Admission Requirements	189
Advanced Placement.....	189
Progress Requirements	190
Course Descriptions	190

Specialized Units (Specialized Topics)	191
Phlebotomy Certificate Program	192
Program Goals	192
Essential Requirements	192
Description of Career Entry Competencies of the Phlebotomist	192
Admission Requirements	193
Application Procedure.....	193
Progress Requirements	193
Tuition and Expenses	193
Refunds	194
Program Withdrawal.....	194
Criminal Background Check	194
Course Modules.....	194
Course Descriptions	194

Department of Clinical Pastoral Education

****St. Luke’s College is not taking application for the Clinical Pastoral Education program during the
2023-2024 academic year**

History.....	195
The Unit.....	195
Learning Covenant	195
Introduction	197
Mission.....	197
Standards for Level I & II ACPE Programs	198
Objectives for Level I and Level II CPE Programs.....	200
Outcomes for Level I CPE program.....	201
Outcomes for Level II CPE Program	202
Policies & Procedures.....	202
Agreement of Training	203
Admission Policy.....	204
Financial Policy	205
Complaints Procedure.....	193
Student Records	207
Annual Notice.....	208
Consultation of the Student’s Learning Goals, Process and Focus	208
Student Discipline, Dismissal and Withdrawal.....	209

Ethical Policy	210
Student Rights and Responsibilities	211

Course Descriptions

General Education	213
Department of Associate of Science in Nursing Education	214
Department of Imaging Sciences Education	215
Department of Respiratory Care Education	218
Bachelor Program Course Descriptions	220

College Directories

St. Luke’s College Faculty and Staff	226
General Education Faculty	227
St. Luke’s College Faculty and Staff Credentials	228
St. Luke’s College Board of Directors	231

Academic Calendar

2023-2024 Academic Calendar	232
-----------------------------------	-----

General Information

This Handbook was prepared with the most accurate information available at the time of publication. All information is subject to change with proper notification. Therefore, St. Luke's College reserves the right to change any section or part of the Handbook to meet the needs of students and the College.

St. Luke's College reserves the right to change or augment didactic, lab, or clinical course lengths, assignments, or delivery modes due to disruptions caused by natural disasters, global health threats, or other causes. Any changes will be communicated and will satisfy regulatory and accreditation requirements at that time.

Students can request in writing to the Executive Dean of Academics and Student Services to review specific College policies at any time.

Each student is responsible for becoming familiar with the content of this handbook and for keeping it as a ready reference. All policies printed in this handbook will be enforced.

The Handbook is located on the College's website at www.stlukescollege.edu.

College Business Hours

St. Luke's College operates Monday – Friday 8:00 am - 4:30 pm Central Standard time. All timeframes listed in the Student Handbook are based on these hours unless otherwise stated. After hour access to specific areas of the college such as Computer Center and Success Center is available with the use of their Student ID badge and the fob system.

Equal Opportunity/Non-Discrimination Policy

St. Luke's College welcomes persons from all backgrounds and beliefs to join our College community. We seek to create and foster a sense of community that facilitates the development, both personal and professional, of all persons who participate in our programs and activities.

St. Luke's College is committed to providing equal opportunity for all students capable of meeting the College's educational obligations and grants without discrimination all rights, privileges, programs, and activities generally accorded or made available to students at the school. Accordingly, equal access to all educational programs, employment opportunities, and College activities is extended to all eligible persons.

St. Luke's College does not discriminate on the basis of race, creed, color, sex, marital status, age, national origin, veteran status, religion, sexual orientation, gender identity, disability or handicap or any other legally protected classes in administration of its admission policies, educational policies, scholarships and loan programs and other school-administered programs. St. Luke's College's policy prohibits any such invidious discrimination in order to maintain the principles of equal access and equal opportunity. This includes discriminatory language, gestures, and written or electronic communications.

St. Luke's College students are protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, as amended. St. Luke's College has adopted this Equal Opportunity/Non-Discrimination Policy in order to demonstrate its commitment to these important policies. Any person having concerns with respect to rights under Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, please contact the Dean, Student Services, St. Luke's College, 2800 Pierce St, Sioux City, Iowa 51104, telephone (712) 279-3377.

Vision Statement

A recognized innovative leader exclusively educating healthcare professionals.

Mission Statement

As an institution of higher education, St. Luke's College provides high quality, health system-based education to individuals who desire to become competent and compassionate healthcare providers.

Purposes of the College

- Facilitate academic excellence and clinical competence through general education and health science.
- Prepare graduates to utilize theoretical knowledge and skills in meeting the needs of individuals and groups in various health settings.
- Facilitate an assessment process that demonstrates student learning and enhances institutional effectiveness.
- Promote an environment in which all individuals are accepted for their inherent worth and dignity.
- Prepare graduates to become responsible health professional practicing within legal, ethical, and professional standards.
- Provide opportunities that foster personal and professional growth for lifelong learning.
- Facilitate opportunities for students and faculty to participate in community activities and gain an appreciation of community involvement.

Common Learning Outcomes

Upon completion of the program, the graduate will:

- Apply the skills of reading, writing and communication in the application of knowledge to practice.
- Demonstrate a broad knowledge base of biological and psychosocial principles.
- Utilize critical thinking in computation, decision-making and problem-solving.
- Display an appreciation and sensitivity for the needs and diversity of individuals, community, and global society.
- Assume the responsibility of intellectual growth and life-long learning.

Philosophy of General Education

St. Luke's College faculty believes that general education is a fundamental aspect of learning. The faculty is committed to the assessment process that ensures attainment of the Common Learning Outcomes. The College seeks to provide an environment that fosters personal growth and prepares individuals who will positively influence community and society.

General education fosters learning by providing opportunities to acquire and develop concepts, attitudes and skills that support a well-integrated value system. As a central component of the educational programs, general educational develops critical thinking and problem-solving skills, sensitivity to the needs of others and an appreciation of the diversity of the human potential. This foundation will nourish the life-long learning process to achieve social, emotional, spiritual, and intellectual competence.

General Education Core Requirements

Requirements in general education for an Associate of Science degree consist of courses from the natural science, social sciences, and the humanities. Courses that support the program of study also satisfy the general education requirements. The minimum general education core requirements for all degree granting programs include:

Humanities:

English	3 credits
Ethics	3 credits

Natural Sciences:

Anatomy with Lab	4 credits
Physiology with Lab	4 credits

Social Sciences:

Psychology

3 credits

General education courses are taken in conjunction, typically, with programmatic courses. Thus, earning a 78% or better in the course is required.

Statement of Ethical Practices

The College believes in the worth and dignity of the individual and is committed to promoting a learning environment that recognizes the potential of each student.

- The faculty and staff, under the guidance of the President, conduct recruitment activities, including advertising, which provide accurate, objective information concerning the educational programs to prospective students. Information about other educational programs shall be truthful, understandable, identifying strengths and differences of each type of program.
- The College Handbook provides accurate information concerning admission, promotion, graduation, cost, policies, and the programs of study.
- Applications are reviewed by a program committee which is responsible for selection of admissions to the College according to specified criteria. Applicants are notified promptly of the committee's decision.
- The College complies with the provision of the Civil Rights Act. A qualified applicant is not denied admission, nor an enrolled student discriminated against, on the basis of age, race, creed, sex, marital status, national or ethnic origin or qualified disabilities.
- All records and personal data of applications and students are considered confidential. Access to and release of these records is in accordance with the Family Educational Rights and Privacy Act of 1974, as amended.
- The educational programs are designed to provide all students with the opportunity to participate in similar learning experiences.
- The Faculty abide by written policies which are included in the College Resource Manual and Student Handbook.
- St. Luke's College reserves the right to make curriculum, cost, and policy and procedure changes. Students are informed of changes.
- Students who are making unsatisfactory academic progress or who are involved in any disciplinary action are notified in writing of their status. Appeal and grievance procedures are available.
- The student is eligible to graduate and apply for the appropriate licensure examination when all requirements of the program and College have been met.

Accreditation, Approvals and Memberships

St. Luke's College and its programs are approved and/or accredited by the following agencies:

- St. Luke's College is accredited by the Higher Learning Commission <https://www.hlcommission.org>, a regional accreditation agency recognized by the U.S. Department of Education, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 1-800-621-7440.
- Accreditation for the Bachelor of Nursing (RN-BSN) program by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791 <https://ccneaccreditation.org>.
- The Associate of Science in Nursing (ASN) program is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326 (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing Program is continuing Accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programsearch.htm>.
- Approval of the ASN and RN-BSN Nursing programs by the Iowa Board of Nursing, River Point Business Park, 400 SW 8th Street, Suite B, Des Moines, IA 50309-4685, (515) 281-3255.
- Accreditation of the Radiologic Technology program by the Joint Review Committee on Education in Radiologic

Technology, 20 N Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300.

- Accreditation of the Respiratory Care program by the Commission on Accreditation for RespiratoryCare, 1248 Harwood Road, Bedford, TX 76021-4244, (817) 283-2835.
- Accreditation of the Medical Laboratory Science and approval of the Phlebotomy Certificate programs by the National Accrediting Agency for Clinical Laboratory Science, 5600 N River Road, Suite 720, Rosemont, IL 60018-5119, (773) 714-8880.
- Accreditation of the Clinical Pastoral Education by the Association for Clinical Pastoral Education, One West Court Square, Suite 325, Decatur, GA 30033, (404) 320-1472.
- St. Luke's College is registered by Iowa College Aid to operate educational programs in Iowa and approved by the State of Iowa to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). If an Iowa student has a complaint about St. Luke's College they may contact Iowa College Aid, 475 SW Fifth Street, Suite D, Des Moines, IA 50309, (877) 272-4456 (toll-free).

-Submit a question: <https://www.iowacollegeaid.gov>

-File a Student complaint: <https://www.iowacollegeaid.gov>

-Approval to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is an agreement among member states that establish comparable national standards for interstate offering of postsecondary distance education courses and programs. For more information, please visit www.nc-sara.org/sara-states-institutions.

UnityPoint Health – St. Luke's

- Accredited by Det Norske Veritas (DNV, INC)
- Member of American Hospital Association
- Member of Association of Iowa Hospital and Health System

Partnership

Briar Cliff University Agreement

Briar Cliff University of Sioux City, IA has a cooperative program with St. Luke's College to provide students an opportunity to obtain an Associate of Science degree in Radiologic Technology or Respiratory Care from St. Luke's College and a Bachelor of Science degree from Briar Cliff University.

Morningside University Agreement

Morningside University of Sioux City, IA has a cooperative program with St. Luke's College to provide students an opportunity to obtain an Associate of Science degree in Radiologic Technology or Respiratory Care from St. Luke's College and a Bachelor of Science degree from Morningside University.

North Dakota State University Agreement

North Dakota State University of Fargo, ND has a cooperative program with St. Luke's College to provide students an opportunity to obtain an Associate of Science degree in Radiologic Technology from St. Luke's College and a Bachelor of Science degree from North Dakota State University.

Articulation Agreements

St. Luke's College accepts transfer credits from other institutions through articulation agreements. St. Luke's College has articulation agreements with the following institutions:

- Iowa Central Community College, Fort Dodge, Iowa
- Iowa Lakes Community College, Estherville, Iowa
- Iowa Western Community College, Council Bluffs, Iowa
- Northeast Community College, Norfolk, Nebraska

- Northwest Iowa Community College, Sheldon, Iowa
- Western Iowa Tech Community College, Sioux City, Iowa

FOCUS Values

St. Luke's College faculty, staff and students are expected to follow these FOCUS Values:

Foster Unity

- Use the skills and abilities of each person to enable great teams
- Collaborate across departments, facilities, business units and regions
- Seek to understand and are open to diverse thoughts and perspectives

Own the Moment

- Connect with each person, treating them with courtesy, compassion, empathy, and respect
- Enthusiastically engage in our work
- Be accountable for our individual actions and our team performance
- Take responsibility for solving problems, regardless of origin

Champion Excellence

- Commit to the best outcomes and highest quality
- Have a relentless focus on exceeding expectations
- Believe in sharing our results, learning from our mistakes, and celebrating our successes

UnityPoint Health

- We will be the health care system where leaders want to lead, physicians want to practice, staff want a career and patients must have their care

Seize Opportunities

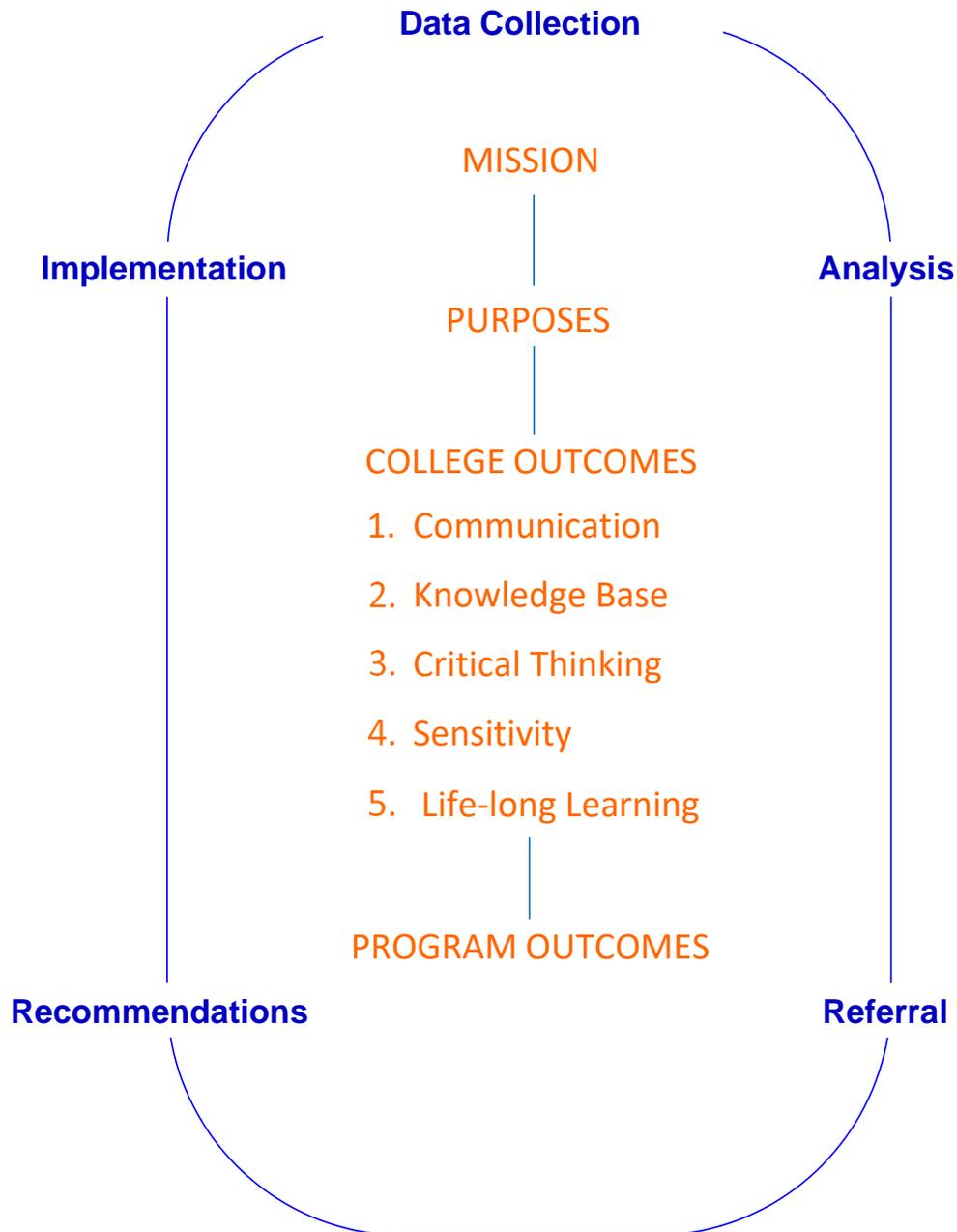
- Embrace and promote innovation and transformation
- Create partnership that improve care delivery in our communities
- Have the courage to challenge the status quo

Assessment Activities

St. Luke's College is committed to providing high quality educational programs. In order to assure this quality, ongoing assessment of student learning is a necessity. Throughout a student's program of study, they will be asked to submit copies of completed assignments. In addition, a course instructor may ask students to evaluate a specific lecture or a portion of the course. Students may be asked to participate in collaborative activities with students from all programs of the College. The student's work is reported collectively and utilized for assessment purposes only.

Five common Learning Outcomes are identified as essential to every student's education. These outcomes focus on communication, knowledge base, critical thinking, sensitivity, and lifelong learning. Outcomes are assessed by a variety of means including student submissions. The following models identify the assessment processes at St. Luke's:

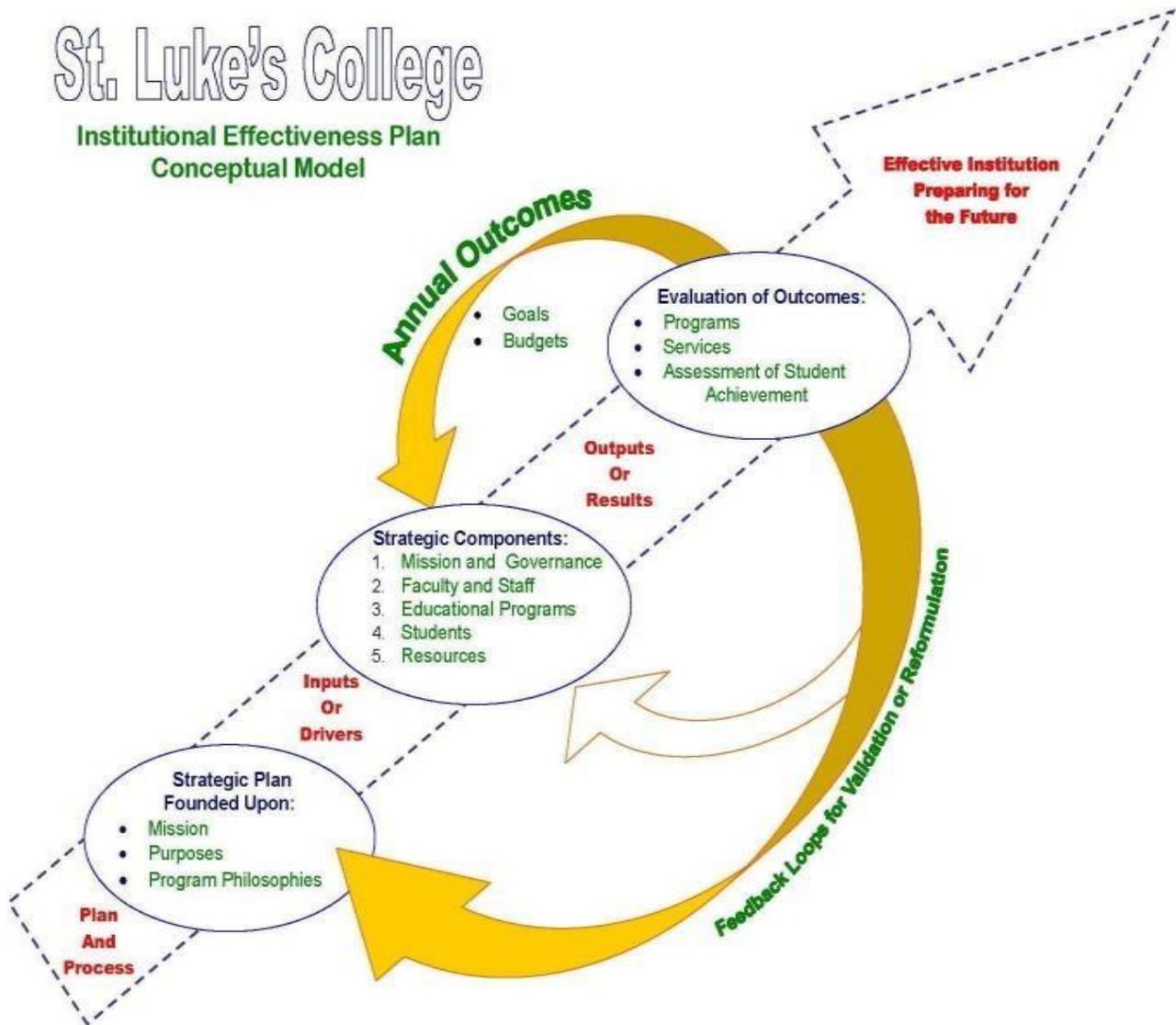
Assessment of Student Achievement Model



Institutional Effectiveness Plan Conceptual Model

St. Luke's College

Institutional Effectiveness Plan Conceptual Model



Student Rights and Responsibilities

- The student has the right to be provided an environment that is conducive to the students' freedom to learn and their development of critical judgment.
- A student shall not be discriminated against on the basis of race, creed, color, sex, marital status, age, national origin, veteran status, religion, sexual orientation, gender identity, disability or handicap or any other legally protected classes in administration of its admission policies, education policies, scholarships and loan programs and other school-administered programs.
- Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, and political association which instructors acquire in the course of their work are considered confidential and not released without the knowledge or consent of the student.
- The student has the right to have a responsible voice in the determination of the curriculum.
- The student's permanent education records will be maintained by following the College privacy safeguard plan policy.
- Students are free to examine and discuss all questions of interest to them, and to express opinions in a responsible manner.
- The students have means to provide input in the formulation and application of College policies affecting academic and student affairs.
- The student has the right to ask for clarification on those standards of behavior which the College considers essential to its educational mission and its community life.
- Disciplinary policies are instituted only for violations of standards of conduct and published in advance through such means as a student handbook or written notice. The academic appeal/grievance process is available for every student. It is the responsibility of the student to know these regulations.
- Students have the right to belong or refuse to belong to any organization of their choice.
- The student has a right to be provided a safe and secure environment.
- The students are responsible for following the established dress code. The dress code is established and published in accordance with the dress code of the Health System, so that the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the students.
- The student is responsible for all travel to and from required clinical experiences, theory classes, and out of town educational activities endorsed by the Program and/or the College. The College and UnityPoint Health – St. Luke's do not assume liability for any events related to transportation.

Admission Requirements

St. Luke's College is a private, health science college that offers Associate of Science degrees in nursing, radiologic technology and respiratory care, as well as Bachelor of Science degree completion programs in nursing and health sciences. Applicants are evaluated through a competitive admission process. St. Luke's accepts students, who demonstrate the potential to successfully complete the College educational objectives, are motivated to succeed in their program and are committed to the help profession.

The College also offers a collaborative program in medical laboratory science with a number of higher education institutions in the region and a phlebotomy program. Please refer to the medical laboratory science section of the handbook for more details on these programs and the requirements.

****St. Luke's College is not accepting application for the Medical Laboratory Science and Phlebotomy Programs for the 2023-2024 academic year.**

St. Luke's College offers a Clinical Pastoral Education (CPE) certificate program. Please refer to the CPE section of the handbook for more details and requirements.

****St. Luke's College is not accepting application for the Clinical Pastoral Education Program for the 2023-2024 academic year.**

Application Process

St. Luke's College selects students for admission whose academic achievement and personal abilities provide a foundation for scholastic success. Applicants will be considered for admission after they have submitted the following items:

- Admission application
- Official academic high school transcripts and official academic college credits.
- Score from the American College Test (ACT) assessment examination or its equivalent.
- Other requirements, as necessary, according to the program of study.
- After acceptance. A \$100.00 non-refundable enrollment deposit is required to ensure enrollment.
- All transcripts become St. Luke's College property and will not be reproduced, reissued, or returned.

Other items needed after acceptance to St. Luke's College and by the first day of class are:

- Record of medical examination, including immunizations, must be submitted prior to the first day of class.
- Record of completing Health Care Provider BLS certification through American Heart Association must be submitted prior to the first day of class.
- Other requirements, as necessary, according to the college and/or program of study.

Application Deadlines

To be considered for admission, students must have their completed application form, official academic transcripts, and other pertinent materials submitted to St. Luke's College office of Admissions. Once the application file is complete it is forwarded to the requested program for review.

Students are considered for admission on a space available basis. Applicants will be notified in writing of their admission status.

Admission Criteria for Professional Programs

To be considered for admission to the College, applicants must meet the following minimum criteria:

Graduate from high school with a minimum cumulative grade point average of 2.50 or completion of the high school equivalency examination such as GED or HiSET, and received a minimum composite score of 19 or above on the

American College Test (ACT) or an equivalent score on a comparable examination.

Applicants who do not meet the above criteria may be considered upon completion of transferable college coursework with a cumulative grade point average of 2.30. College coursework will be evaluated on the quantity, quality, and relationship to the St. Luke's College curriculum.

In addition to the above criteria, applicants for whom English is a second language must demonstrate English proficiency by taking an approved competency examination and achieving a satisfactory score.

Associate programs in nursing, radiologic technology, and respiratory care programs will follow the above College Admission Criteria for Professional Program Requirements.

Applicants for the Bachelor of Nursing (RN-BSN) program must meet the following minimum requirements:

- College Admission Criteria for Professional Program Requirements.
- Earned Associate degree or diploma in nursing; transfer credit for courses from other accredited institutions and/or credit-by-examination may be accepted according to St. Luke's College transfer credit policy.
- Hold a current unencumbered registered nurse license.
- Applicants/current St. Luke's College students who are not yet licensed or have not yet completed an associate degree may be accepted for enrollment in courses that do not list RN licensure as a prerequisite or course requirement. St. Luke's College students must obtain approval from the Associate Dean of Nursing.
- All RN-BSN program admission requirements must be met prior to graduation.

Applicants for the Bachelor of Health Science (BHS) program must meet the following minimum requirements:

- College Admission Criteria for Professional Program Requirements.
- Earned Associate degree, diploma, or certificate in an allied health care field (i.e., radiologic technology, respiratory therapy, surgical technology, paramedics, etc.)
- Completed a minimum of 24 credits in allied health coursework.
- Applicants/current St. Luke's College students who are not yet licensed or have not yet completed an associate degree may be accepted from the Associate Dean of Institutional Effectiveness/Health Professions.

Applicants seeking entrance into the Phlebotomy Certificate Program must have completed or earned the following:

- Graduate from high school with a minimum cumulative grade point average of 2.50 or completion of a high school equivalency examination such as GED or HiSET.

Note: The above academic criteria are guidelines. Students may be asked to provide additional information such as job shadow references and a personal interview.

Admission Criteria for Advanced Placement

An individual who possesses previous education and experience in a health-related field may apply for admission to St. Luke's College as an advanced placement student. The applicant must follow the College admission requirements and provide appropriate documentation of licensure or certification at the time of application. Each advanced placement applicant will be considered by the Program Director.

Upon acceptance into the College as an advanced placement student, an individualized program of study (independent study, demonstration of clinical competency, exams, and projects) will be developed with the guidance of an advisor. Consideration will be given to content of previous course work, length of time elapsed since previous enrollment, number of hours of experience in selected clinical areas, and course grades.

Limited Enrollment Application Process

St. Luke's College provides limited enrollment for individuals who seek personal enrichment, professional growth or have intent to transfer credit to another institution. Students on limited enrollment status are eligible to enroll in general education or continuing education courses only. Course prerequisite requirements must be met.

Students will submit an application form, pay the application fee and tuition, and sign a "release of academic advising" waiver. Applicants will be at least a junior in high school in good standing, demonstrate an aptitude for higher education, or show evidence of academic ability through life experiences. Limited enrollment students are accepted on a space available basis.

Once a limited enrollment student completes 12 credits at St. Luke's College, they must make an application to a professional program of study to continue enrollment at St. Luke's College.

Health, Background Checks and Drug Testing

An increasing number of health care facilities nationwide are requesting the most current information on a student's health status prior to a clinical rotation in their facility. This can include immunization records, physical health records, mandatory training records, drug testing results, and background check results. Incomplete immunization records, incomplete training records, failure to pass required background checks and/or failure to pass drug testing could result in a ban from participation in the classroom and clinical rotations and thus prevent graduation. All costs are incurred by the student.

International Student Application Process

The international student is subject to all college admission policies and regulations of the United States Immigration and Naturalization Services. The College does not process requests for temporary or student visas.

Application requirements in addition to the College's Admission Criteria include:

- Proof of legal U.S. residency or proof of U.S. permanent resident or other eligible noncitizen status.
- Official certified translated copy of all secondary school work.
- Certified copy of all standardized exam results including ACT and/or SAT if available.
- Application for whom English is a second language must submit a Test of English as a Foreign Language (TOEFL) score of 61 or above (iBT-internet based) or 500 or above (PBT paper based) or an equivalent score on a comparable examination.
- Letter of recommendation from a secondary school official.
- Completed financial documents demonstrating that funds necessary to cover tuition and living expenses are available while enrolled at the College.

Readmission Process

A student who has withdrawn or has been dismissed from the College may reapply for admission. The readmission process is begun by completing an application for admission. A personal interview must be arranged with the program selection committee. Other documents may be required.

Recommended High School Curriculum

The following high school courses are recommended:

Algebra	4 semesters	English	8 semesters
Biology	2 semesters	Electives	Psychology, Computer Science and Keyboarding
Chemistry	2 semesters		

Transfer Application Process

A student wishing to transfer courses from another accredited college must follow the application process. Official transcripts must be submitted to St. Luke's College. All courses will be evaluated based on the relationship to St. Luke's College curriculum. Courses will be evaluated by the Registrar.

Note: All transfer credit, including credit by examination, on-line, or independent courses, should be completed and submitted to St. Luke's College prior to the first date of attendance. After that time, all other courses need to be completed through St. Luke's College offerings.

Academic Policies and Procedures

The academic policies are in effect for all students. The purpose of these policies is to ensure adequate progression through the program study.

Please refer to the Medical Laboratory Science Education section of the Handbook for specific academic requirements for the medical laboratory science and phlebotomy programs.

Please refer to the Clinical Pastoral Education section of the Handbook for specific academic requirements for the Clinical Pastoral Education program.

Academic Integrity

Academic integrity is expected of all St. Luke's students. Any means to misrepresent one's work is considered academic dishonesty. Examples of academic dishonest include, but are not limited to, plagiarism, falsifying records, altering grades, and cheating.

Academic Integrity

- Academic integrity encompasses honest, trust, fairness, respect, and responsibility. Students and faculty are responsible for upholding standards of academic integrity. Violations of academic integrity include, but are not limited to, plagiarism, falsifying records, altering grades, and cheating.

Plagiarism

- Plagiarism is using someone else's words or ideas, intentionally or unintentionally, without giving credit to that person. If a student desires to use someone else's work or ideas, the student must quote, paraphrase, or summarize accurately and make sure that what has been borrowed is accurately punctuated and clearly marked. It is also plagiarism to use a paper that has been written by another student. It is unethical to use a paper that was written for another class or received from a commercial term paper provider.

Cheating

- Cheating is defined as the use or attempted use of unauthorized materials, information or study aids that would provide an unfair advantage on an examination, assignment, or activity. Using books, notes, calculators, and/or cell phones is forbidden except when authorized by the instructor. Students may not take quizzes or examination in the place of other students.

Upon identification of academic dishonesty, the Executive Dean of Academic and Student Services needs to be notified in writing of any confirmed case of academic dishonesty including any actions taken. A disciplinary record will be established and kept on file in the student's permanent record. The following additional actions may result:

- A student may earn a "zero" for the specific examination/assignment.
- A student may "fail" the course.
- Course faculty may refer the situation to College administrative personnel for further advise and/or action.
- The College may discipline the student up to and including dismissal from the program or the College.

Academic Dismissal

The President, College Administration and the Faculty of St. Luke's College have the responsibility and the authority to establish and maintain standards of ethical, personal, and professional conduct for students enrolled at the College.

Students who enroll in St. Luke's College are expected to understand and be aware of the philosophy, goals, and values of the College and will cooperate in furthering these purposes by adhering to these standards.

Failure to meet the College requirements as listed in the Student Handbook may be grounds for dismissal. Students may be dismissed at any time in the program when performance is deemed unacceptable or unsafe.

The President and College Administration have the authority to dismiss any student from the course and/or College at any time when such action is deemed to be in the best interest of the College or of the student.

A student will be academically dismissed for any one of the following reasons:

- Failure to meet satisfactory academic progress in the plan of study
- Failure to meet probationary requirements
- Failure to achieve a grade point average in a given semester (Student achieving a 1.0 grade point average or less is subject to dismissal)
- Absence from class for two academic weeks without contacting the course faculty or without submitting a written leave of absence request
- Sanctions imposed for violations of the Student Code of Conduct and/or Code of Ethics
- Reasons associated with Professional Probation

The Registrar and appropriate Program Director are responsible to review student academic progress each semester to determine academic status.

Students are notified in writing of such determination.

Dismissed students are required to fulfill the following:

- Return the identification badge, parking tag, radiation dosimeter and any other program materials issued.
- Return library materials
- Ensure that all financial obligations have been fulfilled with the College.
- Complete a mandatory Financial Aid Exit Counseling, if directed by the Financial Aid Office.

Students may apply for readmission per the Readmission Policy.

Academic Probationary Status

In order to be considered a student in good standing at St. Luke's College, a student must earn and maintain a cumulative GPA of 2.0 or better. Academic probationary status is determined by the Registrar. The student will be notified in writing of such determination.

The students will be placed on academic probationary status for one semester if any of the following occurs:

- The cumulative GPA falls below 2.0
- Failure to successfully complete a major course within the program of study (i.e., NUR, RAD, RES)
- Failure to successfully complete 67% of the credits attempted in an academic year.
- Additional program specific criteria.

To be removed from academic probationary, the student must attain a 2.0 cumulative GPA by the end of the next the next semester. Academic probationary status will be allowed only once during the total program.

An academic plan specifying steps a student must take for continued enrollment while on academic probation may be required at the discretion of the Program Director of the student's program of study. Such an academic plan may limit the total number of credits a student may enroll in during a subsequent semester and may prescribe courses in which a student may enroll.

A student who earns a 1.0 GPA or less in any given semester is subject to dismissal at the end of the semester, regardless of whether that student has previously been on probation. If no grade points are earned in a given semester, the student will be dismissed for academic reasons.

Students enrolled in a pre-program must maintain a 2.0 cumulative grade point average and not be on academic probation before entry into any program of study offered by the College.

Students placed on academic probation may be ineligible for financial aid. Refer to the Satisfactory Academic Progress policy for financial aid details.

Assignment of Academic Credit

At St. Luke's College, semester hours of credit are awarded by the "Carnegie Unit" method. A semester credit hour is granted for satisfactory completion of one 50-minute session of classroom instruction per week for a semester of not less than sixteen weeks. Classes offered in this format provide a 10-minute break between each 50-minute session of classroom instruction. The number of credit hours assigned to a course quantitatively reflects expected outcomes, the mode of instruction, the amount of time spent in class, and the amount of outside work expected. Outside work such as homework or out of class work is documented in the curricular material and syllabi with a minimum of two hours of out of class work each week for approximately 16 weeks for a semester of credit.

The College generally follows a semester system in which the academic year is divided into two instructional semesters with each approximately 16 weeks of instruction. An exception to this is semester courses offered in 8-week sessions. College courses taught in shorter periods of time than regular semester courses shall meet the same number of hours for both lecture and laboratory as required if offered on a semester basis.

Academic credit is assigned to each course based upon the number of scheduled hours of class or laboratory per week each semester. Each semester encompasses 16 weeks.

- One semester hour of credit is assigned for each hour of theory class per week
- One semester hour of credit is assigned for every two hours of science laboratory per week
- One semester hour of credit is assigned for every three hours of nursing clinical laboratory per week.
- One semester hour of credit is assigned for every four hours of imaging sciences and respiratory care clinical laboratory per week.

For courses using a portion of distance education modalities, St. Luke's College defines a credit hour as 15 hours of student engagement in the online classroom, with between 15-45 hours of student course engagement through readings, homework, and out of class work. For each 3 credit hour course, students are expected to have 45 hours of student engagement, with between 45-120 hours of coursework external to the classroom.

Auditing of Classes

Students who are enrolled in St. Luke's College and are transferring credit for like courses may audit a course. The purpose of the audit is to refresh or establish knowledge of concepts pertinent to satisfactory achievement in subsequent courses. The following guidelines apply:

- The need for the course audit will be established on an individual basis as determined by Program Director of the student's program and the course instructor.
- The customary course outlines and handouts for the class will be provided.
- Regular quizzes and examination may be taken.
- Purchase of current textbooks for the class is optional.
- Participation in the class is encouraged.
- Audit fees will be one-half the regular tuition for the course.
- No academic credit will be awarded for an audited course. The course will be recorded on the student's academic transcript as an audited course.
- Financial Aid will not be given.

Chancellor's List

Students completing a semester with a 3.5 or above grade point average and satisfactory clinical attainment will be placed on the Chancellor's List for that semester. Students must be enrolled in six or more credit hours to be eligible for the Chancellor's List designation for that semester. Students with incomplete grades will not be eligible for the Chancellor's List.

Students who obtain Chancellor's List recognition deserve special congratulations. The list is distributed to the student's hometown newspaper indicated on the student's publicity form. In addition, a list of students achieving a 4.0 GPA is sent to the Sioux City Journal. Students who do not wish to have this information published must notify the Student Services Office in writing no later than one week after the beginning of the semester.

College Attendance Policy

Attendance and promptness are required for all courses. Attending the first day of class and clinical orientation is required. It is also required that students enrolled in an online course will log into the course by the end of the first week of the semester unless otherwise communicated by the course instructor. Faculty will report to the Registrar's Office any students who do not attend the first day of class, clinical orientation, or log into an online course during the first week. If a student is unable to attend class or will be late, it is the responsibility of the student to notify the instructor prior to the class.

Students that miss two academic weeks (calendar days) of class or clinical without contacting the course faculty or submitting a written leave of absence request will be dismissed from the course/s. Excessive absence and/or tardiness may result in dismissal from the course/s.

At the time a staff/faculty member is aware that the student has not attended the first day of the course, clinical orientation, has not logged into an online course by the identified deadline, or no longer attending, that staff/faculty member must notify the Registrar's Office as soon as possible to discuss the student's ability to remain in the course.

The faculty member will contact the student and discuss the faculty's plan for the student attending the course. The faculty member will communicate this plan to the Program Director of the program as well as the Registrar.

The student is responsible for all content, assignments, and examination when missed due to absence or tardiness. The student is expected to make arrangements for completion of assignments immediately following the absence and/or tardiness. Failure of the student to follow these guidelines will be reflected in the course grade. Each course syllabus will outline specific requirements/guidelines regarding absences, tardiness, and communication.

Completion of assignments due to absence from clinical practicum will be explained in each course syllabus. Students may be assessed a fee for required clinical make-up time based on the type and amount of additional clinical.

If the course must be dropped, the student will work with their Advisor, Program Director and/or the Registrar to revise the student's plan of study. The student will be responsible for any tuition charges as a result of their attendance. The student's course grade will be reflected on the academic transcript.

Course Add Policy

The last date to add a class is one week after the beginning of class. Permission from faculty is required for all enrollments after the beginning of the semester.

Course Load

The normal course load is 12-15 credit hours per 16-week semester. Students are encouraged to limit the credit hours during the summer term to 9 credit hours.

Credit for Prior Learning

Credit may be awarded for prior learning in general education subjects as demonstrated by adequate scores on a college recognized credit by examination assessment in lieu of successful completion of an equivalent course. No credit for prior learning will be awarded for general education science courses which include a lab. Achievement of a score at the 50 percentile or above on the assessment and approval by the Registrar will result in an award of course credit.

Some programs of study at St. Luke's College may accept work experience as part of learning outside the classroom. These experiences need to be formally presented, discussed, and approved by the appropriate Program Director before being accepted at St. Luke's College. The Program Director will evaluate each experience and determine which course requirement it fulfills and the amount of credit that will be awarded. (For example, if a student takes the College Level Placement Exam (CLEP) for General Psychology (prior to enrollment) and passes with a score at the 50th percentile or higher, St. Luke's College will award the student 3 credits for General Psychology.)

Check with the Registrar to see if a specific Credit by Examination is recognized by the College.

Distance Education

St. Luke's College defines Distance Education as "A virtual classroom that utilizes technologies such as the internet, open broadcast, microwave, fiber optics, wireless communication, satellite etc. to deliver instruction to learners who are physically separated from the instructors."

St. Luke's College has been approved by the State of Iowa to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-Sara is an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The reciprocity agreement is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. For more information, please visit <http://www.nc-sara.org/sara-states-institutions>

What types of Distance Education Courses are offered?

- Distance-delivered Courses: Courses in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and learners physically separated from each other.
- Hybrid/blended delivery courses: An instructional delivery method which combines the face-to-face delivery and distance delivery formats.

In Distance Education for me?

- Flexible learning such as online and hybrid courses are not suited to all learners. It is important to recognize one's strength and weakness as a learner to assess if online learning is a good fit. If you are a student considering an online or hybrid course, please use the available tool included in the Distance Learning Guide. This tool is also available on the St. Luke's College website.

Online Learning Evaluation- Am I Ready for Online Learning?

An online class is a student self-centered learning experience where students must assume an active role in their learning. Computer technology skills and abilities, computer and internet access, self-direction and motivation, time management and online communication skills are very important.

Please respond yes or no to the following items:

1. Do you have access to a computer with uninterrupted internet and multimedia capability? Yes No

2. Do you have experience with computer technology?	Yes	No
3. Are you able to download and attach files without much difficulty?	Yes	No
4. Are you able to navigate the internet and a variety of search engines?	Yes	No
5. Can you use e-mail, web browsers and word processing software without much difficulty?	Yes	No
6. Are you independent, self-motivated, and good at time management?	Yes	No
7. Can you participate in online course discussion and other course requirements several days during the week throughout the semester?	Yes	No
8. Are you able to express yourself in writing?	Yes	No
9. Do you require face to face social interaction with the faculty and other students to learn?	Yes	No
10. Are you comfortable communicating in an online environment?	Yes	No
11. Are you willing to spend 10-20 hours each week on an online course?	Yes	No
12. Do you know someone that can help you if you have computer problems?	Yes	No
13. Are you connected to the internet with a fairly fast, reliable connection?	Yes	No
14. Do you have virus protection software running on your computer?	Yes	No

If you answered “Yes” to the majority of these questions, then you are ready for the online environment. If you answered “No” to the majority of these questions or have concerns, please contact the Education Technology Specialist at (712) 279-3273 or micky.ouellette@stlukescollege.edu

What skills and technical requirements do I need to be successful in a Distance Education Course?

Computer Skills:

Online learning also requires an established set of online skills. St. Luke’s College helps students expand that knowledge through orientation, but the basic ability to use email, computer and familiarity with online searches and tools is essential. As a student participating in online courses, it is expected that you have basic computer skills. If you do not have these skills, your success in Distance Education courses may be impacted.

Email:

All St. Luke’s College students are provided a college issued email account. Students are expected to utilize their St. Luke’s College email account for all course communication.

St. Luke’s College email can be accessed through links available on the St. Luke’s College website www.stlukescollege.edu or through the following link: <https://outlook.office.com>

For account security, UnityPoint Health Information Protection protocol requires that users reset their password used to access their student email account a minimum of every 365 days or as otherwise required by UnityPoint Health Information Protection. Passwords can be reset through the “Email Password Reset” link on the quick links section of the St. Luke’s College website. www.stlukescollege.edu or through the following link: <https://prim.unitypoint.org>

UnityPoint Health Password policy requires the following requirements when setting passwords:

- Minimum of 16 characters
- Password that was not previously used on the account

Minimum Computer/Equipment Requirements:

Required equipment including hardware and software, speakers, microphones, webcams, etc. is the responsibility of the student.

- Suggested Computer Ancillaries
 - Current operating system
 - Microsoft Edge (student academic license provided by St. Luke's College upon enrollment)
 - Speakers
 - Current and up-to-date virus protection

- Internet Browsers Support
 - Microsoft Edge latest version
 - Google Chrome's latest version (preferred browser for Blackboard)
 - Safari latest version
 - Firefox latest version

- Internet Connection:
 - Access to high speed connection such as Cable, DSL, or Satellite is recommended.

KnowBe4 Security Awareness Training:

UnityPoint Health IT conducts monthly simulated email phish testing as a part of ongoing efforts to promote security of accounts and increased awareness among our employee and students.

Users that fail one of these email tests are required to complete a training assignment through the KnowBe4 website. UPH has put a 30 day deadline for outstanding completions.

Failure to complete any assigned KnowBe4 training requirements by the deadline will result in deactivation of college applications such as, but not limited to: Network/Email/Blackboard/Epic

Learning Management System:

A Learning Management System (LMS) is a software application platform used for the administration, documentation, tracking, reporting, and delivery of education courses or training programs.

Blackboard Learn:

St. Luke's College offers distance education (often referred to as online learning) in some of its educational programs.

St. Luke's College courses require access to Blackboard, which is our learning management system (LMS). A link to Blackboard is conveniently located under the quick links section of the St. Luke's College website www.stlukescollege.edu or through the following link: <https://unitypointhealth.blackboard.com>

Students will use their St. Luke's College email address to log into Blackboard and will have an opportunity to set their own password based on the stated criteria.

St. Luke's College also offer blended/hybrid courses that provide some class time and some Blackboard activity. Please contact your Faculty/Advisor for complete details.

Additional information and resources can be found in the Distance Education Course Guide.

Cornerstone:

St. Luke's College also utilizes Cornerstone as a tool to deliver important college-wide information to students and complete any UnityPoint Health system-wide training. A link to Cornerstone is conveniently located under the quick links section of the St. Luke's College website www.stlukescollege.edu

Cornerstone requirements are communicated to students via their St. Luke's College email accounts.

Available Student Services for Distance Education Students:

All student services available to a student in face-to-face courses are also available to students in distance education/hybrid courses. Communication can occur through the use of phone or email. Participation in live on-campus events is also available upon request.

Please consult with a St. Luke's College Student Services representative for additional information regarding available services.

Learner Expectations and Requirements:

St. Luke's College has developed learner expectations and requirements to provide information regarding the components and minimum requirements involved in traditional face to face, hybrid, and distance delivered courses.

The following Learner Expectations and Requirements apply to ALL courses offered by St. Luke's College via either face to face, hybrid or distance delivered formats:

- Learners will complete any training, orientation or any additional requirements as designated by the College.
- Learners will review the UnityPoint Health-St. Luke's Information Security Agreement and Internet Access and Online Services Policy and abide by all requirements as stated therein.
- Learners will utilize the email account that is provided by the College. Personal email accounts will not be used for purposes related to enrollment and completion of course assignments.
- Learners will review and abide by the St. Luke's College Student Handbook.
- Learners will attend class/clinical regularly and complete course assignments promptly.
- Learners will complete a course/faculty evaluation(s) for each course in which they are enrolled.
- At risk students will, with faculty input, develop an action plan for academic improvement.

In addition to the expectations and requirements listed above, the following expectations and requirements apply to courses offered by St. Luke's College through a distance education or hybrid delivery format:

Distance Education Learner Expectations and Requirements:

- Learners enrolled in distance education course will complete the distance education course orientation and review the St. Luke's College Distance Education Course Guide.
- Learner agrees to comply with practices and procedures in place for verification of learner identification.
- Learner agrees that enrollment in a distance education course will require online class participation and submission of assignments and other materials electronically as outlined in the course syllabus.
- Learner agrees that such submissions may be captured or recorded through various media under which others may have access to such submissions.
- Learners enrolled in a distance education course offering will have regular availability to a personal computer that meets minimum system requirements, a high-speed internet connection and a compatible internet web browser.
- Learners enrolled in distance education course offerings will possess or complete necessary training for appropriate computer related skills essential to successful course completion, such as:
 - Ability to create documents using a variety of software applications (e.g., word processor, presentation software, spreadsheet software, etc.).
 - Navigate the Internet using compatible web browser (e.g., Internet Explorer, Firefox, Chrome, Safari)
 - Use of Learning Management Systems
 - Use of the college email system and use of online search engines

Technical Expectations and requirements:

In addition to learner expectations and requirements, St. Luke's College has also developed technical expectations and

requirements that it will follow to ensure adequate technology resources for our students.

The following Technical Expectations and Requirements apply to ALL courses offered by St. Luke's College via either face to face, hybrid or distance delivered formats:

- The College will provide comprehensive technical support services for the LMS utilized by the institution.
- The College will provide each learner with an email account.
- The College will provide access to computers on campus during normal business hours.
- The College will provide contact information for technical support and troubleshooting of the LMS platform and other applicable software applications.

In addition to the expectations and requirements listed above, the following applies to courses offered by St. Luke's College through a distance education or hybrid delivery format:

- The College will provide information regarding the minimum hardware and software requirements and recommendations to ensure effective delivery of distance delivery course.
- Individual courses or faculty may have additional technology requirements. This information will be provided in the course welcome letter and/or syllabus.

If you have any questions about the Distance Education Course Guide or need additional information, please contact Micky Ouellette, Educational Technology Specialist at 712-279-3273 or by email at micky.ouellette@stlukescollege.edu

Grading Scale

A percentage grading scale is used for grading achievement in the specified courses. ALL courses taken at St. Luke's College must be completed with a 78%, (C), or better to be considered passing. This applies to all program-specific and General Education coursework.

Each letter grade represents a range on the percentage scale and is assigned a grade point value.

A	92-100%	4.0
B+	90-91%	3.5
B	85-89%	3.0
C+	83-84%	2.5
C	78-82%	2.0
D+	76-77%	1.5
D	70-75%	1.0
F (Fail)	0-69%	0.0

Some courses are graded on a Pass/Fail basis.

P (Pass) Satisfactory

F (Fail) Unsatisfactory

A grade of pass (P) does not enter into the calculation of the student's grade point average (GPA). However, a grade of fail (F) is recorded as such and affects the GPA.

Other grade designations are as followed:

- I An incomplete grade indicates that requirements of a course are unfinished due to extenuating circumstances. A student must make a written request to the course faculty to receive an "I" in the course. A student must complete the course work within 30 calendar days from the end of the course, including college breaks and holidays, or a grade of "F" (Fail) will be assigned. The Program Director of the student's program may extend

this timeline due to extenuating circumstances.

V A student may withdraw from a course within the first 60% of that course schedule without academic penalty. All courses dropped after that point in the semester will be recorded as “F”.

AU Audit

EX Examination

IP In Progress

If a student repeats a previously taken course, both courses will be shown on the permanent transcript. Only the most recent grade will be computed in the cumulative grade point average.

Graduation

Degree Completion Requirements

It is each student’s responsibility to understand and fulfill all requirements of the academic program.

Degrees/certificates will be conferred to candidates who satisfy the following requirements:

- Satisfactory completion of the prescribed course study
- Achievement of a cumulative grade point average of 2.0 or higher
- Satisfactory completion of a minimum of four hours of an approved community service activity prior to graduation
- Resolution for all financial obligations to the College

Students have six (6) months from their scheduled graduation date to complete any outstanding requirements.

Students seeking an associate degree must complete a minimum of 22 credit hours in the program of study at St. Luke’s College with a minimum of 15 of the last 30 credits completed at St. Luke’s College.

A minimum of 120 credit hours is required for graduation in the bachelor programs. Students must complete at least 36 credits at St. Luke’s College to satisfy the degree requirements of the bachelor program. A minimum of 30 of the last 60 credit hours must be completed at St. Luke’s College.

Commencement

Commencement is the ceremony celebrating the accomplishments of graduating students. To recognize the significant milestone that graduation marks in a student’s life, St. Luke’s College provides a Spring Commencement Ceremony in May. Degrees are conferred once the student has fulfilled the graduation requirements.

Arrangements regarding date, time, place, and program are the responsibility of the College administration.

Participation in Commencement

Students who have completed all program requirements (or are deemed eligible to participate) and applied for graduation may participate in the commencement ceremony. Participation in the ceremony does not obligate the College to confer a degree should the student subsequently fail to meet degree requirements.

Eligibility for Graduation

Students completing program requirements during the summer or fall months are invited to participate in the Spring Commencement ceremony.

Students with six (6) hours of coursework* or less remaining to complete a degree or certificate, are eligible to participate in the ceremony. For example, student plans to complete those remaining course hours during the summer immediately following the ceremony. Official degree/certificate will not be conferred, nor honor recognized until all coursework is completed.

*Special circumstances will be considered upon written request to the Dean of Student Services. Decisions will be made in conjunction with the appropriate program chairperson.

Application for Graduation

All candidates for graduation must complete the “Intent to Graduate” application form by the posted deadline in the semester prior to the one in which they wish to graduate. The form is available on the College website and will be made available to students each semester.

Completed forms will be used by the Student Services Department to order applicable certificates, diplomas, caps and gowns, pins, hoods and/or honor cords. In addition, the Intent to Graduate application form will be used by the Registrar’s office to determine graduation eligibility.

Note: graduation audits and reviews are provided only as planning aids. It is the responsibility of the student to understand and meet degree requirements.

Graduation Fee

A graduation fee will be charged to graduating students in their final semester. The fee is non-refundable should a student choose not to participate in the ceremony. The fee may carry over to one subsequent ceremony.

Graduation Honors

The honors standards for the College are based on Cumulative Grade Point Average (GPA) as follows:

Cum Laude:	3.50-3.70 GPA
Magna Cum Laude:	3.71-3.89 GPA
Summa Cum Laude:	3.90-4.00 GPA

The College does not round GPA’s when calculating honors.

Recognition of honors will be given to outstanding associate and bachelor’s degree students. Students, who have earned honors based upon the cumulative GPA from the semesters prior to graduation, will be publicly recognized the day of the commencement. Final honors will be reflected on the diploma after final grades are posted.

Diplomas

Graduating students are presented with a keepsake diploma cover during the commencement ceremony. College diplomas are mailed within six weeks after commencement or after the completion of all degree requirements and financial obligations; whichever is the later. Diplomas are printed with the student’s name as it was submitted on the Intent to Graduate application form.

The College is not responsible to accommodate any changes to the information provided on the Intent to Graduate application form once the form has been turned in to Student Services.

Note: the diploma is a symbol of academic accomplishments, but it is not a legal document. The legal document is the official college transcript which lists the student’s degree and date of completion. Duplicate diplomas are not available.

Press Release

The College will submit a press release to the area newspapers listing all graduates and their conferred degree.

Graduates who earned honors and fulfilled all graduation requirements prior to the Commencement Ceremony will be recognized accordingly. Graduates who wish not to have their name released in the newspaper must contact the Student Services Office.

Transcript

Graduates are provided with one complimentary official college transcript which is provided to the state board or certification office of the student's choice for licensure purposes. A fee will be charged for all future transcripts. Transcript requests can be made via the College website or in person in the office of Student Services.

Final Record

Once a student earns a degree or certificate, the record is considered final. No further transfer work, grade changes or enrollment adjustments will be made.

Last Date of Attendance

The last date of attendance is the last date that a student has participated in an academically related activity. The U.S. Department of Education defines an academically related activity (school must be able to document) as including, but not limited to:

- Physically attend a class/clinical where there is an opportunity for direct interaction between the instructor and students
- Submit an academic assignment
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction.
- Attend a study group that is assigned by the school
- Participate in an online discussion about academic matters; and
- Initiate contact with a faculty member to ask a question about the academic subject studied in the course.

It does not include any activity at which a student is present but not academically engaged, such as, living in institutional housing, participating in the school's meal plan, logging into an online class without active participation, or participating in academic counseling or advisement.

In distance education, documenting that a student has logged into an online class is not sufficient by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- Student submission of an academic assignment
- Student submission of an exam
- Documented student participation in an interactive tutorial or computer-assisted instruction
- Posting by a student showing the student's participation in an online study group that is assigned by the institution
- Posting by the student in a discussion forum showing that student's participation in an online discussion about academic matters, and email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Faculty are required to notify the Registrar's Office if at any time the student stops attending or participating in the class. The Registrar's Office will follow up with the student and attempt to work with him/her to start participating in class. If a student does not return to class, he/she will be withdrawn from the course and issued a grade according to the grading scale and academic calendar.

Leave of Absence (LOA)

A Leave of Absence (LOA) is an interruption in course progress due to a documented unforeseen circumstance with intent to return to complete the educational program. A Leave of Absence, together with additional leaves of absence, must not exceed a total of 180 days in any given 12-month period. A student will receive a "W" in the course enrolled at the time of LOA.

Requirements:

- The student shall be responsible for submitting a written request to the Dean of Student Services requesting a leave of absence.
- The student submitting the request shall be currently enrolled in classes and making satisfactory progress on all classwork.
- The student shall have a history of performing satisfactorily.
- The student shall document a reasonable intent of returning to complete the course of study. An expected date of return and a plan for completion of clinical and course work must be included.
- The request shall be made prior to the start date of the leave unless unforeseen circumstances arise. Written documentation and explanation of why the request was late shall be submitted by the student to substantiate the late request.
- The student shall understand that failure to return from the LOA as scheduled will affect the student's loan repayment terms.
- The student may be required to complete transition activities if a one semester gap occurs between courses. Faculty and the student will collaborate to determine individualized activities designed to promote success in the program. Transition activities must be completed prior to resuming courses.

Reasons for request of LOA may include, but are not limited to:

- Illness of self or family member
- Death in the family
- Birth of baby or situations covered by the Family and Medical Leave Act of 1993
- Financial difficulties
- Jury duty
- Other circumstances as approved by the Associate Dean of the division or Executive Dean of Academics and Student Services

Please refer to the Student Withdrawal for the Military Service Policy for students impacted by orders to state military service or federal service or duty.

All other absences shall be considered an unapproved leave of absence. Unapproved absences will be treated as a withdrawal, and the proper withdrawal procedures shall be activated.

The Executive Dean of Academics and Student Services will discuss this request with the course faculty, Program Director, and Associate Dean of the division. Special attention will be focused on the student's ability to complete the clinical and course work. A return date will be determined taking into consideration the student's requested date of return. The return date will be at the start of the course regardless of when the leave of absence occurred and based on space availability in each course.

The Executive Dean of Academics and Student Services shall approve the LOA within five (5) business days of the written request. The Dean of Student Services will notify the following of the results of the request:

- Registrar

- Financial Aid
- Fiscal Services
- Education Technology Specialist and Compliance Officer
- Faculty of the classes for which the student is currently enrolled
- Faculty academic advisor
- Associate Dean of the division
- Program Director
- Other necessary faculty and staff as part of the daily operational needs

Failure to return

Failure to return from an approved leave of absence shall be considered a withdrawal. The withdrawal date shall reflect the start date of the LOA even though the leave was approved. The withdrawal policy shall then be implemented.

Licensure Review Exams

Licensure review exams are required, as designated, at various point in the curriculum. If scores do not meet established criteria, students will be required to complete a remediation process. Failure to take exams and/or complete the remediation process may impact the student's progression and/or completion of the program.

Posthumous Degree

St. Luke's College awards a posthumous degree or certificate in recognition of the academic achievement of the deceased student. In doing so, the College acknowledges the loss to family and friends and extends to them the opportunity to share in the academic success of the deceased student.

A posthumous degree may be awarded if the following conditions are met:

- The deceased student was in good academic and disciplinary standing and was successfully progressing toward completion of requirements for the degree to be awarded.
- At the time of death, the student had a 2.0 GPA or better and was in the final term of completion of their program's graduation requirements.
- The deceased student must have been enrolled at the time of death (summer excluded), or their continuous enrollment was interrupted by their injury, illness, deployment, etc.
- The deceased student's cause of death was not due to an unlawful activity on the part of the student.
- Agreement for awarding of the degree has been obtained from the Program Director of the student's program of study.
- Approval has been obtained from the student's family members, sought, in descending order, from the spouse, if married, child of student, if child is of legal age, student's parents or from student's siblings.
- In cases where it is determined that a student did not meet the above requirements for a degree, a posthumous certificate of recognition may be awarded. This certificate recognizes a student's progress toward the attainment of a degree. This can be a certificate recognizing the student's attendance, participation, clinical participation, or completion of a core element within the student's program.
- If the student had outstanding tuition and fee charges, the debit will be waived.

Procedure

- Upon notification of the student's death the Dean of Student Services will notify the President, the Program Director of the student's program of study and the Associate Dean of the division.
- The Associate Dean of the division, Program Director of the program and the Executive Dean of Academics and Student Services will review the student's official transcript and degree audit to determine the student's eligibility for a posthumous degree.
- If the student is eligible for a posthumous degree, the Associate Dean of the division brings the recommendation to the President for final approval. If approved, the President notifies the Associate Dean,

Program Director, and the Executive Dean of Academics and Student Services.

- Upon approval, the Program Director will notify the deceased student's family to inform them of the degree conferral.
 - The family will be asked how they wish to receive the diploma/certificate. The President or Associate Dean of the division will either present the diploma/certificate personally to the family or the diploma/certificate will be mailed to the family with an appropriate letter from the President or designee.
 - The family will be invited to a commencement ceremony. If they choose to participate, they may be recognized as their student's name is announced.
- The degree will be conferred at the next commencement ceremony. Posthumous degrees will not be backdated.
 - Names of all posthumous degree recipients will be noted with their major and listed separately in the commencement program. For example, Jane Smith, Associate of Science Degree in Radiology, Awarded Posthumously or Jon Doe, Posthumous certificate of recognition in Respiratory Care.
 - The diploma/certificate will include the statement "awarded posthumously" with no date of completion listed.
 - Official academic transcripts will note that it is a posthumous degree.
- If the Program Director does so certify, the Registrar shall enter final grades of "P" in classes in which the student was enrolled.
- During the commencement ceremony the President acknowledges the loss of each student. If family members are present and willing to participate, they may be recognized as their student's name is announced.

Cases that do not meet the above specified criteria may be considered when extenuation circumstances are present. For example, if the student's death occurred during or as a result of participation in a College sponsored activity the student died while carrying out a heroic deed or the student completed an outstanding academic record.

On these occurrences, the St. Luke's College Board of Directors, or the St. Luke's College Board of Directors Executive Committee, acting on behalf of the Board of Directors, will review the extenuation circumstances and decide if a posthumous award will be made.

The Chair of the Board Director or the Executive Committee will communicate the decision to the President and the Associate Dean of the division. If approved, the above steps 2-7 will be followed.

Prerequisite Courses

A prerequisite indicates the specific academic background considered necessary for the student to be successful in the course. Students may not enroll in a course for which they lack a stated prerequisite unless approved by the course faculty.

See course descriptions section of the Handbook for prerequisite requirements.

Registration

Registration occurs by April for the summer and fall terms. Registration for the spring term occurs in October. Students will receive contact from their advisor and Registrar regarding registration information. Students will be expected to meet with their advisor to determine the class schedule. Faculty will register students through the portal. See academic calendar for registration dates.

St. Luke's College reserves the right to cancel any course at any time. The Registrar and the Academic Dean will evaluate the current enrollment and student need. The Registrar will notify the students registered for the course of its cancellation.

Repeating a Course

Students must repeat any required major course of study (i.e., NUR, RES, RAD) courses in which a minimum grade of "C"

(78%) was not achieved. Courses may be attempted only twice. The records of both the original and repeated courses will be retained on the student's transcript. For purposes of determining the student's cumulative GPA, only the GPA and credits earned in the last retaking of the course will be used. Enrollment in a repeated course will be on a space available basis.

Students who choose to repeat a course that they have already completed successfully at St. Luke's College and/or that has transferred successfully from an accredited institution must be informed that they will not be able to include such a course toward eligibility for financial aid.

Students may audit a course that they have successfully completed at St. Luke's College and/or that has successfully transferred from an accredited institution. Please refer to the Audit Class Policy.

Satisfactory Academic Progress

Federal regulations require that all financial aid recipients maintain satisfactory academic progress (SAP) in pursuit of their degree completion. Progress is measured qualitatively by the student's cumulative GPA and quantitatively by percentage of credit hours earned in relation to those attempted. Federal regulations also limit the duration of the program. At St. Luke's College, these standards are also applied to state and institutional financial aid programs.

Each student must maintain a minimum cumulative GPA of 2.0 and successfully complete 67% of the credits attempted in each academic year in order to be making satisfactory academic progress. Satisfactory clinical performance requirements are specified in each program of study.

The maximum time frame a student must complete the program in one and a half times (150%) the specified length of the program. Beyond this timeframe the student is ineligible for financial aid for the remaining time it takes to attain a degree.

Transfer Credits

It is assumed that transfer students are maintaining satisfactory academic progress at the time of admission. Grades earned at other institutions are not reflected on the St. Luke's College official academic transcript. Transfer credits that are accepted at St. Luke's College are counted toward the earned and attempted credits in determining satisfactory academic progress.

Repeat Coursework

When students repeat a course, the most recent grade received is used in the calculation of the cumulative GPA in determining satisfactory academic progress.

Incomplete Coursework

Students have 30 calendar days from the end of the course to complete an incomplete course. The student's grade point will be reviewed at the end of this timeline to determine satisfactory academic progress. The Program Director of the student's program may extend this timeline due to extenuating circumstances.

Withdrawn Coursework/College

Students can withdraw from a course on the first day of class without financial or academic penalty. A student can withdraw from a course within the first 60% of the semester without academic penalty. Satisfactory academic progress will be reviewed at the end of the semester the student was enrolled.

Academic Probation and Financial Aid Warning

Satisfactory academic progress is evaluated at the end of each fall and spring semesters. Students attending the summer session are evaluated at the end of the summer term. Written notification will be made to students' indication their status if they fail to meet satisfactory academic progress.

If a student fails to maintain satisfactory academic progress, they will be placed on academic probation and financial aid warning for one semester. If the student fails to maintain satisfactory academic progress in a subsequent semester, they will be subject to dismissal and ineligible for financial aid.

An academic plan specifying steps a student must take for continued enrollment while on financial aid warning and academic probation may be required at the discretion of the Program Director of the student's program of study and Executive Dean of Academics and Student Services. Such an academic plan may limit the total number of credits a student may enroll in during a subsequent semester and may prescribe courses in which a student may enroll.

A student who fails to achieve satisfactory academic progress after an academic probation and financial warning period will be dismissed from the College.

Regaining Eligibility after Dismissal:

A student who has been dismissed may apply for readmission to the College. If the student is readmitted to St. Luke's College, financial aid eligibility will be reinstated. An academic plan may be required.

Semester Designations

St. Luke's College is a semester-based program with a summer term component. The fall and spring semesters consist of 16-weeks and the summer term consists of a 6, 8, and 12-week term. The fall and spring semesters have some 4, 8, and 12-week block courses within the semester.

Student Progress Reports

Progress reports may be issued by the College to the student and their advisor. Students who are experiencing difficulty in any course are encouraged to seek assistance for their advisor and the faculty teaching the course. The student can also request additional services from the Dean of Student Services such as tutoring and studying skills/test taking skills sessions.

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

St. Luke's College respects the confidential nature of all records of applicants, students, graduates, and former students. This is in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. 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 schools 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. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Such educational records include those maintained by the College office. The official in charge of a particular student file is charged with the reasonable care and security to the file.

Student records (academic, health, financial aid, etc.) will be open to inspection upon request of that individual, in the presence of an appropriate College official, with the exception of:

- Confidential letters and statements of recommendation placed in records prior to January 1, 1975.
- Statements of recommendation for which the student has waived the right of access.
- Financial records of parents if not authorized by parents.

Material, which is accessible to students, may not be removed from College files, but copies of such materials may be obtained at an established charge.

The student may submit a written response to any material contained in a record. This response will then be a part of the record.

A student may challenge the accuracy of the contents of his/her files. If the dispute has not first been resolved through informal discussion, the student may request a hearing in writing to the Executive Dean of Academics and Student Services or designee will convene the hearing within a reasonable time, with advance notice to the student. The purpose of such hearing will be to determine the validity of the information in question. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. A written decision will be made to the student within a reasonable time after the conclusion of the hearing. This response will indicate the action to be taken.

Release of educational records or other personally identifiable information is restricted to authorized persons. Student consent is not needed. An authorized person includes:

- Personnel of the College who have legitimate interests.
- An individual/agency designated in writing by the student as having authorization to receive such records. A request for release of records must include the following
 - The specific information to be released
 - The reason for such release
 - The party to whom the records are to be released
 - Date and authorized signature
- Authorized representatives of the Comptroller General of the United States, the secretary and the administrative head of an educational agency or state education authorities who have been authorized to conduct an audit, evaluation, or investigation of a federally supported education program.
- Those person or agencies dealing with a student's application for, or receipt of, financial aid.
- Accrediting organizations in order to carry out their accrediting function.
- Those parties designated by judicial order or lawfully issued subpoena.
- In an emergency, appropriate persons, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Educational records of the student will not be released to the student or a third party as long as financial indebtedness or serious academic and/or disciplinary matters involving the student remain unresolved.

Personal information shall be transferred to a third party only on the condition that the third party will not permit any other party to have access to such information without the written consent of the student.

The College shall maintain a record indicating all individuals, agencies or organization which have requested or obtain access to a student's records. This record will be kept with the record of each student.

Directory information is generally considered to be non-invasive and not harmful to a student if it is disclosed. Information that has been classified as Directory Information at St. Luke's may be made available to the general public without student consent. Nevertheless, the College reserves the right to exercise its discretion under FERPA to limit the disclosure of the directory information to specific parties, for specific purposes or both.

St. Luke's College considers the following as "directory information":

- Student's full name
- Student's local address
- Student's local telephone number
- Student's college email address
- Student's date and place of birth
- Student's major field of study

- Student's participation in officially recognized activities
- Student's awards received
- Student's most recent previous educational agency or institution attended
- Student's dates of attendance
- Student's photograph
- Student's grade level
- Student's enrollment status
- Student's user ID or electronic identifier used to access electronic systems at the institution, as long as the user ID or identifier cannot be used alone to access nondirectory information about the student
- Student's graduation date
- Student's degree received
- Student's honors and distinctions while at St. Luke's College

A student may request that all or part of the "directory information" not be released without prior consent. This request should be made in writing to the Registrar. A student cannot opt out of the disclosure of his/her name or email address in the classroom environment.

Student Status

Full time

Students who are enrolled in at least 12 credit hours per semester and during the summer term are considered fulltime.

Part time

Students who are enrolled in less than 12 credit hours per semester and during the summer term are considered parttime.

A student will be withdrawn from the College if not continuously enrolled in a course and may reapply for admission.

Student Withdrawal for Military Services

St. Luke's College will offer not less than the following options to a student who is a member, or the spouse of a member if the member has a dependent child, of the National Guard or Reserve Forces of the United States and who is ordered to state military services or federal services or duty (validation of active service must be provided):

- Withdraw the student's entire registration and receive a full refund of tuition and mandatory fees for the currently enrolled semester.
- Make arrangements with the student's instructor for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for those courses in full.
- Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Withdrawal From a Course

A student who finds it necessary for any reason to withdraw from a course should seek counseling from his/her advisor and complete a Request to Withdraw from a Course form. The student shall develop a plan of study with the advisor to ensure degree progression toward degree completion.

If a student withdraws from a course prior to the last day to drop with a "W", a grade of "W" will be assigned to all courses. If the withdrawal from the course occurs after the last day to drop with a "W", a grade of "F" is assigned to the

course. In the case of extenuation circumstances a Dean of the College may authorize a grade of “W”. The last day to drop with a “W” is listed on the academic year calendar.

Tuition and fees for withdrawn courses will be prorated based on the College’s refund schedule. Financial aid will be prorated based on Federal, State and Institution refund requirements.

A student wishing to withdraw from a course must follow these steps:

- Meet with his/her advisor
- Submit a Course Withdrawal form to Student Services
- Meet with the Financial Aid Office regarding any changes to his/her financial aid

Withdrawal From the College

A student who finds it necessary for any reason to withdraw from the College should seek counseling from his/her advisor and complete a Request to Withdraw from the College Form.

If a student withdraws from the College prior to the last to drop with a “W”, a grade of “W” will be assigned to all courses. If the withdrawal from the course occurs after the last day to drop with a “W”, a grade of “F” is assigned to the course. In the case of extenuation circumstances a Dean of the College may authorize a grade of “W”. The last day to drop with a “W” is listed on the academic year calendar.

If a student has no financial obligation to the College, an official transcript may be provided to another institution, with the student’s written request. The student’s withdrawal is noted on the transcript.

Tuition and fees for withdrawn course will be prorated based on the College’s refunds schedule. Financial aid will be prorated based on Federal, State and Institution refund requirements.

A student wishing to withdraw from the College must follow these steps:

- Meet with his/her advisor
- Submit the Request to Withdraw form to Student Services
- Return the identification badge, parking tag, radiation dosimeter and any other program materials issued.
- Return library materials
- Ensure that all financial obligations have been fulfilled with the College
- Complete a mandatory Financial Aid Exit Counseling, if directed by the Financial Aid Office

Students who fail to return after an approved leave of absence will be considered withdrawn from the College. The withdrawal date shall reflect the start date of the leave of absence even though the leave was approved.

If a withdrawn student wishes to return to the College within a year of the withdrawal, he/she must follow the readmission process. If it has been longer than a year, he/she must follow the admission requirements for the professional programs.

Transfer of Credit

Transfer of credits may be granted from course work completed at another accredited institutions. Official transcripts must be submitted to St. Luke’s College. Courses will be evaluated by the Registrar.

Credit may be granted for course work that is similar in content by academic department, course title, number, and course description. A student may be required to repeat certain courses in order to bring studies in these areas up to date.

Courses must have a grade of at least 2.0 to be considered for transfer. St. Luke’s College official academic transcript will

carry only course for which transfer credit has been granted to fulfill program requirements. A transfer GPA will not be calculated or incorporated with St. Luke's College grade point on the College Transcript.

All submitted transcripts become St. Luke's College property and will not be reproduced, reissued, or returned.

Note: All transfer credit, including credit by examination; online or independent courses should be completed and submitted to St. Luke's College prior to the first date of attendance. After that time, all courses need to be completed through St. Luke's College offerings.

General Policies and Procedures

Audio and Video Recording Room Policy

This Audio and Video Recording Room Policy (“Policy”) is designed to provide guidance on the use of audio and video recording in designated rooms (“Recording Rooms”) in order to protect the privacy of individuals who use Recording Rooms for Educational Purposes and/or single testing accommodations during exams or quizzes. Recording Rooms can provide an area for the proctoring or recording of individuals for Educational Purposes. This policy balances the privacy of individuals, the educational benefit of recording for learning purposes, and the responsibility of St. Luke’s College-UnityPoint Health, to maintain an environment that promotes responsible behavior according to the St. Luke’s College Code of Conduct.

The rights of students are protected under federal and state laws. Student privacy is protected under the Fourth Amendment of the United States Constitution, which protects the privacy and rights of all individuals in areas where there is a reasonable expectation of privacy. Additionally, the rights of students are protected under guidelines established by the Family Educational Rights and Privacy Act (FERPA), and the recording of all audio conversations are also protected under the federal and state laws. Federal laws, including the 1973 Rehabilitation Act and the Americans with Disability Act, require institutions of higher education to allow reasonable accommodations for students with disabilities. Providing single testing room for considered approved reasonable accommodations. The Recording Rooms under this policy will allow the accommodation of single testing rooms to be provided to multiple individuals.

Definitions

- **Recording:** A recording shall consist of any reproduction of sound and/or video recorded on a device that records and stores this data on any digital storage device.
- **Recording Rooms:** Audio and video recording rooms designated for educational recordings under this Policy.
- **Educational Purposes:** Education Purposes under this Policy may include the proctoring of individuals requiring or requesting single testing accommodations during exams/quizzes or recording of individuals related to performance based skills for others to review and/or evaluate. It may also include lectures, presentations, tutorials, and demonstrations.

Procedures

- **Equipment Use:** Recording equipment may only be used by individuals who have knowledge of the proper use of this equipment and who have familiarity with the state and federal regulations related to individual and student privacy laws.
 - Faculty, students, and other individuals using the equipment must first understand the legal implications and right to privacy involved when audio and video recording is used for Educational Purposes.
- **Academic Integrity:** Recordings may be used to monitor academic integrity, if an integrity violation is suspected by the Recorder, the recording may be shared with St. Luke’s College Administration, who will determine the need for the disclosure of a recording.
Evidence of an integrity violation will result in a violation of the St. Luke’s College Code of Conduct and disciplinary action will be taken (which could include dismissal).
- **Deletion/Retention:** A recording may be stored for no more than three years. If an academic integrity violation is suspected that recording will be stored for the length of time that data is needed for an investigation, which may be more than three years.
- **Recording Room Use:** Individual(s) in an audio and video recording room will be required to position self in designated area of the room that allows for a clear visual position of the individual. Personal belongings of the

individual may be kept in the room along an adjacent wall and cell phones must be turned off unless approved by an individual recorder.

It is the responsibility of the individual initiating the recording to notify the individual being recorded when recording has begun. Individuals will be informed when the recording has begun and is completed, and signage will be posted on the door and in the room making the individual and others aware that audio and video recording is in progress.

The individual being recorded must alert the individual recording, by raising a hand, to ask questions or voice concerns during the proctoring of exam/quizzes or before leaving the audio and video recording room.

Consent: Individuals who use audio and video rooms to record lectures, presentations, tutorials, or demonstrations should be aware that these recordings are considered the property of St. Luke's College.

The individual being recorded must sign the Audio and Video Recording Room Agreement form before a recording can be started.

Cancellation of Class and College Closing Due to Weather Policy

To ensure the safety of our students, faculty and staff while providing consistency in College cancellations and late starts due to inclement weather.

Each weather event is unique. Although the College will make every attempt to be consistent, special circumstances might require some variations in the decisions and procedures described below.

The decision to close the College will be made based on the severity of the weather, area road conditions, and campus conditions. The determination to close the College or to cancel or delay classes will be made by the College President or designee in consultation with necessary officials.

If the College is closed and classes are cancelled, faculty and staff should not report to work. No student, faculty or staff member is expected to jeopardize their personal well-being or safety to attend classes or work if weather conditions are unsafe.

If all classes are not cancelled, individual faculty must notify the Program Director to announce a class cancellation due to inclement weather. Faculty with campus commitments who are unable to be at work due to inclement weather are responsible for contacting appropriate colleagues and students. Staff members who are unable to report to work due to inclement weather must consult their supervisor and will be required to use PTO or a day without pay for the absence. ****College-wide closing takes precedent over department or course level decisions. When the College is closed and classes are cancelled, no classes or clinical experience will be conducted****

Closed for the Day: The decision to close the campus due to inclement weather will be made by the Chancellor either the evening before or by 4:30 am the morning of a regular business day. Because of the diverse weather conditions throughout our area and fast-moving weather systems cancellations may be made later than the recommended time frame. Students may be assigned other work via the learning management system as directed by the course instructor. Course faculty will address this in their course syllabus.

Clinical rotations out of town: If students are at a clinical rotation out of town where the weather does not impact the ability to arrive at the site safely, they may attend that clinical rotation as scheduled.

Delayed Start: if it appears that inclement weather and road conditions will improve during the day, a delayed start may be announced. Any time classes are delayed, the College will determine an appropriate open time based on weather conditions.

Classes: if the campus opening is delayed, classes will resume at the announced start time. If a class was to start prior to the announced start time, faculty are to meet with their class if one-half or more of that class can be taught. If less than one-half of the class remains when classes resume, the class will be canceled for the day.

Clinical Rotations: in the event of a late start, attendance and start times for clinical rotations will be at the discretion of the course faculty.

Closed Midday: if weather conditions deteriorate during the day, a decision may be made to close midday. Should the campus close midday, the same procedures for notification apply. In addition, members of the College Administration are responsible for communicating the message with their respective department in a timely manner.

Evening Classes: The decision for cancelling classes for the evening should generally be made by noon. For these purposes classes that begin after 4:00 pm are considered evening classes.

Notification: Students, Faculty and Staff will be notified through the College's Emergency Notification System. Individuals will receive notice by at least one of the following methods: a telephone call, text message, and/or email. Individuals are responsible to update and monitor contact information throughout the year to ensure that notification is received.

Public Media Announcements: The announcements will be listed on KTIV News Channel 4. Students, staff, and faculty can check the College's main telephone number for a voice message indicating any weather decision. The main telephone number is (712) 279-3149 or (800) 352-4660 ext. 3149

Code of Conduct

St. Luke's College assumes the responsibility of maintaining an environment which promotes responsible behavior and respects individuals' rights. In meeting this responsibility, the College will establish, publish, and enforce regulations, which are essential to the implementation of its philosophy and objectives.

An employee or student will be subject to disciplinary action when they violate any of the following:

- Unlawful possession, use and/or distribution of illegal drugs, other chemicals having potential for abuse and/or instruments to administer such drugs.
- Illegal, inappropriate and/or excessive use of alcohol beverages.
- Possession, use, and/or distribution of alcoholic beverages on College/Medical Center property.
- Academic dishonesty, including cheating or plagiarism.
- Furnishing false information to the College or Medical Center.
- Forgery, alteration or misuse of College or Medical Center documents or records.
- Violation of the Code of Ethics.
- Use and/or possession of firearms on the College or Medical Center property.
- Actions which threaten or endanger the safety of others within the College or Medical Center community.
- Theft.
- Destruction, damage, or misuse of property within the College or Medical Center community.
- Obscene conduct or public profanity.
- Actions which disrupt the activities of the institution.
- Failure to comply with any directive of a College authority.
- Failure to comply with any other College policy or regulation.
- Smoking in any area of the College and/or Medical Center.
- Stealing or possession of stolen property.
- Fighting.
- Disorderly or disruptive classroom conduct.
- Unauthorized entry into or use of College facilities.

- Misuse or abuse of fire safety equipment including fire alarms, smoke detectors, and fire extinguishers.
- Copyright infringement.
- Hazing.
- Bullying/cyberbullying.
- Making derogatory, defaming, threatening, or profane comments about campus community members on social media.
- Failure to cooperate in an investigation of an alleged violation of the Code of Conduct/Ethics.
- Soliciting, aiding, or inciting others to commit any of the above.

Code of Ethics

St. Luke's College sets forth these guidelines for ethical and professional behavior of its students.

- The student provides care and services with respect for the dignity of the individual, unrestricted by considerations of nationality, race, creed, color, and status.
- The student reserves the individual's right to privacy by protecting information of confidential nature. Such information is shared only for professional reasons; with identity of the individual safeguarded and shared only in the presence of those who need the information to give appropriate care or service.
- The student provides competent care of the individual in performing delegated responsibilities.
- The student protects the individual when his/her safety and welfare are threatened by reporting the concerns to the appropriate College personnel.
- The behavior of the student reflects honesty, integrity, self-discipline, accountability, and the ability to act for the common good of all persons concerned.
- The student displays loyalty and respect of the College and its affiliating institutions.
- The student works with other members of the professions and other citizens in promoting efforts to meet the health needs of the community.

Disciplinary Action

Disciplinary action may be initiated by any faculty or staff of the College community. A written report is to be filed with the Executive Dean of Academics and Student Services, which should include specific information regarding the alleged violations. All incidents of academic dishonesty must be reported.

Individuals alleged to have violated the Code of Conduct/Ethics may be asked to meet with the Program Director for possible disciplinary action. At this time, the student will have the opportunity to respond to the allegations and present evidence on his/her own behalf.

The Program Director will investigate all allegations with input from appropriate parties. After investigation, a written decision will be rendered to the student.

Sanctions

Disciplinary action can take the form of any of the following at the discretion of the authority involved:

- Reprimand
- Work assignment
- Grade penalty of "0" in confirmed situations of academic dishonesty
- Restitution for damages/loss
- Conditional status with requirements for continued enrollment
- Suspension or termination of a particular privilege
- Suspension from the College for a period of time
- Dismissal or termination
- Referral for prosecution for violation of the law

Drug Free Campus

The College recognizes chemical dependency as an illness and a major health problem. It also recognizes substance abuse as a potential health, safety, and security problem. Employees and students are expected to perform College responsibilities in a condition appropriate to the level of quality and attention required.

Employees and students needing assistance in dealing with their chemical dependency are required to utilize the appropriate resources within the Health System and community for diagnosis and treatment.

Employees must, as a condition of employment, abide by the terms of this policy and report any conviction under a criminal drug statute for violations occurring on or off Health System premises while conducting College business. A report of a conviction must be made within five days after the conviction. (This requirement is mandated by the Drug Free Workplace Act of 1988.)

The appropriate licensing board will be notified of violations of this policy, as required.

Procedure

- St. Luke’s College assumes the responsibility of maintaining an environment, which promotes responsible behavior and respect individuals’ rights. In meeting this responsibility, the College will establish, publish, and enforce regulations, which are essential to the implementation of its mission.
- The possession, use, and/or distribution of drugs or alcoholic beverages on College property, is prohibited. This includes unlawful possession use and/or distribution of illegal drugs, other chemicals having potential for abuse and/or instruments to administer such drugs.
- The chemically impaired employee and student may be subject to disciplinary action which will include a report of the substance abuse to the appropriate board for review as required by licensing agencies.

Disciplinary action may also take the form of the following at the discretion of the authority involved:

- Reprimand
- Assessment of a fine
- Restitution for damages
- Suspension or termination of a particular privilege
- Referral for prosecution for violation of the law
- Probation

Legal sanctions under federal, state, and local laws for unlawful possession, use, or distribution of illicit drugs and alcohol are as follows:

Federal	The <u>maximum</u> penalty for manufacturing, delivery or possessing with intent to deliver a controlled substance is no less than 10 years and no more than life imprisonment and a fine of no more than \$4,000,000 if committed by an individual or no more than \$20,000,000 if committed by an entity other than an individual. Additionally, since this is the maximum penalty, there are many fines and penalties less than this depending on the type of drug and the weight. 21 U.S.C 841 (b)
---------	--

Iowa	The <u>maximum</u> penalty for manufacturing and possessing controlled or counterfeit controlled substances but the actual penalty will depend on type and weight of drug. The maximum penalty, is a class “B” felony punishable by
	“confinement for no more than fifty years and a fine of not more than one million dollars.” Iowa Code § 124.401 (2008)
Sioux City	For drug crimes, Sioux City outlaws the possession of drug paraphernalia. Sioux City Municipal code § 8.20.050. A person found to have violated this provision will be fined no less than \$65 but not exceeding \$500 and/or by imprisonment not to exceed 30 days. A violation of this provision is considered a simple misdemeanor. For alcohol intoxication, Sioux City outlaws the use or consumption “of alcoholic liquor, wine or beer upon the public streets or highways, or alcoholic liquors in any public place, except premises covered by a liquor control license, or to possess or consume alcoholic liquors, wine or beer on any public school property or while attending any public or private school-related functions, and a person shall not be intoxicated nor simulate intoxication in a public place.” A violation of this provision is considered a simple misdemeanor and subject to no less than \$65 fine but not to exceed \$500 and/or imprisonment not to exceed 30 days.

*subject to federal, state, and local changes.

The following physical and psychological risks are associated with the abuse of these substances:

Alcohol	
<i>Physical Effects:</i>	Depression of central nervous system, peripheral nerve damage, malnutrition, muscle wasting, muscle pain and weakness, Wernicke’s encephalopathy, stupor, Korsakoff’s psychosis, confusion, enlarged heart, edema, nonproductive cough, palpitations, esophagitis, pancreatitis, abdominal pain, weight loss, hepatitis, jaundice, ascites, cirrhosis, portal hypertension, esophageal varices, leucopenia, thrombocytopenia, infertility, aggression, mood changes, slurred speech, incoordination, nystagmus.
<i>Psychological Effects:</i>	Loss of inhibitions and concentration, impaired judgement, blackouts, decreased social and occupational functioning.
Central Nervous System Stimulants	

<i>Physical Effects:</i>	Tremors, anorexia, hypertension, tachycardia, myocardial infarction, ventricular fibrillation, sudden death, pulmonary hemorrhage, bronchiolitis, pneumonia, rhinitis, constipation, difficulty urination, elevated body temperature, dilated pupils, weight loss, weakness, respiratory depression, chest pain, seizure, coma.
<i>Psychological Effects:</i>	Insomnia, paranoia, hallucinations, aggression hypervigilance, anxiety, impaired judgement, confusion.
Hallucinogens	

<i>Physical Effects:</i>	Tachycardia, hypertension, increased body temperature, trembling, sweating respiratory depression, elevated blood sugar, dilated pupils, incoordination, nystagmus, numbness, muscle rigidity, seizure, coma.
<i>Psychological Effects:</i>	Insomnia, distorted vision, paranoia, terror, panic, flashbacks, acute psychosis, anxiety, depression, impaired judgment, belligerence, assaultive, impulsive, unpredictability.

Cannabis

<i>Physical Effects:</i>	Tachycardia, hypotension, obstructive airway disorder, infertility, tremors, muscle rigidity conjunctival redness, panic reaction, poor motor coordination.
<i>Psychological Effects:</i>	Disorientation, impaired judgment, decreased memory and learning, a motivational syndrome, anxiety.

Opioids

<i>Physical Effects:</i>	Sedation, respiratory depression, pinpoint pupils, vomiting, hypotension, slurred speech.
<i>Psychological Effects:</i>	Mood changes, decreased sexual pleasure, apathy, impaired judgment, decreased memory.

Sedative/Hypnotics

<i>Physical Effects:</i>	Rebound insomnia, respiratory depression, hypotension, decreased cardiac output, decreased cerebral blood flow, impaired cardiac contractility, jaundice, decreased body temperature, slurred speech, unsteady gait, nystagmus, impaired memory, coma.
<i>Psychological Effects:</i>	Aggressiveness, impaired social functioning, mood changes, impaired judgment.

Inhalants

<i>Physical Effects:</i>	Damage to nervous system, weakness, cerebral wasting, pulmonary hypertension, acute respiratory distress, sinus discharge, death, abdominal pain, renal failure, nystagmus, incoordination, slurred speech, lethargy, tremor, coma.
<i>Psychological Effects:</i>	Belligerence, assaultive, impaired judgment

Source: Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice, 4th Ed., by MaryTownsend (2008), pages 262-303.

Family and social problems, as well as potential for infectious disease transmission, may be health risks also.

Problems that impair an employee's ability to perform on the job, such as evidence of substance abuse, warrants

immediate referral to Employee Health and/or the employee’s personal or emergency services physician. Refusal to seek referral may result in discharge. The UnityPoint Health-St. Luke’s Employee Health and Wellness must certify the employee’s ability to return to work.

Employees and students must follow the recommendations for treatment. Evaluation and treatment services are offered at the following agencies:

Rosecrance Jackson Centers	(712) 234-2300
The Center for Siouxland	(712) 252-1861
Boys and Girls Home & Family Services	(712) 293-4700
MercyOne Medical Center	(712) 279-2940
Siouxland Mental Health Center	(712) 252-3871

In cases of voluntary treatment for chemical dependency or substance abuse, employees and students must request a leave of absence prior to hospitalization.

Following completion of treatment and prior to returning to work, employees must schedule an appointment with the President and/or immediate supervisor.

Decision on continued employment will depend on the recommendations in the report, upon employee adherence to future treatment recommendations, and on the job performance.

Educational Charges

The following is a list of standard charges that may be incurred at St. Luke's College. This list is not inclusive, and amounts listed are subject to change without notice.

Academic Transcript	\$5.00-official transcript \$10.00-faxed transcript \$25.00-official transcript (urgent request) (No charge for the 1 st transcript sent to a state licensing board upon graduation)
Clinical/Lab make-up	\$10.00-make-up per hour
Enrollment Fee	\$100.00 to secure your spot in the class, non-refundable
Tuition	\$540.00-Associates Degree credit hour \$600.00-bachelor's degree credit hour
General Fees	\$500.00 per semester for associate and accelerated bachelor degree students; \$350.00 per semester for bachelor degree completion students; \$150.00-summer term (includes computer and Student Success Center access and services, student health, school functions and activities, graduation fees, record keeping and other administrative fees.)
Program Fees	\$150.00-semester and summer term-Radiology Program \$150.00- semester and summer term-Respiratory Care Program \$50.00 semester and summer term-Bachelor Programs (supports student's expenses specific to the program of study such as focused preparation for the licensing examination, select learning resources used in the laboratory setting, and registration and travel related to professional seminars.)
ATI Fees	\$975.00 - semester- Associate Nursing Program \$1225 semester Accelerated Bachelor Nursing Program
Meal plan (optional)	\$500.00 beginning balance. Prepaid meal card accessible to the Parkview Café.
Parking and Book Fines	As determined by the College
Refresher Experience	As determined by the College

Guidelines for College Skills Labs

Location

A nursing skills laboratory is in the College building, room 321. The Imaging Science energized labs are located on the 1st floor of the College building and an additional lab is in room 216. The Respiratory Care Lab is in the College building, room 209.

Hours

- Open hours are times when students can practice in the lab. The faculty member from the course may be contacted if the student would like further clarification about skills.
- It is the responsibility of the student to practice before the scheduled checkout dates.
- Practice and test-out times may be scheduled by faculty.

Non-Energized Lab User Responsibilities

- Students need to sign the attendance record every time the lab is used for practice. Signing provides the student practiced and helps faculty determine usage of the lab during the year. Students are responsible for providing their own practice slips to be signed, if required in the course.
- Certain equipment (such as blood pressure cuffs) can be signed out from a skills lab, by a faculty member. If checked out equipment is returned the following school day, the student will be eligible to use other lab equipment at home in the future. If not returned promptly, the lab grade may be affected, at the course instructor's discretion, and no further equipment will be allowed checked out by that student.
- Anyone using a skills lab is responsible for materials damaged, misplaced, lost, defaced, or used in an improper way. Damage will result in financial responsibility for replacement and/or repair costs.
- Students are responsible for keeping the lab orderly and clean. Equipment should be returned to the location where it was found when the student began practice. Clean linen and laundry services are charged to the budget, so everyone is encouraged to conserve.
- Users should report defective or limited supplies to a faculty member.

Safety

- All student injuries such as accidental needle-stick, muscle strain, or joint irritation, need to be reported within 24 hours to Student Health so that the proper treatment can be completed.
- Students need to always be supervised during the scheduled lab session for injections/vessel punctures.
- Hazardous material labels are on some lab supplies in the Hazardous Materials notebook located on the counter with the sink, along with goggles, masks, and gloves. An emergency eye wash mechanism is installed in the double sink.

Energized Lab User Responsibility

The Energized Lab is a useful tool for students to obtain hands on training by learning all aspects of image production, positioning, exposure techniques, post processing, trauma, patient care, critical thinking, and quality control. These aspects of learning will be introduced to the students during, but not limited to, simulations, lab testing, trauma lab, physics lab and trauma scenario.

Failure to follow the St. Luke's College Imaging Sciences Energized Lab Protocol may result in a dismissal from the Imaging Sciences program. Failure to follow the St. Luke's College Imaging Sciences Energized Lab Protocol would be non-compliance with Iowa Department of Public Health (IDPH) Chapter 40 Standards for Protection against Radiation.

The Energized Lab equipment will undergo proper maintenance to ensure adequate performance IDPH Ch 41.1(3). Licensure for the radiographic equipment will be maintained through the IDPH-Bureau of Radiology. Permit will be available within the individuals place of employment IDPH Ch 41.1(3). Each door to the Energized Lab will be identified

as a Radiation Area by the posting requirements identified in IDHP Chapter 40 Standards for Protection against Radiation 64140.60 and 40.61(1)

Access to the Energized Lab will be limited. All individuals in the Energized lab shall be supervised by a registered radiological technologist employed by St. Luke's College.

Radiographer's General Rule

A fundamental precept of radiation safety is that the individuals must assume the responsibility not only for their own safety but must ensure their actions do not result in hazards to others.

Energized Lab Protocol

(As directed by the Iowa Department of Public Health Chapter 40 Standards for Protection against Radiation)

1. The Radiation Safety Policy, please refer to UnityPoint-St. Luke's Hospital's Radiation Safety Policy available on the HUB.
2. The Principle of Radiation Protection Policy in the St. Luke's College Clinical Handbook.
3. The Imaging Sciences Energized Labs doors will remain locked, unless in use and a registered radiological technologist is present.
4. All individuals in the Energized Lab shall be supervised by a registered radiological technologist employed by St. Luke's College.
5. Radiographic exposures shall NOT be emitted on any living human.
6. Radiographic exposures shall NOT be obtained/performed on any living human.
7. The Energized Lab doors shall be closed during radiographic exposure.
8. Students shall NOT hold during a radiographic exposure.
9. All individuals in the Energized Lab will stand behind the protective barriers while a radiographic exposure is made. When using mobile equipment (portable/c-arm), individuals are required to wear lead aprons including thyroid shields.
10. Individual pressing the exposure button is responsible to know the location of all other individuals in the Energized Lab and ensure radiation safety practices are being utilized.
11. All individuals in the Energized Lab shall be wearing their radiation dosimeter in accordance with the Principle of Radiation Protection Policy in the St. Luke's College Clinical Handbook.
12. All individuals in the Energized Lab shall practice ALARA (As Low as Reasonably Achievable).
13. Each day the radiographic equipment will be turned off, as well as the main breaker to the machine.

Questions or concerns regarding the Energized Lab can be directed to the Program Director at 712-279-3651.

Online Student Verification

Students are identified in St. Luke's College online system and applications by unique User ID's and/or passwords that are issued by the College. Such systems and applications include, but are not limited to; active directory/network access, Learning Management Systems, College email accounts, etc.

User ID's and/or passwords are confidential and represent confirmation of identity. Students are not allowed to share their user ID's or passwords and measures should be taken to protect User ID's and/or passwords from accidental loss or discovery.

User ID's and/or passwords which are believed to have been compromised or lost should immediately be changed and/or reported to the Educational Technology Specialist. Failure to address compromised user ID's and/or passwords is considered unprofessional behavior and could result in academic consequences.

Multi-Factor Authentication

In an effort to secure the UnityPoint Health network, protect system and user data, combat increased phishing emails, and the impacts when these fraudulent messages and links are opened, UnityPoint Health implemented increased security measures when accessing email, Lawson, and other system resources.

This security measure involves a process that requires a second form of authentication when not accessing these resources from on campus/on the UPH network. This is known as Multifactor Authentication and is a commonly used extra layer of security.

The enrollment process is easy and only takes a few moments to complete. The link for enrolling in MFA is <https://account.activedirectory.windowsazure.com/Proofup.aspx>

Students are required to enroll in multi-factor authentication to access their St. Luke's College email account.

Orientation

All students are expected to complete orientation activities held at the beginning of each semester. These orientation sessions share important information for policies and procedures for students, as well as information such as parking, safety, health records, etc. in person orientation sessions as well as sessions online are available.

Parking

To ensure proper utilization of all parking areas, parking permits are provided. Colored parking permits issued to students need to hang from the rear-view mirror. Authorized parking lots for students are at 2616 Pierce St., top level of Physician Center I and II parking ramp or the surface lot along 29th and Stone Park Blvd. Vehicles cannot be parked in unauthorized areas.

St. Luke's College practices the good neighbor policy. Students should not park on the streets in front of homeowner's property or surrounding the campus.

Payment information

Registration for classes creates a financial obligation by the registrant to pay tuition and fees while constituting an understanding and acceptance of this responsibility. Charges incurred each semester for tuition, fees, and other expenses (such as books, clinical supplies, meal plans, etc.) are the responsibility of the student.

Students are expected to make the necessary financial arrangements prior to enrolling for classes. Please apply for financial aid as soon as possible each year. If a student does not qualify for financial aid or if there is a balance after financial aid has been disbursed to the student's account, the student should pursue financing from outside sources such as family or local lending institutions.

Students who are sponsored by a third-party payer (Vocational Rehabilitation, Workforce Development, military, etc.) are responsible for submitting an official letter from the agency indicating the funding level. This official letter must be received in the College financial aid office by the first day of class.

Students who fail to make arrangements in advance of the semester are responsible for making all payments due while pursuing financing from outside sources.

Student Statements

Tuition, fees, and other authorized charges for the semester are reflected on the statement found on the student portal under My Ledger. Financial aid that has been processed will reflect as pending on the statement until disbursed. Students receiving a St. Luke's College Scholarship will have the scholarship amount reflected as a pending status on the statement until late September. Once the student fulfills the scholarship obligations (attend scholarship banquet and submit thank you notes) all scholarship amounts will change from pending and be disbursed to the statement. Payments submitted need not include the pending scholarship amounts.

Charges are due on the first business day of each month following the month in which classes start for all College programs except Phlebotomy. Charges for the Phlebotomy Program are due on the first day of class for this program. It is the student's responsibility to review their account monthly for any outstanding account balance. Late fees of \$20 per month will be assessed if payment is not received by the first business day of each month.

If a student is enrolled for additional courses at another institution, statements are prepared by those institutions and sent directly to the student by that institution. Payments are due based on their billing and collection policies. St. Luke's College is not responsible for any other institution's charges, statements, registration holds, or payment arrangements.

Payment Instructions and Due Dates

Payments may be made at or mailed to St. Luke's College, 2720 Stone Park Blvd, Sioux City, IA 51104. Visa, Master Card and Discover credit cards are accepted for payment. Stop in the Student Services Department on 1st floor of the College building or call Lori Meier in Student Services at 712-279-3518. Online payments are also accepted through the Student Portal. Payments must be in U.S. currency.

Payment is due in full by the first business day of the month following the month in which classes start unless a deferred payment plan has been approved. If a deferred payment plan has been approved, the minimum balance stated on the deferred payment agreement is due by the specific deadline. Contact Lori Meier in Student Services at 712-279-3518 prior to the due date to arrange deferred payment plan.

If the total balance or minimum balance due is not paid by the first business day of the month following the month in which classes start, the bill is considered delinquent. A late fee of \$20 per month will be assessed to all delinquent bills not paid by the first business day of the month and will be assessed monthly thereafter until the bill is paid in full. Students with delinquent bills will not be allowed to register for subsequent semesters nor will they receive grades, certificates, diplomas, official transcripts, or other student services.

A \$25 fee will be assessed per occurrence for any returned checks due to non-sufficient funds.

Deferred Payment Plan

St. Luke's College offers a deferred payment plan for tuition, fees, and other authorized charges less financial aid and scholarships credited to an account. The deferred payment plans allow a student to make payments in three equal monthly installments. The student must obtain deferred payment approval from the Student Services Department prior to the first business day of the month following the start of classes. There is a non-refundable deferred payment fee for processing the deferred payment plan of \$15 per semester. Failure to make timely payments will result in revocation of the privilege to pay in installments, and the outstanding balance becomes due immediately and will be subject to a \$20 late fee.

*Due to the short term of the Phlebotomy Program, a deferred payment plan is not available for this program.

Refunds

Refund checks will be processed 30 days after the beginning of the semester. After this, refund checks will be processed weekly for students with credit account balances resulting from financial aid payments, scholarships, or adjustments to tuition and/or fees. Refunds are mailed to the student's billing address on file with the College Registrar. PLUS loan refunds will be mailed to the parent originating the loan unless written authorization releasing the funds to the student has been made and is on file in the financial aid office.

St. Luke's College will hold credit balances in order to assist students in managing their funds for the remainder of the academic year if the student makes this request in writing to the financial aid office. Students have the right to rescind this authorization at any time.

Collection Reports

Any student that has an outstanding balance whether it is an account receivable, an institutional loan, or an adjustment to financial aid balance will be responsible for any additional costs incurred by St. Luke's College associated with the collection of that balance. This includes but is not limited to collection agency fees, litigation costs, attorney fees, etc.

Student Withdrawal

Arrangements may be considered for students who withdraw and cannot pay their account balance in full. They should pursue financing from outside sources such as family, friends, or a lending institution.

In order to avoid referring the account to a collection agency, St. Luke's College will, as a last resort, accept monthly payments with a \$25 processing fee. The minimum monthly payment is 10% of the total balance, but not less than \$50. A written agreement must be signed and dated. Missing a single payment is grounds for cancellation of the arrangement and referral to a collection agency. This arrangement may not be a cure for the delinquency and St. Luke's College transcripts will be held until the outstanding balance is paid in full.

Refunds that are a result of dropping courses will be issued per the guidelines outlined in the student handbook.

Peer-to-Peer (P2P) File Sharing

Purpose

To prohibit the use of peer-to-peer (P2P) file sharing applications by all computers connected to the UnityPoint Health network. The primary purpose of this policy is to educate and set expectations for the users of the UnityPoint Health network of their responsibilities toward the use of P2P applications. This policy addresses the issues, impacts, and concerns with file sharing aspects of P2P applications using the UnityPoint Health network. The policy applies to all computers that are connected to the UnityPoint Health network.

Policy

Users of the UnityPoint Health network may not use P2P file sharing programs. For the purpose of this policy, a P2P file sharing application is any application that transforms a personal computer into a server that distributes data simultaneously to other computers. Please note that copyrighted materials cannot be shared by any means without proper permission. This includes sharing via network file shares, the web, or any other means and is not limited to P2P programs.

Background

A P2P computer network refers to any network that does not have fixed clients and servers, but a number of peer nodes that function as both clients and servers to the other nodes on the network. Any node is able to initiate or complete any supported transaction. Peer nodes may differ in local configuration, processing speed, network bandwidth, and storage quantity. P2P computing is the sharing of computer resources and services by direct exchange between systems.

This policy concerns one of the most prevalent uses of P2P technology: the distribution of copyrighted content. Along with copyright infringement, other concerns of P2P file sharing applications include network resource utilization, security, and inappropriate content.

Copyright Infringement

Downloading or distributing copyrighted material, e.g., documents, music, movies, videos, text, etc., without express permission from the rightful owner violates the United States Copyright Act.

Those who obtain or distribute copyrighted material should be aware that if found liable for copyright infringement, the penalties can be severe, depending on the amount and willfulness of the infringing activity. In a civil lawsuit, one found liable for copyright infringement can be ordered to pay damages as much as \$30,000 per copyrighted work infringed. This penalty can be increased to \$150,000 per infringed work in cases of particularly flagrant infringement. In the most serious and widespread cases of copyright infringement, criminal prosecution is possible.

Additionally, students, faculty, and staff who may be in violation of copyright law place not only themselves at risk; they may be exposing St. Luke's College and UnityPoint Health to liability as an institution and health system, for contributory or vicarious infringement, e.g., using UnityPoint Health network resources to obtain the material and/or store the material on UnityPoint Health computers.

Impact to the UnityPoint Health System Network

Peer-to-Peer file sharing applications typically allow a user to set up their computer so that other people can access specific files on that computer. This process, in effect, converts the user's computer into a server. A user's computer acting as a server can place an enormous burden on the network. Network performance can degrade significantly when P2P file sharing applications are used, especially when large files are downloaded.

Security

Peer-to-Peer networks can introduce serious gaps in an otherwise secure network. Threats such as worms and viruses can easily be introduced into the network. P2P applications, if modified, can also allow users outside the UnityPoint Health network to gain access to data on the user's computer or even the network. Some P2P applications will also allow third parties to see the user's IP address. The installation of spyware is also common with many P2P applications.

Procedure

Any user who violates Peer-to-Peer File Sharing policy will be subject to disciplinary action following the Disciplinary Action Policy. Additionally, if found liable for copyright infringement, action may be taken.

Recorded Lecture Policy

This Recorded Lecture Policy balances the needs of students, the intellectual property concerns of its lectures, the privacy rights of the students and faculty present in the classroom, and the education goals of St. Luke's College, UnityPoint Health.

This Policy pertains to the recording of classroom lectures, discussions, simulations, and other course-related activity, using analog or digital technology, including audio, video, still photos, and other forms of capture technology as they become available, are also governed by this Policy.

Federal laws, including the 1973 Rehabilitation Act and the Americans with Disability Act, require institutions of higher education to allow reasonable accommodations for students with disabilities. Permission to make recordings of the classroom lectures, discussions, simulations, and other course-related activities is an approved reasonable accommodation. The content of any recording of a lecture or class discussion is protected under federal copyright laws

and may not be published, quoted, or shared without the consent of the faculty member.

Definitions

- **Recording:** Any reproduction of sound and/or video recorded on devices including, but not limited to, audio recorders, digital recorders, video cameras, cellular phones, iPod/MP3 players, computers, and other handheld devices that record audio and video.
- **Recorded Lecture:** Includes classroom lecture, discussions, simulations, and other course-related activity in the classroom, skills lab, or clinical setting.

Procedure

- **Student recordings:** Under this Policy, permission given by a member of the faculty to record a class is limited to permission to record for personal use only as a tool to support personal study, and review course material for test preparation and similar academic uses.
 - **Privacy:** Students are responsible for keeping the recordings private and may not redistribute them in any way to any person. Students may not publish, quote, or share recordings in a publicly accessible or private accessible location, including network or online environment (such as YouTube, Dropbox, Facebook, Vimeo, Course Hero, etc.). Students may not copy, file-share, sell, or web-serve the recordings.
 - **Consent:** Students are required to inform faculty before recording class lectures and discussions for such personal, academic study, and review
 - Faculty members are required to inform students present when class lectures and activities are recorded that include student participation.
 - Verbal consent must be obtained by instructors and students in the classroom prior the recording of a lecture, class activities, etc. If a student present wishes their comments not to be recorded, they may request a recording be suspended to ask a question or may ask at another time.
 - The syllabus for each course should include a statement that students are allowed to record in the classroom for study and review. Course syllabi should also state that any student concerned about the creation of classroom recordings should speak with the instructor about the concerns at the outset of the course.
 - **Inappropriate Recordings/Use:** Members of faculty that believe a class was inappropriately recorded or the recording was misused, should contact their program director.
 - Recorded lectures may not be used in any way against any lecturer or student whose remarks in class are recorded.
 - **Destruction:** It is the student's responsibility to erase or destroy recordings within ten calendar days from the completion of each course or from the date the student is no longer enrolled in the course.
 - **Student Agreement/Violation:** Prior to the student recording the lecture or any classroom activity, students who wish to make recordings in class will be required to sign a Recorded Lecture Agreement (see Recorded Lecture Agreement form) pledging an understanding and agree to comply with these requirements. This agreement must be signed by the student and course faculty and filed with Student Services. The Recorded Lecture Agreement form must be signed at the beginning of each course and remain on file. Any violation of these requirements will be viewed as a serious violation of the St. Luke's College Code of Conduct and will result in discipline, which could include dismissal.
- **Faculty Member Recordings.** Faculty members may voluntarily make audio and/or recordings of classroom lectures for instructional purposes related to their courses at St. Luke's College. Faculty members must announce prior to lecture, simulation, activity, etc. that there will be a recording.

Faculty lectures may only be recorded after obtaining the permission of the faculty member and the consent of the students present during the recording.

Faulty lectures are the property of the lecturing faculty member and St. Luke's College. The faculty member has the freedom to control their recorded lecture, to delete it after the course or preserve it for use in the future terms/semesters. Recorded lectures will be automatically deleted if a faculty member leaves St. Luke's College, unless the faculty member provides written permission for the continued educational use for the recorded lecture.

Red Flags Identity Theft Program

The Federal Trade Commission (FTC) issued a regulation known as the Red Flags Rule (Sections 114 and 315 of the Fair and Accurate Credit Transactions Act (FACTA) that is intended to reduce the risk of identity theft.

This policy is intended to detect, prevent, and mitigate opportunities for identity theft at St. Luke's College and to comply with the requirements of FACTA. The program is appropriate to the size and complexity of the College and nature and scope of its activities.

Covered Account: An account that the College offers or maintains, primarily for personal, family or household purposes, that involve multiple payments or transactions, and any other account that the College offers or maintains for which there is a reasonably foreseeable risk to account holders or to the College's financial soundness from identity theft.

Identity Theft: "Identity theft" means "fraud committed using the identifying information of another person."

Personal Identifying Information: Personal Identifying Information is any name or number that may be used, alone or in conjunction with any other information, to identify a specific person. This includes name, address, telephone number, social security number, date of birth, government issues driver's license or identification number, alien registration number, government passport number, employer or taxpayer identification number, student identification number, computer's Internet Protocol address, or routing code.

Service Provider: "Service Provider" means a person that provides a service directly to the College.

Identification and Detection of Red Flags:

The "Red Flag" is a pattern, practice, or specific activity that indicates the possible existence of Identity Theft. The following Red Flags are examples of potential indicators or warning signs of potential or actual Identity Theft or similar fraud:

- Address discrepancies;
- Presentation of suspicious documents;
- Photograph or physical description on the identification is not consistent with the appearance of the person presenting the identification;
- Personal Identifying Information provided is not consistent with other Personal Identifying Information on file with the College;
- Documents provided for identification that appear to have been altered or forged;
- Unusual or suspicious activity related to Covered Accounts;
- Notification from Covered Account holders, students, borrowers, employees, law enforcement, victims of Identity Theft, or Service Providers of unusual activity related to a Covered Account;
- Notification from a credit bureau of fraudulent activity.

Procedure

Should an employee identify a Red Flag, the incident should be reported immediately to the employee's supervisor or directly to the Dean of Student and Administrative Services. Supervisors receiving reports will refer them to the Dean of Student and Administrative Services. The Dean of Student and Administrative Services will investigate the threat of Identity Theft to determine if there has been a breach and will respond appropriately to prevent future identity Theft breaches. Additional actions may include canceling a transaction, change passwords, notifying and cooperating with appropriate law enforcement, monitoring a Covered Account, and notifying appropriate employees, students, or other Covered Account holders of the attempted fraud. Investigations and resulting actions will be documented.

Prevention and Mitigation of Identity Theft

For purposes of preventing Identity Theft related to the Red Flag activity identified above, the following actions will be taken, when appropriate given the particular Covered Account at issue and under the particular circumstances, to confirm the identity of the student and other individuals when they open and/or access their Covered Accounts:

- Appropriate identifying information (e.g., photo identification, date of birth, academic status, username and password, address, etc.) shall be obtained from the student or individual account holder prior to issuing a new or replacement ID card, opening a Covered Account, or allowing access to a Covered Account.
- When certain changes to a Covered Account are made online, students and individuals holding Covered Accounts shall receive notification to confirm the change was valid and to provide instruction in the event the change is invalid.
- Suspicious changes made to Covered Accounts that relate to an account holder's identity, administration of the account, and/or billing and payment information shall be verified.

Employees, staff, and officials that reasonably and foreseeably come into contact with Covered Accounts or Personally Identifiable Information that may constitute a risk to the College or Covered Account holders shall be informed of and appropriately trained on the procedures contained in the Identity Theft Program.

Oversight of Third-Party Service Providers

If and when the College engages a Service Provider to perform an activity in connection with a Covered Account, College departments with responsibility for administering this Program with respect to that particular Covered Account will take steps necessary to ensure that the activity of the Service Provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity Theft.

Periodic Update of the Plan

This program will be re-evaluated periodically to determine whether all aspects of the program are up to date and applicable in the current business environment and revised as necessary.

Refund Schedule

Withdrawal Information and Return of Funds

A student must first give written notice to the Registrar's Office of his/her withdrawal. The Registrar will notify the Administrative Office and Financial Aid Office of the withdrawal date. The Financial Aid Office will calculate any adjustments to financial aid according to the institutional and federal refund calculation.

Financial Aid adjustments for partial withdrawal will follow the refund schedule below.

All institutional charges (tuition and fees) will be refunded according to the following schedule. A week is defined as 8:00 a.m. to 4:30 p.m. Monday through Friday.

Students will be granted a refund only after refunds required by federal and state regulations have been made and if there is a credit balance remaining.

Withdrawal during the following time period	Percent of charges refunded
On or before the 1 st day of class	100%
Week 1	75%
Week 2	50%
Week 3	25%
Week 4	25%
Week 5+	0%

It is considered a withdrawal when the student stops attending classes and is no longer receiving credit for the original enrolled hours.

An official withdrawal is when the student has completed the Request to Withdraw from a Course form or the Request to Withdraw from the College form and submit it to Student Services with the appropriate signatures.

An unofficial withdrawal is when the student has stopped attending class for a two-week period without verbally or in writing contacting the College of the withdrawal. The date used will be the last date the student attended class or made contact with the College. If no date can be established, the mid-point (50%) of the semester will be used. If the student was not able to notify the College due to circumstances beyond their control, the date related to the circumstance may be used once the College has been notified.

If a student does not return after an approved leave of absence, the withdrawal date will be the date the leave of absence began and will be considered an unofficial withdrawal.

Based on the withdrawal, the student's financial aid may be subject to adjustment. The date and type of withdrawal will be the source for determining the amount of financial aid adjusted. Federal, state, and institutional monies will be affected equally, and all will follow this Return of Funds Policy.

If the withdrawing student received more funds than the amount earned, the College, and/or student must return the unearned funds, as required in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Plus Loan, Pell Grant, Supplemental Educational Opportunity Grant, St. Luke's funds, and Iowa Tuition Grant.

Students will receive no refund of financial aid or tuition and fees if they withdraw on or after the 60% point in the semester.

Students who officially withdraw prior to the 60% point will have their financial aid adjusted by the appropriate percentage. The portion of unearned financial aid must be repaid to the appropriate loan and/or grant program. If the student is required to return federal grant funds, they will have 45 days from the date of notification to pay the amount in full or to make satisfactory arrangements for repayment with the College or the Department of Education. Failure to repay or make arrangements within this time frame will result in the loss of eligibility for all federal aid for attendance at any college until the amount is paid in full.

Note: Because the institutional refund policy follows a different formula for reducing tuition, and refunding private and institutional aid, students may still owe money to the College after all calculations are complete.

Please contact the Financial Aid Office, (712) 279-3377 if you have any questions regarding the return of funds.

Service Animals

Qualified service animals are generally permitted in campus buildings as a reasonable accommodation to assist the individual with disabilities. The Service Animal/Pet Identification Form and In Case of Emergency Form must be completed and returned to the Executive Dean of Academics and Student Services. Requests for service animals will be reviewed on a case-by-case basis.

Where it is not readily apparent that an animal is a service animal as defined by the American with Disabilities Act, the College may ask if the animal is required because of a disability and what work or task the animal has been trained to perform.

The College may exclude a service or assistance animal if the animal is not housebroken; would pose a direct threat to the health, safety, or property of others that cannot be reduced or eliminated by reasonable accommodations; is out of control and the individual does not take affective action to control it; would fundamentally alter the nature of a program or activity; or is not being cared for by the individual.

The service animal must:

- Be housebroken
- Provide proof of current rabies vaccinations
- Be in a harness or on a leash at all times; exception: if the handler's disability interferes with the use of a harness, leash, or other tether; or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks
- Be under control and behave properly at all times
- Be bathed regularly
- Be toilet trained; the owner is responsible for the cleanup of animal waste unless person's disability would prevent this
- Use appropriate toilet areas

The College is not responsible for the care of supervision of service or assistance animals. Individuals with disabilities are responsible for the control of their animals at all times and for ensuring the immediate clean up and proper disposal of all animal waste. Individuals must comply with all applicable laws and regulations, including vaccination, licensure, animal health and leash laws.

There are certain areas that may be considered unsafe for the service dog and its partner, or where the presence of animal might interfere with the safety of others (i.e., labs, clinical area). Exceptions would have to be made on a case-by-case basis. If it is determined that an area is unsafe, reasonable accommodations will be provided to assure equal access to the student.

Although the College will not charge an individual with a disability a service animal surcharge, it may impose charges for damages caused by a service or assistance animal in the same manner the College imposes charges for damages to property.

Questions related to the use of service animals at St. Luke's College should be directed to the Executive Dean of Academics and Student Services (712) 279-3377 danelle.johannsen@stlukescollege.edu

If you are dissatisfied with a decision concerning a service animal and would like to appeal the decision, contact the President at (712) 279-3149. The decision of the President shall be final.

Social Media Policy

Social media consists of internet-based platforms that are highly accessible to others where individuals can generate content and engage in social interactions. Social media platforms are constantly evolving and include, but are not limited to, Twitter, Facebook, blogs, Snapchat, Instagram, YouTube, LinkedIn, etc.

Employees and students at St. Luke's College are expected to adhere to the following social media guidelines:

- Use common sense. Remember that little, if anything is private when posted on social media and you are ultimately responsible for what you post and any consequences that may arise from such postings, whether such consequences are in the personal, professional, or academic realm.
- Think first, post second. Any conduct that could get you in trouble with the College if social media was not involved can also result in disciplinary action when social media is being utilized. For example, threatening or sexually harassing someone vis Twitter or Facebook can subject you to College discipline just as if you engaged in such conduct in person.
- Protect confidential, sensitive, and proprietary information. FERPA and HIPAA guidelines must be followed. You must avoid posting or otherwise disseminating protected health information or other identifiable information related to patients whole involved in the clinical setting.
- Respect copyright and other intellectual property rights.
- Do not use the College's logos without prior written permission
- Do not use the College's name to promote a product, cause, opinion, business, or political party or candidate
- When identifying yourself as a student or employee of the College, avoid claiming or implying that you are speaking on behalf of the College.
- Cyberbullying and cyberstalking will not be tolerated.
- Employees should avoid engaging students in a non-professional, non-academic manner. For example, an employee should not "friend" a student on Facebook.

Violation of this policy will result in a review of the incident by the College officials and may include action under appropriate College discipline processes. Corrective action may involve a verbal or written warning, probation, suspension, dismissal and/or revocation or computer privileges. Disciplinary action for conduct that involves social media and that also violates other College policies is not precluded by this policy.

St. Luke's College Emergency Notification System

St. Luke's College's continuing efforts to ensure a safe college environment it has implemented a rapid emergency communication system known as the St. Luke's College Emergency Notification System. This system allows St. Luke's College to convey time-sensitive information within minutes, through a single communication to our students, faculty, and staff. Once St. Luke's College Administration (President, Executive Dean of Academics and Student Services and Associate Deans) declares an emergency, notification will be sent to students, employees, and necessary parties.

In the event of an armed intruder or civil unrest, the first responder should call 911 and/or campus security at 3911.

With the St. Luke's College Emergency Notification System, St. Luke's College can schedule, send, and track personalized voice, email, and text messages. These messages can be sent via voice messages to home, work, and/or mobile telephone, text messages to cell phones, handheld electronic devices, and/or written messages to St. Luke's College email accounts.

Notifying appropriate parties immediately is crucial in emergency situations such as severe environmental conditions, acts of campus violence or circumstances that call for immediate notification or action. Accurate, timely communication helps to minimize the spread of misinformation. These emergency messages may also provide detailed instructions.

Procedure

St. Luke's College students are automatically enrolled in the Emergency Notification System. All home and mobile phone numbers on file and the St. Luke's College official email address are added to the Emergency Notification System. Students are encouraged to review their contact information for accuracy via the student profile in the student portal at www.stlukescollege.edu.

Faculty and staff office, mobile, and home telephone numbers, as well as the St. Luke's College email address, are also automatically added to this service. They are encouraged to contact the Executive Dean of Academics and Student Services for any updates to their contact information.

St. Luke's College will only use this Emergency Notification System to alert students, faculty, and staff of an emergent situation. Examples of emergent situations may include, but are not limited to a tornado warning, bomb threat, violent act, hazardous material spill, campus closure due to weather, etc.

A message sent via the Emergency Notification System will give specific information and provide details on further instructions. It is crucial to follow the necessary direction from the message to ensure ongoing safety. Such examples may include, but not limited to, a college lockdown, evacuations, college closure, etc.

Periodic tests of the Emergency Notification System will occur each year at a minimum of once a semester to ensure accurate contact information remains on file. An email notification will be sent to students, faculty, and staff notifying when the test will occur or have occurred. It is important if you do not receive a message during the testing system that you should contact the Executive Dean of Academics and Student Services.

When a message is received it is important to:

- Read the message
- Alert other people around you- help spread the word of the emergency notification alert.
- Follow the instructions given in the message. Instructions will be direct and specific. Be sure to read them carefully.

Documentation of the tests and alerts are retained.

St. Luke's College will not assess charges for this service; however, charges may be incurred from your mobile telephone provider. Please check with your provider to understand your charges.

In addition to notifying St. Luke's College students, faculty, and staff via the Emergency Notification System, announcements may still be included in the regular methods of communications such as TV, radio, media outlet websites, College website, and a message on the College's main telephone number at (712) 279-3149.

Fair Treatment Policy

The purpose of the Fair Treatment Policy for Students is to address situations in which a student (or group of students) believes that the treatment they received is unfair. This process is formalized when a student proceeds with a written grievance, which is a student's claim of unfair and/or non-equitable treatment regarding established policies, procedures, rules, and regulations of St. Luke's College.

The student has the right to express grievances without prejudice, penalty, or recrimination. Also, those whom the grievance is being made against have the right to know what is being grieved and who is filing the grievance. Anonymous grievances will not be accepted.

The Fair Treatment Policy cannot be used to challenge the outcome of academic judgements. It may be used if the student believes the judgement was reached by an unfair implementation of the process.

All steps of the grievance procedure must be completed in proper sequence with no more than ten business calendar days elapsing between each step and a maximum of 30 calendar days for the entire grievance process. If a resolution of the grievance is obtained in any given step, that resolution is considered finalized.

It is expected students will observe the Code of Conduct as published in the Student Handbook throughout the process.

The student may seek counsel at any time from appropriate persons, such as hospital chaplain, employee assistance program (EAP), student services staff, involved student's advisor, or college administration.

The Fair Treatment Policy for Students shall be used when other means of resolving the conflict are not possible or effective. In most instances, grievances may be satisfactorily addressed and resolved by communication between the involved parties. Dissatisfaction often arises from misunderstandings between the student and the involved parties. Thus, the student(s) shall discuss the situation of unfair treatment with the involved parties prior to invoking use of the grievance procedure. If informal methods are unsuccessful, the student shall refer to this policy to proceed with a grievance through the steps outlined in the procedure.

All original documents relating to the grievance shall be maintained in a secure location in the college administrative office in a confidential grievance file. These documents will be maintained for a minimum of three years.

PROCEDURES

Step I

The student will schedule a conference within five (5) business days of the occurrence with the individual(s) involved and the Program Director/Associate Dean or an appropriate designee. It is encouraged that communication be open and direct; attempting to achieve a mutually agreeable resolution to the situation.

Step II

If the student is unable to resolve the grievance directly with the involved parties, the student may submit a Fair Treatment Policy form to the Dean of Student Services within five (5) business days following the conference with the involved parties. The Fair Treatment Policy form must contain information about the grievance, the date(s) in which a meeting(s) was held with the involved parties, and a statement outlining the student's perception of the outcome of the conference.

The original copy shall be kept by the Dean of Student Services in a confidential grievance file. Copies of these statements will be dispersed to the involved parties.

The Dean of Student Services will notify the President of the need to convene a Fair Treatment Grievance panel. This request must be made no later than five (5) business days after the receipt of the confidential grievance file.

No later than three (3) business days following the receipts of this request, the President or designee shall then set up a panel to include:

1. Chairperson designated by the President. (The chairperson shall serve as a non-voting member of the panel.)
2. One member of the Academic Affairs Committee or designee.
3. One faculty member from another discipline.
4. One program director from another discipline.
5. One member of the College Staff.
6. One member from Faculty Senate.

The panel shall conduct a meeting within seven (7) business days for the purpose of formulating a recommendation regarding the student's grievance. The following meeting guidelines shall be used:

1. All involved parties shall provide the chairperson with electronic evidence they wish to present at least 48 hours prior

- to the meeting.
2. The student may bring a support person. The support person is not allowed to participate during the proceedings. The chairperson shall be notified of any support person(s) attendance at least 24 hours prior. A release of information form will be signed by the student.
 3. The members of the panel may question both involved parties. Questions must be relevant to the issues of the grievance. Upon request from the panel, it is expected the involved parties shall make available such documents as are pertinent to the grievance. The confidential nature of these documents shall be safeguarded.
 4. No personal electronic devices will be allowed at the meeting.
 5. Meetings are closed, formal, and confidential. Minutes shall be taken by an appointed secretary. Minutes of the meeting shall be submitted to the Dean of Student Services and placed in the confidential grievance file.
 6. Proceedings of the meeting may be audio recorded to aid the panel in making a decision. The audio recording will be available for review by both the student and the involved parties if they desire.
 7. A simple majority shall be required to make a decision.

The panel shall prepare a written recommendation and provide a copy to both involved parties no later than three (3) working days following the panel's decision. The original copy of the written response shall be submitted to the Dean of Student Services and placed in the confidential grievance file.

Step III

In the event either involved party does not accept the recommendation of the panel, either party may request the President review the student's grievance and the action taken. This written request must be made by the involved party no later than five (5) business days following receipt of the panel's recommendation. The President will collaborate with the members of the involved parties within seven (7) business days to reach a decision about the grievance. The involved parties shall receive a written response to the grievance from the President within three (3) business days following the receipt of the request. The original copy of the written response shall be submitted to the Dean of Student Services to be placed in the confidential grievance file. The decision at this step is final.

Timeline of the Fair Treatment Policy

Steps	Timeframe
Student discusses situation with faculty	Within 5 business days from the occurrence
If no resolution from above, then the following steps to be followed	
Student submits signed Fair Treatment Policy form to the Dean of Student Services.	Within 5 business days from the above meeting
Other parties involved submit a written report to the Dean of Student Services who will notify the President to proceed with the Grievance Fair Treatment Policy Process	Within 5 business days from the student's written request
President to set up panel and appoint a chairperson	Within 3 business days
Panel must meet with the student and involved parties	Within 7 business days
Panel submits decision to Dean of Student Services, student, and involved parties	Within 3 business days

If student is not satisfied with the panel decision the following steps can be taken	
Student provides written appeal to the President	Within 5 business days
President schedules a hearing	Within 7 business days
President renders decision	Within 3 business days

St. Luke's College -UnityPoint Health

FAIR TREATMENT POLICY FORM

To initiate a grievance, the student must complete this form and have met with the involved party to discuss concerns related to the issue and to make an attempt at resolution.

Student's Name: _____

Name of Involved Parties: _____

Date: _____ Department/Program: _____

Step I:

Statement of Grievance:
Supporting Information:
Date or Dates of Conferences with Involved Parties (conference must be completed before form submission):
Expected resolution:
_____ Student Signature

Dean of Student Services Signature & Date Received

Step II:

Date of Panel Decision:

Decision Statement:

Chair Academic Affairs Committee Signature

Step III (if necessary):

Date forwarded to College President:

Decision:

President Signature

Date Decision Letter Mailed to the Student:

Student Complaint Log

St. Luke's College is required to maintain a log of formal complaints by students. A complaint is considered formal if it is made in writing and submitted to one of the following members of the administrative team: President, Associate Dean of Nursing, Associate Dean of Institutional Effectiveness/Health Professions, or the Executive Dean of Academics and Student Services. If the initiation of the complaint has the foreseeable potential to become an appeal or grievance the student should be advised to follow the procedure as described in the Student Academic and Nonacademic Appeal/Grievance Process.

Administration will maintain a file (either in an electronic or paper format) with the following information regarding the student complaint:

- Date the complaint was first formally submitted in writing to Administration
- A summary of the nature of the complaint
- Steps taken by the College to resolve the complaint
- The final decision made including referral to outside agencies
- Other external actions initiated by the student to resolve the complaint, if know

Information about complaints will be shared with accreditors, but individuals' identities will be withheld. Letters or documents from individual complainants shall not be shown to accreditors without the express permission of the complainant.

Substance Abuse and Prevention

It is the intent of the College to maintain a drug-free, healthy, safe, and secure educational environment through the implementation of the following policies. St. Luke's College complies with the laws of the State of Iowa and is consistent with all relevant local, state, and federal laws and regulations. Employees, students, and St. Luke's College visitors will be required to obey the laws and regulations of the College, understanding that these laws and regulations are made with respect for the common good.

It is the policy of the College to prohibit the purchase, possession, use or abuse, sale, distribution, or manufacture of any controlled substance on campus. Any student bringing unprescribed or illegal drugs or alcoholic beverages to the campus, using these on the grounds, or dispensing, manufacturing, or selling them on the premises may be subject to legal as well as disciplinary action up to and including immediate dismissal from the College.

A substance abuse prevention program will be provided in an effort to educate students about the problem. All incoming students will receive both written and verbal content relating to substance abuse.

The College recognizes chemical dependency as an illness and a major health problem. It also recognizes substance abuse as a potential health, safety, and security problem. Students are expected to perform College responsibilities in a condition appropriate to the level of quality and attention required.

Parental Notification

The College has the right to notify parents or guardians of any student, violation of federal, state, or local law dealing with the use or possession of alcohol and/or drug offenses. In addition, the College has the right to disclose to parents or guardians if any institutional rule or policy has been violated and it is determined that a student has committed a disciplinary violation with respect to the use or possession of alcohol.

Drug testing

Any student who reports to class, clinical, or any learning experience under the suspected influence of alcohol or an illegal drug(s) substance will be brought immediately for drug testing accompanied by a College official/designee. The cost of the blood/urine tests would then be assumed by the College.

At the time of any incident of suspected abuse, the College has the right to request drug tests. If the drug test results are positive, this forms grounds for warning/dismissal from the College. If the student refuses to cooperate with the College's request, the resulting action may include, but is not limited to, dismissal from the College.

At the time of any incident, the student may request immediate blood/urine tests to disprove allegations, and if so, all costs of the blood/urine tests would be the student's responsibility.

Treatment Process/Options

Anyone who observes a student exhibiting problematic behavior indicating potential chemical dependency has the obligation to report it to the Dean of Student Services of the College. The Dean of Student Services will then refer the individual to an appropriate agency for professional evaluation. The findings of the evaluation must be submitted to the Dean of Student Services. All information is handled in a confidential manner.

If chemical dependency treatment is recommended by the evaluation report, the student must enter a treatment program in order to remain in their program of study. Student status will then become conditional and written progress reports to the Dean of Student Services are required on a monthly basis from treatment counselors or physicians. Continuation in the program of study is contingent upon evidence of satisfactory participation in a recovery program. Conditional status will be rescinded upon evidence of successful completion of treatment. Evidence of continued participation in an aftercare program shall be required up to graduation.

Refusal to follow through with the evaluation process or evidence of inadequate progress will necessitate a review to determine student status. In such circumstances, a student may be required to take a Leave of Absence from the program. Return from a Leave of Absence is contingent upon evidence of successful completion of a treatment program (see Withdrawal/Leave of Absence policy for time limitations). Evidence of continued participation in an aftercare program shall be required up to graduation.

If a student continues to exhibit problematic behavior indicating ongoing substance abuse, further evaluation is necessary. A second professional evaluation indicating ongoing abuse will result in a mandatory Leave of Absence for the student. Placement in courses would be determined with faculty and administration consult. A third professional evaluation indicating ongoing abuse will result in dismissal of the student.

Students may seek evaluation and treatment services from agencies of their choice. Costs incurred for services are the responsibility of the individual student.

Recourses for Substance Issues

UnityPoint Health-Allen Hospital Employee Assistance Program (EAP)	(319) 235-3550
The Center for Siouxland	(712) 252-1861
Boys and Girls Home and Family Services	(712) 293-4700
Rosecrance Jackson Recovery	(712) 234-2300
MercyOne Medical Center	(712) 279-2940
Siouxland Mental Health Center	(712) 252-3871

Legal Sanctions

Legal Sanctions* under federal, state, and local laws for unlawful possession, use, or distribution of illicit drugs and alcohol are as follows:

Federal	The <u>maximum</u> penalty for manufacturing, delivery or possessing with intent to deliver a controlled substance is no less than 10 years and no more than life imprisonment and a fine of no more than \$4,000,000 if committed by an individual or no more than \$20,000,000 if committed by an entity other than an individual. Additionally, since this is the maximum penalty, there are many fines and penalties less than this depending on the type of drug and the weight. 21 U.S.C 841(b)
Iowa	The <u>maximum</u> penalty for manufacturing and possessing controlled or counterfeit controlled substances but the actual penalty will depend on the type and weight of the drug. The maximum penalty, to wit, is a class "B" felony punishable by "confinement for no more than fifty years and a fine of not more than one million dollars." Iowa Code § 124.401 (2008).
Sioux City	For drug crimes, Sioux City outlaws the possession of drug paraphernalia. Sioux City Municipal Code 8.20.050. A person found to have violated this provision will be fined no less than \$65 but not exceeding

	\$500 and/or by imprisonment not to exceed 30 days. A violation of this provision is considered a simple misdemeanor. For alcohol intoxication, Sioux City outlaws the use or consumption "of alcoholic liquor, wine or beer upon the public streets or highways, or alcoholic liquors in any public place, except premises covered by a liquor control license, or to possess or consume alcoholic liquors, wine or beer on any public school property or while attending any public or private school-related functions, and a person shall not be intoxicated nor simulate intoxication in a public place." A violation of this provision is considered a simple misdemeanor and subject to no less than \$65 fine but not to exceed \$500 and/or by imprisonment not to exceed 30 days.
--	--

*subject to federal, state, and local changes

Health Risk of Substance Abuse

The following physical and psychological risks are associated with the abuse of these substances:

Alcohol	
Physical Effects:	Depression of central nervous system, peripheral nerve damage, malnutrition, muscle wasting, muscle pain and weakness, Wernicke's encephalopathy, stupor, Korsakoff's psychosis, confusion, enlarged heart, edema, nonproductive cough, palpitations, esophagitis, pancreatitis, abdominal pain, weight loss, hepatitis, jaundice, ascites, cirrhosis, portal hypertension, esophageal varices, leucopenia, thrombocytopenia, infertility, aggression, mood changes, slurred speech, incoordination, nystagmus.
Psychological Effects:	Loss of inhibitions and concentration, impaired judgement, blackouts, decreased social and occupational functioning.
Central Nervous System Stimulants	
Physical Effects:	Tremors, anorexia, hypertension, tachycardia, myocardial infarction, ventricular fibrillation, sudden death, pulmonary hemorrhage, bronchiolitis, pneumonia, rhinitis, constipation, difficulty urinating, elevated body temperature, dilated pupils, weight loss, weakness, respiratory depression, chest pain, seizure, coma.
Psychological Effects:	Insomnia, paranoia, hallucinations, aggression, hypervigilance, anxiety, impaired judgement, confusion.
Hallucinogens	
Physical Effects:	Tachycardia, hypertension, increased body temperature, trembling, sweating, respiratory depression, elevated blood sugar, dilated pupils, incoordination, nystagmus, numbness, muscle rigidity, seizure, coma.
Psychological Effects:	Insomnia, distorted vision, paranoia, terror, panic, flashbacks, acute psychosis, anxiety, depression, impaired judgement, belligerence, assaultive, impulsive, unpredictability.
Cannabis	

Physical Effects:	Tachycardia, hypotension, obstructive airway disorder, infertility, tremors, muscle rigidity, conjunctival redness, panic reaction, poor motor coordination.
Psychological Effects:	Disorientation, impaired judgement, decreased memory and learning, a motivational syndrome, anxiety.
Opioids	
Physical Effects:	Sedation, respiratory depression, pinpoint pupils, vomiting, hypotension, slurred speech.
Psychological Effects:	Mood changes, decreased sexual pleasure, apathy, impaired judgment, decreased memory
Sedative/Hypnotics	
Physical Effects:	Rebound insomnia, respiratory depression, hypotension, decreased cardiac output, decreased cerebral blood flow, impaired cardiac contractility, jaundice, decreased body temperature, slurred speech, unsteady gait, nystagmus, impaired memory, coma.
Psychological Effects:	Aggressiveness, impaired social functioning, mood changes, impaired judgment.
Inhalants	
Physical Effects:	Damage to the nervous system, weakness, cerebral wasting, pulmonary hypertension, acute respiratory distress, sinus discharge, death, abdominal pain, renal failure, nystagmus, incoordination, slurred speech, lethargy, tremor, coma.
Psychological Effects:	Belligerence, assaultive, impaired judgement

Source: Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice, 4th Ed., by Mary Townsend (2008), pages 262-303.

Tobacco-Free Campus

It is the policy of UnityPoint Health-St. Luke's and St. Luke's College to provide and maintain a tobacco-free campus environment. Smoking or otherwise using tobacco products (including cigarettes, cigars, pipes, electronic cigarettes, snuff, chewing tobacco, etc.) on company time or on any UnityPoint Health property is prohibited. This includes any emerging tobacco product or simulated smoking device and all nicotine products not regulated or approved by the Food and Drug Administration (FDA). Smoking is considered to be the inhaling, exhaling, burning, or carrying of any lit device.

Any student, employee or visitor who violates this policy shall be subject to civil penalties outlined in the City of Sioux City "City Code" 19.16.050.

If a person is smoking or using tobacco on campus, they will be asked to stop smoking or using tobacco immediately. If they continue to smoke or use tobacco, they will be asked to leave campus. If they refuse to leave campus, campus security and/or the local law enforcement may be contacted. A citation or a civil fine from law enforcement may be issued. Additional discipline action may be taken by the College.

Student Services

Academic Support Services

The College provides academic support to students through tutoring and assessment of study skills. Free tutoring is offered at the request of the student. Any student experiencing academic difficulties may request tutoring with the Student Success Center. A tutor request form, available on the College's website, must be completed and submitted to the Student Success Center. The student will receive a list of available tutors along with their discipline specialty. Students are encouraged to reach out to a tutor to coordinate availability.

Applying for Financial Aid

Explore your financial aid options by completing the following simple steps:

- Complete the application for admission to St. Luke's College.
(you do not need to be admitted to the College to apply for financial aid)
- Request an FSA ID username and password to sign the application electronically (If you are a dependent student at least one parent also needs an FSA ID at <https://fsaid.ed.gov>)
- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov
- Include St. Luke's College code (007291) on the form.

Things you should know about FAFSA:

- Fill out the FAFSA form as soon as possible. The FAFSA is available October 1 each year. Be aware of deadlines. Some funds are limited and may be depleted early. The priority deadline for St. Luke's College is March 15 for students beginning in the fall semester. If necessary, use estimated tax information to meet this deadline.
- It is recommended that you complete the IRS Date Retrieval process at the time of completing the FAFSA. This will allow the data to be transferred from the IRS site to the FAFSA. Not all students/parents will be eligible to complete this process.
- You will receive a Student Aid Report (SAR) within 10 days after you submit the FAFSA. If you have not received your SAR within the time, check your application status. Once received, review the SAR and if corrections are needed contact the Financial Aid Office at St. Luke's College. If there are no correction needed, keep the report for your records. St. Luke's College will receive your information electronically.
- Upon acceptance to St. Luke's College and receipt of your SAR, the financial aid department will begin processing your information and may ask for additional information.
- After St. Luke's College has processed your financial aid information you will receive an award letter that explains the financial aid available to you. Review this award letter very carefully and make sure you understand the terms of the awards offered. Returning students will receive the award letter package via their St. Luke's College email account. New students will receive the award letter through postal mail unless they request to receive it via a secured email.
- If you intend to take out student loans, additional applications and/or promissory notes may be needed. Your award letter will reflect any loans and the amounts you are eligible to borrow.

Information regarding financial aid procedures, eligibility, and available funds can be found at the St. Luke's College's homepage www.stlukescollege.edu. You may also contact the financial aid office at:

St. Luke's College

Financial Aid Office

2800 Pierce St

Sioux City, IA 51104

Email Danelle.johannsen@stlukescollege.edu

800-352-4660 ext. 3377

712-279-3377

Bookstore

St. Luke's College Bookstore is located in Suite 202-I on the second floor of St. Luke's College. Bookstore inventory includes all required items for classes at St. Luke's College, as well as logo apparel, gift items and basic classroom supplies.

St. Luke's Online Bookstore can be found at: www.stlukescollege.edu/bookstore-home.aspx/

Materials for the upcoming semester are available for pre-order on the Online Bookstore approximately four weeks prior to the first day of classes with payment due upon order pickup. Textbooks and other items may also be purchased in person without pre-orders beginning approximately two weeks prior to the first day of classes.

Students may charge textbooks and required clinical supplies to their student tuition accounts one week before the first day of classes and up to two weeks following the start of the semester. After that time, students may pay for required materials using cash, check, money order, or major credit/debit card.

A minimum of \$5.00 is required for credit/debit card purchases and student tuition account chargers at the bookstore.

A \$25 fee will be assessed per occurrence for any returned checks due to non-sufficient funds.

Bookstore Returns

- Customers must have their receipt for any returns.
- Textbooks can be returned within seven days from the start of class for a full refund, only with proof of withdrawal from the course.
- Textbooks must be in the same condition as when purchased for a full refund. Books cannot be returned if written in or highlighted. Books with shrink wrap cannot be returned if removed from the wrap.
- Clothing in new condition can be returned within one week of purchase.
- All book buybacks will be credited to the student's account. If the student has a credit balance on their account, refund checks will be processed on a weekly basis and mailed to the student's address on file. No cash refunds will be given for book buybacks.

St. Luke's Bookstore hours are as followed:

Monday-Friday 8am -4pm

Chapel

The Chapel is located on the hospital's first floor and is open for patients, families, and visitors. Non-denominational services are held on Sunday mornings at 10am.

College Cupboard

The College Cupboard is a resource for students who find themselves struggling to feed their families. Donated funds as well as non-perishable food items, cleaning supplies, person hygiene products, etc. are available.

Located on 1st floor of the College in Administration/Student Services Suite, students can stop by, call 712-364-1898 or email CollegeCupboard@stlukescollege.edu for assistance.

Communication

Email

All students are given College e-mail addresses. This is the primary method the College utilizes for communicating with students. College activities, announcements and assignments by faculty are given through e-mail.

Bulletin Boards

In addition to e-mail, College bulletin boards are located in each department. Informational items will be posted on the boards. It is the students' responsibility to check for student messages and other information post here. The Student Success Center offers a Student Corner bulletin board for students to post notice of books and materials for sale or to buy and other College-related information. See the Success Center staff for more information about the Student Corner.

All students must have notices approved by a College staff members before they are posted. Each notice should be typed and have the postdate recorded in the upper right corner. Notices will be removed after 7 days unless a scheduled event is specified on the notice.

Emergency Notification System

In case of an emergency or to provide an immediate announcement, students, faculty, and staff will be notified through the College's Emergency Notification System. Individuals will receive notice by at least one of the following methods: telephone call, text message, and/or email. Individuals are responsible to update and monitor contact information in the Student Portal throughout the year to ensure notification is received.

Messages

Every effort will be made to contact a student in the classroom or clinical facility as soon as possible when there is a family emergency message.

Community Service

In keeping with the Purpose of the College and the Student of Ethical Practices, St. Luke's College encourages students to actively participate in community service activities. In addition, each program of study requires an individual student to engage in some form of meaningful community service work. This requirement is outlined in more detail within the program syllabi.

Computer Center Guidelines

Location

The Computer Center is in the Student Success Center which is available to all UnityPoint Health-St. Luke's employees and students.

The Computer Center is staffed Monday – Friday 8:00 am – 4:30 pm. Students have access afterhours through the fob system and their student ID.

Contact the Success Center for staffed hours during holidays, summer, and semester breaks.

Policy Statement

Use of Computer Center is governed by UnityPoint Health- St. Luke's Policy.

Scheduling Use

Generally, use of the computers is available on a first come, first serve basis. Class work and medical center business always take precedence over recreational use.

Counseling and Guidance

UnityPoint Health-St. Luke's and the College, embracing a philosophy of holistic care including the physical, emotional, spiritual, and psychological aspects of healing, realize that few people escape some type of serious personal problem during their lifetime. When substance abuse problems, marriage, or family concerns, financial or other personal

situations develop, College employees and students are provided assistance through UnityPoint Health – Allen Hospital Employee Assistance Program (EAP), for themselves or family members.

UnityPoint Health- Allen Hospital EAP program, a free benefit to St. Luke’s employees, students and their families provides a practical approach to address well-being. The program was adopted to provide confidential, professional assistance to employees, students, or members of their families. If professional counseling assistance is needed, an employee or student is encouraged to contact (319)235-3550.

Students may also contact any hospital chaplain (through the Medical Center operator at (712) 279-3500 for counseling services.

All information is confidential. No reference of the content of the discussion is ever reported to the College.

It is the desire of the administration, staff, and faculty to help students develop their full potential as members of the College and community. Each student is entitled to personal, academic and career counseling. A team approach facilitates the achievement of these goals.

Faculty encourages students to communicate with each instructor at the beginning of each rotation. At this time, students can verbalize any pertinent health problems, academic strengths and weaknesses or any concerns, which may benefit their learning. The ultimate responsibility of sharing rests with the student.

Students may seek the guidance of a faculty member of their choice on academic and/or personal matters. Faculty members may suggest that a student visit with the Dean, Student Services, if appropriate. Students are also invited to stop in the office of the President of the College at any time.

Disability Services

St. Luke’s College is committed to full compliance with the Americans with Disabilities Act (ADA) and Section 504 of the rehabilitation Act of 1973 by providing equal opportunity and reasonable accommodations to qualifying students with disabilities. Students, faculty, staff, and administration all play a role in ensuring reasonable and appropriate accommodations are provided in a timely and effective manner.

It is the policy of St. Luke’s College that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more life activities be excluded from participation in, be denied benefit of, or subject to discrimination in any program or activity offered by St. Luke’s College. The College endeavors to provide qualified students with disabilities equal access, not advantage, to the College’s educational opportunities, facilities, programs, and activities in the most integrated setting appropriate to the needs of the individual.

St. Luke’s College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required by providing equal opportunity to qualified individuals with disabilities who have qualified for admission by meeting standard requirements.

Definitions

- **Individual with disability:** Someone with a physical or mental impairment that substantially limits one or more major life activities. Physical impairments include, for example, specific learning disabilities, emotional or mental illness, blindness and visual impairments, deafness and hearing impairments, mobility impairments, and some chronic illness.
- **Major life activity:** Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning. A person is considered to be an individual with a disability and protected by law if he/she has the disability, has a record of having the disability, or is regarded as having the disability.

- **Qualified student with a disability:** An individual who, with reasonable medications or accommodations (if necessary) to rules, policies or practices, the removal of barriers, of the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in the programs and activities.
- **Accommodations:** A change in the status quo. A reasonable accommodation in the student setting is a medication or adjustment to a class or program that allow the person with a disability to participate as fully as possible in the programs and activities offered by St. Luke's College.

Accommodation Requests

St. Luke's College has designated the Executive Dean of Academics and Student Services to handle all requests for accommodations due to a qualifying disability and to provide information about the existence and location of services, activities, and facilities that are accessible to and useable to person with disabilities. The Dean may be contacted at (712) 279-3377 or by going to Student Services on the 1st floor of the College building.

Students should make accommodation requests to the Executive Dean of Academics and Student Services rather than making them directly to faculty members who are teaching their classes. Faculty members shall not grant or deny accommodation requests by students and will refer such requests to the Executive Dean of Academics and Student Services.

Responsibility of the Student

- Initiate the request process with the Executive Dean of Academics and Student Services by completing the Request for Service and Accommodation Form. It is only through the student's voluntary disclosure of disability and request for accommodation that the College can support the student's disability needs.
- Provide documentation of the disability if necessary and provide other relevant information (i.e. as to specific medication requested).
- To deliver modification letters to course instructors, if relevant and necessary for the modification.
- To notify the Dean of Student Services of any pertinent changes each semester.
- To work cooperatively with the Executive Dean of Academics and Student Services.

Disclosure of Disability and Request Accommodation

- Consideration for services or accommodations is initiated by a student's disclosure of a qualified disability and request for services or accommodations.
- St. Luke's College encourages that disclosure of the disability and requests for services or accommodations be made as early as possible. It is best to disclose the disability prior to the start of the semester or very early in the semester to allow time to review the request and documentation and make the proper arrangements; however, requests will be accepted at any time. Accommodation arrangements may be compromised or denied if a request is not made in a timely manner.
- Students should disclose their disability and request services by contacting the Executive Dean of Academics and Student Services. A meeting should be arranged to meet in person to determine the appropriateness of the request.
- St. Luke's College will respond to student's request in a timely and reasonable manner, but no longer than sixty (60) business days from the time of the request, unless extenuation circumstances exist.
- Faculty/professional staff may, in collaboration with the student, refer the student to the Executive Dean of Academics and Student Services if they believe that a student has a disability that qualifies them for accommodations. The referral may be in the form of a student exploring personal learning concerns, staff members encouragement based upon student expressed concerns, or a faculty generated student contract from a specific course.

Documentation

- When making an accommodation request, the student may be required, at St. Luke's College's request, to provide documentation from qualified professionals (i.e., physicians, psychologist, psychiatrist, physician's assistance, or nurse practitioner) that establish the nature and extent of the disability, that the student has a current need for accommodation, and the basis for the diagnosis and dates of testing. Any documentation submitted must be current. Whether or not documentation is current will depend on the nature of the disability. (See Documentation Guidelines for Students with Disabilities for further documentation requirements).
- Documentation may serve to demonstrate a student's need for accommodation in order to assure equal access. Documentation may also serve to demonstrate the existence of a disability, affording the promise of nondiscrimination under ADA and Section 504. The type of documentation will vary according to the disability. Examples include, but are not limited to, a psycho-educational or neuropsychological assessment for learning and other cognitive disabilities, a psychiatrist's report for psychological disabilities, a letter from a doctor or other specialist for physical and most other disability creates substantial limitation for a major life activity to establish eligibility protection under the law.

Confidentiality

- Documentation of a student's disability is maintained in a confidential file in Student Services. This documentation is considered a "treatment record" and not part of the student's educational record.
- Documentation that will be maintained, but not limited to:
 - Written request
 - Supporting documentation
 - Records/note of the interactive process and proposed accommodations
 - Correspondence with professors explaining accommodations
 - Correspondence with the student explaining what accommodations have and have not been granted
- Confidential records are held and maintained by the Executive Dean of Academics and Student Services on the behalf of St. Luke's College
- All information related to a disability is confidential and may be disclosed *only* with the permission of the student or otherwise as permitted by the College's records policy and state and federal laws.

Determining Accommodations

- Disability documentation is used to determine eligible for services and to establish a current need for accommodations.
- Accommodations are determined on a case-by-case basis taking into account the learning need of the students, the requirements of the learning tasks, the course standards and essential requirements, and the education environment.
- The determination of an appropriate and reasonable accommodations revolves around the interaction between the individual and St. Luke's College. Specifically, accommodations are determined by the Dean of Student Services in consultation with the student and input from the faculty, as needed. The Executive Dean of Academics and Student Services has been designation by the College, and its administration, as the principal person with the responsibility/authority to determine disability related accommodation(s).
- The College need not give primary consideration to a specific accommodation requested by a student. However, based on the legislative history of the ADA, the Executive Dean of Academics and Student Services will do their best to consult with the student when determining an appropriate accommodation(s).
- If the student submits documentation from a qualified health professional showing a medical diagnosis, the diagnosis is neither necessary nor controlling in determining student's disability status, but a factor in the evaluation process.
- At the discretion of the Executive Dean of Academics and Student Services, the student may be required to

undergo additional evaluations if needed to effectively collaborate with the student in securing appropriate learning strategies. Student will not be entitled to selecting a specific evaluator.

Implementing Accommodations

- Faculty, staff, or the Executive Dean of Academics and Student Services is responsible for the implementation of the accommodation identified by the Executive Dean of Academics and Student Services. Faculty and staff are required to support approved accommodations.
- Faculty will be notified of approved accommodations through a written letter from the Executive Dean of Academics and Student Services outlining the student’s accommodations based upon their eligibility under ADA and Section 504.
- A student who believes that the approved accommodations have not been provided appropriately is encouraged to schedule a meeting with the Executive Dean of Academics and Student Services to explore the matter and identify a resolution (see also Student Appeal).

Reasonable Accommodations

- The reasonable accommodations selected will be based on the student’s need supported by documentation and the College’s ability to reasonably accommodate the disability without undue hardship.
- Examples of potential reasonable accommodations for students might include, but not limited to:
 - Classroom accessibility
 - Alternative testing formats
 - Test taking accommodations
 - Tape recording of class
 - Reasonable equipment modification
 - Preferential seating
 - Large print materials
- Granted accommodations are not effective retroactively so that students will not be able to re-do assignments or retake exams before they asked for and received accommodations.

Disability-Related Services Different Between College and High School

HIGH SCHOOL ACCOMMODATIONS AND SERVICES	COLLEGE ACCOMMODATIONS AND SERVICES
Public schools provide non-academic personal service	The college has no obligation to provide services of a personal nature
Appropriate services are provided by the school health service	The student meets with the Dean of Student Services to discuss the disability and accommodations needed
Teachers and parents actively remind the student of responsibilities and assist in setting priorities	The student interview and supporting information provided by the student is used to determine the eligibility for accommodations
Parental care, guidance and involvement in the educational program is expected	If the student is qualified, the institution must determine whether a reasonable accommodation is possible
Teacher and parents usually decide what the student is involved in, including extracurricular activities	Work with the student to identify appropriate accommodations
“Efforts counts.” Courses and/or expectations are usually structured to reward a “good faith effort	Make reasonable adjustments in teaching methods which do not alter the essential content of a course or program
Subjects may be waived for a student before graduation, if they were specifically related to the student’s disability	Occasionally course substitutions may be possible; waivers are not possible

Reassessment and Review

- At the beginning of each semester in which the student is enrolled, the student and the Dean of Student Services will reassess the accommodation plan.

- Student will be entitled to reasonable accommodations until they are determined ineligible through the periodic re-evaluation process.

Denial of Accommodation

- St. Luke's College reserves the right to deny services or accommodations in the event documentation does not comply with the criteria of the ADA or Section 504, or documentation is out-of-date or incomplete.
- If the student submits documentation that does not support or prove the existence of a disability or the need for an accommodation, the student will be so advised. Student may be given the opportunity to supplement the initial documentation with further documentation from a qualified professional.
- St. Luke's College is not required to provide an accommodation that compromises the essential requirements of a course or a program, imposes an undue financial burden based on St. Luke's College overall institutional budget, or poses a threat to the health or safety of the student or others.
- If the student refuses to consent to the Executive Dean of Academics and Student Services determining whether the student has a qualified disability, student will not be considered disabled.

Student Appeal

- A student who disagrees with the determination of eligibility or accommodation made by the Executive Dean of Academics and Student Services is encouraged to schedule a meeting with the Dean to explore other options or resolve the matter informally.
- A student who disputes the determination by the Executive Dean of Academics and Student Services regarding the existence of a disability or denial of any accommodation may file a written complaint with the President within thirty (30) days of the date of the Executive Dean of Academics and Student Services determination. The decision of the President shall be final.

Temporary Disabilities

- St. Luke's College recognizes that individuals with temporarily disabling conditions that are the result of injuries, surgery, or short-term medical conditions may need access to services and resources similar to individuals with permanent disabilities. Examples of temporary disabilities include, but are not limited to, broken limbs, hand injuries, or short-term impairments following surgery or medical treatment.
- To receive accommodations for a temporary disability, the student must contact the Dean of Student Services and provide the appropriate documentation to him/her. The documentation must indicate the type of disability, severity, limitations, prognosis, and estimated duration of the disabling condition.
- Documentation must be recent enough to identify current limitations. Additional documentation may be requested to verify continued services after that estimated duration of the condition has expired.
- The Executive Dean of Academics and Student Services will work with the student to determine the appropriate accommodations and to discuss the process. In situations where accommodations are needed immediately but documentation may not yet be available, the Executive Dean of Academics and Student Services will make every effort to work with the student to provide accommodations.

Financial Aid Code of Conduct

Iowa Code Section 261F.2 and Title 34 of the Code of Federal Regulations, Section 601.21, require the development, administration, and enforcement of a code of conduct governing educational loan activities. Our officers, employees, trustees, and agents, including the alumni association, booster club, and other organizations associated with St. Luke's College, agree to the provision of this Code of Conduct, and will refrain from:

- Refusing to certify or delaying the certification of an education loan based on a borrower's choice of lender.
- Assigning a first-time borrower to a particular private education loan lender through the student's financial aid award or other means.
- Packaging a private education loan in a student's financial aid award, except when the student is ineligible for

other financial aid, has exhausted his/her federal student aid eligibility, has not filed a Free Application for Federal Student Aid, or refuses to apply for a federal student loan.

- Accepting impermissible gifts, goods, or services from a lender, lender servicer, or guarantor. The institution may accept default prevention, financial literacy, or student aid-related educational services or materials, or other items of a nominal value.
- Accepting philanthropic contributions from a lender, lender servicer, or guarantor that are related to the educational loans provided by the entity that is making the contribution.
- Serving on or otherwise participating as a member of an advisory council for a lender, lender affiliate, or lender servicer.
- Accepting from a lender or its affiliate any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or other contract to provide education loan-related service to or on behalf of the lender.
- Accepting fees or other benefits in exchange for endorsing a lender or the lender's loan products.
- Requesting or accepting an offer of funds for private education loans from a lender, in exchange for our promise to provide the lender with placement on a preferred lender list, or a certain number of volumes of private education loans.

This institution is committed to providing the information and resources necessary to help every student achieve educational success. To accomplish this goal the financial aid staff will consider each student's individual needs.

A comprehensive Code of Conduct detailing permissible and impermissible activities has been provided to all of our officers, employees, and agents. You may review the detailed Code of Conduct on our website at www.stlukescollege.edu

Financial Aid Programs

The following programs are available to all students who complete the Free Application for Federal Student Aid (FAFSA) and meet the established criteria for each program. Each of these financial aid programs may be disbursed on the student's tuition account in two equal installments and may require additional paperwork to receive funds.

Federal Financial Aid Programs

Federal Pell Grant-based on financial need

Federal Pell grants are awarded to high need undergraduate students. Award is based on the student's enrollment status. Students enrolled less than half time may be eligible. Up to \$7395 per year.

Federal Supplemental Educational Opportunity Grant (SEOG) -based on financial need

Federal Supplemental Education Opportunity Grants are awarded to students that qualify for the Federal Pell Grant. Awards range from \$350-\$700.

Federal College Work-study Program (CWSP)-based on financial need

Federal College Work-study Program provides part time jobs during the academic year. These jobs are on the college campus. Salary will begin at the federal minimum wage. A maximum award will be listed on the award letter. An additional application is required. Students may be interviewed for available positions. Awards range from \$750-\$1500

Federal Nursing Student Loan (NSL)-based on financial need

Federal Nursing Student Loans are awarded to students based on financial need and enrollment in the nursing program. Students must be enrolled at least half time (6 credits) to be eligible. The interest rate is 5%. Repayment begins nine months after enrollment ceases. An additional promissory note must be completed prior to receiving the funds.

Federal Direct Subsidized Loan-based on financial need

Federal Direct Subsidized Loans are awarded to students based on financial need. Students must be enrolled at least half

time (6 credits) to be eligible. Funds from this program are borrowed through the U.S. Department of Education. Interest is paid by the U.S. Department of Education for the student as long as they are enrolled at least half time. Interest rate for loans first disbursed between July 1, 2022 and June 30, 2023 is 4.99%. Loans disbursed between October 1, 2022 and September 30, 2023 the origination fee is 1.057%.

Student eligibility will be listed on the award letter. The annual loan maximums are \$3500 for 1st year students, \$4500 for 2nd year students and \$5500 for each year in the bachelor's degree programs. Additional paperwork is required.

****For any student that is a new borrower on/after July 1, 2013 a 150% limitation is in effect. A student who is eligible for a subsidized loan will reach their loan limit at 150% of the program. Once a student has reached their 150% limitation, their interest subsidy loan limit will end on all outstanding loans that were disbursed after July 1, 2013, and interest will begin to accrue. Students are therefore encouraged to complete undergraduate study on a timely basis.**

Federal Direct Unsubsidized Loan Program-not based on financial need

Federal Direct Unsubsidized Loans are awarded to students that do not demonstrate financial need. The student is responsible for the interest on the loan. Interest statements will be sent to the student providing the opportunity to pay the interest. If interest payments are not made the interest will capitalize, therefore the student is encouraged to pay the interest. Interest rate for loans first disbursed between July 1, 2022 and June 30, 2023 is 4.99%. Loans disbursed between October 1, 2022 and September 30, 2023 the origination fee is 1.057%. Students are awarded a base Unsubsidized Stafford Loan of \$2000 in addition to the Subsidized Stafford Loan. Independent students or students of parents that were denied a Parent Plus Loan may borrow up to an additional \$4000 in the associate degree programs and \$5000 in the bachelor's degree program. Additional paperwork is required.

Federal Direct Parent Plus Loan-not based on financial need

A Federal Direct Parent Plus Loan is a Loan to help parents pay for their dependent student's education. The student must be enrolled at least half time (6 credits) to be eligible. The loan is in the parent's name and based on credit history. Interest accrues starting at the disbursement of the loan, but it can be deferred if the borrower qualifies. Maximum loan limits are determined by the cost of education minus financial aid. Any borrower with adverse credit history may be denied the PLUS loan. The student may borrow an additional Unsubsidized loan upon denial of the PLUS loan. Interest rate for loans first disbursed between July 1, 2022 and prior to June 30, 2023 is 7.54%. loans disbursed between October 1, 2022 and September 30, 2023 the origination fee is 4.228%. additional paperwork is required.

****For more information on Federal Direct Loans please visit the direct loan <https://studentaid.gov>**

State of Iowa Financial Aid Programs

For more information regarding the State of Iowa financial aid programs please visit www.iowacollegeaid.gov

Iowa Tuition Grant-based on financial need

The Iowa Tuition Grant Program is available to students that are residents of the State of Iowa, file the FAFSA by July 1, enroll in at least three credit hours at a private institution in Iowa and have financial need. Full time maximum award is \$7500. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa Student Aid Commission has the authority to administratively reduce the maximum award to an amount less than the statutory maximum.

Iowa National Guard Education Assistance Grants-not based on financial need

The General Assembly appropriates funding to provide educational support for members of the Iowa National Guard. The Iowa Adjutant General determines eligibility.

All Iowa Opportunity Scholarship

The All-Iowa Opportunity Scholarship (AISO) is for students who do well in high school and demonstrate financial need. The maximum award is \$4983.

Karen Misjak GEAR UP Iowa Scholarship

The GEAR UP Iowa Scholarship provide awards up to \$3000 full time award for students who were part of the GEAR UP Iowa state-wide cohort. Scholarships are sent directly to the college/university that the student is attending and can be used to pay for tuition/fees, room/board, books/supplies, and personal/living expenses while in college.

Future Ready Iowa Last Dollar Scholarship

The Future Ready Iowa Last Dollar Scholarship (Last Dollar Scholarship) is a non-need based, state funded grant program for Iowans who are attending a certificate or associate degree program associated with high-demand careers. Award amounts differ based on other forms of financial aid the student may be receiving.

Healthcare Loan Repayment Program

The Healthcare Loan Repayment Program provides loan repayment to nurse educators teaching full time at eligible Iowa colleges and universities; as well as applicants who agree to practice full time as registered nurses, advanced registered nurse practitioners, and physician assistants in service commitment areas for five consecutive years and meet the requirements of the program.

Alternative Programs

Tuition Assistance for Employees of a UnityPoint Health facility

This opportunity is available to employees of UnityPoint Health to further their education. The employee must be admitted to the UnityPoint Health College program and complete an application with ASK HR to request assistance each semester of enrollment. For additional criteria please contact ASK HR.

Deferred Payment Plan

St. Luke's College offers a deferred payment plan for tuition, fees, and other authorized charges. The deferred payment plan allows a student to make payments in three equal monthly installments. The student must obtain deferred payment approval from St. Luke's Fiscal Services Department prior to the first business day of the month following the start of classes. There is a non-refundable deferred payment fee of \$15/semester. Failure to make timely payments will result in revocation of the privilege to pay in installments, and the outstanding balance becomes due immediately and will be subject to a \$20 late fee. ***Due to the short term of the Phlebotomy Program, a deferred payment plan is not available for this program.**

Alternative Loan Programs-not based on financial need

There are many Alternative Loan programs available to help cover the cost of education; however, it is suggested you exhaust all your options including St. Luke's College's no interest payment plan, savings, summer work, work study and outside scholarships before you borrow any type of alternative loan. Loan eligibility is based on the borrower's/co-borrower's creditworthiness and cost of attendance minus financial aid. Interest rates and fees vary by program. It is the student and family's responsibility to research each loan program to determine the one that best fits your need. Some things to keep in mind when researching are interest rates, fees, and repayment terms. :

RN-BSN Program Scholarship

A student employed as a registered nurse is eligible to receive a tuition discount rate based on the student's enrollment each semester, as outlined below:

- Student enrolled in 3 credit hours, or not employed, receives a 25% discount rate
- Student enrolled in 6 credit hours receives a 30% discount rate
- Student enrolled in 9 or more credit hours receives a 35% discount rate

The student must be continually enrolled in at least 6 credit hours each fall and spring semesters and at least 3 credit

hours during the summer term until graduation to be eligible to receive the discount. If a student is unable to enroll in at least 6 credit hours during the fall or spring semesters because of their plan of study, and they are in their last semester, the student will be eligible to receive the appropriate discounted rate.

If the student ceases continual enrollment they are no longer eligible to receive the discount.

Students receiving the discount should plan for reasonable tuition increases in subsequent year(s) of enrollment.

Procedure:

The College will obtain employment verification from the student

1. Financial Aid Coordinator will verify enrollment each term and award the tuition discount each semester of eligibility.
2. The award will be named “ St. Luke’s College Success Scholarship”
3. The student is responsible for payment of the remaining tuition, fees and other educational expenses according to the timelines indicated by St. Luke’s College policy.

UnityPoint Health Employee Tuition Discount

An employee of UnityPoint Health and hospitals that have management or affiliation agreements with a UnityPoint Health senior affiliate and who is employed at a 0.50 FTE or more will receive a 25% tuition discount while enrolled in the bachelor’s in health science degree completion program.

The eligible employee applicant is subject to the same admission requirements as those applied to all applicants. Any student who terminates their qualifying employment will no longer be eligible for a tuition discount.

Procedure:

1. Eligible employees must seek admission to and enroll in one of the educational programs offering a discount in tuition. The applicant must indicate on the admission application that they are employed by a qualifying UnityPoint Health affiliate.
2. Employment will be verified through the Human Resources Department of their employer each semester prior to the application of the discount.
3. The student is responsible for payment of the remaining tuition, fees, and other educational expenses according to the timelines indicated by St. Luke’s College policy.
4. The student is responsible for working with his/her UnityPoint Health affiliate Human Resource Department to apply for or obtain any additional financial aid for tuition and fees for which they may be eligible.

Students and employees receiving the discount should plan for reasonable tuition increases in subsequent year(s) of enrollment.

Loan Funds

Loan funds will be disbursed within three weeks of the first day of class as long as the student has met the eligibility requirements. The funds will be sent to the school electronically and will be credited to the student’s tuition account. Federal regulations require that all new loan borrowers participate in Entrance Loan Counseling before receiving any funds. The website for the loan counseling is www.studentloans.gov. If a student is a first-time student loan borrower, they may be required to wait 30 days before receiving loan funds.

Parent Plus Loan funds will be disbursed within three weeks of the first day of class. The funds will be sent to the school electronically and will be credited to the student’s tuition account. The parent borrower will have an option to credit all

the funds to the student tuition account or credit a portion of the amount to the student's tuition account or have the remainder returned to them to help cover education expenses. The student's tuition account must be paid in full before any funds will be returned to the borrower.

Food Allergies

St. Luke's College students, faculty and staff are invited to dine at UnityPoint Health – St. Luke's cafeteria. The cafeteria has a variety of food options available to meet all people's needs. It is suggested that if an individual has a concern of the preparation of the items of food to ask the cafeteria staff for more information.

Students may participate in the College's optional meal plan to be used in the cafeteria. The optional meal plan is designed to purchase meals, snacks, and carryout services with convenience. Please refer to the meal plan policy for more information.

In addition to the cafeteria options, the College occasionally has events when food will be brought on to campus for the campus community. The College will be considerate of individual's needs and upon request will reasonably accommodate those with food allergies.

Students, faculty, and staff with special requests due to a food allergy are strongly encouraged to make the college aware of these needs as early as possible. The individual with special food requests should contact:

Danelle Johannsen
Executive Dean of Academics and Student Services
2800 Pierce St
Sioux City, IA 51104
Danelle.johannsen@stlukescollege.edu
Phone (712) 279-3377 Fax (712) 233-8017

Gift Shop

The Glass Apple Gift Shop, located on the hospital's first floor near the main entrance, offers a wide variety of gifts. The shop is open Monday through Friday from 9:30 am to 5:00 pm and Saturdays from 9:30 am to 12:30 pm.

Meal Plan

St. Luke's College offers an optional meal plan for students. This plan allows a student to use it for meals, snacks, and even carryout services that are available through Park View Café.

Each participant will receive a card with an initial balance of \$500 and is available to the student while attending St. Luke's College. The card must be presented to the cashier at the time of purchase. The person presenting the card must be the cardholder. Remaining balances may be carried over into the next academic year. When the balance is low, students may pay additional amounts in increments of \$100.00 to extend the meal plan.

A refund is available only when a student withdraws or graduates from St. Luke's College. No refund will be issued if the balance on the card is less than \$10.00. Once a student is no longer enrolled at St. Luke's College the card will be deactivated.

Contact student Services to enroll in a meal plan.

Meals

Options for meal on the UnityPoint Health- St. Luke's campus include the Park View Café located on the lower level of the main hospital and Pierce Street Café located on the first floor in Pierce Street Surgery Center. The Park View Café offers a wide variety of hot and cold foods and beverages at the following times:

Monday - Friday (hot food served)

6:30 a.m. – 9:30 a.m.

10:45 a.m. – 1:30 p.m.

The coffee shop offers a variety of food and drink. Located within the main lobby on the hospital's first floor, the coffee shop is open every day from 7:00 a.m. to 8:00 p.m.

Meals can be purchased with cash or debit/credit card or a meal plan is available to students who desire that option. A discount on meals is given to student who wear their ID Badge.

Vending machines offering soft drinks and snacks are located on the first floor of the College.

Student Advising

An advisor is assigned to the student once the enrollment deposit is received. The advisor will be a faculty member in the program in which the student is admitted. The purpose of the advisor is to provide students with accurate information about requirements for progression, graduation, policies, and procedures. Additional purposes include assistance in effective problem solving, decision-making, time management, role transition and referral to recourses within the College and/or community to meet special needs of a student. In addition, the advisor assists students in monitoring and evaluating their educational progress and goals.

The student is required to meet with their advisor a minimum of once a semester. A student must register for the next semester courses with their advisor or designee. If a student is having academic or personal difficulties, the advisor can aid in offering suggestions and/or referring the student to appropriate resources. The advisor is the primary source or academic information and advice, encouragement, guidance, and referral. Therefore, students are encouraged to utilize this valuable resource.

Student Association

Student Association provides opportunities for students to develop leadership skills and to facilitate communication between students and the College.

Responsibilities may include:

- Coordinate student social and cultural activities.
- Encourage student participation in professional organizations and activities.
- Serve as a liaison between students, faculty, and administration relating to student concerns.
- Coordinate participation in Health System and community service activities.
- Develop student publications.
- Participation in select College Board, College Assembly, College Advisory, and/or Program Advisory meetings.

Program directors, with input from faculty and staff, select student representatives. These representatives may solicit input from students about various issues or activities throughout the year.

Convocational meetings may be held up to two times a year. The meetings are educational in nature and focus on professional, cultural, or personal issues. Attendance is required.

Student Center

Students can congregate in a variety of locations in the College building. Spaces to accommodate large groups are located in the 1st floor atrium and student services lobby, Room 202-O and 3rd floor in the nursing education area. In addition, there are smaller areas for studying throughout the college building, such as in the Student Success Center. During class days, students are encouraged to utilize these areas during breaks and for an informal study area.

Serenity Room

St. Luke's College has a dedicated room for students, faculty, and staff to use when they are in need to get away from it all and collect their thoughts. The room is designed for a person to relax, meditate, or catch their breath in their busy day. It is not intended to be used as a study space or a place for groups of students to hang out.

Individuals that use the room are encouraged to leave the room as they found it and be respectful of their time in the room as others may also need to use it. It is on open door format for all to use at their convenience. The room is located on the 3rd floor of the College in room 340.

Lactation Accommodation

St. Luke's College understands the importance and benefits of breastfeeding, such as health benefits to both mother and child; and recognizes and respects the need to accommodate lactating mothers who choose to nurse or express breast milk, without discrimination. The serenity room can also be used for new mothers for lactation. The room is equipped with electrical outlets and the door can be locked and a placard to place on the handle showing the room is occupied. A sink is located nearby.

Student Success Center

St. Luke's Success Center staff is focused on helping students succeed in their educational journey at St. Luke's College. From providing students with a hot cup of coffee on their first day of class to helping create an eye-catching resume that lands a dream job, the staff will provide support and resources needed for success. Stop by the center to check out all it has to offer, including:

- Academic Resources, such as tutoring, proctoring, study skills, test taking skills, etc.
- Computer Center with computer access
- Individual and group study areas
- Library Services
 - A collection of journals and books and expansive online databases including e-books
 - Assistance with school assignments and research papers, including:
 - Researching topics and reference sources
 - APA format information and proof-reading
 - General writing assistance
 - Assistance with basic software programs required for class work, including Microsoft Word, Microsoft Power Point and other
- Resume writing and job interview skills
- Free coffee and hot chocolate, plus treats during holidays, finals week, and "just because"

To increase the access to information, St. Luke's College shares resources and access with other Sioux City libraries, including Western Iowa Tech Community College, Morningside University, Briar Cliff University, the Sioux City Public Library, the Sioux City Community School District libraries, and the MercyOne Medical Center Library. Those libraries will honor a current St. Luke's nametag along with a driver's license. With certain restrictions, students can check out books and use library services.

Applying for privileges at any library involves agreeing to pay for lost or damaged library materials. St. Luke's College will assist those cooperating libraries in recovering materials lost or damaged by our employees or students. St. Luke's Student Success Center reserves the right to revoke borrowing privileges for any employee or student who abuses those privileges.

Student Success Center and Computer Center hours

The Student Success Center and Computer Center are open 6:00 am – 8:00 pm via FOB access.

Reference Books

Certain materials kept permanently in the Student Success Center are not available for regular checkout by patrons but may be used at the center during regular hours. Those materials are shelved in the Reference Section.

Locating Journal Articles

St. Luke's Student Success Center staff is available to help navigate center resources and online journals to identify and access articles as needed.

Journal articles can be researched and accessed using a variety of subscription indexes. Databases are available via the internet with a user I.D. and password (available at the Student Success Center; check with Success Center staff for off-site log-in information).

EBSCO provides access to databases and hundreds of thousands of articles via EBSCOhost. Users may choose from a variety of search criteria. Most articles not retrievable in full text through this tool can be retrieved by contacting the Success Center staff. EBSCO databases include the following:

The Cumulative Index to Nursing and Allied Health Literature (CINAHL) is a standard nursing and allied health index and a good starting point for medical searches for students from all St. Luke's College disciplines of study. A CINAHL search results in a list of citations to journal articles as well as some full-text articles.

General education topics like ethics, psychology, and English are best searched in Academic Search Elite. AcademicSearch Elite contains full text for more than 2,100 journals.

MEDLINE Complete provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. Full text for over 1,800 journals are indexed in MEDLINE.

Academic Search Elite provides information for general education topics like ethics, psychology, and English. . Academic Search Elite contains full text for more than 2,100 journals.

Three full text e-book collections are also available via EBSCO covering all areas of the medical field including clinicals.

Interlibrary Loan

If a journal is not available at St. Luke's College, students can use interlibrary loan. There is a \$2.00 charge for each article requested by interlibrary loan, payable at the time of request to obtain journal articles not available at St. Luke's College Student Success Center. See a Success Center staff member for details.

Holdings

The Student Success Center collects materials for use by students at St. Luke's College and employees of UnityPoint Health. Those materials appropriate and necessary for student use are selected by each department. Suggestions may be brought to any Success Center staff members.

Most books can be checked out for three weeks. The Student Success Center staff asks that all books and videos are returned to the Success Center on or before their due date. While no fines are assessed, students will be billed for any materials checked out and not returned.

Books

St. Luke's College book collection is arranged according to a blend of the National Library of Medicine and Library of Congress classification system. To identify books available on a subject or by title and author, use the online catalog available at <https://www.stlukescollege.edu/librarybookstore.aspx>

St. Luke's College complies with the UnityPoint Health System copyright policy, number 1.LL.3. For detailed information, the policy is available on St. Luke's Intranet or by request from St. Luke's College Student Success Center.

Copy Machine

A copy machine is available in the Student Success Center. Students may make copies for school-related purposes at no charge.

Copyright Infringement

Penalties for violating Federal copyright laws may include but are not limited to restitution and damage fees or criminal charges. For more detailed information, please see chapter 5 of Title 17, US Code, Copyright Law of the United States, available online at www.copyright.gov request from the Student Success Center.

Disciplinary action will be taken against a student who uses St. Luke's College's information technology system to distribute copyright materials without authorization. Please refer to the Disciplinary Action Policy.

Student Health Program

Availability of Services

Located in the Student Services Suite, 1st floor of the College building, (712) 279-3149. Available hours will be posted each semester.

If medical assistance is needed outside of these hours, please see your regular physician or visit

UnityPoint Health Urgent Care
Sunnybrook Medical Plaza
5885 Sunnybrook Drive
Sioux City, IA 51104
(712) 266-2760

Monday-Friday	9:00 am-8:00pm
Saturday-Sunday	8:00am-6:00pm

Payment is required at the time of a visit.

Student Health Nurse Services

(Prices are subject to change)

TB testing and interpretation \$13.00

Vaccinations:

Influenza	\$21/injection
MMR	\$72/injection
Tetanus/DT	\$32/injection
Tdap/Adacel	\$45/injection
Hepatitis B	\$60/injection

Titers drawn for:

Hepatitis B	\$70/test
MMR	\$120/test
Varicella	\$83/test
T Spot	\$96/test

(no need to fast before any titer draw)

- General Health Information and Care

- Drug Testing (Respiratory Care Students)
- Wellness Information and screenings
- Blood Borne Pathogen Exposure Procedure

if you have any exposure incident while attending clinicals:

- Wash the area of exposure (skin) with soap and water or (mucus membrane) irrigate/flush with water.
- Notify instructor as soon as possible.
- Contact Student Health during office hours or UnityPoint Health – St. Luke’s Employee Health during office hours immediately.

Personal Health Conditions

Absence from class or clinical related to a health condition may require evaluation by the nurse. In some instances, you may be required to present medical clearance to attend class/clinical. (See above for available providers). If the nurse is unavailable, speak to your instructor for further direction.

The Student Health Nurse will be available on a part-time basis, Monday – Friday to assist students with health problems. The Student Health Nurse can be contacted through (712) 279-3149.

The Student Health Nurse will refer students for treatment of acute illnesses or injuries while in school. Students wishing to see their personal physician should make their own arrangements.

Emergency services are available through UnityPoint Health – St. Luke’s Emergency/Outpatient Department as appropriate.

My UnityPoint Nurse is a service that students can access by going to <https://www.unitypoint.org/my-nurse.aspx> or calling 1-877-224-4430. The purpose is to provide after hour support to answer health-related questions.

UnityPoint Virtual Care is a service that students can access by creating an account at www.unitypoint.org/clinics/virtual-care.aspx. The purpose is to provide 24/7 urgent care, behavior health counseling, breastfeeding support, and nutritional counseling by virtual care providers. The virtual visits are confidential, and fees vary based on the type of services requested.

Laboratory tests can be done at UnityPoint Health – St. Luke’s on an outpatient basis. The student is responsible for the charges.

Confidentiality

Student health records will be compiled and stored assuring maintenance of confidentiality. Persons having access to health records will include the Student Health Nurse, Students Services staff members, Program Director President of the College, and the Employee Health Nurse of UnityPoint Health – St. Luke’s.

If a student is unable to maintain adequate health standards, current and previous health records may be reviewed by The Program Director the Student Health Nurse to determine the student’s ability to continue in school.

Health records are scanned and assessable to students during enrollment and post enrollment via the student portal.

To ensure the safety of the patient and the students, all students are responsible to complete a Student Health Medical Record Packet. These packets are mailed to the student after acceptance to the College. The packet must be completed and returned to Student Health. Students will be ineligible to participate in a clinical or classroom experience until these requirements are met.

Online students (students enrolled in online programs who will not attend class on campus at any time) are not required to complete the St. Luke's College health requirements but are advised that they must abide by clinical or agency health requirements for preceptorships.

Documentation of the following immunizations must be submitted to Student Health.

Immunizations	Requirement	Documentation
Chicken Pox*	<ol style="list-style-type: none"> 1. Positive Blood Test for varicella zoster antibody IgG or 2. Two varicella vaccines at least 30 days apart 	<p>Attach record of positive IgG test results or</p> <p>Attach copy of official record of two varicella vaccines</p>
Tetanus, Diphtheria, Pertussis	<ol style="list-style-type: none"> 1. Adults 19 through 64 should receive a single dose of Tdap if they have not previously received Tdap. Otherwise, TD boosters are recommended at 10yr. intervals. 	<p>Attach a copy of official record of Tdap vaccine.</p>
Measles, Mumps, Rubella (MMR)**	<ol style="list-style-type: none"> 1. Two MMR vaccines or 2. Positive blood test for measles, mumps, and rubella titer 	<p>Attach a copy of official record two MMR vaccines or</p> <p>Attach record of positive measles, mumps, and rubella titer results</p>
Tuberculin Skin Test	<ol style="list-style-type: none"> 1. Negative blood test i.e. Gold QuantiFERON or T-Spot in the last 12 months or 2. Record of two negative TB skin tests by the Mantoux method in the past 12 months.*** The second TB skin test must be completed before the first day of class at St. Luke's College 3. If there is a history of a positive Mantoux skin test, provide chest x-ray results within the last 12 months and documentation of medical treatment for TB 	<p>Attach record of negative blood test</p> <p>Attach records of two negative skin test for TB (Mantoux)</p> <p>Attach official report of chest x-ray and record from health care provider confirming treatment of TB</p>
Hepatitis B	<ol style="list-style-type: none"> 1. Hepatitis B series (3) and positive blood test titer results REQUIRED for all Respiratory Care students. 2. Highly recommended for all other programs 3. Complete and sign waiver/consent form 	<p>Attach copy of official record of the Hepatitis B series or positive titer results.</p>
COVID – 19 Vaccine	<p>Required for clinical experience</p>	<p>Provide official documentation of receiving the COVID – 19 vaccine or</p>

		received an exemption as required per clinical agency
Seasonal Flu Vaccine	Required for class and clinical experience.	Provide official documentation of receiving the flu vaccine other than at St. Luke's College or receive an exemption per clinical agency

*If receiving the MMR or Varicella vaccine, no other vaccine (including TB skin tests) for 28 days

**If receiving the MMR, female students should not be pregnant, and they should take precautions to avoid becoming pregnant for 90 days following the vaccination.

Student Responsibilities

- All students are encouraged to obtain health insurance coverage.
- Students are required to submit the completed Student Health Medical Records packet (including the required immunizations) to the Student Health Nurse on or before the first day of class.
- A student will not be allowed to attend clinical or classroom experiences until all required health records are submitted.
- Students with ongoing health problems, which require medical supervision, will need to provide progress reports at the discretion of the Student Health Nurse.
- Students are responsible for notifying appropriate instructors of health conditions which may endanger patients or others, or which may interfere with performance in the class or clinical assignment.
- All health care charges including physical examination, Outpatient/Emergency Department fees, treatments, medical supplies, medication, lab tests, x-rays, consulting, and referral physician fees are the responsibility of the student.
- If a student is hospitalized and/or has a major health problem or injury, the student must contact the Student Health Nurse. If the Student Health Nurse is not available, call (712) 279-3149. The student will be required to present a written verification of health status from the attending physician following hospitalization before returning to class or clinical experiences.
- When injured on hospital or school premises, students need to complete a hospital variance report within 24 hours. A copy of this report will be filed with the Student Health Nurse.
- All expenses incurred for exposures or injury are responsibility of the student.
- The College highly recommends that students receive the hepatitis B series and have a titer drawn. Hepatitis B vaccinations are at the student's expense. If a student chooses not to receive the vaccination series, a waiver must be signed.

Student Identification Badge

An identification badge is issued to all St. Luke's College students. This badge provides identification and/or access to patient care areas, skills lab, and check-out privileges from the Student Success Center and a meal discount at the cafeteria.

Students can gain limited access to the college building after hours. This access will allow students into the Student Success Center, Computer Center and study areas.

If a student misplaces this ID badge please contact Human Resources for a replacement badge at a nominal fee.

The ID badge must be turned in to Student Services at the time of graduation, withdrawal, or dismissal.

Student Portal

Students are assigned usernames and passwords to gain access to the St. Luke's College Portal. This portal will provide specific information to students regarding class schedules, unofficial transcripts, billing statements, financial aid awards, etc. the portal is located at www.stlukescollege.edu

Students are responsible to view their own information in the portal such as outstanding documents needed by the College under Document Tracking, assess their tuition bill by selection My Ledger for any outstanding balance, and/or update their contact information to ensure they receive emergency notifications.

Student Responsibilities Regarding Financial Aid

It is the responsibility of the student to apply for financial aid by completing the Free Application of Federal Student Aid (FAFSA) each year.

When requested to do so, the student must provide information, documentation, forms, and signed award letters in a timely manner. Failure to follow through with such requests will result in the delay in the financial aid process.

Students requesting a revision or re-evaluation of their analysis of need are required to submit a signed, written statement explaining reasons for the request and provide supporting documentation. This information will be reviewed only when available in writing.

Awards are based on full time enrollment for a full academic year. Adjustments will be made for less than fulltime attendance, changes in student eligibility, or changes in enrollment period.

All financial aid from off-campus sources must be reported to the Financial Aid Office. Failure to do so can result in loss of other aid.

In order to be eligible to receive financial aid, a student must maintain satisfactory academic progress as identified by established College policy.

If a Federal Direct Stafford Loan is awarded, the student must determine if the loan is needed. The amount to borrow cannot exceed the maximum amount listed on the award letter. If the student does wish to borrow the Stafford Loan, a loan request form must be completed. This loan request form can be obtained through the financial aid office. Failure to apply for a Stanford Loan does not result in an increase in grant awards.

If a Nursing Student Loan (NSL) is awarded, the student must determine if the loan is needed. The amount to borrow cannot exceed the maximum amount listed on the award letter. If the student does wish to borrow through the NSL program, a promissory note must be completed. This promissory note can be obtained through Student Services. Failure to apply for a Nursing Student Loan will not result in an increase in grant awards.

The student will complete all necessary loan counseling prior to receiving funds and/or graduating. C

Throughout the year, organizations offer scholarships of varying amounts to the students at St. Luke's College. It is the student's responsibility to complete applications by the deadline. A College committee evaluates and selects eligible students for St. Luke's College scholarships according to specific criteria.

Students are responsible to report all scholarships and grant funds, which are in excess of amounts used for payment of tuition, fees, books, supplies, and equipment, as taxable income for U.S. income tax purposes.

Graduation requirements include meeting all financial obligations to the College. All grades and transcripts will be withheld, and the student records sealed until the student's account is paid in full.

Title IV Drug Conviction

Students Convicted of Possession or Sale of Drugs

A federal or state drug conviction can disqualify a student for financial aid. Convictions only count against financial aid if they were for an offense that occurred during a period of enrollment for which the student was receiving federal

financial aid they do not count if the offense was not during such a period. If a conviction was reversed, set aside, removed, or occurred while the student was a juvenile it does not make the student ineligible.

The chart below illustrates the period of ineligibility for financial aid, depending on whether the conviction was for sale or possession and whether the student had previous offenses. A conviction for sale of drugs includes convictions for conspiring to sell drugs.

	Possession of illegal drugs	Sale of illegal drugs
1 st offense	1 year from date of conviction	2 years from date of conviction
2 nd offense	2 years from date of conviction	Indefinite period
3+ offenses	Indefinite period	

A student regains eligibility the day after the period of ineligibility ends or when they successfully complete a qualified drug rehabilitation program.

Students denied eligibility for an indefinite period can regain it only after successfully completing a rehabilitation program described below; or if a conviction is reversed, set aside, or removed from the student’s record so that fewer than two convictions for sale or three convictions for possession remain on the record; or successfully completing two unannounced drug tests which are part of a rehab program. In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. It is the student’s responsibility to certify to the financial aid office that they have successfully completed the rehabilitation program.

Standards for a Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from federal, state, or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

Vending Machines and ATM Services

Vending machines are located in the College lobby and on each floor of the hospital. An ATM machine is in the dining room of the Park View Café.

Wellness

St. Luke’s College encourage students, faculty, and staff to maintain a healthy lifestyle. The College has partnered with area fitness clubs to offer discounted membership prices. The Norm Waitt, Sr YMCA and Four Seasons Health Club offer our students and faculty many services and benefits to help reduce stress and live a healthy lifestyle.

Wireless Internet Access

St. Luke’s College has wireless services available for its students and visitors. Wireless service is also available to patients and visitors of the hospital. To access the network, “UnityPoint Guest Wi-Fi,” utilize one of the following Wi-Fi networks

UnityPoint Guest Wi-Fi

UnityPoint Student

UnityPoint Mobile

Please contact the Education Technology Specialist if assistance is needed accessing a network.

Clinical Requirements

B.L.S Certification for Students

All associate degree and accelerated bachelor degree students are required to have Health Care Provider BLS certification through the American Heart Association prior to the start of clinical courses.

- Certification/recertification of BLS is the responsibility of the student.
- Courses may be offered through St. Luke's College at a reduced student rate.
- Student's BLS certification will be reviewed at the beginning of each academic year. Students must submit a copy of their certification card for documentation.
- BLS certification is valid for 2 years. Certification must be renewed by the end of the month in which the card was issued. There is NO grace period. Please contact the Student Services Department for exact dates.
- Students without a current BLS card will not be able to attend clinical until BLS certification is obtained. Any missed clinical days due to lack of BLS certification must be made up. This will be scheduled at the discretion of the instructor and the cost will be assumed by the student.

Clinical Affiliates

Students may be scheduled to participate in learning experiences at a variety of clinical locations including clinical affiliates outside of UnityPoint Health – St. Luke's. The terms of contracts with clinical affiliates may include additional requirements for eligibility. These requirements include, but are not limited to:

- Drug test
- Additional background checks
- Additional health screen and immunizations

The program director will inform students of these requirements. Any cost associated with fulfilling these requirements may be at the responsibility of the student.

Confidentiality of Patient and Health System Information

Students at St. Luke's College will comply with the confidentiality of Patient and Health System Information policy of UnityPoint Health – St. Luke's. Students should assume the word "employee" should be exchanged with "student" at it pertains throughout the policy which states:

All information regarding patient is legally and ethically considered privileged information. This information is not to be disclosed or used in any way other than as needed for treatment of the patient. Accidental or intentional disclosure, modification or destruction of patient information can result in legal action and/or loss of community credibility, reputation, and business or as directed by HIPAA regulations. This confidentiality of patient information continues to exist when the patient also happens to be a co-worker or physician.

Information related to patient and health care is to be treated in a confidential manner. Employees who are contacted by representatives of the media concerning any proprietary, technological, health care and/or patient information, must refer such calls to the Marketing Communications Manager who shall then be responsible for coordinating appropriate responses to such inquiries.

Failure to maintain security procedures for handling confidential information is considered a misconduct and a gross violation can result in immediate termination/dismissal.

As part of our ongoing compliance program random audits for appropriate access to patient information will be conducted by the Privacy Officer. Potential inappropriate access will be reviewed by the manager and department director for employee or student involved in potential inappropriate access. Such inappropriate access can involve disciplinary action including verbal or written warning, suspension, or immediate termination.

The following procedures are to be followed when a violation of confidentiality is discovered:

- When a violation of confidentiality is discovered, it is to be reported to the appropriate department director/manager. The department director/manager will notify the Human Resource Department if this involves an employee.
- The department director/manager is responsible for investigating the circumstances surrounding the violation. Areas to be investigated shall include, but not limited to, the following
 - Determining whether the violation was intentional or accidental.
 - The impact upon the UnityPoint Health System – St. Luke’s (includes public confidence as well as financial impact).
 - The employee’s or student’s history or previous violations
- The department director/manager will review the results of the investigation with a representative of the Human Resource Department prior to any disciplinary action being taken.

Privacy Audits

- Random privacy audits will be conducted on a routine basis by the Privacy Officer and results reported quarterly to the Compliance Officer.
- Potential inappropriate access identified on the audits will be reported to the Manager and Department Director of the employee involved in the access and investigation of the access will be conducted.
- Manager and Department Director will report back to Privacy Officer the findings of their investigation.
- In the event inappropriate access is confirmed, the manager and/or Department Director will involve the Human Resource Director in plan for disciplinary action. Privacy Officer will also notify Human Resource Director of confirmed Privacy violation.
- Employees and students are responsible for all accesses made under their respective computer codes. In the event the employee or student denies entering the record, they will be held accountable for the entries made under their code.
- Disciplinary action will be determined with the assistance of Human Resources. General guidelines for disciplinary action could include:
 - **Confirmed inappropriate access**- written warning to include possible immediate termination for future inappropriate access AND one to three days suspension.
 - **Probably inappropriate access**- (this may include access made with employee code, but employee denies access & no previous incidents of inappropriate access.) Written warning to include possible immediate termination for future inappropriate access.
 - **Repeat inappropriate access**-termination.

Dress Code

St. Luke’s College’s faculty, staff and students must follow the Professional Appearance policy of the Medical Center when in patient care areas. The policy is available upon request in Student Services.

The purpose of a dress code is to provide guidelines for students so that they may optimally reflect professional standards in their appearance. An appearance that is clean, neat, and professional is required in all clinical settings and college related to activities. A general approach of moderation and good taste should serve as a basis for choices.

Students must adhere to the College and their program of study dress code policies when in uniform for clinical experiences and when representing the College. Other dress code requirements are at the discretion of the faculty. Students should review course/clinical materials for requirements and essential equipment needed for specific clinical settings.

Clinical uniform will consist of the following (no embroidery or adornment will be allowed on items unless approved by the program director):

- Solid Royal blue scrub pant and shirt
- Clean, closed toe/closed heel shoe
- Socks must be worn
- White lab coat/jacket
- UnityPoint Health – St. Luke’s Identification Badge

Health, Drug, and Background Screen

- An increasing number of health care facilities nationwide are requesting the most current information on a student’s health status prior to a clinical rotation in their facility. This can include immunization records, physical health records, mandatory training records, drug testing results, and background check results. Incomplete immunization records, incomplete training, failure to pass required background checks and/or failure to pass drug testing could result in a ban from participation in clinical rotations and thus preventing graduation.
- All clinical sites require immunization, physical health, and mandatory training records. Newly accepted students or currently enrolled students assigned to clinical sites requesting drug testing and/or background testing will be advised of such a requirement before the onset of the semester. Such students will be required to comply with the testing by a deadline specified by the program director.
- St. Luke’s College utilizes several third-party services to conduct required criminal background checks and drug testing. All costs associated with these services may be at the responsibility of the student.
- All students are required to furnish written documentation of their immunization records to the Student Health Nurse. For detailed requirements please see the Student Health section of the handbook or contact the Student Health Nurse. Failure to provide documentation results in the inability to enroll and/or continue enrollment.
- St. Luke’s College highly recommends that students receive the hepatitis B series and have a titer drawn. Students must receive either the hepatitis B vaccination series or sign a waiver declining the vaccination.
- Requirements are subject to change.

Infectious Disease Statement

The student and patient may be at risk for exposure to infectious disease due to the nature of the health care profession. The risk of transmission of infectious disease to the student and patient will be minimized by the implementation of standard precaution in every clinical setting.

A student or patient with a compromised immune system may be at an increased risk of acquiring an infectious disease. The ill student may be removed from the clinical setting at the discretion of the clinical faculty; students may also be referred to Student Health.

Students will follow the infection control policies of the clinical agency. These policies are subject to change.

Insurance Coverage

During approved clinical rotations, students are covered with professional liability insurance as long as they are acting within the scope of their responsibilities. However, personal health insurance is recommended.

Mandatory In-services

Students are required to attend mandatory in-service (face to face at orientation, online training modules, classroom setting, etc.) on topic such as:

- HIPAA (Health Insurance Portability and Accountability Act)/Compliance
- Mandatory Abuse Reporting
- Fire/Safety/Security/Communications
- Hazardous Materials
- Infection Control/Bloodborne Pathogen/TB

- Diversity
- Harassment
- Title IX
- Information Security
- Security Awareness
- FOCUS Values and Standards of Behavior
- Patient Experience and AIDET
- St. Luke's College Orientation and Handbook
- St. Luke's electronic medical record keeping system training
- Other training that is determined mandatory by UnityPoint Health – St. Luke's and/or St. Luke's College
- Students that do not complete mandatory in-service requirements by indicated deadline will be ineligible to attend class or clinical until requirements have been completed.

Transportation

- Students are responsible for providing their own transportation to and from all assigned educational experiences.
- City bus service is available for transport to most in-town clinical sites.
- All enrolled students will have some out-of-town clinical rotations at some time in their program of study. This will involve out of town and may require some overnight stays.
- The cost of travel and/or lodging is the student's responsibility.

Variance Report Instructions

- A Variance Report is to be completed by the student and instructor on any incident involving the student. These incidents could also include involvement with patient, employee, or visitor, for such things as needle sticks, medication error, bloodborne pathogen exposure, falls, etc. or unusual occurrence (i.e., fire hazard, loss, or breakage of expensive equipment).

Safety Policies and Procedures

Campus Security/Crime Prevention Service

The Safety and Security Department shall inform students and staff regarding any necessary security issues as they occur. After business hours, an FOB System will be activated in the College building and students will have to gain access to the building with a faculty and/or staff member.

Safety Tips

Students at St. Luke's College have rights and responsibilities regarding prevention of and protection from criminal offenses. To maintain campus safety and security the following safety tips are recommended:

- Avoid walking alone, especially after dark.
- Never go places with strangers.
- Avoid high-risk locations, use regular walkways and well-lighted areas.
- Campus security is available to accompany you to your vehicle. If you are alone or unsure of your safety, dial "0" and ask for security or dial 3911.
- Never leave locked building doors propped open.
- Identify all items of importance with name and an identification number.
- Always report criminal or suspicious activity to campus security immediately. (Ext. 3615 or "0")
- If you experience safety concerns off campus, please dial 911.

Reporting of Suspicious Persons and/or Activity and Crime on Campus

If you observe suspicious persons, activity and/or crime, notify Security immediately by calling the hospital operator "0" and request Security right away or by contacting Matt Max, Manager of Safety and Security. Security will follow-up, report and summon the Sioux City Police Department if the situation so warrants.

Security and Police Department Response

Security Surveillance of the campus is maintained 24 hours a day. Security officers tour all areas and are alert for suspicious persons, activity, and crime. Security has the authority to detain and/or physically interview those posing threat to property, life, body, or limb while on campus. Security maintains a routine and emergency related working relationship with local, state, and federal law enforcement agencies. Security is capable of summoning the Sioux City Police Department by a hand-held two-way radio through the hospital operator. All incidents of crime shall be followed up with the Police Department and documentation thereof maintained.

Campus Crime Log

The College is required to maintain a daily crime log containing the following information: 1) the nature, date, time, and general location of each crime, and 2) the disposition of the complaint (if known). This log must be available for public inspection within two business days of the initial incident report unless such disclosure (or parts of) is prohibited by law or would jeopardize the confidentiality of the victim or the conduct of an investigation cause a suspect to flee or evade detection, or result in the destruction of evidence. Upon the elimination of these conditions, such information would again be available for public inspection. Logs are maintained by UnityPoint Health – St. Luke's Security department and may be viewed during regular business hours.

Crime Statistics

The following criminal occurrences were reported by law enforcement and Campus Security. The statistics are presented in accordance with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092).

Crime Statistics Reporting									
Offense	On-Campus Property			Non-Campus Property			Public Property		
Year	2021	2020	2019	2021	2020	2019	2021	2020	2019
Murder/Non-Negligence Manslaughter	0	0	0	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0	0	0
Fondling	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0
Burglary	0	4	3	0	0	0	0	2	2
Robbery	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0
Arrest-Liquor Law Violation	0	2	0	0	0	0	0	1	0
Arrest-Drug Abuse Violation	0	3	1	25	11	0	2	1	0
Arrest-Weapon Violation	0	0	0	1	1	0	0	0	0
Disciplinary Referral - Liquor Law Violation	0	0	0	0	0	0	0	0	0
Disciplinary Referral-Drug abuse	0	0	0	0	0	0	0	0	0
Disciplinary Referral-Weapon Violation	0	0	0	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0

No Hate Crimes have been reported.

Definitions of Demographics

- On-Campus
 - Any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purpose, including residence halls; and
 - Any building property within the same reasonably contiguous geographic area of the institution that is owned by the institution, but controlled by another person, is frequently used by students, and supports institutional purposes (such as food or other retail vendor).
- Non-Campus Building or Property
 - Any building or property owned or controlled by a student organization that is officially recognized by the institution; or
 - Any building or property owned or controlled by an institution of higher education that is used in direct support of, or in relation, to the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

*St. Luke's College currently rents science labs in the local high school locations.

- Public Property
 - All public property including thoroughfares, streets, sidewalks, and parking facilities that is within the campus or immediately adjacent to and accessible from campus.

Guidelines Regarding Sexual Abuse

To comply with requirements of the Title IX Education Amendments Act of 1972 and the Office of Civil Rights prohibiting all forms of sex discrimination, which includes sexual harassment and sexual assault, St. Luke's College has the responsibility to investigate all reports that it receives. Although St. Luke's College will attempt to respect the wishes of the complainant with regard to action taken in response to the complaint, the college will take appropriate disciplinary or corrective action whenever deemed necessary to meet the college's responsibility to provide a safe and non-discriminatory environment for other students and employees.

Sexual abuse involves violence meant to degrade the victim sexually, emotionally, and psychologically. Sexual assault refers to forcible sexual acts performed without the victim's consent and against her/his will.

Control is the key ingredient of any sexual assault. Some assailants gain control in direct physical attack while others use verbal deceit to obtain sex under false pretense by using betrayal and often violence.

Procedure in Situations of Sexual Assault

- If attacked, your goal is to escape and run.
- If trapped, your goal is to stay alive. Your mind is your best weapon. Try to talk your way out of the situation.
- Observe all you can about your attacker: age, height, clothing, scars, and what was said. Also observe everything possible about the vehicle (if applicable): color, make, and license number.
- Take immediate action: if on Medical Center property, summon St. Luke's Security by dialing "3911" for the hospital operator or report the incident to police by dialing 911.
- Do not take a bath or change clothing. Leave everything as is; physical evidence is needed in court.
- Take a change of clothing with you to the emergency room if possible.
- Call the Council on Sexual Assault and Domestic Violence: (712) 258-7233. This is a 24-hour crisis line for free, confidential counseling and support. Assistance is available with medical and legal procedures. A counselor can be with you during the medical exam and police interview.

Prevention Guidelines

Anyone is potential victim of sexual abuse. You can reduce the risk of dangerous situations and remove the opportunity for this crime to be committed.

Key things to always remember

- Be alert when you are alone
- Keep aware of possible unsafe situations
- Be discreet about your personal plans
- Avoid hitchhiking
- Trust your instincts; if a situation feels uncomfortable, get out of it

At home

- Keep doors and windows locked
- Keep curtains closed at night
- Don't automatically open your door to a visitor; verify their identity
- Use caution when allowing salesmen, repairmen into your home
- If someone is seeking help, offer to call the police for them, not allowing them to come inside to use the phone

In your car

- Always have your keys ready to unlock it without wasting time
- Park in well lighted areas
- Check the inside before entering
- Close windows and lock doors at all times
- Lean on the horn if someone tries to get in
- Choose a well-lit, well-traveled route
- If followed, do not drive home but to a busy area or police station
- Don't stop to assist or pick up strangers; call the police for them
- If your car breaks down, turn on flashers, lock doors
- If someone stops and offers assistance, lower window slightly, ask the individual to call the police
- Refuse all other help
- Keep vehicles locked and valuables in the trunk

While walking

- Whenever possible, avoid walking alone at night
- Walk only on well lit, busy streets
- Keep alert; carry a whistle or repellent spray
- Don't take shortcuts through deserted areas, alleys, parks, parking lots
- Be prepared to run. If followed, head for the nearest lights and people.

Health and Safety intervention Policy

St. Luke's College encourages students to aid others in need and to get assistance for themselves when needed. When a person's health/safety is threatened or appears to be in jeopardy, immediate action should be taken prevent harm. That action may include calling campus security or 911 for outside assistance.

The health and safety of students is of the highest importance to the College. There will be occasions when individual students, on and off campus, are in critical need of medical, emergency, or other professional assistance for various reasons, including alcohol/drug abuse or being the victim of sexual misconduct or other violence. The College seeks to minimize hesitation that students may have about seeking this assistance based on concerns that they will be disciplined for violating College alcohol/drug policies.

Towards that end, students seeking such assistance for themselves, or others will not be subject to College sanctions that are punitive in nature based on abuse of alcohol/drugs. For this to apply to students seeking assistance for others, those students must be present when help arrives and will be required to provide contact information to the responding agency (campus security, EMS, law enforcement, etc.) to be included with the incident report. In lieu of punitive sanctions to students seeking assistance in these instances, students abusing alcohol/drugs may be required to complete specific follow up, such as attendance at a substance abuse education class or assessment.

Failure to complete the recommended follow up will normally result in disciplinary action. Serious and/or repeated incidents will prompt a higher degree of concern and response.

Organizations are required to seek immediate medical assistance for their members or guests when any health risk is observed, including medical emergencies relating to use of alcohol/drugs. Where an organization is found to be hosting an event where medical, emergency, or other professional assistance is sought for an intoxicated guest, the organization may be held responsible for violations of College policies, including those related to drugs and alcohol. However, the organization's willingness to seek assistance will be viewed as a mitigating factor in determining sanctions.

This Policy does not preclude punitive sanctions due to any violations of other College policies, such as causing or threatening physical harm, sexual misconduct, damage to property, hazing, and possession with intent to distribute drugs.

This policy only applies to the College's response to students. Law enforcement action may still occur at the discretion of the responding law enforcement agency. In some instances, campus security may be bound to report certain possible criminal details to law enforcement or government agencies.

Fire Alarm Guidelines – Dial 3911 Alert

A fire alarm shall be initiated upon activation of the following:

- Smoke detector
- Heat riser
- Sprinkler system flow switch
- Pull station

A fire is reported by pulling the nearest fire pull station and by dialing 3911, stating the location of the fire.

The switchboard operator announces the Fire Alarm over the paging system. The alert consists of a signal tone and the words "Attention, Facility Alert- FIRE ALARM" followed by the location of the fire; stated three times. Hallway firelights will flash red and white and emit a coded chime.

Follow the R.A.C.E Procedure to Respond to a Fire Rescue:

Rescue:

- Remove any person in immediate danger from fire or smoke.

Alarm:

- Pull the nearest fire pull-alarm.
- Dial 3911 and state the location of the fire to the operator.
- Sound the fire alarm regardless of the size of the fire.

Confine:

- Confine the fire by closing doors and windows

Extinguish:

- All fire extinguishers here are the “ABC” types and can be used on any kind of fire. Pull the pin on the side; pull the hose out of the cradle; stand back about 6-8 feet from the fire; squeeze the handle in short bursts and use a sweeping motion from side to side aiming at the bottom of the fire.

When a fire alarm is concluded, the switchboard operator will announce over the paging system, “Fire Alarm All Clear”, repeated three times.

Elevator transport is suspended in the building affected by the Fire Alarm. The Fire Department and the Medical Center Fire Team are authorized to use elevators as needed.

Upon Notification of a Fire Alarm in your Work Area:**Patient Areas:**

- Follow R.A.C.E. (Rescue, Alarm, Confine, Extinguish) instructions. Remain calm and do not shout.
- Close all doors and windows in the area. Turn on lights in rooms and corridors. Use wet linens around crack or openings nearest fire.
- Keep patients, relatives, and visitors in rooms. Visitors in the lounges shall be relocated to a safe location. Keep patients, relatives and visitors calm and informed of the situation.
- Report to the nursing station to assist as directed by the nurse in charge. Nurses and employees away from the area will return to the work area via the stairs.
- Be alert for additional instructions regarding the Fire Alarm. DO NOT CALL THE OPERATOR OR THE AREA indicated as the scene of the alert to inquire about the situation. The Switchboard Operator will disseminate any information pertaining to the alert over the Medical Center paging system or by messenger as directed by the Official in Charge. NO routine phone calls shall be made until the alert is clear. Prepare to relocate/evacuate all individuals. Prepare patients and clear corridors of carts, wheelchairs, etc. Relocation will be HORIZONTAL unless otherwise directed by the Fire Department or the Medical Center Fire Marshall. Horizontal relocation involves moving the patients on the same floor, preferably through fire or smoke doors or into a safe area from which vertical evacuation is possible.
- Priority of relocation:
 - Closet to danger
 - Ambulatory patients
 - Wheelchair patients
 - Bedridden patients
 - Employees
- Wrap all patients in blankets when necessary. All employees will walk at a brisk pace on the right side of the corridor to avoid congestion or injuries. The general evacuation alarm is a loud bell chime which is distinctive from the Fire Alarm coded chimes.
- If heat or smoke are present, walk bent or stooped to avoid breathing in heat or smoke. Smoke is the greatest danger in fire-related deaths. If smoke is extremely dense, crawling may be necessary.
- Avoid, if possible, moving patients past or near the fire.
- Move the patient’s chart from the area with the patient. It may be necessary to push the chart rack with charts to a safe location.

Non-Patient Areas:

- Follow R.A.C.E (Rescue, Alarm, Confine, Extinguish) instructions. Remain calm and do not shout. Employees are to direct fire team to the location of the fire.
- Close all doors and windows in the area. Turn on lights in rooms and corridors. Turn off all window air conditioning units.

- Everyone evacuates the building by using the stairs only. All employees will evacuate to their predetermined location.
- Check all rooms before leaving the area to make sure that all people have been evacuated.
- All employees outside their work area when a Fire Alarm is announced will report to their work area and remain until directed to areas needing assistance or the alert is announced all clear. Return via stairs.

Upon Notification of a Fire Alarm or Drill in Classrooms, Offices, and Lounges

- Follow R.A.C.E. (Rescue, Alarm, Confine, Extinguish) instructions. Remain calm and do not shout.
- Close all doors and windows in the area. Turn on lights in the rooms and corridors.
- Directly evacuate the building by using the stairs only. Exit through the nearest exterior door, when possible. Individuals in classrooms should follow the exit route posted in each classroom. Do not go to lockers or other areas to obtain coats and belongings.
- Instructors will check all rooms before leaving the area to make sure that all people have been evacuated.

Fire Prevention

- Good housekeeping and alertness to potential fire hazards are the best guarantees in preventing fires. All areas should be kept as clean and orderly as possible, particularly in storage areas. Materials are to be stored only in locations designed for that specific item. Doors to hazard areas such as storage or utility rooms shall be kept closed when not in use. When possible, they should be locked.
- One of the greatest causes of fires is smoke or careless use of smoking materials. Smoking regulations shall be obeyed in the interest of preventing fires. Patients and visitors should be monitored to assure that they are knowledgeable of smoking regulations.
- Electricity is another major contributor of fires. Faulty or damaged electrical appliances and damaged outlets or plugs are to be reported to the Department Director immediately. Pressure activated heating appliances such as food or coffee warmers are to be unplugged when not in use. If you observe fire hazards, correct the situation, or notify the Department Director or Security.
- All waste, particularly flammable or combustible materials are to be disposed of in appropriate containers. Waste should be emptied frequently to reduce the risk of fire.
- Corridors shall always be maintained free of obstacles in order to provide unobstructed passage in the event of a fire or other emergency. Keep path of smoke and fire partition door clear. Their closing prevents the spread of smoke and toxic gases which are the greatest danger during a fire.
- Leave the lights on if the fire alarm system is activated or a fire occurs.

Mandatory Reporter of Suspected Child Abuse

St. Luke's College strives to protect the welfare of minors on its campus. This includes minors who are on campus or participation in off campus college sponsored programs. Any uncertainty about whether reporting is required should be resolved in favor of making a report.

In compliance with Iowa Code 261.9, this policy requires all St. Luke's College employees who, in the scope of their employment responsibilities, examine, attend, counsel, or treat a child, to report suspected physical or sexual abuse.

In compliance with Iowa Code 232.69, Mandatory Reporters are required to make a report of all suspected incidents of child abuse.

Employees designated as Mandatory Reporters include, but are not limited to, administration, instructors, staff, and students and any employees who in the scope of their employment responsibilities, examine, attend, counsel, or treat a child and reasonable believe a child has suffered abuse.

Definitions

The definitions below are based on the Iowa Department of Human Services (DHS).

- **Examine:** To observe, test, or investigate (a body or any part of it), to evaluate general health or determine a medical condition.
- **Attend:** To care for; to look after; to take charge of; to watch over.
- **Counsel:** To advise or instruct.
- **Treat:** To deal with (a medical condition, patient, etc.) in order to relieve or cure.
- **Child/Minor:** Any person under the age of 18 years old.
- **Suspected:** To believe to be the case or to be likely or probable
- **Physical abuse:** Defined as any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child. Common indicators could include unusual or unexplained burns, bruises, or fractures. Behavioral indicators include behaviors such as, extreme aggression, withdrawal, seductive behaviors; being uncomfortable with physical contact or closeness.
- **Sexual abuse:** Defined as the commission of a sexual offense with or to a child as a result of the acts or omissions of the person responsible for the care of that child. This commission of a sexual offense includes any sexual offense with or to a person under the age of 18 years. Physical indicators of sexual abuse could include things such as bruised or bleeding genitalia, venereal disease, or even pregnancy. Behavior indicators of sexual abuse could include things such as excessive knowledge of sexual matters beyond their normal developmental age or seductiveness also may be present.

Mandatory Reporter Training

All St. Luke's College employees and students are required to complete Mandatory Reporter certification as mandated by the State of Iowa.

The following training must be completed via the Iowa Department of Human Services online training:

- Dependent Adult Abuse Training
- Child Abuse training

Students who complete Mandatory Reporter training outside of St. Luke's College are responsible for providing a copy of completion certificate for each of the trainings listed about via printed copy or email to the College Compliance Coordinator. Certificates must be for Iowa Department of Human Services Mandatory Reporter training.

St. Luke's College does not have the ability to obtain records of completion from DHS.

Abuse to be Reported

- All employees who in the scope of their employment responsibilities, examine, attend, counsel, or treat a child are required to report suspected physical or sexual abuse in accordance to Section C below.
- Mandatory Reporters are required to report all forms of "child abuse" or "abuse" under the law to the Department of Human Services as described in Section C below
- "Child Abuse" or "abuse" is defined in Iowa Code 232.68(2) to mean:
 - Any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child.
 - Any mental injury to a child's intellectual or psychological capacity as evidenced by an observable and substantial impairment in the child's ability to function within the child's normal range of performance and behavior as the result of the acts or omissions of a person responsible for the care of the child, if the impairment is diagnosed and confirmed by a licensed physician or qualified mental health professional as defined in section 622.10
 - The commission of sexual offense with or to a child pursuant to chapter 709, section 762.2, or section 728.12, subsection 1, because of the acts or omissions of the person responsible for the care of that

child. Notwithstanding section 702.5, the commission of a sexual offense under this paragraph with or to a person under the age of eighteen years.

- The failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing, medical or mental health treatment, supervision, or other care necessary for the child's health and welfare when financially able to do so or when offered financial or other reasonable means to do so.
- The failure to provide for the adequate supervision of a child means the person failed to provide proper supervision of a child that a reasonable and prudent person would exercise under similar facts and circumstances and the failure resulted in direct harm or created a risk of harm to the child.
- A parent or guardian legitimately practicing religious belief who does not provide specified medical treatment for a child for that reason alone shall not be considered abusing the child; however, this provision shall not preclude a court from ordering that medical service be provided to the child where the child's health requires it.
- The acts or omissions of a person responsible for the care of a child which allow, permit, or encourage the child to engage in acts prohibited pursuant to section 725.1. Notwithstanding section 702.5, acts or omissions under this paragraph include an act or omission referred to in this paragraph with or to a person under the age of eighteen years.
- An illegal drug is present in a child's body as a direct and foreseeable consequences of the acts or omissions of the person responsible for the care of that child.
- The person responsible for the care of a child has, in the presence of the child, as defined in section 232.2, subsection 6, paragraph "p", or in the presence of the child possesses a product containing ephedrine, its salts, optical isomers, salts of optical isomers, or pseudoephedrine, with the intent to use the product as a precursor or an intermediary to a dangerous substance.
- The commission of the bestiality in the presence of a minor under section 717C.1 by a person who resides in a home with a child, as a result of the acts or omissions of a person responsible for the care of the child.
- Knowingly allowing a person custody or control of, or unsupervised access to a child or minor, after knowing the person is required to register or is on the sex offender registry under chapter 692A for a violation of section 726.6.
- The person responsible for the care of the child has knowingly allowed the child access to obscene materials or exhibited to such material to the child.

"Child abuse" or "abuse" shall not be construed to hold a victim responsible for failing to prevent a crime against the victim.

Procedures for Reporting

- To the extent known, reporters are expected to provide truthfully and in good faith the following information
 - Name of person engaged in misconduct;
 - Name of alleged victims;
 - Time and date;
 - Location; and
 - Information and evidence supporting the allegation that misconduct has occurred.
- All employees who in the scope of their employment responsibilities, examine, attend, counsel, or treat a child must report physical or sexual child abuse when they see, know about, or reasonably suspect the physical or sexual abuse of a child. Proof that abuse has occurred is not required in order to be obligated to report.
- Suspected abuse shall be reported to St. Luke's College administration within 24 hours. The suspected abuse shall also be reported to the local law enforcement and campus security within 24 hours.
- If there is a reason to believe that immediate protection for the child is advisable, an oral report shall be made immediately to the appropriate law enforcement agency.
- In compliance with Iowa Code 232.70, each report made by a Mandatory Reporter shall also be made as follows:

- An oral report shall be made within 24 hours by telephone to the Department of Human Services through the Child Abuse Hotline at 1-800-362-2178
- A written report shall be made to the Department of Human Services within 48 hours of submitting the oral report.

Retaliatory action against an employee for participation in making a good faith report of child abuse or aiding and assisting in an assessment of a child abuse report is prohibited. UnityPoint Health-St. Luke's will not penalize or take adverse action against mandatory reporter because the person made a report of child abuse or other violation of this policy. Any Mandatory Reporter who believes he or she has been penalized or harassed for making a report of child abuse or was prevented from making such report shall report such harassment or penalty to the Chief Compliance Officer or the Compliance Officer, who shall have the duty and responsibility to conduct a prompt investigation into the matter to determine whether discipline of the individual alleged to have penalized or harassed the Mandatory Reporter is warranted.

Mass Casualty Plan – External Disaster

The College will provide assistance to the Medical Center during a disaster or mass casualty event. The Medical Center's Mass Casualty Plan will take precedence over this departmental document in the event of any discrepancy.

1. In the event of a Phase 1 Mass Casualty Situation (5 to 30 emergent cases), the College will continue normal operations unless otherwise directed by the Medical Center Administrator in charge.
2. The Administrator in charge or agent will notify the President of the College or designee in the event of Phase II (30-60) or III (60 or more) disaster situation.
 - a. The College, if in session, will cease operations at the discretion of the President or designee. If the College ceases operation, then:
 - The President or designee will coordinate student, faculty, and staff involvement from the College front office recording numbers of staff and students available for assignment.
 - All available faculty and staff will report to the College from office for assignment by the President or designee.
 - All students and faculty on the clinical area will remain in the area and be the responsibility of the manager or their agents.
 - All available students not on clinical assignment will report to the College building 3rd floor main lobby for assignment by the President or designee.
 - The President or designee will assign students, faculty, and staff to areas where they are needed as notified by the Administrator in Charge or agent.
 - b. The College, if not in session, will respond as follows:
 - The President or designee will coordinate student, faculty, and staff involvement from the College front office recording numbers of staff and students available for assignment.
 - All faculty and staff will report to the College front office for assignment by the President or designee if on duty and if off duty will report if called in.
 - All available students not on clinical assignments will report to the College building 3rd floor main lobby for assignment by the President or designee.
 - The President or designee will assign faculty and students to areas where they are needed as notified by the Administrator in charge or their agent
 - c. In the event that the Mass Casualty Plan is implemented at Phase II or III, staff and students will be informed of the situation either via the public address system of the Medical Center or the appeal for assistance via radio or television.
 - d. If additional staff help is needed, the President or designee will assign members to being calling in individuals.
 - e. All students, faculty and staff must wear their St. Luke's name badge and be ready for a call to action.
 - f. If a mass casualty occurs at the College, the President or designee will contact Security and implement the internal mass casualty policy.

Sexual Harassment (Title IX) Policy

I. **Policy Statement**

St. Luke's College ("the College") is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of Sexual Harassment. Consistent with this commitment, the College's Non-Discrimination Notice, and the U.S. Department of Education's implementing regulations from Title IX of the Education Amendments of 1972 ("Title IX") (see 34 C.F.R §106 et seq.), the College prohibits Sexual Harassment that occurs within its Education Programs and Activities pursuant to this Sexual Harassment Policy ("Policy").

For purposes of this Policy, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

Administrators, faculty members, staff and students, contractors, guests, and other members of the College community who commit Sexual Harassment are subject to the full range of College discipline including verbal reprimand; written reprimand; mandatory training; coaching or counseling; mandatory monitoring; partial or full probation; partial or full suspension; fines; permanent separation from the institution (that is, termination or dismissal); physical restriction from College policy; cancellation of contracts; and any other combination of the same.

The College will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the College's Education Programs and Activities.

II. **Scope**

This Policy applies to Sexual Harassment that occurs within the College's Education Programs and Activities and that is committed by an administrator, faculty member, staff, student, contractor, guest, or other members of the College community.

This Policy does not apply to Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of the College's Education Programs and Activities. The Policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of United States, even if the Sexual Harassment occurs in the College's Education Programs and Activities, such as a study abroad program. Sexual Harassment that occurs either off-campus, in a private setting, and outside the geographic boundaries of the United States is governed by the student Code of Conduct if committed by a student, the College Resource Manual if committed by a faculty member, or other College policies and standards if committed by an employee, UnityPoint Health Workplace Harassment policy 2HR.17.

III. **Definitions**

- A. "Sexual Harassment" is conduct on basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment, Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking.
- B. "Quid Pro Quo Sexual Harassment" is an employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual contact.
- C. "Hostile Environment Sexual Harassment" is unwelcome conduct determined by a reasonable person to be severe, pervasive, and objectively offensive that it effectively denies a person access to the College's Education Programs and Activities.
- D. "Sexual Assault" includes the sex offenses of Rape, Sodomy, Sexual Assault with an object, fondling, incest, and Statutory Rape.

1. "Rape" is the carnal knowledge of a person, without the consent of the victim, including instance where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. There is "carnal knowledge" if there is the slightest penetration of the vagina or penis by the sexual organ of the other person. Attempted Rape is included.
2. "Sodomy" is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
3. "Sexual Assault with an Object" is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without consent of the victim, including instances where the victim is incapable or giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the other offender other than the offender's genitalia.
4. Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
5. "Incest" is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Iowa Law.
6. "Statutory Rape" is sexual intercourse with a person who is under the statutory age of consent as defined by Iowa Law.

The College's definition of "Sexual Assault" is mandated by federal regulations implementing Title IX of the Education Amendments of 1972. Those regulations require the College to adopt a definition of "Sexual Assault" that incorporates various forcible and non-forcible sex crimes as defined by the FBI's Uniform Crime Reporting System. See 34 C.F.R. §106.3(a).

- E. "Domestic Violence" is a felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Iowa.
- F. "Dating Violence" is the violence committed by a person-
 1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. Where the existence of such a relationship will be determined based on a consideration of the following:
 - The length of the relationship
 - The type of relationship
 - The frequency of interaction between the persons involved in the relationship
- G. "Stalking" is engaging in a course of conduct directed at a specific person that would cause reasonable person to:
 - Fear for their safety or the safety of others; or
 - Suffer substantial emotional distress
- H. "Consent" refers to words or actions that a reasonable person in perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is Incapacitated is not capable of giving consent.
- I. "Coercion" is direct or implied threat of force; violence, danger, hardship, or retribution sufficient to persuade a reasonable person of ordinary susceptibility to perform an act which otherwise would not have been or acquiesce in an act to which one would otherwise not have submitted. Coercion can include unreasonable and sustained pressure for sexual activity. Coercive behavior differs from

seductive behavior based on the type of pressure someone uses to get consent from another. A person's words or conduct cannot amount to Coercion for purposes of this Policy unless they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity.

- J. "Incapacitation" refers to the state where a person does not appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, or disability, or due to a state of unconsciousness or sleep.
- K. "Retaliation" is intimidation, threats, coercion, or discrimination against any individual for purpose of interfering with a right or privilege secured by Title IX and its implementation regulations or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.
- L. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
- M. "Respondent" means an individual who is alleged to be the perpetrator of conduct that could constitute Sexual Harassment.
- N. "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the College investigate the allegation of Sexual Harassment in accordance with this Policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the College's Education Program and Activities. A "document filed by a complainant" means a document or electronic submission (such as an email) that contains the Complainant's physical or electronic signature or otherwise indicates that the Complainant is the person filing the complaint.
- O. "Supportive Measures" are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to the College's Education Program and Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or the College's education environment, or to deter Sexual Harassment. Supportive measures may include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of campus, other changes to academic, living, dining, transportation, and working situations, honoring an order of protection or no contact order entered by a State civil or criminal court, and other similar measures. Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.
- P. "Education Programs and Activities" refers to all the operations of the College, including, but not limited to, in-person and online educational instruction, employment, research activities, extracurricular activities, athletics, residence life, dining services, performances, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on the property owned or occupied by the College. It also includes off-campus locations, events, or circumstances over which the College exercises substantial control over Respondent and the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by the College.

IV. Understanding Hostile Environment Sexual Harassment

In determining whether a hostile environment exists, the College will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the Complainant; the nature and severity of the conduct at issue; the frequency and duration of the conduct; the relationship between the parties (including accounting for whether one individual has power or authority over the other); the respective ages of the parties; the context in which the conduct occurred; and the number of persons affected. The College will evaluate the totality of circumstances from the perspective of a reasonable person in the Complainant's position. A person's adverse subjective reaction to conduct is not sufficient, in and of itself, to establish the existence of a hostile environment.

The College encourages members of the College community to report any and all instances of Sexual Harassment, even if they are unsure whether the conduct rises to the level of a Policy violation.

Some specific examples of conduct that may constitute Sexual Harassment if unwelcome include, but are not limited to:

- Unreasonable pressure for a dating, romantic, or intimate relationship or sexual contact
- Unwelcome kissing, hugging, and massaging
- Sexual innuendos, jokes, or humor
- Displaying sexual graffiti, pictures, videos, or posters
- Using sexually explicit profanity
- Ask about, or talking about, sexual fantasies, sexual preferences, or sexual activities
- E-mail, internet, or other electronic use that violates this Policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails, text messages, or social media posts
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship
- Insulting, demeaning, or degrading another person based on gender or gender stereotypes

V. Understanding Consent and Incapacitation

A. Consent

Lack of consent is a critical factor in determining whether Sexual Harassment has occurred. As defined above, consent is an informed, freely given, and mutually understood agreement to participate in specific sexual acts with another person that is not achieved through unreasonable manipulation or coercion-or any kind of physical force or weapon-and requires having cognitive ability to agree to participate. Consent requires an outward demonstration, through mutually understandable words, conduct, or action, indicating that an individual has freely chosen to engage in the specific sexual acts. A verbal "no" constitutes lack of consent, even if it sounds insincere or indecisive.

- Silence or lack of physical or verbal resistance does not imply consent.
- If coercion, intimidation, threats, and/or physical force are used, there is no consent.
- Consent cannot be inferred from a person's manner of dress.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
- Consent to past sexual activity does not constitute consent to future sexual activity.
- Consent can be withdrawn at any time. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent. When consent is withdrawn, sexual activity must immediately stop.
- Being in a romantic relationship with someone does not imply consent to sexual activity. Even in the context of an ongoing relationship, consent must be sought and freely given for each specific sexual act.
- Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee).
- A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following:
 - The individual is incapacitated due to drugs or alcohol consumption, either voluntarily or involuntarily

- The individual is unconscious, asleep, or otherwise unaware that sexual activity is occurring
- The individual is below the minimum age of consent in the applicable jurisdiction 16 years in Iowa or
- The individual has a mental disability that impairs his or her ability to provide consent.

B. Incapacitation

Incapacitation is a state where an individual cannot make an informed and rotational decision to consent to engage in sexual contact because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the “who, what, where, when, why or how” of the sexual interaction) and/or is physically or mentally helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual contact is occurring.

Incapacitation can only be found when the Respondent knew or should have known that the Complainant was incapacitated when viewed from the position of a sober, reasonable person. One’s own intoxication is not an excuse for failure to recognize another person’s incapacitation.

Incapacitation may result from the use of alcohol and/or drugs; however, consumption of alcohol of other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation. Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drug varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual’s:

- Decision-making ability
- Awareness of consequences
- Ability to make informed judgements
- Capacity to appreciate the nature of circumstances of the act

No single factor is determinative of incapacitation. Some common signs that someone may be incapacitated include slurred speech, confusion, shaky balance, stumbling or falling, vomiting, and unconsciousness.

VI. Reporting Sexual Harassment

A. Reporting to the College

Any person may report Sexual Harassment to the Title IX Coordinator or Deputy Title IX Coordinator. Reports may be made by complainants, third parties, witnesses, or bystanders, and may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator or Deputy receiving the person’s verbal or written report. In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

The name and contact information for the Title IX Coordinator is:

Danelle Johannsen
 Administration/Student Services, 1st Floor
 Sioux City, IA 51104 (712) 279-3377
Danelle.Johannsen@stlukescollege.edu

In addition to reporting to the Title IX Coordinator and/or Deputy Coordinator, any person may report Sexual Harassment to the following Department:

UnityPoint Health-St. Luke's Security Department
(712) 279-3911

Reporting Officials

All College employees have a duty to report Sexual Harassment to the Title IX Coordinator/Deputy when they receive a report of such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. An employee who does not report Sexual Harassment as required by this Policy may be disciplined accordingly, up to and including termination.

To File A Report Electronically and/or Anonymously

Individuals, including third parties and bystanders, can submit a report of Sexual Harassment electronically by completing the form found at:

<https://www.stlukescollege.edu/filesimages/current%20students/forms%20and%20resource/TitleIXComplaintForm.pdf>.

Electronic reports made through the College's webpage can be submitted anonymously.

These reports will be sent to the Title IX Coordinator who will make every effort to respond or take other corrective action, but the College's ability to respond or take corrective action following an anonymous report may be limited. This reporting mechanism is not a substitute for the obligation of all College employees, except for the confidential resources identified, to make a report as described above.

Information Regarding the Rights and Options of the Parties

Once a report of Sexual Assault, Domestic Violence, Dating Violence, or Stalking is made, the victim has several options such as, but not limited to:

- Obtaining Supportive Measures
- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Filing a Formal Complaint
- Requesting that no further action be taken

Upon receiving a report of an incident of Sexual Harassment prohibited under this Policy, the College will provide the Complainant with a written document (separate from this Policy) listing, in plain, concise language, the Complainant's available rights, options and resources, as well as a description of the College's procedures for investigating and resolving the report. The College will also provide the Respondent with a written document (separate from this Policy) listing, in plain and concise language, the Respondent's available rights, options, and resources, as well as a description of the College's procedures for investigation and resolving the report.

VII. Special Advice for Individuals Reporting Sexual Assault, Domestic Violence, Dating Violence, or Stalking

A. Reporting to Law Enforcement

Individuals who feel they have experienced Sexual Assault, Domestic Violence, Dating Violence, or Stalking have the option to pursue a criminal complaint with the appropriate law enforcement agency, to pursue a complaint with the College through its Complaint Resolution Procedures or to pursue both processes consecutively and concurrently. A victim of Sexual Assault, Domestic Violence, Dating Violence, or Stalking also has the right to not pursue any complaint to either the College or to a law enforcement agency.

For more information regarding the option to pursue a criminal complaint, contact:

UnityPoint Health – St. Luke’s Security Department at (712) 279-3911 or non-emergency number (712) 279-3615

Sioux City Police Department, 911, or non-emergency number (712) 279-6960, 601 Douglas St, Sioux City, IA 51101

The Title IX Coordinator/Deputy and the Campus Security Department are available to assist students with making contact with appropriate law enforcement authorities. (For more information on the extent of a particular law enforcement agency’s reporting obligations to other entities or its ability to protect an individual’s privacy or have confidential communications during the criminal complaint process, contact the appropriate law enforcement agency.)

In addition to having the option of pursuing a criminal complaint, individuals also have the right to request that law enforcement issue emergency protective restraining order or to pursue such orders through the court process. The College can assist parties who wish to do so. Individuals who receive emergency or permanent protective or restraining orders through a criminal or civil process should notify the Title IX Coordinator/Deputy so that the College can work with the individual and the subject of the restraining order to manage compliance with the order on campus. For more information about such orders see:

Woodbury County Courthouse, 620 Douglas St., Sioux City, IA 51101. (712) 279-6611

Woodbury County Clerk’s office can provide the necessary forms and may assist in completing the forms. Forms may also be found at <https://www.iowacourts.gov/for-the-public/court-forms>

The Title IX Coordinator/Deputy and the Campus Security Department will assist individuals with transportation to a hospital if they so request, with making contact with appropriate law enforcement authorities upon request, and with accessing all appropriate resources and support, including on and off campus confidential victim services and Sexual Assault crisis support.

B. Medical Assistance and Preserving Evidence

If you believe you are the victim of Sexual Assault, Domestic Violence, or Dating Violence, get to safety and do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. The College also encourages all individuals who feel they have been victims of Sexual Assault, Domestic Violence, Dating Violence or Stalking to seek immediate assistance from a medical provider for emergency services, including treatment of any injury.

Seeking medical attention and preserving evidence helps preserve the full range of options for an individual, including the options of working through the College’s Complaint Resolution Procedures and/or legal options including obtaining a protective order from a court, pursuing a civil action, and/or participation in a law enforcement investigation and criminal prosecution. Even if an individual has not been physically hurt, a timely medical examination is recommended so that forensic evidence can be collected and preserved. An individual may choose to allow the collection of evidence by medical personnel even if they choose not to make a report to the police.

Local medical assistance can be obtained at:

UnityPoint Health-St. Luke's (712) 279-3141 Emergency Department
Mercy One (712) 279-2066

The College recommends the following for individuals who believes they are victims of Sexual Assault, Dating Violence, Domestic Violence, or Stalking:

- Get to a safe place as soon as possible.
- Trying to preserve all physical evidence of the crime- avoid showering, bathing using the toilet, rinsing one's mouth, smoking, or changing clothes. If it is necessary, put all clothing that was worn at the time of the incident in a paper bag, not a plastic one.
- Do not launder or discard bedding or otherwise clean the area where the assault occurred- preserve for law enforcement.
- Preserve all forms of electronic communication that occurred before, during, or after the assault.
- Contact law enforcement by calling 911.
- Seeking medical attention as soon as possible – all medical injuries are not immediately apparent. This is also necessary to help collect evidence that may be needed in case the individual decides to press charges. Local hospitals have evidence collection kits necessary for criminal prosecution should the victim wish to pursue charges. Take a full change of clothing including shoes, for use after medical examination.
- Contact a trusted person, such as a friend or family member for support.
- Talk with a professional licensed counselor, College chaplain, or health care provider who can help explain options, give information, and provide emotional support.
- Make a report to the Title IX Coordinator/Deputy.
- Explore this Policy and avenues for resolution under this Policy.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. Such evidence is more likely to be in the form of letters, emails, text messages, electronic images, etc. rather than evidence of physical contact and violence. This type of non-physical evidence will also be useful in all types of Sexual Harassment investigations.

Medical personnel may be covered by federal and/or state privacy laws, such as the Health Insurance Portability and Accountability Act.

C. Confidential Reporting

The College recognizes that individuals who feel they have been victims of Sexual Assault, Dating Violence, Domestic Violence, or Stalking may require time and support in considering whether or how to participate in any College or law enforcement process. The College also recognizes that individuals who have been accused of Sexual Assault, Dating Violence, Domestic Violence, or Stalking may also require support. There are confidential resources on campus and in the community available to any individual who needs support or assistance.

1. Confidential Resources in the Community

The following off-campus agencies also employ individuals available to assist members of the College community with issues relating to Sexual Assault, Dating Violence, Domestic Violence, or Stalking in confidence. Disclosures to these entities *will not* trigger the College's investigation into an incident. Please note that limitations of confidentiality may exist for individuals under the age of 18.

National Sexual Assault Telephone Hotline:

- 1-800-626-HOPE (4673)

Counsel on Sexual Assault and Domestic Violence

- (712) 258-7233 (Sioux City, IA)
- (712) 546-6764 (LeMars, IA)
- 1-800-982-7233 toll free

Haven House Family Services Center

- (402) 494-7592 (South Sioux City, NE)
- (402) 375-5433 (Wayne, NE)

The Compas Center, Sioux Falls, SD

- (605) 339-0116
- 1-877-462-7474

Domestic Violence Safe Option Services, Vermillion, SD, 605-624-5311

D. Requesting Confidentiality to a Non-Confidential Source

In some cases, an individual may disclose an incident of Sexual Assault, Dating Violence, Domestic Violence, or Stalking to a non-confidential source but wish to maintain confidentiality or request that no investigation into a particular incident be conducted or disciplinary action be taken. The College has designated the Title IX Coordinator to evaluate requests for confidentiality or that no formal action be taken and oversee the College's response to reports of alleged Sexual Assault, Dating Violence, Domestic Violence, or Stalking.

If a Complainant disclosed an incident but requests confidentiality or is unwilling to participate in any investigation or adjudication process, the Title IX Coordinator, in consultation with other College administrators, will weigh the request against the College's obligation to provide a safe non-discriminatory environment for all students, including the Complainant and the alleged Respondent. When weighing a Complainant's request for confidentiality or that no investigation or resolution be pursued, the Title IX Coordinator will consider a range of factors, which may include but are not limited to, whether:

- The alleged Respondent is likely to commit additional acts of Sexual Harassment, such as:
 - Whether there have been other Sexual Harassment complaints about the same alleged respondent
 - Whether the alleged Respondent has a history of arrests or records for a prior school indicating a history of violence
 - Whether the alleged Respondent threatened further Sexual Harassment against the Complainant or others
 - Whether the Title IX Sexual Harassment was committed by multiple perpetrators
- The Title IX Sexual Harassment was perpetrated with a weapon
- The Complainant is a minor
- The College possess other means to obtain relevant evidence of the Sexual Harassment (e.g., security cameras or personnel, physical evidence)
- The Complainant's report reveals a pattern or perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

If none of these factors are present, the College is more likely to respect the Complainant's request. If the College honors a Complainant's request for confidentiality or request that no investigation or resolution be pursued, the College's ability to investigate the incident comprehensively or pursue disciplinary action against the alleged Respondent(s) may potentially be limited.

The presence of one or more of the above factors could lead the Title IX Coordinator to file a Formal Complaint on

behalf of the College, if doing so is not clearly unreasonable, as set forth below (“Formal Complaint”). If the Title IX Coordinator determines that the College cannot maintain a Complainant’s confidentiality, the Title IX Coordinator will inform the Complainant prior to filing the Formal Complaint.

Relationship with Criminal Process

This Policy sets forth the College’s processes for responding to reports and Formal Complaints of Sexual Harassment. The College’s processes are separate, distinct, and independent of any criminal processes. While the College may temporarily delay its processes under this Policy to avoid interfering with law enforcement efforts if requested by law enforcement, the College will otherwise apply this Policy and its processes without regard to the status or outcome of any criminal process.

VIII. Amnesty

The College recognizes that students who have consumed alcohol when they are not 21 years of age or who have been using illegal drugs may be hesitant to report Sexual Harassment perpetrated against them or others. To encourage reporting, the College offers amnesty to any student who reports, in good faith, an alleged violation of this Policy involving Sexual Assault, Domestic/Dating Violence or Stalking direct at them or another person. A student who makes such report will not be subject to disciplinary action by the College for a violation of the College’s Code of Conduct, such as underage drinking or possession or use of a controlled substance, that is related to or revealed during the Sexual Harassment report or investigation, unless the College determines that the violation was serious and/or endangered the health or well-being of any other individual. However, the College reserves the right to require counseling, education, or other preventative measures to help prevent alcohol or drug violations in the future. The College’s commitment to amnesty in these situations does not prevent action by the police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

IX. Preliminary Assessment

After receiving a report under “Reporting Sexual Harassment,” the Title IX Coordinator will conduct a preliminary assessment to determine:

Whether the conduct, as reported, falls, or could fall within the scope of this Policy (see “Scope”) and

Whether the conduct, as reported, constitutes, or could constitute Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of this Policy, and/or could not constitute Sexual Harassment, even if investigated, the Title Coordinator will close the matter under this Policy and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act (FERPA). The Title IX Coordinator may refer the report to the College offices, as appropriate, including for potential assessment under the student Code of Conduct in the case of students and other College policies and standards, as applicable, for other persons.

If the Title Coordinator determines that the conduct reported could fall within the scope of this Policy, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator will proceed to contact the Complainant (see “Contacting the Complainant”).

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if it is not apparent from the report.

X. Contacting the Complainant

If a report is not closed as a result of the preliminary assessment (see “Preliminary Assessment”) and the Complainant’s identity as known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability to Supportive Measures (see “Supportive Measures”) to discuss and consider the Complainant’s wishes with respect to Supportive Measures; to inform the Complainant about the availability of Supportive Measures with or without filing a Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint. The Complainant will also be provided options for filing complaints with the local police and information about resources that are available on campus and in the community.

XI. Supportive Measures

If a report is not closed as a result of the preliminary assessment (see “Preliminary Assessment”), the College will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal Complaint, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and the College will offer and make available Supportive Measures to the Respondent in the same manner in which it offers and makes them available to the Complainant. The College will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Formal Complaint if the Respondent requests such measures.

The Title IX Coordinator will provide the Complainant and Respondent with a written document (separate from this Policy) listing the available rights, options, and resources, including Supportive Measures, and describing of the College’s procedures for investigating and resolving reports of Sexual Harassment in plain, concise language.

The College will maintain the confidentiality of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the College’s ability to provide the Supportive Measures in question.

XII. Interim Removal

At any time after receiving a report of Sexual Harassment, the Title IX Coordinator may remove a student Respondent from one or more of the College’s education programs and activities on a temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual harassment justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the interim removal.

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, the College may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process (see “Investigation” and “Adjudication”).

For all other Respondent, including independent contractors and guests, the College retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

XIII. Formal Complaint

A Complainant may file a Formal Complaint with the Title IX Coordinator requesting that the College investigate and adjudicate a report of Sexual Harassment in accordance with the provisions “Investigation” and “Adjudication.”

Provided, however, that at the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of the College's Education Programs or Activities.

A complainant may file a Formal Complaint with the Title IX Coordinator in person, by mail, or by email using the contact information specific in "Reporting Sexual Harassment." No person may submit a Formal Complaint on the Complainant's behalf.

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of the College if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community. Factors the Title IX Coordinator may consider include but are not limited to:

- The alleged Respondent is likely to commit additional acts of Sexual Harassment, such as:
 - Whether there have been other Sexual Harassment complaints about the same alleged Respondent;
 - Whether the alleged Respondent has a history of arrests or records from a prior school indicating a history of violence;
 - Whether the alleged Respondent threatened further Sexual Harassment against the Complainant or others;
 - Whether the Title IX Sexual Harassment was committed by multiple perpetrators
- The Title IX Sexual Harassment was perpetrated with a weapon
- The Complainant is a minor
- The College possesses other means to obtain relevant evidence of the Sexual Harassment (e.g., security cameras or personnel, physical evidence)
- The Complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

If the Complainant or the Title IX Coordinator files a Formal Complaint, then the College will commence an investigation as specific in "Reporting Sexual Harassment" and proceed to adjudicate the matter as specified in "Adjudication," below. In all cases where a Formal Complaint is filed, the Complainant will be treated as a party, irrespective of the party's level of participation.

In a case where Title IX Coordinator files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purpose of the investigation and adjudication processes.

If neither the Reporting Party nor the Title IX Coordinator files a Formal Complaint, the complaint resolution provisions of this Policy will not be applied, but the Title IX Coordinator may refer the report to the other College offices as appropriate.

XIV. Consolidation of Formal Complaints

The College may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment.

XV. Dismissal Prior to Commencement of Investigation

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:

- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the Policy specified in “Scope” (that is, because the alleged conduct did not occur in the College’s Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed pursuant to the Section, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in “Appeal.” The Title IX Coordinator may refer the subject matter of the Formal Complaint to other College offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination for purposes of this Policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XVI. Notice of Formal Complaint

Within five (5) days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

- A physical copy of this Policy or hyperlink to this Policy.
- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known).
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal.
- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in “Advisor of Choice”.
- Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in “Access to Evidence”.
- Notifying the Complainant and Respondent of the College’s prohibitions on retaliation and false statements specified in Section “Bad Faith Complaints and False Information” and “Retaliation”.
- Information about resources that are available on campus and in the community.

Should the College elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the College will provide a supplemental written notice describing the additional allegations to be investigated.

XVII. Investigation

A. Commencement and Timing

After a written notice of Formal Complaint is transmitted to the parties, an investigator selected by the Title IX Coordinator or his/her designee will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory evidence. The burden of gathering evidence sufficient to reach a determination in the adjudication lies with the College and not with the parties. The investigation will culminate in a written investigation report, specific in “Investigation Report,” that will be submitted to the adjudicator during the selected adjudication process. Although the length of each investigation may vary depending on the totality of the circumstances, the College strives to complete each investigation within thirty (30) to forty-five (45) days of the transmittal of the written notice of Formal Complaint.

B. Equal Opportunity

During the investigation, the investigator will provide an equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory evidence. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references and do not have information relevant to the allegations at issue, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant, as specified in "Sexual History". The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to resolution of the allegations in the Formal Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elect not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

C. Documentation of Investigation

The investigator will take reasonable steps to ensure the investigation is documented. Interviews of the parties and witnesses may be documented by the investigator's notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will be determined by the investigator, in the investigator's sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.

D. Access to Evidence

At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the Investigation Officer will transmit to each party and their advisor, in either electronic or hard copy form, all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence the College may choose not to rely on at any hearing and inculpatory or exculpatory evidence whether obtained from a party or some other sources. Therefore, the parties will have ten (10) days in which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report.

The parties and their advisors are permitted to review the evidence solely for the purposes of this grievance process and may not duplicate or disseminate the evidence to the public.

E. Investigation Report

After the period for the parties to provide any written response as specified "Access to Evidence" has expired, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

XVIII. Adjudication Process Selection

After the investigator has sent the investigation report to the parties, the Title IX Coordinator will transmit to each party a notice advising the party of the two different adjudication processes specified in "Adjudication". The notice will explain that the hearing process specified in "Hearing Process" is the default process for adjudication all Formal Complaints and will be utilized unless both parties voluntarily consent to administrative adjudication as specified in "Administrative

Adjudication (Optional)” as a form of informal resolution. The notice will be accompanied by a written consent to administrative adjudication and will advise each party that, if both parties execute the written consent to administrative adjudication, then the administrative adjudication process will be used in lieu of the hearing process. Parties are urged to carefully review the Policy (including the entirety of “Adjudication”), consult with their advisor, and consult with other persons as they deem appropriate (including an attorney) prior to consenting to administrative adjudication.

Each party will have three (3) days from transmittal of the notice specified in this Section to return the signed written consent form to the Title IX Coordinator. If either party does not timely return the signed written consent, that party will be deemed not to have consented to administrative adjudication and the Formal Complaint will be adjudicated pursuant to the hearing process.

XIX. Adjudication

A. Hearing Process

The default process for adjudicating Formal Complaints is the hearing process specified in this Section (“Hearing Process”). The hearing process will be used to adjudicate all Formal Complaints unless both parties’ timely consent to administrative adjudication as specified in “Adjudication Process Selection.”

1. Hearing Officer

After selection of the hearing process as the form of administrative adjudication, the Title IX Coordinator will promptly appoint a hearing officer who will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing officer is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in “Access to Evidence”.

2. Hearing Notice and Response to the Investigation Report

After the hearing officer is appointed by the Title IX Coordinator, the hearing officer will promptly transmit written notice to the parties notifying the parties of the hearing officer’s appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; setting a date and time for the hearing; and providing a copy of the College’s Hearing Procedures. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this section “Hearing Notice and Response to the Investigation Report”.

A party’s written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in “Sexual History, “or for any other reason
- A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing officer
- A list of witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer
- Any objection that the party has to the College’s Hearing Procedures

- Any request that the parties be separated physically during the pre-hearing conference and/or hearing
- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing
- If the party does not have an advisor who will accompany the party at the hearing, a request that the College provide an advisor for purposes of conducting questioning as specified in “Hearing”.

A party’s written response to the investigation report may also include:

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment

3. Pre-Hearing Conference

Prior to the hearing, the hearing officer will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the pre-hearing conference will be conducted with the hearing officer, the parties, the advisors, and other necessary College personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer’s discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing officer will discuss the hearing procedures with the parties; address matters raised in the parties’ written responses to the investigation report, as the hearing officer deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing officer determines, in the hearing officer’s discretion, should be resolved before the hearing.

4. Issuance of Notices of Attendance

After the pre-hearing conference, the hearing officer will transmit notices of attendance to any College employee (including administrator, faculty, or staff) or student whose attendance is requested at the hearing as a witness. The notice will advise the subject of the specified date and time of the hearing and advise the subject to contact the hearing officer immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, coach, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members, coaches, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

The College will not issue a notice of attendance to any witness who is not an employee or student

5. Hearing

After the pre-hearing conference, the hearing officer will convene and conduct a hearing pursuant to the College’s Hearing Procedures. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for the use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the advisors, witnesses, and other necessary College personnel together in the same physical locations. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio. Neither party will be compelled to testify in the physical presence of the other party.

In the hearing officer's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the Hearing Procedures and rulings from the hearing officer will govern the particulars of the hearing, each hearing will include, at minimum:

- Opportunity for each party to address the hearing officer directly and to respond to questions posed by the hearing officer.
- Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility.
- Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing officer and a reason for the ruling provided.
- Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect.
- Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing officer, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing officer, the Title IX Coordinator, and other necessary College personnel. With the exception of the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete. The parties will not be permitted to question the other party directly.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them pursuant to "Access to Evidence".

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing officer. Subject to the minimum requirements specified in this section ("Hearing"), the hearing officer will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing and questions of admissibility. The hearing officer will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rationale for any evidentiary rulings.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. The hearing officer will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in the Section "Hearing" are met.

6. Subjection to Questioning

In the event that any party or witness refuses to attend the hearing or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether given during the investigation or during the hearing, will not be considered by the hearing officer, in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing officer may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

In applying this Section (“Subjection to Questioning”), the hearing officer will not draw an inference about the determination regarding responsibility based solely on a party or witness’s absence from the live hearing and/or refusal to submit to questioning by the parties’ advisor.

Notwithstanding any provision of this Policy, if a matter subject to a hearing is referred for consideration under the student Code of Conduct, College Resource Manual, or other applicable College policy or procedure, any information collected from a party or witness who refuses to attend a hearing under this Policy or attends but refuses to submit to questioning by the parties’ advisors, including testimony collected during the investigation under this Policy, may be evaluated and considered under the student Code of Conduct, College Resource Manual, or other applicable policy or procedure.

7. Deliberation and Determination

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person’s status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operations of (“Subjection to Questioning”). The hearing officer will resolve disputed facts using a preponderance of the evidence (that is, “more likely than not”) standard and reach a determination regarding whether the facts that are supported by preponderance of the evidence constitute one or more violations of the Policy as alleged in the Formal Complaint.

8. Discipline and Remedies

In the event the hearing officer determines that the Respondent is responsible for violating this Policy, the hearing officer will, prior to issuing a written decision, consult with an appropriate College Official with disciplinary authority over the Respondent and such official will determine any discipline to be imposed. The hearing officer will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support measures or other remedies will be provided to the Complainant.

9. Written Decision

After reaching a determination and consulting with the appropriate College official and Title IX Coordinator as required by “Discipline and Remedies,” the hearing officer will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint
- A description of the procedural steps taken by the College upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing
- Articulate findings of facts, made under a preponderance of the evidence standard, that support the determination
- A statement of, the rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including determination regarding responsibility for each separate potential incident
- The discipline determined by the appropriate College official as referenced in “Discipline and Remedies”
- Whether the Complainant will receive any ongoing support measures or other remedies as determined by the Title IX Coordinator and

- A description of the College’s process and grounds for appeal, as specified in “Appeal”.

The hearing officer’s written determination, which will include information regarding appeal rights, will be transmitted to the parties. Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal as specified in “Appeal”.

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, the College strives to issue the hearing officer’s written determination within fourteen (14) days of the decision.

B. Administrative Adjudication (Optional)

In lieu of the hearing process, the parties may consent to have a Formal Complaint resolved by administrative adjudication as a form of informal resolution. Administrative adjudication is voluntary and must be consented to in writing by both parties and approved by the Title IX Coordinator as specified in “Adjudication Process Section.” At any time prior to the issuance of the administrative officer’s determination, a party has the right to withdraw from administrative adjudication and request a live hearing as specified in “Hearing Process.”

Coordinator will see that the administrative adjudicator is provided a copy of the investigation report and a copy of all the evidence transmitted to the parties by the investigator as specified in “Access to Evidence.”

The administrative officer will promptly send written notice to the parties notifying the parties of the administrative officer’s appointment; setting a deadline for the parties to submit any written response to the investigation report; and setting a date and time for each party to meet with the administrative officer separately. The administrative officer’s meetings with the parties will not be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this paragraph.

A party’s written response to the investigation report must include:

To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement

- Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in “Sexual History,” or for any other reason.
- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence.
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

After reviewing the parties’ written responses, the administrative officer will meet separately with each party to provide the party with an opportunity to make any oral argument or commentary the party wishes to make and for the administrative officer to ask questions concerning the party’s written response, the investigative report, and/or the evidence collected during the investigation.

After meeting with each party, the administrative officer will objectively reevaluate all relevant evidence, including both inculpatory and exculpatory evidence and ensure that any credibility determinations made are not based on a person’s status as a Complainant, Respondent, or witness. The administrative officer will take care to exclude from consideration any evidence that the administrative officer determines should be ruled inadmissible based on the objections and arguments raised by the parties in their respective written responses to the investigation report. The administrative officer will resolve disputed facts using a preponderance of the evidence (that is, “more likely than not”) standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the Policy as alleged in the Formal Complaint.

Thereafter, the administrative officer will consult with any College official and the Title IX Coordinator, in the manner specified in “Deliberation and Determination” and will prepare and transmit a written decision in the manner as specified in “Written Decision” which shall serve as a resolution for purposes of informal resolution.

Transmittal of the administrative officer’s written determination concludes the administrative adjudication, subject to any right of appeal as specified in “Appeal.”

Although the length of each administrative adjudication will vary depending on the totality of the circumstances, the College strives to issue the administrative officer’s written determination within twenty-one (21) days of the transmittal of the initiating written notice specified in this Section (“Administrative Adjudication”).

Other language in this Section notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XX. Dismissal During Investigation or Adjudication

The college shall dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that one or more of the following is true:

- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved or;
- The conduct alleged in the Formal Complaint falls outside the scope of the Policy specified in “Scope” (that is, because the alleged conduct did not occur in the College’s Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

The College may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following are true:

- The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);
- The Respondent is no longer enrolled or employed by the College, as the case may be; or
- Specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator dismisses a Formal Complaint pursuant to this Section, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in “Appeal.” The Title IX Coordinator may refer the subject matter of the Formal Complaint to other College offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination as it pertains to this Policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XXI. Appeal

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:

- A procedural irregularity affected the outcome;

- There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome.
- The Title IX Coordinator, investigator, hearing officer, or administrative officer had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome;
- The sanction is disproportionate with the outcome.

No other grounds for appeal are permitted.

A party must file an appeal within seven (7) days of the date they received notice of dismissal or determination appealed from or, if the other party appeals, within three (3) days of the other party appealing, whichever is later. The appeal must be submitted in writing to Provost, Dr. Robert Loch who serves as the appeal officer. The appeal must specifically identify the determination and/or dismissal appealed from, articulate which one or more of the three grounds for appeal are being asserted, explain in detail why the appealing party believes the appeal should be granted, and articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

If the appeal officer confirms that the appeal is timely and invokes at least one permitted ground for appeal, the appeal officer will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal withing seven (7) days. The appeal officer shall also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal.

Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision within seven (7) days to the parties that explain the outcome of the appeal and the rationale.

The determination of a Formal Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal, or if any appeal is filed, at the point when the appeal officer has resolved all appeals, either by dismissal or by transmittal or a written decision.

No further review beyond the appeal is permitted.

Although the length of each appeal will vary depending on the totality of the circumstances, the College strives to issue the appeal officer's written decision within twenty-one (21) days of an appeal being filed.

XXII. Potential Outcomes Following a Finding of a Policy Violation

A. Sanctions

When a final determination is made that an individual has violated the Policy, the appropriate sanctions are determined based on several factors, including the severity of the conduct and any prior policy violations. Sanctions and corrective actions can include, but are not limited to: Training, Reprimand, restitution of damages/loss, conditional status with requirements for continued enrollment, suspension or termination of particular privileges, suspension from the College for a period of time, dismissal, demotion, referral for prosecution for violation of the law, or other appropriate institutional sanctions.

B. Remedies

After a final decision is made that an individual has violated this Policy, the College may also offer additional measures, and/or take other action, to eliminate any hostile environment caused by the Sexual Harassment, prevent recurrence of any Sexual Harassment, and remedy the effects of the Sexual Harassment on the Complainant and the College community. Remedies that may be offered or provided to a Complainant may include the same individualized services described as Supportive Measures, however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

XXIII. Advisor of Choice

From the point a Formal Complaint is made, and until an investigation, adjudication, and appeal are complete, the Complainant and Respondent will have the right to be accompanied by an advisor or their choice to all meetings, interviews, and hearing that are part of the investigation, adjudication, and appeal process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing specified in "Hearing," the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with the College about the matter without the party being included in the communication. In the event a party's advisor of choice engages in material violation of the parameters specified in this Section and "Hearing," the College may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing specified in "Hearing," and requests the College to provide an advisor, the College will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. The College will have sole discretion to select the advisor it provides. The advisor the College provides may be, but is not required to be, an attorney.

The College is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in "Hearing," and requests that the College provide an advisor.

XXIV. Treatment Records and other Privileged Information

During the investigation and adjudication processes, the investigator and adjudicator, as the case may be, are not permitted to access, consider, disclose, permit questioning, or otherwise use:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or
- Information or records protected from disclosure by any other legally recognized privilege, such as the attorney client privilege; unless the College has obtained the party's voluntary, written consent to do so for the purpose of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator, as the case may be, may consider any such records or information otherwise covered by this Section if the party holding the privilege affirmatively discloses the records or information to support their allegations or defense, as the case may be.

XXV. Sexual History

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this Section for the purpose of supporting the Complainant's allegations, may be deemed to have waived the protection of this Section.

XXVI. Informal Resolution

At any time after the parties are provided written notice of the Formal Complaint as specified in "Notice of Formal Complaint," and before the completion of any appeal specified in "Appeal," the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties. Administrative Adjudication as specified in "Administrative Adjudication" is a form of informal resolution.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together. Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

- Describes the parameters and requirements of the informal resolution process to be utilized;
- Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another College official, or a suitable third-party);
- Explains the effect of participation in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and
- Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator before the informal resolution may commence.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

If the parties reach a resolution through the informal resolution process, and the Title IX Coordinator agrees that the resolution is not clearly unreasonable, the Title IX Coordinator will reduce the terms of the agreed resolution to writing and present the resolution to the parties for their written signature. Once both parties and the Title IX Coordinator sign the resolution, the resolution is final, and the allegations addressed by the resolution are considered resolved and will not be subject to further investigation, adjudication, remediation, or discipline by the College, except as otherwise provided in the resolution itself, absent a showing that a party induced the resolution by fraud, misrepresentation, or other misconduct or where required to avoid a manifest injustice to either party or to the College. Notwithstanding the foregoing if the form of informal resolution is Administrative Adjudication as specified in "Administrative Adjudication," there shall not be an agreed resolution requiring the parties' signatures; instead, the determination issued by the administrative officer shall serve as the resolution and conclude the informal resolution process, subject only to any right of appeal. With the exception of a resolution resulting from the Administrative Adjudication process specified in "Administrative Adjudication," all other forms of informal resolution pursuant to this Section are not subject to appeal.

A party may withdraw their consent to participate in informal resolution at any time before a resolution had been finalized.

Absent extension by the Title IX Coordinator, any informal resolution process must be completed within twenty-one (21) days. If an informal resolution process does not result in a resolution within twenty-one (21) days, and absent an extension, abeyance, or other contrary ruling by the Title IX Coordinator, the informal resolution process will be deemed terminated, and the Formal Complaint will be resolved pursuant to the investigation and adjudication procedures. The Title IX Coordinator may adjust any time periods or deadlines in the investigation and/or adjudication process that were suspended due to the informal resolution.

Other language in this Section notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XXVII. Presumption of Non-Responsibility

From the time a report or Formal Complaint is made, a Respondent is presumed not responsible for the alleged misconduct until a determination regarding responsibility is made final.

XXVIII. Resources

Any individual affected by or accused of Sexual Harassment will have equal access to support and counseling services offered through the College. The College encourages any individual who has questions or concerns to seek support of the College identified resources. The Title IX Coordinator is available to provide information about the College's Policy and procedure and to provide assistance. A listing of existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services and resources available is located at the following link: <https://www.stlukescollege.edu/title-ix-service-amp-resources.aspx>

XXIX. Conflicts of Interest, Bias, and Procedural Complaints

The Title IX Coordinator, investigator, hearing officer, administrative officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who believes one or more of these College officials has a material conflict of interest or material bias must raise the concern promptly so that the College may evaluate the concern and find a substitute, if appropriate. The parties will be notified of the identities of the decision maker and appeal reviewer for their proceeding before those individual(s) initiate contact with either party. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in "Appeal," or otherwise.

XXX. Objections Generally

Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that the College may evaluate the matter and address it, if appropriate.

XXXI. Academic Freedom

The College will construe and apply this Policy consistent with the principles of academic freedom specified in the College Resource Manual. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the principles of academic freedom specified in the College Resource Manual.

XXXII. Recordings

Wherever this Policy specifies that an audio or video recording will be made, the recording will be made only by the College and is considered property of the College, subject to any right of access that a party may have under this Policy,

FERPA, and other applicable federal, state, or local laws. Only the College is permitted to make audio or video recordings under this Policy. The surreptitious recording of any meeting, interview, hearing, or other interaction contemplated under this Policy is strictly prohibited. Any party who wishes to transcribe a hearing by use of transcriptionist must seek pre-approval from the hearing officer.

XXXIII. Vendors, Contactors, and Third Parties

The College does business with various vendors, contractors, and other third parties who are not students or employees of the College. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this Policy, the College retains its right to limit any vendor, contractor, or third-party access to campus for any reason. And the College retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this Policy.

XXXIV. Bad Faith Complaints and False information

It is a violation of Policy for any person to submit a report or Formal Complaint that the person knows, at the time the report or Formal Complaint is submitted, to be a false or frivolous. It is also a violation of this Policy for any person to knowingly make a materially false statement during an investigation, adjudication, or appeal under this Policy. Violations of this Section are not subject to the investigation and adjudication processes in this Policy; instead, they will be addressed under the Code of Student Conduct in the case of students and other College policies and standards, as applicable, for other persons.

XXXV. Retaliation

It is a violation of this Policy to engage in Retaliation. Reports and Formal Complaints of retaliation may be made in the manner specified in "Reporting Sexual Harassment," and "Formal Complaint." Any report or Formal Complaint of Retaliation will be processed under this Policy in the same manner as a report or Formal Complaint of Sexual Harassment, as the case may be. The College retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

Individuals who engage in Retaliation may be subject to disciplinary action that may include, but is not limited to, the sanctions listed in this Policy ("Potential Outcomes Following a Finding of a Policy Violation"), up to and including dismissal or other separation from the College.

XXXVI. Confidentiality

The College will keep confidential the identity of any individual who has made a report or Formal Complaint of Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment or Retaliation including any Respondent, and the identity of any witness. The College will also maintain the confidentiality of its various records generated in response to reports and Formal Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records. Notwithstanding the foregoing, the College may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out the College's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this Policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding the College's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this Policy.

While the College will maintain confidentiality specified in this Section, the College will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this Policy.

Note that certain types of Sexual Harassment are considered crimes for which the College must disclose crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

XXXVII. Other Violations of this Policy

Alleged violations of this policy, other than violations of the prohibition on Sexual Harassment and Retaliation, will be subject to review under the Code of Conduct for Students, the College Resource Manual for faculty, or other College policies and standards for employees.

XXXVIII. Signatures and Form of Consent

For purposes of this Policy, either a physical signature or digital signature will be sufficient to satisfy any obligation that a document be signed. Where this policy provides that written consent must be provided, consent in either physical or electronic form, containing a physical or digital signature will suffice.

XXXIX. Deadlines, Time, Notices, and Method of Transmittal

Where this Policy specifies a period of day by which some act must be performed, the following method of calculation applies:

- Exclude the day of the event that triggers the period;
- Count every day, including intermediate Saturdays, Sundays, and legal holidays recognized by the federal government;
- Include the last day of the period until 5:00 p.m. central time, but if the last day is a Saturday, Sunday, or legal holiday recognized by federal government, the period continues to run until 5:00 p.m. central time on the next day that is not a Saturday, Sunday, or legal holiday recognized by the federal government.

All deadlines and other time periods specified in this Policy are subject to modification by the College where, in the College's sole discretion, good cause exists. Good cause may include, but not limited to, the unavailability of parties or witnesses; the complexities of a given case; extended holidays or closures; sickness of the investigator, adjudicator, or the parties; the need to consult with the College's legal counsel; unforeseen weather events; and the like.

Any party who wishes to seek an extension of any deadline or other time period may do so by filing a request with the investigator, hearing officer, administrative officer, appeal officer, or Title IX Coordinator, as the case may be, depending on the phase of the process. Such request must state the extension sought and explain what good cause exists for the requested extension. The College officer resolving the request for extension may, but is not required to, give the other party an opportunity to object.

Whether to grant such requested extension will be in the sole discretion of the College.

The parties will be provided written notice of the modification of any deadline or time period specified in this Policy, along with the reasons for the modification.

Where this Policy refers to notice being given to parties "simultaneously," notice will be deemed simultaneous if it is provided in relative proximity on the same day. It is not necessary that notice be provided at the same hour and minute.

Unless otherwise specified in this Policy, the default method or transmission for all notices, reports, responses, and other forms of communication specified in this Policy will be emailed using College email addresses.

A party is deemed to have received notice upon transmittal of an email to their College email address. In the event notice is provided by mail, a party will be deemed to have received notice three (3) days after the notice in question is postmarked.

Any notice inviting or requiring a party or witness to attend a meeting, interview, or hearing will be provided with sufficient time for the party to prepare for the meeting, interview, or hearing, and will include relevant details such as the date, time, location, purpose, and participants.

Unless a specific number of days is specified elsewhere in this Policy, the sufficient time to be provided will be determined in the sole discretion of the College, considering all the facts and circumstances, including, but not limited to, the nature of the meeting, interview, or hearing; the nature and complexity of the allegation at issue; the schedule of relevant College officials; approaching holiday or closures; and the number and length of extensions already granted.

XL. Other Forms of Discrimination

This Policy applies only to Sexual Harassment as defined herein. Complaints of other forms of sex discrimination are governed by the College's Non-Discrimination Policy.

XLI. Education

Because the College recognizes that the prevention of Sexual Harassment, including Sexual Assault, Domestic Violence, Dating Violence, and Stalking is important, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation; and members of student organizations. Among other elements, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. The College's educational programming will comply with any applicable federal or state law. To learn more about education resources, please contact the Title IX Coordinator.

XLII. Outside Appointments, Dual Appointments, and Delegations

The College retains discretion to retain and appoint suitably qualified persons who are not College employees to fulfill any function of the College under this Policy, including but not limited to, the investigator, hearing officer, administrative officer, informal resolution officer, and/or appeals officer.

The College also retains discretion to appoint two or more persons to jointly fulfill the role of investigator, hearing officer, administrative officer, informal resolution officer, and/or appeals officers.

The functions assigned to a given College official under this Policy, including but not limited to, the functions assigned to the Title IX Coordinator, investigator, hearing officer, administrative officer, informal resolution officer, and appeals officer, may, in the College's discretion, be delegated by such College official to any suitably qualified individual and such delegation may be recalled by the College at any time.

XLIII. Training

The College will ensure that College officials acting under this Policy, including but not limited to the Title IX Coordinator, investigators, hearing officers, administrative officer, informal resolution facilitators, College provided advisors, and appeals officers receive training in compliance with 34.C.F.R. §106.45(b)(1)(iii), and any other applicable federal or state

law.

XLIV. Recordkeeping

The College will retain those records specified in 34 C.F.R § 106.45 (b) (10) for a period of seven years after which point in time they may be destroyed or continue to be retained, in the College's sole discretion. The records specified in 34 C.F.R §106.45 (b) (10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R §106.45 (b) (10) and consistent with any other applicable federal or state law, including FERPA.

XLV. Definitions

Words used in this Policy will have those meanings defined herein and if not defined herein will be construed according to their plain and ordinary meaning.

XLVI. Discretion in Application

The College retains discretion to interpret and apply this Policy in a manner that is not clearly unreasonable, even if the College's interpretation or application differs from the interpretation of the parties.

Despite the College's reasonable efforts to anticipate all eventualities in drafting this Policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express Policy language, in which case the College retains discretion to respond to the unanticipated or extraordinary circumstances in a way that is not clearly unreasonable.

The provisions of this Policy and the Hearing Procedures referenced in "Hearing" are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the College retains discretion to revise this Policy and the Hearing Procedures at any time, and for any reason. The College may apply Policy revisions to an active case provided that doing so is not clearly unreasonable.

Registration of Sex Offenders

Higher education institutions are required to notify all students of the site where registered sex offenders can be obtained. The website to access this information is www.iowasexoffender.com. Information can also be found by contacting the local police department or sheriff's office. This list identifies only those offenders "who have been assessed as "at-risk" to reoffend, and who were convicted of an offense requiring registration after July 1, 1995, and who were previously notified that electronic access would be part of their public notification."

Weapon Policy

Weapons of any kind shall not be allowed on St. Luke's College property or clinical sites regardless of any individual having a weapon permit issued by the State of Iowa or any other state.

Weapons include but not limited to shotguns, rifles, handguns, air guns, BB guns, bow and arrows, knives, brass knuckles, a pocket billy, martial arts weapons, stun or tasers guns, and mace/pepper spray are not permitted on campus. Also, potentially hazardous items such as ammunition, explosives, and fireworks, including firecrackers are not permitted on campus.

Security will be notified if a student is suspected or found to have a weapon or hazardous item. The item(s) will be confiscated, and arrest made if it is deemed to be illegal. The return of confiscated item(s) will be at the discretion of security/administration and the local police department. The Administration will determine if College disciplinary action will be taken.

Law Enforcement and Campus security are excluded from this policy due to the nature of their job.

Severe Thunderstorm and Tornado Warning Procedures

General Information

Definitions

- Tornado or Severe Thunderstorm Warning: A tornado has been sighted in or near Sioux City or winds exceed 70 mph-follow specific procedures for high winds.
- Tornado Watch: Existing conditions are favorable for adverse weather, which may include thunderstorms, hail, strong winds, and/or tornadoes.

Probable results if St. Luke's were to be struck by a tornado or high winds:

- Blown-in windows and loss of controlled environment.
- Broken water pipes, sprinkler heads discharging, and the fire alarm system activated.
- Possible loss of oxygen.
- Loss of electrical power.
- Loss of communication, including radio, telephones, paging, and vehicular transportation.

Specific Procedures upon Notification of a Severe Thunderstorm or Tornado Warning

Central Building Patient Care Areas:

- Remain calm and reassuring.
- Move patients to interior corridors closing doors when you leave the room.
- When possible (subject to patient's condition), huddle patients on the floor behind an interior wall, bringing footwear, shoes, or slippers.
- Visitors should be evacuated to inner corridors, if visitors are interfering with patient care or posing a safety hazard evacuate them to interior lower-level corridors.
- Close all fire doors.
- Follow instructions of the Incident Command team.
- If a patient cannot be moved due to critical conditions, close all drapes, and cover the patient with layers of linen.

Emergency Outpatient Department and Admitting:

- Employees remain in the area. Have patients and visitors remain in the waiting area away from the ambulance entrance doors. If visitors are interfering with patient care or posing a safety hazard evacuate them to interior lower-level corridors.
- Open ambulance garage doors and lock in the "up" position.
- Follow instructions of the Incident Command team.

Dining Room:

- Evacuate to central corridor

College Building Occupants:

- Evacuate students, visitors, faculty, and staff to lower level of the building.
- Follow instruction of the Incident Command team.

Evacuation:

- If evacuation is required an alert will be announced indicating the evacuation, the location and the action required.

Disaster:

- If a disaster has occurred a Mass Casualty will be announced with a descriptor and what action is required.

General Rules

- Remain calm.
- Stay away from windows and glass doors.
- Do not touch any loose or dangling electrical wires.
- For protection from flying debris, evacuate to interior rooms, preferably under a heavy desk, or sit on the floor covered with a heavy blanket.
- Be prepared to respond to other emergencies associated with high winds (loss of power, building damage, fire etc., via the command structure response.)

Medical Emergency Guidelines

Purpose

The purpose of this guideline is to provide rapid, organized action by students to prevent sudden and unexpected death.

Definitions

- **CPR.** Cardiopulmonary resuscitation is a basic lifesaving technique for a sudden cardiac or respiratory arrest. This intervention involves a combination of mouth-to-mouth breathing, or other assisted ventilative technique, and chest compression.
- **Medical Alert/Emergency Code Blue.** Refers to the initiation of CPR. Upon arrival of the Code Blue Team, further emergency treatment will be initiated following the Medical Center Guidelines.
- **Medical Alert, Pediatric or Medical Alert and Neonatal Medical Alert.** Refers to a pediatric patient 0-17 years of age
- **Do Not Resuscitate (DNR).** CPR is not initiated or carried out in the event of a cardiac or respiratory arrest (usually in the case of an expected death from an irreversible illness).
- **Modified Code Blue.** If, in the physician's judgement, a full code blue should not be initiated, the physician is to provide specific guidelines for emergency measures to be carried out. These are to include guidelines for CPR, ventilation, countershock and arrhythmia treatment. The code blue will be announced. Specific treatment guidelines will be written on the front of the chart.

Guidelines- "Do Not Resuscitate (DNR)"

- Any sudden change in vital signs or a "Do Not Resuscitate" patient should be immediately communicated to the RN in charge who will need to notify the physician.
- "Do Not Resuscitate" orders are entered into the electronic medical records by the attending physician. This status information is available via the computerized patient records and a purple DNR wristband is placed on the same arm as identification band.

Guidelines – Code Blue

Any person within the physical facilities of UnityPoint Health- St. Luke's will receive emergency treatment when indicated, as specified in the Code Blue protocol unless a written "Do Not Resuscitate" order is on the chart. (This includes students, employees, and any organization with offices in the facility).

CPR is initiated and a Code Blue is called by the person who discovers the arrested person- including students. A Code Blue can only be discontinued by a physician's order.

When a student, or any person who is certified in CPR, comes upon an emergency, they are responsible for initiating the steps of CPR.

When the switchboard operator answers the 3911 call, tell them "Code Blue, room No." unless it is in another building; and then remember to report which building and room number the emergency is in. An announcement is made over the PA system three times after the tone. The operator also alerts other members of the CPR team.

Personnel other than the Code Blue Team are not to use the emergency elevator during a Code Blue. Students and personnel should not use the telephone during a Code, so that lines will be available for communication with other

physicians and the family.

Locate the CPR equipment, including the Crash Cart, during orientations to each new clinical area.

Follow universal precautions as much as possible by using disposable airway equipment for ventilation.

Rapid Response Code

A Rapid Response Code is a team of clinicians who bring critical care expertise to the patient's bedside. The team assists the staff members in assessing and stabilizing the patient condition and organizing the information to be communicated to the patient's physician.

Obscene or Threatening Call and Bomb Threats

General information

All obscene or threatening calls and bomb threats shall be considered real. A person receiving such calls shall obtain as much information as possible to develop an information base and identify any distinguishing characteristics of the caller.

Obscene or Threatening Calls

Personnel or students receiving an obscene or threatening call:

- Keep the caller on the line and obtain as much information as possible.
- Gain the attention of another individual and have them notify Safety & Security by dialing "3911"
- Record words and characteristics of the caller.
- Do not discuss: Information specific to the call shall remain confidential until released by the proper authorities and administrative representative.

Bomb Threats

Personnel or students receiving a bomb threat:

- Keep the caller on the line and obtain as much information as possible.
- Determine if call is from outside of the Health System, or from within.
- Determine the location of the bomb.
- Gain the attention of another individual and have them notify Safety & Security by dialing "3911"
- Record words and characteristics of the caller.
- Do not discuss- information specific to the call shall remain confidential until released by the proper authorities and administrative representative.

Affected Area(s):

- If a bomb threat is received for a particular area, employees from the area will be asked to assist the Safety & Security Officer and police officials is searching for unusual objects.
- The charge person of the department being searched will call and maintain telephone contact with the official in charge until the department has been searched and the all clear given.

General Precautions

- Security, the police department, or local authorities will coordinate a room-to-room search beginning at the ground level and working up.
- Don't touch anything suspicious. Report suspicious items to Security, or to the fire or police department.
- If explosion should occur, begin evacuation by using the nearest safe exit.

Abduction

- Dial 3911 and notify operator of event and location
- Secure exits

- An “Abduction Mission Person Alert” will be announced over the paging system three times.

Active Shooter

An active shooter is an individual aggressively engaged in killing or attempting to kill a confined populated area. The situation occurs rapidly and without warning. The shooter often has intended targets such as estranged spouse or former boss or may just be all persons present. In either case anyone within weapons range is a probable victim. Most end in less than 15 minutes so the arrival of Law Enforcement may have little effect on the outcome. The shooter often commits suicide or is looking for “suicide by cop.” Individuals need to prepare physically and mentally to respond to an active shooter incident.

Actions to take when there is an active shooter on campus include:

Run: When an active shooter is in your vicinity:

- Attempt to evacuate and evacuate others whether they agree to or not
- Leave your belongings behind
- Help others escape, if possible
- Prevent others from entering the area
- Call “911” when you are in a safe location

Hide: When evacuation is not possible, find a place to hide

- Lock and/or block the door
- Silence cell phone
- Hide behind large objects
- Remain very quiet
- Your hiding place should be out of sight of the shooter, provided protection if shots are fired in your direction, and not restrict your options for movement

Fight: Only as a last resort and if your life is in danger

- Attempt to incapacitate the shooter
- Act with physical aggression
- Improvise weapons
- Commit to your actions

When Law Enforcement arrives:

- Remain calm and follow instructions
- Keep your hands visible at all times
- Avoid pointing or yelling
- Know that help for the injured is on its way

Violence Prevention and Intervention in the Workplace

- Dial 3911 and notify operator of event and location
- Provide the response team any necessary information that will allow them to manage the behavior
- Follow any direction from the response team

Department of Associate of Science in Nursing Education (ASN)

Mission

St. Luke's College provides quality, health system-based nursing education building on prior experience, knowledge, and skills of individuals. Learners are prepared to think critically to coordinate competent and compassionate client care to improve the health and health care delivery in a multicultural and evolving world.

Philosophy

Health:

Health is defined as an individual's perception of physical and psychological well-being. It is a dynamic state influenced by internal and external factors, including, biological and environmental elements. Health reflects an individual's optional level of functioning which is influenced by the profession of nursing.

Environment:

The ever-changing, global environment that influences the internal and external factors surrounding and affecting individual's and group's overall health.

Nursing:

The profession of nursing employs the sciences to guide cares with the goal of health promotion and maintenance. Nurses, individually and in collaboration with other health care professionals, provide holistic health care of individuals and groups through the application of knowledge. Nursing advocates an ethical, legal, and regulatory framework, ensuring quality in the care of individuals, families, groups, and populations.

Education:

Nursing education consists of evidence-based teaching strategies promoting critical thinking, clinical reasoning, and application of knowledge in caring for the complex and diverse client. Education is a self-directed, yet interactive lifelong process empowering learners to promote health and contribute to the profession of nursing.

Person:

Person is viewed as a unique, multi-dimensional individual who has the capacity to care and promote health in oneself and others. Each person encompasses the richness of one's diverse culture and background allowing the ability to interact and facilitate positive change in others.

Student & Faculty:

Students are unique with individual knowledge, skills, and attitude influenced by their cultural background and life experiences. They are active partners engaged in the learning process.

Faculty facilitate a supportive and caring educational environment to encourage the development of students' full potential. The student-faculty collaboration is designed to achieve educational outcomes with the goal of preparing and enriching individuals for practice in contemporary health care environments.

Program Goals

St. Luke's College Department of Associate of Science in Nursing Education will:

- Offer a program of excellence, employing critical thinking in general and nursing education to meet the needs of diverse learners.
- Provide graduates with the skills and knowledge for successful completion of the national registered nurse licensure examination.
- Prepare graduates to function as beginning nurse generalists.

- Meet the preparatory educational expectations of the graduate and employer.

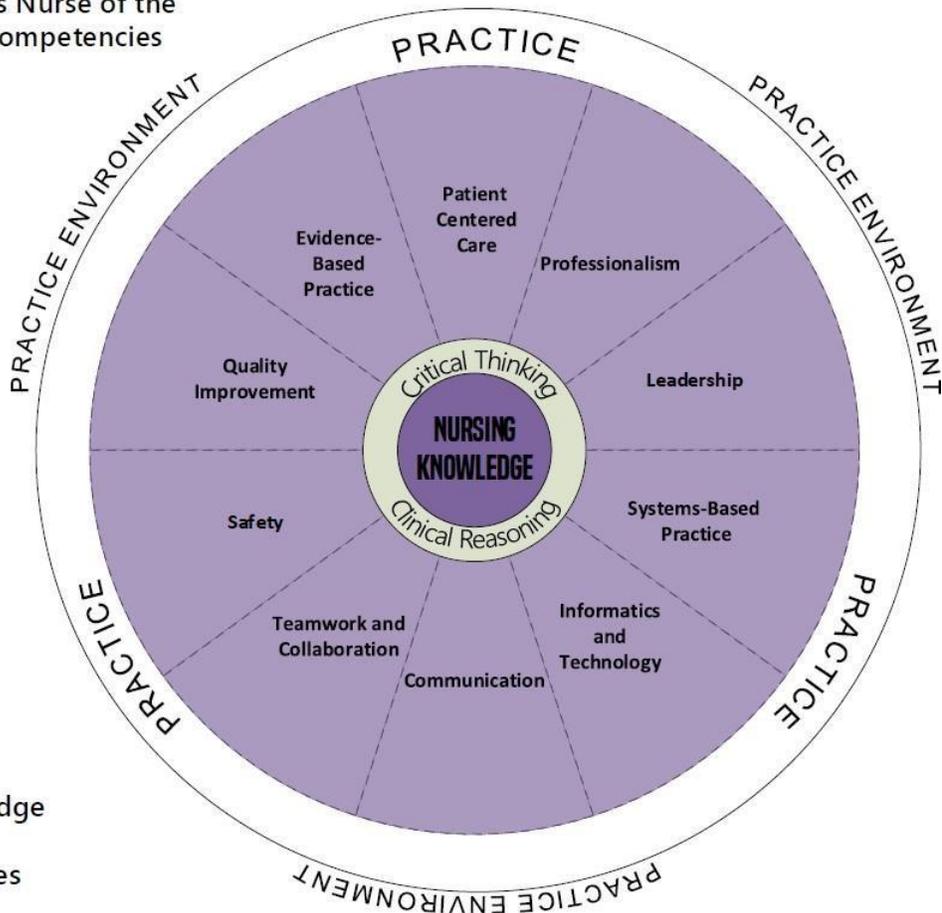
Graduate Outcome

Upon completion of the program of study, the graduate will possess the abilities of a safe beginning generalist and will:

- Perform caring nursing actions with competence and cultural sensitivity in diverse settings.
- Establish effective communication to promote a therapeutic environment with clients, significant support person(s), and the health care team.
- Interact collaboratively in education, assumption of responsibilities, problem resolution, and achievement of client outcomes.
- Demonstrate professionalism in the practice of nursing within ethical, legal, and regulatory guidelines.
- Manage the resources of the healthcare setting by prioritization, delegation, coordination, and supervision of client care activities directed at promoting, maintaining, and restoring health.
- Make clinical judgements based on assessment finding and evidenced-based information.

ASN Organizing Framework

Adapted from
Massachusetts Nurse of the
Future Core Competencies



K -- Knowledge
S -- Skills
A -- Attitudes

Quality and Safety Education for nurses (QSEN) is the professional standards/guidelines utilized in delivery, development, and evaluation of the ASN program curriculum. The six competencies utilized to align the curriculum are:

- Patient-Centered Care
- Teamwork and Collaboration

- Evidence Based Practice
- Quality Improvement
- Safety
- Informatics

Essential Functions

Individuals admitted to the ASN program must possess the capability to complete the entire curriculum. The curriculum requires demonstrated proficiency in a variety of skill areas. All students admitted into the Nursing Program must possess and consistently demonstrate the ability to:

- Perceive situations accurately and respond rationally
- Analyze situations and make sound judgments
- Interact appropriately with others
- Communicate through reading, writing, speaking, and understanding the English language
- Use the senses of vision, hearing, and touch as necessary to provide safe nursing care, including performing assessments
- Possess the ability to work collaboratively with other members of the health care team
- Demonstrate manual dexterity (such as use of syringe)
- Ambulate with a steady gait
- Position clients
- Lift 40 pounds
- Perform CPR
- Tolerate physical activity and environmental stressors required to deliver nursing care

Academic Civility

Students and faculty are expected to practice professional etiquette with the intent of upholding the dignity of each member of the academic community. Academic civility promotes a harmonious and cooperative learning environment which is essential to student success. Students may be asked to modify their behavior and may be removed from a learning environment related to any uncivil actions and/or behaviors.

Academic Policies

Assignment of Academic Credit

Academic credit is assigned to each course based upon the number of scheduled hours of class or laboratory per week per semester. Each semester encompasses 16 weeks.

- One semester hour of credit is assigned for one hour of theory class per week.
- One semester hour of credit is assigned for every two hours of science laboratory per week.
- One semester hour of credit is assigned for every three hours of clinical laboratory per week.

Academic Probation

The student will be placed on academic probation in nursing if any of the following occurs:

- The cumulative GPA falls below 2.0
- A grade less than "C" is achieved in an NUR or general education course sequence.
- A grade of "F" (fail) is attained in a clinical course.
- **To be removed from academic probationary status the student must attain a 2.0 cumulative GPA by the end of the next semester. Academic probationary status will be allowed only once during the total program.

Dismissal

Refer to the College's Academic Dismissal policy and the Disciplinary Action policy for information on dismissal. Additionally, an ASN student will be dismissed from the nursing program and ineligible for reapplication for failure to earn a "C" (78%) or higher in two or more NUR courses or on the second attempt of a nursing course. Each nursing course may only be attempted twice.

In a situation where a student fails to earn a "C" (78%) or higher in a NUR course and on academic probation the student will not be allowed to progress to the next 8-week NUR course within the same semester. The student will be able to continue enrollment in the current 16-week courses and will be dismissed upon completion of that semester.

Grading Scale

The ASN program follows the College's grading scale. The evaluation method for classroom and clinical experiences will be included in each respective syllabus or clinical resource guide. The student must achieve at least a grade of "C" (78%) or "P" (passing) in all nursing courses/clinical. The clinical component is graded on a pass/fail basis. If less than a "C" is achieved in any given NUR course, or "F" (fail) in the clinical component of an NUR course, the course must be repeated. Courses may be attempted only twice.

Graduation

The ASN degree will be conferred on candidates who satisfy the following requirements:

- Satisfactory completion of the prescribed course of study.
- Achievement of a minimum cumulative grade point average of 2.0
- Satisfactory completion of at least 22 hours of credit in the 200-level nursing course at St. Luke's College.
- Resolution of all financial obligations to the College.

Program Feedback

The nursing program values input from students, graduates, and their employers. Students will be invited to participate in focus groups and complete exit questionnaires. Approximately six months following graduation, St. Luke's College will contact graduates to complete a survey and request permission to contact current employers. Feedback regarding the program will be appreciated.

Professional Probation

A nursing student may be placed on professional probation for a code of conduct or code of ethics violation. Students may be dismissed from the program for reasons associated with professional probation.

General Education Requirements

The following general education support courses are required for the Nursing Program:

- BIO201 Anatomy & Physiology I
- BIO202 Anatomy & Physiology II
- BIO218 Microbiology
- ENG108 English Composition
- NUT212 Nutrition
- PHI220 Ethics
- PSY106 General Psychology
- PSY120 Developmental Psychology
- SOC104 Sociology

ATI

Nationally normed, proctored examinations will be administered throughout the ASN curriculum. The results of these examinations provide individual student self-assessment and programmatic evaluation through comparison of St. Luke's College students understanding of content to national student samples. Guidelines for preparation for these exams will be provided by course faculty.

ATI Testing

The Assessment Technologies Institute (ATI) Program for RN students includes ebooks, online practice tests, clinical resources, online workshops, resource materials for remediation and review in low scoring areas, proctored and non-proctored testing. ATI resources are integrated throughout the entire ASN nursing curriculum. An ATI NCLEX-RN Review session will be provided for students at the end of the 4th semester.

Background Check/Drug testing

To maintain a safe patient care environment while fulfilling regulatory requirements, all students will be subject to a criminal background check prior to the start of St. Luke's College nursing courses. Students found to have a criminal record may be excluded from participating in clinical experiences enrollment. Students with a criminal record, if allowed to enroll, may be eligible for licensure or certification.

To maintain a safe patient care environment while fulfilling regulatory requirements, all students will be subject to a criminal background check prior to clinical education components of the nursing program. Students found to have a criminal record may be excluded from participating in enrollment or clinical experiences.

It is the student's/applicant's responsibility to complete the necessary paperwork. Fees may be at the responsibility of the student.

Individuals may be excluded from participating in a clinical experience based on the results of the background check and/or drug testing.

Drug testing and background checks may be administered at any time by request of a clinical site, faculty, or program director.

All results will remain confidential.

Clinical Attendance

Attendance at all scheduled clinical experiences is essential to the student's education. The student is expected to arrive at the scheduled destination prepared to participate in clinical in a safe manner. If the student is unable to be present at a clinical experience, including skills laboratory sessions, and simulations, it is their responsibility to verbally contact the faculty member and the clinical site prior to the scheduled start time. Clinical absences will be made up in the manner course faculty deem appropriate. The student will be charged a fee for clinical make up. Failure to complete appropriate notification of absence or clinical make up may result in failure of the course. Clinical absences from a course are considered problematic and may also result in failure of the course. If the student believes that extenuating circumstances affected the clinical absence(s), they must file a written appeal to request an individualized plan for make-up.

It is important that students be punctual for clinical experiences to help create a quality-learning environment and provide safe care to the client. Faculty may send the student off the unit if the arrival time is after the start of the assigned shift, for student illness, or if the faculty believes the student is unprepared for the clinical experience.

Clinical make-up will be decided by each course faculty. See each course syllabus for specific details. Course faculty will

determine which instructor will supervise the clinical make-up, when clinical make-up will occur, and how and where clinical will be completed. Options for make-up may include face-to-face clinical, a learning activity, and/or written work that promotes learning such as a case study, presentation, or research article.

In the event of faculty illness, clinical will be rescheduled for students and faculty. No additional fee will be assessed for this clinical experience.

Clinical Evaluation of Students

The faculty will provide the student with written feedback each week, there may be situations in which faculty will provide daily written and/or verbal feedback regarding the student's performance. The detailed information for each course is included in clinical resource materials including a description of the clinical evaluation tool guidelines and clinical evaluation rating scale.

Clinical Experience

The faculty will provide the clinical agency with the names of the students who are entitled to use the resources of the agency under the terms of the agreement between the college and the agency.

The student agrees to abide by the rules, regulations, and policies set forth by the clinical agency.

There will be no formalized study periods during clinical experiences involving direct client care. The faculty may assist the student to identify appropriate learning activities or alternate assignments.

Criminal History Checks on Nursing Students

Iowa Administrative Code 655(2.13(152)) Student criminal history checks:

This Code requires the nursing program to initiate criminal history and child and dependent adult abuse record checks of students and prospective students to ensure a student's ability to complete the clinical education component of the program in accordance with Iowa section 152.5. The nursing program will request that the department of public safety perform a criminal history check and that the Department of Human Services perform child and dependent abuse record checks. The program will follow the guidelines and standards set forth by the Department of Human Services in conducting record checks and in determining a student's ability to complete the clinical education component of a nursing program based on the record checks.

Iowa Administrative Code 147.3 Qualifications:

This Code requires that effective February 11, 2015 all individuals seeking nursing licensure by initial examination or endorsement who have a criminal conviction(s), other than a minor traffic violation, must submit copy(s) of the sentencing order(s) when submitting application materials. The Board of Nursing may consider the past criminal record of an applicant if the conviction relates to the practice of the nursing profession and will make the final decision regarding licensure. Information pertaining to individual criminal records prior to completion of an education program cannot be obtained from the Iowa Board of Nursing. For questions regarding this matter, individuals should contact the Iowa Board of Nursing, Enforcement Division at (515) 281-6472, or Board of Nursing in the state of initial licensure. For an individual to become a licensed nurse in Iowa, the person must first graduate from a state board approved nursing program. Questions concerning acceptance into a nursing program, due to history of a criminal conviction(s), will need to be addressed by the nursing program.

Initial Nursing Licensure

Graduates of the nursing program should make application for licensure by examination to the appropriate state board of nursing. The application also includes a fee. That state board of nursing will determine if the graduate is eligible to take the National Council License Examination (NCLEX). The NCLEX-RN is a computerized adaptive test designed to test knowledge, skills, and abilities necessary to enter into nursing practice at the Registered Nurse level. The requirements for eligibility to test vary by state and may include a criminal background check. The graduate must register to take the NCLEX-RN by a separate process. This also includes a fee. The graduate should select a testing location and time after receiving authorization to test. Examination results are available only from the board of nursing from which the candidate has made application for licensure. Passage of the NCLEX-RN is required for licensure and to practice as a registered nurse. Each board of nursing has a retake policy indicating the minimum time frame between testing dates.

Prerequisite Requirements

College prerequisites are established to facilitate the appropriate of principles to the program of study. All courses must be satisfactorily completed according to academic policy. All prerequisites are indicated in the course description section of this handbook.

Iowa Administrative Code 655(2.8(5)) states that students and prospective students (a) who have been denied licensure by the board, (b) who licensure is currently suspended, surrendered or revoked in any U.S. jurisdiction or (c) whose license/registration is currently suspended, surrendered, or evoked in another country due to disciplinary action may not take the clinical component of nursing courses. Students must notify the Associate Dean of Nursing Education if they are in violation of this code.

Refresher Experience

Any student who has had a break in the progression of the nursing program may be required to complete a no credit clinical refresher experience. A fee will be assessed for this refresher experience.

Student Complaint Log

St. Luke's College is required to maintain a log of formal complaints by students. Refer to the Student Complain log section in the handbook for more information.

Complaints regarding the Associate of Science in Nursing Education Program can be addressed to the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia, 30326, telephone 404-975-5000, www.acenursing.org

Program of Study

Suggested Full-Time Course Schedule

Semester I	Credit Hours
NUR100 Introduction to Nursing	1
NUR102 Nursing Skills.....	2
NUR103 Fundamentals of Nursing.....	7
ENG108 English Composition.....	3
PSY106 General Psychology	3
BIO201 Anatomy and Physiology I	<u>4</u>
	20
Semester II	
NUR211 Medical Surgical Nursing I.....	5
NUR213 Medical Surgical Nursing II.....	5
BIO202 Anatomy & Physiology	<u>4</u>
	14
Summer Session	
PSY120 Developmental Psychology	3
NUT212 Nutrition.....	3
SOC104 Sociology.....	<u>3</u>
	9
Semester III	
NUR221 Medical Surgical Nursing III.....	5
NUR223 Medical Surgical Nursing IV	5
BIO218 Microbiology	<u>4</u>
	14
Semester IV	
NUR231 Role Transition	1
NUR233 Advanced Nursing.....	9
NUR241 Nursing Practicum.....	2
PHI220 Ethics	<u>3</u>
	15
ASN Core Credits	42
General Education Core Credits.....	30
Total Program Credits	72

Department of Accelerated Bachelor of Science in Nursing Education (ABSN)

Department of Nursing Education Mission

St. Luke's College provides quality, health system-based nursing education building on prior experience, knowledge, and skills of individuals. Learners are prepared to think critically to coordinate competent and compassionate client care to improve the health and health care delivery in a multicultural and evolving world.

Department of Nursing Education Philosophy

Health: Health is defined as an individual's perception of physical and psychological well-being. It is a dynamic state influenced by internal and external factors, including biological and environmental elements. Health reflects an individual's optimal level of functioning which is influenced by the profession of nursing.

Environment: The ever-changing, global environment that influences the internal and external factors surrounding and affecting individual's and group's overall health.

Nursing: The profession of nursing employs the sciences to guide cares with the goal of health promotion and maintenance. Nurses, individually and in collaboration with other health care professionals, provide holistic health care of individuals and groups through the application of knowledge. Nursing advocates an ethical, legal, and regulatory framework, ensuring quality in the care of individuals, families, groups, and populations.

Education: Nursing education consists of evidence-based teaching strategies promoting critical thinking, clinical reasoning, and application of knowledge in caring for the complex and diverse client. Education is a self-directed, yet interactive lifelong process empowering learners to promote health and contribute to the profession of nursing.

Person: Person is viewed as a unique, multi-dimensional individual who has the capacity to care and promote health in oneself and others. Each person encompasses the richness of one's diverse culture and background allowing the ability to interact and facilitate positive change in others.

Student & Faculty: Students are unique with individual knowledge, skills, and attitudes influenced by their cultural background and life experiences. They are active partners engaged in the learning process.

Faculty facilitate a supportive and caring educational environment to encourage the development of students' full potential. The student-faculty collaboration is designed to achieve educational outcomes with the goal of preparing and enriching individuals for practice in contemporary health care environments.

Accelerated BSN Program Goals

St. Luke's College Accelerated Bachelor of Science in Nursing Education program will:

1. Offer a program of excellence fostering evidence-based practice and clinical judgement in nursing education.
2. Provide graduates with the skills and knowledge for successful completion of the national registered nurse licensure examination.
3. Promote a climate of inquiry, self-efficacy, empowerment, and professionalism, establishing the foundation for life-long learning and service.
4. Create a nurturing environment, promoting self-care, resilience, and well-being.

Accelerated BSN Graduate Outcomes

St. Luke's College Accelerated Bachelor of Science in Nursing Education program will:

1. Exemplify competence in the provision of compassionate, person-centered, culturally sensitive care to diverse individuals, families, communities, and populations across the lifespan and throughout the healthcare continuum.
2. Demonstrate effective communication using a variety of modalities in practice, education, and leadership settings.

3. Embrace the value of life-long learning and professional behaviors integrating altruism, integrity, social justice, and respect for diversity and human dignity.
4. Establish intentional collaboration to strengthen outcomes in the delivery of evidence-based person, family, and community-centered care.
5. Utilize knowledge, skills, and technology in leadership, quality improvement, health promotion, and safety to provide cost-effective quality healthcare.
6. Manage resources in healthcare through prioritization, delegation, and coordination of care directed at promoting, maintaining, and restoring health.
7. Integrate evidence-based practice and clinical judgement into the holistic care of individuals, families, communities, and populations across the lifespan and throughout the healthcare continuum.

Essential Functions

Individuals admitted to the ABSN program must possess the capability to complete the entire curriculum. The curriculum requires demonstrated proficiency in a variety of skill areas. All students admitted into the Nursing Program must possess and consistently demonstrate the ability to:

- Perceive situations accurately and respond rationally
- Analyze situations and make sound judgments
- Interact appropriately with others
- Communicate through reading, writing, speaking, and understanding the English language
- Use the senses of vision, hearing, and touch as necessary to provide safe nursing care, including performing assessments
- Possess the ability to work collaboratively with other members of the health care team
- Demonstrate manual dexterity (such as use of syringe)
- Ambulate with a steady gait
- Position clients
- Lift 40 pounds
- Perform CPR
- Tolerate physical activity and environmental stressors required to deliver nursing care

Academic Civility

Students and faculty are expected to practice professional etiquette with the intent of upholding the dignity of each member of the academic community. Academic civility promotes a harmonious and cooperative learning environment which is essential to student success. Students may be asked to modify their behavior and may be removed from a learning environment related to any uncivil actions and/or behaviors.

Academic Policies

Assignment of Academic Credit

Academic credit is assigned to each course based upon the number of scheduled hours of class or laboratory per week per semester. Each semester encompasses 16 weeks.

- One semester hour of credit is assigned for one hour of theory class per week.
- One semester hour of credit is assigned for every two hours of science laboratory per week.
- One semester hour of credit is assigned for every three hours of clinical laboratory per week.

Academic Policies/Grading Scale

The Accelerated Bachelor of Science in Nursing program follows the College's grading scale. The evaluation method for classroom and clinical experiences will be included in each respective syllabus or clinical resource guide. The student

must achieve at least a grade of “C” (78%) or “P” (passing) in all nursing courses, clinical experiences or general education courses. The clinical component is graded on a pass/fail basis. If less than a “C” is achieved in any given NUR or general education course, or “F” (fail) in the clinical component of an NUR course, the student will be dismissed from the program.

The student must achieve at least a “C” in all courses.

Dismissal

Refer to the College’s Academic Dismissal policy and the Disciplinary Action policy for information on dismissal. Additionally, an ABSN student will be dismissed from the nursing program for failure to earn a “C” (78%) or higher in any NUR or general education course. The student will not be eligible for readmission to the ABSN program.

In a situation where a student fails to earn a “C” (78%) or higher in a NUR course, the student will not be allowed to progress to the next 6 or 8-week NUR course within the same semester. The student will be able to continue enrollment in the current 16-week courses and will be dismissed upon completion of that semester.

Graduation

The Bachelor of Science in Nursing degree will be conferred on candidates who satisfy the following requirements:

- Satisfactory completion of the prescribed course of study.
- Achievement of a minimum cumulative grade point average of 2.0.
- Satisfactory completion of at least 120 hours of credit.
- Must complete the last 30 hours of credit at St. Luke’s College.
- Resolution of all financial obligations to the College.

Program Feedback

The nursing program values input from students, graduates, and their employers. Students will be invited to participate in focus groups and complete exit questionnaires. Approximately six months following graduation, St. Luke’s College will contact graduates to complete a survey and request permission to contact current employers. Feedback regarding the program will be appreciated.

Professional Probation

A nursing student may be placed on professional probation for a code of conduct or code of ethics violation. Students may be dismissed from the program for reasons associated with professional probation.

ABSN transfer credit requirements

Required	Credits	Required	Credits
Natural Sciences & Math		Social & Behavioral Sciences	
Anatomy & Physiology I	4	General Psychology	3
Anatomy & Physiology II	4	Developmental Psychology	3
Microbiology	4	Sociology (Intro)	3
Nutrition	3	Ethics	3
Elective	3	Elective	15
Total	18	Total	27
Humanities		Other elective in either Natural Science, Math, Social Sciences, Humanities	
English	3	Elective	4
Elective	12		

Total	15	Total	4
Transfer			64
ABSN Core			56
Total			120

ATI

The Assessment Technologies Institute (ATI) Program for RN students includes ebooks, online practice tests, clinical resources, online workshops, resource materials for remediation and review in low scoring areas, proctored and non-proctored testing. ATI resources are integrated throughout the entire ABSN nursing curriculum. An ATI NCLEX-RN Review session will be provided for students at the end of the 3rd semester.

ATI testing

Nationally normed, proctored examinations will be administered throughout the ABSN curriculum. The results of these examinations provide individual student self-assessment and programmatic evaluation through comparison of St. Luke's College students understanding of content to national student samples. Guidelines for preparation for these exams will be provided by course faculty.

Background Check/Drug testing

To maintain a safe patient care environment while fulfilling regulatory requirements, all students will be subject to a criminal background check prior to the start of St. Luke's College nursing courses. Students found to have a criminal record may be excluded from participating in clinical experiences enrollment. Students with a criminal record, if allowed to enroll, may be eligible for licensure or certification.

To maintain a safe patient care environment while fulfilling regulatory requirements, all students will be subject to a criminal background check prior to clinical education components of the nursing program. Students found to have a criminal record may be excluded from participating in enrollment or clinical experiences.

It is the student's/applicant's responsibility to complete the necessary paperwork. Fees may be at the responsibility of the student.

Individuals may be excluded from participating in a clinical experience based on the results of the background check and/or drug testing.

Drug testing and background checks may be administered at any time by request of a clinical site, faculty, or program director.

All results will remain confidential.

Clinical Attendance

Attendance at all scheduled clinical experiences is essential to the student's education. The student is expected to arrive at the scheduled destination prepared to participate in clinical in a safe manner. If the student is unable to be present at a clinical experience, including skills laboratory sessions and simulations, it is their responsibility to verbally contact the faculty member and the clinical site prior to the scheduled start time. Clinical absences will be made up in the manner course faculty deem appropriate. The student will be charged a fee for clinical make up. Failure to complete appropriate notification of absence or clinical make up may result in failure of the course. Clinical absences from a course are considered problematic and may also result in failure of the course. If the student believes that extenuating circumstances affected the clinical absence(s), they must file a written appeal to request an individualized plan for make-up.

It is important that students be punctual for clinical experiences to help create a quality-learning environment and provide safe care to the client. Faculty may send the student off the unit if the arrival time is after the start of the assigned shift, for student illness, or if the faculty believes the student is unprepared for the clinical experience.

Clinical make-up will be decided by each course faculty. See each course syllabus for specific details. Course faculty will determine which instructor will supervise the clinical make-up, when clinical make-up will occur, and how and where clinical will be completed. Options for make-up may include face-to-face clinical, a learning activity, and/or written work that promotes learning such as a case study, presentation, or research review.

In the event of faculty illness, clinical will be rescheduled for students and faculty. No additional fee will be assessed for this clinical experience.

Clinical Evaluation of Students

The faculty will provide the student with written feedback each week, there may be situations in which faculty will provide daily written and/or verbal feedback regarding the student's performance. The detailed information for each course is included in clinical resource materials including a description of the clinical evaluation tool guidelines and clinical evaluation rating scale.

Clinical Experience

The faculty will provide the clinical agency with the names of the students who are entitled to use the resources of the agency under the terms of the agreement between the college and the agency. The student agrees to abide by the rules, regulations, and policies set forth by the clinical agency. There will be no formalized study periods during clinical experiences involving direct client care. The faculty may assist the student to identify appropriate learning activities or alternate assignments.

Criminal History Checks on Nursing Students

Iowa Administrative Code 655(2.13(152)) Student criminal history checks:

This Code requires the nursing program to initiate criminal history and child and dependent adult abuse record checks of students and prospective students to ensure a student's ability to complete the clinical education component of the program in accordance with Iowa section 152.5. The nursing program will request that the department of public safety perform a criminal history check and that the Department of Human Services perform child and dependent abuse record checks. The program will follow the guidelines and standards set forth by the Department of Human Services in conducting record checks and in determining a student's ability to complete the clinical education component of a nursing program based on the record checks.

Iowa Administrative Code 147.3 Qualifications:

This Code requires that effective February 11, 2015 all individuals seeking nursing licensure by initial examination or endorsement who have a criminal conviction(s), other than a minor traffic violation, must submit copy(s) of the sentencing order(s) when submitting application materials. The Board of Nursing may consider the past criminal record of an applicant if the conviction relates to the practice of the nursing profession and will make the final decision regarding licensure. Information pertaining to individual criminal records prior to completion of an education program cannot be obtained from the Iowa Board of Nursing. For questions regarding this matter, individuals should contact the Iowa Board of Nursing, Enforcement Division at (515) 281-6472, or Board of Nursing in the state of initial licensure. For an individual to become a licensed nurse in Iowa, the person must first graduate from a state board approved nursing program. Questions concerning acceptance into a nursing program, due to history of a criminal conviction(s), will need to be addressed by the nursing program.

Initial Nursing Licensure

Graduates of the nursing program should make application for licensure by examination to the appropriate state board of nursing. The application also includes a fee. That state board of nursing will determine if the graduate is eligible to take the National Council License Examination (NCLEX). The NCLEX-RN is a computerized adaptive test designed to test knowledge, skills, and abilities necessary to enter into nursing practice at the Registered Nurse level. The requirements for eligibility to test vary by state and may include a criminal background check. The graduate must register to take the NCLEX-RN by a separate process. This also includes a fee. The graduate should select a testing location and time after receiving authorization to test. Examination results are available only from the board of nursing from which the candidate has made application for licensure. Passage of the NCLEX-RN is required for licensure and to practice as a registered nurse. Each board of nursing has a retake policy indicating the minimum time frame between testing dates.

Prerequisite Requirements

College prerequisites are established to facilitate the appropriate of principles to the program of study. All courses must be satisfactorily completed according to academic policy. All prerequisites are indicated in the course description section of this handbook.

Iowa Administrative Code 655(2.8(5)) states that students and prospective students (a) who have been denied licensure by the board, (b) who licensure is currently suspended, surrendered or revoked in any U.S. jurisdiction or (c) whose license/registration is currently suspended, surrendered, or evoked in another country due to disciplinary action may not take the clinical component of nursing courses. Students must notify the Associate Dean of Nursing Education, if they are in violation of this code.

Student Complaint Log

St. Luke's College is required to maintain a log of formal complaints by students. Refer to the Student Complaint log section in the handbook for more information.

Accelerated Bachelor of Science in Nursing Plan of Study

	Course Name	Delivery	Credits
Semester 1	NUR300: Nursing Fundamentals	F2F	5
Spring	NUR305: Nursing Health Assessment	F2F	2
21 credits	NUR315: Medical-Surgical Alterations in Nursing 1	F2F	6
	NUR320: Pharmacology	F2F	3
	BIO321: Pathophysiology	Online	3
	NUR330: Professional Concepts 1	Hybrid	2
Total			21 credits
Semester 2	NUR335: Medical-Surgical Alterations in Nursing 2	F2F	6
Summer	NUR345: Maternal Child Nursing	F2F	6
17 credits	NUR350: Professional Concepts 2	Hybrid	2
	NUR410: Introduction to Nursing Research and Evidence Based Practice	Online	3
Total			17 credits
Semester 3	NUR400: Medical-Surgical Alterations in Nursing 3	F2F	6
Fall	NUR405: Mental Health Nursing	F2F	3
18 credits	NUR415: Community Health Nursing	Hybrid	4
	NUR430: Professional Concepts 3	Hybrid	2
	NUR440: Practicum	F2F	3
Total			18 credits
Program Total			56 credits

Department of Imaging Sciences Education

Mission

The mission of St. Luke's College Department of Imaging Sciences Education is to provide high quality education to individuals who desire to become competent and compassionate medical imaging professionals.

Philosophy

Radiologic technology is an art and science. It is a profession which assists other aspects of medical science in a common goal towards the end of human suffering. Those included can only contribute through the diagnosis of disease processes if a specific understanding of all mechanisms is gained.

Education should be a systematic process of providing opportunities for advancing personal knowledge as well as the knowledge of the overall group responsible for providing health care services. This learning process and transfer of knowledge is best accomplished in an atmosphere of acceptance and freedom to question and explore.

The education of the radiographer requires the correlation of didactic and clinical learning into an understandable rewarding process. The medical personnel associated with the education of the radiologic technologist are dedicated to the belief that through an ample and quality didactic and clinical education program, student technologists acquire the ability to act decisively and independently.

Goals

- Students will acquire competency in the application of essential skills and knowledge for the delivery of medical imaging.
- Students will acquire and employ effective communication skills.
- Students will acquire critical thinking, problem solving, and effective communication skills.

Student Learning Outcomes

- Students will apply positioning skills to accurately demonstrate anatomical structures.
- Students will analyze and select exposure factors to achieve optimum radiographic techniques.
- Students will apply the principles of radiation safety and protection.
- Students will develop and apply effective oral communication skills.
- Students will develop and apply effective written communication skills.
- Students will apply critical thinking and problem-solving skills in the performance of non-routine situations.
- Students will acquire the skills and knowledge necessary to provide age-appropriate patient care with an ethnically diverse patient population.

Program Effectiveness Outcomes

- Graduates will pass the ARRT examination.
- Students will complete all program requirements of the 21-month program, within 150% of the program length.
- Graduates will be employed after graduation.
- Graduates will acknowledge that knowledge and skills meet the expectations of employers.
- Employers will be satisfied with the knowledge and skills of the program graduates.

Essential Functions

Individuals admitted to St. Luke's College Department of Imaging Sciences Education must possess the capability to complete the entire curriculum and achieve an Associate of Science Degree in Radiologic Technology. This curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative and interpersonal skills. Therefore, all students admitted to the Imaging Sciences Program must possess the following abilities and/or meet the following expectations:

The student must be able to:

- Observe and participate in all demonstrations and experiments in the basic sciences, including group and self-learning situations.
- Learn to analyze, synthesize, solve problems, and reach evaluative judgement.
- Use the senses of vision, hearing, and touch necessary to directly perform radiographic examinations, and review and evaluate the recorded images.
- Communicate verbally in an effective manner to direct patients during radiographic examinations.
- Provide physical and emotional support to the patient during the radiographic procedures, being able to respond to situations requiring first aid and providing emergency care to the patient in the absence of, or until the physician arrives.
- Demonstrate the ability to recognize limitations in their knowledge, skills, and abilities and to seek appropriate assistance with their identified limitations.
- Possess the ability to work collaboratively with all members of the health care team.
- Calculate and select proper technical exposure factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.
- Transport, move, lift, and transfer patients from a wheelchair to cart to an x-ray table or to a patient bed; move, adjust, and manipulate a variety of radiographic equipment, including the physical transportation of mobile radiographic equipment.
- Learn to respond with precise, quick, and appropriate action in stressful and emergency situations.
- Accept criticism and adopt appropriate modification in their behavior.
- Demonstrate emotional health required for utilization of intellectual abilities and exercise good judgement.
- Perform radiographic duties while standing about 80 percent of the time.

ARRT Eligibility

Good moral of character is one of the eligibility requirements for ARRT registration. The ARRT establishes guidelines for this in the Standards of Ethics. Any violation of the Standards, either past or present, must be reviewed in order to determine if the inappropriate activity reflects the character of the applicant and may be predictor of future behavior.

A conviction of a felony, gross misdemeanor or misdemeanor is a violation of the Standards of Ethics (All alcohol and/or drug related violations are included). Any criminal proceeding where a plea of guilty or nolo contendere (no contest) is entered, or a finding of guilty is made or returned, but the adjudication of guilt is withheld or not entered, is considered to be a conviction for ARRT purposes. To provide all registrants a fair and equal review of a possible violation, all convictions must be reported.

Applicants must be informed of the ethics requirement at their enrollment in an educational program. Because a violation must be cleared before the applicant can be assigned to an examination, the ARRT encourages early review so that there is no delay in determining eligibility at the time of completion of the program.

Applicants are not eligible for examination while they are under any condition of the courts. These conditions include, but are not limited to, suspended sentence, stay of sentence, conditional discharge, non-reporting probation, and reporting probation or parole. Students may contact the ARRT to request information on the Pre- Application Review process at any time. The address for the ARRT is the following:

The American Registry of Radiologic Technologists
1255 Northland Drive
St. Paul, MN 55120-1155
Phone 651-687-0048

Academic Policies

Assignment of Academic Credit

Academic credit is assigned to each course based upon the number of scheduled hours of class or laboratory per week per semester. Each semester encompasses 16 weeks.

- One semester hour of credit is assigned for each one hour of theory class per week.
- One semester hour of credit is assigned for every two hours of science laboratory per week.
- One semester hour of credit is assigned for every four hours of clinical per week.

Academic Progress

The student must achieve at least a “C” in all Imaging Sciences courses. A student not achieving at least a “C” in these classes will fail the course. Any failed courses must be repeated.

General Education Course Requirements

The following general courses are required for the Department of Imaging Sciences Education:

- BIO201 Anatomy and Physiology I
- BIO202 Anatomy and Physiology II
- BIO220 Radiobiology
- ENG108 English Composition
- MAT111 College Algebra
- PHI220 Ethics
- PSY106 General Psychology

Grading Scale

The Associate of Science in Radiologic Technology program follows the College’s grading scale with the following additions:

Grading Criteria for Evaluation of Clinical Performance

Clinical evaluation is based on satisfactory completion of the identified course objectives. Evaluation of clinical performance will be assessed through direct observations, competencies, and student portfolios.

Clinical grading scale:

The Clinical practicum grade will be based on five parts:

- | | |
|--|------|
| 1. Evaluation of clinical objectives from each clinical rotation (psychomotor and cognitive domains) | 5% |
| 2. Clinical competency tests (affective, psychomotor and cognitive domains) | 50% |
| 3. Performance appraisal (affective domain) | 30% |
| 4. Professionalism (affective domain) | 10% |
| 5. Quizzes, written and lab assignments (affective, psychomotor, and cognitive domains) | 100% |

The grading scale for the clinical practicum grade is as follows:

92-100	A
90-91	B+
85-89	B
83-84	C+

78-82	C
76-77	D+
70-75	D
0-69	F

Graduation

It is the student's responsibility to understand and fulfill all requirements of the academic program. The Associate of Science in Radiologic Technology degree and the certificate in the various radiology modalities will be conferred on candidates who satisfy the following requirements:

- Satisfactory completion of the prescribed plan of study.
- Achievement of a minimum cumulative grade point average of 2.0
- Satisfactory completion of at least 56 hours of credit in RAD courses and general education courses.
- Resolution of all financial obligations to the College.

Prerequisite Courses

College prerequisites are established to facilitate the appropriate application of principles to the program of study in health sciences. All courses must be satisfactorily completed according to academic policy.

All prerequisites are indicated in the course description section of the handbook.

Probationary Status

The student will be placed on probationary status for one semester if any of the following occurs:

- The cumulative G.P.A falls below 2.0
- A grade less than "C" is achieved in any RAD theory, clinical course or general education course

To be removed from probationary status, the student must attain a 2.0 cumulative G.P.A. by the end of the next semester. Probationary status will be allowed only once during the total program.

Students on probationary status will develop a success plan of action with their advisor and program director.

Program Policies

Equitable Learning Opportunities

St. Luke's College, Department of Imaging Sciences Education, strives to provide equitable learning opportunities for all students. The following policy will be followed:

Students may participate in patient care and breast imaging if the clinical setting does not restrict students to do so. It is ultimately the clinical settings and patients' prerogatives whether to allow any student to observe and/or perform breast imaging procedures.

JRCERT Resolution Policy

Upon notification from the JRCERT (Joint Review Committee on Education in Radiologic Technology) of a complaint concerning noncompliance of the Standards, St. Luke's College Department of Imaging Sciences will respond to JRCERT within a one (1) month time frame.

The response will include:

- An acknowledgement of the complaint by the Department of Imaging Sciences Education and the data received.
- Investigation of the specific issues related to the complaint including meetings with any personnel involved (Completed within two weeks of receipt).
- A report of the final outcome of resolution of the complaint with an action plan if applicable.

A permanent written record of all complaints and subsequent resolutions will be kept on file in the Program Director's Office.

Any complaints and/or resolution of complaints of noncompliance with the Standards will be conveyed in the Annual Assessment Report.

Pregnancy Policy

If a student in the Department of Imaging Sciences Education should decide to voluntarily declare pregnancy while enrolled in the program, the student has the following options:

- Provide a physician's statement indicating pregnancy and releasing UnityPoint Health – St. Luke's, the Department of Imaging Sciences Education, and the College from any liability, and continue in the program.
- Provided a physician's statement indicating pregnancy and withdraw from the program and reenter within a one-year time frame.
- Provide a physician's statement indicating pregnancy, continue with didactic classes, and complete clinical courses within a one-year time frame.
- Students may also un-declare pregnancy by using the Undeclaration of Pregnancy form.

The United States Nuclear Regulatory Commission (NRC) has identified a radiation limit of 0.5 rem for fetal exposure. The reason the NRC has established this limit is to protect the embryo/fetus from unnecessary radiation levels which may put the developing baby at risk.

St. Luke's College Department of Imaging Science Education is committed to working with students who choose to declare a pregnancy while enrolled in the program. The decision to declare a pregnancy is completely voluntary and the student may revoke in writing the declaration of pregnancy at any time.

The student who elects to declare pregnancy must complete the Declaration of Pregnancy Form (found on the Trajecsys site) and submit the form to the Program Director or Clinical Coordinator. The declaration form data includes an estimation of date of conception and anticipated due date. The form includes a statement indicating the declared student is aware of the risks of radiation and the dose equivalent limit to the embryo/fetus during the entire pregnancy will not be allowed to exceed 5.0 mSv (500 mrem) during the entire pregnancy.

Once a student declares pregnancy, a fetal monitor badge will be supplied to the student and fetal exposure will be monitored throughout the pregnancy or until such times as the student revokes (in writing) the declaration. Students may use the Un-declaration of Pregnancy form to un-declare their pregnancy.

Students who declare pregnancy may elect one of the following options:

1. To provide a physician's statement indicating pregnancy and releasing St. Luke's Regional Medical Center and the College from any liability and to continue in the program without modification.
2. To provide a physician's statement indicating pregnancy and to withdraw from the program and re-enter within a one-year time frame.
3. To provide a physician's statement indicating pregnancy and to continue with didactic classes and complete clinical courses within a one-year time frame.

Release of Responsibility

I, the undersigned, am choosing to voluntarily declare my pregnancy. My estimated time of conception is _____.

I have been informed of all risks and complications possible from engaging in the practice of radiology while pregnant, and release St. Luke's College, the Department of Imaging Sciences Education, and St. Luke's Regional Medical Center from any responsibility for any complications which may arise.

Student Signature/ Date

Program Faculty Signature/Date

UNITYPOINT HEALTH ST. LUKE'S SIOUX CITY IA DECLARATION OF PREGNANCY

Name of individual:		
Employee #:		
Date of Conception (Mo/Yr):		
<p>By providing this information to the Radiation Safety Officer, in writing, I am declaring myself to be pregnant as of the date shown above. Under the provisions of 641-40.22 (1) (10 CFR Part 20.1208), I understand that my exposure will not be allowed to exceed 5.0 mSv (500 mrem) during my entire pregnancy, from occupational exposure to radiation. I understand that this limit includes exposure I have already received. If my estimated exposure since the above date of conception has already exceeded 4.5 mSv (450 mrem), I understand that I will be limited to no more than 0.5 mSv (50 mrem) for the remainder of my pregnancy. If I should find out that I am not pregnant, or if my pregnancy is terminated, I will inform my immediate supervisor as soon as practical.</p>		
Signature of Individual:		
Department:	Zip Code:	Extension:
Signature of Immediate Supervisor:		

RECEIPT OF DECLARATION OF PREGNANCY (to be completed by Radiation Safety)

Name of Supervisor:
Name of Declared Pregnant Worker:
<p>I have received notification from the above named woman that she is pregnant. I am enclosing a copy of Nuclear Regulatory Commission Regulatory Guide 8.13, Revision 3 "Instruction Concerning Prenatal Radiation Exposure". I have evaluated her prior exposure and established appropriate limits to control the dose to the developing</p>

embryo/fetus in accordance with limits in 641-40.22(1) (10 CFR Part 20.1208). She should avoid substantial exposure variations and try to maintain a uniform monthly exposure (i.e. 50 mrem/month).

The dose to the embryo/fetus during the entire pregnancy is limited to: 500 mrem

Estimated dose from time of conception to date of declaration: _____ mrem

Remaining dose to embryo/fetus for the remainder of pregnancy: _____ mrem

Signature of Radiation Safety Officer:

Date:

**UNITYPOINT HEALTH
ST. LUKE'S
UN-DECLARATION OF PREGNANCY**

Name of individual:

Date of Declaration:

In accordance with NRC regulation 10 CFR 20.1208, I am un-declaring that I am pregnant. I understand that my radiation exposure dose will no longer be limited to 0.5 rem (5 millisieverts). I further understand that my annual dose limit will now be 5 rem. My fetal badge will be cancelled until such time as I declared that I am pregnant or request reinstatement of pregnancy status.

Signature of Individual:

Printed Name of Individual:

**RECEIPT OF UN-DECLARATION OF PREGNANCY
(to be completed by Radiation Safety)**

I have received notification from the above named woman that she is un-declaring her pregnancy. I have informed her of the changes that will occur as to the amount of exposure she will now be able to receive. I have informed her that her fetal badge will be cancelled. I have evaluated her fetal exposure and have determined that at the date of un-declaration, she had received the following dose:

The dose to the embryo/fetus during the entire pregnancy is limited to: 500 mrem

Estimated dose from time of declaration to date of un-declaration: _____ mrem

Signature of Radiation Safety Officer:

Date Signed:

PRINCIPLES OF RADIATION PROTECTION POLICY

The responsibility of the student radiologic technologist is to maximize the benefit from each x-ray exposure and to minimize the radiation received by the patient. Students shall adhere to the following policy:

1. Technique
 - ◆ Take time to position the patient properly.
 - ◆ Choose exposure factors based on the patient's body habitus.
2. Collimation
 - ◆ Limit the size of the beam to include only the area of interest.
 - ◆ There is NEVER justification for a beam larger than the image receptor.
 - ◆ Collimation improves image quality.
 - ◆ Collimation may be the single most vital thing the technologist can do to protect the patient.
3. Gonadal Shielding
 - ◆ Use gonadal shielding whenever this will not interfere with the diagnosis.
 - ◆ Gonadal shields should be used on any patient in the reproductive years or younger.
4. Pregnant Patients
 - ◆ Students should not perform examinations on pregnant patients unless a qualified radiographer is physically present.
5. Protecting the Student
 - ◆ Students can be protected by the same techniques used to protect the patient.
 - ◆ Students must always wear lead apron to include a thyroid shield if in the room during radiographic examinations in stationary x-ray rooms, during portable radiography and any fluoroscopic examinations (mobile or stationary) unless behind a protective barrier. Student must wear gloves when appropriate.
 - ◆ Students must not hold image receptors during any radiographic procedure.
 - ◆ Students should not hold patients during any radiographic procedure when an immobilization method is the appropriate standard of care.
 - ◆ NEVER STAND IN THE PRIMARY BEAM!
6. Personnel Monitoring
 - ◆ Always wear personnel monitor between the collar and waist during clinical experience.
 - ◆ Personnel monitor should be worn under the apron during fluoroscopy exams.
 - ◆ If the personnel monitor is inadvertently laundered, it is destroyed. DO NOT THROW IT AWAY. BRING IT TO THE CLINICAL COORDINATOR AND IT WILL BE SENT BACK.
 - ◆ The monitor cannot be worn while receiving medical or dental x-rays. The monitor is for OCCUPATIONAL dose only.
 - ◆ Students must access their individual monthly dose reports through mylrd.com and record their monthly dose on their Trajecsys account. This process will demonstrate student verification and acknowledgement of their monthly levels.
 - ◆ Students should not receive more than 275 mrem/quarter.
7. Overexposure
 - ◆ Students which receive over this amount will be advised and the incident will be discussed with the Radiation Safety officer.
 - ◆ If the student continues to receive over the recommended dose limits, removal from the clinical area will occur.

REPEAT EXAMINATIONS

1. A student may not perform an examination by themselves unless the student has passed the category competency in that examination. If the student did not pass the category competency examination, the position of the patient and the technique used shall be checked by a qualified radiographer before an exposure is made. There are no exceptions to this rule.
2. Repeat radiographic examinations are performed while the qualified radiographer is present and with the student, regardless of student's competency level.
3. If a repeat examination is necessary, the student shall have a qualified radiographer check the position and technique before the exposure is made, regardless of whether the student has passed the competency or not.

No matter what the student's level of performance is, the student may only be allowed to repeat an exam once and will be totally supervised during this repeat. If the exam needs to be repeated after the second attempt, the qualified radiographer will repeat it with the student in observation. Careful explanation must be given to the student before any repeats are taken to assure that no needless exposures are done. Students with excessive repeats should be referred to the college instructor for remedial assistance.

Any student found to be repeating x-ray exposure without direct supervision would lose one (1) point per incidence from the student's professionalism score.

Clinical Policies

Attendance Policy

Prospective employers consider attendance records a good indicator of future employee behavior. We consider attendance important for such reason. A student's attendance records are one of the records prospective employers typically inquire about. Attendance and arrival on time are required for all clinical courses. If a student is unable to attend a clinical, it is the responsibility of the student to notify the Clinical Coordinator and the clinical site prior to any absence. Any student failing to notify the proper faculty and site will lose one (1) point from their professionalism score.

Clinical experiences offer general and specific applications. Experience in the clinical setting facilitates learning and enhances achievement of the clinical outcome. Completion of assignment due to absence from clinical practicum will be explained in each course syllabus. Students may be assessed a fee for additional clinical time.

Students will utilize the Trajecsys online program for "clocking in and out" of their assigned clinical site. Students must clock in and out on computers provided by the clinical site. Students failing to use the provided computers for clock in transactions will lose (1) one professionalism point per occurrence. It is the responsibility of the student to select the correct site and clock in and out each scheduled clinical day. Each student will be allowed 2 time "mistakes" per clinical course. Mistakes exceeding this will result in the loss of (1) one professionalism point per occurrence.

The following policies for attendance must be adhered to:

1. Students will be limited to no more than 40 hours per week for clinical and academic involvement.
2. Students are expected to be present for clinical experiences. Students are responsible for all transportation to and from their assigned clinical sites. The cost of transportation will be the student's responsibility. Clinical rotation may include the following:
 - UnityPoint Health – St. Luke's Regional Medical Center
 - MercyOne Siouxland Medical Center
 - Family Healthcare of Siouxland – Morningside Clinic
 - Family Healthcare of Siouxland – Northside Clinic

- Family Healthcare of Siouxland – South Sioux City Clinic
 - Siouxland Urology Associates, PC
 - Siouxland Community Health Center
 - Center for Neuroscience, Orthopedics and Spine, PC – Dakota Dunes and Morningside
 - MercyOne South Sioux City Family Medical Clinic
 - UnityPoint Health – St. Luke’s Imaging and Breast Screening Services
 - Pierce Same Day Surgery
 - Dunes Surgical Hospital
 - Riverview Surgical Center
 - June E. Nylén Cancer Center
 - Sunnybrook Family Medicine and Urgent Care
 - MercyOne Singing Hills Family Medicine/Urgent Care
 - One of the outlying rural clinical sites
 - Burgess Health Center – Onawa, Iowa
 - Floyd Valley Hospital – LeMars, Iowa
 - Horn Memorial Hospital – Ida Grove, Iowa
 - Pender Hospital, Wayne, Nebraska
 - Providence Medical Center – Wayne, Nebraska
 - Orange City Hospital – Orange City, Iowa
 - Twelve Clans Unity Hospital- Winnebago, Nebraska
 - Comprehensive Health
3. Students will be required to attend evening rotations.
 4. Students will be required to attend weekend clinical rotations.
 5. Attendance will be reviewed frequently by the faculty to determine if each student is meeting the objective of the program. Failure to meet these objectives will result in the student meeting with the faculty.
 6. Each student will be allowed two excused absences per clinical course. These are not intended to be additional vacation days. When the student decides to use these days, the student must call the clinical site and the Clinical Coordinator at (712) 279-7962 (a message on the voicemail is acceptable) and state the reason for absenteeism. This will be documented in the student’s timecard on Trajecsys.
 7. When absences exceed two days, students will be placed on Clinical Attendance Probation. Refer to the Clinical Attendance Probation policy for corrective actions.
 8. Additional time used by the student over the allowed two days per clinical course may be made up on a college break without a grade penalty or being placed on clinical attendance probation.
 9. Time not made up will result in loss of 3 percentage points/occurrence from a student’s clinical grade.
 10. Tardiness will be documented in the student’s record. For each incident, the student will lose one (1) point from their professionalism score. Each infraction will be discussed with the student at the time of occurrence.
 11. Before leaving the clinical site, the student must report “off” to the clinical preceptor/staff.
 12. Banking clinical time may be deemed necessary and authorized by the Department of Imaging Sciences Education and the Program Director. This allowance will be made on an individual basis for such things as maternity leave, surgery, etc. inform the Program Director of your request to bank time early enough before the event to allow adequate decision-making time.
 13. In the event of inclement weather, each student is advised to use their own judgement regarding safe travel. Time missed due to inclement weather will be monitored and a determination of clinical makeup will be made according to each student’s prior clinical attendance.
 14. Excessive absenteeism from the clinical site may result in termination from the program.

Clinical Attendance Probation Policy

In order to be considered a student in good standing in the Department of Imaging Sciences Education, a student must maintain satisfactory clinical attendance. Clinical attendance probationary status is determined by the Program Director

and the Clinical Coordinator. The student will be notified in writing of such determination.

The student will be placed on clinical attendance probationary status for one semester if the following occurs:

- Excessive absenteeism from a clinical course.

To be removed from clinical probationary status, the student must attain satisfactory attendance by the end of the next semester.

The following progressive corrective actions will be taken when a student is placed on clinical attendance probation for excessive absenteeism from a clinical course:

- First offense: 1st Written Counseling with completion of Clinical Action Plan
- Second offense: 2nd Written Counseling with completion of Clinical Action Plan
- Third offense: Grade penalty of "F" for clinical course

Direct Supervision VS. Indirect Supervision Policy

Direct Supervision of Students

The Joint Review Committee on Education in Radiology Technology (JRCERT) defines direct supervision as student supervision by:

- A qualified radiographer reviews the procedures in the relation to the student's achievement
- A qualified radiographer evaluates the conditions of the patient in relation to the student's knowledge
- A qualified radiographer is physically present during the conduct of the examination
- A qualified radiographer reviews and approves the procedures and/or image

Indirect Supervision of Students

JRCERT defines indirect supervision as student supervision provided by a qualified radiographer who is immediately available to assist students regardless of the level of student achievement.

"Immediately available" is interpreted as the presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. The availability applies to all areas where ionizing radiation equipment is used. The availability also applies to all surgical and portable radiographic examinations.

Magnetic Resonance Imaging Safety Screening

St. Luke's College Imaging Sciences students must complete an MRI orientation and screening prior to entering clinical rotations. This assures the students are appropriately screened for magnetic field or radiofrequency hazards. Students are mandated to notify the Clinical Coordinator, who will then notify the UnityPoint Health-St. Luke's hospital MRI safety personnel with any pertinent status changes during their course of the program. Additional screening will then be established, if needed.

Pregnant Patients

Students should not perform examinations on pregnant patients unless a qualified radiographer is physically present. The parameters of direct supervision must be followed.

Patients with Communication Barriers

Students should not perform examinations on patients with communication barriers unless a qualified radiographer is physically present. The parameters of direct supervision must be followed.

St. Luke's College respects the patient's right to and the need for effective communication and the right to receive information in a manner they understand. St. Luke's College also respects the right of its students to not provide translation services while learning in the clinical environment.

Efforts will be made by the student in respect to the patient and clinical site to ensure the patient's communication needs are met by following the language barrier policy of that site. Students are not to, at any time provide translation services during any medical treatment procedure. The clinical facility should provide the necessary interpreter and translation services according to their policies and provided staff.

Repeat Examinations

1. A student may not perform an examination by themselves unless the student has passed the category competency in that examination. If the student did not pass the category competency examination, the position of the patient and the technique used shall be checked by a qualified radiographer before an exposure is made. There are no exceptions to this rule.
2. Repeat radiographic examinations are performed while the qualified radiographer is present and with the student, regardless of student's competency level.
3. If a repeat examination is necessary, the student shall have a qualified radiographer check the position and technique before the exposure is made, regardless of whether the student has passed the competency or not.

No matter what the student's level of performance is, the student may only be allowed to repeat an exam once and will be totally supervised during this repeat. If the exam needs to be repeated after the second attempt, the qualified radiographer will repeat it with the student in observation. Careful explanation must be given to the student before any repeats are taken to assure that no needless exposures are done. Students with excessive repeats should be referred to the college instructor for remedial assistance.

Any student found to be repeating x-ray exposure without direct supervision would lose one (1) point per incidence from the student's professionalism score.

Incident Report Policy

It is the policy of St. Luke's College Department of Imaging Sciences Education, to report all injuries or misconduct that occurs at any clinical sites. It shall be the responsibility of the clinical instructor/advisor (and/or student) at the site where the injury occurred to report the incident and provide documentation of said incident to program officials. The Incident Report Forms are available as a document on the Trajecsys online site. Complete forms must be sent to the Clinical Coordinator.

Guidelines for Clinical Staff Radiographer/Clinical Preceptor/Radiology Student/College Instructor/Coordinator Responsibilities During Clinical Experiences

When radiology students are providing direct patient care in a medical facility, the following guidelines should be followed:

Clinical Staff Radiographer Responsibilities:

- Understand the clinical competency system.
- Understand requirements for student supervision (See Direct/Indirect Supervision policy).
- Evaluating student's clinical competence, as appropriate.
- Supporting the educational process.
- Maintaining current knowledge of program clinical policies, procedures, and student progress.

Clinical Preceptor Responsibilities:

- Clinical staff radiographer responsibilities as above.
- Maintain knowledge of program mission and goals.
- Understanding the clinical objectives, a clinical evaluation system and evaluating student clinical competence.

- Providing the student with clinical instruction and supervision (See Direct/Indirect Supervision policy).
- Participation in the assessment process, as appropriate.
- Maintaining current knowledge of program policies, procedures, and student progress and monitoring and enforcing program policies and procedures.
- Inform clinical instructor or Clinical Coordinator/student of learning experiences as they arise.

Student Responsibilities

- Inform the staff radiographer/clinical preceptor promptly of any changes in the patient's condition, any problems in the delivery of care, or change in clinical schedule.
- Inform the staff radiographer/clinical preceptor at the beginning of each clinical day those examinations they need direct supervision with or any time an examination needs to be repeated, so the staff radiographer/clinical preceptor can supervise the student's performance of any of these procedures as they are presented.
- Should assist the staff radiographers/clinical preceptors with all other procedures.
- Report to the staff radiographer/clinical preceptor any problems with equipment encountered prior to leaving the area of the clinical assignment.
- Be alert to new learning experiences.

College Clinical Coordinator/Instructor Responsibilities:

- Collaborate with staff radiographer/clinical preceptor to make appropriate student assignments based on the student's level of education and competency.
- Determine what care the student is educationally prepared to perform in a safe manner.
- Be available to assist students in performing procedures and radiologic procedures.
- Facilitate student/staff radiographer/preceptor communication and teamwork.
- Review the student's images for accuracy and completeness.
- Be a resource person for staff radiographers/clinical preceptors in matter of patient care problems.
- Inform/update staff radiographer/clinical preceptor regarding learning experiences needed by students.

Advanced Imaging Modality Internships

The Department of Imaging Sciences offers Advanced Imaging Internships for licensed, registered radiologic technologists. Internship programs are available in the following medical imaging modalities:

- Computerized Tomography (CT)
- Mammography
- Sonography
- Magnetic Resonance Imaging (MRI)

Contact the Program Director for additional information about these internships opportunities

Program of Study

Suggested Full Time Course Schedule:

<u>Semester I</u>	Credit Hours
RAD100 Introduction to Radiology & Patient Care	2
RAD103 Radiographic Procedures & Pathology I.....	4
RAD105 Fundamentals & Radiographic Physics.....	3
RAD108 Clinical Practicum I.....	3
BIO201 Anatomy & Physiology I	4
ENG108 English Composition	3
	19
<u>Semester II</u>	
RAD123 Radiography Procedures & Pathology II	4
RAD127 Radiographic Imaging & Fundamentals	4
RAD128 Clinical Practicum II	4
BIO202 Anatomy & Physiology II	4
MAT111 College Algebra	4
	20
<u>Summer Term</u>	
RAD203 Radiographic Procedures & Pathology III	1
RAD205 Radiographic Imaging.....	1
RAD208 Clinical Practicum III	3
RAD210 Radiologic Pharmacology.....	1
	6
<u>Semester III</u>	
RAD224 Image Critique I... ..	2
RAD227 Advanced Radiographic Imaging	4
RAD228 Clinical Practicum IV	5
BIO220 Radiobiology.....	3
PSY106 General Psychology... ..	3
	17
<u>Semester IV</u>	
RAD230 Seminar	2
RAD231 Modality Imaging	2
RAD234 Image Critique II	2
RAD238 Clinical Practicum V	5
PHI220 Ethics.....	3
	15
Total Imaging Sciences Core Credits.....	53
Total General Education Core Credits	24
Total Program Credits.....	77

Department of Respiratory Care

Mission

The mission of the Department of Respiratory Care Education is to produce graduates who have demonstrated the cognitive, psychomotor, and behavioral skills as required of a registered respiratory therapist.

Philosophy

The faculty of the Respiratory Care Program is committed to the personal and professional development of the individual. The faculty seeks to foster a climate of growth and achievement of all aspects of respiratory care. Opportunities are provided for the students to gain knowledge and experience, which facilitate teamwork, communication, and human interaction in providing respiratory care. Students are encouraged to identify personal and professional goals and a commitment to life-long learning. Delivery of respiratory care occurs in various institutions, communities, and in the home setting among increasingly diverse populations.

The educational process promotes the delivery of respiratory care as a component of the overall health care team. The faculty recognizes that the practitioner must sometimes work under stressful conditions. The ability to direct oneself and others in an optimal manner in adverse circumstances requires the development of creative and critical thinking skills. Since each student has unique needs and talents, the faculty recognizes that their role is to facilitate the development of the individual. In educational practice, the faculty, as professional role models, and the academic and clinical experiences combine to promote the development and exercise of these thinking processes.

The faculty values the concept of experiential learning. This involves study and practice, as well as the application of experience and the exercise or reflection. Therefore, respiratory care education combines theory and practice and provides the opportunity for reflection on experiences. The tools for experiential processes enable students to become life-long learners, engaging in practice, reflection, and the refinement of skills.

The respiratory care program strives to create a positive learning environment, which encourages each person to aspire to the highest level of competence and compassion in the provision of respiratory care.

Goals

- To prepare graduates with demonstrated competence in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

Essential Functions

- All individuals, including those with disabilities who are accepted to the Respiratory Care Program must be able to perform essential functions with or without reasonable accommodations.
- The following outlines the abilities and behavioral characteristics that are necessary for the student to progress through and graduate from the Respiratory Care Program at St. Luke's College.
- The student should carefully review the essential functions at orientation and ask questions if not familiar with the functions that are listed. It is the responsibility of the student to determine if they are able to meet these requirements.
- If the student has a disability, it is their responsibility to inform the Executive Dean of Academics and Student Services. The program director must also be notified if it interferes with the ability to perform essential functions.

Communication

- Communicate verbally using clear and effective English
- Write legibly in clear and effect English

- Quickly and accurately comprehend and follow verbal instructions in English
- Quickly and accurately comprehend and follow written instructions in English
- Actively participate in group discussions
- Use communication equipment – telephone, computer, and device used for communication

Physical Skills

- Possess fine and gross skills sufficient to handle equipment and provide safe and effective patient care
- Ability to lift, pull, or push objects weighing up to fifty pounds
- Ability to move quickly and safely in the clinical setting
- Ability to sustain professional activities for duration of an eight-to-twelve-hour shift
- Ability to reach above the shoulder level or below the waist to manipulate equipment
- Ability to bend, stoop, and squat without restriction
- Ability to make precise coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects

Observation or Sensory Skills

- Ability to hear, comprehend, and interpret sounds including alarms, results of auscultation, blood pressures, call bells, etc.
- Ability to see close objects and those at a distance
- Ability to differentiate colors and different shades of colors
- Ability to read fine print and handwriting
- Ability to detect and distinguish odors from the client and the environment
- Ability to palpate the pulse and to perform diagnostic check percussion
- Ability to recognize and interpret nonverbal responses of the patient

Intellectual, Cognitive, and Critical Thinking Skills

- Ability to concentrate on a task over a period of time without being distracted
- Ability to perform multiple tasks simultaneously
- Ability to integrate information quickly, consistently, and accurately especially in emergency situations

Behavioral, Social Skills, and Ethics

- Ability to maintain a high level of professionalism and discretion in all actions and communication
- Ability to function effectively and display integrity, poise, and emotional stability in stressful situations
- Ability to respond to people with sensitivity and with respect for cultural diversity
- Ability to accept responsibility for your own behavior and forthright about errors and uncertainty

Academic Policies

These academic policies are in effect for all students

Grading Scale

The final grade for academic courses will be determined by the method shown on the class syllabus. The final grade for clinical practice courses will be determined by the method shown in the clinical packet for the course. The grading scale for all respiratory care courses is as follows:

A	92-100%
B+	90-91%
B	85-89%
C+	83-84%
C	78-82%
D+	76-77%

D 70-75%
F 0-69%

The minimum competency level in respiratory care classes is a grade of “C”.

A student must achieve a grade of “C” in all respiratory care didactic, clinical courses with the exception of a grade of Satisfactory (S) in Clinical Practice 1 and general education courses.

If a student fails a professional course (receives less than a grade of “C” or an Unsatisfactory grade “U”) the student cannot progress in the program until the course is successfully repeated. Because most professional courses are only offered once per year, students are advised that progression may be delayed as much as one year.

If a student receives a grade less than “C” in any respiratory care class, they will be dismissed from the program. They may be eligible for one readmission. They must raise their cumulative GPA to a 2.0 by the end of the semester in which they return to the program. Policy is outlined in the Respiratory Care Student Handbook.

Attendance Policy for Clinicals

In order for a student to obtain maximum benefit from clinical rotations, it is imperative that they attend regularly. A comprehensive attendance policy is listed in the Respiratory Care Program Student Handbook. This policy is subject to revision during the student’s enrollment in the program.

Tardiness Policy for Clinical Rotations

Clinical rotations are included in the program to prepare the student to function effectively in a professional setting. This requires that the student arrives promptly at their designated clinical site. A detailed policy tardiness is included in the Respiratory Care Program Student Handbook. This policy is subject to revision during a student’s enrollment in the program.

Background Check/Drug Testing/Health Screens

It is the policy of St. Luke’s College that background checks and drug testing will be conducted per regulation and/or contractual agreements as required by each program of study.

It is the student’s/applicant’s responsibility to complete the necessary paperwork. Fees may be the responsibility of the student.

The background check is performed during the fall semester of the first year. Records are checked in all counties where the student has lived in the past seven years. In addition to a background check, records are reviewed for adult and child abuse and the sex offender registry is checked. If the checks reveal a record, the student may not be allowed to enter clinical rotations or participate in the classroom in the spring semester. It is the responsibility of the student to reveal any incidents that are likely to be found on a background check. In the event that the background check reveals any undisclosed information, disciplinary action may be taken. The student will be counseled on future ramifications based on these findings. Convictions that would prevent progression in the program included but are not limited to the offenses listed below:

- Crimes in which a person is harmed including murder, manslaughter, or assault
- The sale of drugs for profit
- Any crime in which a child is harmed
- Theft
- Multiple OWI’s
- Multiple misdemeanors

All results are evaluated on a case-by-case basis.

In the event a student has an offense listed above or when there is question as to whether an offense could prevent a student from obtaining a license in a particular state, the student will be expected to contact the particular state's licensure board for direction. Results of the communication must be shared with the program director.

Drug testing is performed for fall semester of the first year. In the event a student tests positive for drugs, they may not be allowed to continue in clinical rotations. Any prescribed medications may require additional information from the prescribing physician for completion of the drug test.

Individuals may be excluded from participating in a clinical experience based on the results of the background check and/or drug test.

Results may be released to those clinical sites that require the information be submitted to them. Drug testing and background checks may be administered at any time by request of a clinical site, faculty, or program director.

Students are required to attend clinical rotations at Children's Hospital and Medical Center in Omaha, NE during their final semester. Per Children's requirements, students are to have a Hepatitis B vaccinations series and a positive (reactive) titer in order to attend clinical rotations. If the student's titer is negative the student is expected to begin a second vaccination series. The vaccinations are at the student's expense. This should be completed prior to the final semester.

Comprehensive Program Examination

All students must satisfactorily complete the comprehensive program examination. This is the Therapist Multiple Choice Exam. This exam will be given during the spring semester of the second year of the program. Students must achieve the minimum score set by the National Board for Respiratory Care for RRT (Registered Respiratory Therapist) credentialing. In the event the student does not receive the minimum score on the first exam, they will have two additional opportunities to pass a similar exam.

If the student requires to take a third exam, it is at the student's expense. Failure to successfully pass the exam after three opportunities (utilizing similar exams for each additional attempt) may result in delay of graduation due to remediation.

Policy for Cellular Phones during Class, Lab and Clinical Rotations

All cellular phones must be turned off during classroom, lab, and clinical activities. Cell phones may be used during breaks and mealtimes. If an emergency arises, the student is asked to step out of the room in order to place or take a call. Cell phones cannot be used as calculators during test. Calculators will be provided for the student during certain exams.

Readmission to Program

In the event a student leaves the Respiratory Care Program for any reason, they are subject to the following process before they can reenter the program:

- The student must reapply for admission. The readmission process is begun by completing an application for admission. A personal interview must be arranged with the program selection committee. Other documentation may be required.
- The student will be required to write a letter to the Program Director requesting admission. The letter should include a statement explaining why the student would be more successful when readmitted to the program. Readmission is not guaranteed.
- Based on the application, decision of program selection committee, and letter to the Program Director, readmission may be granted provisionally. All college policies regarding admission must be followed.
- Once provisionally readmitted, the student will meet with the Clinical Coordinator to determine clinical

proficiency. A lab will be scheduled in which critical procedures will be evaluated. These critical procedures will be determined based on the point the student desires to reenter the program. Any student who has had a break in the progression of the respiratory care program may be required to complete a noncredit clinical refresher experience based on the outcome of the clinical proficiency lab. A fee will be assessed for this refresher experience.

- If the required clinical refresher experience is not satisfactorily completed, the student will not be readmitted into the program.

Remediation

The goal of the Respiratory Care Program is to give every student the maximum opportunity for success. The instructor is available to offer assistance to any student who desires it. The following steps will be taken to optimize the student’s success:

- Students have access to their grades at any time via Blackboard
- Students are encouraged to review material found in study guides with the instructor. Instructors are available outside of class during office hours and upon request.
- Any student who fails a major exam will be required to review the exam privately with the instructor. It is the student’s responsibility to initiate the review.
- The student will be strongly encouraged to seek assistance if the instructor believes that they are having difficulty with the material.
- Counseling forms are presented to the student to document any concerns the instructor has with the student’s academic or clinical performance.

General Education Course Requirements

The following general education courses are required for the respiratory care program:

	Credits
Anatomy and Physiology I.....	4
Anatomy and Physiology II.....	4
Introduction to Sociology.....	3
General Psychology.....	3
English composition.....	3
Ethics.....	3
Microbiology.....	4

Advanced Placement

An individual who holds a CRT (Certified Respiratory Therapist) from the NBRC (National Board for Respiratory Care) is eligible to enter the second-year program. The following criteria must be met for advanced standing:

- Hold a valid state license to practice respiratory care.
- Obtain a letter for reference from the medical director of the department where the applicant is employed.
- Have a minimum of two years recent work experience.

Individuals meeting these criteria will receive block credit for all the first-year respiratory care coursework. To complete the associate in science degree program the individual must meet the following criteria:

- Completion of all general education courses in the curriculum.
- Completion of all respiratory care course work in the second year of the curriculum.
- Completion of all graduation requirements listed in the handbook.

Prerequisite Courses

College prerequisites are established to facilitate the appropriate application of principles to the program of study in health sciences.

All courses must be satisfactorily completed according to academic policy.

All prerequisites are indicated in the course description section of this handbook.

Professional Organizations

American Association for Respiratory Care (AARC)

The AARC is a national professional organization for therapists, physicians, and students involved in respiratory care. To help students transition from academic to the working world, AARC offers a tiered pricing structure call the Early Professional Membership.

Full membership in professional organizations is encouraged but not required. Students are eligible to receive a discounted student membership while they are enrolled in the program.

How does the Early Professional Membership work?

To qualify as an Early Professional Membership, students must join the AARC prior to their graduation. Members joining after graduation will not be eligible for this program. Each tier membership is based on the member's join date – not their status in or out of school. The digital membership includes educational opportunities: Respiratory Care, a monthly scientific journal; and reduction in registration fees at national meetings.

Early Professional Membership is encouraged but not required.

Student Employment

Off campus employment is the student's responsibility. All part time jobs must be scheduled on student's free time. The student will be counseled by the Program Directory and Clinical Coordinator if classroom and/or clinical performance are affected by employment. It is expected that students will arrange their work schedules and daycare schedules around their class and clinical schedules.

It is against the policy of CoARC to receive compensation for work performed during clinical rotations. As a result of this policy, no student is allowed to be a paid employee during their scheduled clinical time. If a student is found to be in violation of this policy, they are subject to immediate dismissal from the program.

Graduation

The Associate of Science in Respiratory Care degree will be conferred on all candidates who satisfy the following requirements:

- Satisfactory completion of the prescribed course of study.
- Achievement of a minimum cumulative grade point average of 2.0.
- Satisfactory completion of a minimum of 22 hours of credit in 200 level respiratory care classes at St. Luke's College.
- Satisfactory completion of the comprehensive program examination.
- Resolution of all financial obligations to the College.

Eligibility for Licensure

The policies for licensure will vary with each state. In general, a student with a felony conviction, or crime against a person including but not limited to abuse, may have difficulty in obtaining a state license. An individual application is reviewed on a case-by-case basis. The decision is not made until the individual makes application for a license to practice respiratory care. Applicants with felony convictions, child/adult abuse, any assault convictions and/or theft of any kind are encouraged to contact the licensing agency in the state in which they wish to practice.

Sources of Information

American Association for Respiratory Care
(Information about the Respiratory Care profession)
9425 N. MacArthur Blvd. Suite 100
Irving, TX 75063-4706
1-972-243-2272
www.aarc.org

Commission on Accreditation for Respiratory Care
(Information on program accreditation and program outcomes)
264 Precision Blvd.
Telford, TN 37690
1-817-283-2835
www.coarc.com

National Board of Respiratory Care
(Information about credentialing exams)
10801 Mastin Street, Suite 300
Overland Park, KA 66210
1-888-341-4811
Nbrc-info@nbrc.org

Program of Study

Suggested Full Time Course Schedule:

Semester I	Credit Hours
RES101 Fundamentals of Respiratory Care I.....	3
RES102 Cardiopulmonary Anatomy and Physiology.....	3
RES103 Introduction to Respiratory Care	3
Res104 Respiratory Care Science.....	1
RES120 Clinical Practice I	1
Eng108 English Composition I.....	3
BIO201 Anatomy and Physiology I.....	4
	18
Semester II	
RES105 Fundamentals of Respiratory Care II.....	4
RES106 Respiratory Pharmacology	3
RES107 Respiratory Disease.....	3
RES121 Clinical Practice II	3
BIO202 Anatomy and Physiology II.....	4
	17
Summer Session	
RES208 Fundamentals of Respiratory Care III.....	4
RES222 Clinical Practice III	2
SOC104 Sociology.....	3
	9
Semester III	
RES209 Cardiopulmonary Monitoring	3
RES210 Neonatal/Pediatric Respiratory Care	4
RES223 Clinical Practice IV	4
BIO218 Microbiology	4
PSY106 General Psychology.....	3
	18
Semester IV	
RES211 Critical Care	2
RES212 Comprehensive Respiratory Care	3
RES224 Clinical Practice V	6
PHI220 Ethics	3
	14
Total Credits for program:	
Respiratory Care Core Credits.....	52
General Education Core Credits.....	24
Total Program.....	76

Department of Bachelor of Science in Nursing Education Online (RN-BSN)

Mission

St. Luke's College provides quality, health system-based nursing education building on prior experience, knowledge, and skills of individuals. Learners are prepared to think critically to coordinate competent and compassionate client care to improve the health and health care delivery in a multicultural and evolving world.

Philosophy

Health:

Health is defined as an individual's perception of physical and psychological well-being. It is a dynamic state influenced by internal and external factors, including, biological and environmental elements. Health reflects an individual's optional level of functioning which is influenced by the profession of nursing.

Environment:

The ever-changing, global environment that influences the internal and external factors surrounding and affecting individual's and group's overall health.

Nursing:

The profession of nursing employs the sciences to guide cares with the goal of health promotion and maintenance. Nurses, individually and in collaboration with other health care professionals, provide holistic health care of individuals and groups through the application of knowledge. Nursing advocates an ethical, legal, and regulatory framework, ensuring quality in the care of individuals, families, groups, and populations.

Education:

Nursing education consists of evidence-based teaching strategies promoting critical thinking, clinical reasoning, and application of knowledge in caring for the complex and diverse client. Education is a self-directed, yet interactive lifelong process empowering learners to promote health and contribute to the profession of nursing.

Person:

Person is viewed as a unique, multi-dimensional individual who has the capacity to care and promote health in oneself and others. Each person encompasses the richness of one's diverse culture and background allowing the ability to interact and facilitate positive change in others.

Student & Faculty:

Students are unique with individual knowledge, skills, and attitude influenced by their cultural background and life experiences. They are active partners engaged in the learning process.

Faculty facilitate a supportive and caring educational environment to encourage the development of students' full potential. The student-faculty collaboration is designed to achieve educational outcomes with the goal of preparing and enriching individuals for practice in contemporary health care environments.

Program Goals

St. Luke's College Department of Bachelor of Science in Nursing Education will:

- Offer learning opportunities focused on evidenced-based practices.
- Foster the development of relationships within the community.
- Promote a climate of inquiry, self-efficacy, empowerment, and professionalism.
- Promote a foundation for life-long learning.

Graduate Outcomes

Upon completion of the program of study, the graduate will:

- Provide competent, evidence-based, culturally sensitive care to diverse individuals, families, and communities across the lifespan and throughout the continuum of healthcare environments.
- Demonstrate effective communications skills, using a variety of modalities in practice, education, and leadership settings.
- Establish team building and collaborative strategies to facilitate positive outcomes in the delivery of evidence-based client, family, and community-centered care.
- Embrace the value of life-long learning and professional behaviors that integrate altruism, integrity, social justice, and respect for diversity and human dignity.
- Utilize knowledge, skills, and technology in leadership, quality management, health promotion, and client safety to provide cost effective quality healthcare.
- Integrate evidence-based practices to contribute to the holistic care of clients, families, and communities throughout the lifespan and across the healthcare continuum.

Essential Functions

Individuals admitted to the RN-BSN program must possess the capability to complete the entire curriculum. The curriculum requires demonstrated proficiency in a variety of skills areas. All students admitted into the program must possess and consistently demonstrate the ability to:

- Perceive situations accurately and respond rationally
- Analyze situations and make sound judgements
- Interact appropriately with others
- Communicate through reading, writing, speaking, and understanding the English language
- Use the senses of vision, hearing, and touch as necessary to provide safe nursing care, including performing assessments
- Possess the ability to work collaboratively with other members of the health care team
- Possess an unencumbered license as a registered nurse

Academic Policies/Grading Scale

The Bachelor of Science in Nursing program follows the College's grading scale.

The student must achieve at least a "C" in all courses. If less than a "C" is achieved in any given course the course must be repeated. Courses may be attempted only twice.

Academic Probation

The student will be placed on academic probation for one semester if any of the following occurs:

- The cumulative GPA falls below 2.0
- Failure to successfully complete a major course within the program of study
- Failure to successfully complete 67% of the credits attempted in an academic year.
- Additional program specific criteria.

Refer to the College's Academic Probation Status policy and the Academic Dismissal Policy for more information.

Graduation

The Bachelor of Science in Nursing degree will be conferred on candidates who satisfy the following requirements:

- Satisfactory completion of the prescribed course of study.
- Achievement of a minimum cumulative grade point average of 2.0.
- Satisfactory completion of at least 120 hours of credit.

- Must complete the last 30 hours of credit at St. Luke’s College.
- Resolution of all financial obligations to the College.

Professional Probation

A student may be placed on professional probation for a code of conduct or code of ethics violations.

Course Requirements

The following core courses are required for the RN-BSN Program:

- BIO231: Pathophysiology
- HIT301: Informatics in Health Care
- LDR311: Leadership in Health Care
- NUR310: Health Assessment
- NUR325: Proactive Nursing
- NUR326: Population Focused Nursing
- NUR336: Population Focused Nursing Practicum
- NUR410: Introduction to Nursing Research and Evidence Based Practice
- NUR420: Synthesis of Nursing Practice
- SOC330: Culture and Diversity in Health Care

Students must complete 9 credit hours of electives and the last 30 credit hours must be taken at St. Luke’s College.

The following courses are elective for the RN-BSN Program:

- ENG315: Communication for Health Care Professionals
- HCB315: Business Management in Health Care
- HCB325: Health Care Finance
- HCB335: History of Health Care Systems
- HSC310: Education in Health Care
- HSC410: Health Promotion and Disease Prevention
- HCB415: Quality Management Systems
- HSC420: Evidence Based Practice in Health Care
- LDR321: Law and Ethics in Health Care
- LDR331: Strategic Decision Making
- LDR411: Health Policy and Leadership
- LDR421: Leadership: Power and Voice
- LDR431: Independent Research Project
- MAT321: Statistics I
- MAT421: Statistics II
- NUR431: Special Topics in Nursing: Adaptation to Chronic Health Issues
- NUR441: Nursing Care of the Older Adult
- NUR451: Special Topics in Nursing: Women’s Health Issues
- NUR461: Special Topics in Nursing: Palliative Nursing Care
- NUR471: Special Topics in Nursing: Pharmacology for Nurses
- SOC320: Death, Dying, and Grief

Prerequisite Requirements

College prerequisites are established to facilitate the appropriate application of principles to the program of study. All courses must be satisfactorily completed according to academic policy. All prerequisites are indicated in the course description section of this handbook.

Iowa Administrative Code 655(2.8(5)) states that students and prospective students (a) who have been denied licensure by the board, (b) whose licensure is currently suspended, surrendered, or revoked in any U.S. jurisdiction or (c) whose license/registration is currently suspended, surrendered, or surrendered or evoked in another country due to disciplinary action may not take the clinical components of nursing courses. Students must notify the Associate Dean of Nursing Education, if they are in violation of this code.

Criminal History Checks on Nursing Students

Iowa Administrative Code 655(2.13(152)) Student criminal history check:

This Code requires the nursing program to initiate criminal history and child and dependent adult abuse record checks of students and prospective students to ensure a student's ability to complete the clinical education component of the program in accordance with Iowa section 152.5. The nursing program will request that the Department of Public Safety perform a criminal history check and that the Department of Human Services perform child and dependent adult abuse record checks. The program will follow the guidelines and standards set forth by the Department of Human Services in conducting record checks and in determining a student's ability to complete the clinical education component of a nursing program based on the record checks.

Iowa Administrative Code 147.3 Qualifications:

This Code requires that effective February 11, 2015 all individuals seeking nursing licensure by initial examination or endorsement who have a criminal conviction(s), other than a minor traffic violation, must submit copy(s) of the sentencing order(s) when submitting application materials. The Board of Nursing may consider the past criminal records of an applicant if the conviction relates to the practice of the nursing profession and will make the final decision regarding licensure. Information pertaining to individual criminal records prior to completion of an education program cannot be obtained from the Iowa Board of Nursing. For questions regarding this matter, individuals should contact the Iowa Board of Nursing, Enforcement Division at (515) 281-6472, or Board of Nursing in the state of initial licensure.

In order for an individual to become a licensed nurse in Iowa, the person must first graduate from a state board approved nursing program. Questions concerning acceptance into a nursing program, due to history of a criminal conviction(s), will need to be addressed by the nursing program.

Background Check/Drug Testing

It is the policy of St. Luke's College that background checks and/or drug testing may be conducted per regulations and/or contractual agreement as required by each program of study.

It is the student's/applicant's responsibility to complete the necessary paperwork. Fees may be at the responsibility of the student.

Individuals may be excluded from participation in a clinical experience based on the results of the background check and/or drug testing. All results will remain confidential.

Drug testing and background checks may be administered at any time by request of clinical site, faculty, or program director.

Student Online Course Guide

Course Access

Use Google Chrome to access online

- Go to <http://www.unitypointhealth.blackboard.com>
- Select the course
- Go to Essential Course Information

- Select “Start Here”

Course Organization

Essential course Information files: Welcome Letter, “Course at a Glance” Schedule, Syllabus, and Learning Modules/Lessons. Additional resources listed below the Learning Modules include rubrics, information on accessing St. Luke’s Student Success Center, EBSCO House Searching, and APA sample and reference guide.

Learning Modules

Learning modules contains discussions, quizzes, and assignments. The “Course at a Glance” is the schedule for due dates for these components.

Discussions

To post composed discussion response, click on **Discussion Questions**. Select **Create Thread**. Enter discussion **subject** in the required field. Enter your response in the message box. Click **submit** to enter the post. You may also Save the Draft and Cancel.

To reply to a post, click on the **subject** and select **Reply**.

Discussion postings occur during the associated Lesson Module dates. Refer to the discussion Rubric.

Quizzes

Quizzes are located in the Learning Modules. Click on the quiz and select **Begin. Save and Submit** at the end of the quiz.

Assignments

Submit assignments and appropriate rubric through the course drop box. Due dates are listed on the “Course at a Glance” Schedule.

Course Orientation

You can access course orientation through **Tools** on the left column. Click on this and select **Collaborate**. Enter at the assigned time and you will be able to participate in the online orientation scheduled with your instructor. This link may also be emailed to you by your instructor.

Help Information

Notify course instructor for technology issues. Contact information included in course syllabus.

Department of Bachelor of Health Sciences Education Online (BHS)

Mission

St. Luke's College provides contemporary health sciences education for learners that wish to develop careers in government, private, and non-profit organizations.

Philosophy

The St. Luke's College Health Sciences Program strives to build and sustain a respectful and nurturing environment for a community of learners that wish to develop professional competence as leaders in health care environments. We wish to develop leaders open to change and continue learning; to enhance person growth and development; to facilitate self-actualization, and to reform organizations and society.

Program Outcomes

St. Luke's College Department of Health Sciences will:

- Foster an environment of collaboration and cultural sensitivity.
- Provide opportunities to develop leadership skills through academic inquiry, partnership, service, and advocacy.
- Promote a climate of compassion, empowerment, and professionalism.
- Create learning opportunity that encompasses political, social, legal, and ethical issues that impact health care practices.
- Provide a foundation for life-long learning.

Graduate Outcomes

BHS program graduates will possess the competencies required to:

- Communicate and write effectively in health care.
- Analyze the legal, ethical, and political environments that influence health care policy.
- Evaluate and apply problem-solving and decision-making skills.
- Demonstrate leadership skills in the health care setting.
- Demonstrate critical thinking in evaluating, modifying, and implementing organizational goals.

Essential Functions

Individuals admitted to the BHS program must possess the capability to complete the entire curriculum. The curriculum requires demonstrated proficiency in a variety of skill areas. All students admitted into the program must possess and consistently demonstrate the ability to:

- Perceive situations accurately and respond rationally.
- Analyze situations and make sound judgments.
- Interact appropriately with others.
- Communicate through reading, writing, speaking, and understanding the English language.
- Use the senses of vision, hearing, and touch as necessary to provide safe care, including performing assessments.
- Possess the ability to work collaboratively with other members of the health care team.
- Demonstrate self-directed learning behaviors.
- Continue to seek and apply new knowledge, behaviors, and skills.

Academic Policies/Grading Scale

The Bachelor of Health Sciences program follows the College's grading scale.

The student must achieve at least a "C" in all courses. If less than a "C" is achieved in any given course the course must be repeated. Courses may be attempted only twice.

Academic Probation

The student will be placed on academic probation for one semester if any of the following occurs:

- The cumulative GPA falls below 2.0
- Failure to successfully complete a major course within the program of study
- Failure to successfully complete 67% of the credits attempted in an academic year.
- Additional program specific criteria.

Refer to the College's Academic Probation Status policy and the Academic Dismissal Policy for more information.

Graduation

The Bachelor of Science in Health Sciences degree will be conferred on candidates who satisfy the following requirements:

- Satisfactory completion of the prescribed course of study.
- Achievement of a minimum cumulative grade point average of 2.0.
- Satisfactory completion of at least 120 hours of credit.
- Must complete the last 30 hours of credit at St. Luke's College.
- Resolutions of all financial obligations to the College.

Professional Probation

A student must be placed on professional probation for a code of conduct or code of ethics violation.

Course Requirements

The following courses are required for the BHS Program:

- ENG315: Communication for Health Care Professionals
- HCB315: Business Management in Health Care
- HCB325: Health Care Finance
- HCD335: History of Health Care Systems
- HIT301: Informatics in Health Care
- HSC310: Education in Health Care
- HSC420: Evidence Based Practice in Health Care
- LDR311: Leadership in Health Care
- LDR321: Law & Ethics in Health Care
- LDR331: Strategic Decision Making
- LDR441: Health Policy & Leadership
- LDR431: Independent Research Project
- MAT321: Statistics I

Students must complete 9 credit hours of electives and the last 30 credit hours must be taken at St. Luke's College.

The following courses are electives for the BHS program:

- BIO321: Pathophysiology
- HCB415: Quality Management Systems
- HSC410: Health Promotion and Disease Prevention
- LDR421: Leadership: Power and Voice
- Mat421: Statistics II
- SOC330: Culture and Diversity in Health Care
- SOC320: Death, Dying and Grief

Prerequisite Requirements

College prerequisites are established to facilitate the appropriate application of principles to the program of study. All courses must be satisfactorily completed according to academic policy. All prerequisites are indicated in the course description section of this handbook.

Background check/Drug Testing

It is the policy of St. Luke's College that background checks and/or drug testing may be conducted per regulation and/or contractual agreements as required by each program of study.

It is the student's/applicant's responsibility to complete the necessary paperwork. Fees may be at the responsibility of the student.

Individuals may be excluded from participating in a clinical experience based on the results of the background check and/or drug testing. All results will remain confidential.

Drug testing and background checks may be administered at any time by request of the clinical site, faculty, or Associate Dean of Institutional Effectiveness/Health Professions.

Student Online Course Guide

Course Access

Use Google Chrome to access online.

Go to <http://unitypointhealth.blackboard.com/>

- Select the course
- Go to Essential Course Information
- Select "Start Here"

Course Organization

Essential Course Information files: Welcome Letter, "Course at a Glance" Schedule, Syllabus, and Learning Modules/Lessons. Additional resources listed below the Learning Modules include rubrics, information on accessing St. Luke's Student Success Center, EBSCO Host Searching, and APA sample and reference guide.

Learning Modules

Learning modules contains discussions, quizzes, and assignments. The "Course at a Glance" is the schedule for due dates for these components.

Discussions

To post composed discussion response, click on **Discussion Questions**. Select **Create Thread**. Enter discussion **subject** in the required field. Enter your response in the message box. Click **submit** to enter the post. You may also Save the Draft or Cancel.

To reply to a post, click on the **subject** and select **Reply**.

Discussion postings occur during the associate Lesson Module and dates. Refer to the Discussion Rubric.

Quizzes

Quizzes are in the Learning Module. Click on the quiz and select **Begin. Save and Submit** at the end of the quiz.

Assignments

Submit assignments and appropriate rubric through the course drop box. Due dates are listed on the “Course at a Glance” Schedule.

Course Orientation

You can access course orientation through **Tools** on the left column. Click on this and select **Collaborate**. Enter at the assigned time and you will be able to participate in the online orientation scheduled with you instructor. This link may also be emailed to you by your instructor.

Help Information

Notify course instructor for technology issues or the Associate Dean of Institutional Effectiveness and Health Professions. Contact information included in course syllabus and college directory below

Department of Medical Laboratory Science Education

**St. Luke's College is not accepting application for the Medical Laboratory Science Program for the 2023-2024 academic year.

Medical Laboratory Science Program

Goals

- To provide an educational program in accordance with standards established by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- To maintain a curriculum and standard of academic education consistent with criteria acceptable for a college program culminating in a baccalaureate degree.
- To provide the community and region with qualified medical laboratory scientists.
- To adequately prepare and encourage those students who want a general clinical laboratory science background prior to the pursuit of advanced education in the profession, teaching careers in medical laboratory science, or employment in commercial and other related laboratory medicine fields.

Essential Requirements

The Essential Requirements provide criteria so that potential applicants can independently evaluate their own ability to meet, participate in education activities, and successfully fulfill the expected competencies required of a medical laboratory scientist. These performance criteria follow the current regulations of the Rehabilitation's Act, the American Disabilities Act, Civil Rights Act, and the Standards of NAACLS. The Medical Laboratory Science program requires that all applicants read and sign the form at the time of application.

Affiliated Colleges and Universities

- Augustana University, Sioux Falls, SD
- Briar Cliff University, Sioux City, IA
- Dordt University, Sioux Center, IA
- Minnesota State University, Mankato, MN
- Morningside University, Sioux City, IA
- Mount Marty University, Yankton, SD
- North Dakota State University, Fargo, ND
- Northern State University, Aberdeen, SD
- Northwestern College, Orange City, IA
- Southwest Minnesota State University, Marshall, MN
- University of South Dakota, Vermillion, SD
- Wartburg College, Waverly, IA
- Wayne State College, Wayne, NE

Graduate Competency

St. Luke's College Medical Laboratory Science program provides students with an educational environment in which the following competencies will be attained upon completion:

- Demonstrate possession of the knowledge and technical skills to be proficient in performing the full range of clinical laboratory tests and the capability to adapt this knowledge to new situations.
- Develop and analyze test systems and interpret findings.
- Demonstrate proficiency in clinical decision-making, analysis, evaluation, and interpretation of compliance with applicable regulations.
- Demonstrate a desire of continuing education and professional development.
- Participate in quality assessment/performance improvement and system for continuing improvement of the

clinical laboratory and patient care.

- Communicate effectively with a variety of persons both within and beyond the clinical laboratory, including all members of the healthcare team, external customers, and patients.
- Participate in the management financial, operational, material, and human resources which leads to a cost-effective, high-quality laboratory environment.
- Demonstrate possession of knowledge and skills to effectively use information management in the timely, accurate, and cost-effective reporting of laboratory-generated information.
- Demonstrate possession of knowledge of principles of research design/practice.
- Participate in education and training of laboratory and healthcare professionals and supportive personnel.
- Apply ethical principles to all aspects of work performance.

Admission Requirements

Applicants must possess a baccalaureate degree or have satisfactorily completed a minimum of 90 semester hours (135 quarter hours) in an affiliated college/university and be eligible for a baccalaureate degree upon successful completion of the professional year of study at the hospital.

Minimal pre-clinical and credit requirements are:

- 16 semester hours chemistry, to include: general chemistry, organic, and/or biochemistry
- 16 semester hours biological sciences, to include: anatomy/physiology, genetics and/or molecular biology, microbiology, immunology (2 credit hour content minimum). It is strongly recommended that immunology be a separate course.
- One course of college level mathematics to include statistics. Remedial mathematics will not satisfy the requirements.

The content of chemistry and biological science courses must be acceptable toward a major in those fields or in medical laboratory sciences. Survey courses do not qualify as fulfillment of the prerequisites.

Applicants must have a minimum cumulative grade point average (GPA) of 2.80 and a minimum science GPA of 2.80. Applicants with GPA's below 2.80 may submit an application, however they will be evaluated and considered only after the candidates with GPA's 2.80 or higher have been processed.

Individuals who have met the minimal pre-clinical requirements seven or more years before application must update their academic preparation in a manner acceptable to NAACLS and the program. Individuals who possess a foreign degree and meet program requirements must have their transcript evaluated by a qualified transcript evaluation agency. Contact the Program Director for information.

Students meeting the stated criteria and possessing certification in laboratory science (CLA, MLT) may be considered for advanced placement in the clinical laboratory rotation component of the program.

Meeting minimum requirements for application does not guarantee admission into the Program.

Fall application deadline is October 1. An application can be downloaded from the Medical Laboratory Science Education section of the St. Luke's College website.

Advanced Placement

The student having previous clinical laboratory experience (CLA-C, MLT-AD) will be evaluated on an individual basis and will have to demonstrate competency in the clinical laboratory to the satisfaction of the Department Supervisor and the Program Director. Upon demonstration of competency, the exceptional student would be encouraged to broaden their educational background by researching and developing special tests and instrument and assisting with special projects.

The didactic portion of the program does not lend itself to advanced placement.

Progress Requirements

During the clinical year of study, the student must maintain a minimum grade of C (70%) or better in each course. The didactic (lecture) subject area constitutes 50% of the grade while the clinical performance constitutes the other 50%.

Grading in the didactic portion of the program is based upon written examinations. Progress in the clinical portion of the program is evaluated after each assigned rotation through the department. The grading system is explained during program orientation.

Grading System

A	90-100%
B	80-89%
C	70-79%

Program Withdrawal

If a student chooses to withdraw from the program, they must submit a written statement of withdrawal to the Program Director. The Program Director will notify the college/university of the student's withdrawal or dismissal from the program. The college/university will be sent a transcript of any final grades attained. A final grade for a course is earned after satisfactory completion (70% or higher) of all requirements for a course, including both didactic and clinical rotation requirements.

National Certifying Examination

When the student has satisfactorily completed all requirements of the program, they are eligible to take national certifying examinations. The student will be awarded a certificate and pin from the program and a baccalaureate degree from the affiliated college/university. Issuing of the baccalaureate degree or program certificate is not contingent upon students passing any type of external certification or licensure examination.

Criminal Background Check

A passed criminal background check will be required prior to clinical participation. The student is responsible for all costs associated with the criminal background check.

Course Descriptions

**Detailed course objectives are available from the Program Director upon request.

Suggested Semester

Major Subjects:

Range of Credit Hours

Clinical Microscopy/Urinalysis

2-3 sem. hrs.

Lecture, supervised laboratory instruction, quality control, instrumentation, computer applications and experience in body fluids and urine in regard to chemical and cellular composition. Anatomy and physiology, theory or renal function in health and disease.

Clinical Hematology/Coagulation

5-8 sem. hrs.

Lecture, supervised laboratory instruction, quality control, instrumentation, computer applications and experience in the analysis of cellular elements of the blood and bone marrow, both normal and abnormal, and on the hemostatic mechanisms of the blood.

Clinical Microbiology 8-12 sem. hrs.
Lecture, supervised laboratory instruction, quality control, instrumentation, computer applications and experience in the isolation and identification of pathogenic organisms and their susceptibility to anti-microbial agents. Includes Bacteriology, Mycology, Parasitology, and Virology.

Clinical Serology/Immunology 2-3 sem. hrs.
Lecture on antigen/antibody structure-function-interaction, supervised laboratory instruction, quality control, instrumentation, computer applications, and experience in applying the principles of immunology to serologic diagnosis.

Clinical Chemistry 8-12 se. hrs.
Lecture, supervised laboratory instruction, quality control, computer applications, instrumentation, and experience in medically oriented biochemistry as applied to normal and abnormal physiology and analyses of body constituents. Includes analysis of special body fluids such as amniotic, synovial, cerebrospinal, and pleural fluids. Includes special procedures utilized for toxicology, endocrinology, and immunoassay.

Clinical Immunohematology 4-6 sem. hrs.
Lecture, supervised laboratory instruction, quality control, instrumentation, computer applications, and experience in theory and practice of immunohematology as applied to blood transfusion, component therapy, autoimmune diseases, immunologic diagnostic procedures and blood component preparation and administration.

Specialized Units (Specialized Topics)

Introduction to Medical Laboratory Science 0-1 sem. hrs.
Introduction to basic techniques, principles of safety, infection control, professional ethics, personal and professional responsibilities in the clinical laboratory. Review of program's rules and regulations. Introduction to clinical significance of laboratory procedures in diagnosis and treatment.

Phlebotomy:

Anatomy and physiology of the arm, blood collection techniques from vein, capillary, artery, and difficult draw sites. Specimen variables and handing techniques. Interactive communication skills with patients and paraprofessionals.

Computer application in the Clinical Lab:

An introduction to techniques, principles, and concepts common in laboratory data processing systems. Utilization of mini-computers in the laboratory and within instruments.

Laboratory Mathematics/Quality Assurance:

Laboratory oriented mathematics with emphasis on performing calculations related to units of measure, pH, Beer's law and calibration curves, Henderson-Hasselbalch equation, enzyme activity, renal clearance, hematology calculations. Principles and practice of quality assurance. Includes statistical techniques, method evaluation, and pipette calibration.

Management and Supervision

Lecture and/or seminars on theory and techniques of laboratory-oriented management practices utilized in planning, organizing, directing, controlling, and supervising a clinical laboratory facility.

Education Methodologies

Lecture and/or seminars on the principles of education. Includes methods of instruction, writing objectives and evaluation devices for didactic and clinical practice.

Introduction to Research

0-1 sem. hrs.

Faculty guided study, research, scientific writing, case study presentation and/or projects in specialty area(s) of medical laboratory science.

Total Semester credit hours

40 sem. hrs.

Phlebotomy Certificate Program

**St. Luke's College is not accepting application for the Phlebotomy Program for the 2023-2024 academic year.

Program Goals

- To provide an educational program in accordance with standards established by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- To provide the community and region with qualified, professional phlebotomists.
- To enhance and promote the role of the phlebotomist within the healthcare industry and to the public, in general.
- To encourage and provide a background in clinical laboratory science to those students who may wish to pursue other careers in the clinical laboratory or healthcare.

Essential Requirements

The Essential Requirements provide criteria so that potential applicants can independently evaluate their own ability to meet, participate in educational activities, and successfully fulfill the expected competencies required of a phlebotomist. These performance criteria are in compliance with the current regulations of the Rehabilitation's Act, the American Disabilities Act, Civil Rights Act, and the Standards of NAACLS. St. Luke's College requires that all applicants read and sign the form and submit with the application.

Description of Career Entry Competencies of the Phlebotomist

St. Luke's College Phlebotomy Certificate Program provides students with an educational environment in which following competencies will be attained upon completion:

- Recognize components of the health care delivery system and understand the integral role specimen collection has in this system.
- Demonstrate proficient knowledge and techniques in the ordering, collecting, transporting, handling, and processing of blood and various body fluid specimens.
- Demonstrate basic understanding of the anatomy and physiology of body systems and knowledge of medical terminology.
- Associate the major areas of the clinical laboratory with the laboratory tests ordered to evaluate patient's pathologic condition.
- Identify and select collection equipment, supplies, and various types of additives used.
- Recognize factors that can interfere in specimen collection procedures and clinical analysis and the appropriate actions needed to resolve problems.
- Demonstrate knowledge of infection control and safety procedures.
- Demonstrate understanding of quality control in phlebotomy.
- Recognize the importance of the responsibilities of other laboratory and health care personnel.
- Demonstrate stress management, communication skills with patients, co-workers, other health care personnel, and the public, and the legal implications of the work environment.
- Demonstrate a desire for continuing education and professional development.
- Apply basic principles in learning new techniques and procedures.
- Apply ethical principles to all aspects of work performance.

Admission Requirements

Applicants must be high school graduates or equivalent and will be accepted for admission to the program after evaluation of all application requirements:

- Completed application
- Signed essential requirement form
- One written reference from non-family sources
- Official high school transcripts or official copy of GED
- Minimum high school GPA of 2.5
- Official college transcripts for any college courses taken
- Good school/work attendance record
- Good verbal and written communication skills
- Personal interview with a program official

The St. Luke's College Phlebotomy Certification Program does not lend itself to advanced placement or credit for experiential learning.

Application Procedure

St. Luke's College Phlebotomy Program has a rolling admission process. Applicants are encouraged to apply by March 31 for a May program start date. Applications for entrance into the program will be accepted until a class is filled and may be obtained from St. Luke's College, 2800 Pierce St, Sioux City, IA 51104 (712)279-3149 or at www.stlukescollege.edu. A personal interview will be scheduled once all forms, references, and transcripts are received. St. Luke's does not accept more students than it has available clinical positions. Application will be kept on file for one year. The program adheres to St. Luke's College's Equal Opportunity/Non-Discrimination policy.

Progress Requirements

The grade for this program is based on both the classroom performance and the clinical practicum performance. Each component is worth 50% of the course grade. The student must maintain a minimum grade of C (70%) or better in both the classroom and clinical portions. Grading of classroom performances is based on quizzes, and final and practical examinations. The classroom portion is a combination of online and face-to-face instruction. Participation and attendance in online and face-to-face experiences is expected. The clinical practicum grade is based on the clinical evaluation and assigned projects. The student must achieve 70% or better in the classroom component in order to participate in the clinical practicum.

Grading System:

A	90-100%
B	80-89%
C	70-79%

When students satisfactorily complete all requirements of the program, they are eligible to take national certifying examinations. The student will be awarded a certificate from the program. Issuing of the program certificate is not contingent upon students passing any type of external certification or licensure examination.

Tuition and Expenses

Tuition is \$1000. (Tuition is subject to change and is reviewed on an annual basis.) A \$100 nonrefundable enrollment fee must accompany a letter of acceptance to secure a spot in the program. Tuition is required in full prior to the enrollment start date.

Textbook:	Approximately \$85
Housing/Meals:	Students are responsible for their own lodging and meals

Transportation: Students are responsible for providing their own transportation to and from their person residence, St. Luke's College, and clinical sites.

Refunds

The student is entitled to a 100% tuition refund if withdrawal from the program occurs prior to the first day of class. No refunds will be made once classes begin except under extraordinary circumstances as determined by the Program Director and Dean of Student Services.

Program Withdrawal

If a student chooses to withdraw from the program, they must submit a written statement of withdrawal to the Program Director, with refund policy as stated.

Criminal Background Check

A passed criminal background check will be required prior to clinical participation. The student is responsible for all costs associated with the criminal background check.

Course Modules

Detailed module objectives are available from the Program Director upon request.

- Phlebotomy and the Healthcare Delivery System
- The Clinical Laboratory
- Basic Medical Terminology
- Safety and Infection Control
- The Circulatory System
- Basic Anatomy and Physiology
- Venipuncture Equipment
- Routine Venipuncture
- Venipuncture Complications
- Special Venipuncture Collections
- Dermal Puncture
- Arterial Blood Collection
- Point of Care Testing
- Quality Assessment and Management in Phlebotomy
- Regulatory, Ethical and Legal Issues
- Additional Duties of the Phlebotomist

Course Descriptions

Phlebotomy:

This program is designed to educate the phlebotomy student in basic medical terminology, anatomy and physiology of the body, and components of health care delivery and clinical laboratory structure. The student will learn phlebotomy theory, principles, and techniques through classroom lectures (combination of online and face-to-face instruction), hands-on activities, and supervised clinical performance. The course will cover quality assurance, point-of-care testing, legal and ethical considerations, communication skills, and safety regulations as well as specimen collection and handling. The classroom component of the program consists of 46 clock hours.

Clinical Practicum:

The clinical experience is designed to provide the student with entry-level competencies in routine blood collecting techniques. The practicum will consist of 112 clock hours and requires the completion of 100 successful, unaided venipunctures and 15 dermal punctures, as well as a study project.

Department of Clinical Pastoral Education

**St. Luke's College is not accepting application for the Clinical Pastoral Education Program for the 2023-2024 academic year.

History

Richard C. Cabot conceived of clinical pastoral education (CPE) as a method of learning pastoral practice in a clinical setting under supervision. Anton T. Boisen enlarged the concept to include a case study method of theological inquiry—a study of “living human documents”. William S. Keller began supervising theological students in case study methods, believing pastoral practice was complete only as it addressed contributing social conditions. As CPE developed, other leaders opened the doors to integrating knowledge from medicine, psychology, and other behavioral sciences into pastoral practice.

The Association for Clinical Pastoral Education, INC. (ACPE) formed in 1967 after some forty years of experience, development, and practice of clinical pastoral education by several organized, but uncoordinated groups. The groups merging to form ACPE included the Institute of Pastoral Care, Inc., the Council for Clinical Training, Inc., the Association of Clinical Pastoral Educators, and the certification and accreditation functions of the Lutheran Council in the U.S.A.

Thus, ACPE became the standard setting, accrediting, certifying resource agency in the field of clinical pastoral education. It accredits institutions, agencies, and parishes as clinical pastoral education centers to offer program of clinical pastoral education and certifies supervisors to conduct these programs.

ACPE accredited centers offer clinical pastoral education as: part of theological education; training for pastoral ministry; training for institutional chaplaincy; training for pastoral counseling; training for certification as a supervisor of clinical pastoral education; and training for other specialized ministries. Theological schools give academic credit for clinical pastoral education according to the credit system of each school.

The Unit

A full unit of CPE (Level I/Level II) is at least 400 hours combining no less than 100 hours of structured group and individual education with supervised clinical practice in ministry. Each student is allotted 25 hours for typing reports as part of the unit requirements. A minimum of 275 clinical hours are needed to fulfill the hours needed for credit for one unit.

A half unit of CPE is at least sixty (60) hours of structured group and individual education. Each half unit shall be accompanied by supervised, clinical practice in ministry. The combined time shall be no less than two hundred forty (240) hours.

Students working in the hospital will meet professionals from the disciplines in the hospital who will inform them about their work and the organization of the hospital. Students will have an opportunity to work on goals with Core person, peers, and supervisor and discuss clinical assignments.

Learning Covenant

With CPE training, the learning covenant is a written agreement based on the pastoral goals of the student.

Pastoral Formation

The exploration and development of one's pastoral identity and practice through integrating one's heritage, theology, and knowledge of behavioral and social sciences.

Becoming acquainted with the process of using self in pastoral care produces pastoral formation. Acquaintance with our heritage, family, theological understanding, knowledge of the behavioral sciences and personal experience all influence

how we minister. Questions to help you address formation include:

- How do my assumptions about ministry measure up in practice?
- How does my current experience relate to my history?
- Does what I have been told make sense?
- How do my encounters with people alter my assumptions?
- What needs to happen for growth to take place?

(Pastoral formation and pastoral reflection are the foundations of pastoral work. Pastoral competence and pastoral specialization deal with the acquiring of knowledge and skill that move pastoral care givers toward best practice.)

Pastoral Competence

The discovery and use of skills necessary for the intensive and extensive practice of ministry.

Pastoral identity grows through one's ability to assess and engage the emotional and spiritual needs of persons. It includes recognizing how one's strength and weaknesses inform ministry responsibly and consistently. Students gain knowledge and skills through openness to client, parishioner, patient, peer, and supervisory relationships. Questions to help you address competence include:

- How good are my listening skills and crisis intervention skills?
- How well do I respond to people and use pastoral initiative?
- Can I make a pastoral assessment and build trust with those I serve?
- How can I develop my understanding of faith to serve others?
- What is my understanding of health and disease from a faith perspective?
- What knowledge, skills and attitude do you need to acquire?

Fostering spirituality (e.g., hope, love, forgiveness, bitterness, meaning, joy, grief, depression, community, systems, isolation, belonging, estrangement, faith, repentance, etc.) and its impact on physical, mental, and emotional health is the essence of pastoral competence.

Pastoral Reflection

The process of increasing awareness, understanding and ability to articulate the meaning and purpose of one's experience in ministry.

In CPE the objective of reflecting on one's self as a person and pastor takes place in relationship to a certified supervisor, accredited center, peer group, curriculum, and pastoral ministry. CPE asks you to reflect, reassess, reshape, and develop relationships to persons and events, using the primary "tool" of pastoral care; one's self. Questions to help you address reflection include:

- Can I describe what I am feeling when I minister?
- What are my gifts, strengths, and my limitations?
- What memories are evoked as I minister?
- What strengths do I have to offer?
- How do my limitations affect what I do?
- In what areas do I want to grow personally and professionally?
- A nurse or physician often knows how a drug at certain doses affects a person. How well do those in ministry know how we impact others?

Pastoral Specialization

Development of pastoral competence is an area of ministry with an identified focus in a particular setting or context. Level II CPE only.

Students can contract to become knowledgeable in a particular area of ministry, e.g., administration, church leadership,

oncology, psychiatry, hospice, rehabilitation, pastoral counseling, geriatric, cardiac care, prisons, etc.). Students will be expected to develop a specialized ministry project and present it as a didactic to the CPE group. Pastoral formation and pastoral reflection relate more directly to Level I Outcomes, while pastoral competence and pastoral specialization correlate more strongly with Level II Outcomes.

During orientation you will have an opportunity to review your learning covenant with your supervisor. Please be prepared to hand in a copy of your first draft by the end of orientation to enable your supervisor to review it before you reflect on it together.

Introduction

A goal of CPE is the “presentation and use of literature and instruction appropriate to the student’s learning goals and needs.” The program offers the following approaches to meet this goal.

- The supervisors have a list of topics, which, over the years, has been developed to meet general student need for didactic seminars. These include:
 - Medical Ethics & Values in Pastoral Care
 - Hospice ministry
 - Death & Dying Theory
 - Hero’s Journey
 - Shame
 - Theology in Pastoral Care
 - Making Pastoral Assessments
 - Therapeutic Communication
 - Mental Health & Illness
 - Family Systems & Family Origins
 - Understanding Feelings
 - Crisis Ministry
- People from the hospital have acted as faculty to present materials to students. These include sessions taught on psychology, medicine, and behavioral sciences.
- Student-generated topics form the basis for didactic seminars. These include an expertise or a contact they may have or a seminar they would like to present.
- Students doing simple research on their practice or ministry and drawing conclusions.
- Using persons from several disciplines found in church, society, and hospital. Presentations on sociology and implications for the church, hospital, and parish; and Presentations correlating the theological with experience.
- Didactic seminars can be organized through group discussion. When students want to develop particular resources to clarify learning needs, the supervisor acts as facilitator using the group to define problems, and looking for resources, which help them, address the problems.

Mission

UnityPoint Health – St. Luke’s Mission, Vision, and Values

- Mission: To improve the health of the people and the communities we serve.
- Vision: Best Outcome for Every Patient Every Time.
- Values: **FOCUS**: Foster Unity, Own the Moment, Champion Excellence, Unity Point Health, Seize Opportunity.

UnityPoint Health – St. Luke’s is committed to improving the health of the people and communities we serve. A common understanding of our values and behaviors that support those values is critical to ensure we are united in our mission. As a team, we commit to living our **FOCUS** values by following these Standard of Performance. We acknowledge that our support of these standards is the difference between excellence and mediocrity in care and service. Only through excellence will we earn our community’s trust and loyalty and truly fulfill our mission.

Foster Unity

- Use the skills and abilities of each person to enable great teams
- Collaborate across departments, facilities, business units and regions
- Seek to understand and are open to diverse thoughts and perspectives

Own the Moment

- Connect with each person, treating them with courtesy, compassion, empathy, and respect
- Enthusiastically engage in our work
- Be accountable for our individual actions and our team performance
- Take responsibility for solving problems, regardless of origin

Champion Excellence

- Commit to the best outcomes and highest quality
- Have a relentless focus on exceeding expectations
- Believe in sharing our results, learning from our mistakes, and celebrating our success

UnityPoint Health

- We will be the health care system where leaders want to lead, physicians want to practice, staff want a career and patients must have their care

Seize Opportunities

- Embrace and promote innovation and transformation
- Create partnerships that improve care delivery in our communities
- Have the courage to challenge the status quo

St. Luke's CPE students gain practical experience in the hospitals and long-term care facilities, parishes and at other sites.

Standards for Level I & II ACPE Programs

Standard 1 – Educational Environment

A center has an educational plan that engages its students in a process model of education and clinical method of learning, ensuring an educational environment and clinical population that present appropriate learning opportunities, sites, and placements for student engagement and spiritual care.

Standard 2 – Curriculum

A center has an articulated curriculum for its educational programs and demonstrates a continuous process for improvement of its curriculum.

Standard 3 – Educational Resources

A center provides the framework and resources necessary to support and facilitate student learning.

Standard 4 – Management of CPE Programs

A center demonstrates consistent and fair management of its program for all students.

Standard 5 – Infrastructure and Financial Resources

A center demonstrates financial resources, effective leadership, collaborative relationships with stakeholders, and the structures and processes necessary to meet program goals during the period of its accreditation and employs a planning process which allows for sustainability and continuing vitality.

Standard 6 – Continuous Improvement

A center demonstrates how it addresses continuous improvement of its operations and program management.

Standard 7 - Ethical Integrity and Cultural Responsiveness

A center upholds ACPE Values and evidences ethical conduct and responsibility.

St. Luke's College assumes that its students are engaging their learning as adult learners. We assume that students will be motivated to seek ways to further their personal and professional growth. The final responsibility for your learning falls on your shoulders. Since CPE occurs within the context of relationships, it is also important for you, as the student, to learn how to use these relationships and enhance your learning.

Openness to learning includes being open to suggestions, willing to both give and receive feedback and the ability to assess the feedback when received to determine how that can help one's learning process. You are asked to consult and collaborate in a non-defensive manner, demonstrating a critically important skill that needs to be developed.

Growth and self-awareness

Unlike many other health care professionals, such as doctors, nurses, therapists, etc., the chaplain and/or pastor's primary tool is not some instrument outside themselves, but the use of themselves in ministry. Therefore, it is critical that you as a student learn as much as possible about your family, background, history, and your reactions to family dynamics. Learning more about the impact and significance of your professional journey allows you to make choices about how to respond to ministry situations in which you will often discover both similar and dissimilar family and personal dynamics.

Developing pastoral identity

One-way pastoral identity can develop is for students to begin understanding and claiming their personal faith history. In the early part of the CPE unit, students are asked to share their spiritual pilgrimages in the group process. The telling and hearing of stories is one of the most effective ways of coming to a greater understanding of one's spiritual journey.

Learning group dynamics

One of the core experiences of CPE is the peer group process. Students are introduced to being part of a peer group. In this group, they become aware of the processes that are happening in relationships. At the close of each peer group process, students may be asked to summarize how they experience the group and themselves. The supervisor's role will be to facilitate and support students as they experiment and test new formed and newly discovered identities, what is often referred to as the "shadow side." We find that students become more aware of what is happening relationally in the group when they are asked to articulate what has transpired in the group setting.

Developing pastoral skills

For the most part, you will have a lot of say in choosing your clinical site. The clinical sites offered through St. Luke's College offer their own challenges in developing pastoral skills. You will be spending most of your time in CPE in ministry with patients, clients, or parishioners. If you work with in the hospital setting, you will have an opportunity to know what it is like to be working with other professionals. You will begin to learn the importance of the spiritual dimension of a person and how the spiritual resources of a person can help in the recovery and healing process.

Developing evaluation skills

One of the goals of St. Luke's College is to aid students in becoming their own supervisors. That is, we hope that as you go through the program, you will begin to internalize the supervision you have experienced externally from the

supervisors, peers, and staff personnel. Learning to intentionally reflect on what you do as a pastor or pastoral person is an important skill that is learned as a CPE student. Part of that is learning openness to accepting feedback from patients, other students, staff members and supervisors. Even in some of the most apparently bizarre and biased feedback, there may be some thread of truth and reality that is presented to a student. Learning to sift out useful feedback from that which does not help is an important discernment skill that is cultivated in the CPE program.

As you become more aware of the learning processes, what works and what doesn't, you can begin helping your peers in better ways. Part of this growth spills over into helpful suggestions and an honest appraisal of different facets of the CPE program. The quality of CPE is directly connected to the final evaluation of former students. At the close of each CPE unit, you will have an opportunity to evaluate the program and to help us fine-tune it to make it even better for future students. Much of this feedback has been implemented into making the CPE program a better learning environment.

Objectives for Level I and Level II CPE Programs

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry. ACPE accredits two types of clinical pastoral education programs: CPE (Level I/Level II) and Supervisory CPE. ACPE accredited programs provide a progressive learning experience through a two-level curriculum. Level I curriculum outcomes must be satisfactorily addressed prior to admission to Level II. Completion of CPE (Level I/Level II) curriculum outcomes are prerequisite for admission to Supervisory CPE.

ACPE Level I and Level II Objectives (2020)

Pastoral Formation

01. to develop students' awareness of themselves as ministers and of the way their ministry affects persons
02. To develop students' awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care
03. To develop students' ability to engage and apply the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning

Pastoral Competence

04. To develop students' awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry
05. To develop students' skills in providing intensive and extensive pastoral care and counseling to persons.
06. To develop students' ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences and applied clinical ethics in their pastoral care of persons and groups
07. To teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team
08. To develop students' capacity to use one's pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling

Pastoral Reflection

09. To develop students' understanding and ability to apply the clinical method of learning
10. To develop students' abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one's ministry

The CPE learning process is summarized by the above objectives, which are to be addressed by students in any level of Clinical Pastoral Education. The students discover there is a call to personal awareness and growth. There is also a call to greater maturity and leadership. There is a call to live as a professional. Rather than simply resisting or wrestling with authority and one's authority issues, there is a challenge to become a leader who can take a stand, move towards self-differentiation, and still stay in emotional contact with others. Students normally discover that CPE is a developmental

process, which is ongoing and doesn't end with completion of a formal unit of CPE. It is our hope that the learning process will continue through the lifetime of students as professionals and as persons. CPE begins with an acknowledgment of pastoral learning, earlier growth, and development. The focus is intensified during the CPE unit. Students leave CPE challenged for future growth.

Normally students engage a pastoral specialty towards the end of their CPE training. Typically, students are required to have four units of CPE to move toward professional certification with APC or NACC. Normally students complete specialties in the third and/or fourth units of their CPE training. Students will be asked to develop a specialized learning contact with a proposal for a specialty with the supervisor prior to the beginning of a specialized unit of CPE. Students may also be asked to engage in a consultation with outside resource persons, other supervisors within the region, as well as professional personnel within the community. This consultation is designed to help focus the student and the supervisor learning for the student during a specialized unit of CPE. A specialized unit of CPE will normally take place at the Level II CPE.

The curriculum for CPE Level I addresses the fundamentals of pastoral formation, pastoral competence, and pastoral reflection through one or more program units. Satisfactory achievement of Level I outcomes must be documented in the supervisor's evaluation(s).

At the conclusion of CPE Level I students will be asked to write their final evaluation with these outcomes in mind. As well, the supervisor's final evaluation will incorporate the outcomes for Level I CPE students. Students wishing to move towards Level II CPE must meet these outcomes, as well as a consultation before being admitted to a Level II CPE program.

The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence, and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. The Level II curriculum involves at least two or more program units of CPE. Supervisors must document satisfactory completion of CPE Level II curriculum outcomes in the supervisor's final evaluation(s).

Students admitted to a Level II CPE will be expected to move towards these outcomes. The student's final evaluation will be based on these outcomes, as well as on the supervisor's final evaluation. Students interested in moving towards Supervisory Clinical Pastoral Education must meet these outcomes before being admitted to Supervisory programs.

Outcomes for Level I CPE program

ACPE Level I Outcomes (2020)

Pastoral Formation

- L1.1. articulate the central themes and core values of one's religious/Spiritual heritage and the understanding that informs one's ministry
- L1.2. identify and discuss major life events, relationships, social locations, cultural contexts, and social realities that impact personal identity as expressed in pastoral functioning
- L1.3. initiate peer group and supervisory consultation and receive critique about one's ministry practice

Pastoral Competency

- L1.4. risk offering appropriate and timely critique with peer and supervisors
- L1.5. recognize relational dynamics within group contexts
- L1.6. demonstrate the integration of conceptual understandings presented in the curriculum into pastoral practice
- L1.7. initiate helping relationships within and across diverse populations

Pastoral Reflection

- L1.8. use the clinical method of learning to achieve one's educational goals
- L1.9. formulate clear and specific goals for continuing pastoral formation with reference to one's strengths and weaknesses as identified through self-reflection, supervision, and feedback

Outcomes for Level II CPE Program

ACPE Level II Outcomes (2020)

Pastoral Formation

- L2.1. articulate an understanding of the pastoral role that is congruent with one's personal and cultural values, basic assumptions, and personhood

Pastoral Competency

- L2.2. provide pastoral ministry with diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, justice, and applied clinical ethics issues without imposing one's own perspectives
- L2.3. demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/transformation, confrontation, crisis management, and appropriate use of Religious/spiritual resources
- L2.4. assess the strengths and needs of those served, grounded in theology, and using an understanding of the behavioral sciences
- L2.5. manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication
- L2.6. demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgmental presence, and clear and responsible boundaries

Pastoral Reflection

- L2.7. establish collaboration and dialogue with peers, authorities, and other professionals
- L2.8. demonstrate self-supervision through realistic self-evaluation of pastoral functioning
- L2.9 by the end of Level II, students will be able to demonstrate awareness of the **Common**

Qualifications and Competencies for Professional Chaplains

Students admitted to a Level II CPE will be expected to move towards these outcomes. The student's final evaluation will be based on these outcomes, as well as one the supervisor's final evaluation. Students interested in moving towards Supervisory Clinical Pastoral Education must meet these outcomes before being admitted to Supervisory programs.

Policies & Procedures

Student Information

It is the policy of St. Luke's to ensure that students are informed in writing of policies, procedures, and student rights, and responsibilities in relationship to St. Luke's College, as well as to the various institutions in which they receive training.

Each student will be informed in writing of CPE program policies and procedures, institutional policies and procedures, and student rights and responsibilities as pertaining to participation in the program of CPE.

- Written description of institutional CPE policies regarding student's participation within the CPE program of St. Luke's College to be included in the student handbook. Items to be included, but not limited to:
 - Policies pertaining to ACPE Standards: admission, financial, complaint procedure, and maintenance of student records, discipline and withdrawal, student rights and responsibilities and ethical conduct.
 - Expectations regarding the students' duties, appearance, and conduct.

- Provisions for safety measures and instruction where appropriate.
- Each CPE student will receive an electronic copy of the student handbook during the first week of the unit.
- CPE policies and procedures will be reviewed annually by the supervisors, administration, and the Advisory Committee.

Agreement of Training

(Standard 304.9)

Student Name: _____ **Date of CPE Unit:** _____

CPE is conducted as an “education for ministry experience”. This document and acceptance into the program authorizes you to visit patients, clients, family members and staff of the St. Luke’s College UnityPoint CPE Program as a minister-in-training; to be informed of persons’ spiritual, emotional, psychological, physical, and sociological conditions; and to write material about them that will be beneficial to your educational process based on your visits and the information gathered – all under the direct supervision of an assigned ACPE Certified Educator, Confidentiality is of paramount importance in this process, and any communication regarding patients outside our professional treatment and/or training circles is strictly prohibited, except as required for the safety of residents, families, or others. Breach of this standard of professional confidentiality could result in your immediate termination. Whether a breach has occurred will be determined by management personnel at the clinical site(s) and/or your CPE Supervisor.

Student Initials: _____

The working materials submitted to your assigned Certified Educator concerning you and your ministry as a Chaplain Student during your training may be used in the learning process of Educators-in-Training and/or discussion among ACPE Certified Educators comprising the St. Luke’s College UnityPoint CPE team, with the understanding that these persons are part of the professional training circle. Your materials may also be used by your assigned ACPE Certified Educator with other ACPE Certified Educators and other professionals from whom she/he may seek consultation as a part of her/his professional development, or as part of research intended to contribute to the field of Clinical Pastoral Education and/or pastoral care. In all instances of use beyond the program’s professional training circle, your ACPE Certified Educator will sufficiently alter the material to preclude your being identified as the Chaplain Student, unless full disclosure of the documents is required by law or your written permission is provided.

Student Initials: _____

Your written evaluation and your ACPE Certified Educator’s written evaluation of each unit of your training may be shared with individuals invited by you and your ACPE Certification Educator to participate in your unit and/or final evaluation process. All other instances of sharing your or your ACPE Certified Educator’s written evaluation(s) of your training experience require a written release signed by you, unless the evaluations are being used exclusively within the professional training circle of the program, or you ACPE Certified Educator sufficiently alters the evaluation(s) to preclude your being identified as the Chaplain Student, or full disclosure of the documents is required by law.

Student Initials: _____

I have received the St. Luke’s College-UnityPoint Health CPE Program Handbook that includes the current ACPE Standards governing Clinical Pastoral Education. These include policies and procedures of the program, as well as ACPE Standards, Certification Manual, Processing Complaints of Ethics Code Violations in ACPE Manual, and Accreditation Manual governing Clinical Pastoral Education as provided during orientation. I have had opportunity to review the policies and ACPE Standards with my Certified Educator during orientation and now understand their importance. I know how to use the organization, CPE program, and ACPE Grievance/Compliant procedures should it be necessary.

Student Initials: _____

I agree to the video or audiotaping of my individual or group sessions. The tapes will be used for educational purposes only (as outlined in the “Student Records in CPE” Policy) and will not be available to others without my written consent I understand that I may request the termination of taping at any time. The tapes may be kept on file for a period of one year after the end of the unit or until a certification committee for which they were made, and then will be destroyed. If

I do not agree to taping, I may be asked to not continue any program in which a Certified Educator Candidate is supervising under the supervision of an ACPE Certified Educator.

Student Initials: _____

I understand that each unit's tuition fee of \$2500.00 (U.S.) for clinical ministry shall be paid by the tenth (10th) working day of each unit unless otherwise negotiated and agreed to, in writing, by my assigned ACPE Certified Educator or Certified Educator Candidate. Failure to pay the tuition in full will result in withholding of ACPE credit for the unit of training until payment-in-full (or not issued at all if payment-in-full is not made within forty-five (45) days and may result in my being denied admission to any future unit of CPE).

Student Initials: _____

In all my activities during my chaplain/parish internship I agree to function professionally and within the "Ethical Conduct in the ACPE-CPE Program" policy and the "Department's Code of Ethics" as contained in the CPE Student Handbook. Members of ACPE agree to adhere to the Code of Professional Ethics in the ACPE Standards.

Student Initials: _____

Date: _____

Signature of CPE Student

Date: _____

Signature of ACPE Certified Educator

Admission Policy

The CPE program adheres to St. Luke's College's Equal Opportunity/Non-Discrimination policy. All members of the faculty and consultation group are expected to cooperate in making this policy valid in fact.

The policy notwithstanding, all students accepted in the program shall be able, with reasonable accommodation, to physically perform the duties as contained in the position description for chaplain intern.

At all levels, the CPE student needs to sustain sufficient physical and emotional health to deliver pastoral care. The student must demonstrate the capacity to consistently establish and maintain relationships at significant levels and be open to learning, change and growth. The CPE student must demonstrate a capacity to endure at least moderate amounts of chaos that is a normal part of CPE and institutional culture.

The primary goal of our admission policy is to accept students who can fulfill the educational standards and objectives of the program. In order to administer this goal in a non-discriminatory manner and be consistent with the philosophy of the institution.

Financial Policy

St. Luke's College shall provide each potential CPE Student with a copy of the tuition and fee schedule upon request of program information. Tuition and fees may be reviewed and/or changed annually. Registration of credit of the CPE unit or the supervisor's written evaluation may be withheld pending payment of all fees.

Payment for a CPE unit can be submitted to the Student Services Department at the College or to the Supervisor. Checks are to be made payable to St. Luke's College.

A schedule of fees is as follows:

Tuition for full unit CPE:	Student fee \$2,500 (subject to change)
Tuition for half unit of CPE:	Student fee \$1250 (subject to change)

Tuition payment is due at the end of the second week of the program. (Unless the student makes special arrangements with the CPE supervisor ahead of time.)

Students are required to provide their own health insurance.

Students are required to bring a copy of their immunization records, incur any expenses for vaccines or titers needed and attend an orientation course prior to visiting patients on the units.

Students are entitled to the employee discount in the cafeteria and other employee discounts on presentation of hospital identification.

Money for workshops, retreats, or educational materials needed by students in the unit is the responsibility of the student.

Refunds will be granted to students withdrawing from a program within three weeks from the first day of orientation. After three weeks, refunds will be prorated until mid-unit, after which no refund will be granted. However, refunds may be granted after mid-unit for any withdrawal due to an unforeseen hardship.

Complaints Procedure

The CPE program at St. Luke's encourages people to work out concerns or grievance informally, face-to-face and in a spirit of collegiality and mutual respect. Procedures for complaints should be used only if informal discussion and pastoral communications do not resolve differences and when the complainant or group of complainant's desires to register a complaint. It is recommended that the complaint be resolved at the closest possible relationship.

Definitions:

A complaint is defined as a concern or grievance, presented in writing, and involving an alleged violation of the ethical, professional, and/or educational criteria established by the ACPE Standards.

Policy for Lodging and Handling Complaints

St. Luke's College ACPE System Center and CPE, Inc., complaint procedures outlined below apply for issues related directly to the CPE training program, training staff, and fellow CPE students.

The particular grievance, arbitration, and complaint procedures of the setting in which they occur apply for concerns that fall outside the above parameters.

We prohibit retaliation against anyone for filing a bona fide complaint or participation in a complaint investigation. Disciplinary action may be taken if the complaint is discovered to be malicious or if false information is determined to be intentionally provided.

Students are encouraged to approach the following people for advice about engaging this process in the order listed:

- Your CPE Certified Educator, if the grievance or complaint is with a fellow student, a hospital employee, or a facility resident or family member, provided it is not with your CPE Certified Educator.

- President of St. Luke’s College and Chair of the St. Luke’s CPE Professional Advisory Group or the Chaplaincy Director of each respective component, if the grievance or concern is with your CPE Certified Educator or the education program.

Issues involving the CPE program or CPE personnel will usually be addressed by the program as follows:

- Normally, a complaint will not be considered if it is not surfaced within six months of the occurrence of the alleged offense or within six months of the completion of the educational experience at the clinical site where the student was placed. The time limit for complaints alleging sexual exploitation is ten years.
- A complaint may be made within a longer period if the delay is caused by fraud, intimidation, or other unethical conduct (as determined by the Chair of the Professional Advisory Group (PAG) and the Chair of the St. Luke’s College CPE Professional Advisory Group that prevented its earlier emergence.
- Confidentiality shall be respected in registering, processing, and resolving a complaint.
- Complaints shall first be addressed through one of the above persons and shall be resolved as close as possible to the context or event in which the difficulty arises.

If the complaint cannot be resolved through the above intervention, the complaint shall be submitted in writing to the ACPE System Center Professional Advisory Group. The written complaint will normally go to the Chair, Richard Moore, and the St. Luke’s College CPE PAG Chair. However, should they be a party to the complaint, it may be submitted through any other members of the St. Luke’s College CPE PAG. They are listed in your Handbook.

A review committee made up of a cross section of members from the Professional Advisory Group of the ACPE System Center will be expediently convened, before which the aggrieved person shall be given opportunity to present information.

The review committee shall obtain relevant information about the situations from all parties concerned before reaching any decision.

The review committee shall convey their decision to the complainant and any parties named in the complaint in writing within 60 days of the receipt by the PAG of the complainant’s written submission.

We strongly encourage parties to follow the above procedures, under limited conditions they may choose to by-pass it and contact the accrediting agency, the Association for Clinical Pastoral Education, Inc. (ACPE) directly. And, if the action of the review committee does not bring satisfactory resolution, or if issues remain over which ACPE has jurisdiction, the complainant may then register a complaint with ACPE. The procedure for approaching ACPE is the same in each instance:

Ethical complaints or inquiries about filing them (Complaints that allege a violation of ACPE Standards numbered in the 100’s) should be directed to Dr. Trace Haythorn, Executive Director/CEO at trace@acpe.edu

Mail should be directed to:

The Executive Director – ACPE

55 Ivan Allen Jr. Boulevard, Suite 835

Atlanta, GA 30308

Complaints alleging violations of education standards (ACPE Standards numbered in the 300’s) or inquiries about filing them, should be directed to the ACPE Director. Mail should be directed to:

The Chair or the Accreditation Commission

ACPE

55 Ivan Allen Jr. Boulevard, Suite 835

Atlanta, GA 30308

The above parties can also be reached by calling ACPE at 404-320-1472. Detailed information regarding the ACPE complaint process for both ethical and educational program issues can be found on the ACPE website: www.acpe.edu. It is particularly important to note the time limits for registering ethical complaints. These parallel the time limits noted above for complaints dealt with locally. If you are considering taking an ethical complaint forward to ACPE after the local process has been completed, contact should be made with the ACPE Executive Director expediently, preferably within 30 days of the completion of the local process.

Student Records

All ACPE CPE programs come under the jurisdiction of the Family Education Rights and Privacy Act (FERPA). FERPA addresses privacy and not confidentiality issues. You as a student own the information about yourself and must know what is being collected and how it is being used. Any student information, with some exceptions, cannot be shared without your written permission. Furthermore, each CPE Center publishes the Annual Notice (See below) of its protocols for proper handling of student records. The student's official record is open to the student and is not available to others outside the CPE center, except with written permission of the student. The center maintains student records consistent with federal laws. Records are not to be released to school personnel, state, and federal educational personnel, without the consent of the student (if the student is over 18 years of age).

ACPE Student Records:

A student record is (1) any record (paper, electronic, video, audio, biometric, etc.) directly related to the student from which the student's identity can be recognized; and (2) maintained by an educational program or person acting for the institution.

Subject to notification, information concerning the student with name, address, denomination, social security number, unit of CPE, successfully completed, and level of CPE completed, will be sent to the ACPE office at the end of each unit of CPE (upon final payment of tuition). Common directory information includes name, address, email, telephone, date of birth, religion, previous education, and photograph. This common directory information is not generally considered harmful or an invasion of privacy and thus, may be released without the student's consent. However, all other information is released only with the student's written, signed, dated consent specifying which records are being disclosed, to whom, and for what limited purpose. For example, if you as a student wish to have an evaluation sent to a seminary or other institution for educational or job purposes, we must receive a written, dated consent form before St. Luke's College can release those records. The student may request to restrict directory information and/or record access at any time during a CPE unit. Restrictions will be honored even after a student's departure. However, former students can not initiate new restrictions after departure.

Admission Material

Correspondence, application materials, screening interview reports, evaluation from previous units of CPE, consultation committee report and medical reports are not part of the student record. Copies kept in the student file during training are either destroyed or returned to the student at the end of the unit of training.

Supervisory Notes

The CPE supervisor's notes are for the exclusive use of the writer and are not considered a part of the student's official record.

Maintaining Student Records

The center shall keep student records for at least ten years. These shall not be released except on the student's written request. In the unlikely event that St. Luke's College discontinues the CPE program; all records will be forwarded to the Regional Director's office.

Student's Official Record

The official record of the student consists of a face sheet with identification information, the supervisor's evaluation report, and may include the student's final evaluation report. A copy of the CPE supervisor's evaluation will be given to the student. The center will keep a copy of this evaluation for at least ten years. The student's evaluation report will not be available to anyone except on written permission of the student. The student has responsibility to maintain his/her own files for future use and the center will not keep a permanent file. Student produced material in the hand of the supervisor at the end of the unit will be destroyed. If the student requires the supervisor's evaluation report to be sent to his/her theological school, written permission will be necessary from the student.

Necessity of Student Records

Student records are kept in a locked office in the St. Luke's College Office and are available only to the student, the center, and others on written request of the student. All others will require written permission of the student.

Information about Other Persons

Clinical reflection materials written by students and peer evaluations which contain information about other persons will be destroyed.

Expectations

The law provides for certain exceptions concerning the release of information to protect the health and safety of the student and for the purpose of accreditation review. Medical information is stored after the student's training is completed in accordance with polices on employee health records.

Research

No personal identifiable material will be used for research without the person's written permission for its use.

Annual Notice

- This ACPE CPE center/program guarantees to its students the rights to inspect and review education records, to seek to amend them, to specified control over release of record information, and to file a complaint against the program for alleged violation of these Family Education Rights and Privacy Act (FERPA) rights.
- A student has the right to object to record consent. If not negotiable, the written objection will be kept with and released with the record. Grades are exempt from this right.
- Violations of these protocols may be reported to the Chair of the Accreditation Commission at: ACPE, 55 Ivan Allen Jr. Boulevard, Suite 835, Atlanta, GA 30308

Consultation of the Student's Learning Goals, Process and Focus

To ensure the provision of student consultation, if so, chosen by the center, supervisor, or student, regarding the student's learning goals, process and focus related to the goals and objectives of ACPE. Typically, consultation is offered to potential Level II Students.

- The student shall be oriented to the goals and objective of ACPE.
- At the end of each unit of training, the supervisor's final evaluation of the student shall clarify how the student has engaged the objectives and goals of ACPE in his/her learning process.
- Students may be required to meet with a consultation group prior to admission to Level II CPE.
- Students may also ask to receive a consultation any time after his/her first unit of training.
- The consultation group shall include the supervisors in the center and at least two other supervisors or pastoral persons who understand the goals and objectives of ACPE.
- Written requirements for the consultation include:
 - A copy of the student's written learning goals
 - Copies of all the student's self-evaluations from pervious CPE
 - Copies of all supervisor-written evaluations from pervious CPE

- A paper no longer than five pages summarizing the student's CPE pilgrimage
- A written statement by the student and/or clarifying the issues in which consultation is needed.
- After dialogue, the consultation group shall conclude the session with consultation to the student and supervisor. This group is consultative and does not make final decisions. Final decisions regarding the assessment of the student's learning goals; process or focus is made by the primary supervisor. The supervisor will include the consultation feedback in the student's next final evaluation and/or in a separate report of the consultation.

Student Discipline, Dismissal and Withdrawal

It is the policy of the Center that probation and/or dismissal of a student may occur because of behaviors listed below.

Probation is for a specific period, not less than two or no more than six weeks within any unit of CPE. Both salaried and non-salaried students may be placed on probation. The status of probation indicates that continuation in the CPE program is in jeopardy and may include restriction of work in assigned clinical areas.

Dismissal ends the student's participation in the CPE program and ministry within the institution of the CPE faculty. Both salaried and non-salaried students may be dismissed.

Withdrawal ends the student's participation in the CPE program and ministry within the institution at the initiation of the student.

Probation

- A student may be placed on/or removed from probation by a decision of the chaplaincy staff in the respective institution at the request of the student's primary supervisory. The CPE faculty will then meet with the student.
- Probation or dismissal may occur as the result of:
 - Failure to successfully complete a training unit
 - Failure to adequately participate in the educational program
 - Failure to negotiate an individual learning contract
 - Failure to be present and/or interact in a manner conducive to growth for self or peers
 - Failure to act responsibly in pastoral obligations
 - Failure to respond to pages and/or inappropriate absences from the contracted placement
 - Failure to respond appropriately to the needs of patients, clients, residents, families, and staff in the contracted placement
 - Failure to interact on a professional level with staff in the contracted placement
 - Failure to cooperate with peers towards a cohesive ministry within the contract placement
 - Failure to provide adequate pastoral coverage in assigned areas
 - Conduct unbecoming of a CPE student
 - Behavior that compromises professional functioning
 - Abuse and/or manipulation of institutional staff, clients, residents, patients, families, or peers
- A student placed on probation will receive a written notice of such action by the CPE Certified Educator. Specific reasons for this action and desired behavioral changes will be provided to the student.
- During the final week of probation, the CPE faculty and student will meet for evaluation and a decision will be made regarding continuation in the program or dismissal.

Dismissal from the program

- A student may be dismissed from the program without first receiving probation.
- The CPE faculty reserve the right to dismiss any student whose program achievements, clinical performance, or conduct as a professional make continuation in the program inadvisable.
- Tuition fees will be refunded according to Financial Policy.

Withdrawal

- A student may withdraw from the CPE program by informing his/her primary supervisor and submitting a letter of withdrawal to the ACPE Certified Educator of the St. Luke's College CPE program
- Students are encouraged to inform the primary supervisor of the possibility of withdrawal to provide continuity in addressing the pastoral needs of patients, clients, residents, or parishioners
- Tuition fees will be refunded according to Financial Policy.
- A student may apply as a different date. A new application will be considered according to the Admission Policy.

Student Appeal

- A student has a right to appeal their dismissal from a St. Luke's ACPE program. Students should address their appeal in writing to the Professional Advisory Group of the St. Luke's ACPE System Center. This letter should be addressed to the President of St. Luke's College, Executive Dean of Academics and Student Services of the College and Chair of the ACPE Professional Advisory Group.

If the student is not satisfied, they may appeal to the ACPE National office. Mail should be directed to ACPE, Inc., 55 Ivan Allen Jr. Boulevard, Suite 835, Atlanta, GA 30308, phone (404) 320-1472.

Ethical Policy

Maintenance of high standards of ethical conduct is a responsibility shared by all ACPE members.

ACPE members agree to adhere to a standard of conduct consistent with the code of ethics established in ACPE standards. Members are required to sign the Accountability for Ethical Conduct Policy Report Form (Appendix VII) and to promptly provide notice to the ACPE Executive Director of any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or another professional organization's forum.

Any ACPE member may invoke an ethics, accreditation, or certification review process when a member's conduct, inside or outside their professional work involves an alleged abuse of power or authority, involves an alleged felony, or is the subject of civil action or discipline in another forum when any of these impinge upon the ability of a member to function effectively and credibly as a CPE supervisor, chaplain, or spiritual care provider. The maintenance of high standards of ethical conduct is a responsibility shared by all ACPE members. When accepted for membership in the ACPE, the member agrees to accept the judgement of colleagues as to standards of professional ethics. ACPE members are accountable to many parties, including the public, their religious communities, employers, and professional colleagues, to maintain the ethical criteria established by ACPE Standards.

Standard 101 in relationship to those served, ACPE members:

101.1 Affirm and respect the human dignity and individual worth of each person.

101.2 Do not discriminate against anyone because of race, gender, age, faith group, national origin, sexual orientation, or disability.

101.3 Respect the integrity and welfare of those served or supervised, refraining from disparagement, and avoiding emotional, sexual exploitation, or any other kind of exploitation.

101.4 Approach the religious convictions of a person, group and/or CPE student with respect and sensitivity; avoid the imposition of their theology or cultural values on those served or supervised.

101.5 Respect confidentiality to the extent permitted by law, regulations, or other applicable rules.

101.6 Follow nationally established guidelines in the design of research involving human subjects and gain approval from a recognized institutional review board before conducting such research.

Standard 102 in relation to other groups, ACPE members:

102.1 Maintain good standing in their faith group.

102.2 Abide by professional practice and/or teaching standards of the state, the community, and the institution in which they are employed. If, for any reason they are not free to practice or teach according to conscience, they shall notify the employer and ACPE through the regional director.

102.3 Maintain professional relationships with other persons in the ACPE center, institution in which employed and/or the community.

102.4 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent their affiliation with any institution, organization or individual; are responsible for correcting the misrepresentation or misunderstanding of their professional qualifications or affiliations.

Standard 103 in relation to, ACPE members:

103.1 Continue professional education and growth, including participation in the meeting and affairs of ACPE.

103.2 Avoid using knowledge, position, or professional association to secure unfair personal advantage; do not knowingly permit their services to be used by others for purposes inconsistent with the ethical standards of ACPE; or use affiliation with ACPE for purposes that are not consistent with ACPE standards.

103.3 Speak on behalf of ACPE or represent the official position of ACPE only as authorized by the ACPE governing body.

103.4 Do not make intentionally false, misleading, or incomplete statements about their work or ethical behavior when questioned by colleagues.

Standard 104 in collegial relationships, ACPE members:

104.1 Respect the integrity and welfare of colleagues; maintain professional relationships on a professional basis, refraining from disparagement and avoiding emotional, sexual or any other kind of exploitation.

104.2 Take collegial and responsible action when concerns about incompetence, impairment or misconduct arise.

Standard 105 in conducting business matter, ACPE members:

105.1 Carry out administrative responsibilities in a timely and professional manner.

105.2 Implement sound fiscal practices maintain accurate financial records and protect the integrity of funds entrusted to their care.

105.3 Distinguish private opinions from those of ACPE, their faith group or profession in all publicity, public announcements, or publications.

105.4 Accurately describe the ACPE center, its pastoral services, and educational programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication. Publications advertising a center's programs shall include the type(s) and level(s) of education offered, and the ACPE address, telephone number and website address.

105.5 Accurately describe program expectations, including time requirements, in the admissions process for CPE programs.

ACPE encourages persons to work out concerns or grievances informally, face-to-face, and in a spirit of collegiality and mutual respect. In differences are not resolved, a complaint involving an alleged violation of the ACPE ethical or professional standards or ACPE members may be registered in accordance with the procedures set forth in the manual Processing Complaints of Ethics Code Violations.

The Professional Ethics Commission has final authority to determine whether violations of ACPE standards have occurred and to determine final disposition of complaints. Policies and procedures for registering a complaint, conducting mediation and hearings, and disposing of complaints are found in Processing Complaints of Ethics Code Violations.

Student Rights and Responsibilities

Students participating in the accredited ACPE learning processes occurring in the St. Luke's CPE center shall have the right to:

- An orientation process

- A student handbook
- A learning contract (covenant) negotiated with primary supervisor
- Access to a population that provides significant opportunity for ministry and learning
- Access to interdisciplinary educational resources
- Protection of his/her professional privacy, through confidential protection of professional records, as well as respect for confidentiality of training processes and conversations by supervisors, peers, and interdisciplinary mentors
- Supervision and evaluation by a certified ACPE Supervisor, or Associate Supervisor, Candidate Supervisor or Supervisor Education Student
- A written evaluation report within 21 days of completion of the unit
- Access to and use of the complaint/mediation/grievance process as specified by the (Center System) complaint policy and procedure and the current ACPE Standards
- Access to St. Luke's College Student Success Center and other educational facilities

In addition, students who are considered employees of a UnityPoint Health -St. Luke's may be entitled to employee benefits as described elsewhere.

Student Responsibilities

Students shall take responsibility to perform such duties as acceptance contracts delineate. This shall include, but not limited to:

- The delivery or professional services to assigned institutional populations
- The negotiation with peers and supervisors of a learning contract for each unit of CPE
- The protection of peer and patient rights, including maintenance of privacy in reference to person, (diagnosis, treatment plans) and personal information
- Active and appropriate participation in his/her clinical learning experience; and
- Mandatory attendance at all seminars and clinical assignment and clinical hours is required unless otherwise negotiated with the supervisory and group. The student is expected to negotiate with a CORE person or CORE chaplain for on-site supervision. Students are expected to complete all assignments for both group and individual supervision. Attendance throughout the whole final evaluation process is not only mandatory, but non-negotiable.
- Failure to comply with any student responsibilities may jeopardize a student's continuation in the unit. In addition, all students are accountable to the general policies of their assigned facility described elsewhere.

CPE Program Procedure for Change in CPE Certified Educator

Procedure for completion of a unit or program in process if the CPE Certified Educator is unable to continue.

In the event that at a CPE Certified Educator is unable to continue a unit in progress, the following protocol will be instigated:

- Retired CPE Certified Educator within the sub-region will be contacted.
- Active CPE Certified Educator in the region will be contacted.
- Depending on the progress in the unit, a half unit of Clinical Pastoral Education may be offered in lieu of a full unit.
- Other faculty within the ACPE System Center will be utilized.
- CPE Certified Educators within the region and on the ACPE website who are available for part-time supervision will be contacted.
- If all of the above options are not available, the unit will be terminated and refunds offered to the students.

Course Descriptions

General Education

BIO201: Anatomy and Physiology I..... CREDITS: 4

This course will provide student with an overview of the structure and function of the human body. This course reviews the structure of the following systems and how they relate to the function of the body: Integumentary system, Skeletal system, Muscular system, Nervous system, Sensory system. In this semester the concepts of anatomy and physiology will be introduced. The tissue and organs of the different systems will be presented. **Includes a laboratory component.**

BIO202: Anatomy and Physiology II..... CREDITS: 4

Prerequisite: BIO201

This course is a continuation of BIO201, the structure and function of the human body. The student will develop an understanding of the tissues that are found in each of the following systems: Endocrine system, Immune system, Digestive system, Circulatory system, Respiratory system, Reproductive system, Urinary system. **Includes a laboratory component.**

BIO218 Microbiology.....CREDITS: 4

This course includes the study of bacteria and other micro-organisms, with focus on their morphology, metabolism, growth, genetics, and interactions with their human hosts. Some chemistry is included, as the natural history and pathogenesis of bacteria, viruses, and some fungi are examined along with infection control and basic immunology. **Includes a laboratory component.**

BIO220 Radiobiology..... CREDITS: 3

This course will present the effects of ionizing radiation on biological molecules, cells, and systems to include mutagens and genetic diseases. The course will provide a fundamental knowledge of the mechanisms and biological responses to ionizing radiation. The course will also develop the ability to make objective decisions regarding the risks and benefits of ionizing radiation use in a variety of health care applications. Associated readings will be integrated into this course.

ENG108 English Composition..... CREDITS: 3

This course provides a review of English grammar, usage, sentence structure, and paragraphing. Principles of writing organization and APA style are emphasized. Opportunities in writing expository essays and papers included.

MAT111 College Algebra.....CREDITS: 4

Relations and functions: linear, polynomial, exponential, logarithmic and inverse functions, composition of functions, absolute value, theory and systems of equations, complex numbers, matrices, sequences, and the binomial theorem. Graphing calculators are required.

NUT212 Nutrition.....CREDITS: 3

The course covers the principles of nutrition and their relationship to health and wellness throughout the life cycle. The socioeconomic, cultural, and psychological factors which influence food and nutrition behavior are studied.

PHI220 Ethics..... CREDITS: 3

This course is an introductory examination of ethical theories and concepts. Theoretical and philosophical dimensions of ethics and application to personal and social issues are covered.

PSY106 General Psychology..... CREDITS: 3

This course is an introduction to the study of psychology. The concepts of personality, social behaviors, memory, learning, and intelligence are examined.

PSY120 Developmental Psychology..... CREDITS: 3

Prerequisite: PSY106

This course examines theories and issues of normal human development across the lifespan. Research related to different age groups is reviewed.

SOC104 Sociology CREDITS: 3

This course is the study of fundamental concepts and principles of sociology. It includes an examination of societal structure, organization, processes, problems, and the dynamics of social change.

Department of Associate of Science in Nursing Education

NUR100 Introduction to Nursing CREDITS: 1

This course transitions students into the nursing profession with an emphasis on the development of student success strategies. Concepts include nursing history, theories, and roles, regulatory, ethical, and legal guidelines, and healthcare systems. The student will be introduced to basic informatics, evidence-based practice, and essential academic success skills. The course encourages interpersonal communication, personal growth, and community service.

NUR102 Nursing Skills CREDITS: 2

Prerequisite: NUR100 or concurrently enrolled in NUR 100

This course introduces fundamental nursing skills and knowledge required to provide basic patient care. Concepts include safety, essential communication, infection control, privacy practices, personal care, mobility, vital signs, skin care, elimination, and feeding. Clinical laboratory experiences provide opportunities for practice and demonstration of competencies in a controlled environment. **Includes clinical/lab component.**

NUR103 Fundamentals of Nursing..... CREDITS: 7

Prerequisite NUR 100 or concurrently enrolled in NUR100, NUR102, BIO201 or concurrently enrolled in BIO201

This course is designed to expand and integrate fundamental skills essential for providing safe patient-centered care throughout the lifespan. The course introduces the student to pharmacological concepts including parenteral medication administration, physical assessment, growth and development, therapeutic communication, holistic care, health promotion and disease prevention. Clinical Laboratory experiences provide opportunities for practice and demonstration of beginning competencies and introduces the student to clinical nursing practice. **Includes clinical/lab component.**

NUR211 Medical Surgical Nursing I CREDITS: 5

Prerequisite: NUR100, NUR103, BIO201, BIO202 or concurrently enrolled in BIO202

The course expands upon nursing skills and disease processes. The focus is on gastrointestinal, musculoskeletal, cardiac, respiratory, metabolic, and neurological alterations throughout the lifespan. The clinical experiences will allow learners to provide a variety of patient-centered, safe, and culturally sensitive care while expanding critical thinking and clinical reasoning. **Includes clinical component.**

NUR213 Medical Surgical Nursing II CREDITS: 5

Prerequisite: NUR100, NUR103, NUR211, BIO202 or concurrently enrolled in BIO202

This course is designed to expand on previously learned knowledge and nursing principles to provide safe, culturally sensitive, and patient-centered care in the populations of childbearing families, children, and medical-surgical patient throughout the lifespan. The focus will be on maternal/newborn, reproductive, select medical-surgical, and pediatric alterations. The clinical experiences are selected to expand assessment skills and develop appropriate critical thinking and clinical reasoning decisions in the care of childbearing families, children, and medical-surgical patients in various settings. **Includes clinical component.**

NUR221 Medical Surgical Nursing III CREDITS: 5

Prerequisite: NUR213

This course expands on the previous knowledge and skills about medical-surgical conditions throughout the lifespan. Select cardiac, respiratory, gastrointestinal, endocrine, and neurological alterations are included. The clinical experiences allow learners to enhance critical thinking and clinical reasoning in medical-surgical settings, while providing patient-centered, safe, and culturally sensitive care. **Includes clinical component.**

NUR223 Medical Surgical Nursing IV CREDITS: 5

Prerequisite: NUR221

This course focuses on populations who are experiencing mental and behavioral health alterations, addictive disorders, and select neurological conditions throughout the lifespan. Psychological theorists, pharmacologic concepts, and treatment modalities are included. The clinical experiences provide learners opportunities to explore specialized and community mental health settings to provide, patient-centered, safe, culturally sensitive care in selected settings. **Includes clinical component.**

NUR231 Role Transition CREDITS: 1

Prerequisite: NUR223

This course builds upon the concepts of nursing roles, ethical, legal, and regulatory guidelines, communication, evidence-based practice, critical thinking and clinical reasoning, leadership, management, and system-based practice. The course focuses on current issues and trends in healthcare, advanced communication, clinical reasoning, and cultural competence with an emphasis on transition to practice.

NUR233 Advanced Nursing CREDITS: 9

Prerequisite: NUR223, BIO218

This course builds upon the knowledge gained from prerequisite courses focusing on advanced health alterations throughout the lifespan. The clinical experiences allow students to enhance and refine leadership, prioritization, delegation, and nursing skills while caring for patients in emergency, critical care, medical-surgical, and oncology environments. **Includes clinical component.**

NUR241 Nursing Practicum CREDITS: 2

Prerequisite: NUR231, NUR233

This is the final course in the ASN curriculum. The course includes a guided self-review of nursing practice aimed at facilitating the transition from student to novice nurse generalist. The course includes a clinical preceptorship with a registered nurse in clinical practice. **Includes clinical component.**

Department of Imaging Sciences Education

RAD100 Introduction to Radiology & Patient Care CREDITS: 2

This course will introduce the student to the important role radiologic technology plays in health care. Students will be given an introduction to clinical education and patient care in radiology. The affective aspect of patient care, such as communication and history taking, will be covered. Students will also be introduced to psychomotor aspects of patient care such as patient transfer techniques, and immobilization techniques. Routine, emergency patient care and trauma procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified. Age specific procedure variation is described including neonate through geriatric. Students will be introduced to the concept of critical thinking and problem-solving skills. This course also includes an independent, technology-based guide to the elements of medical terminology. Words are included pertaining to all body systems, as well as the field of medicine.

RAD103 Radiographic Procedures & Pathology I CREDITS: 4

The course is a lecture/laboratory study of radiography and pathology of the chest, ribs, abdomen, upper extremities, shoulder girdle, and lower extremities. Radiographic image critique will be integrated throughout the course. **Includes a laboratory component.**

RAD105 Fundamental & Radiographic Physics CREDITS: 3

The course introduces the fundamental professional practices and organizations that contribute to the art and science of radiologic technology. The student will learn effective radiation protection methods, fundamental forces, atomic structure, and explores the theoretical constructs associated with electrostatics, magnetism, and electrical generation. X-ray production, x-ray tubes and circuits, and the design of equipment will be studied. The course will also explore the theories and practices of quality management and applications to health care and medical imaging.

RAD108 Clinical Practicum I CREDITS: 3

The radiography student will be thoroughly oriented to the operation of the hospital and radiology department. Students will observe, assist with, and gradually perform under direct supervision, procedures learned in Radiographic Procedures and Pathology I. Radiographic image critique will be correlated with procedures learned in RAD103. Students will meet requirements and competencies in the areas specified in the clinical procedure manual.

RAD123 Radiographic Procedures & Pathology II CREDITS: 4

Prerequisite: RAD103

This course is a lecture/laboratory study of the radiography and pathology of the pelvis, hip, skull, cervical, thoracic and lumbar spine, gastrointestinal system and biliary system. Preparation, precautions and administration of contrast media will be explored. Radiographic image critique will be integrated throughout the course. **Includes a laboratory component.**

RAD127 Radiographic Imaging & Fundamentals CREDITS: 4

Prerequisite: RAD105

The course introduces the theories and applications of radiographic imaging and the fundamental physics components which that contribute to radiographic image exposure, production and image display. Students will develop an understanding of the factors that affect radiographic quality. Associated readings and research will be integrated into the course.

RAD128 Clinical Practicum II CREDITS: 4

Prerequisite: RAD103, RAD108

Students will continue to perform radiographic procedures with indirect supervision where competency has been achieved. Students will observe, assist, and gradually perform under direct supervision procedures learned in Radiographic Procedures and Pathology II. Radiologic image critique is correlated with procedures through the course.

RAD203 Radiographic Procedures & Pathology III CREDITS: 1

Prerequisite: RAD123

The course is a lecture/laboratory study of the radiography and pathology of the gastrointestinal system, urinary tract and advanced imaging procedures. Emphasis is given to those procedures most commonly performed in the Radiology Department. Preparation, precautions, and administration of contrast media will be explored. Radiographic image critique of these procedures is integrated throughout the course.

RAD205 Radiographic Imaging & Physics CREDITS: 1

Prerequisite: RAD 127

A hybrid course with introduction to digital imaging, with a focus on fluoroscopy unit and radiation protection. Specific topics in medical imaging and health care will be introduced. Associated readings and research will be integrated into the course.

RAD208 Clinical Practicum IIICREDITS: 3

Prerequisite: RAD123, RAD128

Under indirect supervision, the student performs routine procedures where competency is achieved. The student will achieve competencies and re-check competencies in radiographic procedures as specified in the clinical procedure manual. Radiographic image critique is integrated throughout the course. Critical thinking skills necessary to produce imaging in surgery, trauma situations, and for pediatric patients is included.

RAD210 Radiologic PharmacologyCREDITS: 1

Prerequisite: RAD 123, RAD 127

This course is an integrated study of the principles of pharmacology as they pertain to the imaging professional. Pharmacodynamics of drug interaction, radiopaque contrast media, and emergency medications are discussed. The role of the imaging professional in drug administration and the proper procedure for venipuncture is discussed and integrated during clinical practicum.

RAD224 Imaging Critique ICREDITS: 2

Prerequisite: RAD 123

This course emphasizes the principles of image evaluation as it relates to technique, collimation, and shielding, positioning and radiographic quality. Radiographic rejects are studied in detail. Procedures to improve their diagnostic quality are emphasized, including the study of existing diagnostic exams to demonstrate quality images. Examinations included will be chest, abdomen, and upper extremity. Students will apply these principles during clinical practicum and special rotations.

RAD227 Advanced Radiographic ImagingCREDITS: 4

Prerequisite: RAD205

This course provides a comprehensive review of exposure factors and design of radiographic and fluorographic imaging systems. The course will also concentrate on the specific applications of exposure factors and imaging systems in medical imaging. Associated readings and research will be integrated into the course.

RAD228 Clinical Practicum IV CREDITS: 5

Prerequisite: RAD208

Students continue to obtain clinical experience in routine radiographic areas and perform procedures under indirect supervision where competency has been achieved. Image critique is integrated throughout the course. Students will meet requirements for competencies and recheck competencies in radiographic procedures as specified in the clinical procedure manual. Students will be introduced to trauma and medical clinical procedures.

RAD230 Seminar CREDITS: 4

Prerequisite: RAD203, RAD 227

This course is a capstone course which gives students the opportunity for the re-examination of previously learned materials that is pertinent to the registry. Based on pre-assessment, certain topics will be selected for discussion. This is a comprehensive review of the principle taught in preparation for the registry. Mock board examinations are given.

RAD231 Modality ImagingCREDITS: 2

This course explores modality imaging including bone densitometry, cardiac-interventional, computed tomography, magnetic resonance, mammography, medical dosimetry, nuclear medicine, radiation therapy, ultrasound and vascular intervention. This course will also help the learner establish a knowledge base in cross-sectional anatomy. Structures and locations for basic cross-sectional anatomy of the head, thorax, abdomen and pelvis will be presented.

RAD234 Imaging Critique II CREDITS: 2

Prerequisite: RAD224

This course emphasizes the principles of image evaluation as it relates to technique, collimation and shielding, positioning and radiographic quality. Radiographic rejects are studied in detail. Procedures to improve their diagnostic quality are emphasized, including the study of existing diagnostic exams to demonstrate quality images. Examinations included will be pelvis/hip, lower extremity and spine. Students will apply these principles during clinical practicum and special rotations.

RAD238 Clinical Practicum V CREDITS: 5

Prerequisite: RAD224, RAD228

Students will continue to rotate clinical experience in routine radiographic areas and perform procedures under indirect supervision. Students will completely review all phases of radiology previously learned and put them to practice during clinical experience. Image critique is integrated throughout the course. Final competency exams are performed as a conclusive evaluation of a student's clinical skills.

Department of Respiratory Care Education

RES101 Fundamentals of Respiratory Care I CREDITS: 3

This course introduces the students to basic concepts used in the management of pulmonary disease. Topics include oxygen therapy, humidity and aerosol therapy, hyperinflation therapy, bronchial hygiene therapy, and chest physiotherapy.

RAD102 Cardiopulmonary Anatomy and Physiology CREDITS: 3

This course provides the student with in-depth instruction on the anatomy and physiology of the cardiopulmonary system. Topics include the anatomy of the lung, ventilation, gas transport, and respiration. The pulmonary and systemic vascular system is discussed in detail. The relationship of the pulmonary and the cardiovascular systems are presented. The anatomy and physiology of the renal system is included.

RES103 Introduction to Respiratory Care CREDITS: 3

This course introduces the student to the history of respiratory care, professional organizations, and trends affecting respiratory care. There is a discussion of legal and ethical issues that affect respiratory care and a detailed discussion of the techniques that are used in physical assessment of the chest. This course also includes the techniques that are utilized in the sterilization and disinfection of respiratory care equipment.

RES104 Respiratory Care Science CREDITS: 1

This course introduces the sciences related to respiratory care. Topics include an introduction to physics includes gas laws, density, mass and weight, and other pertinent material. There is an introduction to chemistry including molecular structure, chemical bonds, and chemical equations and an emphasis on acid-base balance. Medical terminology is incorporated into this course.

RES105 Fundamentals of Respiratory Care II CREDITS: 4

Prerequisite: RES101, RES102, RES103, RES104

This course provides a continuation of the concepts included in Fundamentals I. Topics include arterial puncture and interpretation of arterial blood gases, specialized oxygen therapy, non-invasive ventilation, basic spirometry, and evaluation of pulmonary function testing. The course also includes all techniques utilized in airway care including suctioning, tracheostomy care, and endotracheal intubation. This course also includes the techniques utilized non-invasive monitoring of the critically ill patient. **Includes a laboratory component.**

RES106 Respiratory Pharmacology.....CREDITS: 3

Prerequisite: RES101, RES102, RES103, RES104

This course places an emphasis on the drugs administered by the respiratory therapist. Topics include general problems of pharmacology, dosage calculations, autonomic nervous system, bronchodilator therapy, corticosteroids, anti-asthmatics, cardiovascular drugs, and neuromuscular drug.

REP107 Respiratory Disease..... CREDITS: 3

Prerequisite: RES101, RES102, RES103, RES104

This course provides an in-depth discussion of the diseases which affect the pulmonary system. Topics including the etiology, pathophysiology, clinical manifestations, and management of obstructive pulmonary disease, pneumonia, pulmonary embolism, neuromuscular disease, pulmonary edema, interstitial lung disease, and other types of infectious lung disease.

RES120 Clinical Practice I..... CREDITS: 1

This course introduces the student to the hospital environment. There is an emphasis on patient assessment and the various modalities used in the administration of oxygen therapy, humidity and aerosol therapy, hyperinflation therapy, and bronchial hygiene therapy.

RES121 Clinical Practice II.....CREDITS: 3

Prerequisite: RES120

In this course there is an emphasis on physical assessment and the development of the ability to administer general care. The student refines skills in the administration of oxygen therapy, humidity and aerosol therapy, hyperinflation therapy, bronchial therapy, and chest physiotherapy.

RES208 Fundamentals of Respiratory Care IIICREDITS: 4

Prerequisite: RES105, RES106, RES107

This course places an emphasis on the skills involved in the management of mechanical ventilation. Topics include modes of ventilation, physiological effects, monitoring, and management based on blood gas results. The interpretation and performance of electrocardiograms is also included. **Includes a laboratory component.**

RES209 Cardiopulmonary Monitoring CREDITS: 3

Prerequisite: RES208

This course introduces the student to the techniques used in monitoring the patient in the critical care unit. Topics include ventilator graphics and hemodynamic monitoring. There will be an in-depth discussion of ECG monitoring and the treatment of analysis of arrhythmias.

RES210 Neonatal/Pediatric Respiratory Care..... CREDITS: 4

Prerequisite: RES208

This course introduces the student to the techniques involved in pulmonary care of the neonatal and pediatric patient. Topics include congenital cardiac disease, neonatal and pediatric pulmonary disease, and monitoring techniques used in the neonatal and pediatric intensive care unit. There is an in-depth discussion of the implementation and management of CPAP and mechanical ventilation in the neonatal and pediatric patient. **Includes a laboratory component.**

RES211 Critical Care.....CREDITS: 2

Prerequisite: RES209, RES210

This course introduces the student to topics pertinent to care of the patient in the critical care unit. Topics include fluid and electrolyte balance, pulmonary rehabilitation, cardiovascular pharmacology, capnography, chest drainage, and sleep disorders.

RES212 Comprehensive Respiratory Care..... CREDITS: 3

Prerequisite: RES209, RES210

This course provides a review of previously learned concepts. There is an emphasis on the material evaluated on NBRC credentialing exams. **Includes a laboratory component.**

RES222 Clinical Practice III..... CREDITS: 2

Prerequisite: RES121

The student continues to practice previously learned skills. They practice non-invasive ventilation, pulmonary function testing, arterial puncture and analysis, and airway care in the critical care unit. There is continued emphasis on patient assessment and evaluation of therapy.

RES223 Clinical Practice IVCREDITS: 4

Prerequisite: RES222

This course allows the student to practice previously learned skills. Techniques used in management of the artificial airway are practiced. The emphasis of this course is the development of skills utilized in the management of mechanical ventilation. Students practice monitoring and management of patients requiring mechanical ventilation.

RES222 Clinical Practice V..... CREDITS: 6

Prerequisite: RES223

This course allows the students to integrate all previously learned skills in the clinical setting. An emphasis is placed on critical care. There are rotations through neonatal, pediatric, and adult critical care units.

Bachelor Program Course Descriptions

BIO321 PathophysiologyCREDITS: 3

This course examines the pathophysiologic basis for alterations of health across the lifespan. This course focuses on the etiology, epidemiology, cellular and systemic responses, and clinical manifestations as well as evaluation and treatment of various disease processes. *Must be enrolled in a bachelor's degree program

ENG315 Communication for Health Care Professionals..... CREDITS: 3

This course analyzes the field of communication through opportunities to practice and engage in written and oral communication utilizing inter/intra professional collaboration. Topics include effective communication techniques and negotiation and conflict resolution that contribute to a dynamic, collaborative, and multicultural health care environment.

HCB315 Business Management in Health Care CREDITS: 3

This course provides an overview of management theories and functions, including strategic planning, organizing, directing, and controlling of operations in health care organizations. Students are introduced to the basic organizational culture, productivity measurement, theories in management, resource allocation, and mission and values development.

HCB325 Health Care Finance..... CREDITS: 3

This course provides students with a practical understanding of health care financial issues, financial reporting, and analysis. The focus is on common practices in health care organizations. Topics include financial management tools and methods used in budget preparation, evaluation of investment alternatives, financial forecasting, and capital structures.

HCB335 History of Health Care Systems..... CREDITS: 3

This course explores different health care systems around the world, examines system cost-effective strategies, and equitable implementation and accessibility. The origins and ongoing development of the United States health care system will be examined. Historical origins and issues that have influenced change within the United States health care system will be examined.

HCB415 Quality Management Systems CREDITS: 3

This course introduces the business of quality, performance improvement, and management in health care. Topics include analysis of elements required for effective systems of care, assessment of different systems, and strategies to improve and manage efficiency and effectiveness in health care.

HIT301 Informatics in Health Care CREDITS: 3

This course integrates health science with computer technology and information science to identify, gather, process, and manage information for the support of professional practice. Emphasis is on technology-based health care applications which support clinical practice, administration, research, and educational decision making. Current trends and issues in health care information systems will be examined.

HSC310 Education in Health Care CREDITS: 3

This course introduces skills necessary to provide education in various health care roles. Education theories, learning styles, and variables affecting adult learning will be examined. Methods of presentation, communication, and strategies for success will be discussed. The use of technology in health care education will be identified.

HSC410 Health Promotion and Disease Prevention..... CREDITS: 3

This course provides a foundation for disease prevention and holistic health promotion with a focus on wellness. Topics include definition of health, protective and predictive factors, and roles of the healthcare professional in health promotion and disease prevention across the lifespan.

HSC420 Evidence Based Practice in Health Care CREDITS: 3

This course introduces students to the basic concepts of evidence-based health care practice. Principles of the research process, research designs, methods, and data analysis will be examined. Emphasis is placed upon critique, interpretation of evidence, and application of research concepts.

LDR311 Leadership in Health Care..... CREDITS: 3

This course introduces skills to help the student develop leadership strategies. Topics include leadership skills, communication, motivation, change theories, team building, problem solving, conflict and negotiation, and decision making.

LDR321 Law and Ethics in Health Care CREDITS: 3

This course introduces legal and ethical principles associated with the health care system. Emphasis is placed on legal terms, professional attitudes, and basic concepts of how the law regulates aspects of health care in accordance with ethical principles.

LDR331 Strategic Decision-Making CREDITS: 3

This course focuses on building creative and analytical skills for making decisions across the range of managerial settings. Topics include decision analysis and modeling, uncertainty and risk assessment, preference and utility evaluations, and game theory and applications.

LDR411 Health Policy and Leadership CREDITS: 3

This course introduces basic theories and concepts of political science. Students will examine various forms of political organizations, political institutions, public affairs, and public policy with special emphasis on the policies affecting health care. The course builds on emerging theories of leadership. Students will explore the use of collective power as leaders and advocates in policy processes.

LDR421 Leadership: Power and Voice CREDITS: 3

This course examines changing context of health care systems, strategies that affect health care policy decisions which shape those systems, and an overview of decision-making processes used by health care professionals. Sociocultural,

ethical, legal, economic, and political issues affecting the access, delivery and utilization of health care services are examined. Students will investigate the use of personal power for career planning goals and will discuss ways to promote career advancement in the chosen health care career and the advancement of the student's profession.

LDR431 Independent Research ProjectCREDITS: 3

This course provides the student with an opportunity to enhance the quality of health practices through an original and individualized study project chosen for its particular interest to the student. Student proposals must be approved by an appropriate faculty member who will supervise and grade the project outcomes. Each student's experience will be unique.

MAT321 Statistics I..... CREDITS: 3

This course introduces the student to statistical reasoning. Topics include sampling and experimentation, descriptive statistics, probability, binomial, and normal distributions, estimation, and single sample and two sample hypothesis tests for means and proportions.

MAT421 Statistics II.....CREDITS: 3

Prerequisite: MAT321

This course builds on Statistics I by introducing students to descriptive measures of location and spread, correlation, the regression line, Simpson's paradox, probability, binomial and normal distributions, and the behavior of the average of samples. Topics include inference methods such as estimations, confidence intervals, hypothesis tests for averages and percentages, the chi-square test of independence and goodness-of-fit, and the analysis of variance (ANOVA) test.

NUR300 Nursing FundamentalsCREDITS: 5

Corequisite: NUR305, NUR320, NUR330, BIO320

This course is designed to introduce the student nurse to fundamental principles of nursing. A basic foundation is built with topics such as nursing skills, safety, activity, nutrition, oxygenation, communication, and pain management. Person-centered care is established with the inclusion of health promotion and disease prevention, culture and diversity, and social determinants of health. Clinical and laboratory experiences provide the opportunity to practice and demonstrate beginning competencies and introduce the student to clinical nursing practice. *Must be accepted in the ABSN program of study

NUR305 Nursing Health AssessmentCREDITS: 2

This course presents the theory and application of knowledge, skills, and competencies utilized to complete holistic health assessments of clients across the lifespan. Through didactic and laboratory experiences, the course assists the student nurse in developing comprehensive health assessments and interviewing techniques. Health promotion and prevention strategies are incorporated into the assessment process. *Must be accepted in the ABSN course of study.

NUR310 Health Assessment..... CREDITS: 3

This course expands on the RN to BSN student's knowledge, skills, and competencies needed to complete holistic health assessments of clients across the lifespan. Through didactic and practicum experiences, this course assists the registered nurse in developing comprehensive health assessments and interviewing techniques. Health promotion and prevention strategies are incorporated into the assessment process.

NUR315 Medical-Surgical Alterations in Nursing 1CREDITS: 6

Prerequisites: NUR300, NUR305 Corequisites: NUR320, NUR330, BIO321

Medical-Surgical Alterations in Nursing 1 is the first in a series of three courses. Didactic content will focus on alterations of various body systems including cardiovascular, respiratory, gastrointestinal, urological, endocrine, integumentary, and musculoskeletal. The clinical experiences will allow learners to provide safe, person-centered, and culturally sensitive care while expanding critical thinking and clinical decision-making.

NUR320 PharmacologyCREDITS: 3

This course explores the fundamentals of pharmacology in nursing with a focus on clinical application. Emphasis is placed on physiological actions, prioritization of needs, clinical judgment, and social responsibility. This course integrates principles of safe administration, nursing implications, and client education when administering medications to diverse populations. *Must be accepted in the ABSN program of study

NUR330 Professional Concepts 1CREDITS: 2

This course focuses on the profession of nursing at the novice nursing student level. Emphasis is on professional nursing concepts including, but not limited to, nursing theory, history, teamwork and collaboration, professionalism, communication, and resilience. These concepts are foundational to the development of the professional nurse. *Must be enrolled in the ABSN program of study.

Course Requirement: 2 hours of community service

NUR325 Proactive Nursing CREDITS: 3

This course fosters professionalism. Interaction between the nursing profession, society and the evolving health care system is examined. This course uses collaborative strategies to address current nursing trends that influence practice and education. Topics include the evolution of professional nursing, nursing theories, and the political, economic, legal, and ethical dimensions. Contemporary issues in nursing practice and the exploration of proactive strategies are included.

NUR326 Population Focused Nursing.....CREDITS: 3

This course provides RN to BSN students a perspective of professional nursing in a community setting. Emphasis is placed on the role of the nurse in addressing health care concerns of selected populations. Current public health problems, epidemiology, trends in health care delivery, and community resources will be examined. Students will analyze the sociocultural, political, economic, ethnic, and environmental factors that influence community and global health utilizing a holistic approach. RN license required.

NUR335 Medical-Surgical Alterations in Nursing 2CREDITS: 6

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321

Corequisites: NUR350, NUR410

Medical-Surgical Alterations in Nursing 2 is the second in a series of three courses. Didactic content will introduce neurological and renal alterations as well as expanding on the cardiovascular, respiratory, gastrointestinal, and endocrine systems. The clinical experiences will allow learners to provide safe, person-centered, and culturally sensitive care while enhancing critical thinking and clinical decision making.

NUR336 Population Focused Nursing Practicum CREDITS: 3

Prerequisite or co-requisite: NUR326

This course provides the student with an opportunity to focus on health care of selected populations. Students will design the practicum in consultation with course faculty. RN license required.

NUR345 Maternal Child Health NursingCREDITS: 6

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, NUR335, BIO321

Corequisites: NUR350, NUR410

This course is designed to expand on previously learned knowledge and nursing principles to provide safe, culturally sensitive, and person-centered care for childbearing families and pediatric populations. The focus will be on maternal, newborn, pediatric, and women's health promotion and disease management. Clinical experiences are selected to expand assessment skills and develop appropriate critical thinking and clinical decision making in the care of childbearing families and pediatric clients in various settings.

NUR350 Professional Concepts 2CREDITS: 2

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321

Corequisites: NUR335, NUR345, NUR410

This course focuses on the profession of nursing at the advanced beginner nursing student level building upon the concepts learned in Professional Concepts 1. Emphasis is on expanding professional nursing concepts including, but not limited to, leadership, advocacy, ethical, legal, and informatics. These concepts are foundational to the development of the professional nurse.

Course Requirement: 2 hours of community service

NUR400 Medical-Surgical Alterations in Nursing 3CREDITS: 6

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321, NUR335, NUR345, NUR350, NUR410

Corequisites: NUR405, NUR430

Medical-Surgical Nursing 3 is the final course in the series of three. This course builds upon the knowledge gained from previous courses with a focus on advanced health alterations. The clinical experiences allow students to enhance and refine leadership, prioritization, delegation, and nursing skills, while caring for clients in emergency, critical care, medical-surgical, and oncology environments.

NUR405 Mental Health NursingCREDITS: 3

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321, NUR335, NUR345, NUR350, NUR410

Corequisites: NUR400, NUR430

This course is designed to expand on previously learned knowledge and nursing principles to provide safe, culturally sensitive, and person-centered care for populations who are experiencing mental and behavioral health alterations. Clinical experiences provide learners opportunities to explore specialized and community mental health settings to provide person-centered, safe, and culturally sensitive care.

NUR410 Introduction to Nursing Research and Evidence-Based PracticeCREDITS: 3

ABSN Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321 ABSN

Corequisites: NUR335, NUR345, NUR350

This course introduces the basic concepts of nursing research including the principles of the research process, research designs/methods, and data analysis. Students will critique, interpret, and integrate evidence-based practice that focuses on positive outcomes, client safety, cost-effective strategies, and holistic client care. RN license required. *Must be enrolled in ABSN or RN-BSN program of study.

NUR415 Community Health NursingCREDITS: 4

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321, NUR335, NUR345, NUR350, NUR400, NUR405, NUR410

Corequisites: NUR430, NUR440

This course will focus on the frameworks of population focused practice and evidence-based research. It will assist the student in developing skills in community assessment and program planning as well as practice interventions that promote optimal health. Emphasis will be placed on identifying social determinants of health and risk factors that may impede healthcare access for aggregate populations. Students will explore principles of epidemiology and demographic measurements to develop prevention focused strategies for diverse populations.

NUR420 Synthesis for Nursing Practice CREDITS: 3

Prerequisites: NUR310, NUR325, NUR336 and NUR410

This capstone course allows the student to focus on the synthesis of knowledge acquired throughout the curriculum. Opportunities to develop personal and professional strategies to make the transition from student to baccalaureate nurse will be offered. Accountability and preparation for critical reasoning as part of the health care team will be emphasized. RN license required.

NUR430 Professional Concepts 3CREDITS: 2

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321, NUR335, NUR345, NUR350, NUR410

Corequisites: NUR400, NUR405, NUR415, NUR430, NUR440

This course focuses on the profession of nursing at the competent nursing student level building upon the concepts learned in Professional Concepts 1 and 2. Emphasis is on synthesis and integration of professional nursing concepts including, but not limited to, evidence-based practice, policy, delegation, and management. These concepts are foundational to the development of the professional nurse.

Course Requirement: 1 hour of community service

NUR431 Special Focus Topic in Nursing: Adaptation to Chronic Health Issues.....CREDITS: 3

This course examines the nurse's role in positively impacting the quality of life for individuals and families while promoting a holistic, healthy adaptation across the lifespan. This course explores human psychosocial responses, readiness for change, and coping strategies for those with a chronic illness or disability.

NUR440 Practicum.....CREDITS: 3

Prerequisites: NUR300, NUR305, NUR315, NUR320, NUR330, BIO321, NUR335, NUR345, NUR350, NUR400, NUR405, NUR410

Corequisites: NUR415, NUR430

This course focuses on transitioning the student to the role of registered nurse. This immersive experience will pair the student with a registered nurse in a clinical setting.

NUR441 Special Focus Topic in Nursing: Nursing Care of the Older Adult CREDITS: 3

This course provides the opportunity for students to continue building positive perspectives toward the aging process and the older adult. Health policy, theories of aging and health protection will be explored. Settings of care, resources, caregivers, and the future of the care of the older adult will be discussed.

NUR451 Special Focus Topic in Nursing: Women's Health Issues CREDITS: 3

This course promotes an understanding of health issues concerning women. Health promotion and disease management strategies among women of all ages and backgrounds will be explored.

NUR461 Special Focus Topic in Nursing: Palliative Nursing Care.....CREDITS: 3

This course examines the role of the nurse in enhancement of the quality of life for individuals, families, and populations experiencing advanced illness. Symptom management, opportunities for growth at the end of life, caregivers, holistic and hospice care, and coping processes will be explored.

NUR471 Special Focus Topics in Nursing: Pharmacology..... CREDITS: 3

This course provides a study of pharmacologic principles as they relate to nursing. Medications are addressed, by classification, through the integration of pathophysiology indications for use, the anticipated side effects, and the impact on the health of the individual. Specific instruction is provided regarding the safety of medication administration, principles of risk reduction, and patient/family teaching across the lifespan.

SOC320 Death, Dying, and Grief CREDITS: 3

This course examines death, dying, and grief from multiple perspectives. An interdisciplinary approach, using a variety of sources to consider different attitudes and beliefs related to death, the dying process, and grief will be utilized. Basic theories and concepts, as well as psychosocial, mental health, behavioral, medical, clinical, legal, and ethical issues associated with the end of life will be examined.

SOC330 Cultural and Diversity in Health Care CREDITS: 3

This course integrates knowledge of diversity in health care practices. Cultural influences on beliefs, values, and practices in relation to health, illness, and health seeking behaviors will be examined. Knowledge and skills to effectively respond health care needs a multicultural society through non-discriminatory and culturally appropriate care will be utilized.

COLLEGE DIRECTORIES

St. Luke's College Faculty and Staff

Administration	Ericson, Kendra	279-3148		Kendra.Ericson@stlukescollege.edu
	Corderman, Angie	279-3734		Angie.Corderman@stlukescollege.edu
	Johannsen, Danelle	279-3377		Danelle.Johannsen@stlukescollege.edu
	Merk, Shannon	279-3346	SLC 341	Shannon.Merk@stlukescollege.edu
	Seaman, Debbie	279-3477		Debbie.Seaman@stlukescollege.edu
Clinical Pastoral Education	Cauthon, Roger	279-3837	SLC 414C	Roger.Cauthon@stlukescollege.edu
General Education/ Health Science Education	Angie Corderman	279-3734		Angie.Corderman@stlukescollege.edu
Imaging Sciences Education	Gutierrez, Lindsey	279-7962	SLC222	Lindsey.Gutierrez@stlukescollege.edu
	Kuntz, Pamela	279-1846	SLC221	Pamela.Kuntz@stlukescollege.edu
	VanderMolen, Brittnei	279-3651	SLC223	Brittnei.VanderMolen@stlukescollege.edu
Medical Laboratory Science Education	Smith, Mary	279-3967	SLC208C	Mary.Smith@stlukescollege.edu
	Winkler Homme, Jenna	279-3807	SLC208D	Jenna.WinklerHomme@stlukescollege.edu
Nursing Education	Anema, Corina	279-3536	SLC331	Corina.Anema@stlukescollege.edu
	Bures, Madeline	279-3199		Madeline.Bures@stlukescollege.edu
	Fletcher, Debbie	279-3552	SLC333	Deborah.Fletcher@stlukescollege.edu
	Hiserote, Sonya	279-7966	SLC312	Sonya.Hiserote@stlukescollege.edu
	Juffer, Deb	279-7905	SLC414E	Deb.Juffer@stlukescollege.edu
	Karpuk, Lorall	279-3823	SLC408K	Lorall.Karpuk@stlukescollege.edu
	Kelley, Teresa	279-3115	SLC315	Teresa.Kelly@stlukescollege.edu
	Klug, Vanessa		SLC 314	Vanessa.Klug@stlukescollege.edu
	Merk, Shannon	279-3346	SLC341	Shannon.Merk@stlukescollege.edu
	McClure, Meghan	279-3659	SLC336	Meghan.McClure@stlukescollege.edu
	Palmersheim, Stephanie	279-3218	SLC339	Stephanie.Palmersheim@stlukescollege.edu
Terry, Briana	279-3968	SLC335	Briana.Terry@stlukescollege.edu	
Respiratory Care Education	Duncan, Cindy	279-1806	SLC212	Cindy.Duncan@stlukescollege.edu
	Ellensohn, Ashley	279-7964	SLC211	Ashley.Ellensohn@stlukescollege.edu
Student Services	Bohlke, Kara	279-3149		Kara.Bohlke@stlukescollege.edu
	Chytka, Annalea	279-3939		Annalea.Chytka@stlukescollege.edu
	Fitch, Michelle	279-3503		Michelle.Fitch@stlukescollege.edu
	Johannsen, Danelle	279-3377		Danelle.Johannsen@stlukescollege.edu
	McCarthy, Sherry	279-3158		Sherry.McCarthy@stlukescollege.edu
	Meier, Lori	279-3518		Lori.Meier@stlukescollege.edu
	Ouellette, Micky	279-3273		Micky.Ouellette@stlukescollege.edu
Student Health Nurse	279-3964			
Student Success Center	Determan, Liz	279-3758	SLC202C	Liz.Determan@stlukescollege.edu
	Zubrod, Nancy	279-4961	SLC202B	Nancy.Zubrod@stlukescollege.edu

GENERAL EDUCATION FACULTY

General Education Faculty

Clasen, Dana, DNP, RN	Ethics	(319) 226-2042	Dana.Clausen@stlukescollege.edu
Corderman, Angela, Psy.S., NCSP	General Psychology, Developmental Psychology and Sociology	(712) 279-3734	Angela.Corderman@stlukescollege.edu
Davidson, Scott, MS	College Algebra	(712) 899-0150	Scott.Davidson@stlukescollege.edu
Elliott, Andree, PhD	Microbiology	(504)615-5697	Andree.Elliott@stlukescollege.edu
Fletcher, Debbie, MSN	Nutrition	(712)279-3552	Deborah.Fletcher@stlukescollege.edu
Foland, Cindy K. , MS	Anatomy and Physiology	(712) 577-7672	Cindy.Foland@stlukescollege.edu
TBD	Statistics		
Jamie Weaver, MA	English	(740)434-8887	Jamie.Weaver@stlukescollege.edu

St. Luke's College Faculty and Staff Credentials		
Administration	Kendra Ericson, Ph.D, RN President	Ph.D. University of Missouri, Kansas City, MO MSN, University of Phoenix, Phoenix, AZ BSN, Trinity College of Nursing, Moline, IL
	Danelle Johannsen, MA, BS Executive Dean of Academics and Student Services/CAO	MA, Bellevue University, Bellevue, NE BS, University of South Dakota, Vermillion, SD
	Shannon Merk, DNP, MSN, BSN, ARNP, AGPCNP-BC Associate Dean of Nursing Associate Professor	DNP, Briar Cliff University, Sioux City, IA MSN, University of Phoenix, Phoenix, AZ BSN, University of Phoenix, Phoenix, AZ
	Angie Corderman, Psy.S., NCSP Associate Dean of Institutional Effectiveness/Health Professions	MS, Minnesota State University, Moorhead, Moorhead, MN BA, Morningside University, Sioux City, IA
	Debbie Seaman Administrative Assistant to the President	ASN, College of St. Mary's, Omaha, NE
Clinical Pastoral Education	Roger Cauthon, MDIV., ACPE Certified Educator Program Director, Clinical Pastoral Education ACPE Certified Educator, Association of Clinical Pastoral Education, Atlanta, GA	MDIV., Denver Seminary, Denver, CO BA, Wichita State University, Wichita State, KS
Health Sciences	Angie Corderman, Psy.S., NCSP Associate Dean of Institutional Effectiveness/Health Professions	MS, Minnesota State University, Moorhead, Moorhead, MN BA, Morningside University, Sioux City, IA
Imaging Sciences Education	Brittni VanderMolen, MHA, BS, RT (R)(CT) CNMT Program Director, Imaging Sciences Education Assistant Professor	MA., Bellevue University, Bellevue, NE BS, Briar Cliff University, Sioux City, IA AS, St. Luke's College, Sioux City, IA
	Lindsey Gutierrez, M.ED, BS, RT (R)(CT)Clinical Coordinator Assistant Professor	M.Ed, Iowa State University, Ames, IA BS, Mercy College of Ohio, Toledo, OH AS, St. Luke's College, Sioux City, IA
	Pamela Kuntz, BS, RT, (R)(M) Instructor	BS, St. Mary's University, Winona, MN
Medical Laboratory Science Education	Mary Smith, MS, MLS (ASCP) ^{CM} Program Director, Medical Laboratory Science Education Assistant Professor	MS, University of South Dakota, Vermillion, SD BS, Mount Marty College, Yankton, SD
	Jenna Winkler Homme, MLS (ASCP) ^{CM} Instructor	BS, Morningside University, Sioux City, IA
Nursing Education	Shannon Merk, DNP, MSN, BSN, ARNP, AGPCNP-BC Associate Dean of Nursing Associate Professor	DNP, Briar Cliff University, Sioux City, IA MSN, University of Phoenix, Phoenix, AZ BSN, University of Phoenix, Phoenix, AZ
	Corina Anema, MSN, BSN, RN, CNE Associate Professor	MSN, Briar Cliff University, Sioux City, IA BSN, Grandview College, Des Moines, IA

Nursing Education (cont.)	Madeline Bures, BS Administrative Assistant Academic Leadership	BS, University of South Dakota, Vermillion, SD
	Debbie Fletcher, MSN, RN, CNL Assistant Professor	MSN, Morningside University, Sioux City, IA BSN, University of Kansas, Lawrence, KS
	Sonya Hiserote, MSN, BSN, RN Associate Professor	MSN, Clarkson College, Omaha, NE BSN, Clarkson College, Omaha, NE
	Deb Juffer, MSN, BSN, CMSRN Associate Professor	MSN, South Dakota State University, Brookings, SD BSN, Morningside University, Sioux City, IA
	Lorall Karpuk, MSN, BSN, RN Associate Professor	MSN, South Dakota State University, Brookings, SD BSN, Creighton University, Omaha, NE
	Teresa Kelley, MSN, BSN, RN Assistant Professor	MSN, Briar Cliff University, Sioux City, IA BSN, Briar Cliff University, Sioux City, IA
	Vanessa Klug, MSN, RN Assistant Professor	MSN, Nebraska Methodist College, Omaha, NE BSN, Briar Cliff University, Sioux City, IA ASN, St. Luke's College, Sioux City, IA
	Meghan McClure, MSN, BSN, RN Clinical Coordinator Assistant Professor	MSN, Walden University, Minneapolis, MN BSN, St. Luke's College, Sioux City, IA ASN, St. Luke's College, Sioux City, IA
	Stephanie Palmersheim, MSN, BSN, RN, CNE Assistant Professor	MSN, University of Phoenix, Phoenix, AZ BSN, Briar Cliff University, Sioux City, IA ASN, St. Luke's College, Sioux City, IA
	Briana Terry, BSN, RN Instructor	BSN, St. Luke's College, Sioux City, IA
Respiratory Care Education	Cynthia Duncan, MS, RRT Program Director, Respiratory Care Education Assistant Professor	MS, Southwest Minnesota State University, Marshall, MN BS, Creighton University, Omaha, NE
	Ashley Ellensohn, MS, BS, RRT Clinical Coordinator Assistant Professor	MS, Walden University, Minneapolis, MN BS, Boise State University, Boise, ID AS, St. Luke's College, Sioux City, IA
Student Services	Danelle Johannsen, MA, BS Executive Dean of Academics and Student Services/CAO	MA, Bellevue University, Bellevue, NE BS, University of South Dakota, Vermillion, SD
	Kara Bohlke Office Coordinator	
	Annalea Chytka Admission Counselor	BS, University of South Dakota, Vermillion, SD
	Michelle Fitch, AS Student Services Specialist	AS, Iowa Lakes Community College, Estherville, IA
	Sherry McCarthy, BS Enrollment Management and Marketing Coordinator	BS, Bellevue University, Bellevue, NE
	Lori Meier, BS Accountant	BS, Morningside University, Sioux City, IA

	Micky Ouellette, BS Education Technology Specialist and Compliance Coordinator	BS, Dakota State University, Madison, SD
Student Success Center	Liz Determan, MS Student Success Coordinator	MA, University of Northern Iowa, Cedar Falls, IA BA, Mt. Mercy University, Cedar Rapids, IA
	Nancy Zubrod, MLS Student Success Center Assistant	MISLT, University of Missouri-Columbia, Columbia, MO BS, Briar Cliff University, Sioux City, IA

St. Luke's College Board of Directors

Christine Finnegan, Chairperson
June E. Nylen Cancer Center
Sioux City, IA

Angela Aldrich, M.D., Secretary
Physician Siouxland Obstetrics and
Gynecology, P.C. Sioux City, IA

Jeanne Kleinhesselink, Treasurer
Sioux Center Health
Sioux Center, IA

Nicole Bemer
US Bank
Sioux City, IA

Thomas Bonagura, Ph.D.
Buena Vista University
Storm Lake, IA

Thomas Carroll, M.D.
Retired Pathologist
Sioux City, IA

Myrah Favors
State Farm Insurance
South Sioux City, NE

Kevin Grieme
Siouxland District Health
Department
Sioux City, IA

Stacy Harmelink
Harmelink Consulting, LLC
Sioux City, IA

Ronda Keenan
Briar Cliff University
Le Mars, IA

Linda Krei
Action Coach
Excel Edge, Firm
Sioux City, IA

Fran Sadden
Retired Nursing Administrator
Sioux City, IA

**ST. LUKE'S COLLEGE
2023-2024 ACADEMIC CALENDAR**

		DATES	COMMENT
SUMMER 2023	MAY	15	Summer classes begin -Block 1 & 3
		29	Memorial Day Holiday – College closed
	JUNE	7	Last day to drop with a “W” from Block 1 (courses that are held 5/15/23 – 6/23/23)
		16	Last day to drop with a “W” from Block 3 (courses that are held 5/15/23 – 7/7/23)
		23	Medical Laboratory Science Graduation Ceremony 11:00 a.m. Block 1 summer classes end
		26	Block 2 summer classes begins
		3	College Administrative Offices closed – class in session
	JULY	4	Independence Day Holiday - College closed
		7	Block 3 summer classes end
		19	Last day to drop with a “W” from Block 2 (courses that are held 6/26/23 – 8/4/23)
	August	4	Block 2 summer classes end
SEMESTER I 2023	AUGUST	21	Fall semester classes begin
	SEPTEMBER	4	Labor Day Holiday – College closed
		5	Last day to drop with a “W” from courses that are held 8/21/23 – 9/15/23
		18	Constitution Day observed (September 17)
		22	Last day to drop with “W” from block 1 (Nursing only)
	OCTOBER	9	Last day to drop with a “W” from courses that are held 8/21/23 – 11/10/23
		13	Block 1 session classes end (Nursing only)
		16	Block 2 session classes begin (Nursing only)
		23	Last day to drop with “W” from fall semester courses (non-block courses only)
		23-27	Registration/Advising Week (For spring semester courses)
	NOVEMBER	3	Last day to drop with a “W” from courses that are held 9/18/23 – 12/8/23
		14	Last day to drop with “W” from Block 2 (Nursing only)
		22, 23, 24	Thanksgiving Holiday – No classes – College closed
		27	Classes Resume Last day to drop with a “W” from courses that are held 11/6/23 – 12/8/23
	DECEMBER	8	Fall semester classes end
		21	College closed at 2:00 pm
		22-29	College closed
SEMESTER II 2024	JANUARY	1-2	College closed
		15	Spring semester classes begin
		30	Last day to drop with a “W” from courses that are held 1/15/24 – 2/9/24
	FEBRUARY	16	Last day to drop with “W” from Block 1 (Nursing only)
		19	President’s Day – College closed
	MARCH	4	Last day to drop with a “W” from courses that are held 1/15/24 – 4/12/24
		8	Block 1 session classes end (Nursing only)
		11-15	Spring Break
		18	Classes resume Block 2 session classes begin (Nursing only)
		28	Last day to drop with “W” from spring semester courses (non-block courses only)
		25-29	Registration/Advising Week (For summer/fall semester courses)
	APRIL	8	Last day to drop with a “W” from courses that are held 2/12/24 – 5/10/24
		19	Last day to drop with a “W” from Block 2 (Nursing only)
30		Last day to drop with a “W” from courses that are held 4/15/24 – 5/10/24	
MAY	10	Spring semester classes end Spring graduation ceremony at 3:00 p.m. – Sioux City Convention Center	

