



The Accrediting Bureau of Health Education Schools (ABHES) at 6116 Executive Blvd., Suite 730, North Bethesda, Maryland 20852, (301) 291-7550, institutionally accredits Stepful College

ABHES is listed by the U.S. Department of Education as a nationally recognized accrediting agency under the provisions of Chapter 33, Title 38, U.S., Code and subsequent legislation.

City Campus (Non-Main)
909 South Taylor Avenue
St. Louis, MO 63110
Phone: (314) 652-0300
admissions@slchc.edu

County Campus (Main)
1297 North Highway Drive
Fenton, MO 63026
Phone: (636) 529-0000
admissions@slchc.edu

<http://www.stepfulcollege.edu>



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Stepful College

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This is Stepful College

Dear Future Healthcare Professional:

Welcome to Stepful College. By enrolling at Stepful College, you have chosen to pursue a career in a field that offers many rewards. To be able to earn a living while helping humanity is a rare privilege. Few areas of employment outside of healthcare offer so many opportunities for personal satisfaction and financial security.

Along with the benefits, healthcare careers also carry many responsibilities. Through daily actions and decisions, the healthcare professional affects the lives of many people. Patients' lives depend on the skill and wisdom of the healthcare provider. This is a great responsibility.

At Stepful College, we expect you to take seriously your responsibilities as a future healthcare professional. As you progress through your chosen program of study, you are preparing yourself educationally to perform your duties in an ethical and professional manner.

As a healthcare professional, you will be entrusted with the well being of patients. You must earn this trust. As a confident and empathetic professional, you will instill confidence and empathy in others. This will make it easier for patients to trust you with their lives.

At Stepful College, we are dedicated to assisting you in achieving your career goals. Once you commit to academic preparation and develop professional skills, we are confident success will be yours.

**Faculty and Staff
Stepful College**



All information contained in this catalog holds true to all campuses in their relation to the respective programs being offered at the specific campus which the curriculum is being offered.

College Ownership

Stepful College is a progressive institution dedicated to training individuals to understand the complexities and sophistication of modern medical systems. Founded as St. Louis College of Health Careers in 1981 by Rush L. Robinson, Ph.D., and Steven N. Barsam, MBA, specialized in training students for successful, rewarding careers in the healthcare field. Both founders held positions as governing members of the Board of Directors and ownership of the college and all campuses therein through November 30, 2025.

On December 1, 2025 ownership of the institution was transferred to Stepful, Inc. with Mickey Slevin taking over as President of Stepful College.

Name: Stepful, Inc.

Address: 4444 2nd Avenue, Suite 36001

City, State, Zip: Detroit, MI 48201

Phone: 332-334-8285

Website: stepful.com/stepfulcollege.edu

Mission Statement

Stepful College is committed to delivering education that provides an understanding of our rapidly evolving healthcare environment. SC develops and refines programs based on current, credible, and evidence based healthcare trends. Since its founding, the College has embraced those seeking an avenue through which to improve their quality of life.

Our Stepful College goals include:

- Facilitate a supportive and flexible learning environment.
- Expand and maintain career focused quality education.
- Provide graduates that are competent in theory and practice.
- Organize and deliver student services that foster self-sufficiency and opportunity.
- Provide preparation and assistance for seeking employment in the healthcare environment.
- Use technology to create and expand educational opportunities for the working student.

Educational Philosophy

Stepful College has maintained a fundamental educational philosophy since its inception, and remains dedicated to meeting the educational needs and professional expectations of its students. SC strives to prepare students to become competent members of the healthcare community. To this end, SC has developed an educational structure that combines theoretical instruction with clinical experience in specialized healthcare field. This combination best prepares students for professional careers in healthcare. For this reason, clinical experiences are offered within community health and medical facilities, including hospitals, longterm care facilities, doctors' offices, and clinics. This allows clinical instruction in a modern healthcare environment. Qualified educators and healthcare professionals supervise both classroom/online instruction and the clinical experience.

Educational Objectives

SC's primary educational objective is to facilitate student learning providing tools to gain consistent, sustainable, and valuable knowledge and skills needed for the current healthcare field. Our primary objective is supported by the following goals:

- To meet student needs by providing focused educational programs.
- To provide academic and support services enhancing student success.
- To maintain a caring, supportive environment concerned with each student's success.
- To offer relevant and current curricula, facilities, equipment and qualified faculty to meet today's dynamic healthcare environment, preparing students for employment in an ever-changing job market.

Institutional Accreditation:

Stepful College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES), which is recognized by the U.S. Department of Education.

Accrediting Bureau of Health Education Schools
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
(301) 291-7550
info@abhes.org

State Recognitions:

The Practical Nursing program (PN) has full approval and the LPN to RN program at the county campus is on initial approval by the Missouri State Board of Nursing.

Missouri State Board of Nursing
3605 Missouri Boulevard
P.O. Box 656
Jefferson City, Missouri 65102-0656
(573) 751-0681

A Certificate of Approval to Operate has been issued to Stepful College by:

Missouri Department of Higher Education & Workforce Development
Attn: Coordinating Board for Higher Education
301 W High St., PO Box 1469
Jefferson City, MO 65101-1469
Phone: (573) 751-2361
Fax: (573) 751-6635
Email: info@dhewd.mo.gov

Stepful College is approved by the State of Missouri to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA) NCSARA is a voluntary, regional approach to state oversight of postsecondary distance education. California is the only state that does not currently participate in NC-SARA, therefore, if a student relocates to California prior to program completion, this may adversely impact the student's ability to complete the program.
<https://www.nc-sara.org/>.

Program Accreditations:

The Respiratory Therapy - AAS (Program Number 200553) and the Bachelor of Science RRT-BSRT (Program Number 510002) both located at the county campus, hold Continuing Accreditation status by the:

Commission on Accreditation for Respiratory Care
(CoARC)
264 Precision Blvd.
Telford, TN 37690
Phone: (817)283-2835
Website: <https://coarc.com>

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

3030 Potomac Ave, Suite 100
Alexandria, VA 22305
Telephone: 703-706-3245
Email: accreditation@apta.org
Website: www.capteonline.org
If needing to contact the program/institution directly, please call (636) 529-0000 ext. 3592 or email dmaxam@slchcmail.com.

The Practical Nursing (PN) program has full approval status with the Missouri State Board of Nursing. The LPN to RN program has initial approval status from the Missouri State Board of Nursing.

The Stepful College Practical/Vocational Nursing Program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037. 202-909-2487. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

The Stepful College Associate Degree in Nursing Program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037. 202-909-2487. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

The Stepful College Bachelor's Degree in Nursing Program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037. 202-909-2487. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

Delivery Method

Stepful College offers convenient delivery methods to provide students with more flexible educational opportunities. Courses may be delivered either through residential, blended or full distance education methods as identified in the Student Portal as well as in course syllabi. Residential delivery is defined as coursework that is delivered at an approved on-ground location. Blended delivery is defined as lecture and/or laboratory instruction within a program or course provided in on-ground and distance education formats. Full distance education delivery is defined as lecture and laboratory instruction within a program or course provided through distance education. Course descriptions and objectives remain the same, regardless of delivery method. Technology fees vary by program. Digital textbooks (ebooks) are used in fully online programs as well as select courses within blended programs.

Technology Requirements

Program coursework is delivered using an interactive learning management system (LMS). You will need a stable Internet connection and a supported browser. Stepful College recommends either Microsoft Edge or Google Chrome updated to the latest update. Other LMS compatible browsers are Firefox and Safari. Microsoft Internet Explorer is no longer supported by Microsoft or the LMS. Other browsers have not been tested with the LMS. For timed tests, a wireless connection is not recommended. The LMS will adjust to different sizes of screens for use with phones or tablets. Just open the LMS in your mobile browser. File uploads may be more difficult from mobile devices. Due to connection issues beyond the control of Stepful College it is suggested you do not take timed tests on a phone or tablet.

NOTE: Stepful College does not recommend netbooks (such as a Chromebook) for classwork.

Software needed includes Microsoft Office or an Open-Source Office Suite and Adobe Reader. Some assignments may require Microsoft Office. SC has provided each student with a copy of the MS Office suite. Stepful College provides all students with a Microsoft Office 365 Education A3 license. This allows the installation of MS Office Suite as well as use of the browser-based Office 365. Office 365 will run on almost any computer manufactured from 2015 with 4Gb of RAM or better. Office 365 requires Windows 8 or higher.

Distance Education Approval

Stepful College is approved by the State of Missouri to participate in the State Authorization Reciprocity Agreement (SARA). SARA is a voluntary, regional approach to state oversight of postsecondary distance education. As of July 2019, 49 states (all but California), the District of Columbia, Puerto Rico and the U.S. Virgin Islands have now joined SARA. Refer to the NC-SARA website for more information at: <https://www.nc-sara.org>.

California State Authorization (Distance Education)

Stepful College, Inc. is registered as an out-of-state institution with the California Bureau for Private Postsecondary Education (BPPE) pursuant to California Education Code section 94801.5. This registration permits the institution to enroll students residing in California in distance education programs. This registration is effective through April 28, 2031, unless earlier modified or revoked by the Bureau. Registration with the BPPE does not constitute approval to operate a physical location in California and does not imply endorsement or accreditation by the State of California. The institution complies with applicable California regulations, including Student Tuition Recovery Fund (STRF) requirements.

Distance Education Student Complaint Process (SARA and California BPPE)

Stepful College participates in the State Authorization Reciprocity Agreement (SARA) through authorization granted by the Missouri State Portal Entity (SPE). SARA establishes a uniform process for resolving student complaints related to distance education across participating states.

Step 1: Institutional Complaint Resolution (Required for All Students)

Students enrolled in distance education courses or programs must first attempt to resolve all complaints through Stepful College's institutional complaint process as outlined in the Student Catalog.

- Complaints must be submitted in writing and reviewed in accordance with institutional procedures.
- Students must allow the institution reasonable time to investigate and respond.
- Documentation demonstrating exhaustion of the institutional complaint process should be retained.

Step 2: State Level Complaint Resolution

A. Students Residing Outside of California (SARA Process)

If a distance education related complaint is not resolved after exhausting Stepful College's institutional complaint process, students may file a complaint under the SARA complaint resolution process.

- SARA complaints are submitted to the State Portal Entity (SPE) in the student's state of legal residence at the time the complaint is filed.
- Missouri residents may submit complaints to the Missouri State Portal Entity.
- The SPE may review the complaint and, if applicable, coordinate resolution with other state agencies or NC SARA in accordance with SARA policies.

SARA Resources

- SARA Student Complaint Information: <https://nc-sara.org/sara-student-complaints-0/>
- State Portal Entity (SPE) Contact Directory: <https://nc-sara.org/state-portal-entity-contacts>

B. Students Residing in California (BPPE Process – California Is Not a SARA State)

Because California does not participate in SARA, California resident students enrolled in distance education programs must follow California's state complaint process after exhausting SC's institutional complaint procedures.

If the complaint is not resolved institutionally, California residents may file a complaint with the California Bureau for Private Postsecondary Education (BPPE).

- A student or any member of the public may file a complaint with BPPE by calling (888) 370 7589 or by completing a complaint form available on BPPE's website.
- BPPE reviews complaints related to institutional compliance, consumer protection, and applicable California education regulations.

California BPPE Contact Information

- Bureau for Private Postsecondary Education (BPPE)

Website: <https://www.bppe.ca.gov/>

INSTRUCTIONAL PROGRAMS



*Come Here, Go
Anywhere!*

Healthcare Administration, MS

The Master of Healthcare Administration Program is intended for graduates who hold a bachelor's degree and have prior healthcare experience. The program was designed with the commitment to guide students to develop and apply advanced leadership and managerial skills, incorporate analytical thinking in problem solving and decision making, and demonstrate strong personal and professional behavior to ensure that employees and other stakeholders are working toward common goals.

This program will develop healthcare administrators who will lead healthcare facilities in innovation and transformation improving healthcare organizations and strengthening society's health and healthcare services.

Graduates of the Master of Healthcare Administration Program may work in a variety of management settings including hospital and physician offices, managed care organizations, home care agencies, rehabilitation centers, skilled nursing facilities, pharmacies, insurance companies, and specialize in research and education.

Program Length: - 48 Weeks - No Longer Enrolling - Teach Out in Progress

		Hours	Credits
HA510	Healthcare Performance Management	60	4
HA515	Healthcare Research & Statistics	60	4
HA520	Informatics for Healthcare Administration	60	4
HA525	Healthcare Leadership & Change Mgt.	60	4
HA530	Financial Management	60	4
HA535	Human Resources Management	60	4
HA610	Managerial Epidemiology	60	4
HA615	Strategic Planning & Marketing for Healthcare Organizations	60	4
HA620	Health Policy, Principles & Relationships	60	4
HA625	Integrated Studies in Healthcare	60	4
HA630	Advanced Research in Healthcare/Capstone	60	4

Program Totals: 660 hours; 44 credits

All courses are fully online.

Other Program Requirements:

An earned bachelor's degree

Award Upon Completion: Master of Science - Healthcare Administration

*<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>



Healthcare Administration, BS (Completion)

The Bachelor of Science in Healthcare Administration Program is intended for graduates who hold a healthcare-related associate's degree and/or have completed a total of 60 hours of approved transfer credits. The 60 credits must include at least 30 credits in the healthcare-related occupational area and at least 15 credits in general education. The degree is aimed to prepare graduates to plan, direct, and coordinate the delivery of healthcare operations. The program offers more specialized course work focusing on managing finances and daily operations of the medical facility.

Graduates from the Online Bachelor's Completion Program may have opportunities to various entry-level or advanced positions in many different organizations like hospitals, community health centers, clinics, and nursing homes.

Program Length: 64 Weeks - No Longer Enrolling - Teach Out in Progress

	Hours	Credits		Hours	Credits
ENG300 Writing as a Professional	60	4	HC430 Ethical and Legal Perspectives in Healthcare	60	4
HC330 Advanced Information Management	60	4	BUS350 Marketing Concepts	60	4
HC325 Quality Management in Healthcare	60	4	HC315 Healthcare Policy	60	4
ECO310 Economics	60	4	HC320 Topics in Public Health	60	4
HC425 Focus in Long Term Care	60	4	BUS300 Managerial Finance	60	4
HC310 Emergency Preparedness for Health Professionals	60	4	HIT300 Advanced Computer Applications	60	4
HC415 Hospital Billing & Reimbursement	60	4	HC435 Professional Capstone	60	4
			SC300 Organizational Behavior	60	4

Program Totals: 900 hours; 60 credits (120 total credits including transfer credits)

All courses are fully online.

Other Program Requirements:

Minimum of 60 hours of approved transfer credit

(30 credits in the healthcare-related occupational area and 15 credits in general education)

Award Upon Completion: Bachelor of Science - Healthcare Administration

* <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>



Healthcare Administration, AAS (Completion)

Healthcare Administration degrees focus primarily on entry-level administrative or management and strategic communication techniques. This degree program offers a unique series of courses that spotlight different management, regulatory, and advisory skills required by the successful healthcare administration professional. Healthcare administrators and managers perform duties ranging from updating and filing patients' records and insurance forms to basic information about health industry regulations, issues of leadership that are unique to healthcare employers and departments, and more generalized knowledge about sound management practices, dispute resolution among employees, and caring for patients' needs and personal information.

In order to be viable candidates in the current job market, healthcare administrators and managers must meet certain standards of competency. The objective of the AAS Degree in Healthcare Administration is to allow students to learn beyond the technical and practical aspects of healthcare, giving students a theoretical background to better assess, analyze and apply critical thinking skills to their work environment.

Graduates of the Healthcare Administration-AAS program may choose from a variety of management level employment settings including hospital and physician offices, managed care organizations, home care agencies, rehabilitation centers, skilled nursing facilities, pharmacies, insurance companies, and specialization in research and education.

SC diploma graduates can transfer a total of 30 block transfer semester credits from the following programs: Medical Assistant, Medical Office Administration, Pharmacy Technician, and Patient Care Technician. Students from other institutions with at least 30 hours of approved transfer semester credits that includes at least 3 general education semester credits and at least 12 semester credits in a healthcare-related occupational area can transfer in this block of credit.

Program Length: 36 Weeks - No Longer Enrolling - Teach Out in Progress

	Hours	Credits
HIT202 Computer Applications	45	3
ENG101 English Composition I	45	3
BUS202 Financial Principles	45	3
EN150 Communications	45	3
HCA201 Healthcare Management & Administration	60	4
HM201 Electronic Health Records Theory	45	3
HM201L Electronic Health Records Lab	30	1
PA204 Medical Billing Procedures Theory	45	3
PA204L Medical Billing Procedures Lab	30	1
HM306 Legal Aspects of Medical Records	45	3
HCA207 Managerial Ethics	45	3
Total	480	30
Program Total with Transfer Credits: 60		

All courses are fully online.

Other Program Requirements:

Minimum of 30 hours of approved transfer credits

Award Upon Completion:

Associate of Applied Science Degree

Gainful Employment Disclosures can be found at:

<https://slchc.edu/disclosures/>



Physical Therapist Assistant, AAS

Physical Therapist Assistants (PTAs) provide selected physical therapy services under the direction and supervision of a Licensed Physical Therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs' duties include, but are not limited to, instructing patients in exercises, locomotion and regaining functional independence. PTAs use physical modalities and adaptive equipment; they collect data on the patient's progress, document and report on the patient's response, educate patients and families, and assist with other aspects of the physical therapy practice. PTAs may work in outpatient clinics, home health, nursing homes, schools and sports facilities.

The objective of the PTA Program at Stepful College is to successfully prepare students to sit for the National Licensure Exam and become competent, entry-level Physical Therapist Assistants.

Stepful College graduates are eligible to apply to sit for a standardized exam by The Federation of State Boards of Physical Therapy (FSBPT) before a license will be granted.

Program Length: 75 Weeks - No Longer Enrolling - Teach Out in Progress

SEMESTER I (Pre-requisites)		Hours	Credits
HB300	Medical Terminology Basics	30	1
ENG101	English Composition I	45	3
MTH202	Algebra & Mathematical Functions	45	3
BL121	Essentials of Anatomy & Physiology	45	3
BL121L	Essentials of Anatomy & Physiology Lab	30	1
PS101	Psychology	45	3
HC101	Ethics	45	3
Total		285	17

SEMESTER III		Hours	Credits
PTA231	Orthopedics	30	2
PTA235	Physical Agents	30	2
PTA235L	Physical Agents Lab	90	3
PTA237	Therapeutic Exercise	30	2
PTA237L	Therapeutic Exercise Lab	90	3
Total		270	12

SEMESTER V		Hours	Credits
PTA252C	Clinical Internship I	240	5
PTA254C	Clinical Seminar	15	1
PTA256C	Clinical Internship II	240	5
PTA260	Capstone Class	15	1
Total		510	12

Program Totals: 1735 Hours; 70 Credits

Some courses may be offered online.

The Physical Therapist Assistant, AAS Program is only offered at the County Campus.

Other Program Requirements

For practicum/externship and/or licensure purposes, the following may be required: physical examination, drug test, PPD (tuberculin skin test), Hepatitis B vaccination series, MMR Titer, Flu Shot, CPR training, finger printing, and EDL check.

Award Upon Completion: Associates of Applied Science Degree

Accreditation Information: The Physical Therapist Assistant program at Stepful College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305; Telephone: 703-706-3245; Email: accreditation@apta.org; Website: www.capteonline.org. If needing to contact the program/institution directly, please call (636) 529-0000 ext. 3592 or email dmaxam@slchcmail.com.

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>



Practical Nursing, Diploma

Practical Nurses perform a full range of hands-on patient care. The program objective is to develop proficiency and confidence in the basic therapeutic, rehabilitative, and preventative care of people of all ages and cultures. They provide basic bedside care performing nursing procedures such as taking vital signs, giving injections, applying dressings, and helping patients with activities of daily living. Practical Nurses also keep accurate medical records, implement plans of care, and perform nursing duties.

Graduates may work in a variety of entry level settings including hospitals, nursing homes, physician's offices, home health agencies, residential care facilities, and clinics. A growing number of Licensed Practical Nurses are also providing healthcare in the home.

Stepful College graduates are eligible to apply to sit for the National Certification Licensing Examination (NCLEX) exam to become a Licensed Practical Nurse per Section 335.066, RSMo.

Program Length: 60 Weeks

Semester I (Pre-Requisites)		Hours Credits		Semester II		Hours Credits	
PS203	Human Growth and Development	30	2	NSG111	Nursing Fundamentals Theory	60	4
MTH203	Mathematical & Dosage Calculations	45	3	NSG111L	Nursing Fundamentals Lab	90	3
NS125	Basic Anatomy & Physiology for the Practical Nurse	75	4	NS306	Nursing Care of the Geriatric Client	45	3
PS302	Critical Thinking for Nurses	45	3	NS225	Pharmacology & Medication Administration	75	4
TOTALS		195	12			270	14
Semester III				Semester IV			
NS200	Nursing Care of the Adult I	75	5	NS300	Nursing Care of the Adult II	75	5
NS203P	Nursing Practicum I	180	4	NS303P	Nursing Practicum II	180	4
NS207	Nursing Care of the Mental Health Client	30	2	NS316	Nursing Care of the Pediatric Client	30	2
NS315	Nursing Care of the Child-Bearing Family	30	2	NS313	Nursing in Review	45	3
TOTALS		315	13	NS201	Professional Vocational Concepts	30	2
						360	16

Program Totals: 1,140 hours; 55 credits

Note: The city campus PN Program is no longer enrolling as the program is being taught out. The county campus PN Program is still accepting applicants for enrollment.

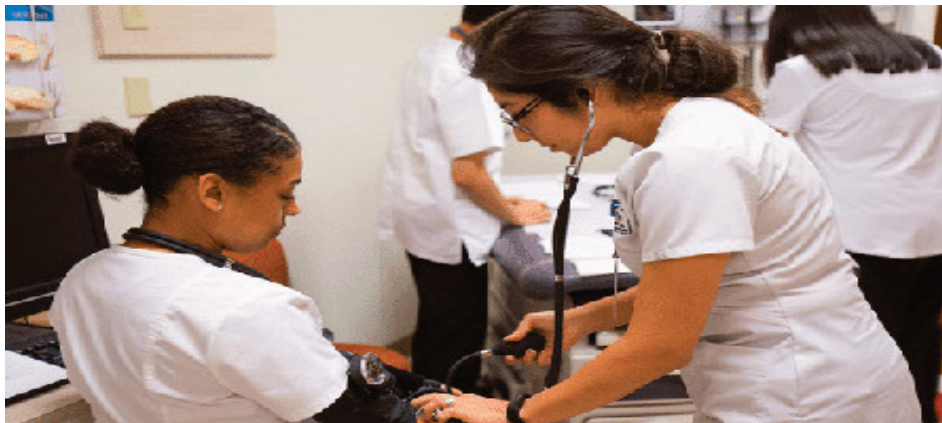
Delivery Format: Some courses may be offered as residential, blended, or fully online. Check with admissions for schedule options.

Other Program Requirements

Once selected for admission to the program, the student **MUST**: Obtain a TB screening test or chest x-ray, a urine drug screen, and a health screen. Provide proof of updated immunizations for: T-dap, MMR, Varicella, Flu, and Covid-19 screening. Provide proof of three completed Hepatitis B and two Hepatitis A vaccinations, or a positive titer demonstrating seroconversion prior to the start of the first clinical day. Proof that this process is in progress must be given when the student attends initial orientation into the program. Obtain fingerprinting and background check.

Award Upon Completion: Diploma

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>



LPN to RN, AAS

The LPN to RN, AAS program is a bridge program designed to further develop students' knowledge of the nursing process of assessing, diagnosing, planning, implementing, and evaluating. The curriculum is designed around seven core components that include: diversity in healthcare, clinical decision-making, assessment, patient education, continuity of care, collaboration, and leadership. The program integrates physiological and psychosocial concepts, along with critical thinking and clinical reasoning within nursing practice to promote safe, evidence-based, quality, patient-centered care practitioners. Graduates will demonstrate professional communication and collaboration with patients, families, and other healthcare team members to function as an effective healthcare provider and team member with diverse populations. The program effectively prepares graduates with the knowledge, skills, and attitudes required to competently practice as an entry-level professional nurse and to apply the concepts of patient advocacy and lifelong learning to foster quality healthcare. On successful completion of the LPN to RN program, graduates are eligible to apply to sit for the National Council Licensure Examination-Registered Nurse (NCLEX-RN) per Section 335.066, RSMo.

Prerequisite and Semester I (Transitional) Semester courses must be completed prior to Semester II nursing courses. All courses must be completed in sequence to continue in the program. Some courses may be offered online or in a blended format.

Program Length: 60 Weeks (Prerequisite courses included)

* Articulated Credits	Hours	Credits
INursing Care of the Adult I	75	5
Nursing Care of the Geriatric Client	45	3
Nursing Care of the Maternal/Child	60	4
Nursing Care of the Mental Health Client	30	2
Nursing Fundamentals	60	4
TOTALS	270	18

*Articulated Credits are college credits applied upon enrollment in the LPN to RN program based on evidence of successful completion of an approved practical nursing program.

* Pre-Requisites

Anatomy & Physiology I Theory/Lab	75	4
Anatomy & Physiology II Theory/Lab	75	4
Approved Mathematics Course	45	3
TOTALS	195	11

COURSE SUMMATION

Articulated Credits	18
General Education Credits	21
Nursing Course Credits	30
TOTAL PROGRAM CREDITS	69

Semester I	Hours	Credits
BL203 Microbiology	45	3
BL203L Microbiology Lab	30	1
ENG101 English Composition I	45	3
RN200 Transitions in Nursing Practice	75	4
RN210 Mental Health Nursing	30	2
TOTALS	225	13

Semester II	Hours	Credits
BCHM203 Biochemistry	45	3
RN300 Concepts of Maternal Care	30	2
RN305 Community Health Nursing	30	2
RN307 Advanced Medical Surgical Nursing I	45	3
RN310 Clinical Practicum I	90	2
RN311L Simulation & Skills Lab I	30	1
TOTALS	270	13

Semester III	Hours	Credits
RN313 Pediatric Nursing	30	2
RN316 Clinical Practicum II	90	2
RN317 Advanced Medical Surgical Nursing II	45	3
RN321L Simulation & Skills Lab II	30	1
RN322 Professional Applications	45	3
RN323 NCLEX Success	45	3
TOTALS	285	14

Program Totals: 1,245 hours; 69 credits (prerequisite and articulated hours/credits included) *Articulated Credits are college credits applied upon enrollment in the LPN to RN program based on evidence of successful completion of an approved practical nursing program.

Some courses may be offered online or in a blended format. The LPN to RN, AAS Program is approved to be offered at the County campus.

Other Program Requirements:

Once selected for admission to the program, the student MUST: Obtain a TB screening test or chest x-ray, a urine drug screen, and a health screen. Provide proof of updated immunizations for: T-dap, MMR, Varicella, Flu, and Covid-19 screening. Provide proof of three completed Hepatitis B and two Hepatitis A vaccinations, or a positive titer demonstrating seroconversion prior to the start of the first clinical day. Proof that this process is in progress must be given when the student attends initial orientation into the program. Obtain fingerprinting and background check.

Award Upon Completion: Associate of Applied Science

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>

RN to BSN (Completion)

The RN to BSN Program is designed to help registered nurses advance their professional career by expanding their knowledge and skills in nursing. This program is ideal for actively licensed registered nurses who want to pursue higher education and take their nursing career to the next level. The RN to BSN Program offers a comprehensive curriculum that covers a wide range of topics, including nursing leadership and management, community health, research and evidence-based practice, complex care, and end-of-life care. The program is delivered fully online which allows students the flexibility to balance their work and personal responsibilities while pursuing their higher education goals.

Graduates of the RN to BSN Program are better equipped to take on leadership roles in healthcare organizations, pursue advanced nursing degrees, or become specialized in a particular area of nursing. With a BSN degree, nurses can also earn higher salaries and have access to greater job opportunities within the nursing field.

Program Length: 64 Weeks

		Hours	Credits
ENG300	Writing as a Professional	60	4
BN300	Nursing History & Theory	60	4
BN320	Advanced Pathology & Assessment	60	4
MTH310	Statistics	60	4
BN340	Nursing Informatics	60	4
BN360	Transcultural Nursing	60	4
BN380	Community & Public Health Nursing	60	4
BN400	Research & Evidence-Based Practice	60	4
BN420	Role of Nurse Educator	60	4
HC430	Ethical & Legal Persp in Healthcare	60	4
BN430	Leadership, Mgmt & Role Transition	60	4
BN440	Complex Care Nursing	60	4
BN460	End-of-Life Care	60	4
SC300	Organizational Behavior	60	4
BN480	BSN Capstone	45	3
BN490	BSN Practicum	45	1



Program Totals: 930 120

Transfer Credits from Approved RN Program (*Includes 60 approved transfer credits)

All courses in the RN to BSN program are delivered in full distance education (fully online) with the exception of BN490 BSN Practicum, which is a residential clinical experience component.

Other Program Requirements:

Applicants to the RN to BSN Program must have already obtained their registered nursing degree from an approved nursing program and hold an active unencumbered RN license. Once selected for admission to the program, the student MUST: Obtain a TB screening test or chest x-ray, a urine drug screen, and a health screen. Provide proof of updated immunizations for: T-dap, MMR, Varicella, Flu, and Covid-19 screening. Provide proof of three completed Hepatitis B and two Hepatitis A vaccinations, or a positive titer demonstrating seroconversion prior to the start of the first clinical day.

*Minimum of 60 approved transfer credits which must include a minimum of 20 general education semester credits and 40 core nursing (occupational area) semester credits.

Award Upon Completion: Bachelor of Science in Nursing (BSN)

Registered Nurses: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics (bls.gov)

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>

Respiratory Therapy, BS (RRT to BSRT Completion)

The Bachelor of Science in Respiratory Therapy (BSRT) is a degree advancement for a current Registered Respiratory Therapist (RRT). Attending an RRT-to-BSRT program can enhance the knowledge and abilities of a respiratory therapist, allowing one to advance in their career and serve their patients at a higher level. Various hospitals and healthcare facilities have a strong preference for BSRT therapists, as well as the discussion of facilities eventually requiring a BSRT to practice. The main objective of the BSRT program is to give respiratory therapists, with the required credentials, an opportunity to earn their bachelor's degree while working in the field.

The main goal of the BSRT program is to provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

Program Length: 48 Weeks

		Hours	Credits	Electives (As needed to reach 120 credit hours)		
					Hours	Credits
ENG300	Writing as a Professional	60	4			
RC310	Infectious Disease	60	4	RC430	Advanced Pulmonary Function Testing	45 3
RC320	Advanced Neonatal/Pediatric Care	60	4	ECO300	Healthcare Economics	45 3
HC310	Emergency Preparedness for Health Professionals	60	4			
RC330	Current Events and Topics in Respiratory Care	60	4			
HC430	Ethical and Legal Perspectives in Healthcare	60	4			
RC340	Critical Care Monitoring	60	4			
HC410	Healthcare Policy, Finance and Management	60	4			
MTH310	Statistics	60	4			
RC420	Advanced Mechanical Ventilation Modes and Graphics	60	4			
RC410	Healthcare Research	60	4			

Program Totals: 750 hours; 50 credits (120 total credits including transfer credits)



All courses are fully online.

Other Program Requirements:

- RRT Credential
- Active RT state licensure
- Minimum of 70 hours of approved transfer credit

Award upon completion: Bachelor of Science

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>

Respiratory Therapy, AAS

Respiratory Therapists, also known as Respiratory Care Practitioners, evaluate, treat and care for patients with breathing disorders. They work with all ages of patients from premature infants to the very elderly. Practicing under the direction of a physician, Respiratory Therapists assume primary responsibility for the respiratory care of patients. They conduct cardiopulmonary diagnostic testing, evaluate patients to determine the need for respiratory care and administer therapeutic treatments and consult with physicians and other healthcare professionals to develop, monitor, and modify patient care plans. Respiratory Therapists care for patients on life support systems where they initiate and manage mechanical ventilation. They also administer inhaled medications, teach patients and their families how to manage chronic respiratory disease, and perform bedside testing to evaluate patient need for respiratory therapy and evaluate the effectiveness of treatment.

The goal of the RT AAS Program is 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).

Stepful College graduates are eligible to apply to sit for the board examination series administered by the National Board for Respiratory Care (NBRC) to earn the Registered Respiratory Therapist (R.R.T.) credential.

Program Length: 90 Weeks

Semester I			Semester II		
		Clock HrsCredits			Clock HrsCredits
AH100	Professional Development	45 3	BL130	Cardiopulmonary Anatomy & Physiology	45 3
BL121	Essentials of Anatomy & Physiology	45 3	IHS101	Integrated Health Sciences	45 3
BL121L	Essentials of Anatomy & Physiology Lab	30 1	ENG101	English Composition I	45 3
HB300	Medical Terminology	30 1	HC101	Ethics	45 3
PS101	Psychology	45 3	Semester Totals		180 12
MTH202	Algebra & Mathematical Functions	45 3			
Semester Totals		240 14			
Semester III			Semester IV		
EN150	Communications	45 3	RC109	Cardiopulmonary Testing (ABGs/PFT)	45 3
RC104	Respiratory Care Pharmacology	45 3	RC106	Respiratory Care Pathology	30 2
RC102	Respiratory Care Practices & Procedures I	45 3	RC107	Respiratory Care Practices & Procedures II	45 3
RCL102	Respiratory Care Lab I	60 2	RCL107	Respiratory Care Lab II	60 2
RCC102	Respiratory Care Clinical Practicum I	90 2	RCC110	Respiratory Care Clinical Practicum II	180 4
Semester Totals		285 13	Semester Totals		360 14
Semester V			Semester VI		
PS301	Critical Thinking	30 2	RC215	Respiratory Care Practices & Procedures IV	45 3
RC216	Respiratory Care in Alternative Settings	30 2	RC219	Comprehensive Final Review/Exit Exams	60 2
RC211	Respiratory Care Practices & Procedures III	45 3	RCL217	Respiratory Care Lab IV/ Skill Review	90 3
RCL211	Respiratory Care Lab III	60 2	RCC218	Respiratory Care Clinical Practicum IV	270 6
RCC214	Respiratory Care Clinical Practicum III	225 5	Semester Totals		465 14
Semester Totals		390 14			

Program Totals: 1,920 hours; 81 credits

Some courses may be offered online.

The Respiratory Therapy, AAS Program is approved to be offered at the County campus.

Other Program Requirements:

For clinical practicum and/or licensure purposes, the following may be required: physical examination, drug and fingerprint screening, 2 negative PPD(tuberculin) skin tests, Hepatitis B vaccination series/titer, MMR immunization/titer, Varicella immunization/titer, Tetanus shot, Flu shot, Covid vaccine and/or Covid booster shots.

Award Upon Completion: Associate of Applied Science Degree

Gainful Employment Disclosures can be found at <https://slchc.edu/disclosures/>



COURSES

COURSE DESCRIPTIONS

These course descriptions include all courses offered by stepfulcollege for the current academic year, unless otherwise specified in the catalog addendum. Some courses are only offered at select campus locations, online, or at specific times of the year. Information on course location, delivery method, and course start dates are disclosed on the class schedule available within the student portal. Program coursework is delivered in either a residential format (on campus), or through an online environment via full distance education, or blended (hybrid) format in which part of the course is residential and part is online. Course descriptions and objectives remain the same across all delivery formats. Detailed course syllabi for classroom, lab, and clinical activities are provided to all enrolled students at the beginning of each course.

AH100

Professional Development

Prerequisites: *None*

(45 hours; 3 credits)

This course will familiarize students with employment strategies, a professional image and self-management skills that consist of time management, studying, test taking, and writing skills. Included for discussion is the preparation of letters, resumes, interviewing techniques, and professional behavior. In addition, students will review computer office software basics including Microsoft Word, Excel, and PowerPoint and demonstrate the ability to retrieve reliable information from the internet.

AH120

Allied Health Essentials

Prerequisites: *None*

(75 hours; 4 credits)

This course introduces students to the basic structure, systems, and functions of the human body. Students will explore common diseases and conditions seen in healthcare and learn essential medical terminology that applies to allied health professions.

BCHM203

Biochemistry

Prerequisites: *Successful completion of LPN to RN Semester I*

(45 hours; 3 credits)

This course is designed to provide an overview of biochemistry by relating molecular reactions to their effects on human biology. The class will focus on polynucleic acids (DNA and RNA), proteins, and polysaccharides. A concentration will be placed on the relationship between the structure and function of these molecules. Other topics including kinetics and the mechanism of enzymes will also be examined. Methods used in biochemistry will also be presented, as well as the biochemical basis of some disease processes.

BL121*

Essentials of Anatomy & Physiology

Prerequisites: *None*

Corequisite: *BL121L*

(45 hours; 3 credits)

Students will be guided through the human body in a systemic approach in this course. Human body positions, regions and mapping terms will be discussed. Students will explore developmental, micro and gross anatomy, physiology, some of the common diseases of all human body systems and how the systems are integrated.

BL121L

Essentials of Anatomy & Physiology Lab

Prerequisites: *None*

Corequisite: *BL121*

(30 hours; 1 credit)

This laboratory course supplements the corresponding theory course. Students will use hands-on-learning to identify body structures using anatomical models, visual aids, dissections, and other lab activities. Through active participation and class discussions students develop essential and practical knowledge of the structure and function of the human body.

BL130

Cardiopulmonary Anatomy & Physiology

Prerequisites: *BL121 & BL121L*

(45 hours; 3 credits)

In this course students will explore the cardiovascular and the respiratory systems in detail. It will also allow students to apply their knowledge to the following topics: respiratory and cardiovascular anatomy, neural control of breathing, basic ABG interpretation, principles of ventilation, hemodynamic laws and concepts, EKG concepts, oxygen content and transport.

BL203

Microbiology

Prerequisites: *None*

Corequisite: *BL203L*

(45 hours; 3 credits)

This course explores the principles of microbiology and the impact microscopic organisms have on human body systems. It emphasizes the transmission of disease agents, signs and symptoms, immunology, immunization, control of microbial growth, specimen collection/transport, methods of identification and antimicrobial resistance.

BL203L

Microbiology Lab

Prerequisites: *None*

Corequisite: *BL203*

(30 hours; 1 credits)

This Laboratory class accompanies BL203 Microbiology Theory class. It introduces students to safe collection, handling, identification, and growth of various microbes. This class will also explore the rationales and interpretation of select diagnostic tests.

BL204

Anatomy & Physiology I Theory & Lab

(75 hours; 4 credits)

Prerequisites: *None*

This course will use theory and laboratory experiences to examine the structure and function of the human body. The focus will be placed on learning the structural and biological functioning of each body system. Pathology and disease and illness processes will be evaluated by students showing the connections between anatomy and physiology and their abnormalities

BL205

Anatomy & Physiology II Theory & Lab

(75 hours; 4 credits)

Prerequisites: *BL204*

This course is a continuation of Anatomy and Physiology where theory and laboratory experiences are used to examine the structure and function of the human body. The focus will be placed on learning the structural and biological functioning of each body system. Pathology and disease and illness processes will be evaluated

by students showing the connections between anatomy and physiology and their abnormalities.

BL302

Kinesiology & Functional Biomechanics

Prerequisites: BL121 & BL121L

Corequisite: BL302L

(45 Lecture Hours; 3 Credits)

The link between structure and function of the musculoskeletal system is clarified and explored in this introduction to clinical kinesiology. It introduces students to observation and evaluation of range of motion, muscle type, synergy patterns, and agonist/antagonist muscle groups. This course examines how muscle imbalance, motor dysfunction, and neurological and sensory impairment effect human biomechanics, posture and occupational performance across the lifespan.

BL302L

Kinesiology & Functional Biomechanics Lab

Prerequisites: BL121 & BL121L

Corequisite: BL302

(30 Hours; 1 Credit)

Students are guided through specific lab activities designed to support course content in BL302. Students explore and apply basic principles of kinesiology and human biomechanics through use of: skeletal and muscle models, class demonstrations, case studies, assignments, and group work. Students practice observation and assessment of joint range of motion, muscle quality, synergy patterns, and agonist/antagonist muscle groups. Students will also analyze and compare normal and abnormal postures.

BN300

Nursing History & Theory

Prerequisites: ENG300 (60 hours; 4 credits)

This course reviews the history of nursing and the nursing theories developed throughout the eras of nursing practice as well as their impact on the profession today. Students will be challenged to apply critical thinking to evaluate and apply nursing theory to practice to support professional growth and development.

BN320

Advanced Pathology & Assessment

Prerequisites: ENG300 (60 hours; 4 credits)

This course furthers the professional nurse's role in the comprehensive, holistic assessment of the client. Advanced patho-physiology concepts will be reviewed for application to nursing practice with acute, critical, and chronic disease conditions. Emphasis will focus on cultural and lifespan considerations and application of the clinical judgment model.

BN340

Nursing Informatics

Prerequisites: ENG300

(60 hours; 4 credits)

This course introduces informatics as an integration of nursing, computer, and information sciences. It will acquaint practicing nurses with the effective utilization of technology and its application throughout the delivery of nursing services, including the collection, storage, retrieval, and communication of data; information safeguards, as well as ethical and legal issues to promote client safety and quality of care in all aspects of health delivery.

BN360

Transcultural Nursing

Prerequisites: ENG300

(60 hours; 4 credits)

This course examines the influence of culture on healthcare practices and the delivery of nursing care for individuals, groups, and communities from a global perspective. Students will increase their awareness of culturally diverse nursing care practices and deepen their understanding of the impact of cultural beliefs, values, and practices upon health.

BN380

Community & Public Health Nursing

Prerequisites: ENG300 (60 hours; 4 credits)

This course provides a solid foundation in community and public health nursing concepts. Interventions for individuals, families, and communities will be reviewed for application to health promotion and disease management. Students will explore the multifaceted role of the community-oriented nurse. Special emphasis will be on developing competence in assessing the needs of a population group, evaluating methods of intervention, and quality assurance.

BN400

Research & Evidence-Based Practice

Prerequisites: ENG300

(60 hours; 4 credits)

This course explores the use of the research process in the development of nursing knowledge and practice. The student will critically appraise research studies and determine their value in improving client outcomes across the lifespan. The research process and steps will be explored to include the study of concepts, application, and implementation of evidence-based nursing. The research process will be explored to guide the student in the development of a research-based project that will influence quality of healthcare.

BN420

Role of Nurse Educator

Prerequisites: ENG300

(60 hours; 4 credits)

This course reviews the role of the nurse as educator within various practice settings. Students will learn about the teaching-learning process, methods of instruction and evaluation, curriculum development, regulatory issues, as well as time management concepts. Students will apply self-reflection and self-evaluation methods to help develop effective teaching approaches. Emphasis will focus on current and future educational challenges for the advancement of nursing education.

BN430

Leadership, Management, & Role Transition

Prerequisites: ENG300

(60 hours; 4 credits)

This course reviews the theories and practice of leadership and management within the context of healthcare organizations including its application to health and patient care, delivery systems, personnel management, finance, regulation, and the legal and ethical considerations. Emphasis will be on the role transition from associate degree nursing to baccalaureate nursing.

BN440

Complex Care Nursing

Prerequisites: ENG300

(60 hours; 4 credits)

This course expands upon nursing knowledge as students learn how to manage more complex acute and chronic conditions that may result in death. Evidence-based practice is utilized to analyze and determine care for this dynamic client population, supporting assessment, clinical judgment, and nursing interventions. Lifespan and cultural considerations influ-

encing ethical and legal perspectives will be discussed.

BN460

End-of-Life Care

Prerequisites: ENG300

(60 hours; 4 credits)

This course is designed to introduce the student to the roles, experiences, and nursing interventions common with end-of-life care. This course will increase student's knowledge of hospice and palliative care throughout the lifespan. The incorporation of the family and support structure dynamics will also be reviewed.

BN480

BSN Capstone

Prerequisites: ENG300 and completion of BN300-BN470 courses

(60 hours; 4 credits)

This capstone course builds off the theoretical and clinical knowledge and skills for the professional baccalaureate-prepared nurse. The course will focus on synthesizing concepts and prior coursework throughout the program to have students effectively complete a capstone project focused on the improvement of quality care. Emphasis will be placed on critical thinking, research, professional collaboration, and advanced practice.

BUS202

Financial Principles

Prerequisites: None

(45 hours; 3 credits)

This course will familiarize students with the basic concepts and processes that are essential to understanding the financial management of a business entity. Students will gain an understanding of the income

and expenses of a typical business, the importance of accurately recording transactions, and how to put together and interpret financial statements.

BUS300

Managerial Finance

Prerequisites: ENG300

(60 hours; 4 credits)

This course will familiarize students with tasks that are essential to the operational management of clinical services, including estimating costs and profits, planning and budgeting, analyzing new equipment purchases, using metrics to monitor operations, and working with financial statements.

BUS350

Marketing Concepts

Prerequisites: ENG300

(60 hours; 4 credits)

Students will gain an understanding of marketing and its role in creating customer value and market place exchanges that benefit the organization and its stakeholders. This course will help students to identify and measure consumers' needs and wants, assess the competitive environment, select the most appropriate customer targets and develop marketing strategies.

ECO300

Healthcare Economics

Prerequisites: ENG300

(45 hours; 3 credits)

This course gives an overview of health economics, how to build and develop budgeting and financial analysis skills. How to develop a business plan and grant proposals will be discussed, as well as future trends which include an international

perspective.

ECO310 Economics

Prerequisites: ENG300

(60 hours; 4 credits)

Students will study how scarce resources are allocated, given the unlimited wants of a society. Gaining an understanding of economic theories and concepts will enable students to make a better assessment of and an improved contribution to discussions on political, economic and social issues.

EN150

Communications

Prerequisites: None

(45 hours; 3 credits)

This course is an introduction to the field of human communication, including basic concepts, theories, and strategies as they relate to interpersonal and small group processes in oral and written form. The role of communications as it applies to patient care is emphasized.

ENG101

English Composition I

Prerequisites: None

(45 hours; 3 credits)

This class is intended to guide students toward better English writing skills in academic and professional environments. Students will explore concepts in fundamental reading and writing with a focus on comprehension, grammar, punctuation, tone, citation, and editing.

ENG300

Writing as a Professional

Prerequisites: None

(60 hours; 4 credits)

This course focuses on skills required for effective writing with an emphasis on exposition and analysis, including using a variety of research skills. The course explores the analysis of reports, proposals and research about issues in the professional environment. The course includes a review of grammar and stylistic usage in proofreading and editing, with emphasis on the rhetorical function of these mechanics. Assignments will be assessed using theoretical and practical applications. Topics include: summative writing, analysis, proposals and practice, revision and research.

HA510

Healthcare Performance Management



Prerequisites: None

(60 Hours; 4 Credits)

Successful healthcare delivery hinges on being able to balance and meet the demands of key stakeholders such as patients, community members, employees and volunteers, providers, suppliers, and regulators. In this course, students will focus on maintaining a culture that empowers teams toward excellence and improving work processes through measurement, benchmarks, process analysis, and negotiated goals and rewards.

HA515

Healthcare Research & Statistics

Prerequisites: None

(60 Hours; 4 Credits)

This course assists students in understanding research designs and statistical evaluation while exploring qualitative and quantitative methodologies that can enhance patient care, organizational effectiveness, and community health. Students will create a topic-approved capstone research proposal that strengthens healthcare outcomes and explore research strategies to support the capstone project.

HA520

Informatics for Healthcare Administration

Prerequisites: HA515

(60 Hours; 4 Credits)

This course will introduce students to analysis and strategic management of information technology in healthcare organizations. Students will examine health system's informatics in the context of clinical decision making, knowledge management, developments in IT and data representation, population and global health, and the role of patients and e-health.

HA525

Healthcare Leadership & Change Management

Prerequisites: HA515

(60 Hours; 4 Credits)

This course is designed to guide students in leadership as they address daily change and growth in today's ever-changing healthcare organization. Students will explore entrepreneurship, creativity and innovation, self-evaluation and team evaluation while managing a healthcare facility. Students will be exposed to theories of managing change, establishing trust, and conflict resolution for greatest success in healthcare organization leadership.

HA530

Financial Management

Prerequisites: HA515

(60 Hours; 4 Credits)

Healthcare financial management involves incorporating methods to control costs and handle financial matters to maintain business growth. Students gain an understanding of financial analysis and financial reporting from a health care administrator's perspective. The course provides managerial and experiential leadership learning activities to develop operating revenue, reimbursement, working capital, resource allocation and quality improvement with cost reductions as is applicable to a healthcare administrator.

HA535

Human Resources Management

Prerequisites: HA515 (60

Hours; 4 Credits)

In this course, students will examine the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered.

HA610

Managerial Epidemiology

Prerequisites: HA515 (60

Hours; 4 Credits)

This course is designed to guide students in the discipline of identifying disease and injury in the human population while assessing the etiology, magnitude of impact, intervention successes, and disease control, collectively known as epidemiology, for help in understanding and solving public health problems. This class will assist students to develop skills in organization, statistical analysis, interpretation, and knowledge communication.

HA615

Strategic Planning & Marketing for Healthcare Organizations

Prerequisites: HA515

(60 Hours; 4 Credits)

The purpose of this class is to build

fundamental planning, marketing and managing techniques in a healthcare facility with regards to a healthcare organization's mission and community needs. Students will discuss marketing with accentuation in communication, leadership responsibilities, public relations, advertising and sales to help build healthcare facility success.

HA620

Health Policy, Principles and Relationships

Prerequisites: HA515

(60 Hours; 4 Credits)

This course will provide a baseline for healthcare policy formula conceptualization, implementation and modification creations at both federal and state levels as students realize the evolving world of healthcare advancements from a managerial business perspective. Students will have insight on how relationships with entities such as healthcare facilities, pharmaceuticals, biotechnology, patients, and society as well as health informatics will be affected from policies for human health policy changes. The course will evaluate the policy making process, strategic thinking, principles and affected relationships from new policy exploration while focusing on health facility growth and technological implementation.

HA625

Integrated Studies in Healthcare

Prerequisites: HA515

(60 hours; 4 credits)

This course is designed to provide students an opportunity to develop a broad understanding of the complex healthcare system of the United States, with attention to its origin, its transformational development, and its future. Students will explore various organizations, providers, financing, and other entities involved in the delivery of care, efforts to ensure quality and patient safety, and emerging technologies.

HA630

Advanced Research in Healthcare (Capstone)

Prerequisites: All

(60 Hours; 4 Credits)

In this course, students will explore health-related nonprofit organizations including the impact of economic, sociocultural, and technological trends across the ever-evolving healthcare landscape. Students

will complete all final steps of the capstone project including reflective discussions, analyzing their collected data, and completing a final written research project paper.

HB300

Medical Terminology Basics

***Prerequisites:* None (30 hours; 1 credit)**

This computer-assisted instruction (CAI) introduces the structure of medical words. Students will explore Latin and Greek origins, identify prefixes, roots, suffixes, combining vowels and combining forms providing the student with a basis in further allied health course work. In addition to word usage the CAI format enables the student to develop or enhance basic computer skills.

HB303

Medical Terminology

***Prerequisites:* None (45 hours; 3 credits)**

This course is an advanced description of medical language. The construction of medical terms is discussed along with building and learning the vocabulary. The structures of the human body, its characteristics and composition, and descriptive anatomic terms are introduced in this course.

HC101

Ethics

***Prerequisites:* None (45 hours; 3 credits)**

A systematic analysis of the fundamental problems and issues involved in questioning whether and how moral discourse can be rationally grounded. Students are provided with opportunities to inquire into the nature of moral theory, and the relationship of the individual, healthcare community and society as basis for acceptable standards. HIPAA is defined and discussed.

HC310

Emergency Preparedness for Health Professionals

***Prerequisites:* ENG300 (60 hours; 4 credits)**

This course gives the healthcare provider an overview of the key principles and concepts of responding to a medical disaster. This course provides firsthand accounts from healthcare providers who have witnessed terrorist actions or natural disasters and what was learned from these

events. The course also looks at clinical, non-clinical issues, recovery strategies, and special circumstances for responding to these medical disasters.

HC315

Healthcare Policy

***Prerequisites:* ENG300 (60 hours; 4 credits)**

This course explores the changing nature of healthcare and the social, economic, and political factors that contribute to public policy and the delivery of healthcare in the United States. Students will gain perspective on the policy-making process and in providing organizational leadership while undergoing policy changes.

HC320

Topics in Public Health

***Prerequisites:* ENG300 (60 hours; 4 credits)**

This course familiarizes students with the demographic, political, social, and geographic factors that affect the status of public health. Students will examine how public health agencies play a role in resolving issues with the health of our communities as well as the impact on the economy.

HC325

Quality Management in Healthcare

***Prerequisites:* ENG300 (60 hours; 4 credits)**

In this course, students will study the continuous improvement strategies of high-performing healthcare organizations and gain knowledge in how to analyze quality standards as perceived by the consumer. Focus will include measuring and evaluating performance, organizing and implementing improvement strategies, and monitoring results.

HC330

Advanced Information Management

***Prerequisites:* ENG300 (60 hours; 4 credits)**

This course focuses on healthcare delivery systems, electronic health records and the processing, maintenance, and analysis that leaders in healthcare must utilize in order to translate statistical data into useful, quality information in an effort to control costs and minimize inefficiencies for healthcare organizations.

HC410

Healthcare Policy, Finance and Management

***Prerequisites:* ENG300 (60 hours; 4 credits)**

This course is designed to expand the scope of current healthcare providers. The course provides managerial experiential learning activities to provide the healthcare student to focus on leadership and management aspects of the professional healthcare provider.

HC415

Hospital Billing & Reimbursement

***Prerequisites:* ENG300 (60 hours; 4 credits)**

This course focuses on hospital billing and reimbursement procedures. Students will gain an understanding of the flow of patient data from the time a patient is admitted to the time of discharge. Topics covered will include how to complete and submit the UB-40 claim form that is used for all Medicare and privately insured patients, how hospitals are reimbursed for patient care and services, the essentials of ICD-10-CM as well as inpatient and outpatient/ambulatory surgery coding.

HC425

Focus in Long Term Care

***Prerequisites:* ENG300 (60 hours; 4 credits)**

Students will explore administrative and management skills that encompass the growing and challenging industry of longterm care. These settings include skilled nursing, assisted-living, adult day care, sub-acute and hospice facilities as well as home healthcare.

HC430

Ethical and Legal Perspectives in Healthcare

***Prerequisites:* ENG300 (60 hours; 4 credits)**

This course provides the healthcare professional with an overview of legal and ethical issues that may occur while providing care to patients. Every healthcare professional will be placed in a situation where they are facing a difficult challenge. This course will provide a foundation to help manage these challenges from an ethical and legal perspective.

HC435

Professional Capstone

Prerequisites: ENG300

(60 hours; 4 credits)

This project-based course is designed to allow the student to demonstrate their knowledge, critical thinking skills and insight as a healthcare professional. Students will utilize their ability to apply research methods, analyze and organize information and examine theories they have learned throughout their program to matriculate a final written paper on an approved research topic of the student's choosing.

HCA201

Healthcare Management & Administration

Prerequisites: None

(60 hours; 4 credits)

This course provides an integrated approach to management for a wide variety of healthcare organizations. Students will gain extensive knowledge in the foundation of planning, organizing, staffing, leading, controlling performance, management skills, and principles they need to succeed in the changing healthcare environment.

HCA207

Managerial Ethics

Prerequisites: None

(45 hours; 3 credits)

In this course students will learn how healthcare managers make better decisions through a solid grounding in ethics and professionalism. Students will become familiar with basic ethical concepts, ethics and professionalism, stewardship, professional codes of ethics and ethical principles, ethical decision making, clinical interactions, human resources, and health informatics.

HIT202

Computer Applications

Prerequisites: None

(45 hours; 3 credits)

This course provides students with a basic knowledge of computer applications. Students will mainly focus on how to utilize Microsoft Word, Excel, and PowerPoint applications to generate word documents, spreadsheets and presentations that they can expect to utilize in an academic or professional setting.

HIT300

Advanced Computer Applications

Prerequisites: ENG300

(60 hours; 4 credits)

This course prepares students for advanced utilization of applications in the Microsoft Office Suite. Students will gain knowledge of more complex features and functions involving Word, Excel, PowerPoint and ways to integrate between these applications to perform more efficiently in the business setting.

HM201

Electronic Health Records Theory

Prerequisites: None **(45 hours; 3 credits)**

An introduction to electronic health records (EHR) with a strong focus on how EHR expedites the reimbursement process. Students will obtain an understanding of the reimbursement process as they understand the role of the EHR in the revenue cycle.

HM201L

Electronic Health Records Lab

Prerequisites: None

(30 hours; 1 credit)

This laboratory course in Electronic Health Records (EHR) builds students knowledge through practical experience with an understanding of computerized-medical records that can be applied in clinical settings. The course will cover the history, components of medical records, and the actual applications in the medical office.

HM302

Reimbursement Methodologies

Prerequisites: None

(30 hours; 2 credits)

A comprehensive course study of medical coding that offers an in-depth view for the extraction of chart data and its effect on healthcare reimbursement. The student will gain additional skills and knowledge in the applications of regulatory coding rules and guidelines as learned in Basic Coding. A continuation of knowledge of procedures, terminology, treatments, code assignments for various fundamental diseases and conditions refines the student skills to meet payer requirements. The course practice utilizes numerous medical record types of multiple anatomical systems treated by various professional specialists.

HM306

Legal Aspects of Medical Records

Prerequisites: None **(45 hours; 3 credits)**

This course is designed to provide students with an introduction to legal aspects of

Health Information Management, the concerns in today's legal system and the use of medical records in court.

HM307

Health Information and Practice Management

Prerequisites: None

(45 hours; 3 credits)

This course provides the student with a foundation for the study of Health Information Management. Topics include an overview of the management process in a variety of healthcare delivery settings, regulatory issues, documentation, reimbursement and quality improvement within different healthcare settings.

IHS101

Integrated Health Sciences

Prerequisites: Successful Completion of Semester I

(45 hours; 3 credits)

This course will introduce basic science needs including chemistry and physics to the respiratory therapy student. Particular emphasis is placed on concepts specific to the field of respiratory care. Respiratory formulas are explored during this course. This course is math intensive.

MA105

MA Administrative Skills

Prerequisites: AH120

(105 hours; 5 credits)

This course will introduce students to the administrative processes and procedures associated with the medical assistant. Students will learn and apply administrative skills such as computer software navigation, data entry, patient scheduling, medical coding and billing, insurance claim filing, and collection procedures. Students will explore office management and legal and ethical practice guidelines. The course will also emphasize interpersonal and professional etiquette skills.

MA110

MA Fundamental Skills

Prerequisites: AH120

(105 hours; 5 credits)

This course will expose students to core skills associated with medical assisting, including infection control principles and procedures; measuring and recording patient vital signs; and preparing patients for examinations and procedures.

Students learn about human growth and development, human behavior, and therapeutic communication with diverse populations. Special emphasis will be on reviewing essential pharmacology concepts related to the medical assistant role.

MA115 MA Clinical Skills
Prerequisites:
AH120 (105 hours; 5 credits)

This course reviews key medical assistant clinical skills such as obtaining and recording patient medical history, conducting patient education, and working effectively with diverse populations across the lifespan. Students will learn and practice infection control techniques and how to assist with select examination and specialty procedures. Students will also be trained in responding to medical emergencies, including certification in cardiopulmonary resuscitation (CPR).

MA120
MA Laboratory Skills
Prerequisites: **AH120**
(105 hours; 5 credits)

This course explores the relevant laboratory knowledge and skills related to medical assisting job functions. Students will learn and practice select lab procedures including phlebotomy techniques, specimen collection, various diagnostic lab tests, and learn how to manage biohazardous materials. Students will also develop skills to instruct patients and apply infection and quality control techniques.

MA125
MA Professional Seminar
Prerequisites: **AH120 (30 hours; 2 credits)**

This course will help to prepare the Medical Assistant student for credentialing and employment. Students will learn and practice career readiness skills including resume building, interviewing, and professional etiquette. Students review the credentialing process and complete practice activities to prepare them for the certification exam. Students examine the diverse roles and responsibilities of the medical assistant as a member of the healthcare team and explore professional development.

MA250
Medical Assistant Externship

Prerequisites: **Successful completion of all MA coursework except MA125 (160 hours; 3 credits)**

The clinical experience is an excellent opportunity for students to put the medical skills they learn during classroom instruction into practice. To ensure state-of-the-art experiences with both equipment and instruction, healthcare practitioners supervise externships. This provides students the opportunity to observe and perfect their skills.

MT201
Technical Math
Prerequisites: **None**
(45 hours; 3 credits)

This course is designed for those students beginning a career in an allied health field and focuses learning on real-world problems from the healthcare environment. The following skills will be acquired: adding, subtracting, multiplying, and dividing whole numbers and common numbers including decimal fractions, solving problems using proportions, converting within the metric system, converting fractions, decimals and percents.

MTH202
Algebra & Mathematical Functions
Prerequisites: **None (45 hours; 3 credits)**

This course includes algebra, signed numbers & order of operations, linear equations, ratios, proportions, percentages, use of formulas, modeling, medical applications, algebraic expressions, systems of measurement, conversions, logarithms and antilogarithms. The course also introduces statistics, central tendency, range, standard deviation, and coefficient of variation, distribution & control. Principles are explained and illustrated using examples applying algebra and mathematical functions to medical and health-related applications.

MTH203
Mathematical & Dosage Calculations
Prerequisites: **None (45 hours; 3 credits)**

This course will discuss principles applying mathematical functions to healthcare-related applications. Content will include conversion of numbers and utilization

of fundamental units of measurement. Additional knowledge gained will include understanding dosage calculation and interpreting prescriptions.

MTH310
Statistics
Prerequisites: **ENG300**
(60 hours; 4 credits)

This course is designed to provide the tools used for statistical analysis and decision making. Both descriptive statistics and inferential concepts are used to draw conclusions about a population. Sampling, experimental designs and other research techniques are used for single and multiple sample groups.

NS200
Nursing Care of Adult I
Prerequisites: **None**
(75 hours; 5 credits)

This course is the first of two courses that focuses on nursing practice with adults experiencing a wide range of acute and chronic alterations in health. Health promotion strategies and health care principles are explored. This course is designed to help the student understand concepts that are needed to work in a variety of settings. Concepts such as pharmacology and nutrition and how it affects the client are discussed.

NS201
Professional Vocational Concepts
Prerequisites: **None**
(30 hours; 2 credits)

This course addresses the role of the Practical Nurse as a member of the healthcare team, manager, and provider of care within the nursing profession. Students examine issues in healthcare and prepare to make decisions, as graduates, in compliance with the Missouri Nurse Practice Act in order to practice as responsible nurses in the community. The student will initiate the application for the licensure process during this course.

NS203P
Nursing Practicum I
Prerequisites: **None**
(180 hours; 4 credits)

This nursing practicum is an educational experience under the supervision of a nursing faculty member. The student integrates both theoretical and practical knowledge into a unified delivery of health care. This course is designed to move the

student through levels of competency from fundamental nursing skills to those needed for the nursing care of the adult.

NS207

Nursing Care of the Mental Health Client

Prerequisites: None

(30 hours; 2 credits)

This course is designed to help the student understand concepts of mental health nursing. The course content incorporates current treatment modalities, legal implications, and communication techniques in various clinical settings. The role of the nurse and the nursing process are evaluated for the care of clients with mental health disorders.

NS300

Nursing Care of Adult II

Prerequisites: None

(75 hours; 5 credits)

This course is a continuation of Nursing Care of Adults I which focuses on nursing practice with adults experiencing a wide range of acute and chronic alterations in health. Health promotion strategies and health care principles are explored. This course is designed to help the student understand concepts that are needed to work in a variety of settings. Concepts such as pharmacology and nutrition and how it affects the client are discussed.

NS303P

Nursing Practicum II

Prerequisites: None

(180 hours; 4 credits)

This nursing practicum is an educational experience under the supervision of a clinical preceptor and a faculty member. The student integrates both theoretical and practical knowledge into a unified delivery of healthcare. The practicum is designed to provide the student opportunities to utilize more complex nursing skills to individuals and families across the lifespan. Included in the practicum is a period of time spent in leadership and management roles.

NS306

Nursing Care of the Geriatric Client

Prerequisites: None **(45 hours; 3 credits)**

Nursing Care of the Geriatric Client introduces the practical nursing student to the various aspects of caring for older adults and the physiological & psychological changes and conditions that

occur as one ages. Emphases are placed on the individuality of the older adult in good health and illness, increase the awareness of the resources available in the community for the older adult, and explore how the practical nurse fits into the role of gerontology.

NS313

Nursing in Review

Prerequisites: None

(45 hours; 3 credits)

This course synthesizes nursing concepts and theories necessary for entry-level practice as a practical nurse. Emphasis is placed on the individual preparation of students prior to graduation for the National Council Licensure Exam (NCLEX-PN)

NS315

Nursing Care of the Child-Bearing Family

Prerequisites: None

(30 hours; 2 credits)

Maternal health/Newborn nursing is a course designed to assist the student in gaining knowledge in the health and care of women from various cultures. Emphasis is given to normal reproduction and frequently occurring biological, cultural, spiritual, and psychosocial needs of the child-bearing and child-rearing family.

NS316

Nursing Care of the Pediatric Client

Prerequisites: None

(30 hours; 2 credits)

Pediatric nursing focuses on the care of children as they grow, disease prevention, common illnesses or disease, hospitalization, and cultural differences. How these processes affect the mother, child, and other family members will be discussed.

NSG111

Nursing Fundamentals Theory

Prerequisites: None

(60 hours; 4 credits)

The Fundamentals of Nursing course is designed to introduce the student to basic nursing skills and procedures, including IV therapy. Fundamentals center on the concepts and principles of nursing practice.

NSG111L

Nursing Fundamentals Lab

Prerequisites: None

(90 hours; 3 credits)

The Fundamentals of Nursing Lab course

is designed to introduce the student to basic nursing skills and procedures, including IV therapy. Where the student practices and demonstrates psychomotor nursing skills. The student will provide safe, client-centered care for diverse cultural populations throughout the lifespan.

PA204

Medical Billing Procedures Theory

Prerequisites: None

Corequisite: PA204L

(45 hours; 3 credits)

An introductory course in the principles of accounting/bookkeeping designed to familiarize students with the knowledge of keeping business records and medical bookkeeping, as well as patient billing, including classes on medical payment systems and Federal Laws affecting medical reimbursements. Topics also cover third party payers such as Medicare and Medicaid and ethical collection procedures.

PA204L

Medical Billing Procedures Lab

Prerequisites: None

Corequisite: PA204

(30 hours; 1 credit)

Computerized training that provides the student with guided practice in completing various claim forms and the practical tools needed for solving common claim problems. Hands-on scenarios teach the student how to properly and accurately post business records and medical bookkeeping.

PC101

PCT Fundamental Skills I Theory

Prerequisites: None

Corequisite: PC101L

(60 hours; 4 credits)

This course introduces students to basic patient care technician (PCT) theory and interventions for patients in a variety of settings with an emphasis on applying problem-solving and critical thinking. It prepares students to function interactively with other healthcare professionals as part of a dynamic healthcare team. Basic anatomy, physiology, ethics, communication, occupational hazards, safety, and infection control are reviewed.

PC101L

PCT Fundamental Skills I Lab

Prerequisites: None

Corequisite: PC101

(60 hours; 2 credits)

This lab course provides the foundations of basic nursing theory and skills within a laboratory setting. Students will learn and practice essential PCT skills including safety procedures, transfers, hygiene, ambulation, intake and output, math conversions, and patient vital signs.

PC102

PCT Fundamental Skills II Theory

Prerequisites: *None*

Co-requisite: *PC102L*

(45 hours; 3 credits)

Students will be introduced to basic concepts and skills of the patient care technician. This course is designed to assist students in gaining knowledge of caring for patients in various healthcare settings. Dementia, mental health disorders, urinary needs, bowel needs, pressure injuries, and common health problems are reviewed.

PC102L

PCT Fundamental Skills II Lab

Prerequisites: *None*

Corequisite: *PC102*

(60 hours; 2 credits)

This course provides students with practice in the foundations of basic nursing theory and skills in a laboratory setting. The course will cover performance and demonstration skills including specimen collection, electrocardiograms, range of motion, elimination, ostomy care, and glucose monitoring. Students will be guided through an introduction to Phlebotomy that provides hands-on practice using equipment/procedures to prepare students for future clinical experiences.

PC250

Patient Care Technician Externship

Prerequisites: *Successful completion of all PCT fundamentals classes. (60 hours; 1 credit)*

Under the supervision of a clinical instructor, students have the opportunity to apply basic hospital nursing principles in a hospital setting. Emphasis placed in providing acute patient care and meeting their needs.

PCT251

PCT Practicum

Prerequisites: *Successful completion of all PCT fundamentals classes. (100 hours; 2 credits)*

Under the supervision of a clinical instructor, students have the opportunity to apply basic nursing principles in a clinical

environment.

PS101

Psychology

Prerequisites: *None*

(45 hours; 3 credits)

This course introduces students to the concepts/ applications basic to personal and interpersonal adjustment. Course focus is on the dynamics of the behavioral, cognitive and psychoanalytical approaches to human development and functioning.

PS203

Human Growth & Development

Prerequisites: *None*

(30 hours; 2 credits)

This course is designed to help the student understand basic human life span development. By increasing knowledge of this, the student will more effectively care for culturally diverse individuals, at all age levels, and gain individual wisdom about his/her own personal journey through the human life span.

PS301

Critical Thinking

Prerequisite: *Successful Completion of Semester IV in RT-AAS*

(30 hours; 2 credits)

This course is designed to facilitate the development of critical thinking and problem-solving skills in health care by requiring the student to analyze and solve conceptual and practical problems confronting the healthcare professional. Critical thinking is a process by which we develop and support our beliefs and evaluate the strength of arguments made by others in real-life situations. The course applies this reasoning process to clinical, legislative, ethical and professional problems. Therapist driven protocols are presented through case studies. Students will work independently or in small groups.

PS302

Critical Thinking for Nurses

Prerequisites: *None (45 hours; 3 credits)*

This course is designed to facilitate the development of critical thinking and problem-solving skills in health care by requiring the student to analyze and solve conceptual and practical problems confronting the health care professional. Students will be presented with skills to have a professional image and self-management skills that consist of time

management, studying, test-taking, and writing skills.

PTA120

Fundamentals of Physical Therapy

Prerequisites: *None (45 hours; 3 credits)*

The history, practice, and evolution of Physical Therapy and how it integrates with performing as a Physical Therapist Assistant (PTA) under the direction and supervision of a Physical Therapist (PT) is a focus. Historical background, professional, ethical, cultural, quality assurance, and legal aspects of physical therapy practice is explored. Learners are introduced to the PTA role in wellness with individuals and the community. Emphasis is placed on communicating physical therapy interventions within the plan of care as created by the physical therapist.

PTA124

Pathology

Prerequisites: *HB300 or equivalent (45 hours; 3 credits)*

This course offers guidelines, precautions, and contraindications for interventions with patients who have musculoskeletal or neuromuscular problems as well as other conditions such as diabetes, heart disease, or developmental disabilities. Students will learn about the cause of these conditions, the pathogenesis, medical diagnosis and treatment, and most importantly, the special implications for the physical therapist assistant. In addition to addressing specific diseases and conditions, this course emphasizes health promotion and disease prevention strategies and covers issues with implications for physical therapy management, such as injury, inflammation, and healing; the lymphatic system; and bio-psychosocial and spiritual impacts on healthcare.

PTA128

Basic Patient Care

Prerequisites: *HB300 or equivalent*
Corequisite: *PTA128L*

(30 hours; 2 credits)

This course will help explain and depict the many concepts, procedures, and techniques of patient care that are used clinically by healthcare practitioners. The student will learn to exhibit conduct that reflects practice standards that are legal, ethical, and safe. The content of this course will cover a diverse amount of important clinical information related, but not limited to

wound care, sterile conditions, positioning and draping, proper measurement of vitals, wheelchair types and components, gait training with and without assistive devices, accessible housing specifications, transfers, body mechanics, passive, active assistive and active range of motion techniques, special equipment and patient care environments, appropriate response to emergency situations, and the Americans with Disabilities Act. Furthermore, the interventions to be taught at this level will be appropriately layered for the PTA student preparing for their first clinical experience under the direct supervision of a Physical Therapist and/or Physical Therapist Assistant. All interventions will be taught with the understanding that each will be described in the Physical Therapists Plan-of-Care.

PTA128L

Basic Patient Care Lab

Prerequisites: *HB300 or equivalent*

Corequisite: *PTA128 (60 hours; 2 credits)*

This course will utilize laboratory time to allow the student to safely practice, demonstrate and become competent in a diverse amount of important clinical psychomotor activity including but not limited to wound care, sterile conditions, positioning and draping, proper measurement of vitals, wheelchair types and components, gait training with and without assistive devices, transfers, body mechanics, passive, active assistive and active range of motion techniques, and appropriate response to emergency situations. All interventions will be taught with the understanding that each will be described in the Physical Therapists Plan-of-Care.

PTA231

Orthopedics

Prerequisites: *Successful completion of all prior coursework.*

(30 hours; 2 credits)

Learners will study and understand the technical application of the basic principles of orthopedic science, and how it relates to physical therapy interventions. Critical thinking and enhanced awareness of principles and application of the foundations of clinical orthopedics will be emphasized. This course covers the PTA's role in physical assessment of flexibility, strength, endurance, and medications as they relate to orthopedics. Students will

explore the application of therapeutic interventions for many orthopedic conditions by region and affliction. All interventions will be taught with the understanding that each will be described in the Physical Therapists Plan-of-Care.

PTA235

Physical Agents

Prerequisites: *Successful completion of all prior coursework*

Corequisite: *PTA235L*

(30 hours; 2 credits)

This course will guide the PTA in understanding how, when, and why to apply physical agents. The students will learn the most up-to-date information on thermal agents, ultrasound, electrical currents, hydrotherapy, traction, compression, LASER, and other forms of electromagnetic radiation, and will be provided straightforward, comprehensive explanations that make it easy to integrate physical agents into the patients' overall rehabilitation plans. Students will learn to properly document subjective and objective information about physical agent treatment. The learner will know indications and contraindications on the use of modalities with emphasis on safety during application of modalities. All interventions will be taught with the understanding that each will be described in the Physical Therapists Plan-of-Care.

PTA235L

Physical Agents Lab

Prerequisites: *Successful completion of all prior coursework*

Corequisite: *PTA235*

(90 hours; 3 credits)

This course will utilize laboratory time to allow the student to practice, demonstrate, and become competent in the use of modalities as currently used in the physical therapy profession. The student will use the most up-to-date information on thermal agents, ultrasound, electrical currents, hydrotherapy, traction, compression, LASER, and other forms of electromagnetic radiation to demonstrate how, when and where modalities are to be used in the physical therapy profession. Indications and contraindications of modalities will be presented to the student during this course. All interventions will be taught with the understanding that each will be described in the Physical Therapists Plan-of-Care.

PTA237

Therapeutic Exercise

Prerequisites: *Successful completion of all prior coursework.*

Corequisite: *PTA237L*

(30 hours; 2 credits)

Students will study basic patient interventions according to the plan of care established by the physical therapist. Students will learn theory as it applies to therapeutic exercise with discussion of the principles that guide therapeutic exercise for a wide range of conditions typically encountered by physical therapist assistants. Exercise prescription for the clinic and for home will be emphasized. Cardiopulmonary exercise principles will be taught along with indications and contraindications associated with various typical conditions encountered in the clinic. All interventional instruction will be taught with the understanding that these will be included within the Physical Therapists Plan-of-Care.

PTA237L

Therapeutic Exercise Lab

Prerequisites: *Successful completion of all prior coursework.*

Corequisite: *PTA237*

(90 hours; 3 credits)

Students will practice and become proficient in basic patient intervention according to the plan of care established by the physical therapist. The learners will become proficient in manual muscle testing, muscle length testing, bone and muscle palpation techniques and be able to determine interventions to improve an individual's functional status through exercise interventions for a wide range of conditions. Students will become proficient in providing exercises for a wide range of conditions typically encountered by physical therapist assistants. All interventional instruction will be taught with the understanding that these will be included within the Physical Therapists Plan-of-Care.

PTA241

Neurological Conditions

Prerequisites: *Successful completion of prior coursework.*

Corequisite: *PTA241L*

(45 hours; 3 credits)

Learners will be introduced to neurologic conditions commonly encountered in physical therapy for both adult and pediatric patients. Learners will link the



pathophysiology of neurologic deficits and rehabilitation interventions with the focus on improving functional outcomes. It introduces the structure and function of the nervous system and describes normal motor development, motor control, and motor learning, pathophysiology of the nervous system and common treatment techniques used in physical therapy practice. All interventional instruction will be taught with the understanding that these will be included within the Physical Therapist's Plan of Care.

PTA241L

Neurological Conditions Lab

Prerequisites: *Successful completion of all prior coursework.*

Corequisite: *PTA241*

(60 hours; 2 credits)

Learners will be introduced to common neurologic conditions for both adult and pediatric patients that are seen in physical therapy, and the link between the pathophysiology of neurologic deficits and possible rehabilitation interventions for improving movement outcomes. This course introduces the structure and function of the nervous system and describes normal motor development, motor control, and motor learning, pathophysiology of the nervous system and common treatment techniques used in physical therapy practice. Learners will have the opportunity to practice and become competent in applying rehabilitation techniques to patients who have common neurologic conditions affecting function. All interventions will be taught with the understanding that each will be described in the Physical Therapists Plan of Care.

PTA247

Integrated Physical Therapy

Interventions for the PTA **Prerequisites:** *Successful completion of all prior coursework*

(15 hours; 1 credits)

Students will become exposed to commonly performed physical therapy interventions and techniques for patient conditions and situations commonly seen by entry level physical therapist assistants. This course will build on all previous material presented from courses in prior semesters with emphasis on integrating previously learned material in more complex situations. All interventions will be taught with the understanding that each will be described in the Physical Therapist plan-of-care.

PTA248

Advanced Patient Care

Prerequisites: *Successful completion of all prior coursework.*

Corequisite: *PTA248L*

(30 hours; 2 credits)

The content of this course emphasizes special equipment, patient care environments, and appropriate response to emergency situations for specialty patient populations including bariatric patients. Additionally, content will progress concepts learned in previous courses with emphasis on expansion and progression of those concepts. All interventional instruction will be taught with the understanding that these will be included within the Physical Therapist's plan of care

PTA248L

Advanced Patient Care Lab

Prerequisites: *Successful completion of all prior coursework.*

Corequisite: *PTA248*

(60 hours; 2 credits)

This hands-on course will help explain and depict the many concepts, procedures, and techniques of patient care that are used clinically, in a safe manner by healthcare practitioners. Basic concepts from previous courses will be expanded and application to

specific patient populations will be learned. Emphasis will be placed on expansion and progression of physical therapy skills and knowledge learned in previous courses. All interventional instruction will be taught with the understanding that these will be included within the Physical Therapist's plan of care.

PTA249C

Integrated Clinical

Prerequisites: *Successful completion of all prior coursework.*

(160 hours; 3 credits)

This is the first full time clinical experience composed of 4 weeks of clinical education in an approved site consistent with current PT practices. The may include acute, sub-acute, acute rehab, skilled nursing, pediatric, school-based, or outpatient settings where the student will receive supervision from facility clinical instructors. Students will obtain skills in this course which are designed to encourage problem-solving and critical thinking skills. Skills to be implemented by the student will include but not be limited to: professional behaviors, data collection, therapeutic interventions, and site specific skills. Students may have the opportunity to utilize all previous skills learned and progress towards competence while employing these skills during patient interventions. This initial clinical experience will provide the background and foundation for future course work.

PTA252C

Clinical Internship I

Prerequisites: *Successful completion of all prior coursework.*

(240 hours; 5 credits)

This clinical experience builds upon skills learned in previous didactic and laboratory courses as well as the first full time clinical in the previous semester. It is composed of 6 weeks full time clinical education in an approved site consistent with current PT practices. This may include acute, sub-acute, acute rehab, skilled nursing, pediatric, school-based, or outpatient settings where the student will receive supervision from facility clinical instructors. Students will obtain skills in this course which are designed to encourage problem-solving and critical thinking skills. Skills to be implemented by the student will include but not be limited to: professional behaviors, advanced data collection, therapeutic interventions applied to a broad base of patient types,

and site specific skills. Students may have the opportunity to utilize all previous skills learned and progress towards entry level competence while employing these skills during patient interventions. The student is expected to progress towards programmatic final goals of becoming competent as an entry level PTA.

PTA254C

Clinical Seminar

Prerequisites: 252C

(15 hours; 1 credits)

This course involves integrating past clinical experiences into goals for the final clinical preparing the student to graduate as a competent entry level PTA. Focus of the seminar is on reflection of past clinical experiences focusing on aspects such as ethics, HIPAA, improving clinical and behavioral skills and addressing lifelong learning opportunities. Learners will engage other students offering ideas to improve clinical and behavioral skills in a respectful manner.

PTA256C

Clinical Internship II

Prerequisites: PTA254C

(240 hours; 5 credits)

This clinical experience builds upon skills learned in previous didactic and laboratory courses as well as the first two full-time clinicals. It is composed of 6 weeks full time clinical education in an approved site consistent with current PT practices. The may include acute, sub-acute, acute rehab, skilled nursing, pediatric, school-based, or outpatient settings where the student will receive supervision from facility clinical instructors. Students will obtain skills in this course which are designed to encourage problem-solving and critical thinking skills. Skills to be implemented by the student will include any skill normally employed by an entry level PTA. Students may have the opportunity to utilize all previous skills learned and progress towards entry level competence while employing these skills during patient interventions. The student is expected to achieve programmatic final goals of becoming competent as an entry level PTA.

PTA260

Capstone Class

Prerequisites: PTA256C

(15 hours; 1 credits)

This course allows students the opportunity to reflect on their experiences in the clinic

and be able to share those experiences with other classmates. Preparation for the PTA National Physical Therapy Exam will be a priority for this capstone class. Test taking strategies, methodologies for study, research, and content platforms will be taught and discussed.

RC102

Respiratory Care Practices & Procedures I

Prerequisites: Successful completion of Semester II

Corequisite: Must be taken concurrent with RCL102, including when taken as a repeat course.

(45 hours; 3 credits)

Respiratory Care Practices and Procedures will introduce students to essential respiratory theories current to the practice of respiratory care today. Respiratory care concepts, procedures, and techniques will be examined in a systematic and logical approach. Students will explore concepts of patient history and interview, infection control practices, documentation of therapy delivered, oxygen supply systems, pulse oximetry, medical gas therapy, humidity and aerosol therapy, airway clearance therapy, and lung expansion therapy. This class is designed to be taken concurrently with RCL102 Respiratory Care Practices and Procedures Lab I.

RC104

Respiratory Care Pharmacology

Prerequisites: Successful completion of Semester II

(45 hours; 3 credits)

Concepts of pharmacology, drug dosage calculations, pharmacological-dynamics, pharmacokinetics, and the study of pharmacologic agents used in the management of cardiopulmonary pathology.

RC106

Respiratory Care Pathology

Prerequisites: Successful completion of Semester III

(30 hours; 2 credits)

Explores the pathophysiology of pulmonary disease including etiology, clinical manifestations, as well as pathologic, radiological, laboratory and clinical findings, disease detection, treatment, and prognosis.

RC107

Respiratory Care Practices & Procedures II

Prerequisites: Successful completion of Semester III

Corequisite: Must be taken concurrent with RCL107.

(45 hours; 3 credits)

Respiratory Care Practices and Procedures II will introduce students to essential respiratory theories and concepts current to the practice of respiratory care today with the focus on airway management and mechanical ventilation. Artificial airway placement, management and maintenance will be identified. Assessment of need for mechanical ventilation will be explored, as will mechanical ventilator liberation. This class is designed to be taken concurrently with RCL107 Respiratory Care Lab II.

RC109

Cardiopulmonary testing (ABGs/PFT)

Prerequisites: Successful completion of Semester III

(45 hours, 3 credits)

This course includes the study of oxygen and carbon dioxide transport, acid base balance, cardiopulmonary, vascular and renal function. Included is the study of hemodynamics, cardiopulmonary monitoring and blood gas testing.

RC211

Respiratory Care Practices & Procedures III

Prerequisites: Successful completion of Semester IV

Corequisite: RCL211

(45 hours; 3 credits)

Respiratory care of neonatal and pediatric population including: fetal lung development and circulation, prenatal risk factors and complications, proper assessment and resuscitation techniques at birth, setup and implementation of oxygen devices, nasal CPAP and noninvasive ventilation. Describe proper use of transcutaneous monitors, drawing of arterial and capillary gases, differences in placement and securing of endotracheal tubes, appropriate techniques with surfactant administration, proper settings and considerations with mechanical ventilation and high frequency ventilation, and use of gas therapies. Examine the various surgical, cardiac, and pulmonary diseases and disorders of the neonatal/pediatric patient and their associated treatments. Pediatric Advanced Life

Support (PALS) certification will be earned during this course.

RC215 Respiratory Care Practices & Procedures IV

***Prerequisites:* Successful completion of Semester V**

***Corequisite:* RCL215
(45 hours; 3 credits)**

This class will complement theories and concepts introduced in RC107 Respiratory Care Practices and Procedures II. Advanced methods of patient monitoring and diagnostics will be discussed. Students will explore advanced concepts of mechanical ventilation including specialty modes and troubleshooting. This class is designed to be taken concurrently with RCL217 Respiratory Care Lab IV.

RC216 Respiratory Care In Alternative Settings

***Prerequisites:* Successful completion of Semester IV**

(30 hours; 2 credits)

This course explores respiratory therapy needs in non-acute care environments including respiratory home care, pulmonary rehabilitation, bronchoscopy assisting, polysomnography laboratories, and physician offices.

RC219 Comprehensive Final Review/Exit Exams

***Prerequisites:* Successful completion of Semester V**

(60 hours; 2 credits)

Strong emphasis on test taking skill development for the National Board for Respiratory Care (NBRC) entry-level (CRT) and advanced –level (RRT) board examinations. Several versions of both boards administered and reviewed.

RC310 Infectious Disease *Prerequisite:* ENG300 (60 hours; 4 credits)

This course gives an overview of various disease processes and their effect on various organ systems. Specific bacterial and viral infections will be reviewed as well as methods of treatment, prevention, and safety. Current ethical and educational needs in healthcare will be discussed as the seven dimensions of health are influenced both in the general community and hospital

setting.

RC320 Advanced Neonatal/Pediatric Care *Prerequisites:* ENG300 (60 hours; 4 credits)

This course will provide the respiratory therapist with advanced knowledge and strategies in the care of the neonatal and pediatric patient. The course will examine the pathophysiology, clinical manifestations, and management/ treatment of various pulmonary, cardiac, neurological, and multisystem disorders and diseases. Advanced ventilation techniques and interventions such as High Frequency Ventilation and ECMO will be discussed. The ethics in neonatal and pediatric respiratory care as well as palliative and end of life issues will be examined.

RC330 Current Events and Topics in Respiratory Care *Prerequisites:* ENG300 (60 hours; 4 credits)

This course explores the latest advancements in Respiratory Care. Includes discussion of innovation in critical care, neonatal care, pediatric care, and pulmonary rehabilitation as well as the topic of best practice in Respiratory Care.

RC340 Critical Care Monitoring *Prerequisites:* ENG300 (60 hours; 4 credits)

This course explores the pathophysiology of numerous organ systems. The effects and complexities of certain pathologies on the entire body are covered as well as the management and treatment of such diseases and medical disorders. A concentration on patient-centered, systemic treatment of a variety of diseases is implemented.

RC410 Healthcare Research *Prerequisites:* ENG300 (60 hours; 4 credits)

This course will assist the student in the critical evaluation of published literature in the healthcare field. The student will also understand the scientific basis for developing new research and create original studies in a wide range of subjects. The original research and critique of colleague research will be mastered by the student during this course.

RC420 Advanced Mechanical Modes and Ventilation Graphics *Prerequisites:* ENG300 (60 hours; 4 credits)

This course will provide the therapist with the knowledge of advanced mechanical modes of ventilation. As technology grows, so do the modes of ventilation. From neonates to the geriatric patient and from diseases to traumas such as burns, there are newer ways of ventilating patients while the disease / healing process occurs. This course will provide you with the theories behind each ventilator mode to provide therapist today a better way to care for patients.

RC430 Advanced Pulmonary Function Testing *Prerequisites:* ENG300 (45 hours; 3 credits)

This course explores the pathology of patients with disease requiring pulmonary function tests as well as the equipment, procedures, and analysis of the tests. Quality assurance and accurate interpretation of results is explained thoroughly. Adult and pediatric tests and the differences between the two are explained.

RCC102 Respiratory Care Clinical Practicum I *Prerequisites:* Successful completion of Semester II (90 hours; 2 credits)

Introduction to the hospital and respiratory care department. Student observes a Respiratory Care Practitioner in the hospital setting and administers respiratory therapy to patients under the direct supervision of a Respiratory Care Practitioner. The learner will practice providing basic procedures and acquire experience in interpersonal skills as well as in accessing and entering information in the medical record. Students will be BLS certified before finishing Clinical 1.

RCC110 Respiratory Care Clinical Practicum II *Prerequisites:* Successful completion of Semester III (180 hours; 4 credits)

Interacting with patients, physicians and hospital staff gaining additional experience in the administration of general respiratory

therapy, patient assessment and therapeutic modalities. The student also observes a Respiratory Care Practitioner in the Intensive Care Unit as an introduction to critical care and mechanical ventilation. Students will be certified in ACLS before finishing Clinical 2.

RCC214

Respiratory Care Clinical Practicum III

Prerequisites: *Successful completion of Semester IV*

(225 hours; 5 credits)

Students will be in a clinical setting and will be interacting with patients, physicians and hospital staff gaining additional experience in the administration of general respiratory therapy, patient assessment and therapeutic modalities. Students will continue to gain experience in the critical care area of assessment, management and treatment of critically ill patients as well as begin their practice of treating the neonatal and pediatric population. Students will be certified in PALS before finishing Clinical III.

RCC218

Respiratory Care Clinical Practicum IV

Prerequisites: *Successful completion of Semester V Completion (270 hours; 6 credits)*

Students will be in a clinical setting and will continue development of interpersonal skills with patients, physicians and hospital staff as well as gain additional experience in the administration of general respiratory therapy, patient assessment and therapeutic modalities. Students will continue to gain experience in the critical care area of assessment, management and treatment of critically ill patients, initiating, monitoring, and modifying, mechanical ventilation to neonatal and pediatric patients and clinical experience providing Respiratory Care in Alternative Sites. Students will continue development of interpersonal skills with patients, physicians and staff.

RCL102

Respiratory Care Lab I

Prerequisites: *Successful completion of Semester II*

Corequisite: *RC102*

(60 hours; 2 credits)

This laboratory course will supplement RC102 Respiratory Care Practices and Procedures I. We will examine respiratory patient care concepts, procedures, and techniques in a systematic and logical

manner applying current respiratory healthcare practices in the laboratory setting. Clinical practice related to patient assessment and laboratory test analysis, basic asepsis and infection control will give the learner opportunity to become proficient in these techniques. Students will practice and become proficient in oxygen supply systems, pulse oximetry and oxygen analysis, medical gas therapy, humidity and aerosol therapy, lung expansion therapy and airway clearance.

RCL107

Respiratory Care Lab II

Prerequisites: *Successful completion of Semester III*

Corequisite: *RC107*

(60 hours; 2 credits)

This laboratory course will supplement RC107 Respiratory Care Practices and Procedures II. Students will learn procedures and techniques in a systematic and logical manner. Students will apply current respiratory practices in a laboratory setting. Airway management techniques, initiation of mechanical ventilation and ventilator liberation will be introduced. Critical thinking and problem solving are utilized..

RCL211

Respiratory Care Lab III

Prerequisites: *Successful completion of Semester IV*

Corequisite: *RC211*

(60 hours; 2 credits)

Respiratory care of neonatal and pediatric population focusing on clinical skills including: proper assessment and resuscitation techniques at birth including APGAR scoring and appropriate use of flow-inflating resuscitation bag, setup, implementation, and complications of various O2 devices, setup, implementation, and complications of nasal CPAP, appropriate techniques involving placement of endotracheal tubes, monitoring and administration of surfactant, and the use of proper mechanical ventilator and high frequency ventilator settings.

RCL217

Respiratory Care Lab IV

Prerequisites: *Successful completion of Semester V*

Corequisite: *RC215*

(90 hours; 3 credits)

This Laboratory course will supplement RC215 Respiratory Care Practices and

Procedure IV. Advanced methods of patient monitoring and diagnostics will be discussed. Students will explore advanced concepts of mechanical ventilation including specialty modes and troubleshooting.

RN200

Transitions in Nursing Practice

Prerequisites: *None (75 hours; 4 credits)*

This combined theory and lab class will expand on the roles and responsibilities of the Registered Nurse (RN) compared to those of the Practical Nurse (PN). This course is designed to contrast the differences, solidify the similarities, and prepare the student for the additional clinical responsibilities and professional expectations of the expanded role. The lab portion of this course is designed to ensure effective preparation and skill development for the generalist RN. Emphasis will be placed on RN skills including advanced IV therapy and management of care.

RN210

Mental Health Nursing

Prerequisites: *None (30 hours; 2 credits)*

This course is designed to continue the knowledge, skills, and attitudes related to the management of mental health disorders from the RN scope of practice. Emphasis will be placed on therapeutic communication, self-care techniques, and management of clients with mental health disorders.

RN300

Concepts of Maternal Care

Prerequisites: *Successful completion of LPN to RN Semester I (30 hours; 2 credits)*

Students will expand upon prior practical nursing concepts in maternal nursing to apply advanced knowledge and skills within the scope and practice of the registered nurse. Instruction will focus on normal and complicated pregnancies, care of the critical client and newborn. Emphasis will be placed on the role and responsibilities of the RN in this setting.

RN305

Community Health Nursing

Prerequisites: *Successful completion of LPN to RN Semester I (30 hours; 2 credits)*

This course explores the role and

responsibilities of the RN as a health care professional within community and public health settings. Content will focus on clinical judgment, patient-centered care, patient safety and advocacy, evidence-based practice, effective communication, and professional development. The course includes emphasis on legal aspects and social justice for diverse populations.

RN307

Advanced Medical Surgical Nursing I

Prerequisites: *Successful completion of LPN to RN Semester I (45 hours; 3 credits)*

This course is the first of two courses that expands upon the working knowledge of medical-surgical nursing to encompass the role of the registered nurse. The course will explore the RN's role in the overt and covert needs of patients with disruptions to homeostasis. Emphasis will be on core competencies of managing patient care in acute and emergent settings using nursing process and evidence-based practice as well as the application of critical thinking skills.

RN310

Clinical Practicum I

Prerequisites: *Successful completion of LPN to RN Semester I (90 hours; 2 credits)*

This course integrates all theoretical education into hands-on, real-world experience. The student will use knowledge of biology, pathology, and nursing classes to make deliberate and competent decisions to provide evidence-based nursing.

RN311L

Simulation & Skills Lab I **Prerequisites:** *Successful completion of LPN to RN Semester I (30 hours; 1 credit)*

This simulation and skills lab course is the first of two courses that integrate nursing theoretical foundations and assessment skills into interactive hands-on learning experiences within a safe practice environment. Utilizing realistic patient and healthcare setting scenarios, the student will apply their knowledge of science and nursing coursework to implement safe, competent, evidence-based nursing interventions within the RN scope of practice

RN313

Pediatric Nursing

Prerequisites: *Successful completion of all Semester II program coursework. (30 hours; 2 credits)*

This course is designed to teach theoretical nursing concepts specific for the care of a pediatric population. The course will integrate the nursing process with normal growth and development of pediatric patients and alterations in those developing body systems. An evidence-based nursing process is used to achieve best practice outcomes for pediatric patients and their families experiencing physical, psychological, social, cultural, and spiritual health needs.

RN316

Clinical Practicum II

Prerequisites: *Successful completion of all Semester II program coursework. (90 hours; 2 credits)*

This course integrates all theoretical and simulated education into hands-on, real-world experience. The focus is on adult health and illness in a clinical setting and prepares the student in caring for the acutely and chronically ill adults. The course increasingly challenges the student's critical reasoning skills necessary for providing holistic nursing care to individuals with basic to complex health care needs.

RN317

Advanced Medical Surgical Nursing II

Prerequisites: *Successful completion of all Semester II program coursework. (45 hours; 3 credits)*

This course is the second of two courses that expands upon the first Advanced Medical Surgical Nursing I course. This course will continue to explore the RN's role in the overt and covert needs of patients with disruptions to homeostasis. Continued emphasis will be on core competencies of managing patient care in acute and emergent settings using nursing process and current literature as well as advanced application of nursing critical thinking skills.

RN321L

Simulation & Skills Lab II

Prerequisites: *Successful completion of all Semester II program coursework. (30 hours; 1 credit)*

This simulation and skills lab course is the second of two courses that integrate nurs-

ing theoretical foundations and assessment skills into interactive hands-on learning experiences within a safe practice environment. Utilizing realistic patient and health-care setting scenarios, the student will build upon prior learning to advance their RN skills in the areas of clinical reasoning, prioritization and delegation, leadership and management, conflict resolution, and ethical and clinical decision-making for optimal patient outcomes.

RN322

Professional Applications

Prerequisites: *Successful completion of all Semester II program coursework. (45 hours; 3 credits)*

This course explores the roles and responsibilities of the RN as a health care professional. Students will learn and apply concepts of clinical judgment, patient-centered care, patient safety and advocacy, evidence-based practice, professional communication, professional development, and nursing responsibilities including legal obligations and principles of social justice.

RN323

NCLEX Success

Prerequisites: *Successful completion of all Semester II program coursework. (45 hours; 3 credits)*

This course is designed to fully prepare students for the National Certification Examination for Registered Nurses. Emphasis will be on effective test-taking strategies and identification of personal knowledge deficits to contour individual studies for maximum efficacy. The class will also review concepts and logistics for NCLEX scheduling and state licensure applications.

SC300

Organizational Behavior

(60 hours; 4 credits)

Prerequisites: *ENG300*

This course explores the nature of cultural and generational differences and their impact on relationships in the workplace. Students will gain perspectives on best practices of leading teams and organizations that exercise empathy, respect, and inclusiveness when communicating and interacting with patients as well as colleagues.

ADMISSION REQUIREMENTS

Admission and Enrollment Procedures

Application to SC is open to all individuals who possess a High School diploma or High School equivalency.

All applicants must be interviewed prior to acceptance.

Parents, children and/or significant others are encouraged to attend admissions interviews and tour the facilities. This gives applicants and their families an opportunity to see and learn about the school's various learning environments, programs, and curriculum offered. In addition, interviewing with an Stepful College Admissions Representative will assist determining how Stepful College can best meet the applicant's educational goals.

The following items are required to complete the application process:

- Application for Admission.
- Enrollment Agreement (Required step under Missouri law, if applicant is under 18 years of age, it must also be signed by parent or guardian).
- High School diploma, High School equivalency, signed attestation, or other proof of graduation from an institution providing secondary education, or the equivalent of such graduation, as recognized by the State of Missouri and the Council of Higher Education (CHEA).
- High School and College transcripts are required when applicable.
- Financial aid forms (if applicant wishes to apply for financial aid).
- Personal interview with admissions representative and program director (when applicable).
- Sign a Student Statement of Acknowledgment.
- Certain programs require background screening and Employee Disqualification List (EDL) screening.
- Entrance assessment and also essay(s), when applicable for program specific requirements.

The school reserves the right to postpone or decline an application if some or all required items listed above are not successfully completed.

Stepful College does not discriminate in recruitment, education, or employment on the basis of race, color, age, religion, sex, national origin, disability, political affiliation or belief or veteran status and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States. This policy is consistent with relevant governmental statutes and regulations, including those pursuant of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the Age Discrimination

Act of 1975.

Students applying to programs that require a licensure/certification/registration exam upon completion, will be required to complete a background or fingerprint check through SC's approved provider prior to enrollment and clinical/externship experience. Background or fingerprint checks that produce any criminal offenses, including charges or convictions, may make individuals ineligible for the following: enrollment into a program, progression in a program, ability to attend clinical/externship sites, completion of the program, and/or ability to "sit" for certification/licensure/registration exam upon program completion. Applicants are responsible for the fees required to complete the background checks and/or fingerprint screenings. A detailed Background Check Policy & Procedure is available upon request.

Additional program requirements must be met/completed prior to entering the following programs:

Healthcare Administration- MS - Not Enrolling

- High School Diploma or recognized equivalent
- College transcripts to evidence an earned bachelor's degree appropriate for the graduate area of study
- Completed Stepful College Application
- Completed professional goal statement
- Resume

Healthcare Administration-BS (Completion)- Not Enrolling

- High School Diploma or recognized equivalent
- Minimum of 60 approved transfer credits from an Accredited Institution
- College transcripts
- Completed Stepful College Application

Healthcare Administration-AAS (Completion)- Not Enrolling

- High School Diploma or recognized equivalent
- Minimum of 30 approved transfer credits from an Accredited Institution
- College transcripts
- Completed Stepful College Application

Physical Therapist Assistant-AAS - Not Enrolling

- Minimum age of 18 years, or parental authorization
- Completion of personal interview with Admissions Representative
- Completed Stepful College application
- Complete HESI Entrance Exam (*Passing with a minimum score of 74% in Math, and a cumulative score of 75% in Math, Reading Comprehension, &*

Grammar)

- 60% A&P HESI score required prior to core semester
- Official High School/HS Equivalency Transcript
 - Minimum HS GPA 2.0
- Official college transcripts (if applicable)
- Completed background check
- PTA Essay or documented observation hours
- Completion of Personal Interview with Program Director required prior to core semester

Practical Nursing, Diploma

- Minimum age of 18 years, or parental authorization
- Completion of personal interview with Admissions Representative
- Completed Stepful College application
- Complete HESI Entrance Exam (*Passing with a minimum score of 74% in Math, and a cumulative score of 75% in Math, Reading Comprehension, & Grammar*)
- Official High School/HS Equivalency Transcript
- Official college transcripts (if applicable)
- Completed background check

LPN to RN-AAS

- Minimum age of 18 years, or parental authorization
- Completion of personal interview with Admissions Representative
- Completed Stepful College application
- High School Diploma or recognized equivalent
- Official college transcripts
- Completed background check
- Proof of LPN Licensure
- Completion of Essay
- 3 - Letters of Reference

BSN (Completion)

- Completed Stepful College application
- High School Diploma or recognized equivalent
- Minimum of 60 approved transfer credits from an Accredited Institution
- Official college transcripts
- Government-issued ID
- Completed background check
- Video personal statement
- Proof of RN Licensure

Respiratory Therapy, BS (RRT to BSRT)

- Minimum of 70 transfer credits from an Accredited Institution
- High School Diploma or recognized equivalent
- Official College transcripts
- Registered Respiratory Therapy (RRT) credential
- Active Respiratory Therapy State License
- Completed Stepful College Application

Respiratory Therapy, AAS

- Minimum age of 18 years, or parental authorization
- Completion of personal interview with Admissions Representative
- Completed Stepful College application
- Complete HESI Entrance Exam (*Passing with a minimum score of 74% in Math, and a cumulative score of 75% in Math, Reading Comprehension, & Grammar*)
- Official High School/HS Equivalency Transcript
- Official college transcripts (if applicable)
- Completed background check
- Students starting on a part time status must meet all admissions requirements prior to entering core semester.

Direct Acceptance Policy: Under a provisional status, Stepful College makes an offer for admission into specific programs while delaying specific entrance thresholds (HESI entrance exam). Upon completion of the first semester, the student must successfully complete all remaining requirements including the HESI entrance exam, prior to continuing in the program.

Orientation

Upon being accepted, students are required to attend orientation that includes a welcome, a review of the Policies/Procedures of the College, and the opportunity to meet staff and faculty. Orientation also includes attendance policy, dress code, and student code of conduct. Orientation may be offered either residential or online.

* Photograph on this page is taken of Stepful College-Fenton campus students.



FINANCIAL AID

Consumer Information

Stepful College recognizes that education is an important investment of time and money. Stepful College provides applicants/ students with information available in reference to financial assistance to meet student educational goals.

There are numerous scholarships, grants, and loans available. Each student's situation is unique. The SC Financial Aid Office will work with each individual, privately and impartially, to educate applicants/students about available resources to meet their goals.

The Federal Financial Aid Programs available at SC are: Federal Pell Grant, Federal Supplemental Educational Grant (FSEOG), Institutional Work Study, Federal Work-Study (FWS), and the Federal Stafford Loan Program. Assistance is also available to qualified students from programs such as Trade Act Assistance (TAA), Veterans' Benefits (VA), Workforce Innovation and Opportunity Act (WIOA), and Vocational Rehabilitation (VR). Contact your local office for more information.

The Federal Pell Grant program is funded through the U.S. Department of Education. Student awards may change from year to year. Through the Federal Pell Grant Program, grants are made for eligible students.

Eligibility is sought by completing an application provided by the College. All colleges use the Free Application for Federal Student Aid (FAFSA) to determine eligibility. If you are found eligible, the funds are released to the College each qualifying semester.

Student loans are available to qualifying students attending Stepful College. These loans include the Direct Stafford Subsidized Loan, Direct Stafford Unsubsidized Loan, and Direct PLUS Loan. Other loans are available through agencies not associated with the College. Please contact the Financial Aid Office for more information.

To be eligible for Stafford loans, financial need must be evaluated and eligibility for the Federal Pell Grant must first be determined. Financial need calculation is not necessary in order to be eligible for a PLUS loan.

The College must officially accept you. You will meet with Admissions to complete the necessary paperwork, and then meet with a Financial Aid Representative.

The loan proceeds are disbursed to the College each semester to pay for your educational expenses. Should you move, you will need to contact the holder of your student loan and the College.

You must budget yourself to meet payment dates and repay the loan as quickly as possible. We provide loan counseling during your education and will assign a loan specialist to you. This specialist will guide you through the grace period, and assist you in any way possible to ensure successful repayment arrangements have been made.

Other than the Federal Financial Aid Programs available at SC, you may seek a loan from private sources. We recommend that you only turn to private loans after you have exhausted all of your federal loan eligibility. The eligibility requirements for a private loan, including the availability of the loan and the application procedures, are determined by each private loan provider/lender.

Program costs and admission requirements are included in the information packet available through the College's Admissions Department. Please call 314-652-0300 (City Campus) or 636-529-0000 (County Campus) to schedule an appointment.

Stepful College Financial Aid Program

The financial aid program at SC is designed to assist students in helping to offset the cost of a college education. The Financial Aid Office reviews each application and offers assistance to fill the gap between educational costs and family resources. Financial need can be met by self-help (loans) and gifts (grants). In addition, the College serves students sponsored through various outside agencies. Please talk with your Financial Aid Representative for more information.

Stepful College does not accept gifts worth \$10 or more from any lender, servicer, or guarantee agency. The agencies that we work with provide pens, pencils, note pads, and other similar material that we share with our students. We feel the lenders, servicers, and guarantee agencies that we use offer exceptional customer service.

Student Eligibility Requirements

There are specific requirements for each type of financial aid. Before receiving any financial assistance, a student must meet the general eligibility requirements listed in this section, as well as the requirements that are unique to each program (listed in the specific program subsections). In order to comply with the general eligibility provisions, a student must:

- Be enrolled or accepted for enrollment in an eligible program studying for a degree or certificate at an eligible institution of higher education;
- Be a citizen, national or permanent resident of the

United States, or other eligible non-citizen;

- Except as otherwise specifically provided, carry or plan to carry at least one-half the normal full-time workload for the course of study being pursued;
- Maintain satisfactory academic progress in the course of study being pursued according to the standards and practices of the institution;
- Have a high school diploma or High School Equivalency;
- Not be in default on any Title IV Loans, or owe a repayment on any Title IV grant – PELL, SEOG, or SSIG – received for attendance at previous institutions;
- Not be engaged in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance during the period covered by financial aid or certain periods before college attendance.

Application for Financial Aid

When applying for financial aid, please observe the following:

- An individual financial aid appointment is scheduled once the student has been accepted into the College. At this time the Free Application for Federal Student Aid (FAFSA) and other supportive forms will be completed. Applicants are encouraged to arrange this appointment as soon as possible. Financial Aid arrangements must be completed by the end of the first week of the class start.
- The Student Aid Report [SAR] or the Institutional Student Information Record [ISIR] is used to determine eligibility for all Federal financial aid programs. The report must be completed and submitted to the Financial Aid Office regardless of eligibility status. All forms must be complete before the first day of the class start or a payment will be required.
- A student receiving financial assistance for one academic year is not automatically eligible for assistance for the next year. In order to receive continued assistance the following academic year, a student must complete new applications to establish eligibility.

Sponsored Programs

Financial Aid Programs at Stepful College

The following financial aid programs are available at Stepful College:

Federal Pell Grant Program – This program, provided by the Federal government, assists students with meeting their financial needs. Students applying for financial aid are required to apply for this grant. This grant is limited to students seeking a first undergraduate degree. The amount of the grant is based on financial need/enrollment status, and does not have to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG) Plan

This grant is provided by the Federal government to assist exceptionally needy students. This grant is limited to students seeking a first undergraduate degree and priority is given to Federal Pell Grant Recipients. This grant does not have to be repaid. Students are selected on the basis of the lowest EFC priority requirements over the entire award year. Students are considered for FSEOG by need and enrollment status.

Federal Work Study (FWS) - The Federal Work-Study program provides part-time employment opportunities for undergraduate students. The Federal government pays a portion of wages and the employer pays the difference. FWS jobs may be on or off-campus and the employer may be the College, a non-profit community agency, or a for-profit organization.

Institutional Scholarships (SC)

Stepful College offers students the opportunity to take advantage of a number of institutional grants and scholarships provided by the college. Students are encouraged to apply not only for St Louis College of Healthcareers scholarships but also to look for outside scholarships and scholarship competitions to help finance their education. Please visit the admissions/financial aid office for a complete list of available opportunities.

Institutional Work Study Program (Stepful College) This program provides undergraduates part time employment opportunities to assist in paying their College costs at Stepful College. Funding availability is limited and select requirements may apply.

Federal Direct Stafford Loan (Subsidized) Program

The Federal Direct Stafford Loan (DL) is a long-term loan based on financial need. It is funded directly through the Federal Government. A separate application is required to obtain a Direct Loan, see the Financial Aid Office for application assistance.

Federal Direct Stafford Loan (Unsubsidized) Program

The Federal Stafford Unsubsidized Loan is available for students who do not qualify for the full amount of a Federal Stafford Subsidized Loan and who are eligible to receive additional loan amounts. It is not based on financial need.

Federal Direct Parent Loans for Undergraduate

Students (PLUS) Program - The Federal PLUS loan enables parents of students to obtain guaranteed loans to assist with the post-secondary educational expenses of their dependent children.

SC Institutional Loan –Stepful College Institutional Loans



may be available to assist students with their educational expenses. There are various payment plans and terms depending on the payback time schedule. Students should consult the Financial Aid Office for more information.

Sponsored Programs

Various agencies also offer financial assistance for educational expenses. Students are directed to contact these specific agencies to explore additional funding. For a list of these agencies, please contact the financial aid office.

Vocational Rehabilitation (VR) – This federally funded program offers specialized services to eligible recipients with disabilities to help achieve employment and independence. Students are encouraged to contact the State of Missouri Vocational Rehabilitation Office to explore program eligibility requirements.

Veteran's Assistance – SC is approved to offer VA benefits under the Post 9/11 and Yellow Ribbon, Montgomery GI Bill®, VA Voc-Rehab and Tuition Assistance Programs. Reserve and National Guard members may also qualify based on their own GI Bill guidelines. 'GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>."

Workforce Innovation and Opportunity Act (WIOA) – WIOA funds are available for eligible adults, youth, and dislocated workers through the U.S. Department of Labor, Department of Economic Development, Division of Workforce Development, Department of Elementary and Secondary Education (DESE), and are coordinated with Pell Grants for education and related costs. Local workforce areas determine Individual Training Account (ITA) funding and time limits.

Department of Elementary and Secondary Education (DESE) – This agency is responsible for a wide range of programs that serve the vocational and technical training needs of postsecondary students, and administers state and federal funds to support occupational training services.

Division of Family Services (DFS) – The goal of DFS, a division of the Missouri Department of Social Services is to maintain or improve the quality of life by providing services to the public to enable individuals to better fulfill their potential. One of these services is the community services block grant program.

AmeriCorps – This domestic Peace Corps provides individuals the opportunity to spend a year serving in their communities and learning the habits of good citizenship. In return AmeriCorps members receive an education award to help pay for college or pay back student loans. Two-thirds of grants are made by the Missouri Community Service Commission. National non-profits make other assignments.

Financial Aid Award Payments

With qualifying financial aid, students will receive financial aid payments according to the following schedule:

- **Federal Pell Grant** - Where there are two semesters, one-half of the award is paid in each semester and is applied directly to the student's account.
- **Federal SEOG** - Where there are two semesters, one-half of the award is paid in each semester and is applied directly to the student's account.
- **Direct Loans, Federal Direct Stafford Loans** (Subsidized/Unsubsidized), PLUS - One-half of the loan is disbursed in each semester and is applied directly to the student's account.

Any financial aid amount for which a student is eligible will first be applied to the tuition, fees, and any other costs/charges incurred (e.g., bounced check fees, book/supply charges, library and/or parking fines, etc.) at Stepful College.

Student's extra financial aid funds will be disbursed to the student from Stepful College within the required disbursement time.

Warning/Termination

Students may be placed on financial aid probation and/or terminated from the college for failure to do the following:

- Make written payment plan arrangements with Stepful College.
- Remit any/all scheduled payments in a timely manner.
- Submit proper documentation for loan or grant processing. Students should refer to the Catalog Academic Policies section for their program specific minimum GPA requirements for Title IV aid.

Loan Management

Students applying for federal loans should be advised that both the Federal and State governments demand repayment of loans and will not allow students to avoid their financial responsibilities. With passage of the Federal Debt Collection Act of 1984, the U.S. Department of Education may take the following actions against students in loan default:

- Turn the name of any defaulter to a national credit bureau who can in turn pass the information to regional credit bureaus.
- Submit name of any defaulter to a collection agency for debt collection.
- Withhold up to 15% of wages for any federal employee found in default until such time as debt is paid in full.
- For non-Federally insured loans and other types of loans, the State may initiate actions to force the defaulter to pay on demand. Some states have the authority to repossess vehicles or property, withhold any State income tax refunds, or take other similar actions.

Students are encouraged to contact the Financial Aid office with any questions or concerns.

Pre-enrollment Costs

SC charges an application fee and select programs require additional fees for pre-admission testing, exam preparation materials or criminal background checks. All students are required to have reliable transportation to get to/from campus, Stepful College events and all clinical site fieldwork and field trips; some field work locations may be up to 2 hours away. Stepful College is not responsible for providing such transportation.

Tuition, fees, inclusions, and exclusions are subject to change.

General Tuition

Tuition, fees, and other expenses are outlined in the Catalog Addendum located on stepfulcollege.edu.

Books, Supplies and Fees

Each program has a list of required uniforms, course textbooks, lab supplies and program specific student kits. Supplies are available at Stepful College campus. Uniform fitting and ordering are provided by outside vendors.

Students are required to pay a fee that covers related drug testing, lab supplies, technology fees, testing fees, and CPR training provided by SC. Students are responsible for expenses related to CPR certification, physical exam, fingerprinting, additional background checks, TB testing, immunizations and/or other tests such as titer to prove immunity as required by clinical sites.

Programs may require students to carry their own health and personal malpractice liability insurance in order to participate in clinical activities.

Post-graduation fees

Examination fees, licensure fees, and/or related expenses are the sole responsibility of the student and are not covered by Stepful College.

Payment Policy

For full acceptance into Stepful College, students must sign a written enrollment agreement establishing all tuition, expenses, and related program fees. Students are responsible for their total programmatic costs and expenses and/or to make timely payments as set-up by Stepful College.

Payments can be made by cash, check, credit or debit card, or electronic transfer. At minimum, students must pay applicable Enrollment Fee at time of enrollment. Flexible payment plans are available; contact the Financial Aid office for details.

SC reserves the right to suspend services to students, prohibit students from attending classes, or dismiss a student from a program or the college for failure to meet payment obligations. Missouri law prohibits withholding a certificate or degree from a student who has completed all academic requirements solely because of unpaid tuition.

Stepful College ensures that we will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Further, the restriction on penalties would not apply in cases where the student owes additional payments to the school beyond the amount of the tuition and fee payment from VA to the school.

ACADEMIC POLICIES

Transfer of Credit Policy

All requests for transfer of credit for prior education will be considered on an individual basis with the final decision made at the discretion of Academic Administration. Select programs have specific guidelines as to what may or may not be considered for transfer of credit. Guidelines include, but are not limited to: minimum course grade, course content, course credit/hours, each program's maximum allowed transfer of credit, as well as duration of time expired between course completion and Stepful College enrollment. SC considers only transfer of courses completed at colleges that are accredited by an agency recognized by the U.S. Department of Education (USDE), or the Council for Higher Education Accreditation (CHEA).

Transfer of credit(s) must be made at the time of enrollment; no transfer of credit will be granted once a student's program of study has begun.

A transfer of credit notice will be completed with required documentation attached. Required documents include: transcripts, and may include course descriptions, course syllabus, and/or course outline. Student may forfeit their opportunity for transfer of credit if all required documents are not submitted by noted deadlines.

Transfer credits accepted will be factored into graduation completion requirements. Transfer of credits will **NOT** be used in final GPA computations.

Academic course credit for experiential learning will be reviewed by the Program Director and Stepful College Administration.

Advanced Placement credit will be reviewed as a transfer of credit option upon request.

Once Stepful College approves the transfer of credit(s), admissions will determine the adjusted total program costs.

Students are advised to consult admissions or academic administration for more information on transfer of credit policies.

At a minimum, 25 percent of the credits or the recognized clock-hour equivalent required for completion of a program must be earned through coursework offered by and completed at the institution granting the credential.

Transfer of Credit Appeal Process: SC makes no guarantee to accept transfer of credit requests. Denial for transfer of credit may be appealed to the Academic Administration.

Stepful College has established articulation agreements with the following colleges and universities.

Discuss with an admission advisor for more information.

University of Cincinnati-College of Allied Health Science
• Bachelor of Science,

Credits earned at Stepful College are subject to the discretion of other colleges' transfer of credit policies. Acceptance of a degree or diploma earned in any Stepful College program is also at the complete discretion of the institution to which students may seek to transfer.

Course Auditing

Stepful College offers Elective Course Auditing and Required Course Auditing. Both audit types offer no credit for attendance or work performed. Elective Auditing is voluntary to determine academic readiness or interest in a course of study and can occur for up to fifteen (15) weeks. Required auditing may be mandated by specific programs for academic remediation purposes. Students desiring to audit a course must first meet with an Admissions Representative and/or their Program Director to discuss auditing provisions.

Single Course Enrollment

Requests to enroll in an individual course(s) for credit will be considered on an individual basis by the Academic Administration. Enrollment in individual course(s) for credit will not be eligible for Title IV financial aid.

Standards of Satisfactory Academic Progress (SAP Policy)

Satisfactory academic progress is necessary to maintain eligibility for the Title IV Federal Student Aid programs, if applicable, and to continue as a student in good standing at Stepful College..

All students must meet the following minimum standards of Satisfactory Academic Progress (SAP):

1. Cumulative Grade Point Average (CGPA): Qualitative

Students are required to maintain the minimum cumulative GPA or better for their enrolled program of study to achieve satisfactory SAP status.

Minimum CGPA Requirements for successful completion of the program:

- 2 CGPA – HCA-BS
- 2 CGPA – RT, RT-BS
- 2 CGPA – PN
- 2 CGPA – PTA, LPN to RN, RN to BSN, HCA-MS

2. Pace of Progression/Completion Percentage (CP): Quantitative

Students must maintain a satisfactory completion rate of all

course work attempted. Students must complete a minimum of 67% of the credits attempted to maintain a satisfactory SAP completion rate. The completion rate – or pace - is measured by dividing the cumulative number of credits the student has successfully completed by the number of credits the student has attempted.

3. Maximum Timeframe (MTF): Quantitative

The maximum timeframe allowed for a student to maintain satisfactory academic progress is 150% of the minimum required credits to complete his/her academic program. For example, if 70 credits is the standard length of completion for a program, the calculation would be: 70 credits x 150% = 105 credits. 105 credits is the maximum credits that student is allowed to attempt and still be eligible for financial aid. The maximum time limit is calculated specifically for each individual academic program.

SAP is evaluated at the end of each semester. Semesters are defined as:

15 weeks – PN, RT-AAS, PTA-AAS,
LPN to RN-AAS

16 weeks – RT-BS, HCA-BS, RN to BSN-BS, HCA-MS

18 weeks - HCA-AAS

Course Retakes

Students may repeat classes to improve their CGPA.

Students may repeat the same course one time. Two failed attempts of the same course will result in dismissal from the program.

**Additional course retake standards may be implemented for specific programs as detailed later in this policy.*

Consequences for Not Meeting SAP Academic Warning

Academic Warning occurs when a student is not meeting the minimum SAP standards at one of the SAP evaluation points. When students are placed on Academic Warning they must meet with the Program Director and/or the Dean/Director of Education to evaluate the student's ability and desire to achieve Satisfactory Academic Progress.

Warning Advising Plan

Students placed on Academic Warning will be advised by the Program Director and/or the Dean of Academic Affairs and will be required to follow the terms and conditions of a Warning Advising Plan. The Warning Advising Plan is designed to assist the student in reaching the SAP standards at a subsequent evaluation point.

Removal from Warning

Students may be removed from Academic Warning when they meet or exceed the SAP standards at an evaluation point

or are meeting the measurements of the Warning Advising Plan. Students may be removed from Academic Warning when they are no longer in jeopardy of falling below the SAP standards at the next evaluation point. Students may remain on a Warning Advising Plan beyond a subsequent evaluation point if they are meeting all the requirements of the Warning Advising Plan and is trending positively towards meeting SAP standards upon approval from the Director of Education and/or President.

Financial Eligibility

Students may lose eligibility for Title IV funds if not maintaining standards of Satisfactory Academic Progress.

Academic Dismissal and Appeal

Students on Academic Warning who fail to meet the terms of the Warning Advising Plan will be dismissed from the school. Students who are projected to be unable to complete the program within the Maximum Time Frame will also be dismissed from the school at the time when the determination is made. Academic dismissal may occur with multiple course fails within a semester in some programs. Refer to Additional Standards of Satisfactory Academic Progress for specific program requirements. Students may appeal the decision of an academic dismissal.

Appeal Process

For an appeal to be considered, it must:

- Be submitted to the Program Director and/or the Dean of Academic Affairs verbally or in writing;
- Explain the reasons why the student was not successful in meeting the SAP standards; and
- Explain what has changed in the student's circumstances to allow success in the future. Documentation of the mitigating circumstances may be requested by the school.

The Program Director will correspond a date and time for the student to meet with the Appeals Committee and present his or her mitigating circumstances.

**All appeals will be reviewed by the Appeals Committee and responded to within ten (10) days. If an appeal for exceeding the Maximum Time Frame is approved the student will not be eligible for Federal Student Aid for the remainder of that program.*

** If the appeals committee reinstates a student to continue with the program of study, the student will remain on Academic Warning.*

Definitions

CGPA- Cumulative Grade Point Average is the average of all grades for the student in the current program of enrollment. It is calculated by adding up the corresponding earned quality points for each class and dividing the sum by the total number of earned credit hours.

CP- Completion Percentage is the number of credit hours or clock hours and weeks completed divided by the number

of credit hours or clock hours and weeks attempted in the program.

I – An (I) Incomplete can be given upon discretion of a Program Director and/or SC Administration. An (I) Incomplete can be given at the end of a course pending make-up work, assessments, and/or required remediation. An (I) Incomplete given in any course must be removed and replaced by a qualitative grade by the 14th day of the next term in order for the student to continue enrollment in the program, unless a mitigating circumstance is presented and approved.

In some cases, students may not have permission to attend and participate in sequential course(s) if an (I) Incomplete remains posted as a final grade. Make-up work may not be accepted if classes have been missed in the next term due to the (I) Incomplete. **Refer to Program Handbook.**

An (I) Incomplete given for a last semester course(s) must be removed and replaced by a qualitative grade within the maximum time frame (MTF) of the program. If a student does not satisfy the requirements of the course within the MTF, he/she will receive a failing grade for the course(s). An (I) Incomplete will prevent the release of a student's transcript.

MTF- Maximum Time Frame is one and one-half times the normal program length, in which the educational objective must be successfully completed. Students are required to successfully complete their program within the Maximum Time Frame.

R- Repeat is assigned once a failed (F) course is successfully repeated and a passing grade is posted.

A clock hour represents a minimum of 50 minutes of instruction. One credit hour is awarded for:

- Every 15 clock hours of lecture
- Every 30 clock hours of laboratory
- Every 45 clock hours of externship/clinical

Students at SC will meet course objectives with both in-class and outside of class coursework. Outside coursework may include: assigned readings as well as completing papers, portfolios, projects, and assignments. These assignments are outlined in the respective course syllabi.

Grading Scale and the Effect of Grades on SAP

Grades that carry quality points are calculated in a student's Cumulative Grade Point Average (CGPA). Grades that are included in credits attempted and/or credits earned are calculated in a student's Completion Percentage (CP).

Letter Grade	Quality Points	Definition	Credits Earned	Credits Attempted
A	4.00	93-100%	Yes	Yes
A-	3.75	90-92%	Yes	Yes
B+	3.50	87-89%	Yes	Yes
B	3.00	84-86%	Yes	Yes
B-	2.75	80-83%	Yes	Yes
C+	2.50	77-79%	Yes	Yes
C	2.00	72-76%	Yes	Yes
C-	1.75	70-71%	Yes	Yes
F	0.00	69% or less	No	Yes
S	-	Satisfactory	Yes	Yes
U	-	Unsatisfactory	No	Yes
I	-	Incomplete	No	No
AU	-	Audit	No	No
TC	-	Transfer of Credit	Yes	Yes
R	-	Repeat	No	Yes
W	-	Withdraw	No	Yes

Final calculated course grades will be rounded to the nearest whole number.

Transfer of Credits

Transfer credits granted in accordance with our Transfer Credit Policy as detailed in the *Transfer of Credit* section of the catalog count toward meeting overall program credit requirements. Approved transfer credits are given a grade of TC. The TC grade is counted as credits attempted and credits earned but does not carry any quality points. It is included in the calculation of CP and MTF, but not included in the calculation of CGPA.

Minimum Course Percentage Requirements for Successful Completion

HCA-AAS & BS-HCA programs..... 70%

PN (General Education), RT & BSRT programs 77% PN, PTA, LPN to RN, RN to BSN & MS-HCA programs.80%
***Percentages do not necessarily reflect progression towards successfully meeting CGPA requirements for program completion.**

Additional Standards of Satisfactory Academic Progress (SAP Policy):

Healthcare Administration, (BS & MS)

1. Students who do not successfully pass any course, will have only one opportunity to repeat the same course again.

2. MS requires an 80% minimum final grade for successful completion of each course. Limitations exist as to the number of credits that may be earned at "B-" level work.
3. BS requires an 70% minimum final grade for successful completion of each course. Limitations exist as to the number of credits that may be earned at "C-" level work.
4. MS requires a minimum CGPA of 2.75 for successful completion of the program.
5. BS requires a minimum CGPA of 2.0 for successful completion of the program.
6. Grades will not be rounded up. If a student receives a 79.9%, the student will receive a 79% in the class.

Physical Therapist Assistant, AAS

1. Students who do not successfully pass any course, will have only one opportunity to repeat that same course again.
2. If a student fails any repeated course(s) or has a cumulative of more than 3 college course failures total, they will be dismissed from the PTA program.
3. Any student who fails two (2) or more courses in the same semester will be dismissed from the PTA program.
4. Any student who does not meet the minimum threshold grade of 80% in any 3rd or 4th semester core PTA course will be automatically dismissed from the program (with the exception of a clinical course).
5. An 80% ("B-" in all courses) minimum final grade is required, and all course requirements must be met, for successful completion of all pre-requisite (general education) courses, and PTA core courses.
6. A minimum cumulative GPA of 2.75 is required for successful completion in the PTA program.
7. PTA core coursework must be completed in the sequence outlined and prior to clinical internships.
8. A student may not enroll in the PTA program more than twice.
9. Grades will not be rounded up. If a student receives an 9%, the student will receive an 79% in the class.
11. Students have the right to appeal a dismissal decision.

Practical Nursing, LPN to RN-AAS, RN to BSN

1. Students who do not successfully pass any course, will have only one opportunity to repeat that same course again.
2. If a student fails any repeated course(s) or has a combination of more than one college course failures total, they will be dismissed from the program.
3. Any student who fails two (2) or more courses in the same semester will be dismissed from the program.
4. A 77% ("C+") minimum final grade is required, and all course requirements must be met, for successful completion of all prerequisite (general education) courses.
5. An 80% ("B-") minimum final grade is required, and all course requirements must be met, for successful completion of all core courses, and/or a Satisfactory in each subject and/ or clinical area.

6. If a student is not successful in a course, and is approved to move forward in the program, the student must repeat the course/semester, including clinical or simulation.
7. If a student is granted a repeat course, they may only do so if space is available.
8. If a student fails one course, and is approved to move forward in the program, they must repeat that course and audit all corresponding core nursing courses for that semester, unless receiving a grade of 90% or better in that course.
9. Grades will not be rounded up. If a student receives an 79.9%, the student will receive an 79% in the class. (Practical Nursing & LPN to RN only)
10. Course Sequence: Successful completion of all nursing courses in concurrence and sequence as outlined in the program's curriculum plan is required to continue in the program. (Practical Nursing & LPN to RN only)
11. Students may appeal the decision of a dismissal.
12. Not all rules apply to all nursing programs (see handbook for specific guidance and clarification).

Respiratory Therapy, AAS & BSRT

1. Students who do not successfully pass any course, will have only one opportunity to repeat that same course again.
2. If a student fails any repeated course(s) or has a cumulative of more than 3 college course failures total, they will be dismissed from the RT program.
3. Any student who fails two (2) or more courses in the same semester will be dismissed from the RT program.
4. A 77% minimum final grade is required, and all course requirements must be met, for successful completion of all pre-requisite (general education) courses, and RT core courses.
5. A minimum GPA of 2.50 ("C+" in all courses) is required for successful completion in the RT program.
6. AAS ONLY - Students who fail any RC Principles & Practice (P&P) Course (I-IV), RC Lab (I-IV), or RC Clinical Practicum (I-IV) course will not be able to move into the next semester course work until these courses are successfully completed.
7. Grades will not be rounded up. If a student receives an 76.9%, the student will receive an 76% in the class.
8. Students may appeal the decision of a dismissal.

Class Scheduling

The classes offered by SC are scheduled at regular intervals throughout the year. SC reserves the right to postpone or cancel a class for insufficient class enrollment or other reasons as deemed necessary by the Academic Administration. Should a class offered at both campuses fail to meet its enrollment minimum at one campus, students may be required to take the course at the other campus. Contact the College's Registrar's Office for a schedule of class starts.

A student's physical location is determined at the time

of enrollment by the signed student application and documentation. Students are able to notify the institution of a change to their physical location via Student Portal. Prospective students and enrolled students should understand that moving out of the state may adversely impact a student's ability to complete the program. If a student is planning to relocate out of the state he or she is required to discuss this with the Program Direct and/or Dean of Academic Affairs.

Attendance Requirements

The SC faculty and staff recognize that student attendance in class, laboratory, clinical, practicum, externship, fieldwork/internships sessions is essential for success in their programs. Therefore, students are required to attend a minimum of seventy-five (75) percent of the scheduled hours to graduate from some programs. There are some programs at SC that have stricter attendance requirements. Refer to your program's student handbook for specific attendance requirements. Make-up time for absences in class, laboratory, clinical and practicum sessions will be considered on a case-by-case basis, and at the discretion of the instructor. Valid proof of absence is required before make-up time will be considered.

Academic Advising & Tutoring

Classroom instructors will make every effort to address the academic needs of each student. Select programs assign students to an academic advisor. Students should see their designated Program Director for more advising and tutoring information.

Graduation/Pinning

To graduate, students must successfully complete all required courses for their program, maintain a minimum cumulative GPA (per respective program), and meet attendance requirements. Some programs may also require completion of clinical hours, internships, or a capstone project. Students should review their program details for specific requirements as well as the respective program handbook if applicable. Missouri law prohibits withholding a certificate or degree solely for unpaid tuition if academic requirements are met.

There are graduation/pinning ceremonies to honor SC instructional program graduates. Graduates, their families and their friends are invited to attend.

Diploma/Associate/Bachelor/Master Degree

SC awards a Diploma, Associate, Bachelor, or Master Degree to students who have successfully completed their program and academic requirements to SC.

Students who graduate from the Medical Assistant, Medical Office Administration, Patient Care Technician, and Practical Nursing programs receive a Diploma. Students

who graduate from the Healthcare Administration AAS, Occupational Therapy Assistant AAS, Physical Therapist Assistant AAS, and Respiratory Therapy AAS programs receive an Associate of Applied Science Degree. Students who graduate from the Bachelor of Science, Respiratory Therapy, Bachelor of Science in Nursing, and Bachelor of Science, Healthcare Administration programs will receive a Bachelor of Science Degree. Students who graduate from the Master of Science, Healthcare Administration program will receive a Master of Science Degree.

Students may obtain their Diploma/Transcripts from the Registrar following completion of their program. A minimum of two (2) weeks must be allowed for processing of final records.

Holidays (No Classes)

Each year Stepful College recognizes these holidays by not holding classes when these holidays fall on a regularly scheduled class day:

- Martin Luther King Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day and the following Friday
- Christmas Day
- New Year's Day
 - * Clinical schedule may not be affected by campus observed holidays.
 - * Bachelor and Master of Science online programs will not observe these holidays.

Canceled classes due to unforeseen circumstances (i.e., weather, natural disasters) will be made up within the semester.

Student Dress Code

SC faculty and staff understand that students' professional appearance in class, laboratory, clinical, practicum and externship sessions is essential for success.

Students are expected to:

- Wear required program uniform.
- Follow other specific dress code guidelines as outlined by each program in the respective program handbooks.
- Follow OSHA laboratory guidelines.

Student should always present themselves as a professional through appropriate dress and grooming habits. Further dress code regulations are presented at orientation and in the respective program handbooks.

Externship Experience

Each program refers to student experiential learning through use of different terminology such as, but not limited to: Externship, Clinicals, Internship, Fieldwork, Practicum and/or Preceptorship. Henceforth, the term “Externship” will be used to represent the various above mentioned terms.

Externships are arranged by SC in various St. Louis regional and outlying areas with the exception of RN to BSN where the students will arrange their own externships local to them. Externships may require up to two (2) hours of travel time. Interviews may be required before students are accepted for externship with the supervisor to the sponsoring externship site. Acceptance is not automatic and remains at the discretion of the sponsoring institution and/or SC Academic Administration. Didactic class hours cannot be exchanged for externship hours.

- Students not passing the criminal background check, drug screens, or other required externship paperwork may be prohibited from participating in the externship education. This will prevent the student from being able to complete all program requirements and the student will be dismissed from the program.
- All students must successfully complete all applicable program externship hours to qualify as a graduate.
- Failure to successfully complete the externship portion of training will result in termination from the designated externship and possible course failure.
- SC will arrange the externship site for each student with the exception of RN to BSN where students will arrange their own externships. .
- Externship assignments are frequently made months in advance.
- Students are not guaranteed a choice of externship or a change of externship.
- Once students are placed at an externship site, students are expected to follow the policies and procedures of the externship site just as if students were an employee at the site.
- In the event of illness or family emergency, students are expected to notify their SC Externship Coordinator and externship site supervisor prior to the start of the scheduled hours. Failure to do so may result in termination from the externship.
- In the event of an externship site terminating the student extern, SC will not be obligated to furnish a second externship site.
- The decision to terminate or allow a student extern to continue in their program will be made by SC.
- SC assigns the final grade for externship.

There is no employment guarantee from any externship site, yet many students are hired from their externship. Therefore, tardiness, absences, or other infractions of the sponsoring institution policies are grounds for dismissal

from the program, just as they would be grounds for dismissal from a job.

Prior to the start of an externship, students must meet the minimum GPA for their program, and their academic file must be complete, with all documentation of medical/physical requirements submitted. Although some flexibility may be allowed when scheduling the externship experience, students must fulfill their externship requirements within the approved time period. Failure to do so may result in a student being terminated from the externship portion of their program. Requirements for each specific program's externship are listed in the respective program handbook.

Certification Examination/Licensure Application Procedures

Students are responsible for preparing their own certification examination/licensure applications, gathering any required backup documentation, and paying for any related exam fees. To finalize the application and ensure that it is prepared thoroughly and accurately, students may submit the application to their Program's Director for review.

Please check with respective certification boards for any changes in the application or examination process.

State Licensure Determination Disclosures:

The following programs lead to required licensure: Practical Nursing, LPN to RN, Physical Therapist Assistant, Respiratory Therapy-AAS. These programs take national credentialing exams that leave them open for nationwide employment, depending on each state's determined graduate eligibility for licensure. St. Louis College of Health Careers offers blended and online programs that lead to licensures to residents of the following states: Missouri and Illinois. For all unlisted states/territories, licensure and employment is dependent on ~~Blended programs require attendance at the campus in which the student is enrolled and cannot be completed solely via online.~~ Blended programs are designed to meet licensure requirements in the states in which they are offered. State licensure requirements vary greatly in what professions are required to be licensed as well as the requirements for licensure. If a state were to determine that a licensure program no longer satisfies the criteria required for state licensure, students will be notified within 14 days.

Student Grievance Policy & Procedure

Definition:

A student grievance is a formal complaint submitted by a student who believes they have experienced unfair, inequitable, or improper treatment by a faculty member, staff member, administrator, or institutional process. A

grievance may involve concerns such as: Violations of published policies or procedures, perceived inequities in academic or administrative decisions, actions or behaviors that negatively affect a student's educational experience, failure of the institution or its representatives to fulfill stated responsibilities.

A grievance is more than general dissatisfaction—it is a documented concern that a policy, standard, or obligation was not followed and that the issue requires formal review and resolution through the institution's established grievance procedures.

Policy:

The Student Grievance policy provides a process for an impartial review and ensures that student rights are recognized and protected. The grievance process is made available to all SC students seeking assistance in resolving any dispute, conflict, or alleged violation made by SC employee(s), SC student(s) or any SC department in the course of employment, enrollment and/or school-related activities. A grievance may arise out of a decision, action, or failure to act, in the course of official duties/roles at SC. SC faculty or staff may also initiate a student grievance if deemed necessary.

General Grievance Procedures:

SC addresses conflict resolution by the following steps:

1. Informal Grievance Process

Whenever possible the direct parties involved in any disputes, conflicts, or disagreements should first make attempts to resolve any issues on their own in a professional manner.

2. Formal Grievance Process

Once documented attempts have been made through informal resolution processes without successful resolution, then students have the option to file for a Formal Grievance Process. Students are required to request a grievance in writing or verbally to the Academic Department stating:

- The nature of their complaint and goals for the resolution process
- The names of those related to the complaint
- Their own name and date.

An SC representative will then initiate contact with the student within no more than 10 business days to arrange a grievance meeting date and time. SC will assemble a grievance committee from SC programs or departments to convene a formal grievance meeting. The meeting may take place remotely or in person to accommodate participants. At the meeting, the committee will review the grievance material and any supportive documentation

provided by the student and/or SC representative(s). The student will be allowed time to present their case or circumstances and/ or to ask any questions related to their grievance. SC committee members reserve the right to ask the student relevant questions to provide context to the case. Once the meeting is concluded, the committee will consider all the information presented and vote on a decision regarding the grievance. After deliberation, the committee will issue a final binding decision and the student will be notified within 10 business days. Note that additional time may be required if further research or documentation is needed for review by the board.

Record Keeping:

Documentation of the grievance meeting discussion, those in attendance, and relevant paperwork will be maintained either digitally or on file at SC for a period no less than 7 years.

SC reserves the right to withhold release of select FERPA protected documentation or other legally protected documentation without proof of due cause or right to access such documentation.

Appeals to Outside Agencies:

If a student is dissatisfied with the outcome of their complaint with SC then they may appeal to the Missouri Department of Higher Education and Workforce Development (DHEWD) by contacting them at info@dhewd.mo.gov with evidence from the complaint being processed first by the school. Please note that DHEWD cannot effect student grades and cannot effect tuition refunds unless the school's policy on them was not followed.

Missouri Department of Higher Education & Workforce Development

Attn: Coordinating Board for Higher Education

301 W High St., PO Box 1469

Jefferson City, MO 65101-1469

Phone: (573) 751-2361

Fax: (573) 751-6635

Email: info@dhewd.mo.gov

Stepful College is approved by the State of Missouri to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA) NCSARA is a voluntary, regional approach to state oversight of postsecondary distance education. California is the only state that does not currently participate in NC-SARA, therefore, if a student relocates to California prior to program completion, this may adversely impact the student's ability to complete the program.
<https://www.nc-sara.org/>.

Equal Opportunity is the LAW

It is against the law for this recipient of Federal financial assistance to discriminate on the following bases:

- Against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or,
- against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIOA Title I - financially assisted program or activity;
- providing opportunities in, or treating any person with regard to, such a program or activity; or
- making employment decisions in the administration of, or in connection with, such a program or activity.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

Danielle Smith, State Equal Opportunity Officer
Missouri Department of Higher Education and Workforce Development - Office of Workforce Development
301 W. High Street
PO Box 1087
Jefferson City, MO 65102
danielle.smith@dhewd.mo.gov
Phone: (573) 751-2428 | Fax: (573) 751-4088
Missouri Relay Services at 711

The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW., Room N-4123, Washington, DC 20210 or electronically as directed on the CRC Web site at www.dol.gov/crc.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC before receiving that Notice. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

Sub-State Agency/Local Equal Opportunity Officer:

Name: _____ Trencé James _____

Address: 3757 Harry S Truman Blvd, St. Charles, MO 63301

Telephone: 816-804-2956

*To learn more about filing a claim, visit
jobs.mo.gov/equalopportunity*



Equal Opportunity Employer/Program

Auxiliary aids and services are available upon request to individuals with disabilities.

La Igualdad = De Oportunidad es la LEY

La ley prohíbe que este beneficiario de asistencia financiera federal discrimine por los siguientes motivos: contra cualquier individuo en los Estados Unidos por su raza, color, religión, sexo (incluyendo el embarazo, el parto y las condiciones médicas relacionadas, y los estereotipos sexuales, el estatus transgénero y la identidad de género), origen nacional (incluyendo el dominio limitado del inglés), edad, discapacidad, afiliación o creencia política, o contra cualquier beneficiario, solicitante de trabajo o participante en programas de capacitación que reciben apoyo financiero bajo el Título I de la ley de Inversión y Oportunidad en la Fuerza Laboral (WIOA, por sus siglas en inglés), debido a su ciudadanía, o por su participación en un programa o actividad que recibe asistencia financiera bajo el Título I de WIOA.

El beneficiario no deberá discriminar en los siguientes áreas: decidiendo quién será permitido de participar, o tendrá acceso a cualquier programa o actividad que recibe apoyo financiero bajo el Título I de WIOA; proporcionando oportunidades en, o tratar a cualquier persona con respecto a un programa o actividad semejante; o tomar decisiones de empleo en la administración de, o en conexión a un programa o actividad semejante.

Los beneficiarios de asistencia financiera federal deben tomar medidas razonables para garantizar que las comunicaciones con las personas con discapacidades sean tan efectivas como las comunicaciones con los demás. Esto significa que, a petición y sin costo alguno para el individuo, los recipientes están obligados a proporcionar ayuda auxiliar y servicios para individuos con discapacidades calificados.

QUE DEBE HACER SI CREE QUE HA SIDO DISCRIMINADO

Si usted piensa que ha sido discriminado en un programa o actividad que recibe apoyo financiero bajo el Título I de WIOA, usted puede presentar una queja no más de 180 días después de la fecha en que ocurrió la presunta violación, ya sea con: El oficial de igualdad de oportunidad del recipiente (o la persona que el recipiente haya designado para este propósito);

Danielle Smith, State Equal Opportunity Officer

Department of Education and Workforce Development - Office of Workforce Development

301 West High Street

P.O. Box 1087

Jefferson City, MO 65102

danielle.smith@dhewd.mo.gov

Teléfono: (573) 751-2428 | Fax: (573) 751-4088

Relay Missouri: 711

o:

Director, Civil Rights Center (CRC), U.S. Department of Labor

200 Constitution Avenue NW, Room N-4123, Washington, DC 20210

o electrónicamente como indica el sitio web del CRC www.dol.gov/crc

Si usted presenta una queja con el recipiente, usted debe esperar hasta que el recipiente emita una decisión final escrita o que pasen por lo menos 90 días (lo que ocurra primero), antes de presentar una queja con el Centro de Derechos Civiles (CRC, por sus siglas en inglés) a la dirección mencionada previamente. Si el beneficiario no le entrega una decisión final escrita dentro de 90 días después de la fecha en que presento su queja, usted puede presentar su queja con el CRC antes que reciba la decisión final. Sin embargo, es necesario presentar su queja con el CRC dentro de 30 días después de la fecha límite de 90 días (en otras palabras, dentro de 120 días después de la fecha en que presento la queja con el recipiente). Si el recipiente emite una decisión final escrita, pero usted no está satisfecho con el resultado o resolución, usted puede presentar una queja con el CRC. Usted debe presentar su queja con el CRC dentro de 30 días después que reciba la decisión final escrita.

Agencia de Sub-Estado/Oficial de Oportunidades Igualitarias

Nombre: Trence James (TJ)

Dirección: 3757 Harry S Truman Blvd, St. Charles, MO 63301

Teléfono: 816-804-2956

Para más información sobre cómo presentar una reclamación, visite

jobs.mo.gov/equalopportunity



**Programa de Empleadores
que Brindan
Oportunidades Igualitarias**

Se ofrece apoyo y servicios auxiliares a las personas con discapacidades que lo soliciten.

STUDENT SERVICES

Registrar

Student Records

SC maintains academic transcripts for all courses completed and/or attempted for an indefinite period of time. Financial aid records are kept for five (5) years after the end of the final award year in which the student last attended. Other student records, including enrollment agreements, financial records, attendance records, and placement documents are maintained for five (5) years from the fiscal year during which the student was last enrolled.

Student Transcripts

Students can request transcripts from the National Student Clearinghouse website at <https://tsorder.studentclearinghouse.org/school/welcome> or by using the link found on SC.edu. A base fee of \$10 plus applicable delivery/printing/postage fees will apply per transcript request. Electronic transcripts may take up to 3-5 business days to process (excluding holidays). Standard mail transcripts may take up to 7-10 business days to process and can take up to two weeks to arrive and be processed once they are mailed to the intended institution.

By forwarding student transcripts to any third party, SC does not authorize any third party to release information from the student's transcript to any other agency, institution or individual.

SC provides a 24-hour-a-day, on and off campus student information system, referred to as The Portal. Students can access The Portal at <https://portal.slchcmail.com/cmportal/>. The Portal is the primary way for students to access their college information including:

- Correspondence/communication.
- Grades, Report Cards, Unofficial Transcripts, and attendance.
- Calendar and class schedules.
- Current credits and GPA.
- Account balances and financial aid information.

Books, Supplies, and Fees

Each program has a list of required uniforms, course textbooks, lab supplies and program specific student kits. Supplies are available at each of SC campuses. Uniform fitting and ordering are provided by outside vendors. Uniforms are distributed to students on both SC campuses.

Students pay a fee that covers related drug testing, lab supplies, technology fees, testing fees, and CPR training provided by SC. See Catalog Addendum for program fees.

Students are responsible for expenses related to CPR

certification, physical exam, fingerprinting, additional background checks, TB testing, immunizations and/or other tests such as titers to prove immunity as required by clinical sites.

Academics

Academic Advising & Tutoring

Classroom instructors will make every effort to address the academic needs of each student. Select programs assign students to an academic advisor. Students should see their designated Program Director for more advising and tutoring information.

American with Disabilities Act (ADA) Disclosure Statement:

According to the American with Disabilities Act (ADA) law, it is a student's personal decision to disclose a disability. If students choose to disclose a disability, by college policy, they will be directed to the Dean of Academic Affairs. By law, all reasonable accommodations will be made. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) must contact the Dean of Academic Affairs.

Career Services

Placement Assistance

The Career Services Department provides career advising and guidance for students and graduates, assisting them with all aspects of their job search. Support includes assistance with professional development, resume writing, interviewing skills, and application processes, as well as hosting job fairs.

SC maintains close contact with local healthcare employers. Hospitals, physicians and healthcare related employers regularly notify SC of available positions providing employment opportunities for graduates that work closely and consistently with the Career Services Department.

Career Services assistance is available to graduates in good standing with SC and work cooperatively with Career Services Department, to actively and diligently seek employment. In these services, SC will assist students in finding a position.

SC cannot and does not guarantee employment.

GENERAL INFORMATION

Cancellation Policy

When students enroll in a course of study, a place is reserved for that student which cannot be made available to another student. The Cancellation Policy and Withdrawal and Refund Policy, below, is based upon fairness to students and to SC.

You the applicant may cancel this legally binding transaction at any time prior to midnight of the third business day, excluding Saturdays, Sundays, and Missouri state holidays, after you and SC sign this agreement (the “Three-Day Period”). If you cancel during the Three-Day Period, you will receive a full refund of all monies paid, except refunds cannot be issued for the following types of consumable fees: background checks, physicals, drug screenings, credit card transaction fees, and other similar fees paid to third-party service providers.

Subsequent to the Three-Day Period, an applicant requesting cancellation prior to the start of classes is entitled to a refund of all monies paid less an enrollment fee of 10% of the contract price or \$100, whichever is less. If a student starts their program, the refund owed to the student who withdraws/terminates shall be in accordance with the terms and conditions of the Refund Policy.

To cancel this transaction, mail or deliver a signed and dated cancellation notice to the Admissions Director at the address listed below:

**Stepful College
1297 North Highway Drive
Fenton, MO 63026**

After expiration of the cancellation privilege, the College may retain the enrollment fee and the minimum refund of the remaining tuition as indicated in Withdrawal and Refund Policies.

Withdrawal and Refund Policies

As described in the Cancellation Policy, above, you the applicant may cancel this legally binding transaction at any time prior to midnight of the third business day, excluding Saturdays, Sundays, and Missouri state holidays, after you and SC sign this agreement (“Three-Day Period”). If you cancel during the Three-Day Period, you will receive a refund of all monies paid, except refunds cannot be issued for the following types of consumable

fees: background checks, physicals, drug screenings, credit card transaction fees, and other similar fees paid to third-party service providers.

If you cancel this agreement within the Three-Day Period, regardless of whether you start your classes during the Three-Day Period, you are entitled to the Three-Day Period refund, described above. All refunds subsequent to the Three-Day Period and after you start classes will be issued pursuant to the Withdrawal and Refund Policies set forth in this section, below.

After a student starts their program, any monies paid to the College, in excess of the sum due the College by the student who cancels, withdraws, terminates or is discontinued, will be refunded in accordance with U.S. Department of Education regulations and within a period not to exceed forty-five (45) days from the date the institution determines that a student is no longer in school (date of withdrawal).

A student wishing to withdraw from school must meet with his or her Program Director or Student Services to initiate and complete the withdraw process. Any student not participating in any scheduled academic activities for 14 consecutive days will be withdrawn from school.

A student’s last day of attendance is defined as the last day a student had academically related activity, which may include projects, clinical experience or examinations. If a student has a Federal Loan, refunds will be made to Department of Education on behalf of the student’s tuition account and the student will be notified. If a student starts their program, receives books from the College, orders uniforms or makes use of the College’s supplies and the books, uniforms and/or supplies are not returned unused, the student will be responsible for payment of said items and must remit payment within ten (10) days of the withdrawal/ termination.

If a student starts their program, the enrollment fee, the cost of any books, uniforms, and/or supplies the student received from the College and used, additional program costs, fees associated with the transfer of credits and a \$100.00 administrative fee are nonrefundable. The institution’s refund policy is calculated on a semester-by-semester basis as disclosed in the catalog addendum entitled Tuition & Costs Schedule.

Notwithstanding the below rules for refunds, for any student withdrawing/terminating prior to attending sixty (60) percent of the semester, and in accordance with U.S. Department of regulations, the College will perform a Return to Title IV determination and make any necessary return of unearned

Title IV aid to the Department of Education. The College will subsequently perform a calculation of any unearned tuition, fees, books and supplies in accordance with the following schedule:

For a student withdrawing/terminating within the first week of classes of a semester, the tuition charges made by the College to the student shall not exceed ten (10) percent of the contract price of the semester.

For a student withdrawing/terminating after the first week of classes but within the first twenty-five (25) percent of the semester, the tuition charges made by the College to the student shall not exceed twenty-five (25) percent of the contract price of the semester.

For a student withdrawing/terminating after completion of twenty-five (25) percent but within fifty (50) percent of the semester, the tuition charges made by the College to the student shall not exceed fifty (50) percent of the contract price of the semester.

For a student withdrawing/terminating after completion of fifty (50) percent of the semester, the College may retain one hundred (100) percent of the contract price of the semester.

Refunds must be distributed to the following programs in the order of the Federal Family Education Loans (Stafford Unsubsidized and Subsidized) or Federal Direct Student Loans (Unsubsidized and Subsidized), Federal PLUS Loans, Federal Direct PLUS Loans, Federal Pell Grant, Federal SEOG, other Title IV, HEA programs, other Federal, State, private, or institutional aid, or to the student. Refunds for any Federal Loan Programs will be made to the Department of Education on behalf of the student's tuition account.

Student Conduct

At SC, each student assumes an obligation to conduct himself/herself in a professional manner.

SC's policy governing student conduct is described in the Student Conduct Policy and each program's Student Handbook. Specific rules have been established, and are strictly enforced, so that students develop an awareness of how their individual behavior and attitude affect their chosen profession. Since some instruction, such as clinical, practicum, externships, fieldwork and internships occur in medical facilities apart from SC's administrative offices, it is important to remember that both SC and the student are guests of the facility. A student who violates the Student Conduct Code in one of SC's host medical or administrative facilities may be subject to immediate dismissal. The non-inclusive list of actions considered to be serious violations of SC policies, which may result in disciplinary action or termination, include: incompetence

or unsafe practice; unethical or illegal activity; breaching patient confidentiality; unprofessional behavior; cheating or dishonesty; physical/verbal assault or harassment; threats, disorderly conduct, disruptive behavior, use of obscene or foul language; possession of weapons, explosives, or ammunition; use/possession/distribution of controlled substances. The SC Student Conduct Policy is provided to students at orientation and certain programs provide great detail in their respective student handbook.

Academic Dishonesty and Plagiarism

Academic dishonesty includes but is not limited to: plagiarism, cheating, fabrication, offering bribery for grades, transcripts or diplomas; obtaining or giving aid on an examination, presenting another's work as one's own or doing work for another student, having unauthorized prior knowledge of an examination and/or using a proxy during an examination. Any person found involved in academic dishonesty are subject to disciplinary actions which may include dismissal from SC. Unauthorized distribution of copyrighted material may subject the student to civil and criminal liability.

Dismissal

SC may terminate a student prior to completion of their instructional program in the event the student:

- Has inadequate attendance
- Exhibits insufficient academic progress
- Violates SC policies
- Fails to pay program costs

SC sends written warnings to students for the above violations. If a student corrects the problem, termination procedures are suspended. Based on the nature of the violation, the student is subject to disciplinary action which may include dismissal from SC. SC reserves the right to terminate a student without warning. Students who have been dismissed may seek reentry by writing a letter to the Program Director and/or Dean of Academic Affairs requesting re-admission to SC. Refer to the Appeal Process under Academic Policies in this catalog for further information.

Request for Leave of Intent

The College recognizes that scheduling conflicts situations may arise which may require a short term leave. To accommodate these circumstances, a Leave of Intent (LOI) may be granted from the College. Only students in programs that meet eligibility for a LOI will be considered. An LOI request will be evaluated for approval by the College. A LOI can impact the student's financial aid eligibility and could result in future schedule complications. Students who fail to return from a scheduled LOI will be withdrawn and must re-enter to resume their program.

Request for Military Leave

A student who is enrolled in a training program and has to interrupt his/her studies for military purposes must notify SC, in writing, and submit a copy of his/her orders.

Request for Program/Class Transfer

Students enrolled in a program may request to transfer into another program by notifying their current Program Director or submitting a letter to the Dean of Academic Affairs. Students must state their reasons for requesting a change by submitting a written request with supportive evidence and date/time available for class. The student will be required to complete a new Enrollment Agreement.

The SC Campus Safety Manual covers emergency policies and procedures in detail and is available in the Administration office.

Fire Plan

- Remain calm.
- The person discovering a fire should inform an SC staff or faculty member.
- A staff or faculty member will call the fire department.
- Evacuate by the nearest exit, or follow the evacuation directions of a staff or faculty member.
- Fire extinguishers are located in hallways, stairwells, and by exits.
- Floor plans with exits are posted throughout SC.

Drug & Alcohol Policy

SC regulations prohibit the unlawful possession, use, distribution and sale of alcohol and illicit drugs by its students and their guests on College-owned or controlled property and at College-sponsored or supervised activities. Violations of this policy may result in dismissal or other disciplinary action in accordance with SC policies and procedures.

A variety drug and alcohol resources exist for counseling, treatment, and rehabilitation. For detailed information concerning the availability of these resources, students may contact Academic Administration. Such referrals will respect individual confidentiality.

Smoking Policy

It is the policy of SC to prohibit smoking on all premises in order to provide and maintain a safe and healthy work environment for all students. Violations of this policy may result in dismissal or other disciplinary action in accordance with SC policies and procedures.

Crime Avoidance Policy

SC is aware that an illegal act can be committed at any time of the day against a person, vehicle, or other personal

property. SC would like to share that there has not been a serious crime of any nature committed against any of our students, staff, faculty, or their property on campus.

SC has designed the Crime Avoidance Policy as an aid to students, staff, and faculty to help them cope in the event a crime is committed against them or their property. The Crime Avoidance Policy will aid in effectively reporting and documenting a crime. To obtain more information about this policy, contact Academic Administration.

Reporting of Crimes

When a student suspects that a crime has taken place while on campus, the student should report the incident to Academic Administration or a staff member immediately. Describe the incident as calmly and clearly as possible. Academic Administration will report the incident to the police if indicated.

If a student is participating in an SC activity off campus, then student should report any crime to their immediate supervisor.

Sexual Harassment and Violence Policy

SC forbids sexual harassment and/or violence by any member of the SC community. Sexual harassment relates to persistent, repetitive, or offensive conduct directed at a specific individual or group of individuals that interferes with work or educational performance, and/or creates an intimidating or hostile environment for employment, education, or participation in an SC activity. Sexual violence relates to any pattern of unwelcome conduct including, but not limited to: direct or implied threats, physical assault, unwanted touching, verbal and non-verbal remarks of a sexual nature, stalking, and any other such implications. To obtain more information about this policy, contact Academic Administration.

Acceptable Use Policy for Information Technology (AUP)

Information technology resources are valuable assets provided to enhance SC core functions. The use of SC's information technology resources is a privilege extended to authorized users for education, research, service, and administration. AUP governs the SC's information technology resources use based on the extent required or allowed under federal and state law and on principles of honesty, academic integrity, respect for others, their privacy and their property, and to also protect confidentiality and integrity of electronic information.

This policy applies to all students, staff, and others, while accessing, using, or handling SC's information technology resources. In this policy, "users" include, but are not limited to: subcontractors, visitors, visiting staff,

potential students, research associates, grant and contract support personnel, media representatives, guest speakers, and SC entities granted access. All “users” are required to be familiar with and comply with SC IT policy.

SC rights - Users should be aware that any activity on systems and networks may be monitored, logged, and reviewed by SC approved personnel or may be discovered in legal proceedings. All documents created, stored, transmitted, or received on SC computers and networks may be subject to monitoring by systems administrators.

1. Users will:

- a. Comply with SC policies.
- b. Monitor access to their accounts. If a user suspects unauthorized activity or that their account has been compromised, they must report it and change passwords immediately.

2. Users will not:

- a. Provide access codes to any unauthorized user.
- b. Use accounts, access codes, privileges or IT resources for which they are not authorized.
- c. Physically damage or vandalize IT resources, or use IT resources to damage other SC resources or systems.
- d. Use IT resources to introduce, create, or propagate computer viruses, worms, Trojan horses, or other malicious code.
- e. Send email chain letters or mass mailings for purposes other than official university business.

SC cannot fully protect users from the presence of material they may perceive to be offensive.

A copy of the complete policy is available from the IT department.

Nondiscrimination and Equal Opportunity

Stepful College does not discriminate in recruitment, education, or employment on the basis of race, color, age, religion, sex, national origin, disability, political affiliation or belief or veteran status and against

beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States. This policy is consistent with relevant governmental statutes and regulations, including those pursuant of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975.

Zero Tolerance

Stepful College has a zero tolerance policy for verbal or physical misconduct by any student,

faculty, or staff members that constitutes sexual harassment of a student or employee as outlined in EEOC Sex Discrimination Guidelines.

FERPA

The Federal Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records. This Act provides students the right to inspect and review education records, the right to seek to amend those records, and to limit the disclosure of information from the records. Under FERPA, colleges and universities have up to 45 days to comply with a request from a student to view their records.

FERPA strictly limits parental access to the educational records of the college-enrolled children. As a result, while SC recognizes the legitimate interest of parents, guardians, and spouses to consult with professional staff about the academic and personal well-being of their students, **SC cannot do so without a written release signed by the student.** Each letter of release should be as specific as possible, specifying what information can be released, to whom it can be released and who at SC is being authorized to release the specific information.

The student must also contact the Registrar in person or in writing if you wish to keep your records confidential. These records include your name, address, telephone number and student status, which will be accessible through the student information system. If you do not wish for this information to be made public, please notify the Registrar.

For more information about FERPA, please contact Academic Administration or visit the Department Of Education website at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

This catalog represents the offerings and conditions of St. Louis College of Health Careers at the time of publication. This catalog does not constitute a contract or any part thereof, and is subject to change in any part(s) without prior notice of the approval of the Administration and/or Board. Stepful College reserves the right to make changes anytime as required in its offered programs curriculum, faculty/staff, academic or administrative policies and/or procedures and other rules and regulations affecting students. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

While not all catalog photographs were taken at SC, they do accurately represent the general type and quality of SC equipment and facilities.

FACILITIES

Administrative Facilities

SC City Campus and SC's Business Offices are located at 909 South Taylor Avenue, St. Louis, Missouri 63110. The City Campus encompasses classrooms, laboratories, library, auditorium, and conference facilities. The City Campus is handicap accessible, and sufficient equipment is available for all programs. Student records for the City Campus are maintained at this location.

Stepful College County Campus is located at 1297 North Highway Drive, Fenton, Missouri 63026. The County Campus encompasses classrooms, laboratories, library, and conference facilities. The County Campus is handicap accessible, and sufficient equipment is available for all programs. Student records for the County Campus are maintained at this location.

Administrative staff coordinate and provide services including admission advisement, financial aid assistance, student services, academic support, and career guidance at the City and County campuses.

Instructional Facilities and Equipment

The College's practice of offering comprehensive classroom instruction combined with hands-on laboratory and experiential learning experiences allows each student to become gradually oriented to the medical environment. Students become familiar and comfortable with their potential future work environment prior to graduation.

During their experiential learning experiences, students are expected to function in much the same manner as a healthcare medical employee. The educational philosophy of SC encourages the use of diverse healthcare settings to prepare its students to work within a modern healthcare environment.

College campuses are equipped with various teaching/learning aids, anatomical models, microscopes, assorted laboratory equipment, training manikins, clinic and hospital types of equipment, patient assessment/treatment equipment as well as advanced lab simulation equipment. The computer data labs are equipped with individual computer workstations and printing supplies/equipment. SC Campus hours of operation are 7 am - 5 pm, unless alternate appointments are made. Please contact admissions@slchc.edu for more information.

Library

SC provides CINAHL Plus with Full Text as the online library platform. This is a comprehensive research database providing nursing and allied health journals. Additional materials include evidence-based care sheets, quick lessons, and continuing education modules. A Remote Research Specialist is available to all Bachelor and Master level program students as well as to students enrolled in select research-based courses. More information is posted within the applicable Moodle course webpages.



* Photograph on this page is taken of SC-Fenton campus students.

“All pictures on pages 8 through 36 are not of SC facilities or students.”

Stepful College

CITY AND COUNTY CAMPUS LOCATION MAPS



County Campus
1297 North Highway Drive
Fenton, MO 63026



NOTES

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