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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 this Handbook to meet the needs of students and the College.

Students can request in writing to the Dean, 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 also located on the College’s website at www.stlukescollege.edu. Students can obtain a paper copy of the Handbook at the College Front Desk.

**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.

**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 practices. 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.

**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 sciences.
- 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 professionals 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 education 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 sciences, 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 programs include:

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<td>English</td>
<td>Anatomy with Lab</td>
<td>Psychology</td>
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<td>3 credits</td>
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<tr>
<td>Ethics</td>
<td>Physiology with Lab</td>
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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 Chancellor, 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, costs, 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 provisions 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 applicants 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:

• Accreditation of the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 1-800-621-7440.
• Accreditation for the RN-BSN program by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 877-6791
• Accreditation for the Nursing program by the Accreditation Commission for Education in Nursing, Inc. (formerly National League for Nursing Accrediting Commission), 3343 Peachtree Rd., N.E., Suite 850, Atlanta, GA 30326, (404)975-5000.
• Approval of the Nursing program by the Iowa Board of Nursing, River Point Business Park, 400 S.W. 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 accredited by the Committee on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, Texas 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 Sciences, 5600 N. River Rd., 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 recognized by the State of Iowa to operate educational programs. Approval from the State of Iowa is maintained by the Iowa College Student Aid Commission. If an Iowa student has a complaint about St. Luke’s College they may contact: Iowa College Student Aid Commission, 430 E. Grand Avenue, 3rd Floor, Des Moines, IA 50309, Telephone: 877-272-4456 (toll-free).
  Submit a Question: https://www.iowacollegeaid.gov/content/contact-iowa-college-aid
  File a Student Complaint: https://www.iowacollegeaid.gov/content/constituent-request-review
• Approval to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is an agreement amoung member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. For more information please visit http://www.nc-sara.org/sara-states-institutions

St. Luke’s Regional Medical Center

• Accredited by Det Norske Veritas (DNV, INC)
• Member of American Hospital Association
• Member of Association of Iowa Hospitals and Health Systems

PARTNERSHIPS

Dordt College Agreement
St. Luke’s College and Dordt College of Sioux Center, IA, have developed a joint program to provide students an opportunity to obtain a nursing degree in conjunction with a four-year Baccalaureate education. Students can receive an Associate of Science in Nursing degree from St. Luke’s College and a Bachelor’s degree in Nursing from Dordt College. Applications for this program can be obtained through the Admissions office at either college.

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 radiology from St. Luke's College and a bachelor of science degree from Briar Cliff 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 radiology from St. Luke’s College and a bachelor of science degree from North Dakota State University.

ARTICULATION AGREEMENTS
St. Luke’s College accepts credits from other institutions through articulation agreements. Credits articulate through these agreements for general education coursework and pre-licensure nursing courses. St. Luke’s College has articulation agreements with the following institutions:

- Iowa Central Community College, Fort Dodge, Iowa
- Northeast Community College, Norfolk, Nebraska
- Northwest Iowa Community College, Sheldon, Iowa
- Western Iowa Tech Community College, Sioux City, Iowa

ICARE VALUES
St. Luke’s College faculty, staff and students are expected to follow these ICARE Values:

Integrity: I live up to the trust and confidence I have been given by our community through accountable and ethical actions while maintaining the highest standards of behavior.

Compassion: I foster the care, growth and development of those I serve. I will display our helpful, healing, family-centered spirit at every opportunity and provide care reflecting St. Luke’s Judeo-Christian heritage.

Accountability: I take pride in this organization as if I own it. I accept our community responsibility to be Siouxland’s preferred provider of high quality, cost-effective healthcare.

Respect: I am a professional who treats everyone with courtesy, honesty, and fairness. Although we all come from different places and ethnic backgrounds, I recognize the unique and intrinsic worth of each individual and foster the spirit of teamwork.

Excellence: I exceed my customer’s expectations through caring and compassionate service. This is our promise to one another and those we serve. Our commitment to common goals and values keeps us working together as a family. This tradition of family is a pillar of our strength and the basis for achieving excellence.

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 Opportunity
Embrace and promote innovation and transformation
Create partnerships 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, he/she will be asked to submit copies of completed assignments. In addition, a course instructor will ask students to evaluate a specific lecture or a portion of the course. 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 Conceptual Model identifies the assessment process at St. Luke’s:
ASSESSMENT OF STUDENT ACHIEVEMENT

MISSION

PURPOSES

COLLEGE OUTCOMES
1. Communication
2. Knowledge Base
3. Critical Thinking
4. Sensitivity
5. Life-long Learning

PROGRAM OUTCOMES

Data Collection

Implementation

Analysis

Recommendations

Referral
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 a 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 student.
- 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.
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’s educational objectives, are motivated to succeed in their program and are committed to the health 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 offers a Clinical Pastoral Education (CPE) certificate program. Please refer to the CPE section of the handbook for more details and the requirements.

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.
- A $50.00 non-refundable application fee.
- Official academic high school transcripts and official academic college credits.
- Scores from the American College Testing (ACT) assessment examinations 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. This fee will be applied to the first semester’s charges.
- Record of a 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

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

APPLICATION DEADLINES
In order to be considered for admission, students must have their completed application form, application fee, 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 one of the following departments for review:

- Department of Health Sciences Education
- Department of Imaging Sciences Education
- Department of Medical Laboratory Science Education
- Department of Nursing Education
- Department of Respiratory Care Education
- Department of Clinical Pastoral Education

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

ADMISSION CRITERIA FOR PROFESSIONAL PROGRAM
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 a high school equivalency examination such as GED or HiSET, and receive 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 test and achieving a satisfactory score.

Applicants for the RN-BSN program must meet the following minimum requirements:
- College admission criteria
- 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 who are not yet licensed may be accepted on a provisional basis for one semester

Applicants for the Bachelor of Health Sciences program must meet the following minimum requirements:
- College admission criteria
- Earned Associate degree, diploma or certificate in an allied health care field (radiologic technology, respiratory therapy, surgical technology, paramedics, etc.
- Completed a minimum of 24 credits in allied health coursework.
- Applicants who have not yet completed an associate degree or diploma may be considered for admission based on credit hours completed.

Applicants seeking entrance into the Phlebotomy Certificate Program must have completed or earned the following:
- Graduation 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 might 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 Department Chairperson. 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. Limited enrollment students are eligible to enroll in general education or continuing education courses only. Course prerequisite requirements must be met.

Students will follow the application process, pay the necessary tuition and fees, 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 application to a professional program of study to continue enrollment at St. Luke’s College.

HEALTH, BACKGROUND CHECKS AND DRUG 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 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 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
- Applicants 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 and paying the application fee. A personal interview must be arranged with the program selection committee. Other documentation may be required.

**RECOMMENDED HIGH SCHOOL CURRICULUM**

The following high school courses are recommended:

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

**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 should be completed through St. Luke’s College offerings.
These academic policies are in effect for all students. The purpose of these policies is to ensure adequate progression through the program of 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 contrary to academic integrity. Examples of academic dishonesty include, but are not limited to, plagiarism, falsifying records, altering grades, and cheating. Disciplinary action may be taken up to and including dismissal from the College.

Upon identification of academic dishonesty, the Department Chair, Student and Administrative 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 test/assignment.
- A student may “fail” the course.
- Course faculty may refer the situation to College administrative personnel for further advice and/or action.
- The College may penalize the student up to and including dismissal from the program or the College.

ACADEMIC DISMISSAL

The Chancellor, 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 at 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 Chancellor 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 Department Chairpersons 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

Student 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 student 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
• Failure to successfully complete 67% of the credits attempted in an academic year.
• Additional program specific criteria

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.

An academic plan specifying steps a student must take for continued enrollment while on academic probation may be required at the discretion of the Department Chair 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 the 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 in to 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
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 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 imagining science and respiratory care clinical laboratory per week.

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 the Department Chair of the student’s program and the course instructor.
• The customary course outlines and handouts for the class will be provided.
• Regular quizzes and tests may be taken.
• Purchase of current textbooks for the class is optional.
• Participation in 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 is 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 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 absences 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 is 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 Department Chair of the program as well as the Registrar.

The student is responsible for all content, assignments, and testing 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, Department Chair 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 50th 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 a part of learning outside the classroom. These experiences need to be formally presented, discussed, and approved by the appropriate Department Chairperson before being accepted at St. Luke’s College. The Department Chairperson will evaluate each experience and determine which course requirement it fulfills and the amount of credit it will be awarded.

(For example, if a student takes the College Level Placement Exam (CLEP test) 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 instructor.”

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. This 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.

Is 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 this Distance Learning Guide. This tool is also available on the St. Luke’s College website.
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 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 learning 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 for assistance.
**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, the 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 with 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](http://www.stlukescollege.edu) or through the following link: [https://webmail.ihs.org](https://webmail.ihs.org)

For account security, UnityPoint Heath Information Protection protocol requires that users reset their password used to access their student email account every 180 days. 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](http://www.stlukescollege.edu) or through the following link; [https://xen.ihs.org](https://xen.ihs.org)

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

- Minimum of 8 characters
- Minimum One upper case letter
- Minimum One lower case letter
- Minimum of One Number

**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
  - Word processing software
  - Spreadsheet software
  - Presentation software
  - Speakers
  - Current and up-to-date virus protection

- **Internet Browsers Support:**
  - Internet Explorer latest version
  - Google Chrome latest version
  - Safari latest version
  - Firefox latest version

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

**Learning Management Systems:**
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.
Distance education 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 [http://www.stlukescollege.edu](http://www.stlukescollege.edu) or through the following link: [https://unitypointhealth.blackboard.com](https://unitypointhealth.blackboard.com)

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

We 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.

**Netlearning:**

St. Luke’s College also utilizes the Netlearning Learning Management System as a tool to deliver important College wide information to students, complete Faculty, Course and Clinical evaluations, and complete any UnityPoint Health system wide training.

Netlearning requirements are communicated to students via their St. Luke’s College email account.

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**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 On-Line 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 of completion or 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 a 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 outlines 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:
  o Ability to create documents using a variety of software applications (e.g. word processor, presentation software, spreadsheet software, etc.
  o Navigate the Internet using compatible web browser (e.g. Internet Explorer, Firefox, Chrome, Safari)
  o Use of a Learning Managements System
  o 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.

Distance Education Technical Expectations and Requirements:
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:
• The College will provide information regarding the minimum hardware and software requirements and recommendations to ensure effective delivery of distance delivery courses.
  o 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. Each letter grade represents a range on the percentage scale and is assigned a grade point value.

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<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>90 - 91%</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>85 - 89%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>83 - 84%</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>78 - 82%</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>76 – 77%</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>70 - 75%</td>
<td>1.0</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0 - 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Some courses are graded on a Pass/Fail basis.

- P (Pass) Satisfactory Performance
- F (Fail) Unsatisfactory Performance

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 follows:

- I Incomplete
- W 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

An incomplete grade, “I”, 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 Department Chair of the student’s program may extend this timeline due to extenuating circumstances.

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 of study
- Achievement of a cumulative grade point average of 2.0 or higher
- Satisfactory completion of a minimum of two hours per semester of enrollment in an approved community service activity
- Resolution of 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 programs. 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. In order to recognize the significant milestone that graduation marks in a student’s life, St. Luke’s College provides a Spring Commencement Ceremony in May and a Winter Commencement Ceremony in December. Degrees are conferred at the end of each term once the student has fulfilled the graduation requirements.

Arrangements regarding date, time, place and program are the responsibility of 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 months are invited to participate in either the Spring or Winter Commencement ceremony as appropriate.

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 Averages (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 degree students. Students, who have earned honors, will be publically recognized the day of the ceremony as long as all graduation requirements are complete. 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 accomplishment, 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’s 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
- Take 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 the 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 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 absences, must not exceed a total of 180 days in any given 12-month period. A student will receive a “W” in the courses enrolled at the time of the LOA.

**Requirements:**

- The student shall be responsible for submitting a written request to the Dean, Student Services requesting a leave of absence.
- The student submitting the request shall be currently enrolled in classes and making satisfactory progress on all coursework.
- 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 leave of absence 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 a LOA may include, but are not limited to:**

- Illness of self or family member
- Death in 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 Dean of the division or Dean of Student Services

Please refer to the Student Withdrawal for 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 Dean, Student Services will discuss this request with the course faculty, Department Chair of the program and 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 in to consideration the student's requested date of return. The return
date will be at the start of the course regardless when the leave of absence occurred and based on space availability in each course.

The Dean, Student Services shall approve the leave of absence within five (5) business days of the written request.

The Dean, 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
- Dean of the division
- Department Chair of the program
- 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 leave of absence 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 points 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 any unlawful activity on the part of the student.
- Agreement for awarding of the degree has been obtained from the Department Chair 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 requirement 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 debt will be waived.

**Procedure**
- Upon notification of the student’s death the Dean of Student Services will notify the Chancellor, the Department Chair of the student’s program of study and the Dean of the division.
- The Dean of the division, Department Chair of the program and the Dean of 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 Dean of the division brings the recommendation to the Chancellor for final approval. If approved, the Chancellor notifies the, Dean, Department Chair of the program, and the Dean of Student Services.

• Upon approval, the Department Chair of the program of study will notify the deceased student’s family to inform them of the degree conferral.
  o The family will be asked how they wish to receive the diploma/certificate. The Chancellor or 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 Chancellor or designee.
  o 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.
  o 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.
  o The diploma/certificate will include the statement “awarded posthumously” with no date of completion listed.
  o Official academic transcripts will note that it is a posthumous degree.

• If the Department Chair of the program does so certify, the Registrar shall enter final grades of “P” in classes in which the student was enrolled.

• During the commencement ceremony the Chancellor 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 extenuating 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 extenuating circumstances and decide if a posthumous award will be made.

The Chair of the Board of Directors or the Executive Committee will communicate the decision to the Chancellor and the 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 ready to undertake 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 by October. Students will receive contact from their advisor and the 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. If a course is canceled the Registrar will notify the registered students.

**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 record of both the original and the repeated course will be retained on the student’s transcript. For purposes of determining the student’s cumulative grade point
average, only the grade points 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 transferred successfully 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 grade point average (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 grade point average 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 has to complete the program is 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.

**Repeated Coursework**

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

**Incomplete Coursework**

Students have 30 calendar days from the end of the course to complete an incomplete. The student’s grade point will be reviewed at the end of this timeline to determine satisfactory academic progress. The Department Chairperson 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 indicating 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 Department Chair of the student’s program of study and
Department Chair of 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 aid 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 an 8-week term. The fall and spring semesters have some 8 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 from their advisor and the faculty teaching the course. The student can also request additional services from the Department Chair, Student and Administrative Services such as tutoring and study 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 applicant, 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 of 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 Department Chair, Student and Administrative Services. Department Chair, Student and Administrative 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 persons or agencies dealing with a student’s application for, or receipt of, financial aid.
- Accrediting organizations in order to carry out their accrediting functions.
- 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 obtained 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 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 full time.

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

STUDENT WITHDRAWAL FOR MILITARY SERVICE
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 Iowa National Guard or Reserve Forces of the United States and who is ordered to state military service or federal service 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
- 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 tuition and mandatory fees shall be assessed for those courses. Any courses for 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 the course. 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 extenuating 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 day to drop with a “W”, a grade of “W” will be assigned to all courses. If the withdrawal from the College occurs after the last day to drop with a “W”, a grade of “F” is assigned to all courses. In the case of extenuating 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 obligations 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 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 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 credit may be granted from course work completed at other 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 a 2.0 to be considered for transfer. St. Luke’s College's official academic transcript will carry only courses for which transfer credit has been granted to fulfill program requirements. A transfer grade point average will not be calculated or incorporated with St. Luke’s College grade points on the College’s 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 other courses need to be completed through St. Luke’s College offerings.
AUDI O 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 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 is considered an approved reasonable accommodation. 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, or demonstrations.

Procedure

• 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.
  o Faculty, students and other individuals using the equipment must first understand the legal implications and rights 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, as well as the Department Chair of Student and Administrative Services 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 a 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 the individual recorder.

It is the responsibility of the individual initiating the recording to notify the individual being recorded when the 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 insure 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 Chancellor 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 Department Chair 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 a 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 Day

The decision to close the campus due to inclement weather will be made by the Chancellor either the evening before or by 5:30 am the morning of a regular business day. Because of the diverse weather conditions throughout our area and fast moving weather systems cancelations may be made later than the recommended time frame.

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 before or midway through the announced start time will not be held.

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 to their respective departments in a timely manner.

Evening Classes

The decision for cancelling classes for evening should generally be made by 2:30 pm. For these purposes classes that begin after 4:30 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 1 (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 alcoholic 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 College/Medical Center property.
- Actions which threaten or endanger the safety of others within the College/Medical Center community.
- Theft.
- Destruction, damage or misuse of property within the College/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 or status.
- The student reserves the individual’s right to privacy by protecting information of a confidential nature. Such information is shared only for professional reasons; with the 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 for 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 Department Chair, Student and Administrative 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 Department Chairperson 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 Department Chairperson will investigate the 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
- Assessment of a fine
- Restitution for damages
- 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 respects 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 any 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:

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<tr>
<td><strong>Federal</strong></td>
<td>The maximum penalty for manufacturing, delivery or possessing with intent to deliver a</td>
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<td>controlled substance is no less than 10 years and no more than life imprisonment and a</td>
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<td>fine of no more than $4,000,000 if committed by an individual or no more than $20,000,000</td>
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<td>if committed by an entity other than an individual. Additionally, since this is the maximum</td>
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<td>penalty, there are many fines and penalties less than this depending on the type of drug and</td>
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<td>the weight. 21 U.S.C. 841(b)</td>
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<tr>
<td><strong>Iowa</strong></td>
<td>The maximum penalty for manufacturing, and possessing controlled or counterfeit controlled</td>
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<td>substances but the actual penalty will depend on type and weight of drug. The maximum</td>
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<td>penalty, to wit, is a class &quot;B&quot; felony punishable by “confinement for no more than fifty</td>
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<td>years and a fine of not more than one million dollars.” Iowa Code § 124.401 (2008).</td>
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<td><strong>Sioux City</strong></td>
<td>For drug crimes, Sioux City outlaws the possession of drug paraphernalia. Sioux City</td>
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<td>Municipal Code § 8.20.050. A person found to have violated this provision will be fined no</td>
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<td>less than $65 but not exceeding $500 and/or by imprisonment not to exceed 30 days. A</td>
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<td>violation of this provision is considered a simple misdemeanor.</td>
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<td>For alcohol intoxication, Sioux City outlaws the use or consumption “of alcoholic liquor, wine</td>
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<td>or beer upon the public streets or highways, or alcoholic liquors in any public place, except</td>
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<td>premises covered by a liquor control license, or to possess or consume alcoholic liquors,</td>
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<td>wine or beer on any public school property or while attending any public or private school-</td>
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<td>related functions, and a person shall not be intoxicated nor simulate intoxication in a public</td>
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<td>place.” A violation of this provision is considered a simple misdemeanor and subject to no</td>
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<td>less than $65 fine but not to exceed $500 and/or by imprisonment not to exceed 30 days.</td>
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*subject to federal, state, and local changes

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 judgment, 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 judgment, 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 judgment, belligerence, assaultive, impulsive, unpredictability. |

**Cannabis**

<p>| Physical Effects: | Tachycardia, hypotension, obstructive airway disorder, infertility, tremors, muscle rigidity, conjunctival redness, panic reaction, poor motor coordination. |
| Psychological Effects: | Disorientation, impaired judgment, decreased memory and learning, amotivational syndrome, anxiety. |</p>
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<th><strong>Opioids</strong></th>
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<td><strong>Physical Effects:</strong></td>
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<td><strong>Psychological Effects:</strong></td>
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<th><strong>Sedative/Hypnotics</strong></th>
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<td><strong>Physical Effects:</strong></td>
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<td><strong>Psychological Effects:</strong></td>
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<th><strong>Inhalants</strong></th>
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<tr>
<td><strong>Physical Effects:</strong></td>
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<td><strong>Psychological Effects:</strong></td>
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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 the Employee Assistance Program (EAP) Counselor 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:

- Jackson Recovery Centers (712) 234-2300
- The Center for Siouxland (712) 252-1861
- Boys and Girls Home & Family Services (712) 293-4700
- Mercy 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 Chancellor 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 transcripts:
- $5.00/official transcript
- $10.00/faxed transcript
- $25.00/official transcript (urgent request)
  (No charge for the 1st transcript sent to a state licensing board upon graduation)

Clinical make-up:
- $10.00/make-up per hour

Enrollment deposit
- $100.00 applied to tuition charges for first semester enrollment, non-refundable

Tuition
- $525.00 /Associate degree credit hour
- $585.00 /Bachelor degree credit hour

General Fees
- $500.00/semester; $150.00/summer term
  (Includes computer and library 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
- $175.00/semester – Respiratory Care Program
- $220.00/semester – Associate Nursing Program
- $50.00/semester and summer term – Bachelor Programs
  (Supports student 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.)

Meal Plan (Optional)
- $500.00 beginning balance. Prepaid meal card accessible to the Parkview Café.

Parking and Library Fines
- As determined by College

Refresher Experience
- As determined by College

GUIDELINES FOR COLLEGE SKILLS LABS

Location
A nursing skills laboratory is located in the college building, Room 321. An Imaging Science lab is located in the college building, Room 214. The Respiratory Care lab is located in the college building, Room 209.

Hours
- Open hours are times when students can practice in the lab. The Skills Lab Coordinator or an individual faculty member from the course can 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.

Lab User Responsibilities
- Students need to sign the attendance record every time the lab is used for practice. Signing proves 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.
- Equipment (such as blood pressure cuffs) can be signed out from the Skills Lab, but only through the Coordinator, or 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 checked out.
- Anyone using the 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.

Staffing
The Skills Lab Coordinator is responsible for the daily operations of the lab and the condition of lab equipment and supplies. Users should report defective equipment or limited supplies.
Safety

- All student injuries such as accidental needle-sticks, muscle strain, or joint irritation, need to be reported within 24 hours to Student Health so that 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, along with goggles, masks and gloves. An emergency eye wash mechanism is installed in the double sink.

ONLINE STUDENT VERIFICATION

Students are identified in St. Luke's College's online systems 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 that are believed to have been compromised or lost should be 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.

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. (east end), top level of Physician Center I and II parking ramp or the surface lot along Nebraska St. Vehicles cannot be parked in unauthorized areas.

St. Luke's College practices the good neighbor policy. Students are not encouraged to park on the street in front of home owner’s property.

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 is credited 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 statement found on the student portal under My Ledger. At this time 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 applied 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 UnityPoint Health - St. Luke’s Fiscal Services Department, 2720 Stone Park Blvd, Sioux City, Iowa, 51104. Visa, Master Card and Discover credit cards are accepted for payment. Stop in or call the St. Luke’s Fiscal Services Department at 712-279-3133. 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 by the Fiscal Services Department. If a deferred payment plan has been approved, the minimum balance stated on the deferred payment agreement is due by the specified deadline. Contact the UnityPoint Health - St. Luke’s Fiscal Services Department at (712) 279-3133 prior to the due date to arrange for a 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 plan allows a student to make payments in three equal monthly installments. The student must obtain deferred payment approval from the 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 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.

UnityPoint Health - St. Luke’s Fiscal Services Department
Hours of Operation: Monday – Friday
8:00 am – 12:00 pm and 1:00 pm – 4:00 pm

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 towards 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 Peer-to-Peer file sharing programs. For the purposes 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 peer-to-peer 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.

Issues
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 of 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 to 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 being 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 ("Policy") balances the needs of students, the intellectual property concerns of its lecturers, 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 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 settings.

**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 public accessible or private accessible location, including network or online environments (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 to the recording of 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 department chair.

- Recorded lectures may not be used in any way against any lecturer or a 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 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 video 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.

Faculty 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 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 of 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 involves 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 issued 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 & Detection of Red Flags:**
A “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; and
- 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, changing 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 action 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 students and other individuals when they open and/or access their Covered Accounts:
- Appropriate identifying information (e.g., photo identification, date of birth, academic status, user name 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 this 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 environments, 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. Monday through 4:30 p.m. 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.

<table>
<thead>
<tr>
<th>Withdrawal during the Following time period</th>
<th>Percent of Charges refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before the 1st day of class</td>
<td>100%</td>
</tr>
<tr>
<td>Week 1</td>
<td>75%</td>
</tr>
<tr>
<td>Week 2</td>
<td>50%</td>
</tr>
<tr>
<td>Week 3</td>
<td>25%</td>
</tr>
<tr>
<td>Week 4</td>
<td>25%</td>
</tr>
<tr>
<td>Week 5+</td>
<td>0%</td>
</tr>
</tbody>
</table>

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 contracting 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 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, he/she 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 a 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 Dean of 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 a reasonable accommodation; is out of control and the individual does not take effective 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; 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 Dean of 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 Chancellor at (712) 279-3149. The decision of the Chancellor 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 via 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 while involved in the clinical setting.
- Respect copyrights 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.

Violations of this policy will result in a review of the incident by 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 of 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 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 (Chancellor, Department Chair, Student and Administrative Services and/or Enrollment Coordinator) 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 mobile telephones, hand held 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 telephone 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 Department Chair of Student and Administrative 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, evacuation, 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 Department Chair of Student and Administrative 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 communication such as TV, radio, media outlet websites, college website, and a message on the college’s main telephone number at (712) 279-3149.

STUDENT ACADEMIC AND NONACADEMIC APPEAL/GRIEVANCE PROCESS

Recognizing that differences of opinion occur throughout working relationships, the student academic appeal/grievance procedure is the mechanism through which differences are resolved. An appeal/grievance is defined as any complaint or feeling of unfair treatment among students or between students and faculty.

The purposes of this procedure are to contribute toward developing mutual respect, to foster equitable communication, and to achieve reconciliation between the parties involved. It is to provide a systematic means of settlement.

All steps of the grievance procedure must be completed in the proper sequence and by the listed timeframe to be considered valid. If a resolution of the grievance is obtained in any given step that resolution is considered final.

Process

Step 1:
The student discusses the situation with the individual(s) involved and the Department Chair. This discussion/conference must be scheduled within ten (10) business days of the occurrence or no later than ten (10) business days after semester/term grades are postmarked if the grievance relates to information not known by the student until the end of the semester/term. It is encouraged that communication be open and direct; attempting to achieve a mutually agreeable resolution to the situation.
Step 2:
If satisfactory resolution is not achieved with Step 1, the student must submit the complaint in writing no later than ten (10) business days to the Dean of Student Services who informs the Chancellor, or designee of the nature of the grievance appeal. If the grievance involves the Dean of Student Services, the written grievance/appeal goes directly to the Chancellor, or designee.

The written complaint must be as complete and specific as possible and include the following: 1. What is the nature of the complaint, 2. Who are the involved parties, 3. What were the dates of the occurrences, 4. What is the expected outcome. It is important to be as complete as possible. The Chancellor, or designee, appoints a Chairperson for a grievance committee, the committee members, and makes all parties aware of the grievance within five (5) business days of the receipt of the grievance. The committee is comprised of faculty and staff who are not involved in the appeal and who do not have a direct report relationship with anyone else on the committee. The total number of committee members, including the Chairperson will be an odd number.

Once the committee is named, the Dean of Student Services will forward the written complaint to the Chairperson. The Chairperson will forward all grievance documents to the committee members and the involved parties. The Chairperson will request any necessary documentation from the named parties to assist in the investigation of the complaint.

The Chairperson schedules a conference with the involved parties and the committee within five (5) business days of the naming of the committee. The purpose of the conference is to discuss the grievance/appeal, obtain information from the parties involved, and attempt to achieve a mutually satisfactory resolution. Each party involved may elect to be accompanied by an advocate from the College and/or Medical Center to assist in presentation of information. In addition, the Dean of Student Services may also serve as a student advocate and will be present during the committee proceedings if requested by the student. The advocate’s name must be shared with the Chairperson prior to the meeting. The advocate will have no voting privileges. The Chair of the committee will have no voting authority except in cases of an impasse. The Committee will have up to five (5) business days to render its decision and communicate to the parties involved and the Dean of Student Services. Decisions will be communicated to all involved parties in written form on College Letterhead and delivered to the student as a certified letter. Chairperson may send a copy of the letter via email.

Step 3:
If satisfactory resolution is not achieved by either party in Step 2, the dissatisfied party must make a written appeal to the Chancellor within five (5) business days of the delivered written committee decision. The written appeal must include why they want to have their case reviewed by the Chancellor and the expected outcome. After review of all information and discussion with involved individuals, the Chancellor shall render a written decision within five (5) business days of the receipt of the appeal.

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: Dean of Nursing, Dean of Health Sciences or the Dean of 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 known

Information about complaints will be shared with accreditors, but individual 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 an 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 tests 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 Department Chair, Student and Administrative Services of the College. Department Chair, Student and Administrative Services will then refer the individual to an appropriate agency for professional evaluation. The findings of the evaluation must be submitted to the Department Chair, Student and Administrative 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 Department Chair, Student and Administrative 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.

**Resources for Substance Issues**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Luke’s Employee Assistance Program (OASIS)</td>
<td>(712) 279-7070</td>
</tr>
<tr>
<td>The Center for Siouxland</td>
<td>(712) 252-1861</td>
</tr>
<tr>
<td>Boys and Girls Home and Family Services</td>
<td>(712) 293-4700</td>
</tr>
<tr>
<td>Jackson Recovery Centers</td>
<td>(712) 234-2300</td>
</tr>
<tr>
<td>Mercy Medical Center</td>
<td>(712) 279-2940</td>
</tr>
<tr>
<td>Siouxland Mental Health Center</td>
<td>(712) 252-3871</td>
</tr>
</tbody>
</table>

**Legal Sanctions**

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>The maximum 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)</td>
</tr>
<tr>
<td>Iowa</td>
<td>The maximum 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, 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).</td>
</tr>
<tr>
<td>Sioux City</td>
<td>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.</td>
</tr>
</tbody>
</table>

*subject to federal, state, and local changes

**Health Risks of Substance Abuse**

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

<table>
<thead>
<tr>
<th>Substance</th>
<th>Physical Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>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, leukopenia, thrombocytopenia, infertility, aggression, mood changes, slurred speech, incoordination, nystagmus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substance</th>
<th>Psychological Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>Loss of inhibitions and concentration, impaired judgment, blackouts, decreased social and occupational functioning.</td>
</tr>
</tbody>
</table>
### Central Nervous System Stimulants

<table>
<thead>
<tr>
<th>Physical Effects:</th>
<th>Tremors, anorexia, hypertension, tachycardia, myocardial infarction, ventricular fibrillation, sudden death, pulmonary hemorrhage, bronchiolitis, pneumonia, rhinitis, constipation, difficulty urinating, elevated body temperature, diapeded pupils, weight loss, weakness, respiratory depression, chest pain, seizure, coma.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Effects:</td>
<td>Insomnia, paranoia, hallucinations, aggression, hypervigilance, anxiety, impaired judgment, confusion.</td>
</tr>
</tbody>
</table>

### Hallucinogens

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

### Cannabis

<table>
<thead>
<tr>
<th>Physical Effects:</th>
<th>Tachycardia, hypotension, obstructive airway disorder, infertility, tremors, muscle rigidity, conjunctival redness, panic reaction, poor motor coordination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Effects:</td>
<td>Disorientation, impaired judgment, decreased memory and learning, amotivational syndrome, anxiety.</td>
</tr>
</tbody>
</table>

### Opioids

<table>
<thead>
<tr>
<th>Physical Effects:</th>
<th>Sedation, respiratory depression, pinpoint pupils, vomiting, hypotension, slurred speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Effects:</td>
<td>Mood changes, decreased sexual pleasure, apathy, impaired judgment, decreased memory.</td>
</tr>
</tbody>
</table>

### Sedative/Hypnotics

<table>
<thead>
<tr>
<th>Physical Effects:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Effects:</td>
<td>Aggressiveness, impaired social functioning, mood changes, impaired judgment.</td>
</tr>
</tbody>
</table>

### Inhalants

<table>
<thead>
<tr>
<th>Physical Effects:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Effects:</td>
<td>Belligerence, assaultive, impaired judgment.</td>
</tr>
</tbody>
</table>


### 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 and all forms of tobacco use is not allowed on St. Luke’s College property. Smoking is considered to be the inhaling, exhaling, burning or carrying any lit cigar, cigarette, pipe, other tobacco product in any manner in any form, including chewing tobacco.

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 learning skills. Free tutoring is offered at the request of the student. Any student experiencing academic difficulties may request tutoring through Student Services personnel.

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 www.pin.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 the FASFA:
- Fill out the FASFA form as soon as possible 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 1 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 Data 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 this 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 corrections 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 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 you qualify for and the amounts you are eligible to borrow.

Information regarding financial aid procedures, eligibility, and available funds can be found at 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, Suite 410
Sioux City, Iowa 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 accounts one week before the first day of classes and up to two weeks following the first day of classes. Outside of 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 debit/credit card purchases and student tuition account charges 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.

**St. Luke’s Bookstore hours are as follows:**
- Monday-Friday 8:00 am – 4:00 pm

**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 10 am.

**COLLEGE AWARENESS COMMITTEE**
The College Awareness Committee is formed with faculty and staff at the College. The purpose of this committee is to bring awareness to the campus community on such topics as: substance abuse, sexual violence, and self-defense courses (such as ALICE training). In addition, the committee’s intentions are to increase professional and personal growth for the students in areas such as: interview skills, budgeting, stress relief, health and wellness. A suggestion box is available in Student Services for topics/programs students would like to see on campus.

**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.

It is the student’s responsibility to check their College e-mail regularly for these communications. Computers in the Library are available to students to check their email.

**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 posted here.

St. Luke’s Library offers a Student Corner bulletin board for students to post notices of books and materials for sale or to buy and other College-related information. See Library staff for more information about the Student Corner.

All students must have notices approved by a College staff member before they are posted. Each notice should be typed and have the post date 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 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 portal throughout the year to ensure that 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 Purposes of the College and the Statement 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 program syllabi.

COMPUTER LAB GUIDELINES

Location
The computer lab is located in the library which is available to all UnityPoint Health- St. Luke’s employees and students.

Computer Lab Hours
The computer lab is open the following days and times during the school year:

- Monday - Thursday 7:30 am – 7:00 pm
- Friday 7:30 am – 4:00 pm
- Saturday and Sunday Noon – 5:00 pm

Contact the library for hours during holidays, summer and semester breaks.

Policy Statements
Use of the computer lab is governed by UnityPoint Health- St. Luke’s policy.

Scheduling Use
Generally, use of computers is available on a first come, first served 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 lifetimes. When substance abuse problems, marriage or family concerns, financial or other personal situations develop, College employees and students are provided assistance through Oasis for themselves or family members.

Oasis, 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 the Oasis Counselor at 279-7070. The first three meetings are at no charge.

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.
A student desiring counseling can contact the Department Chair of Student and Administrative Services. Any information gained within a counseling relationship will be kept confidential unless the welfare of the individual or others is threatened. For instances where the Department Chair of Student and Administrative Services is unable to be of professional assistance, the individual will be referred to the Oasis Counselor who provides confidential counseling. Students may contact this person directly at 279-7070 and can expect a call back within 24 hours. Students may also contact any hospital chaplain (through the Medical Center operator at 279-3500) for counseling services.

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 Department Chair of Student and Administrative Services if appropriate. Students are also invited to stop in the office of the Chancellor 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 be 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 admission requirements.

**Definitions:**

- **Individual with a 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 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 Dean of 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 2800 Pierce St, Suite 410.
Students should make accommodation requests to the Dean of 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 Dean of Student Services.

Responsibility of the Student:
- Initiate the request process with the Dean of 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 Dean of Student Services.

Disclosure of Disability and Request for 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 Dean of 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 extenuating circumstances exist.
- Faculty/professional staff may, in collaboration with the student, refer the student to the Dean of 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 member 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 assistant 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 a 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/notes 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 Dean of 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 needs of the students, the requirements of the learning task, the course standards and essential requirements, and the educational environment.
- The determination of an appropriate and reasonable accommodation 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 Dean of Student Services has been designated by the College, and its administration, as the principle person with the responsibility/authority to determine disability-related accommodations.
- The College need not give primary consideration to a specific accommodation request by a student. However, based on the legislative history of the ADA, the Dean of 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 Dean of 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 Dean of Student Services is responsible for the implementation of the accommodation identified by the Dean of Student Services. Faculty and staff are required to support approved accommodations.
- Faculty will be notified of approved accommodations through a written letter from the Dean of 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 Dean of 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 necessarily 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

<table>
<thead>
<tr>
<th>HIGH SCHOOL ACCOMMODATIONS AND SERVICES</th>
<th>COLLEGE ACCOMMODATIONS AND SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools provide non-academic personal services</td>
<td>The College has no obligation to provide services of a personal nature</td>
</tr>
<tr>
<td>Appropriate services are provided by the school health service</td>
<td>The student meets with Dean of Student Services to discuss the disability and accommodations needed</td>
</tr>
</tbody>
</table>
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 reasonable 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 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 Dean of 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 Dean of Student Services is encouraged to schedule a meeting with the Dean to explore other options or resolved the matter informally.
- A student who disputes the determination by the Dean of Student Services regarding the existence of a disability or denial of an accommodation may file a written complaint with the Chancellor within thirty (30) calendar days of the date of the Dean of Student Services determination. The decision of the Chancellor shall be final.

Temporary Disabilities:
- St. Luke’s College recognizes that individuals with temporarily disabling conditions that are 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 treatments.
- 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 the estimated duration of the condition has expired.

The Dean of 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 Dean of 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 provisions 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 another 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 or 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 services 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 volume 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 who 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 the funds.

**Federal Pell Grant— based on financial need**
Federal Pell Grants are awarded to high need undergraduate students. The awards are determined based on a federal formula. Students must be enrolled in at least three credits in a degree program to be eligible. Maximum award is $5920 for 2017-2018.

**Federal Supplemental Education Opportunity Grant (SEOG) – based on financial need**
Federal Supplemental Education Opportunity Grants are awarded to students that qualify for the Federal Pell Grant and have completed a financial aid file by March 15 have the highest priority. The SEOG program is funded directly through St. Luke’s College by the U.S. Department of Education. Awards range from $350 - $700 for 2017-2018.

**Federal College Work-Study Program (CWSP) – based on financial need**
The Federal College Work-Study Program provides part time jobs during the academic year. These jobs are on the college campus and non-profit off campus community service areas. 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 for 2017-2018.
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, 2016 and June 30, 2017 is 3.76%. Loans disbursed between October 1, 2016 and September 30, 2017 the origination fee is 1.069%. 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 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, 2016 and June 30, 2017 is 3.76%. Loans disbursed between October 1, 2016 and September 30, 2017 the origination fee is 1.069%. 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 degree programs. 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, 2016 and prior to June 30, 2017 is 6.31%. Loans disbursed between October 1, 2016 and September 30, 2017 the origination fee is 4.276%. Repayment begins within 60 days of final disbursement. Additional paperwork is required.

**For more information on the Federal Direct Loans please visit the direct loan website at https://studentaid.ed.gov/sa/

Federal Nursing Education Loan Repayment Program
The Nursing Education Loan Repayment Program is available to all students that have received baccalaureate or associate degrees in nursing, diplomas in nursing or graduate degrees from accredited schools of nursing. For additional information please visit www.hrsa.gov/loanscholarship

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 on or before July 1, enroll in at least three credit hours at a private institution in Iowa and have financial need. Full time maximum award is currently $565 for 2017-2018. 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 Educational Assistance Grant - 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 Foster Care Grant
Students who age out of Iowa’s foster care system, age out of the State Training School, or who are adopted after the age of 16 may qualify for the All Iowa Opportunity Foster Care Grant program. Grant amounts are up to $9010. Funds do not need to be repaid.

All Iowa Opportunity Scholarship
The All Iowa Opportunity Scholarship (AIOS) is a state-funded scholarship program for students who do well in high school and demonstrate financial need. Recipients of the AIOS who attend a private or state university can receive the scholarship for one year. The 2017-2018 maximum award is $8550. Funds do not need to be repaid.

GEAR UP Iowa Scholarship
The GEAR UP Iowa Scholarship provides awards of up to $2600 per year to students who are 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. Funds do not need to be repaid.

Robert D. Blue Scholarship
The Robert D. Blue Scholarship, named after the former Iowa governor, provides funds ranging from $500 - $1000 to Iowa students who demonstrate literary and scholastic ability; exhibit qualities of truth, courage, and fellowship; and display moral force of character. Applicants for this scholarship can be current high school seniors or students already enrolled at an Iowa college or university. Funds do not need to be repaid.

Iowa Registered Nurse and Nurse Educator Loan Forgiveness Program
The Iowa Registered Nurse and Nurse Educator Loan Forgiveness Program is available to nurse educators who hold master’s, specialist or doctorate degrees and are employed at eligible Iowa colleges and universities; or registered nurses employed as nurses in Iowa. The individual has to be first employed as nurse educators or registered nurses in Iowa no earlier than July 1, 2007. Visit www.iowacollegeaid.gov for additional information.

Alternative Programs
• College Tuition Grant Program for Employees and Dependents of a UnityPoint Health facility
  o This opportunity is available to employees of UnityPoint Health to further their education. This opportunity may also be extended to the employee’s eligible spouse and/or a legal dependent who is under the age of 25. They must be approved for admission to a UnityPoint Health College program and complete an application to request assistance each semester of enrollment. For additional criteria please visit the Human Resource Department at a UnityPoint Health facility.

• Deferred Payment Plan
  o 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 plan allows a student to make payments in three equal monthly installments. The student must obtain deferred payment approval from the 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 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.
• **UnityPoint Health Employee Tuition Discount**
  - An employee of UnityPoint Health and hospitals that have management or affiliation agreements with a UnityPoint Health senior affiliate who is employed at a 0.50 FTE or more will receive a 25% discount in tuition while enrolled in the Bachelor in Health Science degree completion program or the Bachelor of Science in Nursing degree completion program at St. Luke’s College.

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.

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

**Procedure**

- 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 he/she is employed by a qualifying UnityPoint Health affiliate.
- Employment will be verified through the Human Resources Department of their employer each semester prior to the application of the discount.
- 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.
- 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 he/she may be eligible.

**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 of your other options including St. Luke’s College 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. Additional paperwork is required.

**Loan Funds**

Loan funds will be distributed 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](http://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 distributed 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 to 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 item 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  
Dean, Student Services  
2800 Pierce St, Suite 410  
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 Cafe.

Each participant will receive a card with an initial balance of $500.00 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 Fiscal Services to enroll in a meal plan.

MEALS

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

Weekdays (hot food served)  
6:30 a.m. – 9:30 a.m.  
10:45 a.m. – 1:30 p.m.  
5:00 p.m. – 7:00 p.m.

Weekends/Holidays (hot food served)  
7:00 a.m. – 9:30 a.m.  
10:45 a.m. – 1:15 p.m.  
5:00 p.m. – 7:00 p.m.

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

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

STUDENT ADVISING

At the time of payment of the enrollment fee, an advisor is assigned to each student. The advisor will be a faculty member in the program in which the student is enrolled. 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 resources 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 of 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.

Department chairs, 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 on the 3rd floor in the nursing education area and Suite 408 on 4th floor of the College building. In addition, there are smaller areas for studying located throughout the college building, such as 2nd floor library and Suite 408. 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 an open door format for all to use at their convenience. The room is located on the 3rd floor of the College in room 340.

**STUDENT GUIDE TO ST. LUKE’S LIBRARY**

**Website**
http://library.stlukes.org

**Location**

**Library Services and Resources for Students**
St. Luke’s Library staff is focused on helping you succeed in your educational journey at St. Luke’s College. From providing you with a hot cup of coffee your first day of class to helping you create an eye-catching resume that lands
you your dream job, the staff will provide you with support and resources you need. Stop by the library to check out all it has to offer, including:

- Computer Lab with computer access
- Individual and group study areas
- A large collection of journals and books and an expansive online database to enhance your education
- 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 PowerPoint and others
- Free coffee and hot chocolate, plus treats during holidays, finals week, and "just because"

**Library Use**

In order to increase the access to information, St. Luke’s shares resources and access with other Sioux City libraries, including Western Iowa Tech Community College, Morningside College, Briar Cliff University, the Sioux City Public Library, the Sioux City Community School District libraries, and the Mercy Medical Center Library. Those libraries will honor your current St. Luke’s nametag along with a drivers’ license. With certain restrictions, you 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 will assist those cooperating libraries in recovering materials lost or damaged by our employees or students. St. Luke’s Library reserves the right to revoke borrowing privileges for any employee or student who abuses those privileges.

**Library and Computer Lab Hours**

The library and computer lab are open the following days and times during the school year:

- Monday – Thursday 7:30 am – 7:00 pm
- Friday 7:30 am – 4:00 pm
- Saturday and Sunday Noon – 5:00 pm

Contact the library for hours during holidays, summer and semester breaks.

**Reference Books**

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

**Locating Journal Articles**

St. Luke’s Library staff is available to help you navigate in-library and online journals to identify and access articles as needed for your study.

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 library; check with library staff for off-site log-in information).

**The EBSCO Online Research Tool** provides access to 30 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 a librarian.

**Medline** is the U.S. National Library of Medicine® (NLM) premier bibliographic database that contains more than 22 million references to journal articles in life sciences with a concentration on biomedicine. Records are indexed with NLM Medical Subject Headings (MeSH®).

**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.
Health Source Nursing-Academic is an index that yields citations to journal articles as well as complete journal articles, pamphlets, and excerpts from textbooks and dictionaries.

General education topics like ethics, psychology, and English are best searched in Academic Search Elite. Like other EBSCO Databases, Academic Search Elite provides some citations to journal articles as well as some full-text copies of journal articles.

Interlibrary Loan
St. Luke’s Library cannot contain all of the journals necessary for a college student, but that does not mean other journal articles are not available. Another library in Sioux City may have what you are looking for. If a journal is not available at St. Luke’s, it can often be obtained from another local library.

If a journal is not available in Sioux City, you 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 Library. See any library staff member for details.

Library Holdings
The library collects materials for use by students of 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 library staff member.

Journals are not available for checkout. Most books check out for three weeks. The library asks your assistance in making sure that all books and videos are returned to the library on or before their due date. While no fines are assessed, you will be billed for any materials you check out and do not return.

Journals
Journals are shelved alphabetically by title and arranged chronologically. Journals are not able to be checked out but a copy machine is available in the Library.

Books
The library book collection is arranged according to a blend of the National Library of Medicine and Library of Congress classification systems. To identify books available on a subject or by title and author, use the online catalog available from the library home page (http://library.stlukes.org)

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 Library.

Copy Machine
A copy machine is available in the library. 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, U.S. Code, Copyright Law of the United States, available online at www.copyright.gov or by request from St. Luke’s Library.

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

STUDENT HEALTH PROGRAM

Availability of Services
Located in the College Building, Suite 410, (712) 279-3964
Hours: Available hours will be posted each semester.
If medical assistance is needed outside of these hours please see your regular physician or an appointment may be made with:

Riverside Occupational Health Clinic
4230 War Eagle Drive
(712) 224-4339
Monday through Friday, 8:00 am -5:00 pm

Sunnybrook Clinic
5885 Sunnybrook Drive
Monday through Friday, 8:00 am – 5:00 pm

Office visit cost is $25.00. College ID and payment are required at the time of your visit.

**Student Health Nurse Services**
(Prices are subject to change)

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB testing and Interpretation</td>
<td>$13.00</td>
</tr>
<tr>
<td>Vaccinations:</td>
<td></td>
</tr>
<tr>
<td>Influenza</td>
<td>$20/injection</td>
</tr>
<tr>
<td>MMR</td>
<td>$60/injection</td>
</tr>
<tr>
<td>Tetanus/DT</td>
<td>$28/injection</td>
</tr>
<tr>
<td>Tdap/Adacel</td>
<td>$44/injection</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>$44/injection</td>
</tr>
</tbody>
</table>

| Titers drawn for:               |       |
| Hepatitis B                     | $45/test |
| MMR                             | $120/test |
| Varicella                       | $62/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 an 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 off 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 through Friday to assist students with health problems. The Student Health Nurse can be contacted through 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 calling 279-3333 or toll-free 1-877-242-8899. Its purpose is to answer health-related questions for the general public.
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, Student Services staff members, Department Chairpersons, Chancellor 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 Department Chairperson and 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 patients 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 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

<table>
<thead>
<tr>
<th>IMMUNIZATIONS</th>
<th>REQUIREMENT</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>1. Positive blood test for varicella zoster antibody IgG or</td>
<td>Attach record of positive IgG test results or</td>
</tr>
<tr>
<td></td>
<td>2. Two varicella vaccines at least 30 days apart</td>
<td>Attach copy of official record of two varicella vaccines</td>
</tr>
<tr>
<td>Tetanus, Diphtheria, Pertussis</td>
<td>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 10 yr. intervals.</td>
<td>Attach copy of official record of Tdap vaccine.</td>
</tr>
<tr>
<td>Measles, Mumps, Rubella (MMR)*</td>
<td>1. Two MMR vaccines or</td>
<td>Attach copy of official record of two MMR vaccines or</td>
</tr>
<tr>
<td></td>
<td>2. Positive blood test for measles, mumps, and rubella titer</td>
<td>Attach record of positive measles, mumps and rubella titer results</td>
</tr>
<tr>
<td>Tuberculin Skin Test</td>
<td>1. Two negative Mantoux skin tests at least two weeks apart completed within the three months immediately proceeding the start of your first class at St. Luke’s College or</td>
<td>Attach record of two negative skin tests for TB (Mantoux) occurring as described in the requirement column, and read by a qualified health care provider 48-72 hours after each injection or</td>
</tr>
<tr>
<td></td>
<td>2. Record of 2 negative TB skin tests by the Mantoux method in the past 12 months. The second TB skin test must be completed before the start of your first class at St. Luke’s College or</td>
<td>Attach record of two negative skin tests for TB (Mantoux) occurring as described in the requirement column, and read by a qualified health care provider 48-72 hours after each injection or</td>
</tr>
<tr>
<td></td>
<td>3. If there is history of a positive Mantoux skin test, provide chest x-ray results within the last three months and documentation of medical treatment for TB</td>
<td>Attach official report of chest x-ray within the last three months and record from health care provider confirming treatment for TB (date must be specified)</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Highly recommended, for all students</td>
<td>Provide official documentation.</td>
</tr>
</tbody>
</table>
**Seasonal Flu Vaccine**

Annual single dose vaccination will be given through St. Luke’s College in the fall. Provide official documentation if you received the flu vaccine other than St. Luke’s College.

*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 Record 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 class or clinical assignment.
- All health care charges including physical examination, Outpatient/Emergency Department fees, treatments, medical supplies, medications, 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 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 contact the Student Health Nurse 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 the 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 library and a meal discount at the cafeteria.

If you misplace this ID badge you will need to 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](http://www.stlukescollege.edu)

Course information may be posted by the faculty through the portal. In addition, students are responsible to view their own information in the portal such as outstanding documents needed by the college under Document Tracking, access their tuition bill by selecting 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 of 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 full-time 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 Stafford 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 the Fiscal office. 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.

Throughout the year, organizations offer scholarships of varying amounts to the students of 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 record 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.)

<table>
<thead>
<tr>
<th>Possession of illegal drugs</th>
<th>Sale of illegal drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st offense</td>
<td>1 year from date of conviction</td>
</tr>
</tbody>
</table>
2nd 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 a 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 located in the dining room area of the Park View Café.

**WIRELESS INTERNET ACCESS**

St. Luke's College has wireless service available for its students and visitors. Wireless service is also available to patients and visitors of the hospital. To access the network, find the wireless service called "IHS Guest WiFi," and open a browser.
CLINICAL REQUIREMENTS

B.L.S. CERTIFICATION FOR STUDENTS

All 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 are 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. If the course is not taken at St. Luke’s, the students must submit a copy of his or her 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 testing
- Additional background checks
- Additional health screen and immunizations
- The department chairperson 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 of 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’ as it pertains throughout the policy which states:

All information regarding patients 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 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 misconduct and gross violation can result in immediate termination.

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 Resources Department if this involves and employee.
• The department director/manager is responsible for investigating the circumstances surrounding the violation. Areas to be investigated shall include, but not be limited to, the following:
  • Determining whether the violation was intentional or accidental.
  • The impact upon the Health System (including public confidence as well as financial impact).
  • The employee's or student's history of previous violations.
  • The department director/manager will review the results of the investigation with a representative of the Human Resources 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 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 may 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 day 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 personal 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 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.

Clinical uniform will consist of the following (no embroidery or adornment will be allowed on items unless approved by Department Chair of program):
  • Royal blue pant and shirt
  • White socks and shoes (predominately white, leather or vinyl shoes, toes, and heels must be closed)
  • 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 records, 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 prevent 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 Department Chairperson.

- 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 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 precautions in every clinical setting.

A student or patient with a compromised immune system may be at an increased risk of acquiring an infectious disease. Removal of the ill student from the clinical setting is 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 INSERVICES

Students are required to attend mandatory in-services (face to face at orientation, net learning modules, classroom setting, etc.) on the following topics:
- 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
- IMPACC
- FOCUS Values and Standards of Behavior
- Patient Experience and AIDET
- St. Luke’s College Orientation and Handbook
- Radiation Safety (Required of all radiology technology students)
- MRI Safety (Required of all radiology technology students)
- Students working with UnityPoint Health –St. Luke’s electronic medical record keeping system will be assigned computer-based modules as well as be required to complete a class. Any student that does not attend a scheduled class and a makeup session must be scheduled to complete the training requirement may be assessed a charge of up to $250.
- Other training that is determined mandatory by UnityPoint Health - St. Luke’s and/or St. Luke’s College

STUDENT VARIANCE REPORT INSTRUCTIONS

- A Student Variance Report is to be made out by the student and instructor on any incident involving the student and a patient, employee, visitor, such as needle stick, medication error, bloodborne pathogen exposure, etc.) or unusual occurrence (i.e. fire hazards, loss or breakage of expensive equipment).
• When necessary, an institutional variance report is also completed by the student and instructor and submitted to the institution’s Department Manager within 24 hours. The Manager takes responsibility for submitting it to the appropriate departments.

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 students enrolled in the program will have some out of town clinical rotations at some time in their program of study. This will involve out of town travel and may require some overnight stays.
• The cost of travel and/or lodging is the student’s responsibility.
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, a 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 of St. Luke’s College have rights and responsibilities in regard to 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 a 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 the 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).

Note: See explanation below for the change in how sex offenses are reported. The categorization for reporting sex offenses changed in 2014.

<table>
<thead>
<tr>
<th>Crime Statistics Reporting</th>
<th>On-Campus Property</th>
<th>Non-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Negligent Manslaughter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0
Sex Offenses- Forcible | 0 | * | 0 | 0 | * | 0 | 0 | * | 0
Sex Offenses- Non-Forcible | 0 | * | 0 | 0 | * | 0 | 0 | * | 0
Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0
Aggravated Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0
Burglary | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0
Motor Vehicle Theft | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0
Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1
Arrest: Weapons: Carrying, Possessing, etc. | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0
Arrests: Drug Abuse Violations | 0 | 0 | 0 | 0 | 19 | 4 | 5 | 0 | 0
Disciplinary Referrals: Drug Abuse Violations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0
Arrests: Liquor Law Violations | 11 | Includes individuals in the hospital lobby, patients of the hospital or person visiting patients | 10 | Includes individuals in the hospital lobby, patients of the hospital or person visiting patients | 0 | 0 | 0 | 0 | 2 | 0 | 1
Disciplinary Referrals: Liquor Law Violations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0

Hate Crime Statistics Reporting

<table>
<thead>
<tr>
<th>Offense</th>
<th>On-Campus Property</th>
<th>Non-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
</table>
| No Hate Crimes were Reported | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0

Violence Against Women Statistics Reporting

<table>
<thead>
<tr>
<th>Offense</th>
<th>On-Campus Property</th>
<th>Non-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
</table>
| Domestic Violence | * | 1 | 0 | * | 0 | 0 | * | 0 | 0
| Dating Violence  | * | 0 | 0 | * | 0 | 0 | * | 0 | 0
| Stalking         | * | 1 | 0 | * | 0 | 0 | * | 0 | 0

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 purposes, including residence halls; and
  - Any building or 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 schools 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**

In order 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 responsibilities 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 a 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 bathe 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: 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 a 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 offer assistance to 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 to 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.

Toward 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 specified 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 the 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 relating 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 “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 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 cracks 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:
  o Closest to danger
  o Ambulatory patients
  o Wheelchair patients
  o Bedridden patients
  o 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 is 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 the stairs.

Upon Notification of a Fire Alarm or Drill in Classrooms, Offices, and Lounges:
• Follow R.A.C.E. (Rescue, Alarm, Confine, Extinguish) instruction. Remain calm and do not shout.
• Close all doors and windows in the area. Turn on lights in 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 or 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 smoking or the 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 your 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 doors 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 participating 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 reasonably 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), in order 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
- **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 the child. The 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
Effective January 1, 2010, all employees and students are considered mandatory reporters and must complete two (2) hours of training related to identification of child abuse within 90 days of initial employment and thereafter at least every five years in accordance with State laws for mandatory reporters. This training includes:

- Prevention, intervention, and detection
- Services provided through the Employee Assistance Program and Wellness Center
- The elements of abuse and neglect
- Procedure for reporting possible abuse to the DHS or IDIA (Iowa Department of Inspection and Appeals)
- Legally and ethically appropriate behavior as defined by St Luke’s Regional Medical Center policies

Training records shall be maintained in NetLearning

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 a sexual offense with or to a child pursuant to chapter 709, section 762.2, or section 728.12, subsection 1, as a result of the acts or omissions of the person responsible for the care of the 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 beliefs 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 consequence of the acts or omissions of the person responsible for the care of the 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 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 as indicated in 3 below 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 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 a 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 a report shall report such harassment or penalty to Chief Compliance Officer or 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 I 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 Chancellor of the College or designee in the event of a 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 Chancellor or designee. If the College ceases operation, then:
      i. The Chancellor or designee will coordinate student, faculty and staff involvement from the College front office recording numbers of staff and students available for assignment.
      ii. All available faculty and staff will report to the College front office for assignment by the Chancellor or designee.
      iii. All students and faculty on the clinical area will remain in the area and be the responsibility of the Managers or their agents.
      iv. All available students not on clinical assignment will report to the College building 3rd floor main lobby for assignment by the Chancellor or designee.
      v. The Chancellor 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:
      i. The Chancellor or designee will coordinate student, faculty and staff involvement from the College front office recording numbers of staff and students available for assignment.
      ii. All available faculty and staff will report to College front office for assignment by the Chancellor or designee if on duty and if off duty will report if called in.
      iii. All available students not on clinical assignment will report to the College building 3rd floor main lobby for assignment by the Chancellor or designee.
      iv. The Chancellor 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 Chancellor or designee will assign members to begin 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 Chancellor or designee will contact Security and implement the internal mass casualty policy.
NON-DISCRIMINATION AND ANTI-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 discrimination on the basis of sex. The College considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual harassment, whether verbal, physical, or visual, that is based on sex is a form of prohibited sex discrimination and sexual violence is a particularly severe form of sexual harassment. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.

II. SCOPE
This policy applies to administrators, faculty, and other College employees; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the College’s educational programs and activities, including third-party visitors on campus (the “College Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence when the complainant and alleged perpetrator are members of the same or opposite sex and it applies regardless of national origin, immigration status or citizen status. The College’s prohibition on sex discrimination, sexual harassment and sexual violence extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, athletics, housing, and student services.

The College has jurisdiction over complaints alleging sex discrimination, sexual harassment, and sexual violence when the conduct occurs on campus or on any other property owned by the College, during or at an official College program or activities (regardless of location), or off campus when the conduct creates a hostile environment on campus. The College will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrent of sex discrimination and remedy its effects.

III. TITLE IX STATEMENT
It is the policy of the College to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the College’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The College has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

Danelle Johannsen
Dean, Student Services
2800 Pierce St, Suite #410, Sioux City, IA  51104
(712) 279-3377
Danelle.Johannsen@stlukescollege.edu

A person may also file a complaint of sex discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

IV. SEXUAL HARASSMENT
A. Definition of Sexual Harassment

Sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute sexual harassment when:

• Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual’s employment or education
• Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
• Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment

B. Examples of Sexual Harassment

1. Some examples of sexual harassment include:
   • Pressure for a dating, romantic, or intimate relationship
   • Unwelcome touching, kissing, hugging, or massaging
   • Pressure for sexual activity
   • Unnecessary references to parts of the body
   • Sexual innuendos or sexual humor
   • Obscene gestures
   • Sexual graffiti, pictures, or posters
   • Sexually explicit profanity
   • Asking about, or telling about, sexual fantasies
   • E-mail and Internet use that violates this policy
   • Sexual violence (as defined below)

Further examples of sexual harassment may be found in the Frequently Asked Questions (see below).

C. Sexual Violence

2. The Definition of Sexual Violence

   Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity or because of his or her youth.

3. Examples of Sexual Violence

   Some examples of sexual violence include:
   • Rape or sexual assault, sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent
   • Unwilling sexual penetration (anal, vaginal, or oral) with any object or body part that is committed by force, threat, or intimidation
   • Sexual touching with an object or body part, by a man or woman upon a man or woman, without consent
   • Sexual touching with an object or body part, by a man or woman upon a man or woman, committed by force, threat, or intimidation
   • Prostituting another student
   • Non-consensual video or audio-taping of sexual activity
   • Knowingly transmitting a sexually transmitted disease to another

   Further examples of sexual violence may be found in the Frequently Asked Questions (see below).

D. Sexual Misconduct

Collectively, sex discrimination, sexual harassment, and sexual violence will be referred to as "sexual misconduct" throughout the remainder of this policy and the complaint resolution procedures.
E. Definition of Consent

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act of statement by each participant. Consent is not passive:

- If coercion, intimidation, threats, and/or physical force are used, there is no consent.
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs, such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
- Warning signs of when a person may be incapacitated due to drug and/or alcohol use include: slurred speech, falling down, passing out, and vomiting.
- If a person is asleep or unconscious, there is no consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent may be withdrawn. 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.
- Effective consent may not exist when there is a disparity in power between the parties (e.g. faculty/student, supervisor/employee).

F. Domestic Violence, Dating Violence, and Stalking

The crimes of Domestic Violence, Dating Violence, and Stalking can also constitute sexual misconduct when motivated by a person’s sex. These crimes, no matter the motivation behind them, are a violation of this policy.

1. Domestic Violence

“Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a 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 similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

- Under Iowa law, domestic violence is defined as “domestic abuse assault”. The statues discussing Iowa’s prohibition of domestic abuse assault can be found in Sections 708.1, 708.2A, and 236.2 of the Iowa Code.

2. Dating Violence

“Dating violence” means violence committed by a person:

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
   i. The length of the relationship,
   ii. The type of relationship,
   iii. The frequency of interaction between the persons involved in the relationship.

- Iowa law does not specifically define dating violence, but conduct of this nature is covered in Section 236.2.2e of the Iowa Code

3. Stalking

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
(A) fear for his or her safety or the safety of others or,
(B) suffer substantial emotional distress

- The definition of stalking under Iowa law can be found in Section 708.11 of the Iowa Code

V. ROLES AND RESPONSIBILITIES

A. Title IX Coordinator

It is the responsibility of the Title IX Coordinator to coordinate dissemination of information and education and training programs to: (1) assist members of the College community in understanding that sex discrimination and sexual harassment are prohibited by this policy; (2) ensure that investigators are trained to respond to and investigate complaints of sex discrimination and sexual harassment; (3) ensure that employees and students are aware of the procedures for reporting and addressing complaints of sex discrimination and sexual harassment; and (4) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures.

B. Administrators, Deans, Department Chairs, and Other Managers

It is the responsibility of administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator to implement education and training programs for employees and students
- Implement any corrective actions that are imposed as a result of findings of a violation of this policy

C. All Employees

It is the responsibility of all employees to review this policy and comply with it.

D. Students

It is the responsibility of all students to review this policy and comply with it.

E. The College

When the College is aware that a member of the College Community may have been subjected to or affected by conduct that violates this policy, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the sex discrimination or sexual harassment. The College will act in accordance with its Complaint Resolution Procedures (see below).

VI. COMPLAINTS

A. Making a Complaint

- **Employees**
  All College employees have a duty to report sexual misconduct to the Title IX Coordinator. This duty does not apply to the employees who maintain confidentiality as described in Section VI.A.3 of this policy.

- **Students and Other Persons**
  Students who wish to report sex discrimination or sexual harassment should file a complaint with the Title IX Coordinator. Students should be aware that all faculty employees, except those who may maintain confidentiality as described in Section VI.A.3 of this policy, have an obligation to report sexual misconduct that they become aware of or witness. Students and other persons may also file a complaint with the United States Department of Education’s Office for Civil Rights, as set forth in Section III above.
• **Confidential Discussions**  
If a victim desires to talk confidentially about his or her situation, there are resources available.

The College has identified the Student Health Nurse, Employee Assistance Program Counselor, and the Clinical Pastoral Education Department Chair, as confidential resources for those who are victims of sexual misconduct. These people are required to keep any information you share with them confidential, and they will not make a report about your situation unless required to do so by law (e.g. if the victim is a minor).

• **Content of the Complaint**  
So that the College has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the College may follow up appropriately.

A complainant will be given a copy of the document title “Explanation of Rights and Options After Filing a Complaint Under the Title IX: Non-Discrimination and Anti-Harassment Policy”.

• **Conduct that Constitutes a Crime**  
Any person who wishes to make a complaint of sex discrimination or sexual harassment that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

• **Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking**  
If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim’s fault. The College recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual violence, domestic violence, or dating violence 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. Victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence.

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:

- contacting parents or a relative
- seeking legal advice
- seeking personal counseling (always recommended)
- pursuing legal action against the perpetrator
- pursuing disciplinary action
- requesting that no further action be taken

• **Vendors, Contractors, and Third-Parties**  
This policy applies to the conduct of vendors, contractors, and third parties. Persons who believe they have been discriminated against or harassed in violation of this policy should make a complaint in the manner set forth in this section.

• **Retaliation**  
It is a violation of this policy to retaliate against any member of the College Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a
Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

- **Protecting the Complainant**
  Pending final outcome of an investigation in accordance with the Complaint Resolution Procedures, the College will take steps to protect the complainant from further discrimination or harassment. This may include assisting and allowing the complainant to change his or her academic, transportation, work, or living situation if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Requests to change an academic, transportation, work, or living situation, or request for the College to take any other protective measure, should be made to the Title IX Coordinator.

If a complainant has obtained a temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator. The College will take all reasonable and legal action to implement the order.

**B. Timing of Complaints**

The College encourages persons to make complaints of sex discrimination and sexual harassment as soon as possible because late reporting may limit the College’s ability to investigate and respond to the conduct complained of.

**C. Investigation and Confidentiality**

All complaints of sex discrimination and sexual harassment will be promptly and thoroughly investigated in accordance with the Complaint Resolution Procedures (see page 14 below), and the College will take disciplinary action where appropriate. The College will make reasonable and appropriate efforts to preserve an individual’s privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the College cannot guarantee confidentiality to those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College’s ability to respond may be limited. The College reserves the right to initiate an investigation despite a complainant’s request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

The Title IX Coordinator is the person responsible for evaluating requests for confidentiality.

**D. Resolution**

If a complaint of sex discrimination or sexual harassment is found to be substantiated, the College will take appropriate corrective and remedial action. Students, faculty, and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, grade penalty of zero (0), restitution for damages, conditional status with requirements for continued enrollment, suspension or termination of a particular privilege, suspension from the College for a period of time, dismissal, demotion, termination, expulsion, or referral for prosecution for violation of the law, or other appropriate institutional sanctions. Affiliates and program participants may be removed from College programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, transportation, work, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

**E. Bad Faith Complaints**

While the College encourages all good faith complaints of sex discrimination and sexual harassment, the College has the responsibility to balance the rights of all parties. Therefore, if the College’s investigation
reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the
knowingly false complaint may be subject to discipline.

VII. ACADEMIC FREEDOM
While the College is committed to the principles of free inquiry and free expression, sex discrimination and
sexual harassment are neither legally protected expression nor the proper exercise of academic freedom.

VIII. EDUCATION
Because the College recognizes that the prevention of sexual misconduct, 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. To learn more about education
resources, please contact the Title IX Coordinator.

FREQUENTLY ASKED QUESTIONS:
1. What are some additional examples of sexual harassment?

Sexual harassment is a form of prohibited sex discrimination. The College's policies protect men and women
equally from sexual harassment, including harassment by members of the same sex. Staff, faculty, and students
are protected from sexual harassment by any other staff, faculty, student, or contractor. Examples of kinds of
conduct that constitute sexual harassment include, but are not limited to, the following:

- Engaging in unwelcome sexual advances
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails or text messages
- Telling unwelcome, sexually-explicit jokes
- Displaying sexually suggestive or lewd photographs, videos, or graffiti
- Making unwelcome and unwanted physical contact, such as rubbing, touching, pinching, or patting
- Making unwelcome and suggestive sounds, such as "cat calls" or whistling
- Commenting on a person's dress in a sexual manner
- Making sexual gestures
- Repeatedly asking someone for a date after the person has expressed disinterest
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for
  a romantic relationship
- Telling another person of one's sexual fantasies, sexual preferences, or sexual activities
- Commenting on a person's body, gender, sexual relationships, or sexual activities
- Using sexually explicit profanity

2. What should I do if I have been sexually harassed?

The College encourages you to report sexual harassment as soon as possible. Ignoring sexual harassment
does not make it go away. And delayed reporting may limit the College's ability to investigate and remedy the
sexual harassment.

If you are a student, you may report sexual harassment to the Title IX Coordinator, the Dean of Nursing or the
Dean of Health Sciences. If you are the victim of sexual harassment that constitutes a crime, the College
encourages you to also file a complaint with local law enforcement and to press charges.

You always have the option to directly confront the person that is harassing you. Sometimes, individuals are not
aware that their behavior is offensive and quickly apologize and change their behavior once it is brought to their
attention. However, you are not required or expected to confront your harasser prior to filing a complaint.

3. What are some additional examples of sexual violence?
Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Examples of kinds of conduct that constitute sexual violence include, but are not limited to, the following:

- The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent
- Having sexual intercourse with a person who is unconscious because of drug or alcohol use
- Hazing that involves penetrating a person’s vagina or anus with an object
- Use of the “date rape drug” to effect sexual intercourse or some other form of sexual contact with a person
- One partner in a romantic relationship forcing the other to have sexual intercourse without the partner’s consent
- Exceeding the scope of consent by engaging in a different form of sexual activity than a person has consented to
- Groping a person’s breasts or groin on the dance floor or at a bar
- Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
- Coercing someone into having sexual intercourse by threatening to expose their secrets
- Secretly videotaping sexual activity where the other party has not consented

4. What constitutes “consent” for purposes of sexual violence?

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent.
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
- Warning signs of when a person may be incapacitated due to drug and/or alcohol use include: slurred speech, falling down, passing out, and vomiting.
- If a person is asleep or unconscious, there is no consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent can be withdrawn. 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.
- Effective consent may not exist when there is a disparity in power between parties (e.g. faculty/student, supervisor/employee).

5. What should I do if I am a victim of sexual violence, domestic violence, dating violence or stalking?

Don’t blame yourself. These crimes are never the victim’s fault. Please contact the Title IX Coordinator as soon as possible for information on options and resources available to you. You may also wish to call local law enforcement (911 if emergency), Iowa Coalition Against Sexual Assault at (515) 244-7424, Iowa Sexual Abuse Hotline (SAH) at 1/800-284-7821, Counsel on Sexual Assault and Domestic Violence at (712) 258-7233 or the National Sexual Assault Hotline at 800-656-HOPE.

If you are the victim of sexual violence, domestic violence, or dating violence, 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. Victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence.
6. Can I make a complaint of sexual violence against my boyfriend or girlfriend?

Anyone can commit sexual violence, even if you and that person are in a romantic relationship. The critical factor is consent. If your boyfriend or girlfriend perpetrates a sexual act against you without your consent, such conduct constitutes sexual violence, and you may make a complaint. This type of conduct and other types of conduct perpetrated by your boyfriend or girlfriend may also be classified as domestic violence or dating violence.

7. What should I do if I am a victim of sexual misconduct perpetrated by someone who is not a College student or employee?

The College’s policies protect you from sexual misconduct by vendors, contractors, and other third parties that you encounter in your College learning, living, and employment environment. If you believe that you have been subject to conduct that violates these policies, you should report the sexual misconduct just as if it were committed by a College student or employee.

8. What should I do if I am a victim of sexual misconduct committed by another student but we are off campus?

It is possible for off-campus conduct between College employees or students to contribute to a hostile working or academic environment or otherwise violate the College’s policies. You may make a complaint of sexual misconduct even if the conduct occurs off-campus.

9. What should I do if I observe sexual misconduct, but it is not directed at me?

Anyone that witnesses sexual misconduct, even if it is directed at someone else, can still feel uncomfortable and harassed. If you are a student and witness conduct that you believe constitutes sexual misconduct, please make a complaint in the same manner as if the conduct was directed against you. If you are an employee or staff member of the College, it is your duty to report conduct that constitutes sexual misconduct.

10. What is the role of the Title IX Coordinator?

The Title IX Coordinator oversees the College’s compliance with Title IX and receives inquiries regarding Title IX, including complaints of sexual misconduct. The Title IX Coordinator has received special training on the College’s policies and procedures pertaining to sexual misconduct, and is available to answer questions about those policies and procedures, respond to complaints, and assist you in identifying other resources to aid in your situation.

11. If I make a complaint of sexual misconduct, will it be treated confidentially?

The College will take reasonable and appropriate steps to preserve the confidentiality of the parties to the complaint and to protect the confidentiality of information gathered during the investigation. However, the College has an obligation to provide a safe and non-discriminatory environment for all students and employees. Therefore, no unconditional promises of confidentiality can be provided.

The College has identified Student Health Nurse, Employee Assistance Program Counselor, and the Clinical Pastoral Education Department Chair as confidential resources for those who are victims of sexual misconduct. These people are required to keep any information you share with them confidential, and they will not make a report about your situation unless required to do so by law (e.g. if the victim is a minor).

12. Who is typically involved in investigating a complaint of sexual misconduct?

The College’s Title IX Coordinator or his/her designee will be involved in investigating complaints of sexual misconduct. The Title IX Coordinator may appoint another member of the staff to investigate and resolve the complaint. The process of gathering evidence will necessarily require the involvement of the complainant, the respondent, and any witnesses to the incident that gave rise to the complaint. In sum, it will involve those persons necessary to fairly and completely investigate the complaint and resolve it.
13. What are the possible outcomes of an investigation into a complaint?

The outcome will be determined based on the totality of the evidence using a preponderance of the evidence standard. If the preponderance of the evidence does not support a finding that the incident occurred, then the complaint is resolved in favor of the accused. If, however, the preponderance of the evidence supports that sexual misconduct occurred, the actions taken by the College will include those necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the College community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

14. May I have a support person with me in the investigation process?

During the investigation process, both a complainant and a respondent may ask a support person to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person cannot be another complainant or respondent. The support person does not serve as an advocate on behalf of the complainant or respondent may not be actively involved in any proceedings, and he or she must agree to maintain the confidentiality of the process. The College reserves the right to remove or dismiss a support person who becomes disruptive or who does not abide by the limitations noted in the previous sentence.

15. What should I do if I am retaliated against for making a complaint of sexual misconduct?

The College’s Title IX: Non-Discrimination and Anti-Harassment Policy prohibits retaliation against any person for making a good faith complaint of sexual misconduct and/or cooperating in the investigation of (including testifying as a witness to) such complaint. Retaliation is a serious violation that can subject the offender to sanctions independent of the merits of the underlying allegation of sexual misconduct. If you feel you are the victim of retaliation in violation of this policy, you should report the retaliation just as you would a complaint of sexual misconduct.

16. How does the College handle a bad faith allegation of sexual misconduct?

A bad faith allegation of sexual misconduct occurs when the accuser intentionally reports information or incidents that he or she knows to be untrue. Failure to prove a complaint of sexual misconduct is not equivalent to a bad faith allegation. The College may impose sanctions against an individual who knowingly makes false allegations of sexual misconduct.

Title IX Complaint Resolution Procedures
I. GENERAL PRINCIPLES
   A. Administration

   For purposes of these complaint resolution procedures, “Investigating Officer” means the Title IX Coordinator or his/her designee. The Investigating Officer shall have responsibility for administering these complaint resolution procedures.

   B. Promptness, Fairness and Impartiality

   These procedures provide for prompt, fair, and impartial investigations and resolutions. The Investigating Officer shall discharge his or her obligations under these complaint resolution procedures fairly and impartially. If the Investigating Officer determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, the Investigating Officer shall designate another appropriate individual to administer these procedures.
C. Training

These procedures will be implemented by officials who receive annual training on the issues related to sex discrimination, sexual harassment, sexual violence, domestic violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.

II. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

A. Commencement of the Investigation

Once a complaint is made, the Investigating Officer will commence an investigation of it as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determinate whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Investigating Officer may receive counsel from College administrators, the College’s attorneys, or other parties as needed.

In certain narrow circumstances, the Investigating Officer may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Investigating Officer will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant’s articulated concerns.

B. Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

C. Support Person

During the investigation process, both a complainant and a respondent may ask a support person to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person cannot be another complainant or respondent. The support person does not serve as an advocate on behalf of the complainant or respondent may be actively involved in any proceedings, and he or she must agree to maintain the confidentiality of the process. The College reserves the right to remove or dismiss a support person who becomes disruptive or who does not abide by the limitations noted in the previous sentence.

D. Interim Measures

At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Title IX: Non-Discrimination and Anti-Harassment Policy.

E. Pending Criminal Investigation

Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.
F. Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence.

If the written report determines that sex discrimination or sexual harassment occurred, the Investigating Officer shall set forth in an addendum to the written report those steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the College Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, written reprimand, grade penalty of zero (0), restitution for damages, conditional status with requirements for continued enrollment, suspension or termination of a particular privilege, suspension from the College for a period of time, dismissal, demotion, termination, expulsion, or referral for prosecution for violation of the law, or other appropriate institutional sanctions.

The complainant and the respondent will receive a copy of the written report and any addendum within three (3) days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act (“FERPA”), and the Clery Act, as explained by the April 4, 2011 Dear Colleague Letter issued by the U.S. Department of Education, available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf.

The written report of the Investigating Officer shall be final subject only to the right of appeal set forth in Section IV below.

G. Special Procedure Concerning Complaints Against The Chancellor and The Deans of Health Sciences, Nursing and Student Services

If a complaint involves alleged conduct on the part of the College Chancellor, the College Board of Directors will designate the Investigating Officer. Based on the information gathered by the investigation, the College Board of Directors will prepare and issue the written report determining the complaint. The determination of the College Board of Directors is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Deans of Health Sciences, Nursing or Student Services, the College Chancellor will designate the Investigating Officer. Based on the information gathered by the investigation, the College Chancellor will prepare and issue the written report determining the complaint. The determination of the College Chancellor is final and not subject to appeal.

H. Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. However, informal means may only be used with the complainant’s voluntary cooperation and the involvement of the Title IX Coordinator. The complainant, however, will not be required to work out the problem directly with the respondent. Moreover, the complainant may terminate any such informal means at any time. In any event, informal means, even on a voluntary basis, will not be used to resolve complaints alleging any form of sexual violence.

I. Timing of the Investigation

The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) days.
III. **Rights of the Parties**

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer

IV. **APPEALS**

A. **Grounds of Appeal**

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- The decision was contrary to the substantial weight of the evidence
- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
- Bias or prejudice on the part of the Investigating Officer, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. **Method of Appeal**

Appeals must be filed with the Chancellor within ten (10) days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any

The appellant may request a meeting with the Chancellor but the decision to grant a meeting is within the Chancellor’s discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

V. **RESOLUTION OF THE APPEAL**

The Title IX Coordinator will resolve the appeal within fifteen (15) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the Title IX Coordinator is final. The Title IX Coordinator shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigating Officer’s previous written determination. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

VI. **DOCUMENTATION**

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and/or designee as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts, and audio recordings.

VII. **INTERSECTION WITH OTHER PROCEDURES**

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures, these
complaint resolution procedures will control the resolution of complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy.

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 taser 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:
- **Severe Thunderstorm Warning:** Is issued when trained storm spotters or a Doppler weather radar indicate that a thunderstorm is producing or will soon produce dangerously large hail or high winds, capable of causing significant damage.
- **Tornado Watch:** Existing conditions are favorable for adverse weather, which may include thunderstorms, hail, strong winds and/or tornadoes.
- **Tornado Warning:** A tornado has been sighted in or near Sioux City.

Probable results if St. Luke’s were to be struck by a tornado:
- 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 communications, 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 room.
- When possible (subject to patient’s condition), huddle patients on floor behind an interior wall. Supply linen to cover face and head if possible.
- Close all fire doors.
- Follow instructions of the official in charge or designee.
• If patient cannot be moved due to critical condition, 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.
• Open ambulance garage doors and lock in the “up” position.
• Follow instructions of the official in charge or designee.

Dining Room:
• Employees close drapes and evacuate to central corridor.

College Building Occupants:
• Evacuate students, visitors, faculty and staff to lower level of the building.
• Follow instructions of the official in charge or designee.

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.

CODE BLUE AND 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 life saving 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.
• 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.
• Code Pink. Refers to a pediatric patient 0-17 years.
• 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 judgment, 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 of 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 written on the physician order form by the attending physician. Blue tape is placed on a patient’s name band if they are designated as a “Do Not Resuscitate.” This status information is also available via the computerized patient record and is on the front of the patient’s chart.
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 organizations 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 situation, they are responsible for initiating the steps of CPR:

<table>
<thead>
<tr>
<th>Airway:</th>
<th>position and assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing:</td>
<td>look, listen, feel</td>
</tr>
<tr>
<td>Get Help:</td>
<td>stay with the patient</td>
</tr>
<tr>
<td></td>
<td>verbally call &quot;HELP!&quot;</td>
</tr>
<tr>
<td></td>
<td>pull call light - &quot;This is an emergency! I need an RN right now!&quot;</td>
</tr>
<tr>
<td></td>
<td>pull call light out of wall - (constant buzz)</td>
</tr>
<tr>
<td></td>
<td>pull BR call light - (constant buzz and flashing light)</td>
</tr>
<tr>
<td>Give Breaths:</td>
<td>tell helper to call 3911</td>
</tr>
<tr>
<td>Assess Pulse:</td>
<td>call 3911 yourself if still alone</td>
</tr>
<tr>
<td>Start Code Blue:</td>
<td>as indicated</td>
</tr>
<tr>
<td>Continue CPR:</td>
<td>as indicated</td>
</tr>
</tbody>
</table>

When the switchboard operator answers the 3911 call, tell her “Code Blue, room No.” unless it is in another building; and then remember to tell her 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 beeps 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 Team is a team of clinicians who bring critical care expertise to the patient’s bedside. The team assists the staff member in assessing and stabilizing the patient condition and organizing the information to be communicated to the patient’s physician.

OBSCENE OR THREATENING CALLS AND BOMB THREATS

General Information
All obscene or threatening calls and bomb threats shall be considered real. Employees 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.
- Gain the attention of another individual and have them notify Safety & Security.
- Record what was said and any distinguishing 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.
- Gain the attention of another individual and have them notify Safety and Security.
- Record the words and characteristics of the caller obtaining as much information as possible.
- 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 and Security Officer and police officials in 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**
- Be aware of items which seem suspicious or out of place.
- Never touch a suspicious item.
- Contact Safety and Security for assistance in removing suspicious items.
- Refer to Disaster Plan Manual for procedures and responsibilities should an explosion occur.

**ABDUCTION**
- Dial 3911 and notify operator of event and location.
- Secure Exits

**COMBATIVE PATIENT/PERSON/ACTS OF VIOLENCE**
- Dial 3911 and notify operator of event, number of people with you and location.
- Dial 911 if off campus or unable to reach the operator.
- If safe, exit the area and maintain a locked barrier between you and the individual if possible.
- If unable to leave, turn off lights and silence cell phones.
- Wait for directions from local authorities.
- Remain in this area until the Code Silver All Clear is announced overhead.

**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 directions from the response team
MISSION
St. Luke’s College provides quality, health system-based associate degree nursing education to individuals who desire to become competent and compassionate beginning generalists.

PHILOSOPHY
Health is defined by the individual and is a dynamic state of biopsychosocial, cultural and spiritual well-being. Health is influenced by environment and individual self care abilities. Environment is the sum of internal and external factors that surround and affect individuals and groups, an ever-changing environment impacts the individual’s health. An optimal level of health can be achieved through effective utilization of resources throughout the life span.

The profession of nursing is an art and science which prevents illness, alleviates suffering, and promotes, and restores health. Nursing advocates an ethical, legal and regulatory framework that will ensure quality in the care of individuals, families, groups, and communities.

Nursing education consists of teaching and learning processes and results in the attainment and application of knowledge and skills in making critical decisions affecting client care. Learning is a life-long, active, and constructive process that progresses from simple to complex.

The student is responsible for his or her own life-long learning and the teacher is a facilitator, resource person and role model. The faculty manages the learning environment with the goal of preparing safe beginning nurse generalists. The associate of science nurse fulfills the roles of care provider, manager of care, and member of the discipline of nursing.

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 OUTCOMES
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 judgments based on assessment findings and evidenced-based information.

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 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 50 minutes 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 G.P.A. falls below 2.0.
• A grade less than “C” is achieved in a NUR 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
• An ASN student will be dismissed from the nursing program for any of the following reasons:
• Failure to earn a “C” (78%) or higher in two NUR 100 level courses (NUR 110, NUR 112, NUR 115, NUR 116).
• Failure to earn a “C” (78%) or higher in seven or more cumulative credits of nursing.
• Failure to earn a “C” (78%) or higher on the second attempt of a nursing course; each nursing course may be attempted only twice.
• Reasons associated with professional probation.

Please refer to the Academic Dismissal policy and the Disciplinary Action policy for additional information on dismissal. *In a situation where a student fails to earn a “C” (78%) or higher in seven or more cumulative credits of nursing after an 8 week block NUR course, the student will not be allowed to progress to the next 8 week block NUR course within the same semester. The student will be able to continue enrollment in the current 16 week courses, but will be dismissed upon completion of that semester.

A student who wishes to be considered for readmission should please refer to the readmission policy.

Grading scale
The Associate of Science in Nursing program follows the College’s grading scale. The student must achieve at least a “C” (78%) or “P” (passing) in all nursing courses. If less than a “C” (78%) is achieved in any given NUR course the course must be repeated. Courses may be attempted only twice.

Graduation
The Associate 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 22 hours of credit in the 200 level nursing courses at St. Luke’s College.
• Resolution of all financial obligations to the College.

**Professional Probation**
A nursing student may be placed on professional probation for a code of conduct or code of ethics violation. Students can 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

**BACKGROUND CHECK/DRUG TESTING**
To maintain a safe patient care environment while fulfilling regulatory requirements. 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.

Drug testing and background checks may be administered at any time by request of a clinical site, faculty or department chairperson.

All results will remain confidential.

**CRIMINAL HISTORY CHECKS ON NURSING STUDENTS**

*Iowa Administrative Code 655[2.11(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 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 July 1, 2009, 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.
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.

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 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 revoked in another country due to disciplinary action may not take the clinical component of nursing courses. Students must notify the Department Chair, 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.

PROGRAM OF STUDY

Suggested Full-Time Course Schedule

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR110 Professional Development I</td>
<td>1</td>
</tr>
<tr>
<td>NUR112 Pharmacology in Nursing Practice I</td>
<td>1</td>
</tr>
<tr>
<td>NUR115 Foundations of Nursing I</td>
<td>2</td>
</tr>
<tr>
<td>NUR116 Foundations of Nursing II</td>
<td>2</td>
</tr>
<tr>
<td>ENG108 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY106 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO201 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR220 Professional Development II</td>
<td>1</td>
</tr>
<tr>
<td>NUR222 Pharmacology in Nursing Practice II</td>
<td>1</td>
</tr>
<tr>
<td>NUR225 Reproductive and Childbearing Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR226 Neurological and Psychiatric Nursing</td>
<td>5</td>
</tr>
<tr>
<td>BIO202 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
Summer Session
PSY120 Developmental Psychology ................................................................. 3
NUT212 Nutrition ............................................................................................... 3
SOC104 Sociology ................................................................................................. 3

Semester III
NUR230 Professional Development III ................................................................. 1
NUR232 Pharmacology in Nursing Practice III ......................................................... 1
NUR235 Nursing Care Across the Lifespan ............................................................... 5
NUR236 Medical-Surgical Nursing ......................................................................... 5
BIO218 Microbiology ............................................................................................ 4

Semester IV
NUR240 Professional Development IV ................................................................. 1
NUR245 Advanced Nursing Care .............................................................................. 9
NUR246 Transition to Practice ................................................................................ 2
PHI220 Ethics ........................................................................................................ 3

ASN Core Credits ................................................................................................. 42
General Education Core Credits .......................................................................... 30
Total Program Credits ......................................................................................... 72
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 critical thinking, problem solving, and effective communication skills.
• Students will display professional conduct, demonstrate professional ethics, and participate with professional development activities as a radiographer.
• The program will prepare and graduate entry-level technologists for service to the health care community.

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 apply critical thinking and problem-solving skills in the performance of non-routine situations.
• Students will develop and apply effective communication skills with patients.
• Students will acquire the skills and knowledge necessary to provide age-appropriate patient care with an ethnically diverse patient population.
• Students will display professional conduct.

PROGRAM EFFECTIVENESS OUTCOMES
• Graduates will pass the ARRT examination.
• Students will complete all program requirements within 21 months.
• 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.
• Graduates will be employed after graduation.

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 Science 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 judgment.
- 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 judgment.
- perform radiographic duties while standing about 80 percent of the time.

ARRT ELIGIBILITY

Good moral 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 a predictor of future behavior.

A conviction of a felony, gross misdemeanor or a misdemeanor is considered to be a violation of the Standards of Ethics (with the sole exceptions of speeding and parking tickets. 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. In order 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 50 minutes 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 that course. Any failed course must be repeated.

**General Education Course Requirements**
The following general education 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:

<table>
<thead>
<tr>
<th>Part</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluation of clinical objectives from each clinical rotation</td>
<td>5%</td>
</tr>
<tr>
<td>2. Clinical competency tests</td>
<td>50%</td>
</tr>
<tr>
<td>3. Performance appraisal</td>
<td>30%</td>
</tr>
<tr>
<td>4. Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>5. Quizzes, written and lab assignments</td>
<td>5%</td>
</tr>
</tbody>
</table>

The grading scale for the clinical practicum grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>C+</td>
<td>83-84</td>
</tr>
<tr>
<td>C</td>
<td>78-82</td>
</tr>
<tr>
<td>F</td>
<td>77 and below</td>
</tr>
</tbody>
</table>

**Graduation**
It is the student’s responsibility to understand and fulfill all requirements of the academic program. The Associate of Science in Imaging Sciences 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.
- 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 this 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, or clinical 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.

**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:

Mammography is not included as part of the clinical component of the program. At no time during a student’s clinical rotation will she/he be allowed to observe or assist with a mammogram. A mammography rotation is not included as an option for the one-day observation component of RAD 222 and RAD 223.

**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 the 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 date received.
- Investigation of the specific issue 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 Department Chairperson’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, she 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.
- Provide a physician’s statement indicating pregnancy and withdraw from the program and re-enter 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.

**Radiation Protection Policy**
Before being assigned to clinical rotations, each student will be given an introduction to Radiation Protection.

Each Imaging Sciences student will be issued a radiation-monitoring badge to be worn at collar level while in the clinical site. Monitors will be changed each month. The report of monitor readings will be available from the clinical coordinator. Students will need to initial their report. Students should not receive more than 100 mrem/week. Under normal conditions the student’s monitor reading will be well below this amount. Students who receive over this
amount will be advised and the incident will be discussed with the Radiation Safety Officer (RSO). If the student continues to receive over the recommended dose limits, removal from the clinical area will occur until a reason for the above normal limits is determined.

The personal monitor is sensitive to sunlight, heat, some television sets and microwave ovens. Students are advised to not leave the monitor in cars, in direct sunlight, near heat, TV sets or microwaves.

If the personal monitor is inadvertently washed with laundry, it is destroyed. DO NOT THROW IT AWAY. BRING IT TO THE CLINICAL INSTRUCTOR AND IT WILL BE SENT BACK. All monitors must be accounted for. A student should report any incident with their personal monitor to the Department Chairperson.

The monitor cannot be worn while receiving medical or dental x-rays. The monitor is for OCCUPATIONAL dose only.

When using ionizing radiation, the student will use all precautions for both themselves and the patient. This involves the use of:
- Time
- Distance
- Shielding
- Use of correct IR combinations
- Use of grids when applicable
- Beam restriction
- Technical factor selection (ALARA)

Every time a student needs to repeat an image, the patient receives another dose of radiation. Therefore, it is important for a student to attain an image of diagnostic quality with the first exposure. IF IT IS NECESSARY TO REPEAT AN IMAGE, THE STUDENT MUST BE UNDER DIRECT SUPERVISION.

CLINICAL POLICIES

Attendance Policy
Prospective employers consider attendance records a good indicator of future employee behavior. We consider attendance important for that reason. Your 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 clinical, it is the responsibility of the student to notify the college faculty 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 clinical outcomes. Completion of assignments 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 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. Students failing to use the provided computers for clock transactions will lose (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. Cost of transportation will be the student’s responsibility. Clinical rotations may include the following:
   - St. Luke’s Regional Medical Center
   - Mercy Medical Center
   - Family Healthcare of Siouxland – Morningside Clinic
   - Siouxland Urology Associates, PC
3. Students will be required to attend evening clinical 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 objectives 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, he/she must call the clinical site and the clinical coordinator at (712) 279-3651 (a message on the voice mail is acceptable) and state the reason for absenteeism. This will be documented and placed in the student's file.
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 the 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 instructor.
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 his/her own judgment 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.
15. The following evening/weekend calculations ensure that students’ clinical clock hours spent in evening and/or weekend assignments do not exceed 25% of the total clinical clock hours.

<table>
<thead>
<tr>
<th>Clinical Practicum</th>
<th># of Clinical Hours</th>
<th>Max # of Evening Hours</th>
<th>Max # of Weekend Hours</th>
<th>Max total Evening and Weekend Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 108</td>
<td>154</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>RAD 128</td>
<td>210</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>RAD 208</td>
<td>168</td>
<td>28</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>RAD 228</td>
<td>336</td>
<td>42</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>RAD 238</td>
<td>336</td>
<td>42</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Total:</td>
<td>1204</td>
<td>112</td>
<td>42</td>
<td>154</td>
</tr>
</tbody>
</table>

Total Evening/Weekend hours = 13% of total clinical clock hours
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 clinical site, faculty or Department Chairperson.

Confidentiality Statement Policy
Throughout the Radiologic Technology Program at St. Luke’s College in Sioux City, Iowa, I will have access to patient information. I realize that information is private and should be kept confidential. I also realize that any unauthorized release of information is punishable by fine and/or imprisonment. Throughout my tenure in the Radiologic Technology program, I will at no time inappropriately release confidential information.

I understand that release of unauthorized patient information will result in immediate termination from the St. Luke’s College Department of Imaging Sciences Education.

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
According to the Joint Review Committee on Education in Radiologic Technology, the following definitions are used:

Direct Supervision of Students
The parameters of direct supervision are:
- A qualified radiographer reviews the request for examination in 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 present during the conduct of the examination; and
- A qualified radiographer reviews and approves the radiographs.

Indirect Supervision of Students
Indirect supervision is defined as that supervision provided by a qualified radiographer 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. This availability applies to all areas where ionizing radiation equipment is in use. This availability also applies to all surgical and portable radiographic examinations.

**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.

**Repeat Examinations**

- A student may not perform an examination by himself or herself unless they have passed the category competency in that examination. If you have not passed this test, 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.
- Repeat radiographic examinations are performed while the qualified radiographer is present and with the student, regardless of student’s competency level. If a repeat examination is necessary, you shall have a qualified radiographer check the position and technique before the exposure is made, regardless of whether you have passed the competency or not.
- Any student found to be repeating films without direct supervision would lose one (1) point per incidence from their professionalism component of the clinical grade.

No matter what the student's level of performance is, he/she 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 clinical instructor for remedial assistance.

**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 site. 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. Completed forms must be sent to the Clinical Coordinator.

**GUIDELINES FOR STAFF/RADIOLOGY STUDENT/INSTRUCTOR RESPONSIBILITIES DURING CLINICAL EXPERIENCES**

When radiology students are providing direct patient care in a Medical Imaging Department, the following guidelines should be followed:

**Radiographer/Clinical Preceptor Responsibilities:**

- Be co-assigned with the student.
- A qualified radiographer/clinical preceptor reviews the request for examination in relation to the student’s achievement.
- A qualified radiographer/clinical preceptor evaluates the condition of the patient in relation to the student’s knowledge.
- A qualified radiographer/clinical preceptor is present (direct supervision) during the performance of each and every examination in which the student has not achieved competency or during any repeat examination.
- A qualified radiographer/clinical preceptor reviews and approves the radiographs.
- Be a resource person, providing direction for radiologic activities to be completed, and assisting the student.
- Inform instructor/student of learning experiences as they arise.

**Student Responsibilities:**

- Inform the co-assigned 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 co-assigned radiographer/clinical preceptor at the beginning of each clinical day those examinations they need direct supervision with or any time a film needs to be repeated, so that the
radiographer/clinical preceptor can supervise the student’s performance of any of these procedures as they are presented.

- Should assist the radiographers/clinical preceptors with all other procedures.
- Report to the co-assigned radiographer/clinical preceptor any problems with equipment encountered prior to leaving the area of the clinical assignment.
- Be alert to new learning experiences.

**Clinical Instructor Responsibilities:**

- Collaborate with staff 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 communication and team work.
- Review the student’s images for accuracy and completeness.
- Be a resource person for radiographers/clinical preceptors in matters of patient care problems.
- Inform/update staff 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)
- Magnetic Resonance Imaging (MRI)
- Sonography
- Mammography

Contact the Department Chairperson for additional information about these internships opportunities.

**Announcements**

Schedules, notices and announcements will be posted on bulletin boards outside the classroom 214, and clinical areas. Announcements and notices are sent to students via college email.
# PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>RAD100 Introduction to Radiology &amp; Patient Care</td>
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<tr>
<td>RAD102 Radiographic Procedures I</td>
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<td>RAD127 Radiographic Imaging &amp; Fundamentals</td>
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<td>RAD108 Clinical Practicum I</td>
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<td>RAD204 Radiographic Pathology</td>
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<td>RAD228 Clinical Practicum IV</td>
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<tr>
<td>RAD215 Principles of CT Imaging and Cross Sectional Anatomy</td>
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<td>BIO220 Radiobiology</td>
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<td>RAD223 Procedures IV</td>
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<td>RAD238 Clinical Practicum V</td>
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</table>

- Total Imaging Sciences Core Credits | 53 |
- Total General Education Core Credits | 24 |
- Total Program Credits | 77 |
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 of 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 the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
- To assist the student in developing professional and ethical behavior and applying those skills in a global society.
- To offer a program integrating clinical and didactic education to meet the educational needs of diverse learners.

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 Dean of 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 effective 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 other devices 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 color
- 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 chest 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 persons 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 and clinical courses with the exception of a grade of Satisfactory (S) in Clinical Practice 1.

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, he/she will be dismissed from the program. He/she 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 arrive promptly at their designated clinical site. A detailed policy for 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**
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 at 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.

Drug testing is performed in the 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 testing.

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 Department Chairperson.

**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 CRT (Certified 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. Failure to successfully pass the exam after three opportunities
(utilizing similar exams for each additional attempt) will result in failure of Comprehensive Respiratory Care (RES 212) and dismissal from the program.

**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 meal times. 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 testing. Calculators will be provided for the student during certain exams.

**Readmission Policy**

When a student is unable to progress with their cohort, they forfeit their clinical position. Therefore, enrollment in subsequent clinical courses will be determined by clinical space availability.

In the event a student leaves the Respiratory Care Program for any reason, they are subject to the following policy before they can reenter the program:

- Write a letter requesting readmission to the Department Chairperson. The letter should include a statement explaining why the student would be more successful when readmitted to the program.
- The student will meet with the clinical coordinator to discuss their clinical proficiency. They will schedule a lab in which critical procedures will be evaluated. The procedures evaluated will be determined by the point the student desires to reenter the program.
- A decision will be made and all college policies regarding admission must be followed. Readmission is not guaranteed.
- If readmission is granted provisionally the student will be required to complete a clinical review. This will consist of a designated amount of time determined by the clinical coordinator. This amount of time will be based on the outcome of the clinical proficiency lab. The maximum amount of time consists of an 8 week, 16 hour per week review. Based on the amount of time necessary for the student, the student will be charged at the audit rate (1/2 tuition rate). No academic credit will be given and the review will be graded on a pass/fail basis.
- If the review is not satisfactorily completed, the student will not be eligible for readmission.
- Prior to beginning the process, the student will sign a contract agreeing to the terms listed above.

**Remediation Policy**

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 the student portal.
- 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 review.
- The student will be strongly encouraged to seek assistance if the instructor believes that he/she is 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Anatomy and Physiology I</td>
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<tr>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
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</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>
ADVANCED PLACEMENT
An individual who holds a CRT (Certified Respiratory Therapist) from the NBRC is eligible to enter the second year of the program. The following criteria must be met for advanced standing:

- Hold a valid state license to practice respiratory care.
- Obtain a letter of 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 coursework 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. The following is included in the membership:

- Two monthly magazines
  - Respiratory Care – monthly scientific journal (educational in nature)
  - AARC Times – job opportunities, articles of interest, legislative news
- Reduction in registration fees at national meetings

Full membership in professional organizations is encouraged by not required. Students may be eligible to receive a free web based membership while they are enrolled in the program.

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 Department Chairperson if classroom and/or clinical performance are affected by employment.

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. This 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. MacArthyr 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)
1248 Harwood Road
Bedford, TX 76021-4244
1-817-283-2835
www.coarc.com

National Board for Respiratory Care
(Information about credentialing exams)
18000 W. 105th St
Olathe, KS 66061-7543
1-888-341-4811
Nbrc-info@nbrc.org

PROGRAM OF STUDY

Suggested Full Time Course Schedule:

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<tr>
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<tr>
<td>RES102 Cardiopulmonary Anatomy and Physiology .........................................................</td>
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<tr>
<td>RES103 Introduction to Respiratory Care .................................................................</td>
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<td>RES104 Respiratory Care Science ..................................................................................</td>
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<td>RES120 Clinical Practice I ..............................................</td>
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<td>RES107 Respiratory Disease .......................................................................................</td>
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<td>RES210 Neonatal/Pediatric Respiratory Care</td>
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<tr>
<td>RES223 Clinical Practice IV</td>
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<td>BIO218 Microbiology</td>
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<td>PSY106 General Psychology</td>
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<td>RES211 Critical Care</td>
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<td>PHI220 Ethics</td>
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**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 (RN-BSN)

MISSION
St. Luke’s College provides quality, health system-based baccalaureate degree nursing education that builds on prior experience, knowledge and skills of registered nurses. Learners are prepared to think critically to coordinate client care to improve the health and health care delivery in a multicultural and evolving world.

PHILOSOPHY
Health is defined by the individual and is a dynamic state of biopsychosocial, cultural and spiritual well-being. Health is influenced by environment and individual self-care abilities. Environment is the sum of internal and external factors that surround and affect individuals and groups, an ever-changing environment impacts the individual’s health. An optimal level of health can be achieved through effective utilization of resources throughout the life span.

The profession of nursing is an art and science which prevents illness, alleviates suffering, and protects, promotes, and restores health. Nursing advocates an ethical, legal and regulatory framework that will ensure quality in the care of individuals, families, groups, and communities.

Nursing education consists of teaching and learning processes and results in the attainment and application of knowledge and skills in making critical decisions affecting client care. Learning is a life-long, active, and constructive process that progresses from simple to complex. The student is responsible for his or her own life-long learning and the teacher is a facilitator, resource person and role model. The faculty manages the learning environment with the goal of preparing safe beginning nurse generalists.

The baccalaureate of science nurse fulfills the roles of provider of care, coordinator of care, and designer/manager of care that includes, but not limited to, complex care provisions, health promotion, risk reduction, education, and advocacy.

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, evidenced-based, culturally sensitive care to diverse individuals, families, and communities across the lifespan and throughout the continuum of healthcare environments.
- Demonstrate effective communication 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 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 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 Bachelors 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 in nursing for one semester if any of the following occurs:

- The cumulative G.P.A. falls below 2.0.
- A grade of “F” (fail) is attained in a course.

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 violation.

COURSE REQUIREMENTS

The following courses are required for the RN-BSN Program:

- NUR310: Health Assessment
- ENG315: Communication for Health Care Professionals
- LDR311: Leadership in Health Care
- HIT301: Informatics in Health Care
- BIO321: Pathophysiology
- NUR325 Proactive Nursing
- NUR326: Population Focused Nursing
- MAT321: Statistics I
- NUR336: Population Focused Nursing Practicum
- HCB315: Business Management in Health Care
- NUR410: Introduction to Nursing Research and Evidenced Based Practice
- HCB335: History of Health Care Systems
- NUR420: Synthesis of Nursing Practice

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 RN-BSN Program:

- SOC330: Culture and Diversity in Health Care
• SOC320: Death, Dying and Grief
• HSC310: Education in Health Care
• HSC420: Evidence Based Practice in Health Care
• LDR411: Health Policy and Leadership
• HCB325: Health Care Finance
• HSC410: Health Promotion and Disease Prevention
• LDR431: Independent Research Project
• LDR321: Law and Ethics in Health Care
• LDR421: Leadership: Power and Voice
• NUR441: Nursing Care of the Older Adult
• HCB415: Quality Management Systems
• MAT421: Statistics II
• LDR331: Strategic Decision Making

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 evoked in another country due to disciplinary action may not take the clinical component of nursing courses. Students must notify the Department Chair, Bachelor of Science in Nursing Education if they are in violation of this code.

CRIMINAL HISTORY CHECKS ON NURSING STUDENTS

Iowa Administrative Code 655[2.11(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 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 July 1, 2009, 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 procession 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 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 clinical site, faculty or Department Chairperson.

**STUDENT ONLINE COURSE GUIDE**

**Course Access:**
Use Google Chrome to access online
- Go to http://www.unitypointhealth.blackboard.com
  Courses Requiring Access Code E Text Purchase register in the course under “Student” follow prompts to use access code
- Select the course
- Go to Essential Course Information
- Select “Start Here”

**Course Organization:**

**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 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.
# PLAN OF STUDY FOR RN-BSN

**Sample Full Time RN-BSN Student**
(4 Semesters)

<table>
<thead>
<tr>
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**List of Electives for RN-BSN Program**

- HCB325: Health Care Finance
- HCB415: Quality Management Systems
- HSC310: Education in Health Care
- HSC410: Health Promotion and Disease Prevention
- HSC420: Evidenced Based Practice in Health Care
- LDR321: Law and Ethics in Health Care
- LDR331: Strategic Decision-Making
- LDR411: Health Policy and Leadership
Sample Part Time RN-BSN Student (6 semesters)

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List of Electives for RN-BSN Program

- HCB325: Health Care Finance
- HCB415: Quality Management Systems
- HSC310: Education in Health Care
- HSC410: Health Promotion and Disease Prevention
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<tr>
<td>SOC320</td>
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<td>SOC330</td>
<td>Culture and Diversity in Health Care</td>
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# Sample Part Time RN-BSN Student

(8 semesters)

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### List of Electives for RN-BSN Program

- HCB325: Health Care Finance
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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 personal 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.
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- 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 Bachelors 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 G.P.A. falls below 2.0.
- A grade of “F” (fail) is attained in a course.

**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.
- 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 violation.

**COURSE REQUIREMENTS**
The following courses are required for the BHS Program:

- HSC 310: Education in Health Care
- ENG 315: Communication for Health Care Professionals
- LDR311: Leadership in Health Care
- HIT301: Informatics in Health Care
- MAT321: Statistics I
- HCB 325: Health Care Finance
- LDR 321: Law & Ethics in Health Care
- LDR 331: Strategic Decision Making
- LDR 411: Health Policy & Leadership
- HCB315: Business Management in Health Care
- LDR 431: Independent Research Project
- HCB335: History of Health Care Systems
- HSC 420: Evidence Based Practice 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 electives for the BHS program:

- SOC330: Culture and Diversity in Health Care
- SOC320: Death, Dying and Grief
- HSC410: Health Promotion and Disease Prevention
- LDR421: Leadership: Power and Voice
- HCB415: Quality Management Systems
- MAT421: Statistics II
- BIO321: Pathophysiology

**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 Department Chairperson.

STUDENT ONLINE COURSE GUIDE

Course Access:
Use Google Chrome to access online. Go to http://www.unitypointhealth.blackboard.com Courses Requiring Access Code E Text Purchase register in the course under “Student” follow prompts to use access code
- Select the course
- Go to Essential Course Information
- Select “Start Here”

Course Organization:

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 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.
### PLAN OF STUDY FOR BHS

**Sample Full Time BHS Student**

(4 semesters)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Name</th>
<th>Credits</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>HSC310: Education in Health Care</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>HIT301: Informatics in Health Care</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>LDR311: Leadership in Health Care</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>ENG315: Communication for Health Care Professionals</td>
<td>3</td>
<td>BHS Core hybrid</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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<tr>
<td>II</td>
<td>HCB325: Health Care Finance</td>
<td>3</td>
<td>BHS Core hybrid</td>
</tr>
<tr>
<td></td>
<td>LDR321: Law and Ethics in Health Care</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>LDR331: Strategic Decision Making</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>MAT321: Statistics I</td>
<td>3</td>
<td>BHS Core hybrid</td>
</tr>
<tr>
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<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
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</tr>
<tr>
<td>III</td>
<td>LDR411: Health Policy and Leadership</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>HCB315: Business Management in Health Care</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>LDR431: Independent Research Project</td>
<td>3</td>
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<tr>
<td></td>
<td>Refer to list of BHS electives</td>
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<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
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<tr>
<td>IV</td>
<td>HCB335: History of Health Care Systems</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>HSC420: Evidence Based Practice in Health Care</td>
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</table>

**List of Electives for BHS Program**

- HSC410: Health Promotion and Disease Prevention
- HCB415: Quality Management Systems
- LDR421: Leadership: Power and Voice
- MAT421: Statistics II
- SOC320: Death, Dying, and Grief
- SOC330: Culture and Diversity in Health Care
### Sample Part Time BHS Student

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Name</th>
<th>Credits</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>Semester I</td>
<td>HSC310: Education in Health Care</td>
<td>3</td>
<td>BHS Core online</td>
</tr>
<tr>
<td></td>
<td>ENG315: Communication for Health Care Professionals</td>
<td>3</td>
<td>BHS Core hybrid</td>
</tr>
<tr>
<td></td>
<td>HIT310: Informatics in Health Care</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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</tr>
<tr>
<td>Semester II</td>
<td>LDR311: Leadership in Health Care</td>
<td>3</td>
<td>BHS Core online</td>
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<td>HCB325: Health Care Finance</td>
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<td>BHS Core hybrid</td>
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<tr>
<td></td>
<td>LDR321: Law and Ethics in Health Care</td>
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<tr>
<td>Semester III</td>
<td>LDR411: Health Policy and Leadership</td>
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<td>LDR331: Strategic Decision Making</td>
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<tr>
<td>Semester IV</td>
<td>HCB315: Business Management in Health Care</td>
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<td>BHS Core online</td>
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<tr>
<td></td>
<td>MAT321: Statistics I</td>
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<tr>
<td>Semester V</td>
<td>HSC420: Evidence Based Practice in Health Care</td>
<td>3</td>
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<td>HCB335: History of Health Care Systems</td>
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<td>Refer to list of electives</td>
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<tr>
<td>Semester VI</td>
<td>LDR431: Independent Research Project</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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### List of Electives for BHS Program
- HSC410: Health Promotion and Disease Prevention
- HCB415: Quality Management Systems
- LDR421: Leadership: Power and Voice
- MAT421: Statistics II
- SOC320: Death, Dying, and Grief
- SOC330: Culture and Diversity in Health Care
- BIO321: Pathophysiology
# Sample Part Time BHS Student

(8 semesters)

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Name</th>
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<tr>
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<td>HSC310: Education in Health Care</td>
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<td>HIT301: Informatics in Health Care</td>
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<tr>
<td></td>
<td>ENG315: Communication for Health Care Professionals</td>
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<thead>
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<th>Semester III</th>
<th>Course Name</th>
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<tr>
<td></td>
<td>HCB325: Health Care Finance</td>
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<tr>
<td></td>
<td>LDR321: Law and Ethics in Health Care</td>
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<tr>
<th>Semester IV</th>
<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>LDR331: Strategic Decision Making</td>
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<tr>
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<td>MAT321: Statistics I</td>
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<table>
<thead>
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<th>Semester V</th>
<th>Course Name</th>
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<tr>
<td></td>
<td>LDR411: Health Policy and Leadership</td>
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<td>BHS Core online</td>
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<td>HSC420: Evidence Based Practice in Health Care</td>
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<tr>
<th>Semester VI</th>
<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>HCB315: Business Management in Health Care</td>
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<table>
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<tr>
<td></td>
<td>HCB335: History of Health Care</td>
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<tbody>
<tr>
<td></td>
<td>LDR431: Independent Research Project</td>
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<td>Refer to list of electives</td>
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<tr>
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</table>

**List of Electives for BHS Program**

- HSC410: Health Promotion and Disease Prevention
- HCB415: Quality Management Systems
- LDR421: Leadership: Power and Voice
- MAT421: Statistics II
- SOC320: Death, Dying, and Grief
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SOC330</td>
<td>Culture and Diversity in Health Care</td>
</tr>
<tr>
<td>BIO321</td>
<td>Pathophysiology</td>
</tr>
</tbody>
</table>
DEPARTMENT OF MEDICAL LABORATORY SCIENCE EDUCATION

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 with qualified medical laboratory scientists to ensure needed healthcare services are available.
• 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 are in compliance with the current regulations of the Rehabilitation’s Act, the American Disabilities Act, Civil Rights Act and the Standards of NAACLS. The Committee on Medical Laboratory Education (COMLE) requires that all applicants read and sign the form at the time of application.

AFFILIATED COLLEGES AND UNIVERSITIES

• Augustana College, Sioux Falls, SD
• Briar Cliff University, Sioux City, IA
• Dordt College, Sioux Center, IA
• Minnesota State University, Mankato, MN
• Morningside College, Sioux City, IA
• Mount Marty College, Yankton, SD
• North Dakota State University, Fargo, ND
• Northern State University, Aberdeen, SD
• Northwestern College, Orange City, IA
• 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 for continuing education and professional development.
• Participate in quality assessment/performance improvement systems 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 of 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 requirement.

The content of chemistry and biological science courses must be acceptable toward a major in those fields or in medical laboratory science. Survey courses do not qualify as fulfillment of the prerequisites. Remedial mathematics courses will not satisfy the requirement.

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 a COMLE application, however they will be evaluated and considered only after candidates with GPA’s of 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 Department Chairperson 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 portion.

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 (MLT-C, MLT-AD) will be evaluated on an individual basis and will have to demonstrate expertise in the clinical laboratory to the satisfaction of the Department Supervisor and the Department Chairperson. Upon demonstration of competency, the exceptional student would be encouraged to broaden his/her educational background by researching and developing special tests and instruments, 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, he/she must submit a written statement of withdrawal to the Department Chairperson. The Department Chairperson 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 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 Department Chairperson upon request.**

**Suggested Semester**

*Major Subjects:*

<table>
<thead>
<tr>
<th>Clinical Microscopy/Urinalysis</th>
<th>2 sem. hrs.</th>
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</thead>
<tbody>
<tr>
<td>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 of renal function in health and disease.</td>
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</table>

<table>
<thead>
<tr>
<th>Clinical Hematology/Coagulation</th>
<th>8 sem. hrs.</th>
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<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Clinical Microbiology</th>
<th>10 sem. hrs.</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Clinical Serology/Immunology</th>
<th>3 sem. hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Clinical Chemistry</th>
<th>9 sem. hrs.</th>
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<tbody>
<tr>
<td>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 analyses of special body fluids such as amniotic, synovial, cerebrospinal, and pleural fluids. Includes special procedures utilized for toxicology, endocrinology, and immunoassay.</td>
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<thead>
<tr>
<th>Clinical Immunohematology</th>
<th>6 sem. hrs.</th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>
SPECIALIZED UNITS (SPECIALIZED TOPICS)

Introduction to Medical Laboratory Science:
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 handling techniques. Interactive communication skills with patients and para-professionals.

Computer Applications 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-Hasselbach equation, enzyme activity, renal clearance, hematology calculations. Principles and practice of quality assurance. Includes statistical techniques, method evaluation, and pipette calibration.

Management and Supervision: 1 sem. hr.
Lectures 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: 1 sem. hr.
Lectures 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:
Faculty guided study, research, scientific writing, case study presentations and/or projects in specialty area(s) of medical laboratory science.

Total Semester credit hours 40 sem. Hr.
PHLEBOTOMY CERTIFICATE PROGRAM

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 the 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 patients’ 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 with $50 application fee
- Signed essential requirements form
- Two written references 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.

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, Suite 410, 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. St. Luke’s College adheres to the Fair Practices in Education. The program does not discriminate with respect to age, sex, marital status, race, color, creed, national origin, or handicap, except those handicaps which may affect bonafide professional performance or academic standards.

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 the clinical portions. Grading of classroom performance is based on quizzes, lab exercises, and final and practical examinations. 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 and is applied toward the tuition. Tuition is required in full prior to the admission start date.

Textbook: Approximately $65
Housing/Meals: Students are responsible for their own lodging and meals
Transportation: Students are responsible for providing their own transportation to and from their personal 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 Department Chairperson and Dean of Student Services.

PROGRAM WITHDRAWAL
If a student chooses to withdraw from the program, he/she must submit a written statement of withdrawal to the Department Chairperson, 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 Department Chairperson 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 Collection
• 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, 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.
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 programs 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 50 hours for typing reports as part of the unit requirements. A minimum of 250 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 the 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

Within 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 in order 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 strengths and weaknesses inform ministry responsibly and consistently. Students gain knowledge and skill 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 attitudes 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, my 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 does affects a person. How well do those in ministry know how we impact others?

**Pastoral Specialization**
Development of pastoral competence in 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, geriatrics, 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
  - Grief Ministry
  - 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.
- Areas covered by didactic presentations in the past include:
  - Students doing simple research on their practice of 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 discussions. 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 of Sioux land.
Vision: Best Outcome for Every Patient Every Time.
Values: Integrity, Compassion, Accountability, Respect and Excellence.

UnityPoint Health - St. Luke's is committed to improving the health of Sioux land. 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 ICARE values by following these Standards 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.

- Integrity: is essential to St. Luke's mission. We are honest and adhere to the highest moral values through our personal and professional behavior. We uphold these values in every action and decision. Trust and trustworthiness go hand in hand as we sustain a culture built on ethical conduct. Our actions are consistent with our words and our words are consistent with our intent. We accept our duties, share democratic leadership and subject ourselves to the highest standards of public trust.
- Compassion: is a virtue in which sympathy is shown for those who suffer. At St. Luke's we watch for those who have need of help. We respond by being open to their needs and look at others' perspectives. Compassion, reflecting our St. Luke's Judeo-Christian heritage, will move us all to use available resources to improve our patient's health.
- Accountability: means we are willing to own our actions as others depend on us and we depend on them. Each employee is the face of St. Luke's to our community. Accountability involves greeting patients upon
arrival and preparing for their comfort and safety needs. We will explain tests and wait times for our patient’s safety and satisfaction. Our areas will be kept clean and safe. Incidents and safety hazards will be promptly reported.

- Respect: is a positive feeling of esteem for everyone we meet. Each person will be treated with friendly manners by smiling, making eye contact and greeting. Respect includes fairness towards patients, guests and each employee. We listen carefully for the needs of our patients and their families and keep them at the center of their treatment plan. Respecting our patient’s need for rest, we will maintain quiet zones that promote healing.

- Excellence: is our pledge to give "ideal care," giving patients what they want, when they want it and when they need it. Our process focuses on the best outcome for very patient every time, using improvement tools. We embrace patients and their families in the center of our care. We will inform and uphold them in their health care decision making. To check our patient’s needs often we will perform reliable rounding. We commit to clear communication and confirm understanding. To raise the level of success, we will share their stories to build a culture of caring and sharing. Programs are designed for a variety of church workers, seminary students, clergy and health professionals. Church personnel can benefit from CPE in that it offers greater insight into the work of religious education, pastoral care ministry and church administration. Health care personnel who see their work as ministry and wish to develop their pastoral role with patients can also benefit from CPE. Those wishing to become more skilled in pastoral care and counseling will benefit, as well.

St. Luke’s CPE students gain practical experience in hospitals and long term care facilities, parishes and at other sites.

**STANDARDS FOR LEVEL I & II ACPE PROGRAMS**

**Standard 303  Provide these educational resources:**

303.1 A faculty of sufficient size to fulfill program goals and comprised of persons authorized by ACPE. A center’s faculty must include at least one supervisor certified by ACPE as Associate Supervisor or ACPE Supervisor.

303.2 A faculty development plan.

303.3 Interdisciplinary consultation and teaching within the program(s) provided by adjunct faculty and/or guest lecturers.

303.4 Individual and group supervision by a person authorized by ACPE.

303.5 A peer group of at least three CPE (Level I/II) students engaged in small group process and committed to fulfilling the requirements of the educational program.

303.6 Access to library and educational facilities adequate to meet the ACPE standards.

303.7 Access to current ACPE standards and commissions’ manuals.

303.8 Student support services including, but not limited to, orientation, a process for educational guidance and recommendations for counseling resources, resume preparation and employment search. CPE students will receive an orientation schedule for the unit at the beginning of each CPE scheduled unit.

**307-308 ACPE Accredited Programs**

307 An applicant’s suitability for admission to any CPE program is a matter of judgment by the ACPE accredited center in accordance with its admission policies. Requirements for admission to CPE programs include, but are not limited to:

307.1 A completed ACPE application.

307.2 An admission interview with a qualified interviewer for persons applying for an initial unit of CPE to determine readiness for clinical learning.

Once you have completed the ACPE application, please contact St. Luke’s College at (712) 279-3149. Normally you would complete an admissions interview with the ACPE supervisor and one or more of the professional advisory group. However, if you are applying from a long distance, we do accept admission interviews from other qualified interviewers (normally a CPE supervisor).
Either graduation from high school/completion of a GED or ordination by a faith community or commission to function in ministry by an appropriate religious authority as determined by ACPE.

These are minimum educational requirements to engage a CPE program. Please note that preference is given to those with Bachelor’s Degrees or higher. Also note that you must have some faith group connection that endorses or commissions your ministry. You need not be ordained; however, you must have some authorization to function on behalf of a religious or faith body. This can range all the way from ordination to a letter from a pastor or other judicatory official confirming your membership and participation in a church or faith group entity.

Fulfillment of education or experience requirements established by the ACPE accredited center.

Acceptance by an ACPE accredited center accredited for appropriate program type.

Initial CPE programs are offered are known as Level I CPE. Advanced students may apply for Level II CPE. However, Level II CPE is only available to those who demonstrate that they have met the outcomes of Level I CPE. Normally this demonstration is based on the supervisor’s judgment, the judgment of others involved in the CPE program, such as CORE persons and a meeting with a consultation committee.

Standard 308 Program standards include:

A specific time period for a program unit of clinical pastoral education or a half unit of clinical pastoral education.

Supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry.

Supervision by a person authorized by ACPE.

An individual contract for learning developed collaboratively by the student and supervisor.

A relational learning environment that fosters growth in pastoral formation, pastoral reflection and pastoral competence; such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation.

An instructional plan that employs a process model of education and clinical method of learning including:

Delineation and use of students’ goals.

Core curriculum appropriate to the CPE setting.

Clearly written syllabus. Students will receive a separate schedule and assignment due dates at the beginning of each unit.

Evidence of congruence between program goals and the mission of the institution.

Program evaluation by the students.

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 in 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 ever better for future students. Much of this feedback has been implemented into making the CPE program a better learning environment.

308.7  Presentation and use of literature and instruction appropriate to the students’ learning goals and needs.

308.8  Final evaluations written by the student and supervisor.

308.8.1  Supervisor’s evaluation will be available to the student within 45 calendar days of the completion of the unit.

308.8.2  Supervisor’s assessment reflects professional judgment about student’s work, abilities, strengths, weaknesses.

308.8.3  Supervisor certifies completion of a unit or half unit of CPE (Level I/II).

308.8.4  Student may attach a written response to the supervisor’s evaluation, which then becomes part of the student’s record.

During the final week of the unit, you will be asked to complete a final evaluation process in group. During this, there is an opportunity to dialogue with each of your peers’ perceptions of you during your learning process. Corrections and clarifications to the learning issues are often made during the final evaluation process. Following the conclusion of the unit, the ACPE supervisor will complete a final draft of his final evaluation. This final evaluation, along with a certificate of completion, will be mailed to you within 45 days of the completion of the unit. A copy of the supervisor’s final evaluation and your final evaluation, plus a face sheet, will be kept confidentially on file in the St. Luke’s ACPE
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 is prerequisite for admission to Supervisory CPE.

309-310 Objectives of CPE (Level I/Level II)

CPE (Level I/Level II) enables pastoral formation, pastoral competence, and pastoral reflection. Some CPE centers offer pastoral specialization(s) as part of their Level II curriculum.

CPE (Level I/Level II) objectives define the scope of the CPE (Level I/Level II) program curricula. Outcomes define the competencies to be developed by students as a result of participating in each of the programs.

**Standard 309 The center designs its CPE (Level I/Level II) curriculum to facilitate the students’ achievement of the following objectives:**

**Pastoral Formation:**
- 309.1 To develop students’ awareness of themselves as ministers and of the ways their ministry affects persons.
- 309.2 To develop students’ awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.
- 309.3 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:**
- 309.4 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.
- 309.5 To develop students’ skills in providing intensive and extensive pastoral care and counseling to persons.
- 309.6 To develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.
- 309.7 To teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multi-disciplinary team.
- 309.8 To develop students’ capacity to use one’s pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

**Pastoral Reflection:**
- 309.9 To develop students’ understanding and ability to apply the clinical method of learning.
- 309.10 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 student discovers 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 on 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.

**Standard 310 Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate the students’ achievement of the following additional objectives:**

310.1 To afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.

310.2 To provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.

310.3 To provide students opportunities to demonstrate pastoral competence in the practice of the specialty.

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 contract 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 Level II CPE.

**Standard 311-312 Outcomes of CPE (Level I/Level II) Programs**

Two types of CPE programs are distinguished in ACPE Standards: Level I CPE and Level II CPE. Level I and Level II CPE outcomes are addressed below.

Level I CPE addresses basic competencies and issues of pastoral reflection, pastoral formation, pastoral identity and functioning in one or more units of CPE. A CPE student must meet Level I CPE outcomes as documented in the supervisor’s evaluation as a prerequisite for acceptance in Level II CPE.

Level II CPE addresses advanced competencies and issues of pastoral function, reflection and integration in a program of at least four units of CPE, including Level I CPE units completed in one or more authorized ACPE centers. Outcomes define the competencies to be met by students as a result of their participation in CPE programs.

**OUTCOMES FOR LEVEL I CPE PROGRAMS**

**Standard 311 Outcomes of CPE Level I**

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 are able to:

**Pastoral Formation:**

311.1 Articulate the central themes and core values of one’s religious/spiritual heritage and the theological understanding that informs one’s ministry. (clinical seminar, individual supervision, didactics)

311.2 Identify and discuss major life events, relationships, social location and social realities that impacts personal identity as expressed in pastoral functioning. (application, individual supervision, retreats)

311.3 Initiate peer group and supervisory consultation and receive critique about one’s ministry practice. (group process, individual supervision, CORE consultation)

**Pastoral Competence:**

311.4 Risk offering appropriate and timely critique with peers and supervisors (clinical seminar, group process)
Recognize relational dynamics within group contexts. (group process)
Demonstrate integration of conceptual understandings presented in the curriculum into pastoral practice. (didactics, assigned readings)
Initiate helping relationships within and across diverse populations. (clinical placement)

Pastoral Reflection:
Use the clinical methods of learning to achieve one’s educational goals. (clinical seminar)
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. (mid-unit, final evaluation)

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.

OUTCOMES FOR LEVEL II CPE PROGRAMS

Standard 312 Outcomes of CPE Level II
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).

At the conclusion of CPE Level II students are able to:

Pastoral Formation:
Articulate an understanding of the pastoral role that is congruent with one’s personal values, basic assumptions and personhood. (Level II readiness consultation, individual supervision, clinical seminar)

Pastoral Competence:
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. (clinical placement)
Demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/transformation, confrontation, crisis management, and appropriate use of religious/spiritual resources. (clinical seminar, CORE consultation)
Assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences. (didactics, clinical seminar, individual supervision)
Manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication. (CORE consultation, group process, specialization project, teaching a didactic, self-directed reading)
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. (group process, clinical seminar)

Pastoral Reflection:
Establish collaboration and dialogue with peers, authorities and other professionals. (regional consultation, regional meetings, CORE consultation, retreats)
Demonstrate awareness of the Spiritual Care Collaborative Common Standards for Professional Chaplaincy (Appendix II).
NOTE: The ACPE Standards and Code of Ethics supersede the Standards. (Individual supervision)

312.9 Demonstrate self-supervision through realistic self-evaluation of pastoral functioning. (mid-unit and final evaluation, CORE consultation)

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.

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 descriptions of institutional and CPE policies regarding student’s participation within the CPE programs of St. Luke’s College to be included in the student handbook. Items to be included, but not limited to:
  o Policies pertaining to ACPE Standards: admission, financial, complaint procedure, and maintenance of student records, discipline and withdrawal, student rights and responsibilities and ethical conduct.
  o Expectations regarding the students’ duties, appearance and conduct.
  o Provisions for safety measures and instruction where appropriate.
• Each CPE student will receive a 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 FOR TRAINING

CPE is conducted as an “education for ministry experience.” This Document and acceptance into St. Luke’s College authorizes you to visit patients and residents as a chaplain intern, to be informed of their situation (physically, spiritually, emotionally, psychologically and sociologically) and to write materials that would be most beneficial to your educational process based on your visits under the direct supervision of an assigned ACPE Supervisor. Confidentiality is basic to professionalism and any communication regarding patients outside our professional treatment and/or training circles is prohibited, except as required for the safety of patients, residents, families or others. Breach of this standard of professional confidentiality is determined by the hospital management and may result in your immediate termination.

Student initials: __

The material submitted to your assigned supervisor concerning you and your ministry as chaplain interns may be used in a learning process of supervisors-in-training and/or discussion among the supervisors with the understanding that these persons are part of the professional learning circle. Your materials may also be used by your assigned supervisor with other ACPE supervisors and other professionals from whom he/she may seek consultation as part of her/his professional development or as part of research intended to contribute to the field of clinical pastoral education and/or clinical pastoral care. In all instances of use beyond this center’s professional learning circle, and/or your supervisor, unless law requires full disclosure of the documents, all materials are altered to prevent you being identified as a chaplain intern.

Student initials: ______

Your written evaluation and your supervisor’s written evaluation of each unit of your training may be shared with individuals invited by your supervisor to participate in your unit and/or final evaluation process. All other instances of sharing your or your supervisor’s written evaluation(s) of your training experience require a written release signed by you, unless: 1) the evaluation(s) are being used exclusively within the professional training circle of the center, or 2)
your supervisor will attempt to sufficiently alter the evaluation(s) to obviate your being identified as the chaplain intern, unless full disclosure of the documents is required by law.

Student initials: _____

You have received and reviewed the student handbook and the ACPE Standards governing Clinical Pastoral Education as provided you during your orientation. You have had an opportunity to review the policies and ACPE Standards with your supervisor during orientation and now understand their importance for you as a chaplain intern.

Student initials: __

You understand that each unit’s tuition of $600.00 must be paid by the second week of each unit unless otherwise negotiated and agreed upon in writing by the supervisor. Failure to pay the tuition in full will result in withholding of ACPE credit for the unit of training until payment in full is made and may result in your being denied admission to any future unit of CPE.

Student initials: _______

In all of your activities during your time as a student chaplain, you agree to function professionally within the Ethical Standards for Students, which is based on the ACPE Code of Professional Ethics as contained in ACPE Standards 100. A copy of the ACPE Standards containing the Code of Professional Ethics has been provided to you and reviewed with you during your orientation so that you now understand its intentions and requirements of you professionally.

Student initials: _______

I agree to be open to video or audio taping of my individual or group sessions. They will be used for educational purposes only 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 not more than one (1) year and then will be destroyed.

I understand and agree to the conditions of this Agreement for Training.

Signature of Student Chaplain:
Date:
Signature of ACPE Supervisor
Date:

ADMISSIONS POLICY

St. Luke’s College shall not discriminate against any individual for reasons of race, gender, age, faith group, national origin, sexual orientation, or physical disability. Equal access to educational opportunities is extended to all qualified persons. All members of the faculty and consultation group are expected to cooperate in making this policy valid in fact.

This 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.

“Serve people in charity regardless of sex, race, color, creed, national origin or financial status.”

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.

Monies due from applicants for CPE is submitted to Fiscal Services in the lower level of the Medical Center and can be submitted to the supervisor to be submitted for payment for the unit. A schedule of fees is as follows:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposit to hold place on program (non-refundable, but part of total tuition due for program)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Tuition for full unit of CPE</td>
<td>$600.00</td>
</tr>
<tr>
<td>Tuition for half unit of CPE</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

Checks are to be made payable to St. Luke’s College and submitted for the Division of Clinical Pastoral Education.

Tuition monies are 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 for 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.

Except for the $50.00 non-refundable deposit, 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 refunds will be granted. However, refunds due to withdrawal due to unforeseen hardships may be granted after mid-unit.

**COMPLAINTS PROCEDURE**

The CPE program at St. Luke’s encourages people to work out concerns or grievances 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 complainants 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.

A student is defined as any person enrolled in any program of CPE for credit. Residents who receive a salary and are designated as employees of Avera Health may choose to utilize the grievance procedure for employees. A procedure booklet entitled, “Employee Grievance Procedure,” can be secured from the department secretary or the office of human resources. If this vehicle is not chosen, the following steps would be followed.

Mediation is a cooperative process, which provides opportunity for both parties involved in a conflict to state their needs and interests. Through discussion with a mediator, the parties work to identify options and to find mutually acceptable solutions. If the parties agree to use mediation, they may contact the Regional Director or Executive Director of ACPE to discuss the possibilities for resolving the conflict in this manner.

**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 complain 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 participating 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 Supervisor, 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 Supervisor.
- Michael Stiles, Chancellor 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 Supervisor 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 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, Michael Stiles, 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 member 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 situation 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 procedure, 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
One West Court Square, Suite 325
Decatur, Georgia 30030
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 of the Accreditation Commission
ACPE
One West Court Square, Suite 325
Decatur, Georgia  30030

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 expeditiously, 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 from our Avera ACPE Center 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 the course of 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, evaluations from previous units of CPE, consultation committee reports 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.

Exceptions
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 policies 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 violations of these Family Education Rights and Privacy Act (FERPA) rights.
- A student has the right to object to record content. If not negotiable, the written objection will be kept with and released with the record. Grades are exempted from this right.
- Violations of these protocols may be reported to the Chair of the Accreditation Commission at: ACPE, One West Court Square, Suite 325, Decatur, GA, 30033

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 objectives 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 have an understanding of 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 previous CPE;
  - Copies of all supervisor-written evaluations from previous 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 as a result of behaviors listed below.

*Probation* is for a specific period of time, 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 toward a cohesive ministry within the contracted placement;
  - failure to provide adequate pastoral coverage in assigned areas;
  - conduct unbecoming 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 Department Chairperson. 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 reserves the right to dismiss any student whose program achievements, clinical performance, or conduct as a professional makes 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 Director of the St. Luke’s College CPE program.
- Students are encouraged to inform the primary supervisor of the possibility of withdrawal in order 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 at 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 Michael Stiles Chancellor of St. Luke’s College and Chair of the System Center ACPE Advisory Group.
• If the student is not satisfied with their appeals to the ACPE Professional Advisory Groups, the student may further appeal to the Regional Director: Reverend Gary Sartain, P.O. Box 1832, Burnsville, Minnesota, 55337-1832, phone (612)270-3313, fax (952)431-1423 and email: ncracpe@ncracpe.org.
• If the student is still unsatisfied following written correspondence with the North Central ACPE Regional Director, the student may appeal to the ACPE National office. Mail should be directed to ACPE, Inc., One West Court Square, Suite 325, Decatur, Georgia, 30033, 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 judgment 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 exploitation, 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 the 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 mis-representation 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 meetings 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 matters, 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. If differences are not resolved, a complaint involving an alleged violation of the ACPE ethical or professional standards of 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 & 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 45 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 library and other educational facilities

In addition, students who are considered employees of a St. Luke’s facility are 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 be limited to:
• The delivery of 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.

**304.9 An agreement for training at the ministry site that includes, but is not limited to:**
• authorization to visit patients, parishioners or clients;
• access to appropriate clinical records and informed consent with regard to use of student materials; and
• agreement by the student to abide by center policies protecting confidentiality and rights of clients/patients/parishioners.

**304.10 A policy and procedure that provides for completion of a unit or program in process if the supervisor is unable to continue.**
In the event that a supervisor is unable to continue a unit in progress, the following protocol will be instigated:
• Retired supervisors within the sub-region will be contacted.
• Active supervisors 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.
• Supervisors 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.
GENERAL EDUCATION

BIO201: ANATOMY AND PHYSIOLOGY I .............................................................. CREDITS: 4
This course will provide the 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 tissues 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
The 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.

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 are included.

MAT111 COLLEGE ALGEBRA ............................................................................... CREDITS: 4
Relations and functions: linear, polynomial, rational, 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
This 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 the 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

NUR110 PROFESSIONAL DEVELOPMENT I ............................................................. CREDITS: 1
This course is the first in a series of four professional development courses. Nursing 110 introduces the concepts of roles of student nurse and interprofessional health care team members, regulatory guidelines of nursing, therapeutic communication, evidence-based practice, theory based decision-making, and cultural sensitivity.

NUR112 PHARMACOLOGY IN NURSING PRACTICE I: ........................................... CREDITS: 1
Prerequisite: BIO201 or concurrently enrolled in BIO201
This course is the first in a series of three pharmacology courses. Nursing 112 introduces pharmacological concepts with a focus on developing beginning competency in medication administration via percutaneous, enteral, intradermal, subcutaneous, and intramuscular routes. Includes clinical component.

NUR115 FOUNDATIONS OF NURSING I .................................................................  CREDITS: 2
Prerequisite:  BIO201 or concurrently enrolled in BIO201
This course is the first in a series of two nursing foundation courses. NUR115 introduces concepts that are fundamental to professional nursing. The concepts include terminology, safety, infection control, hygiene, vital signs, feeding techniques, elimination, health assessment, documentation and nursing process. Includes clinical component.

NUR116 FOUNDATIONS OF NURSING II ...............................................................  CREDITS: 2
Prerequisite: NUR112, NUR115, BIO201 or concurrently enrolled in BIO201
This course is the second in a series of two nursing foundation courses. Nursing 116 builds on the concepts introduced in Nursing 112: Pharmacology in Nursing Practice I and Nursing 115: Foundation of Nursing I. This course introduces the student to clinical nursing practice and focuses on the basic concepts of elimination, nutrition, mobility, sleep, rest, oxygenation, circulation, skin integrity, and perioperative nursing care. Includes clinical component.

NUR220 PROFESSIONAL DEVELOPMENT II ....................................................... CREDITS: 1
Prerequisite: NUR110
This course is the second in a series of four professional development courses. Nursing 220 builds on the basic concepts of the nurse role as an interprofessional health care team member, regulatory guidelines of nursing, therapeutic communication, evidence-based practice, critical decision making and cultural sensitivity.

NUR222 PHARMACOLOGY IN NURSING PRACTICE II......................................... CREDITS: 1
Prerequisite: NUR112 and NUR116
This course is the second in a series of three pharmacology courses. Nursing 222 introduces the principles of intravenous therapy, and focuses on nursing responsibilities associated with the administration of antimicrobials, and drugs affecting the neurological and reproductive systems. The course builds on the concepts of pharmacodynamics and safe medication administration introduced in NUR112: Pharmacology in Nursing Practice I. Includes clinical component.
NUR225 REPRODUCTIVE AND CHILDBEARING NURSING: ................................. CREDITS: 5
Prerequisite: NUR116, BIO201, BIO202 and concurrently enrolled in NUR222
This second level course focuses on the care of families throughout the childbearing process from conception through the postpartum and neonatal period. NUR225 also addresses concepts related to the reproductive health of women and men, building on the principles of professional development, pharmacology, and foundations of nursing care introduced in prerequisite courses. Includes clinical component.

NUR226 NEUROLOGICAL AND PSYCHIATRIC NURSING: ................................. CREDITS: 5
Prerequisite: NUR116, BIO201, BIO202 and concurrently enrolled in NUR222
This second level course focuses on the care of adults and families experiencing neurological, psychiatric, and sensory alterations. Nursing 226 builds on the principles of professional development, pharmacology, and foundations of nursing care introduced in prerequisite courses. Includes clinical component.

NUR230 PROFESSIONAL DEVELOPMENT III: ...................................................... CREDITS: 1
Prerequisite: NUR220
This course is the third in a series of four professional development courses. Nursing 230 builds on the concepts of the nursing roles, regulatory guidelines, therapeutic communication, evidenced-based practice, critical thinking, and cultural sensitivity introduced in NUR110 and NUR220: Professional Development I and II, respectively. The course focuses on nursing leadership skills, assertiveness, professional competency, and managing client care.

NUR232 PHARMACOLOGY IN NURSING III..................................................... CREDITS: 1
Prerequisite: NUR222
This course is the third in a series of three pharmacology courses. Nursing 232 focuses on the actions, side effects, and nursing considerations of medications affecting various body systems such as cardiovascular, endocrine, gastrointestinal, urinary, respiratory, musculoskeletal, and ophthalmic. Treatment for toxicity and cancer, and discussion of various supplements are also reviewed. This course builds on the concepts of pharmacodynamics, safe medication administration, and intravenous therapy introduced in NUR112 and NUR222: Pharmacology in Nursing Practice I and II, respectively.

NUR235 NURSING CARE ACROSS THE LIFESPAN ........................................ CREDITS: 5
Prerequisite: NUR222, NUR225 and NUR226
This third level course is focuses on the care of children, adults, and their families throughout the lifespan from childhood through death. Nursing 235 addresses concepts related to growth and development, pediatric and geriatric health alterations, death and dying, and basic community health nursing. The course builds on the principles of professional development, pharmacology, foundations of nursing care, and reproductive, childbearing, neurological, psychiatric, and sensory concepts introduced in prerequisite courses. Includes clinical component.

NUR236 MEDICAL-SURGICAL NURSING ......................................................... CREDITS: 5
Prerequisite: NUR222, NUR225 and NUR226
This third level course focuses on the care of adults experiencing gastrointestinal, musculoskeletal, urological, renal, hepatic, and homeostatic alterations and surgical intervention. Nursing 236 builds on the principles of professional development, pharmacology, foundations of nursing care, and reproductive, childbearing, neurological, psychiatric, and sensory concepts introduced in prerequisite courses. Includes clinical component.

NUR240 PROFESSIONAL DEVELOPMENT IV .................................................. CREDITS: 1
Prerequisite: NUR230
This course is the fourth in a series of four professional development courses. Nursing 240 builds on the concepts of nursing roles, regulatory guidelines, communication, evidenced-based practice, critical thinking, leadership, management, and cultural sensitivity introduced in NUR110, NUR220, and NUR230: Professional Development I, II, and III, respectively. The course focuses on current issues in nursing, advanced communication skills, clinical decision making, and cultural competency.
NUR245 ADVANCED NURSING CARE .............................................................. CREDITS: 9
Prerequisite: NUR232, NUR235, NUR236 and BIO218
This fourth level course focuses on the care of individuals experiencing oxygenation, circulation, protective, metabolic, and oncological alterations, and traumatic injury. Nursing 245 builds on the concepts of the prerequisite courses including: professional development, pharmacology, foundations of nursing care, maternal-child, psychiatric, pediatric, geriatric, and select medical-surgical nursing. Includes clinical component.

NUR246 TRANSITION TO PRACTICE .............................................................. CREDITS: 2
Prerequisite: NUR245
This fourth level course is the final nursing course of the ASN curriculum. Nursing 246 includes a guided self-review of nursing theory and 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 AND 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 aspects 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. An introduction to word origins, abbreviations, and symbols are included. Words are included pertaining to all body systems, as well as the field of medicine.

RAD102 RADIOGRAPHIC PROCEDURES I .......................................................... CREDITS: 4
It is a lecture/laboratory study of chest radiography, upper and lower extremities, shoulder and pelvic girdle, and abdominal radiography. Radiographic image critique will be integrated throughout the course. Includes a laboratory component.

RAD105 FUNDAMENTAL AND RADIOGRAPHIC PHYSICS ............................. CREDITS: 4
The course introduces the 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 I. Radiographic image critique will be correlated with procedures learned in RAD 102. Students will meet requirements and competencies in the areas specified in the clinical procedure manual.

RAD122 RADIOLOGIC PROCEDURES II .................................................... CREDITS: 4
Prerequisite: RAD102
This course is a lecture/laboratory study of the urinary tract, gastrointestinal system, biliary system, spine, bony thorax, and skull. 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. Includes a laboratory component.
RAD127 RADIOGRAPHIC IMAGING AND FUNDAMENTALS ........................................... CREDITS: 3
The course introduces the theories and applications of radiographic imaging and the fundamental professional practices and organizations that contribute to the art and science of radiologic technology. The student will learn effective radiation protection methods and develop an understanding of the factors that affect radiographic quality.

RAD128 CLINICAL PRACTICUM II ........................................................................ CREDITS: 4
Prerequisite: RAD102, 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 II. Radiographic image critique is correlated with procedures throughout the course.

RAD200 DIRECTED READINGS ........................................................................... CREDITS: 1
An independent study course with assigned readings about specific topics in medical imaging and health care.

RAD204 RADIOGRAPHIC PATHOLOGY ................................................................ CREDITS: 1
This course focuses on the common diseases and abnormalities of organs and systems as they relate to radiography. The anatomy and physiology of each system is reviewed preceding the discussion of that system’s diseases. Proper learning and understanding of the material is facilitated by experience in performing radiographic procedures and by identifying specific pathology on radiographic films. The concept of compensating technique changes for pathologic conditions will also be discussed.

RAD208 CLINICAL PRACTICUM III ...................................................................... CREDITS: 3
Prerequisite: RAD122, 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 PHARMACOLOGY ......................................................... CREDITS: 1
This course is an integrated study of the principles of pharmacology as they pertain to the imaging professional. Pharmacodynamics of drug interaction and radiopaque contrast media are discussed. The role of the imaging professional in drug administration and the proper procedure for venipuncture is discussed and integrated during clinical practicum.

RAD215 PRINCIPLES OF CT IMAGING AND CROSS-SECTIONAL ANATOMY .. CREDITS: 2
This course will help the learner establish a knowledge base in cross-sectional anatomy. Structures and locations for basic cross sectional anatomy of the head, neck, thorax, abdomen, pelvis, spine and extremities will be presented. It will also introduce the student to the principles related to computed tomography image formation, radiation dose and safety concerns, scanning procedures, and post-processing procedures.

RAD222 RADIOGRAPHIC PROCEDURES III ....................................................... CREDITS: 2
Prerequisite: RAD122
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, ribs, sternum, and upper extremity. The course will also include an independent study for advanced imaging modalities in angiography and interventional procedures and additional diagnostic procedures. Students will apply these principles during clinical practicum and special rotations.
RAD223 PROCEDURES IV .................................................................................................................. CREDITS: 2
Prerequisite: RAD222
This course emphasizes the principles of film 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 films. Examinations included will be lower extremities, spines, digestive system, and cranium. The course will also include an independent study of mammography, MRI, ultrasound, PET, nuclear medicine and radiation therapy. Students will apply these principles during clinical practicum.

RAD227 ADVANCED RADIOGRAPHIC IMAGING ................................................................................. CREDITS: 4
Prerequisite: RAD127
This course provides a comprehensive review of exposure factors and the 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.

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 clinic procedures.

RAD230 SEMINAR ............................................................................................................................ CREDITS: 4
This course is a capstone course which gives the student the opportunity for the re-examination of previously learned material that is pertinent to the registry. Based on pre-assessment, certain topics will be selected for discussion. This is a comprehensive review of the principles taught in preparation for the registry. Mock board examinations are given.

RAD238 CLINICAL PRACTICUM V .......................................................................................... CREDITS: 5
Prerequisite: RAD222, RAD228
Students will continue to rotate to obtain 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 the 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 student 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.

RES102 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 ............................................................... CREDIT: 1
This course introduces the sciences related to respiratory care. Topics include an introduction to physics including 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 in 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 principles of pharmacology, dosage calculation, autonomic nervous system, bronchodilator therapy, corticosteroids, anti-asthmatics, cardiovascular drugs, and neuromuscular drugs.

RES107 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 include 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 hygiene therapy, and chest physiotherapy.

RES208 FUNDAMENTALS OF RESPIRATORY CARE III ................................. CREDITS: 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 the 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 IV ..................................................................... CREDITS: 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.

RES224 CLINICAL PRACTICE V ..................................................................... CREDITS: 6
Prerequisite: RES223
This course allows the student 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: PATHOPHYSIOLOGY .......................................................................... CREDITS: 3
This course addresses health alterations and resulting manifestations, physical and diagnostic findings in the human body. Appropriate health care strategies are included.
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 basics of 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 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: EVIDENCED BASED PRACTICE IN HEALTH CARE ........................... CREDITS:  3
Prerequisite: MAT321
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 organization, 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 healthcare 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 PROJECT .................................................. CREDITS: 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 estimation, 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.

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, the course assists the registered nurse in developing comprehensive health assessments and interviewing techniques. Health promotion and prevention strategies are incorporated into the assessment process.
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.

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 and will complete the experience with preceptors.

NUR410: INTRODUCTION TO NURSING RESEARCH AND EVIDENCE BASED PRACTICE ................................................................. CREDITS: 3
Prerequisite: MAT321
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.

NUR420: SYNTHESIS FOR NURSING PRACTICE ........................................... CREDITS: 3
Prerequisites: NUR310, NUR325 NUR326, 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.

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.

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 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.

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: CULTURE AND DIVERSITY IN HEALTH CARE ..................................... CREDITS: 3

This course integrates knowledge of diversity in health care practice. 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 to health care needs of multicultural societies through non-discriminatory and culturally appropriate care will be utilized.
### ST. LUKE’S COLLEGE FACULTY AND STAFF

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<td>BA, University of Northern Iowa, Cedar Falls, IA</td>
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<tr>
<td>Susan Bowers, Ed.D, MSN, BSN, RN</td>
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<tr>
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<tr>
<td>Ed.D, University of South Dakota, Vermillion, SD</td>
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<tr>
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<tr>
<td>Dan Jensen, Ph.D</td>
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<tr>
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<tr>
<td>Department Chair, Imaging Science Edition and Bachelor of Health Sciences Education Professor</td>
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<tr>
<td>Ph.D, University of North Dakota, Grand Forks, ND</td>
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<tr>
<td>Danelle Johannsen, MA, BS</td>
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<tr>
<td>Dean, Student Services Division</td>
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<tr>
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<tr>
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<tr>
<td>Michelle Fitch, AS</td>
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<tr>
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<tr>
<td>Paula Gunten, BSN, RN</td>
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<tr>
<td>Monica Harvey</td>
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<tr>
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<tr>
<td>Audrey Kinyon</td>
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<td>Student Service Assistant</td>
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<tr>
<td>Marti Lafferty</td>
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<tr>
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<tr>
<td>Sherry McCarthy, BS</td>
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<td>Enrollment Management and Marketing Coordinator</td>
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<tr>
<td>Lori Meier, BS</td>
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<tr>
<td>Accountant</td>
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<tr>
<td>Michelle Ouellette, BS</td>
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<tr>
<td>Education Technology Specialist and Compliance Coordinator</td>
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<td>BS, Dakota State University, Madison, SD</td>
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<tr>
<td><strong>Clinical Pastoral Education</strong></td>
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<tr>
<td>Roger Cauthon, MDiv., ACPE Supervisor</td>
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<tr>
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<td>ACPE Supervisor, Association of Clinical Pastoral Education, Decatur, GA</td>
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<tr>
<td>MDiv., Denver Seminary, Denver, CO</td>
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<td>Department</td>
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<td>Position</td>
<td>Education and Experience</td>
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<td>Imaging Science Education</td>
<td>Dan Jensen, Ph.D</td>
<td>Dean, Health Sciences Division</td>
<td>Ph.D, University of North Dakota, Grand Forks, ND MBA, University of Mary, Bismarck, ND BS, Moorhead State University, Moorhead, MN</td>
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<tr>
<td></td>
<td>Theresa Holst, BS, RT(R)</td>
<td>Instructor, Clinical Coordinator</td>
<td>BS, Bellevue University, Bellevue, NE</td>
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<tr>
<td></td>
<td>Pamela Kuntz, BS</td>
<td>Instructor</td>
<td>BS, St. Mary’s University, Winona, MN</td>
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<td>Marcia Moore, BS</td>
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<tr>
<td>Library</td>
<td>Nancy Zubrod, BS</td>
<td>Department Chair, Library</td>
<td>BS, Briar Cliff University, Sioux City, IA MISLT, University of Missouri – Columbia, Columbia, MO</td>
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<td></td>
<td>Kathy Massey, BS, BA</td>
<td>Library Associate</td>
<td>BS, Minnesota State University, MN BA, Minnesota State University, MN</td>
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<tr>
<td>Medical Laboratory Science Education</td>
<td>Pam Briese, MS, MLS (ASCP)</td>
<td>Department Chair, Medical Laboratory Science Education</td>
<td>MS, University of South Dakota, Vermillion, SD BS, University of South Dakota, Vermillion, SD</td>
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<td></td>
<td>Lauren Kelly, MS, MLS(ASCP)</td>
<td>Assistant Professor</td>
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<tr>
<td>Division of Nursing Education</td>
<td>Susan Bowers, Ed.D, MSN, BSN</td>
<td>Dean, Nursing Division Professor</td>
<td>Ed.D, University of South Dakota, Vermillion, SD MSN, Clarkson College, Omaha, NE BSN, Morningside College, Sioux City, IA</td>
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<tr>
<td></td>
<td>Lorall Karpuk, MSN, BSN, RN</td>
<td>Department Chair, Bachelor of Science in Nursing Education Distance Education Coordinator Associate Professor</td>
<td>MSN, South Dakota State University, Brookings, SD BSN, Creighton University, Omaha, NE</td>
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<tr>
<td></td>
<td>Lorraine Sacino Murphy, MSN</td>
<td>Department Chair, Associate of Science in Nursing Associate Professor</td>
<td>MSN, Briar Cliff University, Sioux City, IA BSN, University of Wisconsin, Eau Claire, WI</td>
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<tr>
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<td>Corina Anema, MSN, BSN, RN, CNE</td>
<td>Associate Professor</td>
<td>MSN, Briar Cliff University, Sioux City, IA BSN, Grandview College, Des Moines, IA</td>
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<td>Angela Babe</td>
<td>Administrative Assistant</td>
<td>AS, Western Iowa Tech Comm. College, Sioux City, IA</td>
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<td>Pam Banks, MSN, BSN, RN, CNE</td>
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<td>Michelle Barta, MS, BSN, RN</td>
<td>Associate Professor</td>
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<td>Karen Eberle, MSN, BSN, RNC-OB, CNE</td>
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<td>Amy Feddersen, BSN, RN</td>
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<tr>
<td>Name</td>
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</table>
| Holly Galles, DNP, PMHNP-BC, MSN/MBA/HC, BSN, RN | Associate Professor                          | DNP, Creighton University, Omaha, NE  
|                              |                                               | MSN/MBA, University of Phoenix, Phoenix, AZ  
|                              |                                               | BSN, University of Phoenix, Phoenix, AZ           |
| Courtney Greene, MSN, BSN, RN-BC | Assistant Professor                           | MSN, South Dakota State University, Brookings, SD   
|                              |                                               | BSN, South Dakota State University, Brookings, SD   |
| Renae Grell, MSN, BSN, RN, IBCLC | Assistant Professor                           | MSN, Walden University, Minneapolis, MN           
|                              |                                               | BSN, South Dakota State University, Brookings, SD   |
| Ronda Hildebrand, BSN, RN     | Assistant Professor                           | MSN, Briar Cliff University, Sioux City, IA        
|                              |                                               | BSN, Wichita State University, Wichita, KS         |
| Sonya Hiserote, MSN, BSN, RN  | Assistant Professor                           | MSN, Clarkson College, Omaha, NE                   
|                              |                                               | BSN, Clarkson College, Omaha, NE                   |
| Lori Hoesing, MSN, BSN, RN    | Associate Professor                           | MSN, South Dakota State University, Brookings, SD   
|                              |                                               | BSN, Mt. Marty, Yankton, SD                        |
| Molly Hunter, BSN, RN         | Clinical Coordinator                          | BSN, Murray State University, Murray, KY           |
| Shari Hussing, BSN, RN        | Instructor                                    | BSN, South Dakota State University, Brookings, SD   |
| Deb Juffer, MSN, BSN, CMSRN   | Associate Professor                           | MSN, South Dakota State University, Brookings, SD   
|                              |                                               | BSN, Morningside College, Sioux City, IA           |
| Teresa Kelley, MSN, BSN, RN    | Assistant Professor                           | MSN, Briar Cliff University, Sioux City, IA        
|                              |                                               | BSN, Briar Cliff University, Sioux City, IA        |
| Peggy Mace, BSN, RNC-OB       | Instructor                                    | BSN, Morningside College, Sioux City, IA           |
| Rosanne McNertney, BSN, RN    | Instructor                                    | BSN, Morningside College, Sioux City, IA           |
| Shannon Merk, MSN, BSN, RN, OCN| Assistant Professor                           | MSN, University of Phoenix, Phoenix, AZ           
|                              |                                               | BSN, University of Phoenix, Phoenix, AZ           |
| Courtney Ott, MSN, BSN, RN    | Assistant Professor                           | MSN, Allen College, Waterloo, IA                   
|                              |                                               | BS, Bellevue University, Bellevue, NE              |
| Mary Otterby, MA, BSN, RN     | Instructor                                    | MA, University of South Dakota, Vermillion, SD     
|                              |                                               | BSN, South Dakota State University, Brookings, SD   |
| Stephanie Palmersheim, MSN, BSN, RN | Assistant Professor                          | MSN, University of Phoenix, Phoenix, AZ           
|                              |                                               | BSN, Briar Cliff University, Sioux City, IA        |
| Anne Pithan, MS, BA, RN, CNE  | Instructor                                    | MS, Clarkson College, Omaha, NE                     
|                              |                                               | BA, Augustana College, Sioux Falls, SD              |
| Beth Sitzmann, MSN, BSN, RN, CNE| Associate Professor                           | MSN, University of Phoenix, Phoenix, AZ           
|                              |                                               | BSN, University of Iowa, Iowa City, IA             |
| Jenni Sohm, BSN, RN           | Instructor                                    | BSN, University of Iowa, Iowa City, IA             |
| Heather Stehr, MSN, BSN, RN   | Assistant Professor                           | MSN, Briar Cliff University, Sioux City, IA        
<p>|                              |                                               | BSN, Briar Cliff University, Sioux City, IA        |</p>
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<tr>
<th>Faculty Name</th>
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<tr>
<td>Danielle Watts, BSN, RN</td>
<td>Instructor</td>
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<tr>
<td>Taffy Zoelle, MSN, BSN, RN</td>
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<td>and Bachelor of Health Sciences Education</td>
<td>BS, Moorhead State University, Moorhead, MN</td>
</tr>
<tr>
<td>Allen Barbaro, MS, RRT</td>
<td>Department Chair, Respiratory Care Education</td>
<td>MS, Pittsburg State University, Pittsburg, KS</td>
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<tr>
<td></td>
<td>Assistant Professor</td>
<td>BS, University of Pittsburgh, Pittsburgh, PA</td>
</tr>
<tr>
<td>Cynthia Duncan, BS, RRT</td>
<td>Assistant Professor, Clinical Coordinator</td>
<td>BS, Creighton University, Omaha, NE</td>
</tr>
</tbody>
</table>
St. Luke’s College Board of Directors

Thomas Elsen, Chairperson
Vice President, Marketing
American Popcorn Company
Sioux City, IA

Linda Krei, Vice Chairperson
Sioux City, IA

Christy Finnegan, Secretary
Goosmann Law Firm
Sioux City, IA

Dan McCarty, Treasurer
Orange City Area Health System
Orange City, IA

Angela Aldrich, MD
Physician
Siouxland Obstetrics and Gynecology P.C.
Sioux City, IA

Eileen Barto, MD
Physician
UnityPoint Health Clinical Family Medicine
Sergeant Bluff, IA

Dwight Birkley
Wagner, Ear Nose and Throat
Sioux City, IA

Jacquelin Grabouski
Family Wellness Associates
Sioux City, IA

Ronda Keenan
Assistant Professor, Briar Cliff University
Retired Nursing Administrator
LeMars, IA

Jeanne Kleinhesselink
Sioux Center Medical Clinic
Sioux Center, IA

James Quesenberry, MD
Pathologist
UnityPoint Health - St. Luke’s
Sioux City, IA

Jenna Rehnstrom-Liberto
KCAU-TV
Sioux City, IA

Fran Sadden
Retired Nursing Administrator
Sioux City, IA

Leah Zuidema
Dordt College
Sioux Center, IA
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<td>May</td>
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<tr>
<td>15</td>
<td>Summer classes begin</td>
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<tr>
<td>22</td>
<td>Phlebotomy classes begin</td>
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<tr>
<td>29</td>
<td>Memorial Day Holiday – College closed</td>
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<tr>
<td>16</td>
<td>Last day to drop with a “W”</td>
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<tr>
<td>30</td>
<td>Medical Laboratory Science Graduation Ceremony – Mercy Medical Center – 11:00 a.m.</td>
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<tr>
<td>July</td>
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<td>Independence Day Holiday - College closed</td>
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<td>Summer classes end</td>
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<td><strong>August</strong></td>
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<td>3</td>
<td>Phlebotomy classes end</td>
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<td>Phlebotomy graduation</td>
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<tr>
<td>7</td>
<td>Medical Laboratory Science classes begin</td>
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<tr>
<td>7-11</td>
<td>Iowa Private College Week</td>
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<td>14</td>
<td>Fall semester classes begin</td>
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<td>New Student Orientation</td>
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<td><strong>September</strong></td>
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<tr>
<td>4</td>
<td>Labor Day Holiday – College closed</td>
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<tr>
<td>11-13</td>
<td>Phonathon</td>
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<tr>
<td>18</td>
<td>Constitution Day</td>
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<td>Last day to drop with “W” from block 1 (Nursing only)</td>
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<tr>
<td>21</td>
<td>Scholarship Luncheon</td>
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<td><strong>October</strong></td>
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<td>Professional Development Day (no classes)</td>
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<td>Block 1 session classes end (Nursing only)</td>
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<tr>
<td>11</td>
<td>Block 2 session classes begin (Nursing only)</td>
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<tr>
<td>19, 24, 26</td>
<td>College Visit Days – 3:00 (Prospective students only)</td>
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<td>20</td>
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<td>23-27</td>
<td>Registration/Advising Week (For spring semester courses)</td>
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<td>Last day to drop with “W” from Block 2 (Nursing only)</td>
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<td>22, 23, 24</td>
<td>Thanksgiving Holiday – No classes – College closed</td>
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<td>27</td>
<td>Classes Resume</td>
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<td>Fall semester classes end</td>
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<td></td>
<td>Winter graduation ceremony – 3:00 p.m. – Sioux City Convention Center</td>
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<tr>
<td>25-31</td>
<td>College closed</td>
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<tr>
<td><strong>January</strong></td>
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<td>1</td>
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<td>Spring semester classes begin</td>
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<td>New Student Orientation</td>
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<tr>
<td><strong>February</strong></td>
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<tr>
<td>15, 20, 22</td>
<td>College Visit Days – 3:00 (Prospective students only)</td>
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<tr>
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<td>Last day to drop with “W” from Block 1 (Nursing only)</td>
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<tr>
<td><strong>March</strong></td>
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<tr>
<td>9</td>
<td>Block 1 session classes end (Nursing only)</td>
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<tr>
<td>12-16</td>
<td>Spring Break</td>
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<tr>
<td>19</td>
<td>Classes resume</td>
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<td>26-30</td>
<td>Registration/Advising Week (For summer/fall semester courses)</td>
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<td><strong>April</strong></td>
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<td><strong>May</strong></td>
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<tr>
<td>11</td>
<td>Spring semester classes end</td>
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<tr>
<td></td>
<td>Spring graduation ceremony at 3:00 p.m. – Sioux City Convention Center</td>
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</tbody>
</table>

Updated 10/14/16
Block 1 = First 8 weeks of semester
Block 2 = Second 8 weeks of semester