Allen College
Academic Catalog & Handbook

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Allen College at a Glance

Our Mission Statement
Allen College is committed to preparing exceptional healthcare professionals through educational programs of excellence; to developing and sustaining a diverse community of learners, faculty, and staff; and to promoting community service, scholarship, and lifelong learning.

Our Vision Statement
Allen College will be
- known for quality graduates and exceptional education experiences;
- built on a model of collaborative partnerships; and
- a highly accessible enterprise providing both on-campus and virtual education.

Our Philosophy
In the true spirit of Christian love and service, it is the philosophy of Allen College to provide educational opportunities and resources that will facilitate student achievement of academic excellence and clinical competence with emphasis on the art of human caring. The College encourages individuals to develop their inherent abilities to full potential, and facilitates lifelong learning, a problem-solving approach, professional adaptability and a humanistic approach to new technology.

Education is defined as a holistic process that involves faculty and students in a commitment to learning with mutual accountability for personal and professional growth. The educational environment provides students a wholesome, intellectually stimulating environment in which caring and respect for all individuals is evident.

Community service provides faculty and students with an opportunity to share knowledge and expertise with others in fulfillment of responsibility to society. The role of the professional includes responsible action related to the needs of society.

Research and critical analysis give support and direction to both education and practice. Action related to data generated from study and research allows change to occur in an orderly fashion.

Our Goals
Allen College is committed to
1. preparing outstanding healthcare practitioners who are committed to lifelong learning;
2. developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation;
3. recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members;
4. promoting a commitment by all members of the Allen College community to lives of service; and
5. adopting management practices that demonstrate outstanding stewardship of all resources to our constituents.

Allen College Core Values
Caring: We listen and respond to individual and community needs with compassion and respect.
Community: As stewards of a diverse community we work together to make a positive difference.
Integrity: We create trust and good will through honesty, accountability, and ethical conduct.
Learning: We facilitate a learning culture through scholarship, creativity, experience, application, and a commitment to lifelong learning.
Quality: We are committed to excellence in academics, community service, creative change, and quality outcomes.
Accountability: We are each responsible for our actions and our outcomes.

Our Degrees and Programs
Associate of Science in Radiography (ASR) Degree
- Radiography Program
Bachelor of Health Sciences (BHS) Degree
- Dental Hygiene
- Diagnostic Medical Sonography (includes certificate program)
- Medical Laboratory Science
• Nuclear Medicine Technology (includes certificate program)
• Public Health

Bachelor of Science in Nursing (BSN) Degree
• Nursing Program
  o Pre-licensure Tracks
    ▪ Five.semester, upper division, “traditional” option
    ▪ Accelerated option
  o Post-licensure Tracks
    ▪ RN-BSN
    ▪ RN-MSN

Master of Science in Nursing (MSN) Degree
• Nursing Leadership (Administration) Track
• Nursing Education Track
• Community Public Health

Nurse Practitioner Tracks
• Family Nurse Practitioner
• Adult-Gerontology Acute Care Nurse Practitioner
• Family Psychiatric Mental Health Nurse Practitioner (FPMHNP)
• Adult-Gerontology Primary Care Nurse Practitioner

Doctor in Nursing Practice (DNP)

Master of Science in Occupational Therapy (MS in OT)

Doctor of Education (EdD)

This Academic Catalog includes a description of undergraduate and graduate programs at Allen College. All statements in this publication concerning regulations, fees, curricula, or other matters are subject to change without notice. They are not to be regarded as offers to contract.

In cases of conflict with printed versions of material presented on the College’s Web site, the conflict will be decided in favor of the online version. The official copy of the online Academic Catalog is available to all students enrolled at Allen College.

Allen College complies with those laws which forbid discrimination on the basis of race, religion, color, sex, marital status, age, national origin, veteran status, disabilities, sexual orientation, or gender identity in administration of its admission policies, educational policies, scholarships and loan programs, and other programs and operations.
Accreditation and Approval
Allen College has the following institutional approval or accreditation

Accredited by:

The Higher Learning Commission,
A Commission of the North Central Association of Colleges and Schools (NCA)
230 South LaSalle St, Suite 7-500
Chicago, Illinois 60604-1411
(800) 621-7440 (312)263-0456
fax: (312) 263-7462
info@hlcommission.org

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW, Suite 530
Washington, DC  20036-1120
(202) 887-6791
fax: (202) 887-8476

(Bachelor of Science in Nursing & Master of Science in Nursing Degree Programs)

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
(312) 704-5300
fax: (312) 704-5304

(Associate of Science in Radiography Degree Program)

National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Rd.
Suite 720
Rosemont, IL 60018-5119
(773) 714-8880
fax: (773) 714-8886
info@naacls.org

(Medical Laboratory Science Program)

Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
2000 W. Danforth Rd., Ste. 130, #203
Edmond, OK 73003
(405) 285-0546

(Nuclear Medicine Technology Program)
Program Approval:

Iowa Board of Nursing (IBN)
River Point Business Park
400 SW 8th Street, Suite B
Des Moines, Iowa 50309-4685
(515) 281-3255
fax: (515) 281-4825
(All Nursing Degree Programs)
Allen College Profile

Our History

UnityPoint Health - Waterloo has always recognized its responsibility to prepare health professionals who will provide quality health care to patients in Northeast Iowa. UnityPoint Health - Waterloo, through its Board of Directors, takes pride in supporting an accredited college that provides top programs that are in the forefront of nursing and health sciences education.

Allen Memorial Hospital's involvement in nursing education began in 1925, when the hospital-based diploma-granting School of Nursing first opened. The first class graduated ten students in 1928. In 1934, the School of Nursing was closed due to the Great Depression. In 1942, the School of Nursing reopened and State Teacher's College (now known as the University of Northern Iowa) provided the basic science instruction. The last class from Allen Memorial Hospital School of Nursing graduated in May 1997, ending almost 70 years of excellence in nursing diploma education. Allen graduates serve as leaders in all fields of nursing practice in all parts of the United States. Many have been honored for their contribution to the profession and to society.

In 1989, Allen College was incorporated as a subsidiary of UnityPoint Health - Waterloo, to establish a degree granting institution offering nursing and allied health programs. The UnityPoint Health - Waterloo became a member of the Iowa Health System in 1995. In 2013 the Iowa Health System changed its name to UnityPoint Health and is now one of the nation's most integrated health systems. Through relationships with more than 280 physician clinics, 29 hospitals in metropolitan and rural communities, and home care services throughout its 8 regions, UnityPoint Health provides care throughout Iowa and Illinois. UnityPoint Health entities employ more than 24,000 employees, working toward innovative advancements to deliver the Best Outcome for Every Patient Every Time. Each year, through more than 4 million patient visits, UnityPoint Health, UnityPoint Clinic and UnityPoint at Home provide a full range of coordinated care to patients and families. With annual revenues of $2.7 billion, UnityPoint Health is the nation's 15th largest nonprofit health system and the fifth largest nondenominational health system.

The Iowa Board of Nursing approved the Bachelor of Science in Nursing program in March 1990. The initial class of students was enrolled during the fall of 1990, with the first nursing course being taught in the spring of 1991 and the first class graduating in May 1994. Allen College developed agreements with the University of Northern Iowa, Cedar Falls, Wartburg College, Waverly and Hawkeye Community College, Waterloo to offer the general education and support courses.

In 1958, Allen Memorial Hospital established a certificate program in Radiologic Technology. Graduates of this program are providing radiology services throughout the region and beyond. The Radiologic Technology Certificate Program transferred to Allen College from Allen Memorial Hospital in 1996. The last class from the certificate program graduated in May 1999. In 1998, the Associate of Science in Radiography program was initiated with its first graduates in May 2000. In 1997, the Allen College Board of Trustees changed the name from Allen College of Nursing to Allen College because the radiography program had been added.

A Master of Science in Nursing (MSN) degree program with a family nurse practitioner track began in the fall of 1998. This program meets the needs of RNs for a locally based graduate program in nursing and the need for additional primary care providers in our region of Iowa. In the fall of 2001, tracks in Nursing Education and Leadership in Health Care Delivery track were added to the MSN program. Tracks preparing nurse practitioners in acute care nursing and adult psychiatric-mental health nursing were added in 2007. An MSN track that prepares adult and gerontological nurse practitioners began admitting students in the fall of 2009. The MSN track in psychiatric-mental health nursing was changed to Family Psychiatric Mental Health Nurse Practitioner in 2012. In addition, the Acute Care Nurse Practitioner Program was revised to an Adult-Gerontology Acute Care Nurse Practitioner Program in 2012, and the Adult and Gerontological Nurse Practitioner programs were combined to an Adult Gerontology Primary Care Nurse Practitioner Program in 2012. An MSN track in public health was added in 2013.

In 2010, a Doctor of Nursing Practice (DNP) program was approved by the College's Board of Trustees, the Iowa Board of Nursing, and the Higher Learning Commission. The College initially offered this post-graduate's program in fall 2011.

In 2007, the Allen College Board of Trustees approved offering a Bachelor of Health Sciences degree with three tracks: medical laboratory science, nuclear medicine technology and diagnostic medical sonography. Students were admitted to the medical laboratory science and nuclear medicine technology tracks in the fall of 2009 and to the diagnostic medical sonography track in the fall of 2010.

In 2013 the College received final approval from its regional accrediting agency, the Higher Learning Commission, to offer new bachelor's degree programs in dental hygiene and public health, both to be delivered through distance education. Students in these programs will receive the Bachelor of Health Sciences degree. The public health program is slated to start in fall 2014 while the dental hygiene program will admit its first students in fall 2015.

In 2013, the Higher Learning Commission approved Allen College to offer the Doctor of Education in Health Professions Education program (Ed.D.) under the School of Health Sciences. The first class of students was admitted in the fall 2014.

In 2014 the College sought accreditation for a Master of Science in Occupational Therapy degree. In the spring of 2015, the College applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The first class of students will be admitted in the fall 2015.

The fundamental commitment of Allen College to professional excellence, personal growth, and awareness of the joy of...
Allen College, based on a tradition of over 85 years of health care education excellence, is located on a beautiful campus in Waterloo, Iowa. The Waterloo-Cedar Falls metropolitan area combines the diversity of a large city with the friendliness of a small town. Residents value their high quality of life and strive to maintain it. The metro area offers a setting appropriate for every mood, from a leisurely walk along a nature trail to an exhilarating night at a concert.

Allen College is a private, co-educational regionally accredited post-secondary institution categorized by the Carnegie Foundation as a “Special Focus” institution. Allen College is organized in two schools: Health Sciences and Nursing. In the School of Health Sciences, two degrees are offered: Associate of Science in Radiography (ASR) and Bachelor of Health Sciences (BHS). Five tracks are currently offered in the BHS degree: Medical Laboratory Science (MLS), Nuclear Medicine Technology (NMT), Diagnostic Medical Sonography (DMS), Public Health (PH) and Dental Hygiene (DH). In the School of Nursing, the Bachelor of Science in Nursing (BSN) is offered for pre- and post-licensure students seeking to start or advance a career in professional nursing. The BSN program includes two pre-licensure options: a four semester accelerated option, and a traditional 5-semester option. The Master of Science in Nursing (MSN) program offers seven tracks – Adult-Gerontology Acute Care (AGACNP), Adult-Gerontology Primary Care (AGPCNP), Family Psychiatric-Mental Health (FPMHNP), Family Nurse Practitioner (FNP), Nursing Education, Leadership in Health Care Delivery and Community Public Health -- for nurses wishing to advance their careers. Students can complete a post-graduate’s certificate in each of these tracks.

Allen College challenges students with dynamic learning opportunities. Its academic degree programs thrive in an environment that will facilitate student achievement of academic excellence and clinical competence with emphasis on the art of human caring. While students planning to seek admission to Allen College may complete general education requirements at any regionally-accredited college or university, Allen College has special transfer arrangements for general education completion with the University of Northern Iowa, Wartburg College, Hawkeye Community College, Loras College, Central College, Simpson College, Northwest Iowa Community College, Iowa Lakes Community College, Aultman College, Northeast Iowa Community College, The University of Iowa, and Drake University. Allen College also maintains clinical study agreements with numerous area health care agencies and providers. The bridge with these institutions and providers maximize learning opportunities by combining the strengths of our clinical learning component with the traditional college environment and activities.

In the spring of 2015, Allen College enrolled 603 students, of whom 91% were women. About 87% of Allen College’s students are enrolled in one of the College's nursing programs. The average ACT of transfer students in 2014 was 22.40. The College has more than 3,000 graduates who live throughout the United States and abroad. Allen College employs 53 full and part-time faculty and additional adjunct faculty.

Our Future

Allen College has developed a dynamic strategic plan for 2015-2019 that builds up an earlier strategic plan that involved the Allen College Board of Trustees, faculty and staff. This plan provides a strong base for the College’s continued growth. Allen College's plans for the future will be directed by its mission, core values, and goals.

This Student Catalog & Handbook includes a description of undergraduate and graduate programs at Allen College. All statements in this publication concerning regulations, fees, curricula, or other matters are subject to change without notice. They are not to be regarded as offers to contract.

In cases of conflict with material presented on the College’s Web site, the conflict will be decided in favor of the website version. The official copy of the Student Catalog & Handbook is provided annually to all students enrolled at Allen College.

Allen College complies with those laws which forbid discrimination on the basis of race, religion, color, sex, marital status, age, national origin, veteran status, disabilities, sexual orientation, or gender identity in administration of its admission policies, educational policies, scholarships and loan programs, and other programs and operations. In addition, Allen College prohibits discrimination based on sex in the College’s educational programs and activities. Allen College students, faculty, and staff have the freedom to identify with either gender, regardless of the gender assigned at birth.

Cooperative Agreements

Allen College has a cooperative agreement with the University of Northern Iowa (UNI), Wartburg College and Hawkeye Community College, Central College, Loras College and Simpson College for instruction of general education and academic support courses. (Students may need to complete the admission process at both Allen College and the cooperating institution in order to take coursework at the respective institution.)

General education and academic support course listings are available in the Student Services Office at Allen College or on the Allen College web site at www.allencollege.edu.

Students are encouraged to contact the institution directly regarding their admission policies. See below for contact information.

University of Northern Iowa, Office of Admissions
Allen College is registered with the office pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Under Wis. Admin. Code EAB 4.08 (2), the Educational Approval Board (EAB) has the authority to investigate complaints involving EAB-approved schools. Every EAB-approved school has a process to resolve complaints. Before a complaint is filed with the EAB, the complainant must attempt to resolve the matter with the school. If the matter cannot be resolved, a complaint may be filed with the EAB. Complaints must be filed within one year. A complaint involving a student must be filed within one year of the student’s last recorded date of attendance. In the case of a complaint contact the Wisconsin Educational Approval board by phone at 1-608-266-1996 or e-mail at eabmail@eab.wisconsin.gov.

Allen Foundation
The Memorial Foundation of UnityPoint Health - Waterloo was incorporated for the purpose of operating a foundation to support and benefit UnityPoint Health - Waterloo, and its subsidiaries that include Allen Memorial Hospital and Allen College. The Internal Revenue Service recognizes the Allen Foundation and Allen College as a 501(c)(3) not-for-profit, tax-exempt corporation. The Foundation and the College are authorized to solicit and receive gifts, grants, pledges, bequests or other donations. The Foundation conducted a capital campaign, "Securing A Healthy Future," to raise funds to build Russell S. Gerard II Hall, McBride Auditorium and the Barrett Forum, a “Promises to Keep” capital campaign to raise funds
Associate of Science in Radiography

Program Mission
The mission of Allen College's Associate of Science in Radiography (ASR) Program is to provide a premiere educational program to men and women seeking careers in the Radiologic Sciences. The program is dedicated to providing educational opportunities and services for radiographers and the community.

Program Philosophy
The faculty of the ASR program believes in the dignity and worth of a holistic being. As a unique individual with basic human needs, man interacts with family, community, and society while striving for equilibrium and dynamic stability along the health-illness continuum.

Radiography is an art and applied science, the purpose of which is to promote, preserve, and restore the wellbeing of the individual, family, community, and society. The practice of professional radiography integrates ethical and legal principles into the radiography process for the provision of bio-psychosocial and spiritual care.

Education is a progressive, systematic process that fosters the development of individual ethical, moral, intellectual, and psychomotor potentials. Learning within the educational process is the continuous and cumulative acquisition of knowledge and skills, which results in a change of behavior. Learning is an active process that is dependent upon student readiness, motivation and prior experiences within the guidelines of mutually determined goals.

The purpose of the ASR program is to develop qualified radiographers, responsive to and involved in society. Radiography correlates academic and clinical experiences by incorporation of early, continuous meaningful involvement in actual health care settings. The responsibility of the faculty in these settings is to provide direction, goals, and experiences suitable to the learning needs of the student, governed by the policies of the program.

Each student is a unique individual who learns best in a cooperative student-faculty environment where the student assumes the primary responsibility for learning. We further believe that it is the responsibility of the faculty to create and maintain an environment conducive to holistic student development including attitude, values, skills, and habits needed to live and contribute as citizens in our changing society.

Our ASR program provides the community with a graduate prepared to function as a professional radiographer in health care facilities. The faculty and students have a responsibility to be aware of the health care needs of the community and to assist in meeting these needs.

To this end, the program, including faculty, students, and administrative personnel, hold a commitment to progressive, personal, and professional involvement in society.

Program Goals
1. Students will demonstrate clinical competence.
   Student Learning Outcomes: Students will
   - practice proper radiation protection.
   - apply correct positioning skills.

2. Students will exhibit effective communication skills.
   Student Learning Outcomes: Students will
   - demonstrate effective communication skills in the clinical setting.
   - practice written communication skills.
   - demonstrate oral communication skills.

3. Students will use critical thinking skills.
   Student Learning Outcomes: Students will
   - appropriately critique radiographic images.
   - Demonstrate ability to practice critical thinking.
   - be able to critically think in the clinical setting.

4. Students will establish and develop professionalism.
   Student Learning Outcomes: Students will
   - integrate leadership skills and construct professional practices.
American Registry of Radiologic Technologists (A.R.R.T.) Certification

Graduates earning an associate degree in Radiography may apply to take the American Registry of Radiologic Technologist (A.R.R.T.) Certification exam. Eligibility for certification requires that the applicant be of good moral character. Conviction of a misdemeanor or felony may indicate a lack of good moral character for the American Registry of Radiologic Technologists (ARRT) purposes. The ARRT conducts a thorough review of all convictions to determine their impact on eligibility. Documentation required for a review includes a written personal explanation and court records to verify the conviction, the sentence and completion of the sentence.

Individuals considering enrollment in an educational program or already enrolled may submit a pre-application form to have the impact of convictions on eligibility evaluated. Pre-Application Review Forms may be requested from the Department of Regulatory services at the ARRT office.

The American Registry of Radiological Technologists
1255 Northland Drive
St. Paul, Minnesota 51120-1155
Telephone: (651)687-0048
Web Page: http://www.arrt.org

If the eligibility review is requested within one year of the intended examination date, a regular examination application form may be submitted early instead of the pre-application form.

Anything less than complete and total disclosure of any and all convictions will be considered as having provided false or misleading information to the ARRT. This is grounds for permanent denial of eligibility for certification. The ARRT may conduct criminal background searches whenever appropriate. Disciplinary action may be taken at any time upon discovery that disclosure was not complete.

Essential Functions
Following is a list of typical essential functions that represents the activities a student must be able to perform in order to participate in the ASR Program with or without accommodations.

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<th>ISSUE</th>
<th>ESSENTIAL FUNCTIONS</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
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<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication proficiency at a professional level in English, both verbal and written, to include reading, writing, spelling, speaking, and listening.</td>
<td>Explain radiographic procedures, initiate health teaching, document and interpret patient responses. Document clearly, correctly, and without spelling errors. Read at college level.</td>
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<thead>
<tr>
<th>Mobility</th>
<th>Physical abilities sufficient to provide safe and effective radiography care.</th>
<th>Transport patients via ambulation, wheelchair, stretchers, and other modes throughout the Radiology Department and the hospital at large. Provide appropriate life support services. Perform patient positioning and manipulation necessary for radiographic procedures/position. Transport, manipulate, and operate radiographic equipment, accessories, and ancillary instrumentation for patient imaging.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective radiography care.</td>
<td>Perform and operate fundamental testing, care, and maintenance of equipment. Manipulate and work with various radiographic units. Coordinate and provide fluoroscopic and contrast media examinations and assist physicians.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs to communicate with individuals, families, groups, communities, and health care professionals.</td>
<td>Hear monitor alarms, emergency signals, and cries for help.</td>
</tr>
<tr>
<td>Other</td>
<td>Mental alertness sufficient to provide safe, effective radiography care.</td>
<td>Observe and respond to patients and perform radiographic exams accurately.</td>
</tr>
</tbody>
</table>

**Admission Requirements for the Associate of Science in Radiography Program**

Allen College uses a holistic admission review. The process balances academic achievement, work experience, extracurricular involvement, leadership, community service, diversity, as well as, other applicable life experiences.

The Radiography program begins once each year in late summer. Applications will not be considered until all required materials are received. Applicant review and admission happens twice each year in October and February. After February, applicant review and admission will continue on a monthly basis until the program is full. Please note the program may fill after February reviews.

Applicants are considered for admission to the ASR program as either (1) direct admission from high school or (2) as transfer students from other regionally accredited colleges and universities.

**Exceptional Applicant Guaranteed Early Enrollment (EAGER)**

EAGER applicants to a Health Science Program may apply at any time following completion of the junior year of high school and prior to completing 25 semester hours of college credit.

Outstanding high school students and college students who have completed fewer than 25 semester hours of academic credit at the time of application will be considered for admission to a Health Science program as an Eager Student.

High School applicants must:
1. Complete the required application process.
2. Meet at least two of the following three criteria:
   a. High School GPA: Applicants must have minimum cumulative grade point average of 3.0 on a 4.0 scale.
   b. High School Class Rank
      - Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper 20% of their graduating class.
      - Applicants who are graduates of non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission. Additional consideration may be given to scores on standardized examinations.
   c. Standardized Test Score Requirements
      - The American College Test (ACT), with composite score of 25 or above or another equivalent standardized college entrance test is required.
ASR Option 1: Direct Admission from High School

Students who apply for admission are considered on the basis of probable success as determined by (High School students must meet two of the three criteria in 1a, 2 and 3a):

1. High School Class Rank
   a. Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper one-half of their graduating class will be considered for admission.
   b. Applicants who are graduates of a non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission. Additional consideration may be given to scores on standardized examinations.

2. High School GPA: Applicants must have a minimum cumulative GPA of 3.0.

3. Standardized Test Score Requirements
   a. The American College Test (ACT), with composite score of 20 or above or another equivalent standardized college entrance test is required. If an applicant has been out of high school for five years or more, the ACT examination requirement is waived.
   b. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.
   c. The General Education Development Test is required of all applicants who have not graduated from an accredited high school. A composite score of 57 is required.

4. High School Curriculum Requirements (Course Requirements and/or a recommended preparation of study.
   a. English: 8 semesters (2 semesters must be in Composition.) English classes must have a grade of "C" or above
   b. Mathematics: 6 semesters (2 semesters must be in Algebra.) Algebra classes must have a grade of "C" or above
   c. Science: 6 semesters (2 semesters must be in Biology). Science classes must have a grade of "C" or above
   d. Social Studies: 6 semesters

5. Academic or Professional Reference

6. Meet Essential Standards

ASR: Option 2: Transfer Student

Transfer student applicants must:

1. Submit official transcripts from all colleges attended.

2. Applicants with:
   1 to 24 semester credit hours must meet the New Student Undergraduate Admission Criteria described previously and have a minimum cumulative GPA of 2.5 (on a 4.0 scale). All transferrable general education courses must be completed with a grade of C- or above.

3. Applicants with:
   More than 24 semester credit hours must have a minimum cumulative GPA of 2.5 (on a 4.0 scale). All transferrable general education courses must be completed with a grade of C- or above.

Required Application Materials for the Associate of Science in Radiography Program

- Applications for admission are taken throughout the year. However, students are encouraged to apply early, as space is limited.
- Submit a completed application form and non-refundable application fee of $50. The application can be found online at www.AllenCollege.edu.
- Submit an official high school transcript or certification of the General Educational Development Test (GED).
- Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College.
- Submit American College Testing (ACT) scores or other standardized test scores, if applicable.
- Submit an academic reference form. Examples include a guidance counselor, teacher, or college professor.
- Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.
Requirements for Enrollment in the Associate of Science in Radiography Program

Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

Undergraduate Readmission Process
Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

1. Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
2. Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Undergraduate Selection Process

Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable life experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office’s decision as soon as possible after the meeting in which the completed application was reviewed.

Undergraduate Transfer Credit Policy 2-T-800-01

Courses from regionally accredited post-secondary institutions may be acceptable for transfer to Allen College. If the coursework was completed at a college or university that is not regionally accredited, the recommendations by the American Association of Collegiate Registrars and Admissions Officers or the American Council on Education will be used.

Transfer credits from international colleges and universities shall be evaluated through Educational Perspectives©, a not-for profit organization providing foreign credential evaluations. Students seeking to transfer credit from an international college or university must ask for a Catalog Match Evaluation.

General education courses not offered at Allen College will be evaluated to determine how each course fulfills Allen College’s general education categorical requirements (i.e., humanities, social sciences, natural sciences, diversity elective and other elective). In making this determination, transferred courses will generally meet Allen College’s general education categorical requirements based on the standards of the transferring institution. Allen College reserves the right to use course descriptions and syllabi to determine if courses are acceptable for Allen College programs. Allen College also uses the University of Northern Iowa (UNI) as a comparable institution in measuring general education standards. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College/UNI course in terms of content and rigor.
The following criteria are applied to determine the suitability of courses for transfer:

- The course has approximately equivalent content, contact and/or clinical hours as are required for a comparable Allen College/UNI course.
- The course requires student assessments, such as exams or writing assignments approximately as extensive as those required for a comparable Allen College/UNI course.
- The course uses a standard text book equivalent to that used in a comparable Allen College/UNI course.
- The course covers approximately the same amount of material as is covered in a comparable Allen College/UNI course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Some programs may require at least a “C” grade for a specific course to be applied to the degree program. Undergraduate students may transfer in up to 12 hours of technical credit towards an associate’s or bachelor’s degree at Allen College. Refer to 2-A-800-01, Admissions Criteria for Undergraduate Health Sciences Students and 2-A-800-03 Admissions Criteria for Undergraduate Nursing Students for a list of passing grades in the undergraduate programs.

Procedure

- At any time during the application process, students may request that a transfer credit evaluation be prepared based on previous college transcripts. This evaluation may be used as an estimation of coursework to complete prior to admission. Evaluations are not official until the student has been admitted and all official transcripts have been received.
- When students apply, the Registrar’s Office reviews coursework taken at other regionally accredited institutions to determine whether the courses are acceptable for transfer. A degree audit will be prepared indicating which courses have been accepted for transfer and will be sent to the student with the admissions letter.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student’s declared program of study.

Health Sciences Transferrable Professional Educational Courses:
Professional educational courses may be considered and evaluated for transfer on an individual basis. Each request must be submitted to the Health Sciences APG committee for evaluation of course content.

Classification
New Radiography students will be classified based on where they are in the Radiography curriculum. Transfer students’ classification will depend on the number of credits transferred into the major.

Academic Load
A typical Radiography student enrollment is 12 to 16 credit hours per fall or spring. Eighteen or more semester hours require written permission by the Health Sciences APG Committee and are based upon a minimum grade point average of 3.25 and availability of space. A typical enrollment for the summer semester is 6-11 credit hours.

Program Information
Evening/Weekend Rotations
Professional Development Practicum Courses RA145, RA255, RA265, and RA275 may require evening and weekend rotations. Evening hour rotations is defined as any hours before 5:00 a.m. or after 7:00 p.m., Monday-Friday. Weekend hours is defined as any hours on Saturday or Sunday.

Radiation Protection
The student will adhere to the Radiation Protection Policy RAD-RS-2 which is available on the UnityPoint Health - Waterloo Intranet. The Radiation Protection Policies are explained within course RA 112 Methods of Patient Care & Assessment. The UnityPoint Health - Allen Hospital Radiation Safety Officer sends the Allen College ASR Program students radiation dosimetry reports to the ASR program and the reports are posted in the Imaging Lab.

The students will adhere to the Radiation Protection Policies in the imaging lab and all clinical areas. The imaging lab equipment will be locked at the power boxes when an ASR faculty is not accessible. No exposures can be made unless an instructor is readily available. Students can only use the imaging lab equipment after receiving permission from the ASR faculty. Students will practice at the designated times assigned by the ASR faculty. Students must adhere to radiation safety guidelines at all times. Students must wear their dosimeter while utilizing the imaging lab.
Pregnancy Options
Radiography students that voluntarily declare their pregnancy must do so in writing to the Designated Radiation Safety Officer. The clinical instructor and the program chair should be informed of a pregnancy as soon as possible to avoid situations that are potentially hazardous to the student’s pregnancy. Students may withdraw their written declaration of pregnancy at any time in writing.

Option 1
Students will be allowed to withdraw from the program and re-enter the following year or semester. (See Leave of Absence Policy)

Option 2
Students wishing to voluntarily declare their pregnancy and remain in the program will meet with the Designated Radiation Safety Officer and follow the standards and guidelines established by the Nuclear Regulatory Commission and state law, which include wearing a second radiation monitor at waist level to monitor fetal dose.

Option 3
Students choosing not to declare their pregnancy may continue in the program without modification. The students will follow the same radiation protection guidelines that other (non-pregnant) students follow while in the program.

Progression in the Radiography Program
After admission to the radiography program, placement in health sciences courses and nursing courses for the academic year is based on the following priority placement:

A. Full-time, regular progression students.
B. Part-time, regular progression students.
C. Students who have interrupted their studies but are in good academic standing.
D. Students who have withdrawn from one or more radiography courses.
E. Students who have failed and successfully repeated a radiography or required general education course.
F. Students who need to repeat a radiography or general education prerequisite or co-requisite.
G. Students who have been dismissed and reinstated.
H. Transfer students from other programs according to admission, progression, and graduation guidelines.
I. Students on hold will not be registered until hold is removed, potentially affecting progression.

*Priority placement does not apply to students who are on hold.

Satisfactory Progression in the Radiography Program
Progression within the program is dependent upon the satisfactory completion of prerequisite and/or concurrent courses.

Satisfactory completion is defined as:

A. A grade of C or above in each radiography course.
B. A grade of C- or above in each required general education (support course).
C. Satisfactory clinical performance in all courses with a clinical component.
D. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
E. Satisfactory completion of 24 credit hours per year for full-time students.
F. Satisfactory completion of one-half of attempted hours for part-time students.

Students may progress to the next semester of courses upon the successful completion of all prior semester radiography courses. Students wishing exception to this practice must petition the School of Health Sciences APG Committee.

Radiography students may progress to the fall semester of their first year upon the successful completion of the program’s anatomy & physiology requirements. ASR students may progress to fall of their second year upon successful completion of 12 general education credits (courses include the anatomy & physiology requirements). Students wishing exception to this practice must petition the School of Health Sciences APG Committee.

Academic Warning, Probation and Dismissal

Midterm Grades in the Radiography Program
Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

Repeating courses
A student will be allowed to repeat no more than two Allen College courses. If a third course is failed, the student will be dismissed from Allen College. An Allen College course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Academic Probation and Dismissal for the Radiography Program
Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is
less than 2.0.

A. **Academic probation** allows the student one semester to obtain a semester grade point average of 2.0 or above.
B. If a student fails to obtain a 2.0 in any subsequent semester(s), the student will be dismissed. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.

**Academic Dismissal** occurs if:
A. The student’s semester grade point average drops below 2.0 for two semesters.
B. The student fails to meet program requirements in three required radiography courses.
C. The student fails to successfully repeat any radiography course.

**Automatic Dismissal** occurs when the student’s cumulative grade point average is below 2.0 at any time.

## Academic Program Requirements for the Radiography Program

### General Education Requirements

#### 22 Semester Credit Hours

Students enrolled in the Associate of Science in Radiography degree program must meet the following course requirements:

- English Composition .................................................. 3
- Psychology ...................................................................... 3
- College Math (100 level or higher) recommended: statistics, college algebra, etc. ................................................. 3
- Sociology ......................................................................... 3
- Anatomy and Physiology ............................................... 6-7
- Natural Science Elective ............................................... 0-2
- Diversity Elective............................................................ 3

### Program Course Requirements

#### 58 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA 100</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>RA 111</td>
<td>Radiographic Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>RA 112</td>
<td>Methods of Patient Care and Assessment I</td>
<td>1</td>
</tr>
<tr>
<td>RA 115</td>
<td>Introduction to Radiography</td>
<td>3</td>
</tr>
<tr>
<td>RA 121</td>
<td>Radiographic Procedures II</td>
<td>5</td>
</tr>
<tr>
<td>RA 122</td>
<td>Methods of Patient Care and Assessment II</td>
<td>2</td>
</tr>
<tr>
<td>RA 131</td>
<td>Radiographic Procedures III</td>
<td>5</td>
</tr>
<tr>
<td>RA 135</td>
<td>Professional Development Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>RA 145</td>
<td>Professional Development Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>RA 251</td>
<td>Radiographic Physics</td>
<td>4</td>
</tr>
<tr>
<td>RA 154</td>
<td>Imaging Methods and Sectional Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>RA 203A</td>
<td>Radiographic Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>RA 203B</td>
<td>Radiographic Outcomes II</td>
<td>2</td>
</tr>
<tr>
<td>RA 255</td>
<td>Professional Development Practicum III</td>
<td>6</td>
</tr>
<tr>
<td>RA 258</td>
<td>Radiographic Pathology</td>
<td>2</td>
</tr>
<tr>
<td>RA 261</td>
<td>Radiation Protection</td>
<td>2</td>
</tr>
<tr>
<td>RA 265</td>
<td>Professional Development Practicum IV</td>
<td>6</td>
</tr>
<tr>
<td>RA 270</td>
<td>Radiographic Physics &amp; Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>RA 275</td>
<td>Professional Development Practicum V</td>
<td>5</td>
</tr>
</tbody>
</table>

### Sample Curriculum Sequence – Two Year Program

#### Year One

**Summer Session Courses (12 Weeks)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>840:101</td>
<td>Anatomy and Physiology I</td>
<td>3-4</td>
</tr>
<tr>
<td>840:102</td>
<td>Anatomy and Physiology II</td>
<td>3-4</td>
</tr>
<tr>
<td>RA 111</td>
<td>Radiographic Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>RA 112</td>
<td>Methods of Patient Care and Assessment I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Fall Semester Courses (16 Weeks)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA 121</td>
<td>Radiographic Procedures II</td>
<td>5</td>
</tr>
<tr>
<td>RA 100</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>RA 135</td>
<td>Professional Development Practicum I</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Descriptions

RA 100  Medical Terminology  1 credit
This course studies the language related to medical science and health science specialties. Emphasis is on word analysis, construction, definitions, pronunciation, spelling and standard abbreviations.

RA 111  Radiographic Procedures I  2 credits
This course is designed to provide the student with the necessary theory, concepts, and hands-on experience in performing specific diagnostic procedures. Patient positioning, equipment manipulation, appropriate patient care techniques, and critique of radiographic images are presented in this course. Critical thinking skills are presented for utilization throughout the course. This course acquaints students with terminology used in the radiology department. This course will include an introduction to positioning, chest, and bones and joints. Includes lab experiences.
Pre/co-requisite: Anatomy and Physiology I & Anatomy and Physiology II

RA 112  Methods of Patient Care and Assessment I  1 credit
This course is a study of the basic concepts of patient care and assessment during radiographic procedures. The course includes the study of medical ethics and legalities, infection control procedures utilizing universal precautions. Cultural diversity will be discussed as it relates to caring for the patient and family during radiographic procedures.
Pre/co-requisite: Anatomy and Physiology I & Anatomy and Physiology II

RA 115  Introduction to Radiography  3 credits
This course provides students with an overview of radiology and its role in health care delivery, including, ethics, basic hospital procedures, basic radiation protection as it pertains to the radiographer and the patient based on ALARA, and a historical perspective of radiology. Discussion includes radiation exposure and monitoring, units of measurement, dosimeters and NCRP recommendations. Students are introduced to the accrediting bodies and professional organizations in Radiologic Technology. This course includes an introduction to the x-ray tube, x-ray production, and digital radiographic image formation.
Prerequisite: Level I RA Summer Courses

RA 121  Radiographic Procedures II  5 credits
A continuation of Radiographic Procedures I designed to provide the student with the necessary theory, concepts, and hands-on experience in performing additional diagnostic radiographic procedures. Patient positioning, equipment manipulation, appropriate patient care techniques and critique of radiographic images are presented. Areas to be covered include abdomen/accessory organs, digestive system, upper extremity, shoulder girdle, lower extremities, hip and pelvis, urinary system, and critical thinking skills necessary to adapt to individual situations and procedures. The student will be introduced to examinations utilizing contrast media and includes lab experiences.
Prerequisite: Level 1 RA Summer Courses
RA 122  Methods of Patient Care and Assessment II 2 credits
This course is a study of the basic concepts of patient care and assessment during radiographic procedures. This course includes the study of tubes, catheters, medication administration, vital signs and emergency medicine, and patient care in specialty areas.
Prerequisite: Level 1 RA Fall Courses

RA 131  Radiographic Procedures III 5 credits
This course is a continuation of Radiographic Procedures I and II and is designed to provide the student with the necessary theory, concepts, and hands-on experience in performing additional diagnostic radiographic procedures. Patient positioning, equipment manipulation, appropriate patient care techniques and critique of radiographic images are presented in this course. Areas to be covered include pediatrics, bony thorax, vertebral column myelography studies, skull, facial bones, paranasal sinuses, trauma radiography, and introduction to special modalities, and critical thinking skills necessary to adapt to individual situations and procedures. Includes lab experience.
Prerequisites: Level 1 RA Fall Courses

RA 135  Professional Development Practicum I 3 credits
This course is designed to provide students opportunities to enhance their professional growth in the clinical areas, professional meetings, and college and community service. The student will be able to apply classroom theory to a wide variety of diagnostic radiographic procedures in the clinical setting. It provides students an opportunity to apply concepts in radiologic procedures, patient care, instrumentation, and an orientation to the various areas within a radiology department. Students acquire experience and competency in their radiologic technology skills, professional behavior, and critical thinking skills.
Prerequisites: Level I RA Summer Courses

RA 145  Professional Development Practicum II 4 credits
This course is designed to provide students opportunities to enhance their professional growth in the clinical areas, professional meetings, and college and community service. It provides students an opportunity to continue to develop and demonstrate an increased degree of proficiency with diagnostic radiographic procedures developed in Professional Development Practicum I. The students will observe in special imaging modalities as assigned. The student acquires competency and proficiency in a wide variety of procedures by applying classroom theory to the actual procedures in the clinical setting. Critical thinking skills and professional behavior will be emphasized.
Prerequisites: Level I RA Fall Courses

RA 154  Imaging Methods and Sectional Anatomy 2 credits
This course will introduce students to imaging modalities including computed tomography and magnetic resonance imaging. This course will also include detailed cross-sectional anatomy. This course is taught in the classroom and online.
Prerequisite: Level I RA Fall Courses

RA 203A  Radiographic Outcomes 1 credit
This course is designed to allow students a continuous assessment, application and reflection process, which will enable students to independently challenge their learning and growth as a professional radiographer. The student is expected to demonstrate independent learning and self-evaluation.
Prerequisite: Level I RA Summer Courses

RA 203B  Radiographic Outcomes 2 credits
This course is designed to allow students a continuous assessment, application and reflection process, which will enable students to independently challenge their learning and growth as a professional radiographer. The student is expected to demonstrate independent learning and self-evaluation.
Prerequisite: Level II RA Fall Courses

RA 251  Radiographic Physics and Imaging I 3 credits
This course presents the student with the principles of radiation physics. Some of the concepts it includes are matter, energy, electrostatics, electrodynamics, magnetism, electromagnetism and electromagnetic induction. It also includes the study of the X-ray circuit, X-ray, X-ray production, and X-ray interactions with matter.
Prerequisites: Level II RA Summer Courses

RA 255  Professional Development Practicum III 6 credits
This course is designed to provide students opportunities to enhance their professional growth in the clinical areas, professional meetings, and college and community service. This clinical experience applies classroom theory to develop competencies and proficiency. The student will experience more clinical procedures and rotations. Students will demonstrate an increasing speed and efficiency in the performance of radiographic procedures.
Prerequisites: Level I RA Spring Courses

RA 258  Radiographic Pathology 2 credits
This course explores basic disease processes as to their radiographic significance. Causes, symptoms, and treatments of disease are discussed. Each student will observe the interpretation of radiographs.
Prerequisites: Level II RA Summer Courses
RA 261  Radiation Protection  2 credits
This course is the study of the biological effects of radiation on the patient. Methods of minimizing patient exposure, the early and late effects of radiation, protection of the patient and personnel, radiation quantities, and limits.
Prerequisites: Level II RA Fall Courses

RA 265  Professional Development Practicum IV  6 credits
This course is designed to provide students opportunities to enhance their professional growth in the clinical areas, professional meetings, and college and community service. It is designed to improve the student's proficiency in procedures presented in previous Practicum(s). The clinical experience presents the student an opportunity to perform their skills independently and to improve proficiency. Multi-skillling opportunities will be provided by experiences in MRI and CT.
Prerequisites: Level II RA Fall Courses

RA 270  Radiographic Physics and Imaging II  3 credits
This course includes the study of radiographic image acquisition, processing and display. Topics include radiographic image quality and exposure technique factors, and application of technique formulas.
Prerequisite: Level II RA Summer Courses

RA 275  Professional Development Practicum V  5 credits
This course is designed to provide students opportunities to enhance their professional growth in the clinical areas, professional meetings, and college and community service. This clinical experience continues to present the student an opportunity to perform their skills more efficiently and independently. Students will observe and gain knowledge in cancer treatment procedures.
Prerequisites: Level II RA Fall Courses

Dental Hygiene (DH) – Bachelor of Health Sciences

Program Mission Statement
The mission of the dental hygiene bachelor's in health science degree completion program is based on the mission and goals of Allen College. To fulfill our mission, we provide a quality baccalaureate program that prepares men and women from culturally and ethnically diverse communities for careers in health science. The Bachelor of Health Science Degree stresses the interrelationship of academic and professional studies to provide liberal education with an emphasis on experiential learning and community service in a variety of settings with people from diverse backgrounds. Incorporated into the bachelor of health science completion in dental hygiene program is a firm foundation in the humanities, social sciences, and natural sciences necessary for the development of critical thinking, creativity, literacy, leadership skills, values, and comprehensive knowledge of the profession. This will enable the graduate to meet professional practice standards and has a sound foundation for future study. The bachelor of health science dental hygiene completion program is dedicated to a holistic approach to education recognizing the uniqueness of each student, to excellence in education, to the utilization of and participating in scholarship and evidenced based practice, and to the promotion of health.

Program Goals
Goal 1: Students will demonstrate evidence-based decision making skills.
- Student Learning Outcomes: Students will
  practice evidence-based decision making in the dental hygiene profession.
  analyze research and apply evidence-based decision making in case planning.

Goal 2: Students will exhibit effective communication skills.
- Student Learning Outcomes: Students will
  practice written communication skills.
  demonstrate effective oral communication skills.

Goal 3: Students will demonstrate critical thinking.
- Student Learning Outcomes: Students will
  demonstrate critical thinking when individualizing patient needs.
  demonstrate ability to practice critical thinking.

Goal 4: Students will have increased awareness of professional associations and activities.
- Student Learning Outcomes: Students will
  integrate leadership skills and construct professional practices.
  practice professionalism.
Essential Functions
In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential issues associated with meeting these requirements.
<table>
<thead>
<tr>
<th>Issue</th>
<th>Essential Function</th>
<th>Examples of Necessary Activities (Not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficient Computer Skills</td>
<td>Computer skills sufficient to perform daily class expectations and assignments</td>
<td>Ability to perform Literature Review, Online search engines, google, Microsoft word, power point, prezi, facilitate discussion boards, email, familiarity with learning management systems etc.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Patient Client needs/Problem Solving/Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/client needs/problems.</td>
<td>Identify cause-effect relationships in clinical situations. Develop dental hygiene assessment. Make judgment regarding appropriate oral health care needs based on individual patient’s needs.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication proficiency at a professional level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.</td>
<td>Explain procedures, initiate health teaching, document and interpret actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read at college level.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to provide safe and effective dental hygiene care.</td>
<td>Move around in care centers, patient’s rooms, work spaces, and alternative community care areas.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective dental hygiene care.</td>
<td>Calibrate and use equipment; demonstrate oral hygiene skills; position patients/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess oral health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately.</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment and provision of dental hygiene care.</td>
<td>Observe and respond to clients and provide/evaluate Education and/or assessments accurately.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for observation, assessment and provision of dental hygiene care</td>
<td>Perform palpation and other functions of intra/extraoral screenings or those tactile skills related to preventive dentistry, ex: dental hygiene assessment and care.</td>
</tr>
<tr>
<td>Other</td>
<td>Mental alertness sufficient to provide safe, effective dental hygiene care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately.</td>
</tr>
</tbody>
</table>

Adapted from the Southern Council on Collegiate Education in Nursing guidelines with minor additions or changes
There may be more stringent requirements for affiliate agencies that may preclude the student’s progression in the dental hygiene program.

Clinical skills and intraoral assessments are forbidden without proper dental supervision according to the student’s state rules and regulations. State law and regulations must be recognized and provided to the director prior to any dental hygiene services.

Admission Requirements for the Dental Hygiene Program

Allen College uses a holistic admission review. The process balances academic achievement, work experience, extracurricular involvement, leadership, community service, diversity, as well as, other applicable life experiences.

The Dental Hygiene program begins each semester. Applications will not be considered until all required materials are received. Applicant review and admission happens twice each year in October and February. After February, applicant review and admission will continue on a monthly basis until the program is full. Please note the program may fill after February reviews.

Exceptional Applicant Guaranteed Early Enrollment (EAGER)

EAGER applicants to a Health Science Program may apply at any time following completion of the junior year of high school and prior to completing 25 semester hours of college credit.

Outstanding high school students and college students who have completed fewer than 25 semester hours of academic credit at the time of application will be considered for admission to a Health Science program as an Eager Student.

High School applicants must:
1. Complete the required application process.
2. Meet at least two of the following three criteria:
   a. High School GPA: Applicants must have minimum cumulative grade point average of 3.0 on a 4.0 scale.
   b. High School Class Rank
      i. Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper 20% of their graduating class.
      ii. Applicants who are graduates of non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission. Additional consideration may be given to scores on standardized examinations.
   c. Standardized Test Score Requirements
      i. The American College Test (ACT), with composite score of 25 or above or another equivalent standardized college entrance test is required.

DH: Transfer Student

Applicants are considered for admission to the Dental Hygiene program as transfer students from other regionally accredited colleges and universities. Any student transferring to Allen College Bachelors of Health Sciences in Dental Hygiene must hold a valid, dental hygiene license from the state in which the applicant is practicing and must be kept current throughout the duration of the program.

Transfer student applicants must:
1. Submit official transcripts from all colleges attended.
2. Complete a minimum of 25 semester hours of college credit to be considered for admission.
3. Complete, at the minimum, 30 semester hours of required transferrable general education credit from a regionally accredited institution.
4. Students will only be considered for admission for the upcoming academic year and will not be admitted for a start date beyond the upcoming year.
5. Have, at minimum, a cumulative 2.5 GPA (on a 4.0 scale). All transferable courses must be completed with a grade of C- or above.
6. Hold an associate degree or certificate in dental hygiene from a regionally accredited institution.
7. Submit a copy of a valid, dental hygiene license from the state in which the applicant is practicing (must be kept current throughout the duration of the program.)
8. Submit Written Reference.
9. Students whose first language is not English must prove English proficiency (see policy 2-E-800-05) before the student’s file is reviewed for admission.

Required Application Materials for the Dental Hygiene Program

Applications for admission are taken throughout the year. However, students are encouraged to apply early, as space is limited.

- Submit a completed application form and non-refundable application fee of $50. The application can be found online at www.AllenCollege.edu.
- Submit an official high school transcript or certification of the General Educational Development Test (GED). (EAGER Applicants Only)
The following criteria are applied to determine the suitability of courses for transfer:

- Substantially equivalent to a comparable Allen College/UNI course in terms of content and rigor.
- Courses not transferrable to UNI are acceptable for Allen College.
- General education courses not offered at Allen College will not be granted credit.
- Undergraduate Transfer Credit
  - An applicant is notified in writing regarding the Student Services Office's decision as soon as possible after the meeting in which the completed application was reviewed.
- Undergraduate Readmission Process
  - The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.
  - Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.
  - A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Requirements for Enrollment in the Dental Hygiene Program

Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

Undergraduate Readmission Process

Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

1. Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
2. Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Undergraduate Selection Process

Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable life experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission

An applicant is notified in writing regarding the Student Services Office's decision as soon as possible after the meeting in which the completed application was reviewed.

Undergraduate Transfer Credit Policy 2-T-800-01

Courses from regionally accredited post-secondary institutions may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. If the courses are comparable to courses accepted at Allen College then credit will be granted.

General education courses not offered at Allen College are typically transferred based on the standards of the University of Northern Iowa (UNI). However, Allen College reserves the right to use course descriptions and syllabi to determine if courses not transferrable to UNI are acceptable for Allen College programs. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College/UNI course in terms of content and rigor.

The following criteria are applied to determine the suitability of courses for transfer:
The course has approximately equivalent content, contact and/or clinical hours as are required for a comparable Allen College/UNI course.

The course requires student assessments, such as exams or writing assignments approximately as extensive as those required for a comparable Allen College/UNI course.

The course uses a standard text book equivalent to that used in a comparable Allen College/UNI course.

The course covers approximately the same amount of material as is covered in a comparable Allen College/UNI course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Undergraduate students may transfer in up to 12 hours of technical credit towards and associate's or bachelor's degree at Allen College. Refer to 2-A-800-01, Admissions Criteria for Undergraduate Health Sciences Students and 2-A-800-03 Admissions Criteria for Undergraduate Nursing Students for a list of passing grades in the undergraduate programs.

Procedure

- At any time during the application process, students may request a degree audit based on previous college transcripts. This may be used as an estimation of coursework to complete prior to admission. Degree audits are not official until the student has been admitted and all official transcripts have been received.

- When students apply, the Admissions Counselor reviews coursework taken at other institutions to determine whether the courses are acceptable for transfer. A degree audit will be prepared indicating which courses have been accepted for transfer and will be sent to the student with the admissions letter.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student’s declared program of study.

**Health Sciences Transferrable Professional Educational Courses:**

Professional educational courses may be considered and evaluated for transfer on an individual basis. Each request must be submitted to the Health Sciences APG committee for evaluation of course content.

**Classification**

Students' classification is based on the cumulative completion of major courses.

- 0-29 Freshman 60-89 Junior
- 30-59 Sophomore 90+ Senior

**Academic Load**

A typical health sciences student enrollment is 12 to 16 credit hours per fall or spring. Eighteen or more semester hours require written permission by the Health Sciences APG Committee and are based upon a minimum grade point average of 3.25 and availability of space. A typical enrollment for the summer semester is 6-11 credit hours.

**Progression in the Dental Hygiene Program**

After admission to the undergraduate program, placement in health sciences courses and nursing courses for the academic year is based on the following priority placement:

A. Full-time, regular progression students.
B. Part-time, regular progression students.
C. Students who have interrupted their studies but are in good academic standing.
D. Students who have withdrawn from one or more radiography courses.
E. Students who have failed and successfully repeated a radiography or required general education course.
F. Students who need to repeat a radiography or general education prerequisite or co-requisite.
G. Students who have been dismissed and reinstated.
H. Transfer students from other programs according to admission, progression, and graduation guidelines.
I. Students on hold will not be registered until hold is removed, potentially affecting progression.

*Priority placement does not apply to students who are on hold.*
Satisfactory Progression in the Dental Hygiene Program
Progression within the program is dependent upon the satisfactory completion of prerequisite and/or concurrent courses.

Satisfactory completion is defined as:

A. A grade of C or above in each Health Sciences course.
B. A grade of C- or above in each required general education (support course).
C. Satisfactory clinical performance in all courses with a clinical component.
D. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
E. Satisfactory completion of 24 credit hours per year for full-time students.
F. Satisfactory completion of one-half of attempted hours for part-time students.

Students may progress to the next semester of courses upon the successful completion of all prior semester Dental Hygiene courses. Students wishing exception to this practice must petition the School of Health Sciences APG Committee.

Satisfactory Progression in the Health Sciences Programs
Progression within the program is dependent upon the satisfactory completion of prerequisite and/or concurrent courses.

Satisfactory completion is defined as:

A. A grade of C or above in each Health Sciences course.
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Students may progress to the next semester of courses upon the successful completion of all prior semester Dental Hygiene courses. Students wishing exception to this practice must petition the School of Health Sciences APG Committee.

Academic Warning, Probation and Dismissal

Midterm Grades in the Dental Hygiene Program
Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

Repeating Courses
A student will be allowed to repeat no more than two Allen College courses. If a third course is failed, the student will be dismissed from Allen College. An Allen College course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Academic Probation and Dismissal for the Dental Hygiene Program
Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.0.

*Academic probation* allows the student one semester to obtain a semester grade point average of 2.0 or above. If a student fails to obtain a 2.0 in any subsequent semester(s), the student will be dismissed. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.

*Academic Dismissal* occurs if:

- The student’s semester grade point average drops below 2.0 for two semesters.
- The student fails to meet program requirements in three required Dental Hygiene courses.
- The student fails to successfully repeat any Dental Hygiene course.

*Automatic Dismissal* occurs when the student's cumulative grade point average is below 2.0 at any time.

Academic Program Requirements for the Dental Hygiene Program

General Education Requirements
A minimum of 94 credit hours in required general education coursework must be completed prior to enrollment at Allen College. Students attend a regionally accredited institution of their choice to complete the general education courses.

**Humanities: (12 credits)**
Written Communication (3 credit hours)
Oral Communications (3 credit hours)

Humanities Electives (6 credit hours)

**Social Sciences: (15 credits)**

Sociology (3 credit hours)
Psychology (3 credit hours)
Lifespan Growth & Development (3 credit hours)
Social Science Electives (6 credit hours)
Defined by Allen College as Geography, History, Political Science, Psychology, Social Work, Sociology, Family Services, Management, Anthropology, and Criminology

**Natural Sciences and Mathematics: (18 credit hours)**

Anatomy & Physiology I with Lab (3 credit hours)
Anatomy & Physiology II with Lab (3 credit hours)
Introduction to Chemistry with Lab (3 credit hours)
Microbiology with Lab (3 credit hours)
Nutrition (2 credit hours)
Introduction to Statistics (3 credit hours)

**Diversity Requirement (3 credit hours)**

**General Electives**

37-46 credit hours (Includes previous dental hygiene coursework)

**Program Course Requirements**

A minimum of 30 credit hours in required dental hygiene coursework must be completed at Allen College.

Minimum of 124 credit hours is required for the BHS-DH degree. All general education courses, with the exception of AC: 306 Professional Communication must be completed at a regionally accredited institution of the student's choice.

**Sample Dental Hygiene Curriculum**

**Part-time option**

Fall I:

- NU307: Collaboration and Communication in Health Care 3 credits
- DH300: Introduction to Oral Health Research 3 credits

Spring I:

- DH420: Advanced Dental Hygiene Care Planning 3 credits
- PH440: Health Promotion and Disease Prevention 3 credits

Summer I:

- DH450: Dental Hygiene Public Health 3 credits
- DH460: Oral Health Service Learning of Vulnerable Populations 3 credits

Fall II:

- DH400: Education Methodology in Dental Hygiene 3 credits
- DH410: Education Methodology in Dental Hygiene Practicum 3 credits

Spring II:

- DH430: Contemporary Issues In Dental Hygiene 3 credits
- DH440: Management and Leadership in Dental Hygiene 3 credits

**Full-time option**

Fall:

- DH400: Education Methodology in Dental Hygiene 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Collaboration and Communication in Health Care</td>
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</tr>
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</table>

**Course Descriptions**

**NU 307: Collaboration and Communication in Healthcare**  
(3 Credits)

This course provides healthcare professionals with the skills necessary to successfully engage in interprofessional collaboration. Students will examine how interprofessional collaborative practice is influenced by various members of the health care team. Students will discuss factors that influence communication styles and how effective communication strategies can be used to facilitate collaborative practice. During this course, students will demonstrate the ability to communicate through an oral presentation as well as through scholarly writing.

**DH420 Advanced Dental Hygiene Care**  
(3 Credits)

This course emphasizes evidence-based dental management of patients with medical disorders encountered in dental practice. The course provides an overview of systemic disease processes and their impact on oral health, underlying pathophysiology, and current medical therapies. Topics include the medically compromised patient, advanced periodontology, and pain management. The student applies knowledge of assessment, diagnosis, care planning, care implementation, and care evaluation using a case study approach.

**PH440 Health Promotion and Disease Prevention**  
(3 Credits)

This course provides an introduction to the theory and application of health promotion principles. Personal and public health lifestyles, identification of risk factors and behavioral change strategies that promote positive health behaviors of individuals, groups, and communities are covered. Students will utilize needs assessment data to plan a health promotion program as an outcome of the course.

**DH450 Dental Hygiene Public Health**  
(3 Credits)

This course examines the role of the dental hygienist in promoting dental and dental hygiene public health programs. Explores community-focused oral disease prevention, determinants of oral health status, barriers to optimum oral health, community oral health promotion activities, and oral health care needs and interventions for special and vulnerable populations.

**DH440: Management and Leadership in Dental Hygiene**  
(3 Credits)

This course introduces knowledge and skills for effective management and leadership in dental hygiene roles, including theories, concepts and principles of management and leadership; as applied to oral health programs and program management. Introduction to the grant writing process is provided.

**DH430 Contemporary Issues in Dental Hygiene**  
(3 Credits)

This course examines current societal and professional issues and their impact on dental hygiene practice. Topics include advanced practice models to expand oral health services, including restorative procedures; recent medical and technological advances in the field of dentistry; traditional and alternative practice models; and changes in dental care delivery.

**DH400 Educational Methodology in Dental Hygiene**  
(3 Credits)

This course introduces the student to educational methodologies for effective instruction in dental hygiene education. Topics include teaching/learning styles, instructional methods/strategies, use of instructional objectives, classroom assessment techniques, and evaluation in dental hygiene educational settings and patient care.

**DH410 Educational Methodology in Dental Hygiene Practicum**  
(3 Credits)

This course parallels with DH400 Educational Methodology in Dental Hygiene. Students will be able to apply educational methodologies in dental hygiene for effective instruction in a variety of settings, including but not limited to patient care,
public health, professional training and dental hygiene program clinic and classroom.

DH300 Introduction to Oral Health Research (3 Credits)

This course introduces research methodology and its application to the dental hygiene profession, scientific inquiry, the research process, and approaches to evaluating scientific studies. Students critically analyze dental research applicable to the evidence-based practice of dental hygiene.

DH460 Oral Health Service Learning of Vulnerable Populations (3 Credits)

This course will enhance the education of dental hygiene students with experiential learning that results in increased education on oral care for underserved, diverse and high-risk populations. Students will learn about minority, underserved and high-risk populations; specifically, differing disease patterns, common health practices, barriers to health, cultural beliefs, and effective communication modalities. In addition to seminar, students will engage in service-learning experiences where they are able to interact with diverse and underserved populations. Targeted vulnerable populations may include refugees and immigrants, minorities, impoverished children and seniors, and underserved rural families.
Diagnostic Medical Sonography – Bachelor of Health Sciences

Program Mission Statement
The mission of Diagnostic Medical Sonography track of the Bachelor of Health Sciences program is to provide an excellent educational program to men and women seeking careers in the Diagnostic Medical Sonography profession. This mission complements the Allen College and the Bachelor of Health Sciences program.

Program Goals
“To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains”

- Provide the medical community with individuals that have attained the knowledge and skills appropriate for an entry-level sonographer
- Facilitate the development of effective communication and interpersonal skills
- Promote the development of critical thinking and problem-solving abilities
- Provide an environment that supports and promotes professional growth, a commitment to life-long learning and prepares sonography professionals who function as competent members of the health care team

The Profession
Diagnostic Medical Sonography technologists generally are employed in hospitals and clinics. Diagnostic Medical Sonography (DMS) is a highly specialized area of diagnostic imaging and is an integral part of the health care team concept. This unique, non-invasive technique utilizes high frequency sound waves, along with the appropriate detectors and graphics computers, to produce cross-sectional images of internal organs and associated structures. The diagnostic medical sonographer provides patient services by using sonographic equipment to provide physicians with important diagnostic information. The sonographer assists the physician by providing pertinent anatomical, physiological, and/or pathological sonographic data and images necessary to diagnose a variety of medical conditions and diseases. Sonographers must demonstrate a high degree of motivation and good judgment, and are expected to work independently. In addition, sonographers work well with other health care professionals in providing quality service to the patient. DMS professionals must demonstrate empathy, compassion, and ethical behavior in the practice of the profession. Employment opportunities are readily available throughout the state and nation in hospitals, clinics, physicians’ offices, and industry. Suitably qualified educators, researchers, and administrators are also needed. The national demand for sonographers continues to exceed the supply of graduates.

Program Description
The Diagnostic Medical Sonography Program is one of four academic units in the School of Health Sciences. Allen College prepares Diagnostic Medical Sonographers at the baccalaureate and certificate levels. There are two entry points for applicants to the DMS program.

Upon satisfactory completion of the Allen College degree program, students receive a Bachelor of Health Sciences with a major in Diagnostic Medical Sonography. Students with this degree are frequently employed as supervisors, directors, managers, educators, and researchers. Graduates are eligible for national certification as Diagnostic Medical Sonography technologists.

Upon satisfactory completion of the Allen College certificate program, students receive a certificate of DMS technology. Students with this certificate are frequently employed by hospitals, clinics, and physicians’ offices, where DMS technologists are needed. Graduates are eligible for national certification as Diagnostic Medical Sonography technologists.

Felony Convictions
Eligibility for certification requires that the applicant be of good moral character. Conviction of a misdemeanor or felony may indicate a lack of good moral character for The American Registry for Diagnostic Medical Sonography and/or the American Registry of Radiologic Technologists purposes. Individuals considering enrollment in an educational program or already enrolled may submit a pre-application form to have the impact of convictions on eligibility evaluated. The prospective student should visit the ARDMS Web Page: http://www.ardms.org under Pre-Application: Criminal and/or the ARRT Web Page: http://www.arrt.org under Certification Eligibility Requirements for further information.

Anything less than complete and total disclosure of any and all convictions will be considered as having provided false or misleading information to the ARDMS or ARRT. This is ground for permanent denial of eligibility for certification. The ARDMS or ARRT may conduct criminal background searches whenever appropriate. Disciplinary action may be taken at any time upon discovery that disclosure was not complete.

Essential Functions
In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential
issues associated with meeting these requirements.

## Essential Functions for Admission and Progression

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication proficiency at a professional level in English, both verbal and written, to include reading, writing, spelling, speaking, and listening.</td>
<td>Explain procedures, initiate health teaching, document and interpret patient responses. Document clearly, correctly, and without spelling errors. Read at college level.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to provide safe and effective care.</td>
<td>Transport patients via ambulation, wheelchair, stretchers, and other modes throughout the department and the hospital at large. Provide appropriate life support services. Perform patient positioning and manipulation necessary for procedures/position. Transport, manipulate, and operate equipment, accessories, and ancillary instrumentation for patient imaging.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective care.</td>
<td>Perform and operate fundamental testing, care, and maintenance. Manipulate and work with various units. Coordinate examinations and assist physicians.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities, and health care professionals.</td>
<td>Hear monitor alarms, emergency signals, and cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment and provision of care.</td>
<td>Evaluate and critique imaging products for technical accuracy and procedural determinations. Observe and respond to patients’ needs, comfort, and safety.</td>
</tr>
</tbody>
</table>

### Admission Requirements for the Diagnostic Medical Sonography Program

Allen College uses a holistic admission review. The process balances academic achievement, work experience, extracurricular involvement, leadership, community service, diversity, as well as, other applicable life experiences.

The Diagnostic Medical Sonography program begins once each year in the fall semester. Applications will not be considered until all required materials are received. Applicant review and admission happens twice each year in October and February. After February, applicant review and admission will continue on a monthly basis until the program is full. Please note the program may fill after February reviews.

**Exceptional Applicant Guaranteed Early EnRollment (EAGER)**

EAGER applicants to a Health Science Program may apply at any time following completion of the junior year of high school and prior to completing 25 semester hours of college credit.

Outstanding high school students and college students who have completed fewer than 25 semester hours of academic credit at the time of application will be considered for admission to a Health Science program as an Eager Student.
High School applicants must:
1. Complete the required application process.
2. Meet at least two of the following three criteria:
   (a) High School GPA: Applicants must have minimum cumulative grade point average of 3.0 on a 4.0 scale
   (b) High School Class Rank
      (i) Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper 20% of their graduating class.
      (ii) Applicants who are graduates of non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission. Additional consideration may be given to scores on standardized examinations.
   (c) Standardized Test Score Requirements
   (d) The American College Test (ACT), with composite score of 25 or above or another equivalent standardized college entrance test is required.

Applicants are considered for admission to the DMS program as transfer students from other regionally accredited colleges and universities.

**DMS: Transfer Student – Bachelor’s Degree in Health Sciences**
Transfer student applicants must:
1. Submit official transcripts from all colleges attended.
2. Complete a minimum of 25 semester hours of college credit to be considered for admission.
3. Complete all required general education courses accepted by Allen College prior to matriculation at Allen College.
4. Have, at minimum, a cumulative 2.7 GPA (on a 4.0 scale) in the following courses:
   - English Comp*  
   - Oral Communication*  
   - Sociology  
   - Psychology  
   - A & P I*  
   - A & P II*  
   - Physics *  
   - Algebra or higher*  
      * Denotes courses that are considered in the grade point average of students holding a Baccalaureate degree or seeking the certificate option. All transferrable courses must be completed with a grade of C- or above.
5. Submit Written Reference
6. Submit Signed Essential Functions Form
7. Submit Job Shadow Form

**DMS: Transfer Student – Certificate Option**
To be considered for admission to the DMS certificate option, applicants must hold a bachelor’s degree, associate’s degree in a two-year allied health program that is direct patient care related, or certificate in a two-year allied health program that is direct patient care related.
Transfer student applicants must:
1. Submit official transcripts from all colleges attended.
2. Complete a minimum of 25 semester hours of college credit to be considered for admission.
3. Students will only be considered for admission for the upcoming academic year and will not be admitted for a start date beyond the upcoming year.
4. Have, at minimum, a cumulative 2.7 GPS (on a 4.0 scale) in the following courses:
   - English Comp  
   - Oral Communication  
   - A & P I  
   - A & P II  
   - Physics  
   - Algebra or higher  
   - All transferrable courses must be completed with a grade of C- or above.
5. Submit Written Reference
6. Submit Signed Essential Functions Form
7. Submit Job Shadow Form

**Required Application Materials for the Diagnostic Medical Sonography Program**
1. Applications for admission are taken throughout the year. However, students are encouraged to apply early, as space is limited.
2. Submit a completed application form and non-refundable application fee of $50. The application can be found online at www.allencollege.edu.
3. Submit an official high school transcript or certification of the General Educational Development Test (GED). (EAGER Applicants only)
4. Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College.
5. Submit American College Testing (ACT) scores or other standardized test scores, if applicable.
6. Submit an academic reference form. Examples include a guidance counselor, teacher, or college professor.
7. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

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Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

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The following criteria are applied to determine the suitability of courses for transfer:

- The course has approximately equivalent content, contact and/or clinical hours as are required for a comparable Allen College/UNI course.
- The course requires student assessments, such as exams or writing assignments approximately as extensive as those required for a comparable Allen College/UNI course.
- The course uses a standard textbook equivalent to that used in a comparable Allen College/UNI course.
- The course covers approximately the same amount of material as is covered in a comparable Allen College/UNI course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Undergraduate students may transfer in up to 12 hours of technical credit towards an associate’s or bachelor’s degree at Allen College. Refer to 2-A-800-01, Admissions Criteria for Undergraduate Health Sciences Students and 2-A-800-03 Admissions Criteria for Undergraduate Nursing Students for a list of passing grades in the undergraduate programs.

**Procedure**

- At any time during the application process, students may request a degree audit based on previous college transcripts. This may be used as an estimation of coursework to complete prior to admission. Degree audits are not official until the student has been admitted and all official transcripts have been received.
- When students apply, the Admissions Counselor reviews coursework taken at other institutions to determine whether the courses are acceptable for transfer. A degree audit will be prepared indicating which courses have been accepted for transfer and will be sent to the student with the admissions letter.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student’s declared program of study.

**Health Sciences Transferrable Professional Educational Courses:**

Professional educational courses may be considered and evaluated for transfer on an individual basis. Each request must be submitted to the Health Sciences APG committee for evaluation of course content.

**Bachelor of Health Sciences**

Students’ classification is based on the cumulative completion of major courses.

- 0-29 Freshman 60-89 Junior
- 30-59 Sophomore 90+ Senior

**Academic Load**

A typical health sciences student enrollment is 12 to 16 credit hours per fall or spring. Eighteen or more semester hours require written permission by the Health Sciences APG Committee and are based upon a minimum grade point average of 3.25 and availability of space. A typical enrollment for the summer semester is 6-11 credit hours.

**Progression in the Diagnostic Medical Sonography Program**

After admission to the undergraduate program, placement in health sciences courses and nursing courses for the academic year is based on the following priority placement:

- A. Full-time, regular progression students.
- B. Part-time, regular progression students.
- C. Students who have interrupted their studies but are in good academic standing.
- D. Students who have withdrawn from one or more health sciences or nursing courses.
- E. Students who have failed and successfully repeated a health sciences, nursing or required general education course.
- F. Students who need to repeat a health sciences, nursing or general education prerequisite or co-requisite.
- G. Students who have been dismissed and reinstated.
- H. Transfer students from other programs according to admission, progression, and graduation guidelines.
- I. Students on hold will not be registered until hold is removed, potentially affecting progression.

*Priority placement does not apply to students who are on hold.*
Satisfactory Progression in the Diagnostic Medical Sonography Program

Progression within the program is dependent upon the satisfactory completion of prerequisite and/or concurrent courses. Satisfactory completion is defined as:

A. A grade of C or above in each Health Sciences course.
B. A grade of C- or above in each required general education (support course).
C. Satisfactory clinical performance in all courses with a clinical component.
D. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
E. Satisfactory completion of 24 credit hours per year for full-time students.
F. Satisfactory completion of one-half of attempted hours for part-time students.

Students may progress to the next semester of courses upon the successful completion of all prior semester Diagnostic Medical Sonography course. Students wishing exception to this practice must petition the School of Health Sciences APG Committee.

Academic Warning, Probation and Dismissal

Midterm Grades in the Diagnostic Medical Sonography

Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

Repeating courses

A student will be allowed to repeat no more than two Allen College courses. If a third course is failed, the student will be dismissed from Allen College. An Allen College course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Academic Probation and Dismissal for the School of Health Sciences Undergraduate Programs

Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.0.

Academic probation allows the student one semester to obtain a semester grade point average of 2.0 or above.

If a student fails to obtain a 2.0 in any subsequent semester(s), the student will be dismissed. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.

Academic Dismissal occurs if:

- The student’s semester grade point average drops below 2.0 for two semesters.
- The student fails to meet program requirements in three required Diagnostic Medical Sonography courses.
- The student fails to successfully repeat any Diagnostic Medical Sonography course.

Automatic Dismissal occurs when the student’s cumulative grade point average is below 2.0 at any time.

Academic Program Requirements for the Diagnostic Medical Sonography Program

General Education Requirements – Bachelor’s Degree

To be admitted to the DMS track of the Bachelor of Health Sciences program, students need to complete the following general education requirements with a 2.7 minimum cumulative grade point average:

9 semester credit hours in Humanities:
- Intermediate Written Communication (3 s.h.)
- Oral Communication (3 s.h.)
- Humanities Electives (3 s.h.)

15 Semester Hours in Social Sciences
- Psychology (3 s.h.)
- Sociology (3 s.h.)
- Social Science Electives (9 s.h.)

18-22 Semester Hours in Mathematics/Natural Sciences
- Anatomy and Physiology with lab (6-8 s.h.)
- College Algebra or any higher level math course (3-4 s.h.)
- General Physics with Lab (3-4 s.h.)
- Additional Math/Science Courses (6 s.h.)

16 Semester Hours of Additional Requirements
- Diversity Elective (3 s.h.)
- Medical Terminology (1 s.h.)
- General Electives (any course at the college level) 12

Courses in the following areas are recommended:
- Management
- Economics
- Finance
- Computer Science
- Human Growth and Development
- Ethics

Completion of these minimum requirements does not guarantee admission to Allen College.

Students must meet all Allen College requirements to be considered for admission. The admission committee considers all aspects of each applicant's record and offers admission to the best-qualified individuals. Students intending to apply for admission should consult with the Allen College's Student Services to plan their course of study.

The Bachelor of Health Sciences degree requires a minimum of 124 semester hours, including 66 semester hours of DMS courses.

**General Education Requirements – Certificate Option**

To be considered for admission to the DMS Certificate option, applicants must hold a:
- Bachelor's degree, or
- Associates degree from a 2-year allied health program that is direct patient care related, or
- Certificate from a 2-year allied health program that is direct patient care related.

6 semester credit hours in Humanities:
- Intermediate Written Communication (3 s.h.
- Oral Communication (3 s.h.)

12-15 Semester Hours in Mathematics/Natural Sciences
- Anatomy and Physiology with lab (6-8 s.h.)
- College Algebra or any higher level math course (3 s.h.)
- College Physics with a lab (3-4 s.h.)

1 semester credit hours of Additional Requirements:
- Medical Terminology (1 s.h.)

**DMS Track Course Work**

Classroom work in general sonography includes knowledge of anatomy, physiology, pathology and pathophysiology and competence in the performance of two-dimensional, Doppler and other sonographic procedures. Curriculum is sequenced in order for students to develop the competencies necessary for graduation.

Clinical experience (for a ratio of 53:1 of clinical hours to credit hours) at approved clinical sites involve progressive responsibility in performing DMS imaging, patient care and record keeping, quality control, and computer acquisition and analysis and clinical correlation of DMS procedures. Students will be required to perform an appropriate number and variety of procedures to achieve desired clinical competencies according to the Standards and Guidelines for an Accreditation of Educational Program in Diagnostic Medical Sonography, adopted 2011. Instructor and clinical staff evaluations of student cognitive, psychomotor and technical skills during clinical rotations are used to assess student’s application of theory to practice. Student enrollment will be commensurate with the volume and variety of sonographic procedures, equipment, and personnel available for educational purposes.

**Sample Curriculum**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMS 202 Introductory Physics</td>
<td>3</td>
</tr>
<tr>
<td>DMS 203 ABD Sonography I</td>
<td>4</td>
</tr>
<tr>
<td>DMS 207 Ultrasound Imaging I</td>
<td>2</td>
</tr>
<tr>
<td>DMS 304 OB/GYN Sono I (w/Lab)</td>
<td>4</td>
</tr>
<tr>
<td>DMS 208 Vascular I (w/Lab)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
Spring Semester
DMS 301 Advanced Physics 2
DMS 303 ABD Sonography II (w/Lab) 3
DMS 305 OB/GYN Sonography II (w/Lab) 3
DMS 306 Special Studies Sonography 3
DMS 308 Vascular II (w/Lab) 3
DMS 300 Methods of Patient Care 2
Total Credit Hours 16

Summer Semester
DMS-407 Clinical Practicum 1 10
Total Credit Hours 10

Fall Semester
DMS-408 Clinical Practicum 1 12
Total Credit Hours 12

Spring Semester
DMS-409 Clinical Practicum 1 12
Total Credit Hours 12

Total semester hours of DMS courses 66

All professional courses must be completed with a grade of "C" or higher for progression to the next semester and for graduation.

Course Descriptions
Students who successfully complete all 58 semester hours of prerequisite course work and 66 semester hours of the Bachelor of Health Sciences Diagnostic Medical Sonography professional courses for a total of 124 semester hours are eligible upon graduation to receive the Bachelor of Health Sciences degree in Diagnostic Medical Sonography.

DMS 202 Introductory Physics 3 credits
Ultrasonic propagation principles, transducers parameters and ultrasound interaction with tissue and biologic effects will be discussed. Hemodynamics and Doppler principles will be introduced.

DMS 203 Abdominal Sonography I 4 credits
Anatomy, physiology and pathology seen on sonograms of the organs in the abdomen will be reviewed. Pertinent laboratory tests, signs and symptoms and ultrasound techniques and protocols will be included.

DMS 207 Ultrasound Imaging I 2 credits
This course introduces the student to the ultrasound equipment and prepares the student for hands-on-scanning.

DMS 208 Vascular I 3 credits
This course provides knowledge of vascular anatomy, physiology and pathophysiology, hemodynamics, duplex and Doppler imaging techniques relative to the visceral and cerebral vascular systems.

DMS 300 Methods of Patient Care 2 credits
This course introduces the student to the fundamental components of patient care including: techniques and procedures used in the field of sonography; medical ethics; professional behavior and responsibility of the sonographer in the clinical setting; infection control and effective communication and cultural diversity.

DMS 301 Advanced Physics 2 credits
This course continues the study of sonographic physics including areas of ultrasonic propagation principles and
parameters, transducers and ultrasound interaction with tissue. Basic equipment types, instrumentation, artifacts, quality assurance, hemodynamics and Doppler principles will be reviewed.

DMS 303 Abdominal Sonography II 3 credits
Advanced anatomy, physiology and pathophysiology of the abdomen and superficial structures as related to sonography will be discussed. Laboratory tests, signs and symptoms, ultrasound scanning techniques and protocols will be included.

DMS 304 OB/GYN I 4 credits
This course reviews gynecological and obstetrical anatomy and physiology and correlates the sonographic evaluation methods and procedures.

DMS 305 OB/GYN Sonography II 3 credits
This course discusses gynecological and obstetrical anatomy and physiology, correlates sonographic evaluation methods and procedures and discusses the role that sonography plays in evaluating pathophysiology of the reproductive system or the complication of gestation.

DMS 306 Special Studies - Sonography 3 credits
This course exams the anatomy, physiology, and pathophysiology of specific structures in the human body. Laboratory testing, signs and symptoms and specialized ultrasound techniques and protocols will be reviewed.

DMS 308 Vascular II (3 credit hours)
This course provides knowledge of vascular anatomy, physiology and pathophysiology, hemodynamics, direct and indirect ultrasound imaging techniques of the peripheral arterial and venous systems.

DMS 407 Clinical Practicum I 10 credits
This course is designed to orientate the student to the functions and responsibilities of a sonographer. Students are introduced to a variety of ultrasound equipment, procedures and basic departmental functions. Students will apply concepts in sonographic procedures, patient care and instrumentation under the supervision of a sonographer in the clinical environment.

DMS 408 Clinical Practicum II 12 credits
This course is designed to provide students opportunities to enhance their professional growth in clinical areas. This clinical experience applies classroom theory to develop competencies and proficiency. The student will experience more clinical procedures. Students will demonstrate an increasing speed and efficiency in the performance of sonography procedures. Supervised clinical experience.

DMS 409 Clinical Practicum III 12 credits
This course is designed to provide students opportunities to enhance their professional growth in clinical areas. It is designed to improve the student’s proficiency in procedures presented in previous practicums. The clinical experience presents the student with an opportunity to perform their skills independently and to improve proficiency. Supervised clinical experience.
Medical Laboratory Science – Bachelor of Health Sciences

Program Mission Statement
The mission of the Medical Laboratory Science (MLS) program is to provide a baccalaureate-level educational program that prepares individuals for a career in the laboratory science profession.

Program Goals
In concert with the Allen College philosophy, the mission and objectives of the School of Health Sciences program and the mission of the MLS program, graduates will be able to:

- Integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional laboratory practice.
- Collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices.
- Demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of clinical laboratory practice.
- Display a commitment to the role and the development of the medical laboratory professional.

Display a commitment to the role and the development of the clinical laboratory professional.

The Profession
Medical laboratory science is the study and practice of diagnostic medicine. A practitioner with appropriate education (ordinarily a bachelor's degree) in the profession is called a Medical Laboratory Scientist (MLS).

A medical laboratory scientist’s role is to provide accurate laboratory results in a timely manner. These results are used to confirm a diagnosis or to monitor treatment.

Medical laboratory scientists perform tests that analyze blood, urine, tissue, or other body specimens. These professionals perform, develop, evaluate, correlate, and assure accuracy and validity of laboratory data.

Medical laboratory scientists practice independently and collaboratively and are responsible for their own professional actions. The ability to relate to people, care about patient outcomes, and display calm and reasoned judgment are essential qualities. Although medical laboratory scientists seldom have personal contact with patients, they play a major role in disease diagnosis and in monitoring therapy. They work closely with physicians, researchers, and other health care professionals.

Program Description
Students enrolled in the MLS program complete all general education courses before they begin the MLS-specific coursework. All required MLS coursework is completed in one calendar year. Students receive the Bachelor of Health Sciences degree with a MLS major and qualify for MLS certification upon completion of program requirements. This option is also possible for those who already have a baccalaureate degree and have completed all general education courses. This track has a summer start date, and is offered in a blended delivery format (online delivery of coursework with some on-site visits to campus). Clinical rotations are completed at a clinical laboratory facility.

Professional coursework includes lectures, web-based learning on-site student laboratory training and clinical laboratory experience at clinical affiliates where students will work with sophisticated instruments and learn techniques and tests.

Upon satisfactory completion of the program requirements, students will receive a Bachelor of Health Sciences degree with a major in Medical Laboratory Science. Granting of the degree is not contingent on passing of an external certification examination.

Certification
Upon satisfactory completion of the program and completion of baccalaureate degree requirements, graduates are eligible to sit for the national certification exam offered by the American Society of Clinical Pathology–Board of Certification (ASCP-BOC).

Accreditation
The Allen College Medical Laboratory Science Program is accredited by The National Accrediting Association of Clinical Laboratory Sciences (NAACLS).

National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Rd.
Suite 720
Rosemont, IL 60018-5119
847-939-3597
773-714-8880
773-714-8886 (FAX)
info@naacls.org
Essential Functions
In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential issues associated with meeting these requirements.

- Possess a sound intellect.
- Possess good motor skills.
- Demonstrate eye-hand coordination and dexterity.
- Possess effective communication skills.
- Demonstrate visual acuity in order to perform macroscopic and microscopic analyses, or read procedures, graphs, etc.
- Possess professional skills such as the ability to work independently and manage time efficiently.
- Comprehend, analyze, and synthesize various materials.
- Hold sound psychological health and stability.

Admission Requirements for the Medical Laboratory Science Program
Allen College uses a holistic admission review. The process balances academic achievement, work experience, extracurricular involvement, leadership, community service, diversity, as well as, other applicable life experiences.

**Any student who is applying for admission to Allen College and is under the age of compulsory school attendance in Iowa (18) or has earned less than 25 credit hours from an accredited institution of higher education will be required to submit an official high school diploma or its equivalent prior to being admitted to Allen College. This will allow each student admitted to Allen College to be registered as a “regular student” as required by 34CFR600.2.**

The Medical Laboratory Science program begins once each year in the summer. Applications will not be considered until all required materials are received. Applicant review and admission happens once each year in November. After November, applicant review and admission will continue on a monthly basis until the program is full. Please note the program may fill after November reviews.

Applicants are considered for admission to the MLS program as transfer students from other regionally accredited colleges and universities.

Exceptional Applicant Guaranteed Early EnRollment (EAGER)
EAGER applicants to a Health Science Program may apply at any time following completion of the junior year of high school and prior to completing 25 semester hours of college credit.

Outstanding high school students and college students who have completed fewer than 25 semester hours of academic credit at the time of application will be considered for admission to a Health Science program as an Eager Student.

High School applicants must:
1. Complete the required application process.
2. Meet at least two of the following three criteria:
   a. High School GPA: Applicants must have minimum cumulative grade point average of 3.0 on a 4.0 scale.
   b. High School Rank
      a. Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper 20% of their graduating class
      b. Applicants who are graduates of non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission. Additional consideration may be given to scores on standardized examinations.
3. Standardized Test Score Requirements
4. The American College Test (ACT), with composite score of 25 or above or another equivalent standardized college entrance test is required.

MLS: Transfer Student
Transfer student applicants must:
1. Submit official transcripts from all colleges attended.
2. Complete a minimum of 60 semester hours of college credit, including 12 semester hours of natural sciences and/or mathematics credits, to be considered for admission.
3. Complete, at the minimum, 72 semester hours of credit accepted by Allen College prior to matriculation at Allen College. Students may complete elective courses while enrolled in the MLS program as a part-time student.
4. Have, at minimum, a cumulative 2.7 GPA (on a 4.0 scale) in the following courses:
   English Comp
5. Submit Written Reference

**Required Application Materials for the Medical Laboratory Science Program**

- Applications for admission are taken throughout the year. However, students are encouraged to apply early, as space is limited.
- Submit a completed application form and non-refundable application fee of $50. The application can be found online at www.AllenCollege.edu.
- Submit an official high school transcript or certification of the General Educational Development Test (GED).
- (EAGER Applicants Only)
- Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College.
- Submit an academic reference form. Examples include a guidance counselor, teacher, or college professor.
- Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

**Requirements for Enrollment to the Medical Laboratory Science Program**

**Health Requirements** - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

**Background Checks** - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

**Undergraduate Readmission Process**

Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

1. Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
2. Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

_Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once._

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

**Undergraduate Selection Process**

Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application,
Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable life experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office’s decision as soon as possible after the meeting in which the completed application was reviewed.

Undergraduate Transfer Credit Policy 2-T-800-01
Courses from regionally accredited post-secondary institutions may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. If the courses are comparable to courses accepted at Allen College then credit will be granted.

General education courses not offered at Allen College are typically transferred based on the standards of the University of Northern Iowa (UNI). However, Allen College reserves the right to use course descriptions and syllabi to determine if courses not transferrable to UNI are acceptable for Allen College programs. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College/UNI course in terms of content and rigor.

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In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Refer to Admission Criteria for Undergraduate Students for a listing of passing grades in the undergraduate program.

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Professional educational courses may be considered and evaluated for transfer on an individual basis. Each request must be submitted to the Health Sciences APG committee for evaluation of course content.

Classification
Students’ classification is based on the cumulative completion of major courses.

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<td>Freshman</td>
</tr>
<tr>
<td>60-89</td>
<td>Junior</td>
</tr>
<tr>
<td>30-59</td>
<td>Sophomore</td>
</tr>
<tr>
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A. Full-time, regular progression students.
B. Part-time, regular progression students.
C. Students who have interrupted their studies but are in good academic standing.
D. Students who have withdrawn from one or more health sciences or nursing courses.
E. Students who have failed and successfully repeated a health sciences, nursing or required general education course.
F. Students who need to repeat a health sciences, nursing or general education prerequisite or co-requisite.
G. Students who have been dismissed and reinstated.
H. Transfer students from other programs according to admission, progression, and graduation guidelines.
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Progression within the program is dependent upon the satisfactory completion of prerequisite and/or concurrent courses. Satisfactory completion is defined as:

A. A grade of C or above in each Health Sciences course.
B. A grade of C- or above in each required general education (support course).
C. Satisfactory clinical performance in all courses with a clinical component.
D. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
E. Satisfactory completion of 24 credit hours per year for full-time students.
F. Satisfactory completion of one-half of attempted hours for part-time students.

Students may progress to the next semester of courses upon the successful completion of all prior semester health science courses (courses designated with DMS, MLS, NMT, or RA). Students wishing exception to this practice must petition the School of Health Sciences APG Committee.

Academic Warning, Probation and Dismissal

Midterm Grades in the Medical Laboratory Science Program
Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

Repeating courses
A student will be allowed to repeat no more than two Allen College courses. If a third course is failed, the student will be dismissed from Allen College. An Allen College course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Academic Probation and Dismissal for the Medical Laboratory Science Program
Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.0.

Academic probation
- allows the student one semester to obtain a semester grade point average of 2.0 or above.
- If a student fails to obtain a 2.0 in any subsequent semester(s), the student will be dismissed. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.

Academic Dismissal occurs if:
- The student’s semester grade point average drops below 2.0 for two semesters.
- The student fails to meet program requirements in three required Medical Laboratory Science course.
- The student fails to successfully repeat any Medical Laboratory Science course.

Automatic Dismissal occurs when the student’s cumulative grade point average is below 2.0 at any time.

Academic Program Requirements for the Medical Laboratory Science
General Education Requirements
Applicants must satisfactorily complete a minimum of 84 semester hours of general education coursework as outlined below:

- **Humanities** 12
- **Intermediate Written Communication** 3
- **Oral Communication** 3
- **Humanities Electives** 6
- **Diversity** 3
- **Diversity Elective (3 s.h.)** 3
- **Social Sciences** 9
- **Psychology** 3
- **Sociology** 3
- **Social Science Elective** 3
- **Natural Sciences and Mathematics** 30-38
- **Anatomy and Physiology** 3-4
  - One semester of Anatomy & Physiology (lab is recommended)

- **Chemistry** 12-16
- **Organic Chemistry** is required
- **Biochemistry** is recommended
- **Biology** 9-12
  - **Microbiology** is required
- **Math** 6
- **Statistics** is recommended
- **General Electives** 22-30
- **General Electives** 22-30

Earn 30 semester hours in general electives.
Complete all required math/science courses in the MLS major with a grade of C or higher.
Earn 40 semester hours in Medical Lab Science.
Complete 124 hours of academic credit

**Sample Curriculum – One year program**

**Summer Session**
- **MLS 428: Cell Morphology** 2
- **MLS 413: Clinical Immunology** 2
- **MLS 304: Urinalysis and Body Fluids** 2
- **MLS 435: General Laboratory Concepts** 2
- **Total Credit Hours** 8

**Fall Semester**
- **MLS 445: Clinical Chemistry** 7
- **MLS 440: Clinical Hematology and Hemostasis** 7
- **MLS 426: Evidence Based Laboratory Medicine** 1
MLS 450: Educational Development  1

Total Credit Hours  16

Spring Semester

MLS 455: Immunohematology  7
MLS 460: Clinical Microbiology  7
MLS 465: Clinical Management and Review  2

Total Credit Hours  16

Course Descriptions

MLT 304 Urinalysis and Body Fluids  1 credit

Physical, chemical, and microscopic properties of urine are examined, along with an overview of body fluids.

Pre-requisite: Accepted into MLS Program or permission of the instructor.

MLT 413 Clinical Immunology  1 credit

Practical aspects of immunology with emphasis on pathological conditions and laboratory practice are presented.

Pre-requisite: Accepted into MLS Program or permission of the instructor.

MLT 426 Evidence Based Laboratory Medicine  1 credit

Evidence Based Laboratory Medicine (EBLM) is introduced and compared to other forms of research. Additionally, students cover clinical study design, implementation, and dissemination of results.

Pre-requisite: Accepted into MLS Program or permission of the instructor.

MLT 428 Cell Morphology  2 credits

This course covers the skills necessary for performing and interpreting manual differentials. Microscope skills, cell morphology, and maturation sequences are topics included within this course. Students will perform manual differentials using both simulation software and microscopes. Emphasis is placed on interpretation of test results and correlation with patient condition.

Pre-requisite: Accepted into MLS Program or permission of the instructor.

MLT 435: General Laboratory Concepts  2 credits

This course examines all pre-analytical variables in the clinical laboratory setting; including the theory and practice of phlebotomy and specimen processing. The acceptability of a specimen for laboratory testing is included. This course will also incorporate general laboratory concepts including laboratory math, quality control and assurance, instrumentation, safety, and infection control.

Pre-requisite: Accepted into MLS Program or permission of the instructor.

MLT 440: Clinical Hematology and Hemostasis  7 credits

This course includes the study of blood cells, bone marrow, and coagulation. Students will learn theory, performance, and interpretation of hematological procedures involving the cellular elements of the blood, and the evaluation of hemostasis. Clinical laboratory experience is provided in a structured clinical environment. Students will gain experience processing and analyzing patient specimens with a wide variety of complex procedures and instruments.

Pre-requisite: MLS 428, MLS 435

MLT 445: Clinical Chemistry  7 credits

Clinical Chemistry seeks to understand the physiologic and biochemical processes present in normal and abnormal states and to provide useful information for the diagnosis or treatment of disease through analyses performed on various types of specimens. Included in this course is the study of carbohydrates, lipids, proteins, enzymes, non-protein nitrogen products, electrolytes, blood gases, acid base balance, hormones, tumor markers, therapeutic drugs, and toxicology. Clinical laboratory experience is provided in a structured clinical environment. Students will gain experience processing and analyzing patient specimens with a wide variety of complex procedures and instruments.

Pre-requisite: MLS 304, MLS 435

MLT 450: Educational Development  1 credit

Educational methodologies and terminology appropriate for student-centered and training environments are covered in this course. Students will also complete an education-focused Service Learning project.
Pre-requisite: Acceptance into MLS Program or permission of the instructor.

**MLS 455: Immunohematology** 7 credits

Blood group systems, antibody screening, compatibility testing, and blood component processing are covered in this course. Clinical experience will allow students to perform antibody identification techniques, complete blood compatibility testing, and observe how components are used to support patients in a clinical environment.

**Pre-requisite:** MLS 413, MLS 435

**MLS 460: Clinical Microbiology** 7 credits

This course involves the study of bacteria in relationship to disease in humans. Topics include clinical signs and symptoms of disease process, specimen collection and processing, modes of transmission and methods of identification. Additionally, fungi and parasites as they relate to disease in humans will be explored. Clinical experience will allow students to process a variety of patient specimens in the microbiology laboratory and gain experience with a wide variety of state-of-the-art procedures and equipment for the isolation and identification of pathogenic microorganisms.

**Pre-requisite:** MLS 435

**MLS 465: Clinical Management and Review** 2 credits

The principles of lab administration and management are introduced to the student in this course. Additionally, students will apply concepts covered throughout the MLS curriculum using a case study and review approach. An emphasis will be placed on interpretation of laboratory results and correlation of laboratory results with clinical condition.

**Pre-requisite:** MLS 426, MLS 440, MLS 445, MLS 450

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**Nuclear Medicine Technology – Bachelor of Health Sciences**

**Program Mission Statement**

The mission of Allen College’s Nuclear Medicine Technology Program is to provide an excellent educational program to men and women seeking careers in the nuclear medicine technology profession.

**The Profession**

Nuclear medicine is the medical specialty that utilizes the nuclear properties of radioactive and stable nuclides to make diagnostic evaluations of the physiologic and/or anatomic conditions of the body and to provide therapy with unsealed radioactive sources. The Nuclear Medicine Technologist is a health sciences professional who, under the direction of an authorized user, is committed to applying the art and skill of diagnostic evaluation and therapeutics through the safe and effective use of radionuclides. Responsibilities include, but are not limited to: preparation, quality control testing and administration of radioactive compounds; execution of patient imaging procedures including computer processing and image enhancement; laboratory testing; patient interviews; instruction and preparation for administration of prescribed radioactive compounds for therapy; quality control; and radiation safety. The nuclear medicine technologist exhibits professionalism in the performance of these duties, demonstrates an empathetic and instructional approach to patient care, and maintains confidentiality of information as required. He/she applies knowledge of radiation physics and safety regulations to limit radiation exposure of the general public, patients, fellow workers, and self to as low as reasonably achievable (ALARA). Professional growth and development is achieved through appropriate utilization of new technologies such as PET cross-sectional fusion technology and participation in medical and technical education and research to enhance the quality of patient care (JRCNMT Essentials and Guidelines, 2003.)

**Program Goals**

- Provide and support an educational environment to facilitate proficient clinical performance and demonstration of clinical competency in Nuclear Medicine Technology (NMT).
- Provide students with the knowledge, clinical skills, problem-solving abilities and interpersonal skills to practice in the profession of NMT.
- Graduate NMT professionals who function as competent members of the health care team, who have a commitment to service, life-long learning and excellence.
- Facilitate the development of effective communication skills with patients and other health-care professionals.

**Program Description**

The Nuclear Medicine Technology Track is one of four academic units in the School of Health Sciences. Nuclear medicine is a medical specialty that uses radioactive tracers for diagnostic, therapeutic, and research purposes. Nuclear medicine
Allen College offers nuclear medicine technology as an area of study within the Bachelor of Health Sciences degree program or as a certificate option. Upon satisfactory completion of the NMT track of the BHS program, students receive a Bachelor of Health Sciences degree with a major in nuclear medicine or holding this credential with this degree may be employed as nuclear medicine technologists, supervisors, directors, managers, educators, and researchers. Graduates are eligible for national certification as nuclear medicine technologists.

Upon satisfactory completion of the Allen College certificate program, students receive a nuclear medicine technology certificate. Students earning this certificate are frequently employed by hospitals, clinics, and physicians’ offices where nuclear medicine technologists are needed. Graduates are eligible for national certification as nuclear medicine technologists.

**Felony Convictions**

Eligibility for certification requires that the applicant be of good moral character. Conviction of a misdemeanor or felony may indicate a lack of good moral character for American Registry of Radiologic Technologists (ARRT) purposes. The ARRT conducts a thorough review of all convictions to determine their impact on eligibility. Documentation required for a review includes a written personal explanation and court records to verify the conviction, the sentence, and completion of the sentence.

Individuals considering enrollment in an educational program or already enrolled may submit a pre-application form to have the impact of convictions on eligibility evaluated. Pre-Application Review Forms may be requested from the Department of Regulatory Services at the ARRT office. The American Registry of Radiological Technologists: 1255 Northland Drive; St. Paul, Minnesota 51120-1155; Telephone: (651)687-0048; Web Page: [http://www.arrt.org](http://www.arrt.org). If the eligibility review is requested within one year of the intended examination date, a regular examination application form may be submitted early instead of the pre-application form.

Anything less than complete and total disclosure of any and all convictions will be considered as having provided false or misleading information to the ARRT. This is ground for permanent denial of eligibility for certification. The ARRT may conduct criminal background searches whenever appropriate. Disciplinary action may be taken at any time upon discovery that disclosure was not complete.

**Program Course Work**

Classroom work includes radiopharmacy, radiobiology, physics and instrumentation, radiation protection, patient care, radiochemistry and radioimmunology, medical terminology, applied anatomy and physiology, radioimmunoassay techniques, statistics, and computer applications. Most of the didactic coursework is completed in the first 3 months of the track, with some online support.

1500 hours of clinical experience (for a ratio of 50:1 of clinical hours to credit hours) at approved clinical sites involve progressive responsibility in performing nuclear imaging, patient care and record keeping, radiation safety techniques, radiopharmacy, radiobiology, quality control, and computer acquisition and analysis, clinical correlation of nuclear medicine procedures. Students will be required to perform an appropriate number and variety of procedures to achieve desired clinical competencies according to the Essentials and Guidelines for an Accredited Educational Program for the Nuclear Medicine Technologist 2003. Instructor and clinical staff evaluations of student cognitive, psychomotor and technical skills during clinical rotations are used to assess student’s application of theory to practice.

**Essential Functions**

In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential issues associated with meeting these requirements.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>ESSENTIAL FUNCTIONS</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
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<tbody>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient</td>
<td>Establish rapport with patients and</td>
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</table>
to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. 

**Communication**
Communication proficiency at a professional level in English, both verbal and written, to include reading, writing, spelling, speaking, and listening.

Explain procedures, initiate health teaching, document and interpret patient responses. Document clearly, correctly, and without spelling errors. Read at college level.

**Mobility**
Physical abilities sufficient to provide safe and effective patient care.

Transport patients via ambulation, wheelchair, stretchers, and other modes throughout the department and the hospital at large. Provide appropriate life support services. Perform patient positioning and manipulation necessary for procedures/position. Transport, manipulate, and operate equipment, accessories, and ancillary instrumentation for patient imaging.

**Motor Skills**
Gross and fine motor abilities sufficient to provide safe and effective care.

Perform and operate fundamental testing, care, and maintenance of equipment. Manipulate and work with various units. Coordinate examinations and assist physicians.

**Hearing**
Auditory ability sufficient to monitor and assess health needs to communicate with individuals, families, groups, communities, and health care professionals.

Hear monitor alarms, emergency signals, and cries for help.

**Visual**
Visual ability sufficient for observation, assessment, and provision of patient care.

Ability to immobilize patients securely and safely. Perform functions of procedural examinations.

**Other**
Mental alertness sufficient to provide safe, effective patient care.

Observe and respond to patients and perform exams accurately.

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**Admission Requirements for the Nuclear Medicine Technology Program**

Allen College uses a holistic admission review. The process balances academic achievement, work experience, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable life experiences.

The Nuclear Medicine Technology program begins each fall. Applications will not be considered until all required materials are received. Applicant review and admission happens twice each year in October and February. After February, applicant review and admission will continue on a monthly basis until the program is full. Please note the program may fill after February reviews.

**Exceptional Applicant Guaranteed Early EnRollment (EAGER)**

EAGER applicants to a Health Science Program may apply at any time following completion of the junior year of high school and prior to completing 25 semester hours of college credit.

Outstanding high school students and college students who have completed fewer than 25 semester hours of academic credit at the time of application will be considered for admission to a Health Science program as an Eager Student.

High School applicants must:

1. Complete the required application process.
2. Meet at least two of the following three criteria:
   - High School GPA: Applicants must have minimum cumulative grade point average of 3.0 on a 4.0 scale
   - b. High School Class Rank
     - Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper 20% of their graduating class.
     - Applicants who are graduates of non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission. Additional consideration may be given to scores on standardized examinations.
3. Standardized Test Score Requirements
   - The American College Test (ACT), with composite score of 25 or above or another equivalent standardized
NMT: Transfer Student – Bachelor’s Degree in Health Sciences

Transfer student applicants must:

1. Submit official transcripts from all colleges attended.
2. Have, at minimum, a cumulative 2.7 GPA (on a 4.0 scale) in the following courses:
   - Anatomy and Physiology I*
   - Anatomy and Physiology II*
   - Chemistry*
   - Physics*
   - Statistics*
   - Intermediate Written Communication*
   - Oral Communication*
   - Sociology
   - Psychology
   * Denotes courses that are considered in the grade point average of students holding a Baccalaureate degree or seeking the certificate option. All transferrable courses must be completed with a grade of C- or above.
3. Submit two written references
4. Submit Signed Essential Functions Form
5. Submit Job Shadow Experience form

NMT: Transfer Student - Certificate Option

To be considered for admission to the NMT certificate-only option, applicants must hold a bachelor’s degree, associate’s degree or certificate in a healthcare/health science profession. Applications with a certificate in a healthcare/health science profession must also hold licensure or certification in a healthcare profession.

Transfer student applicants must:

1. Submit official transcripts from all colleges attended.
2. Complete a minimum of 25 semester hours of college credit to be considered for admission.
3. Completed all required general education courses accepted by Allen College prior to matriculation at Allen College.
4. Have, at minimum, a cumulative 2.7 GPA (on a 4.0 scale) in the following courses:
   - Anatomy and Physiology I
   - Anatomy and Physiology II
   - Chemistry
   - Physics
   - Statistics
   - Intermediate Written Communication
   - Oral Communication
   - All transferrable courses must be completed with a grade of C- or above.
5. Submit two Written References
6. Submit signed Essential Functions form
7. Submit Job Shadow Experience form

Required Application Materials for the Nuclear Medicine Technology Program

- Applications for admission are taken throughout the year. However, students are encouraged to apply early, as space is limited.
- Submit a completed application form and non-refundable application fee of $50. The application can be found online at www.AllenCollege.edu.
- Submit an official high school transcript or certification of the General Educational Development Test (GED) (EAGER Students Only)
- Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College.
- Submit American College Testing (ACT) scores or other standardized test scores, if applicable.
- Submit an academic reference form. Examples include a guidance counselor, teacher, or college professor.
- Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

Requirements for Enrollment in the Nuclear Medicine Technology Program

Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be
Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

Undergraduate Readmission Process
Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

1. Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
2. Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Undergraduate Selection Process
Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable life experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office’s decision as soon as possible after the meeting in which the completed application was reviewed.

Undergraduate Transfer Credit Policy 2-T-800-01
Courses from regionally accredited post-secondary institutions may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. If the courses are comparable to courses accepted at Allen College then credit will be granted.

General education courses not offered at Allen College are typically transferred based on the standards of the University of Northern Iowa (UNI). However, Allen College reserves the right to use course descriptions and syllabi to determine if courses not transferrable to UNI are acceptable for Allen College programs. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College/UNI course in terms of content and rigor.

The following criteria are applied to determine the suitability of courses for transfer:

- The course has approximately equivalent content, contact and/or clinical hours as are required for a comparable Allen College/UNI course.
- The course requires student assessments, such as exams or writing assignments approximately as extensive as those required for a comparable Allen College/UNI course.
- The course uses a standard text book equivalent to that used in a comparable Allen College/UNI course.
- The course covers approximately the same amount of material as is covered in a comparable Allen College/UNI course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College.
Undergraduate students may transfer in up to 12 hours of technical credit towards and associate’s or bachelor’s degree at Allen College. Refer to 2-A-800-01, Admissions Criteria for Undergraduate Health Sciences Students and 2-A-800-03 Admissions Criteria for Undergraduate Nursing Students for a list of passing grades in the undergraduate programs.

Procedure

- At any time during the application process, students may request a degree audit based on previous college transcripts. This may be used as an estimation of coursework to complete prior to admission. Degree audits are not official until the student has been admitted and all official transcripts have been received.
- When students apply, the Admissions Counselor reviews coursework taken at other institutions to determine whether the courses are acceptable for transfer. A degree audit will be prepared indicating which courses have been accepted for transfer and will be sent to the student with the admissions letter.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student’s declared program of study.

Health Sciences Transferrable Professional Educational Courses:
Professional educational courses may be considered and evaluated for transfer on an individual basis. Each request must be submitted to the Health Sciences APG committee for evaluation of course content.

Classification
Students’ classification is based on the cumulative completion of major courses.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0-29 Freshman</td>
<td>60-89 Junior</td>
</tr>
<tr>
<td>30-59 Sophomore</td>
<td>90+ Senior</td>
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Academic Load
A typical health sciences student enrollment is 12 to 16 credit hours per fall or spring. Eighteen or more semester hours require written permission by the Health Sciences APG Committee and are based upon a minimum grade point average of 3.25 and availability of space. A typical enrollment for the summer semester is 6-11 credit hours.

Progression in the Nuclear Medicine Technology Program
After admission to the undergraduate program, placement in health sciences courses and nursing courses for the academic year is based on the following priority placement:

A. Full-time, regular progression students.
B. Part-time, regular progression students.
C. Students who have interrupted their studies but are in good academic standing.
D. Students who have withdrawn from one or more health sciences or nursing courses.
E. Students who have failed and successfully repeated a health sciences or required general education course.
F. Students who need to repeat a health sciences, general education prerequisite or co-requisite.
G. Students who have been dismissed and reinstated.
H. Transfer students from other programs according to admission, progression, and graduation guidelines.
I. Students on hold will not be registered until hold is removed, potentially affecting progression.

*Priority placement does not apply to students who are on hold.

Satisfactory Progression in the Nuclear Medicine Technology Program
Progression within the program is dependent upon the satisfactory completion of prerequisite and/or concurrent courses. Satisfactory completion is defined as:

A. A grade of C or above in each Health Sciences course.
B. A grade of C- or above in each required general education (support course).
C. Satisfactory clinical performance in all courses with a clinical component.
D. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
E. Satisfactory completion of 24 credit hours per year for full-time students.
F. Satisfactory completion of one-half of attempted hours for part-time students.

Academic Warning, Probation and Dismissal
Students may progress to the next semester of courses upon the successful completion of all prior semester Nuclear Medicine Technology courses. Students wishing exception to this practice must petition the School of Health Sciences APG Committee.
Midterm Grades in the Nuclear Medicine Technology Program

Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

Repeating Courses

A student will be allowed to repeat no more than two Allen College courses. If a third course is failed, the student will be dismissed from Allen College. An Allen College course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Academic Probation and Dismissal

Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.0.

*Academic probation* allows the student one semester to obtain a semester grade point average of 2.0 or above. If a student fails to obtain a 2.0 in any subsequent semester(s), the student will be dismissed. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.

*Academic Dismissal* occurs if:

- The student's semester grade point average drops below 2.0 for two semesters.
- The student fails to meet program requirements in three required courses designated with DMS, MLS, NMT or RA.
- The student fails to successfully repeat any health sciences course designated with DMS, MLS, NMT or RA.

*Automatic Dismissal* occurs when the student's cumulative grade point average is below 2.0 at any time.

Academic Program Requirements for the Nuclear Medicine Technology Program

General Education Requirements - Bachelor's Degree

Applicants must satisfactorily complete a minimum of 89 semester hours of general education coursework as outlined below:

9 semester Hours in Humanities:
- Intermediate Written Communication (3 s.h.)
- Oral Communication (3 s.h.)
- Humanities Electives (3 s.h.)

3 semester Hours in Diversity
- Diversity Elective (3 s.h.)

15 Semester Hours in Social Sciences
- Psychology (3 s.h.)
- Sociology (3 s.h.)
- Social Science Electives (9)

21-26 Semester Hours in Mathematics/Natural Sciences
- Anatomy and Physiology with lab (6-8 s.h.)
- General Chemistry with lab (3-4 s.h.)
- General Physics with lab (3-4 s.h.)
- Statistics (3-4 s.h.)
- Natural Science Electives (6 s.h.)

36-41 Semester Hours of Elective Coursework

Courses in the following areas are recommended:
- Management
- Economics
- Finance
- Computer Science
- Pathophysiology
- Human Growth and Development
- Ethics

Completion of these minimum requirements does not guarantee admission.
General Education Requirements - Certificate Option

To be considered for admission to the NMT certificate-only option, applicants must have completed a minimum of 27 semester hours of prerequisite coursework with a cumulative grade-point average of at least 2.7.

Required content includes:

- General Chemistry with lab (3-4 s.h.)
- General physics with lab (3-4 s.h.)
- Anatomy and Physiology with lab and covering all body systems (6-8 s.h.)
- Statistics (3 s.h.)
- Intermediate Written communication (3 s.h.)
- Oral communication (3 s.h.)
- Elective General Education Courses in Humanities, Social Sciences, and/or Natural Sciences (6-9 s.h.)

Completion of these minimum requirements does not guarantee admission.

Curriculum

The Bachelor of Health Sciences degree requires a minimum of 124 semester hours, including a minimum of 35 semester hours in nuclear medicine coursework. Students complete the same NMT courses whether they are candidates for the BHS degree or the NMT certificate.

Upon satisfactory completion of the program and completion of baccalaureate degree or certification requirements, graduates are eligible to sit for one of the national certification exams. Generalist certification is offered by several organizations including the Nuclear Medicine Technology Certification Board (NMTCB), and The American Registry of Radiologic Technologists (ARRT).

Sample Curriculum

A minimum of 39 credit hours in required Nuclear Medicine Technology coursework must be completed at Allen College.

Fall Semester – 17 credit hours

- RA:100 Medical Terminology (1 credit hour)
- NMT:300 Methods of Patient Care (2 credit hour)
- NMT: 301 Introduction to Nuclear Medicine (3 credit hours)
- NMT: 400 Nuclear Medicine Physics (3 credit hours)
- NMT: 401 Nuclear Medicine Foundations I (clinical) (3 credit hours)
- NMT: 402 Nuclear Medicine Foundations II (clinical) (6 credit hours)

Spring Semester – 12 credit hours

- NMT: 403 Basic Clinical Nuclear Medicine (clinical) (6 credit hours)
- NMT: 404 Intermediate Clin Nuclear Medicine (clinical) (3 credit hours)
- RA: 154 Imaging Methods and Sectional Anatomy (3 credit hours)

Summer Semester – 9 credit hours

- NMT: 405 Advanced Clinical Nuclear Medicine (clinical) (9 credit hours)

Course Descriptions

RA 100 Medical Terminology 1 credit

A study of the language related to medical science and health sciences specialties. Emphasis is on word analysis, construction, definitions, and pronunciation, spelling and standard abbreviations.

NMT 300 Methods of Patient Care 1 credit

This course is a study of the basic concepts of patient care and assessment during nuclear medicine procedures. The course includes the study of medical ethics and legalities, infection control procedures utilizing universal precautions. Cultural diversity will be discussed as it relates to caring for the patient and family. This course includes the study of tubes, catheters, medication administration, safety and emergency medicine and patient care in specialty areas.

NMT 301 Introduction to Nuclear Medicine 3 credits

This course is designed to provide students with an entrance into the profession of nuclear medicine. Students will learn the ways to be caring and compassionate as they perform nuclear medicine procedures. The history of medical imaging, student role in the health care team, radiation protection procedures, safety regarding ionizing radiation, and application of medical terminology will be explored. Clinical orientation begins with this course.

NMT 400 Nuclear Medicine Physics 3 credits

This course explores the laws and theories of nuclear physics and instrumentation as it relates to nuclear medicine. Students will learn about modes of radioactive decay, rotation detectors and production of radionuclides. Students will have
a deeper understanding of how scans are produced.

NMT 401 Nuclear Medicine Foundations I 3 credits

This course is an in-depth look at the field of nuclear medicine in relation to health care. Students will learn nuclear medicine procedures, what they are used for and how they are utilized for diagnostics. Students will learn radionuclide chemistry and radiopharmaceuticals required for each procedure. Classroom and clinical components contribute to achievement of appropriate skill levels.

NMT 402 Nuclear Medicine Foundations II 6 credits

This course prepares students for the high technical demands of a career in nuclear medicine. Students explore topics including computer systems for nuclear medicine and their applications, SPECT imaging, and the statistical applications required in nuclear medicine. After the completion of this course the students will have skills and knowledge to apply the appropriate quality control measures to produce high quality diagnostic images.

NMT 403 Basic Clinical Nuclear Medicine 6 credits

This is the first completely clinical course. This practicum is designed to develop a basic competency in the manipulation of nuclear medicine equipment in a clinical setting. Students will be performing basic nuclear medicine procedures and observing more advanced exams and procedures.

NMT 404* Intermediate Clinical Nuclear Medicine 6 credits

This practicum provides students opportunities to perform procedures with more autonomy and competency. Students will build upon the skills, knowledge and attitudes developed in the previous clinical practicum. Students begin to complete required clinical competencies that will allow them to succeed on the national certification exams and within the profession.

* Indicated a service-learning component as a part of the course.

NMT 405 Advanced Clinical Nuclear Medicine 6 credits

This course is designed to create a transition for students into the working world of nuclear medicine. All required competencies for this program will be fine tuned and must be completed prior to graduation. Students will complete final preparation for the national certification exams.

RA 154 Imaging Methods and Sectional Anatomy 3 credits

This course will introduce students to imaging modalities including computed tomography and magnetic resonance imaging. This course will also include detailed cross-sectional anatomy. This course is taught in the classroom and online.

**Public Health – Health Care Leadership Bachelor of Health Sciences**

**Program Mission**

The mission of the Bachelor of Health Sciences in Public Health – Health Care Leadership (BHS-PH) degree program is to translate population-based knowledge into strategies to prevent human disease and disability. The program prepares graduates for careers in the public health field that focus on interventions and programs aimed at improving the health status and quality of life for individuals and populations. The Public Health – Health Care Leadership program is dedicated to a holistic approach to education recognizing the uniqueness of each student, to excellence in education and to the utilization of and participation in scholarship and evidenced based practices that promote health and prevent human disease and disability.

**Program Goals**

The BHS-PH program seeks to:

1. Educate professional who are competent care providers in a variety of public health settings;
2. Promote critical thinking, scholarship, and citizenship to improve the quality of life for individuals, families and communities;
3. Facilitate the development of effective communication skills; and
4. Develop a commitment to lifelong learning and the role of the population-focused health professional.

**Program description**

The purpose of this bachelor’s degree program is to prepare graduates who can become leaders in variety of health care settings. The program leads to the Bachelor of Health Sciences degree with a major in public health. This degree may serve as a terminal degree or as the basis for graduate study in public health, occupational therapy, or other advanced degrees in the health sciences.

The Course content, delivered 100 percent online, is designed to prepare students and working professionals with a health care background for leadership roles in the field. Students will be exposed to broader concepts outside of patient care,
such as health care policy, cultural competence, epidemiology, and population health. The faculty believes these concepts and values are essential in the education of the baccalaureate-prepared population-focused health professional.

Allen College, part of UnityPoint Health System, understands baccalaureate-prepared health care providers are better prepared to take on expanded roles after graduation. The program prepares graduates to be cognizant of new systems of health care delivery, changing disease patterns, population patterns, and a more health conscious public.

Because this is an online program, most students work part-time or more while enrolled in the program and do not need to relocate near the college. This may significantly reduce the amount of financial aid students need in order to complete the degree.

**Essential Functions**

In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirement for this program. Student in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with Vice Chancellor to discuss any potential issues associated with meeting these requirements.

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<th>Essential Function</th>
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<tr>
<td>Possess a sound intellect</td>
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<tr>
<td>Possess good motor skills</td>
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<tr>
<td>Possess effective verbal and written communication skills</td>
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<tr>
<td>Possess professional skills such as the ability to work independently and manage time efficiently</td>
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<td>Hold sound psychological health and stability</td>
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**Admission Requirements for the Public Health Program**

Allen College uses a holistic admission review. The process balances academic achievement, work experience, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable life experiences.

The Public Health - Health Care Leadership program accepts students in the fall and spring semesters, though fall is generally preferred. Applications will not be considered until all required materials are received. Applicant review and admission happens through the year.

Applicants are considered for admission to the Public Health program as transfer students from other regionally accredited colleges and universities. Any student transferring to Allen College Bachelors of Health Sciences in Public Health who has received an Associate degree in healthcare is considered to have met all general elective credit requirements and able to transfer 72 credit hours.

**Exceptional Applicant Guaranteed Early EnRollment (EAGER)**

EAGER applicants to a Health Science Program may apply at any time following completion of the junior year of high school and prior to completing 25 semester hours of college credit.

Outstanding high school students and college students who have completed fewer than 25 semester hours of academic credit at the time of application will be considered for admission to a Health Science program as an Eager Student.

High School applicants must:
1. Complete the required application process.
2. Meet at least two of the following three criteria:
   a. High School GPA: Applicants must have minimum cumulative grade point average of 3.0 on a 4.0 scale
   d. High School Class Rank
      - Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper 20% of their graduating class.
      - Applicants who are graduates of non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission. Additional consideration may be given to scores on standardized examinations.
   e. Standardized Test Score Requirements
      - The American College Test (ACT), with composite score of 25 or above or another equivalent standardized college entrance test is required.

Public Health: Transfer Student

Transfer student applicants must:
1. Submit official transcripts from all colleges attended.
2. Complete a minimum of 25 semester hours of college credit to be considered for admission.
3. Complete, at the minimum, 72 semester hours of credit accepted by Allen College prior to matriculation at Allen
College. Students may complete elective courses while enrolled in the PH program as a part-time student.

4. Have, at minimum, a cumulative 2.7 GPA (on a 4.0 scale).
5. Submit Written Reference
6. Submit Signed Essential Functions Form

Public Health: Certificate Option
To be considered for admission to the PH certificate-only option, applicants must hold a bachelor’s degree.

Transfer student applicants must:
1. Submit official transcripts from all colleges attended.
2. Have, at minimum, a cumulative 2.7 GPS (on a 4.0 scale).
3. Submit Written Reference
4. Submit Signed Essential Functions Form

Required Application Materials for the Public Health Program
- Applications for admission are taken throughout the year. However, students are encouraged to apply early, as space is limited.
- Submit a completed application form and non-refundable application fee of $50. The application can be found online at www.AllenCollege.edu.
- Submit an official high school transcript or certification of the General Educational Development Test (GED) (EAGER Students only).
- Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College.
- Submit American College Testing (ACT) scores or other standardized test scores, if applicable.
- Submit an academic reference form. Examples include a guidance counselor, teacher, or college professor.
- Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

Requirements for Enrollment in the Public Health Program
Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

Undergraduate Readmission Process
Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:
1. Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
2. Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.
Undergraduate Selection Process
Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable life experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office's decision as soon as possible after the meeting in which the completed application was reviewed.

Undergraduate Transfer Credit Policy 2-T-800-01
Courses from regionally accredited post-secondary institutions may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. If the courses are comparable to courses accepted at Allen College then credit will be granted.

General education courses not offered at Allen College are typically transferred based on the standards of the University of Northern Iowa (UNI). However, Allen College reserves the right to use course descriptions and syllabi to determine if courses not transferrable to UNI are acceptable for Allen College programs. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College/UNI course in terms of content and rigor.

The following criteria are applied to determine the suitability of courses for transfer:

- The course has approximately equivalent content, contact and/or clinical hours as are required for a comparable Allen College/UNI course.
- The course requires student assessments, such as exams or writing assignments approximately as extensive as those required for a comparable Allen College/UNI course.
- The course uses a standard text book equivalent to that used in a comparable Allen College/UNI course.
- The course covers approximately the same amount of material as is covered in a comparable Allen College/UNI course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Undergraduate students may transfer in up to 12 hours of technical credit towards and associate’s or bachelor's degree at Allen College. Refer to 2-A-800-01, Admissions Criteria for Undergraduate Health Sciences Students and 2-A-800-03 Admissions Criteria for Undergraduate Nursing Students for a list of passing grades in the undergraduate programs.

Procedure
- At any time during the application process, students may request a degree audit based on previous college transcripts. This may be used as an estimation of coursework to complete prior to admission. Degree audits are not official until the student has been admitted and all official transcripts have been received.
- When students apply, the Admissions Counselor reviews coursework taken at other institutions to determine whether the courses are acceptable for transfer. A degree audit will be prepared indicating which courses have been accepted for transfer and will be sent to the student with the admissions letter.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student's declared program of study.

Health Sciences Transferrable Professional Educational Courses:
Professional educational courses may be considered and evaluated for transfer on an individual basis. Each request must be submitted to the Health Sciences APG committee for evaluation of course content.

Classification
Students’ classification is based on the cumulative completion of major courses.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Freshman</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>0-29</td>
<td></td>
<td>60-89</td>
<td></td>
</tr>
<tr>
<td>30-59</td>
<td>Sophomore</td>
<td>90+</td>
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Academic Load
A typical health sciences student enrollment is 12 to 16 credit hours per fall or spring. Eighteen or more semester hours
require written permission by the Health Sciences APG Committee and are based upon a minimum grade point average of 3.25 and availability of space. A typical enrollment for the summer semester is 6-11 credit hours.

**Progression in Public Health Program**

After admission to the undergraduate program, placement in health sciences courses and nursing courses for the academic year is based on the following priority placement:

A. Full-time, regular progression students.
B. Part-time, regular progression students.
C. Students who have interrupted their studies but are in good academic standing.
D. Students who have withdrawn from one or more health sciences or nursing courses.
E. Students who have failed and successfully repeated a health sciences, nursing or required general education course.
F. Students who need to repeat a health sciences, nursing or general education prerequisite or co-requisite.
G. Students who have been dismissed and reinstated.
H. Transfer students from other programs according to admission, progression, and graduation guidelines.
I. Students on hold will not be registered until hold is removed, potentially affecting progression.

*Priority placement does not apply to students who are on hold.*

**Satisfactory Progression in the Health Sciences Programs**

Progression within the program is dependent upon the satisfactory completion of prerequisite and/or concurrent courses.

Satisfactory completion is defined as:

- A grade of C or above in each Health Sciences course.
- A grade of C- or above in each required general education (support course).
- Satisfactory clinical performance in all courses with a clinical component.
- Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
- Satisfactory completion of 24 credit hours per year for full-time students.
- Satisfactory completion of one-half of attempted hours for part-time students.

Students may progress to the next semester of courses upon the successful completion of all prior semester Public Health courses. Students wishing exception to this practice must petition the School of Health Sciences APG Committee.

**Academic Warning, Probation and Dismissal**

**Midterm Grades in the Public Health Program**

Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

**Repeating Courses**

A student will be allowed to repeat no more than two Allen College courses. If a third course is failed, the student will be dismissed from Allen College. An Allen College course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

**Academic Probation and Dismissal**

Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.0.

- **Academic probation** allows the student one semester to obtain a semester grade point average of 2.0 or above.
- If a student fails to obtain a 2.0 in any subsequent semester(s), the student will be dismissed. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.

**Academic Dismissal** occurs if:

- The student’s semester grade point average drops below 2.0 for two semesters.
- The student fails to meet program requirements in three required courses designated with DMS, MLS, NMT or RA.
- The student fails to successfully repeat any health sciences course designated with DMS, MLS, NMT or RA.

**Automatic Dismissal** occurs when the student’s cumulative grade point average is below 2.0 at any time.

**Academic Program Requirements for the Public Health Program**

**General Education Requirements – Bachelor’s Degree**

All 88 credit hours of required general education coursework must be completed prior to enrollment at Allen.
Students attend a regionally accredited institution of their choice to complete the general education courses.

- **Humanities:** (15 credits)
  - Intermediate Written Communication (3 credit hours)
  - Oral Communication (3 credit hours)
  - Humanities Electives (9 credit hours)

- **Social Sciences:** (12 credits)
  - Sociology (3 credit hours)
  - Psychology (3 credit hours)
  - Social Science Electives (6 credit hours)
    Defined by Allen College as Geography, History, Political Science, Psychology, Social Work, Sociology, Anthropology and Criminology

- **Natural Science Electives:** (17 credit hours, up to 8 credit hours per each subject area)
  - Defined by Allen College as Biology, Chemistry, Computer Science, Earth Science, Mathematics and Physics. At least one course (minimum 3 credit hours) must have a lab.

- **Diversity Elective** (3 credit hours)

- **General Elective Requirements:** (41 credit hours)
  - Defined by Allen College as any transferable college level course (Students with an Associate degree in health care will be automatically awarded 41 General Elective credits).

Students must earn at least 124 credit hours for the degree Bachelor of Health Science with a major in Public Health. All general education courses must be completed at a regionally accredited institution of the student’s choice.

**General Education Requirements - Certificate Option**
The certificate program in Public Health offered by Allen College is designed for non-degree students. Non-degree students must have earned at least bachelor’s degree from an accredited college or university with a minimum of 2.7 GPA. There are no specific bachelor's majors required for admission into this program.

**Curriculum - Degree option**
The Bachelor of Health Sciences degree requires a minimum of 124 semester hours, including a minimum of 36 semester hours in public health coursework.

The courses offered under full time and part time study plans are outlined below. All the courses are 3 credit hour courses.

**Full-Time Study Plan**
All courses are 3 credit hours.

**Fall**
PH: 410 The American Health Care System
PH: 400 Introduction to Public Health
PH: 430 Introduction to Epidemiology and Biostatistics

**Fall Electives** (Choose 1)
NU: 307 Collaboration & Communication in Health Care
NU: 541 Health Care Informatics
PH: 470 Environment & Public Health

**Spring**
PH: 440 Health Promotion & Disease Prevention
PH: 450 Social Determinants of Health
PH: 480 Public Health Research and Evaluation OR
NU: 380 Introduction to Nursing Research (RN Students Only)

**Spring Electives** (Choose 1)
NU: 307 Collaboration & Communication in Health Care
NU: 447B Health Care Informatics
NU: 520 Policy, Organization, and Finance
NU: 541 Health Care Informatics
PH: 460 Public Health Preparedness

**Summer**
PH: 420 Health Care in Diverse Communities
PH: 490 Ethics, Law & Healthcare Policy
PH: 499 Capstone Project in Public Health OR
NU: 450 Nursing Care of the Community as Client (RN Students Only)

**Summer Electives** (Choose 1)
NU: 447B Health Care Informatics
NU: 541 Health Care Informatics
NU: 664 Health Care Economics & Financial Management
PH: 476 Introduction to Global Health

**Part-Time Study Plan (Example)**

**Fall 1**
PH: 400 Introduction to Public Health
PH: 410 The American Health Care System

**Spring 1**
PH: 440 Health Promotion and Disease Prevention
PH: 450 Social Determinants of Health

**Summer 1**
PH: 490 Ethics, Law and Health Care Policy
PH: 470 Environment and Public Health

**Fall 2**
PH: 430 Introduction to Epidemiology and Biostatistics

**Fall Electives (Choose 1)**
NU: 307 Collaboration & Communication in Health Care
NU: 541 Health Care Informatics
PH: 470 Environment & Public Health

**Spring 2**
PH: 480 Public Health Research and Evaluation

**Spring Electives (Choose 1)**
NU: 307 Collaboration & Communication in Health Care
NU: 447B Health Care Informatics
NU: 520 Policy, Organization, and Finance
NU: 541 Health Care Informatics
PH: 460 Public Health Preparedness

**Summer 2**
PH: 499 Capstone Project in Public Health

**Summer Electives** (Choose 1)
NU: 447B Health Care Informatics
NU: 541 Health Care Informatics
NU: 664 Health Care Economics & Financial Management
PH: 476 Introduction to Global Health

**Curriculum – Certificate option**

All the courses are 3 credit hour courses.

**Required courses**
PH: 400 Introduction to Public Health
PH: 450 Social Determinants of Health

**Elective Courses** (must complete any two courses from the list below)
PH: 410 The American Health Care System
PH: 430 Introduction to Epidemiology and Biostatistics
PH: 420 Health Care in Diverse Communities
PH: 440 Health Promotion and Disease Prevention
PH: 460 Public Health Preparedness
Course descriptions

PH: 400 Introduction to Public Health 3 credits
This course provides a basic introduction to public health concepts by examining the philosophy, history, organization, and different disciplines of public health. It will introduce students to a range of topics, issues and policies to help understand current public health systems, policies and practices. The contents of the course will include material on public health foundation courses such as epidemiology, biostatistics, health services, population health etc. along with emerging topics in public health.

Mode of delivery – Internet

PH: 410 The American Health Care System 3 credits
This course provides an overview of U.S. Healthcare system. Students will be taught about fragmented nature of the system. In addition, they will be exposed to ever changing nature of the healthcare system, mainly in response to concerns regarding access, quality and cost.

Mode of delivery – Internet

PH: 420 Health Care in Diverse Communities 3 credits
This course will introduce students to different communities; and will focus on their health status, and complexities of health service delivery to these populations. It will provide a deeper understanding of the health inequalities; and will address variables such as gender, age, race, lifestyle, culture, and social class and how they are related to health status and health service needs.

Mode of delivery – Internet

PH: 430 Introduction to Epidemiology and Biostatistics 3 credits
This course introduces the basic concepts of epidemiology and biostatistics as applied to public health problems. It will introduce students to the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes will also be introduced, along with methods to compute basic descriptive statistics.

Mode of delivery – Internet

PH: 440 Health Promotion and Disease Prevention 3 credits
Provides an introduction to the theory and application of health promotion principles. Personal and public health lifestyles, identification of risk factors and behavioral change strategies that promote positive health behaviors of individuals, groups, and communities are covered.

Mode of delivery – Internet

PH: 450 Social Determinants of Health 3 credits
This course focuses on the systematic study of the social and economic conditions under which people live that determine their health. It will explore how social influences such as income, living conditions, education, infrastructure, religious affiliation, health care, social capital, stress, gender, and race affect health and longevity. The course will also examine the role of public policy in shaping health outcomes for communities.

Mode of delivery – Internet

PH: 460 Public Health Preparedness 3 credits
Introduces emergency management concepts as they apply to public health. Key elements of public health preparedness and response to the variety of natural, technological, and man-made disasters occurring routinely on a global basis.

Mode of delivery – Internet

PH: 470 Environment and Public Health 3 credits
Explores the relationship of people to their environment, environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical and physical materials in our environment. Topics include water quality, waste management, including hazardous waste; air quality and management; food protection; and other environmental topics.

Mode of delivery – Internet
PH: 476 Introduction to Global Health 3 credits
Focuses on current health policy issues within the context of the U.S. health care system and the political environment. Introduces major health care policy perspectives and their implications for public health. Includes an overview of ethical and legal standards and regulations affecting public health.

Mode of delivery – Internet

PH: 480 Public Health Research and Evaluation 3 credits
On the examination and application of concepts, models and quantitative methods that facilitate the investigation of contemporary research in the field of Public Health.

Mode of delivery – Internet

PH: 490 Ethics, Law and Health Care 3 credits
Explores interconnections among ethics, law and health care by examining classic legal-medical ethics cases, legal rules and ethical principles, access to health care and patients’ rights. Special attention will be given to ethical conflicts, as well as the roles of ethics consultants and ethics committees.

Mode of delivery – Internet

PH: 499 Capstone Project 3 credits
Designed for student to integrate, synthesize and apply knowledge from the entire curriculum. Options include a public health or health care internship; or development of an evidence-based project with a scholarly paper.

Mode of delivery – Internet

Population Health Minor for Health Sciences Students
Curriculum – BHS with minor in Population Health
All the courses are 3 credit hour courses.
Required courses
PH: 400 Introduction to Public Health
PH: 430 Introduction to Epidemiology and Biostatistics
PH: 450 Social Determinants of Health

Elective courses – (must complete any two courses from the list below)
PH: 410 The American Health Care System
PH: 460 Public Health Preparedness
PH: 470 Environment and Health
PH: 476 Introduction to Global Health
PH: 490 Ethics, Law and Health Care
Master of Science in Occupational Therapy
The Master of Science (MS) Program in occupational therapy focuses on preparing clinicians for local and rural care. It requires approximately 27 months of study to complete and is designed to graduate high quality, entry-level practitioners that can fill the need for therapists in the surrounding communities. Emphasis is placed on the following curricular themes:

- Evidence Based Practice
- Occupation and Participation Focus
- Client Centered Care (Caring)
- Critical Reasoning and Life Long Learning
- Fieldwork, Outreach, and Community Services

In each of the themes, core concepts are integrated with increasing complexity. Teaching and learning activities and experiences are designed to enhance the integration of content. Foundational information is provided during the first semesters and critical reasoning is expanded upon throughout the curriculum. The themes reflect the faculty and institution’s philosophical beliefs about people, healthcare trends, the meaning of occupation, teaching-learning, and the integrated fieldwork experiences. Foundational knowledge cycles expose the student to current and emergent theory, models, frames of reference, and evidence. Learners are challenged to explore, integrate, and synthesize the content, skills, and values with corresponding laboratory and Fieldwork experiences. This process develops the learner’s manual and critical reasoning skills. Learners will gain leadership skills and new roles preparing them for entry level practice. Students will be exposed to a variety of healthcare settings, reimbursement models, providers, and clients and learn to work as an effective, respected member of a professional team. They will develop evidence based critical reasoning for the selection and application of the most appropriate assessment and intervention plans. Collaborative client centered care is a primary focus and students will be exposed to cultures and ethical scenarios with increasing complexity transforming them into an ethical, caring and competent occupational therapist.

The sequencing of the themes integrates the core values of evidence based practice, a focus on occupation, client centered care, critical reasoning and lifelong learning, integrated fieldwork experiences, and outreach and community services. Projects, service, outreach, fieldwork and presentations will illustrate learning outcomes. Developing a graduate that is ethical, competent, and committed to the profession, its consumers, and society at large is a critical element of the curriculum. Graduates will be expected to participate in scholarship and research to critically evaluate the evidence.

Mission
The mission of the Department of Occupational Therapy is to prepare exceptional occupational therapy professionals that recognize the importance of participating in community service, scholarship, and lifelong learning, as they employ evidence-based clinical reasoning skills and an occupation-based, client-centered focus, in meeting the health care needs of diverse populations.

Vision
To be recognized as a competent provider of occupational therapists that are prepared to provide quality healthcare and outreach services striving to meet the demands of a diverse society.

Values
The Allen College OT graduate will emulate the institution’s core values of caring, community, integrity, learning, quality, and accountability. These values will prepare the Allen College OT graduate to embrace diversity, social responsibility, leadership, partnership, and professionalism in all personal and professional endeavors.

Program Goals
Graduates of the Allen College OT Program will be able to:

1. Use critical reasoning to provide evidence based occupational therapy services in a variety of service delivery models, health care settings, and community-based systems.

2. Provide services within a client-centered, occupational-based theoretical foundation with consideration of the underlying factors including, but not limited to, the culture and contexts that influence the individual’s ability to engage in meaningful occupational tasks and roles.

3. Clearly articulate, document, and apply professional principles and ethics, in the advocacy of the client’s needs as well as the needs of the OT profession.

4. Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through compensation, adaptation, and the selection and participation of appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupations.
5. Demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel including fieldwork students within the guidelines of the professional practice.

6. Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, significant others, and caregivers to achieve the desired occupational therapy outcomes.

Program Description
The Allen College Master of Science (MS) degree requires approximately 27 months of classroom and fieldwork preparation. Program content supports the student in learning to critically reason, effectively judge the current evidence, and develop quality skills necessary for delivering occupation-based, client-centered care that is culturally appropriate and respectful. Fieldwork experiences are scheduled in each semester of the program to build the student's direct services skills and assure that they are well versed in the foundational operations of a variety of practice settings. Additional outreach service experiences are designed to help the student develop advocacy, management, and leadership, and skills for use in a variety of practice settings.

As graduates of the program these students will emulate the institution's core values of caring, community, integrity, learning, quality, and accountability. These values will prepare them to embrace diversity, social responsibility, leadership, partnership, and professionalism in all personal and professional endeavors. Life satisfaction results from successful participation in valued occupations that are appropriate to our current surrounding contexts. The students in the Allen College OT Program will collaborate with clients, families, and other support systems to develop plans of care that match client capacities and support development of new skills necessary to meet their current health care needs. Ultimately, graduates of the program will be prepared to practice with a clear understanding of emerging trends in global health and will be able to employ social justice values as they assist their clients in reaching desired health care outcomes.

Program Outcomes
The program competencies for graduates of the Allen College’s Occupational Therapy Program reflect the department’s commitment to meeting the health care needs of recipients of service and the missions of the profession of OT and Allen College. The competencies delineate the expectations of entry-level competency as a general practitioner and continuation of competency through life-long learning. Graduates are expected to have acquired a solid foundation in the arts and sciences of occupational therapy as well as the humanitarian skills necessary to provide quality services within the diverse population that will be encountered in a variety of healthcare settings. Upon completion of the professional program, each Allen College OT graduate is expected to be able to:

1. Use critical reasoning to provide evidence based occupational therapy services in a variety of service delivery models, health care settings, and community-based systems. These services includes procedures related to screenings, referrals, assessments, goal setting, interventions, discharge planning, and outcome assessments that foster continuous improvement efforts. All services will be provided within a client centered occupational based theoretical foundation with consideration of the underlying factors including but not limited to culture, Allen College’s and AOTA’s core values, and contexts that influence the individual’s ability to engage in meaningful occupational tasks and roles.

2. Clearly articulate, document, and apply professional principles and ethics, in the advocacy of the client's needs as well as the needs of the OT profession and society.

3. Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through compensation, adaptation, and the selection and participation of appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupations.

4. Within the guidelines of the OT profession, demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel including fieldwork students.

5. Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, OTs and OTAs, caregivers and significant others to achieve the desired occupational therapy outcomes.

6. Continue to assume responsibility for personal and professional growth needed for professional and cultural competence, ethical practices, and life-long learning.
7. Demonstrate skill in critiquing and applying research evidence and a working competence in scientific inquiry, research methodology, and dissemination of knowledge, which will contribute to the validation and future development of occupational therapy theory and practice.

8. Advocate for individuals, populations, and society as well as the OT profession to ensure the promotion of wellness and access to quality preventive health care services. Work to discourage or counteract incidences of health care disparity.

9. Participate in the leadership, advocacy, and promotion of occupational therapy through membership and participation in professional organizations, government agencies, human service organizations, and community outreach.

10. Demonstrate professional behavior in all interactions and demonstrate caring, values and attitudes consistent with the current Code of Ethics and Standards of Practice of the American Occupational Therapy Association, Inc. and its credentialing and regulatory agencies.

11. Demonstrate a proficiency in the use of advancing technology to advance OT practice, enhance proficiency and competence, and client centered outcomes. Work to teach the use of appropriate technology, modifications, and adaptations to enhance productivity and the engagement in meaningful occupations.

12. Develop the research skills to critique today’s practice for tomorrow’s needs. The outcomes for this ability include developing a research proposal, conducting a study, interpreting results, and discerning the implications for the OT profession. These skills will contribute to the advancement of OT profession’s contribution to the client and society.

Accreditation
The entry-level occupational therapy master's degree program has received pre-accreditation status from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). More information about certification is available at www.nbcot.org.

In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Essential Functions
The holder of an occupational therapy degree must have the knowledge and skills to function in a broad variety of therapeutic situations and provide a wide spectrum of patient care. In order to carry out such activities the therapist must be able to quickly, consistently, and accurately integrate, analyze, and synthesize data.

A candidate for a Master of Science degree in Occupational Therapy at Allen College will be expected to meet standards similar to the Iowa Core Performance Standards for Health Care Career Programs developed by the Iowa Community Colleges by possessing the following variety of abilities and skills as defined below:

- Observation: Prospective students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a client accurately at a distance and up close.
- Communications: Prospective students should be able to speak, hear, and observe clients in order to elicit information; examine and treat; describe observable changes in mood, activity, and posture; and perceive non-verbal communication. They must be able to communicate effectively and sensitively in speech, reading, and writing with clients, families, and all members of the health care team.
- Motor: Prospective students should have sufficient motor functions to stabilize and execute the movements required in safe and effective clinical care. This requires coordination of both gross and fine motor movements, equilibrium, and functional use of the senses of touch and vision.
- Sensory: Prospective students need enhanced sensory skills such as tactile discrimination and proprioception. This includes the ability to discriminate subtle changes in such things as muscle tone and strength.
- Strength and Mobility: Prospective students need the ability to maintain an upright posture with sufficient strength and mobility to transfer clients lacking those same capabilities.
- Visual Integration: Prospective students need adequate visual capabilities for evaluation and treatment integration, including the assessment of symmetry, range of motion, muscle tone, and tissue texture changes.
- Intellectual, Conceptual, Integrative, Qualitative, and Quantitative Prospective students need to be able to problem solve by measuring, calculating, reasoning, analyzing, and synthesizing. They must also have effective organizational
skills and be able to employ inductive and deductive reasoning strategies as they engage in basic, applied, and translational research. In addition, students need to be able to comprehend three-dimensional relationships, grasp deep understandings of phenomenon, and understand the spatial relationships of structures

- Behavior and Social: Prospective students must possess the emotional health required for exercise of good judgment, full utilization of their intellectual abilities, prompt completion of all responsibilities concerning the evaluation and care of clients, and successful development of mature, sensitive, and effective relationships with clients and other professionals. They must be able to tolerate taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainty inherent in clinical intervention.

In addition it is important to note that prospective students can expect that professionalism and personal qualities such as compassion, integrity, concern for others, interpersonal skills, interests, and motivation will be subjected to assessment at admission and regularly throughout the educational process.

Both the institution and program maintain compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, balancing student rights with institutional standards for admission and matriculation. Reasonable accommodations will be made for specific needs of students with disabilities. Students may apply for accommodations by contacting Student Services. Records are confidential and information is shared only with those who need to know for accommodation purposes.

**Admission Requirements for the Master of Science in Occupational Therapy Program**

Any student who is applying for admission to Allen College and is under the age of compulsory school attendance in Iowa (18) or has earned less than 25 credit hours from an accredited institution of higher education will be required to submit an official high school diploma or its equivalent prior to being admitted to Allen College. This will allow each student admitted to Allen College to be registered as a “regular student” as required by 34CFR600.2.

To be considered for admission to the Master of Science in Occupational Therapy program, applicants must have completed a bachelor's degree and:

1. Submit official transcripts from all colleges attended.
2. Complete all required general education courses with a “C” or above accepted by Allen College prior to matriculation at Allen College. Required courses include:
   - Anatomy & Physiology I w/ lab (4 credit hours)
   - Anatomy & Physiology II w/ lab (4 credit hours)
   - Science Course w/ lab (Biology or Physics recommended) (3 credit hours)
   - Human Growth & Development (Developmental Psychology, Child Development, or any other lifespan development course (3 credit hours)
   - Introduction to Psychology (3 credit hours)
   - Abnormal Psychology (3 credit hours)
   - Sociology/Anthropology Elective (Intro to Sociology or Cultural Anthropology recommended) (3 credit hours)
   - College Algebra or Statistics (3 credit hours)
   - Medical Terminology (2 credit hours)
   - English Composition (3 credit hours)
   - Research Methods Course (3 credit hours)
   - Humanities Electives (art, religion, logic, philosophy, ethics, literature, or foreign language recommended)(6 credit hours)
   *Note: All required general education coursework must have been completed within the last 10 years.
3. Have, at minimum, a cumulative 3.0 undergraduate GPA (on a 4.0 scale).
4. Have, at minimum, a cumulative 3.0 GPA (on a 4.0 scale), with no grade below a “C” in the following courses:
   - Anatomy and Physiology I w/ lab
   - Anatomy and Physiology II w/ lab
   - Science Course w/ lab (Biology or Physics recommended)
   - College Algebra or Statistics
5. Submit two written references from professional individuals who can address work/school habits, ability to work well with others, and commitment to goals.
6. Submit completed Job Shadow Experience form
7. Submit a current personal resume.
8. Students whose first language is not English must prove English proficiency (see policy 2-E-800-05) before the student’s file is reviewed for admission.

Students will only be considered for admission for the upcoming academic year and will not be admitted for a start date
Requirements for Enrollment in the Master of Science in Occupational Therapy Program

The graduate program applicant must:

1. Submit a completed application form for the Master's program and a non-refundable application fee of $50. A check or money order can be made payable to Allen College and mailed to 1825 Logan Avenue, Waterloo, IA 50703. Credit card payments can be made over the telephone at (319) 226-2000 or with an online application at www.allencollege.edu.

2. Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College. If transcripts do not identify course work in nursing research and statistics, send verification of coursework in these areas.

3. Students whose first language is not English must prove English proficiency before the student's file is reviewed for admission. The English Proficiency Policy is available at 2-E-005 in the online policy library.

4. Obtain three references. Forms can be found on the Allen College web site at www.allencollege.edu. At least one reference must be a professional associate (i.e. employer) and one an academic associate (i.e. education).

5. Complete the biographical sketch (Form on the web at www.allencollege.edu).

6. Complete goal statement (Form on the web at www.allencollege.edu).

7. The Student Services Office will verify the status of each applicant's licensure.

Requirements for Enrollment in the Master of Science in Occupational Therapy Program

Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

Notification of Admission

An applicant is notified in writing regarding the Student Services Office's decision as soon as possible after the meeting in which the completed application was reviewed.

Academic Load

Students will be enrolled each year in the fall semester and progress as a cohort throughout the program. Required semester hours will vary from 10 – 14 hours.

Progression in the Master of Science in Occupational Therapy Program

Each semester is a pre-requisite for the next. If a student fails a course or withdraws from a course for any reason they will be removed from their cohort, but may be allowed to return with the cohort (the next year) to attempt the course again. Two failures of the same course will result in dismissal from the program. Failure of any two courses in the program may also result in dismissal from the program.

Satisfactory Progression in the Master of Science in Occupational Therapy Program

Progression within the program is dependent upon satisfactory completion of all coursework and fieldwork. Students must achieve a grade of "B-" or better in each class in the program and must successfully pass their assigned fieldwork placements to progress and graduate.
Failure of a Course
Any student who fails a course will be withdrawn from their cohort and may be allowed to repeat the course with a new cohort the next year. If the student does not successfully pass the course on the second attempt they will be withdrawn from the program.

Academic Warning, Probation and Dismissal

Repeating Courses
Students who fail or withdraw from a course will only be allowed to repeat the course one time. Failure to successfully complete any course after two attempts will result in dismissal from the program.

Academic Probation and Dismissal

Academic probation: A graduate student failing to meet the criteria for satisfactory achievement will be placed on academic probation. A student on probation due to failure to meet the cumulative GPA of 3.0 will be allowed one semester to raise the cumulative GPA to a satisfactory level. If the student fails to do so, he/she may be dismissed from the college.

Failure to meet expectations for professional behavior will be evaluated on an individual basis. Student may also be placed on hold due to failure meet CPR and health requirements and will not be placed in fieldwork until these requirements are met and could face the risk of course failure.

Academic Dismissal: Students are subject to dismissal for:

1. Failure to meet conditional admission requirements.
2. Failure to demonstrate satisfactory achievement within a probationary period.
3. Failure to successfully complete requirements for fieldwork and the degree within 18 months of completion of the didactic coursework.
4. Failure to successfully complete a course on the second attempt.
5. Failure of two different courses (A grade of “B-” or better is required in every course.)
6. Behaviors deemed inappropriate or unethical for professionals or professional environments, or that put patients and others at risk for harm.

The faculty reserves the right to retain only those students who satisfy the requirement of the didactic and clinical performance necessary for safe practice. The faculty may recommend withdrawal of a student for academic issues, health reasons, clinical performance, issues of personal conduct, etc. The Graduate Admissions, Progression, and Graduation (APG) Committee reviews all recommendations for dismissal of a student enrolled in a graduate program.

Curriculum

Allen College’s Master of Science (MS) in Occupational Therapy Program

7 Semesters (Approximately 27 months)

<table>
<thead>
<tr>
<th>Year I-Fall OT 500 Courses</th>
<th>Year I-Spring OT 500 Courses</th>
<th>Year I-Summer OT 500 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 501 - Foundations of Occupational Therapy (4)</td>
<td>OT 511 - Psychosocial Foundations &amp; OT Practice Applications (4)</td>
<td>OT 521 - Contemporary Service Delivery &amp; Community Outreach (3)</td>
</tr>
<tr>
<td>OT 502 - Health &amp; Wellness (2)</td>
<td>OT 512 - Neuroscience Foundations for OT Practice (3)</td>
<td>OT 522 - Assistive Technology &amp; Design (2)</td>
</tr>
<tr>
<td>OT 503 - Musculoskeletal Anatomy (3)</td>
<td>OT 513 - Integrating Cultural &amp; Global Perspectives (3)</td>
<td>OT 523 - OT Practice with Aging Populations (4)</td>
</tr>
<tr>
<td>OT 504 - Applied Kinesiology (3)</td>
<td>OT 518 - Research I: Practice Scholarship (2)</td>
<td>OT 528 - Research II: Design &amp; Methodologies (2)</td>
</tr>
<tr>
<td>OT 509 – Patient Care Skills (2)</td>
<td>14 Credit Hours</td>
<td>12 Credit Hours</td>
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<tr>
<td>14 Credit Hours</td>
<td>12 Credit Hours</td>
<td>11 Credit Hours</td>
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<tr>
<th>Year II Fall OT 600 Courses</th>
<th>Year II Spring OT 600 Courses</th>
<th>Year II Summer OT 600 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 521 - Contemporary Service Delivery &amp; Community Outreach (3)</td>
<td>OT 522 - Assistive Technology &amp; Design (2)</td>
<td>OT 523 - OT Practice with Aging Populations (4)</td>
</tr>
<tr>
<td>OT 528 - Research II: Design &amp; Methodologies (2)</td>
<td>11 Credit Hours</td>
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</tr>
</tbody>
</table>
Note: All students have 18 months from the last day of classroom education in which to successfully complete their fieldwork to receive their degree and graduate from the program.

**Time Limit for Completion of the Program**
Complete the curriculum is expected to take approximately 27 months. If fieldwork is extended for any legitimate reason it must be successfully completed within 18 months of the last day of classes for a student to graduate.

**Fieldwork Experiences**
Students in the OT program will be involved in fieldwork experiences each semester of the program. In the first 5 semesters the students will complete a one week Level I fieldwork experience. These experiences serve to introduce the student to the diversity of practice and the various settings in which practice occurs. Students will experience the day-to-day operations of a clinical environment and build their initial skills for professional practice.

The last 2 semesters will involve the students in a much more extensive 3 month clinical experience (each) that is designed to provide the student with the opportunity to practice providing OT services to clients in an actual practice setting under the supervision and mentorship of an practicing OT professional. The experience is designed for the learner to enter as a student and emerge as an entry-level practitioner. Efforts will be made to match the student with a clinical environment that best meets their needs and interests, whenever possible. Not all requests for special assignments may be possible. All fieldwork assignments must be scheduled and completed within 18 months of the end of classroom coursework for the student to successfully complete the program and graduate.

**Course descriptions**
OT 501 Foundations of Occupational Therapy 4 credits
This course reviews the history of OT practice and explores the current use of philosophies, theories, models and frames of reference. Students are introduced to the Occupational Therapy Practice Framework and explore the profession’s tenets, ethics, and professional roles as applied to varied practice settings. Regional and global public health care needs are reviewed and students are educated on the application of therapeutic use of self and critical reasoning as applied to evidence-based, client/family-centered care for diverse populations. Students who are in good standing with all 1st semester coursework to date will be assigned a Level I Fieldwork experience later in the semester. This experience
Involves a 35-40 hour rotation, within a practice setting, focused on applying the knowledge and skills being learned in the 1st semester. Emphasis is placed on gaining a clear understanding of ethical practice and learning about the various disciplines and team roles. Students will analyze practice environments for application of OT practice as they are exposed to organizational management, direct care situations, and documentation processes.

**Pre-requisite:** Admission into Allen College’s Master of Science in Occupational Therapy Program.

**OT 502 Health & Wellness** 2 credits

This course focuses on a life span analysis of societal and public health principles of illness and wellness. Content includes a critical review of current evidence for assessing physiological, psychosocial, cognitive and behavioral concepts and health care trends and the implications for occupational engagement and OT practice. Global health care trends and public health needs are explored. Cultural influences of health, access to care, health care disparity, and the impact of illness are investigated.

**Pre-requisite:** Admission into Allen College’s Master of Science in Occupational Therapy Program.

**OT 503 Musculoskeletal Anatomy** 3 credits

This course includes examination of the anatomical structures of the human body. Emphasis is placed on the musculoskeletal system of those regions of the body primarily addressed in OT practice. Virtual dissection of body systems and musculoskeletal reviews are analyzed.

**Pre-requisite:** Admission into Allen College’s Master of Science in Occupational Therapy Program.

**OT 504 Applied Kinesiology** 3 credits

This course includes a comprehensive study of human movement. An application of the biomechanical frame of reference to evaluate force, torque, range of motion, strength, endurance, sensation, and edema is included. Laboratory experiences include the analysis of movements and performances of functional tasks/occupations.

**Pre-requisite:** Admission into Allen College’s Master of Science in Occupational Therapy Program.

**OT 509 Patient Care Skills** 2 credits

This course engages the student in the development of professional behaviors, basic patient care skills, and initial competencies associated with OT practice. Students will have opportunities to learn skills for ethical and professional behavior; observation and assessment; development of rapport, client-centered care; and therapeutic use of self.

**Pre-requisite:** Admission into Allen College’s Master of Science in Occupational Therapy Program.

**OT 511 Psychosocial Foundations & OT Practice Applications** 4 credits

This course focuses on the psychosocial foundation of OT practice and emphasizes the knowledge and skills necessary for application of psychosocial intervention across all arenas of care. Initial content will focus on reviewing mental health conditions and exploring the impact of mental health on individuals, cultures, and societies. Students will search for and analyze current evidence and have opportunities to apply theories, frameworks, and clinical reasoning skills in assessment and intervention. Emphasis will be placed on developing professional skills and competencies in assessment and intervention used in psychosocial practice. Students in good standing with all 2nd semester coursework to date will be assigned a 35-40 hour rotation within a practice setting focused on applying the psychosocial/neurological knowledge and skills. Students will analyze the impact of psychosocial health on occupational engagement and participation within various contexts. Cultural acceptance of mental health issues will be explored. Opportunities to expand current knowledge of organizational management, direct care situations, and documentation will be provided. Emphasis is again placed on analyzing practice environments for application of OT practice. This Level I experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process.

**Pre-requisite:** Successful completion of all 1st semester OT graduate courses.

**OT 512 Neuroscience Foundations for OT Practice** 3 credits

This course focuses on neuroanatomy and neurophysiology, and the current neuroscience evidence, as it applies to occupational therapy assessment and intervention. Additional topics include, but are not limited to, neuroscience as it relates to sensory function, behavior, cognition, and motor control. Application of current neuro-rehabilitation models will also be included.

**Pre-requisite:** Successful completion of all 1st semester OT graduate courses.

**OT 513 Integrating Cultural & Global Perspectives** 3 credits

This course critically examines the use of reasoning and decision-making in assessment and intervention, with varied cultures, across the life span. Opportunities to explore processes for addressing ethical and cultural issues, managing language barriers, and improving access to care will be provided. Demographic health care needs of various cultures will be analyzed and assessments and treatments will be reviewed for global application. Case based scenarios will be used to apply logical thinking models to effectively address complex health care needs.

**Pre-requisite:** Successful completion of all 1st semester OT graduate courses.
OT 518  Research I: Practice Scholarship  2 credits
This course is an introduction to graduate research. Learners examine the quality of evidence to guide OT practice decisions. The course includes the use of search engines and relevant resources. The scholarship process includes the critique of the quality of evidence related to the developing a research project. **Pre-requisite:** Successful completion of all 1st semester OT graduate courses.

OT 521  Contemporary Service Delivery & Community Outreach  3 credits
This course focuses on evaluating the evidence and designing programs for occupational therapy services in community and emerging practice settings. Content includes developing needs assessments, designing programs, identifying potential funding resources, and establishing benchmarks. Students will complete a needs assessment for an existing organization, design a program, and submit a proposal. **Pre-requisite:** Successful completion of all 2nd semester OT graduate courses.

OT 522  Assistive Technology & Design  2 credits
This course focuses on the design and use of assistive technologies, adaptations, and environmental modifications to enhance performance, safety, and independence. Content includes opportunities for evaluating the evidence, fabrication, and adaptation. Personal environments, community environments, and practice settings are analyzed for accessibility, necessary modifications, and compliance with legal requirements. **Pre-requisite:** Successful completion of all 2nd semester OT graduate courses.

OT 523  OT Practice with Aging Populations  4 credits
This course involves critical examination of current evidence regarding health care needs and interventions for older adults. Students will explore the continuum of current care services for the older adult population. Services include promotion of wellness and illness models of intervention, productive aging, leisure adaptations, and neuro cognition. Topics will cover wellness programs, services in adult day care centers, assistive living environments, long term care, home health, hospice, and community based programs. Ethics, legislation, liability, reimbursement, advocacy, and documentation using Medicare/Medicaid guidelines are included. Students will develop professional competencies in the assessments and interventions. Evidence based assessments and interventions for sensorimotor, behavioral, cognition, social, and older adult care are included. Students in good standing with all 3rd semester coursework to date will also be assigned to a Level I Fieldwork experience in a setting that addresses the needs of older adults. This experience will serve to enrich didactic coursework through directed observation and participation and allow for analysis of practice environments for application of OT practice. **Pre-requisite:** Successful completion of all 2nd semester OT graduate courses.

OT 528  Research II: Design & Methodologies  2 credits
This course involves advanced exploration of a research topic. Learning experiences include a critical review of related evidence, research methods, instrumentation, study designs, and analysis of results as appropriate for the selected research. Tasks will include critical examination of qualitative and quantitative designs; and methods of analyses and their application in health care studies. Working with a research mentor, and within institutional IRB guidelines, the students will work in small groups to implement an approved research project. **Pre-requisite:** Successful completion of all 2nd semester OT graduate courses.

OT 601  OT Clinical Practice with Children & Adolescent Populations 4 credits
Course content includes opportunities for evidence-based assessment and intervention of children and youth (0-21 years). Content prepares the student for the application of critical reasoning within a variety of settings that offer services for this population. Experiences serve to synthesize the roles of occupational therapists, occupational therapy assistants, and other health care providers in this arena. Topics include professional standards of practice, ethics, advocacy, outcomes assessment, ethics, liability, documentation, and reimbursement of services. Experiences also serve to critically analyze the influence of culture in the provision of care. Emphasis is placed development of professional competencies in the assessment and intervention. Evidence-based occupational therapy assessment and care for children and youth is synthesized in this course. Students in good standing with all 4th semester coursework to date will be assigned a Level I Fieldwork experience in a pediatric/school system setting, which serves to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process. Emphasis will be placed on analyzing practice environments for application of OT practice within communities, schools, and practice settings for children and youth. **Pre-requisite:** Successful completion of all 3rd semester OT graduate courses.

OT 602  OT School System Practice  4 credits
This course involves review of evidence-based services and critical application of the role of the occupational therapist in a school-based setting. Emphasis is placed on understanding the roles of all team members, including the student, parents, guardians, counselors, and teachers. Regulatory guidelines, IEPs, equipment, transitional living needs, and accessibility issues are explored. Professional leadership, advocacy, ethics, supervision and the profession’s ability to enhance educational outcomes are included. Relevant OT models of practice appropriate for the population are synthesized. Coursework will focus on development of professional competencies in the assessment and intervention. Evidence-based
This Level II Fieldwork experience is provided to strengthen the didactic learning experiences of the curriculum. Students in good standing with all 4th semester coursework to date will be assigned a Level I Fieldwork experience in a pediatric/school system setting, which serves to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process. Emphasis will be placed on analyzing practice environments for application of OT practice within communities, schools, and practice settings for children and youth.

**Pre-requisite:** Successful completion of all 3rd semester OT graduate courses.

OT 608 Research III: Application & Data Collection 2 credits

With the support of the research advisor, the course advances the development of the assigned research project and extends the learners' comprehension of the profession's focus on scholarship for practice. Students will employ chosen methods of analysis to examine data collected in their study.

**Pre-requisite:** Successful completion of all 3rd semester OT graduate courses.

OT 611 OT Practice with Adult Populations 4 credits

Content of this course focuses on OT's role with adult clients in collaboratively determine the needs, evidence based assessments, goals, interventions, and discharge plans to address impairments, injuries, or illnesses. Students will apply models of practice and frames of reference in addressing orthopedic, cardiovascular/pulmonary, neurological, and general health care needs. The roles of an occupational therapist, OTA, and other health care providers will be discussed. Information concerning professional standards of practice, ethics, advocacy, outcomes assessment, ethics, liability, documentation, and reimbursement of services is synthesized. Students will have the opportunity to develop evidence-based, professional competencies in evaluation and intervention and analyze the influence of culture in care. Students in good standing with all 5th semester coursework to date will be assigned a fieldwork experience. This Level I experience will allow learners to analyze, evaluate, and synthesize the information and identify client needs, select the appropriate assessments, and establish client centered goals and interventions. Emphasis will be placed on the roles of occupational therapist, occupational therapy assistant, and other health providers and documentation, reimbursement, ethics, and liability will be critically examined.

**Pre-requisite:** Successful completion of all 4th semester OT graduate courses.

OT 612 OT Modalities & Modifications 2 credits

This course involves the application of adjunctive methods to enhance occupational performance. Case-based application of physical agent modalities is included. Current knowledge regarding contraindications and safety procedures is reviewed. Prosthetic training and the design, fabrication, and care of orthotics are explored. Client education in the care and usage of orthoses and prostheses is included. Education concerning professional roles, documentation, reimbursement, safety, and liability is also provided. **Pre-requisite:** Successful completion of all 4th semester OT graduate courses.

OT 613 OT Practice Management & Leadership 3 credits

This course focuses on advocacy and leadership skills and encourages the student to develop a professional practice that includes a mission, vision, strategic and business plans, applicable policies and procedures, a job description, performance benchmarks and appraisal methods. Related interviews, supervision, leadership models, and appraisal methods are included. Trends in health care systems, management principles, promotion, marketing, liability, consultation, advocacy, and consulting roles are also explored. Development of a 5 year professional development plan including goals for advanced practice certifications and fieldwork education are developed. Ethical scenarios as potential practice liability issues are analyzed. Students will also critically analyze the professional entry competencies for practice, including certification and licensure responsibilities.

**Pre-requisite:** Successful completion of all 4th semester OT graduate courses.

OT 618 Research IV: Analysis & Dissemination 2 credits

In this course students will complete the research project (a culminating experience) and deliver a professional presentation of the study. Students will also develop an article for future publication.

**Pre-requisite:** Successful completion of all 4th semester OT graduate courses.

OT 630 Fieldwork II A 10 credits

This Level II Fieldwork experience is provided to strengthen the didactic learning experiences of the curriculum. Students’
professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution's curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values are enhanced with client-centered services delivered with professional mentorship and role modeling. Opportunities for discussion and problem-solving (as needed) of fieldwork experiences (including such topics as supervision, evidence use in practice, ethics, methods, and professional roles) will be provided. Discussions may occur on campus or on-line as appropriate. Focus is on developing the necessary entry-level skills for practice.

**Pre-requisite:** Successful completion of all 5th semester OT graduate courses.

OT 670  Fieldwork II B  10 credits

This Level II Fieldwork experience is provided to strengthen the didactic learning experiences of the curriculum. Students’ professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution’s curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values are enhanced with client-centered services with professional mentorship and role modeling. Opportunities for discussion and problem-solving (as needed) of fieldwork experiences (including such topics as supervision, evidence use in practice, ethics, methods, and professional roles) will be provided. Discussions may occur on campus or on-line as appropriate. Focus is on developing the necessary entry-level skills for practice.

**Pre-requisite:** Successful completion of all 6th semester OT graduate courses.
Doctor of Education in Health Professionals Education

Program Mission
The College provides a quality doctoral program that prepares women and men from culturally, racially, and ethnically diverse communities for teaching and leadership roles in the health sciences. The Doctor of Education in Health Professions (Ed.D.-HPE) program focuses on teaching that reflects societal needs for education in a variety of post-secondary educational settings and is dedicated to preparing individuals for the highest level of educational teaching and leadership.

Program Philosophy
The philosophy and purpose of the Ed.D.-HPE program arise from the mission, philosophy, and goals of Allen College. The faculty believes that doctoral education in health sciences education provides the student with learning that emphasizes critical evaluation of the concepts and theories that underlie the nature and practice of teaching and the extension of the processes of inquiry developed at the master’s and baccalaureate levels (problem solving, critical thinking and research). The purpose of this learning is to develop and test knowledge and to translate the evidence into teaching practice. The faculty recognizes that diverse areas of specialization are guided by an ever changing state of knowledge and emerging societal needs. These provide the groundwork promoting leadership and the ongoing advancement of new knowledge in a variety of health education disciplines.

The faculty also believes that students bring diverse and varying educational, personal, and cultural experiences to their graduate studies. These are valuable to the program and student learning and provide strengths that must be fostered within the educational environment. Students are recognized as self-directed scholars with specific learning needs to support both independent and collaborative practice. The learning environment for doctoral study emphasizes collegial relationships with students, faculty, and professionals from other disciplines.

The faculty believes in the values and goals of higher learning and supports the mission of education, scholarship, practice, and service. Doctorally prepared educators function in the roles of experts and leaders in various health science disciplines and contribute to the body of knowledge that provides a base for practice and the development of those disciplines. Further, doctoral education requires learning experiences and environments that reflect the multicultural composition of the world and the skill of influencing the sociopolitical process as a means of affecting the health care of individual, families and populations.

Program Purpose
The purpose of the Doctor of Education in Health Professions Education program is to educate those who teach and provide leadership in health science and nursing education and who desire to become experts in those roles.

Program Goals
• Prepare educators and leaders for roles in a variety of educational settings.
• Provide graduate education programs of excellence through the use of information, communication, and practice.
• Provide leaders in policy formation, problem solving, service, and teaching.
• Improve quality delivery and outcomes in the practice arenas of health care, administration, and education.
• Develop health care educators to function as facilitators, innovators, leaders, and consultants

Graduate Outcomes
In concert with the philosophy of Allen College, the graduate will:

1. Demonstrate advanced educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development, and evaluation of program and learner outcomes using evidence-based strategies.
3. Advance the scholarship of education in a variety of health science and nursing professions.
4. Evaluate, synthesize, utilize and disseminate the scholarship related to discovery, integration, application, and teaching to further knowledge and competencies of the health science and nursing education professions.
5. Demonstrate organizational and systems leadership to advance quality improvement and systems change.
6. Apply analytical methods and research to develop best practices and practice guidelines.
7. Assume leadership roles in interprofessional collaboration to improve the health outcomes of individuals, families, and populations through the educational preparation and graduation of health science and nursing professionals.

Program Description
Length of Program
• 60 post-master’s credit hours, including a scholarly practice-focused dissertation, that is required for the degree
• 3-4 years full time; 5-7 years part time
  • 6 credit hours per semester and summer x 10 terms = @ 3 ½ years
  • 6 credit hours per semester without summer = 5 years
• 3 credit hours per semester and summer x 20 terms = 6 ½ years
• Six credit hours is considered full time
• All requirements for the Ed.D. must be completed within seven consecutive years, beginning with the date of the student’s initial enrollment in a credit-bearing course in the program.

Transfer of Credit
A maximum of 12 credits of approved post-master’s level coursework applicable to the Ed.D. degree may be transferred from a regionally accredited post-secondary institution. Coursework older than seven years cannot be used to meet requirements for the Ed.D. degree.

Delivery Format
• Coursework will be delivered predominately in an online format with periods of required attendance on campus in concentrated blocks of time
• A one-day doctoral program orientation residency will be required to introduce learners to key components of the doctoral program. One additional four-day summer residency shall be required.

Residency Requirement
The residency requirement for the Ed.D. student will be satisfied during the second year of study. Students will complete a four-day residency during their second summer term to complete the residency requirement.

Candidacy Status
To advance to degree candidacy, students enrolled in the Ed.D. program are required to pass a comprehensive written examination. The comprehensive exam must be successfully completed after the student has completed essentially all coursework, except the scholarly practice-focused dissertation, required for the degree and prior to approval of the dissertation project by the student’s dissertation committee.

Practice Focused Dissertation
The Ed.D. in health professions program prepares practitioner-scholars in health sciences education who develop and disseminate knowledge. The dissertation is a rigorous academic project intended to demonstrate the skills, knowledge and understanding the student has acquired throughout the program. As such, the practice focused dissertation is the final demonstration of competency in the Ed.D. in health professions education program.

The practice focused dissertation is overseen by a committee of doctorally-prepared practitioner-scholars selected by the student from the Allen College faculty. Each dissertation committee shall be required to include a minimum of three faculty members and chaired by a member of the Allen College faculty. The dissertation includes a public oral defense and presentation. A dissertation involving human subjects and/or data collection must meet the standard expectations of doctoral research and have approval of the dissertation committee prior to the data collection.

Admission Requirements for the Doctor of Education Program
1. New students are may be admitted to the program during the fall or spring semester.
2. Completed master’s or higher academic degree from a regionally-accredited post-secondary institution
3. Minimum of 3.25 cumulative GPA in the graduate study
4. A minimum of one year of teaching experience in health education or a related field
5. Two letters of recommendation from individuals who can attest to the applicant’s ability to succeed in a doctoral program
6. Evidence of writing ability demonstrated by previously completed scholarly paper, e.g., term paper, thesis, published article, etc.
7. Professional resume that summarizes work and education history, including an outline of your educational/academic skills, e.g., research and teaching experience, professional affiliations, publications, certifications, presentations, and other professional skills.
8. Admissions Statement to be completed during a campus visit (in a proctored environment) prior to final admission into the program. For students that cannot visit campus during the application process, the written statement can be completed in an off-site proctored environment:
   A. From among the most significant issues in nursing or health sciences education, what specific problem of practice are you interested in investigating during your doctoral study? (1,000 - 1,200 words)
      • Describe the problem of practice
      • Explain why you want to investigate it
      • Provide a strong rationale for the significance of the problem
   B. How have your previous research, work, and life experiences prepared you for the Allen College's doctoral program in health professions education? (300 - 400 words)
9. For applicants whose first language is not English, a TOEFL score of 600 for paper based, 250 for computer based or 100 for Internet-based
Required Application Materials for the Doctor of Education Program

1. Complete the required application process, including submission of official transcripts from all colleges/universities attended.
2. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.
3. Submit three letters of reference from individuals who can attest to the applicant’s ability to succeed in a doctoral program.
4. Submit evidence of writing ability demonstrated by previously completed scholarly paper, e.g., term paper, thesis, published article, etc.
5. Submit a professional resume that summarizes work and education history, including an outline of educational/academic skills, e.g. research and teaching experience, professional affiliations, publications, certifications, presentations, and other professional skills.
6. Complete an admissions statement during a campus visit prior to final admission into the program. For students who cannot visit campus during the application process, the written statement can be completed in a proctored situation: From among the most significant issues in nursing or health sciences education, what specific problem of practice are you interested in investigating during your doctoral study? (1000 – 2000 words).
   - Describe the problem of practice.
   - Explain why you want to investigate it.
   - Provide a strong rationale for the significance of the problem.
   - How have your previous research, work, and life experiences prepared you for the Allen College’s doctoral program in health professions education? (300 – 400 words)
7. Complete an undergraduate or graduate-level three semester hour statistics course prior to matriculation.
8. Have a master's or higher academic degree from a regionally-accredited post-secondary institution.
9. Have a minimum graduate grade point average (GPA) of 3.25 on a 4.0 scale.
10. Have a minimum of one year of teaching experience in health education or a related field.
11. An interview may be required.

Requirements for Enrollment in the Doctor of Education Program
Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

Request for Reinstatement Following Voluntary Withdrawal
Re-instatement of students who have voluntarily withdrawn from the Doctor of Education program for any reason is not automatic and is not guaranteed. Students in good academic standing who have voluntarily interrupted their program of study for any reason may request to reenter the program through the following procedure. This procedure applies to any student who has not been continuously enrolled in at least one course each semester during the academic year.

- Submit a letter to the Dean of Student Services the semester prior to reentry to the program. This request must be received by June 1 for fall semester, April 1 for summer semester and October 1 for spring semester. The Dean of Student Services will inform the student if her or his request is approved or may, at her or his discretion, refer the request to the Graduate Admissions, Progression and Graduation Committee for consideration.

Students who voluntarily withdraw from the program and are reinstated must adhere to the policies and curriculum of the College in effect at that time of reinstatement.
Request for Reinstatement Following Dismissal

Reinstatement of students who have been dismissed from a graduate program for any reason is not guaranteed, and no dismissed student may be reinstated more than once. Students who are dismissed from a graduate program for any reason may request reinstatement in the program by following the procedure outlined below:

1. Submit a letter to the Dean of Student Services the semester prior to reentry to the program. This letter must be received by June 1 for fall semester, April 1 for summer semester and October 1 for spring semester.

2. At the time of reapplication, the applicant must submit a statement that addresses the reason(s) for the failure, outlines what he/she has done to ensure success in the graduate program and why he/she should be readmitted. The statement must be written by the student.

3. The Dean of Student Services will refer the request to the Graduate Admissions, Progression and Graduation Committee for consideration. In reaching its decision, the Graduate APG Committee will consider the circumstances related to dismissal, the applicant’s likelihood of success and the availability of resources (e.g., faculty, classroom, clinical). The Graduate APG Committee may request a meeting with the applicant as part of its deliberations.

4. The Graduate APG Committee will communicate its decision in writing to the student indicating approval or denial of the request for readmission. If the request is approved, the date of readmission and any conditions of readmission will also be communicated in writing by the APG chairperson to the student, with a copy of the communication sent to the Vice Chancellor of Academic Affairs.

A reinstated student who had been academically dismissed will again be dismissed upon failure (grade of “C-” or below of one additional non-clinical course, “B-” or below on a clinical didactic course,) or unsatisfactory performance in the clinical components of a clinical course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Students may progress to the next semester of courses upon the successful completion of all pre-requisite coursework. Students wishing exception to this practice must petition the APG Committee.

Enrollment in Program Following Admission

Admitted students must register for a course within the semester in which the student is admitted. Students who fail to enroll during their first semester must reapply for admission. Once a student is admitted, that student must be continuously enrolled in a minimum of one course each semester during the academic year. Students who fail to adhere to this requirement must seek reinstatement.

Time Limit for Completion of Program

All requirements for the doctoral degree must be completed within seven consecutive years, beginning with the date the student enrolls in a course(s) carrying graduate credit applicable to the degree program either at Allen College- UnityPoint Health or another institution. Coursework older than seven years cannot be used to meet requirements for a graduate degree. This seven year time limit includes any leave of absence granted to the student.

Classification

The classification of an enrolled student is as follows:

- Full-time: 6 or more semester hours
- Half-time: 3-5 semester hours
- Less than half-time: 1-2 semester hours

Academic Load

More than six semester hours per semester requires written permission by the Health Sciences (HS) Graduate Admissions, Progression and Graduation (APG) Committee and are based upon a minimum grade point average of 3.50 and availability of space.

Progression in the Doctor of Education Program

After admission to the program, placement in courses for the academic year is based on the following priority placement:

1. Full-time students who have completed 18 or more credit hours.
2. Part-time students who have completed 18 or more credit hours.
3. Full-time students who have completed less than 18 credit hours.
4. Part-time students who have completed less than 18 credit hours.
5. Students who have interrupted their studies but are in good academic standing.
6. Students who have withdrawn from one or more Ed.D. courses.
7. Students who have failed and successfully repeated an Ed.D. course.
8. Students who need to repeat an Ed.D. course.
9. Students who have been dismissed and reinstated.
10. Non-Degree Seeking students.

Priority placement does not apply to students who are on hold.

If additional criteria are needed to determine placement, the HS Graduate APG Committee considers the date of becoming out of sequence and the student’s grade point average (GPA). Students who interrupt their studies for any reason are
considered out of sequence and will be accommodated according to the above priority ranking on a space-available basis for the remainder of coursework to be completed.

**Satisfactory Progression in the Doctor of Education Program**

Progression within the program is demonstrated by the following:

A. A cumulative grade point average (GPA) of 3.0 calculated on the basis of all attempted graduate-level courses following admission to the graduate program;

B. Completion of all courses with a grade of “B” or higher in all coursework.

C. Satisfactory completion of a minimum of 18 credit hours per year for full-time students.

D. Satisfactory completion of one-half of attempted hours for part-time students.

**Academic Warning, Probation and Dismissal**

**Repeating Courses**

A student enrolled in the program must repeat any course in which he/she received a grade of “B-” or lower. Students will be allowed to repeat a course one time only. A student will not be allowed to repeat more than one course sponsored by Allen College – UnityPoint Health. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

**Academic Probation and Dismissal**

*Academic Probation:* A graduate student failing to meet the criteria for satisfactory achievement will be placed on academic probation. A student on probation due to failure to meet the cumulative GPA requirement of 3.0 will be allowed one semester if a full-time student and two semesters if a part-time student to raise the cumulative GPA to a satisfactory level. If the student fails to be removed from academic probation at this time, he/she may be dismissed from Allen College.

*Academic Dismissal:* Students are subject to dismissal from the program for:

1. Failure to meet conditional admission requirements;
2. Failure to demonstrate satisfactory achievement within a probationary period;
3. Failure to complete requirements for the degree within a seven year period after initial registration.
4. Failure to successfully complete a course on the second attempt.
5. Receiving two failing grades* see failing grade definitions below.
6. Faculty recommended withdrawal of a student for academic difficulties, health reasons, clinical performance, or personal conduct.

*Failing Grade Definition:

1. Grade of “B-” or below in any course.

**Academic Program Requirements for the Doctor of Education Program**

**Professional Education Core (15 credit hours)**

- EdD 700: Organizational Development and Change in Education – 3 credit hours
- EdD 710: Leading a Health Sciences Learning Organization – 3 credit hours
- EdD 720: Finance and fiscal management – 3 credit hours
- EdD 730: Professional, Ethical and Legal Issues and Trends in Health Professions Education – 3 credit hours
- EdD 740: Today’s Health Sciences Student: Trends, Issues and Challenges – 3 credit hours

**Curriculum and Instruction Courses (15-18 credit hours)**

- EdD 750: Curriculum Theory and Design in the Health Professions – 3 credit hours
- EdD 760: Pedagogy in Health Professions Education – 3 credit hours
- EdD 770: Assessment and Evaluation in Health Sciences Education – 3 credit hours
- EdD 780: Integrating Evolving Technology in Health Professions Education- 3 credit hours
- EdD 790: Practicum in Health Professions Education – 3-6 credit hours

**Research and Evaluation courses (21 credit hours)**

- EdD 800: Evidence Based Practice in the Health Professions – 3 credit hours
- EdD 810: Methods of Inquiry - Qualitative Research – 3 credit hours
- EdD 820: Methods of Inquiry - Quantitative Research – 3 credit hours
- EdD 830: Dissertation Seminar – 3 credit hours
- EdD 840: Dissertation - 9 credit hours
Course Descriptions

Professional Education Core (15 credit hours)

EdD 700 Organizational Development and Change in Education 3 credits
This course focuses on theories and strategies of organizations that impact the administration and organizational development of schools. Theories, concepts, and the processes for successful change are examined and applied to real situations.

EdD 710 Leading a Health Sciences Learning Organization 3 credits
This course focuses on best practices of leadership in an educational setting. Systems theory, leadership theory, communication theory, organizational dynamics, and organizational best practices provide a framework for study. Accreditation, governance, strategic planning, quality improvement and law as it relates to higher education are concepts included.

EdD 720 Finance and fiscal management 3 credits
This course focuses on the principles of fiscal resource management and application to the roles of health science educators. Concepts covered include cost analysis, budgeting, contract development, and the financial aspects of program development and evaluation.

EdD 730 Professional, Ethical and Legal Issues and Trends in Health Professions Education 3 credits
This course focuses on professional, ethical, and legal issues confronted by educators in the health professions. The course includes discussion and application of the principles that guide ethical decision making. The impact of state and federal laws on educational practices is analyzed. Issues and trends related to privacy, confidentiality, human rights, educational accommodations, due process, and academic integrity are included.

EdD 740 Today’s Health Sciences Student: Trends, Issues and Challenges 3 credits
This course focuses on analyzing current student issues and trends impacting education in the health sciences. The course examines the culture of undergraduate students in nursing and health sciences education and how this culture prepares professionals for the clients they will serve. Focus is given to the changing student clientele and its subgroups and cultures. Student characteristics, attitudes, and values and broad issues regarding their participation in the educational experience are considered.

Curriculum and Instruction Courses (15-18 credit hours)

EdD 750 Curriculum Theory and Design in the Health Professions 3 credits
This course focuses on the exploration of evidence based teaching/learning theories and concepts as well as relevant standards and evaluation criteria as they apply to diverse learning environments. Emphasis is placed on development, implementation and evaluation of health professions education courses and curricula.

EdD 760 Pedagogy in Health Professions Education 3 credits
This course examines application of teaching and learning concepts. Philosophy and practices of education and instruction will be emphasized as well as the practical application of the styles and methods of instruction used in the teaching profession.

EdD 770 Assessment and Evaluation in Health Sciences Education 3 credits
This course focuses on issues and practices of evaluation and assessment of educational outcomes, including student learning, curriculum, and program evaluation as well as teacher competency. Testing/assessment methods will be analyzed. Specialty and regional accreditation standards, criteria, and processes will be explored.

EdD 780 Integrating Evolving Technology in Health Professions Education 3 credits
The course is designed to focus on the interaction between technology and pedagogy. Discussion will include use of various technologies in teaching, such as multimedia, internet, digital libraries and textbooks, networks, virtual classrooms and labs, use of simulation, and quality measures for the use of technology in education.

EdD 790 Practicum in Health Professions Education 3-6 credits
The course focuses on the application of educator roles and functions of assessing, planning, intervening, monitoring, and evaluating education in an academic setting. Emphasis is placed on implementing a coordinated, collaborative, technologically appropriate, and integrated approach to health education curriculum, implementation and evaluation. 

Prerequisites: EdD 750, EdD 760, or permission of the Director

Research and Evaluation courses (21 credit hours)

EdD 800 Evidence Based Practice in the Health Professions 3 credits
This course focuses on evidence based inquiry processes, which provide the student with tools for conducting a major research project. Topics include conceptualizing a research study, designs for research, methodology, data collection and analysis, communicating results and utilizing the findings.

EdD 810 Methods of Inquiry - Qualitative Research 3 credits
This course focuses on educational qualitative research design, data collection, and analysis. Qualitative designs will include but not be limited to ethnography, case study, lived experience, narrative inquire, history, and grounded theory. Issues such as ethics, validity and reliability in relation to qualitative research are addressed.

EdD 820: Methods of Inquiry - Quantitative Research 3 credits
This course focuses on educational quantitative research design, data collection, and analysis. The relationship between research design and selection of statistical analysis and reporting mechanism are included.

EdD 830 Practice Focused Dissertation Seminar 3 credits
This course provides doctoral students with an opportunity to examine and discuss potential topics for a dissertation, as well as exploring the steps in developing a dissertation proposal to include establishing a research question, the literature review, determining methodology, developing the proposal, selecting a dissertation committee and up to and through the oral defense and the final written dissertation.

EdD 840 Practice Focused Dissertation 9 credits
This course requires the successful completion of an original action research dissertation under the supervision of a dissertation committee of graduate faculty which includes an expert in the topic of the dissertation. Successful students will defend the dissertation orally.

Prerequisites: Candidacy status achieved

Electives

EdD 845c Adult Learning Theories 3 credits
In this course, theory, research, and practice of adult teaching and learning concepts will be investigated. The models and theories of adult teaching and learning will be examined and associated with the successful acquisition of knowledge for adult learners.

EdD 845e: Controversies in Health Policy 3 credits
This course will teach students to use research and data to navigate controversial topics in health. The course will cover long-standing debates (e.g. health reform, firearms) while also addressing current events. Students will also be able to explore their own topics while honing their persuasive writing skills.

EdD 845f: Diversity in Education 3 credits
This course is designed to address multicultural and diversity issues in higher education. This course will address not only teaching with the increasing diversity on college campuses, but also the preparation of students to function in this environment, and to meet the learning needs of all students. It will function on a four dimensional model of multicultural initiatives.

EdD 845d Doctoral Project Seminar 1 credit
In this course, students will work on self-selected projects applicable to doctoral study within a student-driven, facilitated environment. In addition, doctoral-level writing and other tasks necessary for doctoral student success will be covered.
Bachelor of Science in Nursing

Nursing Mission
Allen College Nursing Programs prepare graduates who meet essential professional practice standards in a variety of settings and within diverse communities. These nursing programs build on a foundation of liberal education with an emphasis on scholarship, experiential and lifelong learning, and community service.

Nursing Philosophy
The philosophy and purpose of the nursing program arise from the mission, philosophy, and goals of Allen College. The faculty values the goals of higher education and supports the missions of scholarship, practice, and service. Nursing is an art and science that is continuously evolving through synthesis of theory and knowledge from nursing and related disciplines. As a holistic and humanistic profession, nursing is concerned with the health-related biopsychosocial, spiritual, and intellectual needs of diverse clients. Caring is the essence of nursing practice and is actualized in the context of the nurse-client relationship. Nurses apply the nursing process while using evidence, critical thinking, and clinical judgment to provide client-centered care. As members of the health team, nurses collaborate with other health professionals in the delivery of safe, high quality, culturally sensitive care to diverse individuals, families, and communities. The faculty believes in a holistic approach to nursing education, recognizing the uniqueness of each individual. The teaching-learning process involves a dynamic interaction among teacher, learner, and environment. Learning is an active, lifelong, self-motivated process necessary for professional and personal development. Knowledge, skills, and attitudes are best transferred using principles of good teaching and a variety of teaching methods in diverse settings. The Allen College faculty value service to the community as an extension of learning that fosters the development of a sense of caring for others.

In concert with the Allen College philosophy and the Bachelor of Science in Nursing program philosophy the graduate will:

1. Provide basic organizational and systems leadership.
2. Integrate evidence-based practice in nursing care.
3. Manage healthcare data, information, knowledge, and technology.
4. Demonstrate understanding of healthcare policy, finance, and regulatory environments.
5. Facilitate inter-professional communication and collaboration in healthcare teams.
6. Use patient-centered strategies when delivering care to diverse individuals and populations.
7. Model the professional role.
8. Use data to monitor outcomes and improve care.
9. Deliver safe care through system effectiveness and individual performance.
10. Synthesize knowledge from liberal and baccalaureate nursing education to guide generalist practice.

Licensure Information
Graduates earning the Bachelor of Science in Nursing degree may be eligible to write the National Council Licensure Examination - Registered Nurse (NCLEX-RN). Upon passing the examination, the individual may be licensed as a Registered Nurse in the state they apply.

Essential Functions
In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential issues associated with meeting these requirements.

Core Performance Functions for Admission and Progression*

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>ESSENTIAL FUNCTIONS</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Patient Client needs/Problem Solving/Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/client needs/problems.</td>
<td>Identify cause-effect relationships in clinical situations. Develop nursing care plan. Make judgment regarding appropriate interventions based on signs and symptoms.</td>
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<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a</td>
<td>Establish rapport with patients/clients and colleagues and other health care providers.</td>
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<tr>
<td><strong>variety of social, emotional, cultural, and intellectual backgrounds.</strong></td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td>Communication proficiency at a professional level in English, both verbal and written, to include reading, writing, spelling, speaking, and listening.</td>
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<tr>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read at college level.</td>
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<tr>
<td><strong>Mobility</strong></td>
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<tr>
<td>Physical abilities sufficient to provide safe and effective nursing care.</td>
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<tr>
<td>Move around in-patients' rooms, workspaces, and treatment areas, administer cardiopulmonary procedures.</td>
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<td><strong>Motor Skills</strong></td>
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<tr>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
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<td>Calibrate and use equipment; administer medications; position patients/clients.</td>
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<td><strong>Hearing</strong></td>
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<td>Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities, and health care professionals and to provide therapeutic interventions accurately.</td>
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<tr>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.</td>
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<td><strong>Visual</strong></td>
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<td>Visual ability sufficient for observation, assessment and provision of nursing care.</td>
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<tr>
<td>Observe and respond to patients/clients and provides/therapeutic interventions accurately.</td>
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<tr>
<td><strong>Tactile</strong></td>
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<tr>
<td>Tactile ability sufficient for observation, assessment, and provision of nursing care.</td>
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<tr>
<td>Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
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<tr>
<td><strong>Other</strong></td>
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<tr>
<td>Mental alertness sufficient to provide safe, effective nursing care.</td>
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<tr>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately.</td>
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Adapted from the Southern Council on Collegiate Education in Nursing guidelines with minor additions or changes.

* There may be more stringent requirements for clinical agencies that may preclude the student's progression in the nursing programs.

**Course Descriptions**

**AC 255 Nutrition Fundamentals** 3 credits

This course is taught fully online. The course is geared toward nursing majors. Study of the needs and functions of food nutrients for growth and maintenance of health throughout the life-cycle. Study of general and specified therapeutic diets for various life-stage, physical and disease states.

**AC 265 Nutrition Seminar** 1 credit

This course is taught fully online. The course is geared toward nursing majors. Review of methods for identifying and evaluating valid nutrition information and application of nutrition principles in assessing the general nutritional status of patients. Study of selected therapeutic diets in various life-stage, physical and disease states.

**AC 306 Professional Communication** 3 credits

This course provides an overview of strategies that promote interpersonal and professional communication in health care today. Students will practice exploring ideas and conveying information using newly acquired written, technological, oral presentation and/or multimedia presentation skills.

**Pre-requisite:** Composition

**NU 307: Collaboration and Communication in Healthcare** 3 credits

This course provides healthcare professionals with the skills necessary to successfully engage in interprofessional collaboration. Students will examine how interprofessional collaborative practice is influenced by various members of the health care team. Students will discuss factors that influence communication styles and how effective communication strategies can be used to facilitate collaborative practice. During this course, students will demonstrate the ability to communicate through an oral presentation as well as through scholarly writing.

**AC 308: Professional Writing** 1 Credit

This course is designed to strengthen college-level writing skills. Students will learn and apply academic writing skills, including the use of the APA editorial style manual.

**Pre-requisite:** Composition, must be taken first semester of RN-BSN program
AC 315* Learning and Serving 3 credits
This course is intended to combine community service with classroom theory focusing on critical reflection, as well as, personal and civic responsibility. It is designed to facilitate experiential learning through civic engagement by students while emphasizing the College’s mission of service to the community. The course provides unique opportunities to apply academic service-learning through addressing needs in the community.
* A service-learning experience is a component of this course.

AC 316A Service Honors: Diversity & Communication 1 credit
This is one of the courses that is part of the three courses in the service honors program. The focus of this course is to gain exposure to diverse populations and improve abilities to communicate effectively with others. During this course, students will engage in experiential learning using critical reflection as they provide service to the community. Students will complete a minimum of 15 contact hours at community agencies during this course.

AC 316B Service Honors: Leadership & Group Work 1 credit
This is one of the courses that is part of the three courses in the service honors program. The focus of this course is to build leadership skills and improve the ability to work in groups. During this course, students will engage in experiential learning using critical reflection as they provide service to the community. Students will complete a minimum of 15 contact hours at community agencies during this course.

AC 316C Service Honors: Service 1 credit
This is one of the courses that is part of the three courses in the service honors program. The focus of this course is on service and that impact that service has on communities. During this course, students will engage in experiential learning using critical reflection as they provide service to the community. Students will complete a minimum of 15 contact hours at community agencies during this course.

NU 270* Introduction to Professional Nursing 2 credits
This course provides an introduction to the profession of nursing. Emphasis is placed on professional communication and the nurse’s role in health care.
* A service-learning experience is a component of this course.

NU 280 Health Assessment 3 credits
This course provides theory and technical skills to prepare the student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing and interpretation of data collected from adult clients. Variations throughout the life span and cultural variations will be addressed. Supervised practice time will be provided in the laboratory setting.
Pre-Requisite: A&P I, A&P II

NU 290 Pathophysiology 4 credits
This course examines human responses to actual and potential threats to health. Exploration of physiological reactions when the body is confronted by a variety of stressors will be examined at the cellular, systemic, and generalized levels. Approved as an online offering.
Pre-Requisite: A&P I, A&P II

NU 299 Academic Readiness 1 credit
This course provides students with additional resources to be successful in the pre-licensure nursing program. Essential content of the course includes study skills, test-taking strategies, mathematics, science, and English and language usage.

NU 301 Transition to Baccalaureate Nursing 3 credits
This course is designed for registered nurses seeking a baccalaureate degree in nursing. The major focus of this course is on professional nursing and the challenges confronting baccalaureate nurses in today’s world. Discussions utilize a historical perspective to examine current issues. Integration of prior learning and practice experiences are included to facilitate personal development of the registered nurse student in the professional role.
Pre-Requisite: Must be taken first semester of RN-BSN program

NU 320 Pharmacology 3 credits
This course examines various classifications of drugs and the effect of each on the human body. Emphasis is placed on physiological reactions to medications, as well as the appropriate nursing roles in administration, monitoring, evaluation and education of clients and families.
Pre-Requisites: NU290

NU 335* Fundamentals of Clinical Nursing 6 credits**
This course provides an introduction to the nursing process and the development and maintenance of the nurse-client relationship. Emphasis is placed on the use of the nursing process in diagnosing and meeting needs of adult clients who do not require a complex degree of nursing interventions using a functional health patterns approach. Opportunities are provided for mastery of technical skills in the laboratory setting and the nursing process in healthcare settings under direct faculty supervision.

**Pre-Requisites:** NU290, NU280 (NU290 & NU280 may be taken concurrently in the Accelerated option only)

* A service-learning experience is a component of this course.

**Denotes reduction of 1 credit hour for licensed LPNs and Accelerated BSN

**NU 350 Adult Nursing I**

This course focuses on the application of the nursing process with adults experiencing interruptions to health. The course examines selected pathophysiologic disorders with a focus on the appropriate nursing interventions and therapeutic modalities needed to achieve optimal levels of wellness. Clinical experiences are in the acute care settings.

**Pre-Requisites:** All 200 level courses; NU335; Pre-requisite NU320 in Upper Division, co-requisite NU320 in Accelerated only.

**Denotes reduction of 1 credit hour for licensed LPNs

**NU 360* Mental Health Nursing**

This course examines the nursing care of clients with ineffective coping skills and mental illness. The etiology and symptomatology of the major mental illnesses will be discussed while focusing on therapeutic communication and relationships. Using the nursing process a variety of nursing interventions and treatment modalities will be studied. Clinical experiences are in a variety of acute care (inpatient) and community based settings.

**Pre-Requisites:** All 200 level courses; NU335; Pre-Requisite NU320 in Upper Division; co-requisite NU320 in Accelerated only.

* A service-learning component is a part of the course.

**Denotes reduction of 1 credit hour for licensed LPNs

**NU 370 Maternal-Newborn Nursing**

This course utilizes application of the nursing process to families experiencing pregnancy, childbirth, and the transition to parenting. Emphasis is on teaching, health promotion, and application of parent and newborn theoretical and clinical skills in hospital, clinic, home, and community settings. Focus will be on the normal childbearing experience with some exposure to high-risk clients and families.

**Pre-Requisites:** All 200 level courses; NU320, NU350.

**Denotes reduction of 1 credit hour for licensed LPNs

**NU 380 Evidence Based Practice and Nursing Research**

This course provides an introduction to evidence based nursing practice and research. Students will learn about the quantitative and qualitative research processes. The overall goal of the course is that students are able to read and critically appraise the best evidence available to support nursing practice. Emphasis is placed on the components of the research process, including legal and ethical considerations, and the professional nurse’s role in evidence based practice and quality improvement.

**Pre-Requisites:** AC306; Statistics; All 200 level courses; NU335 Co/Pre-Requisites RN-BSN: Statistics; AC308; NU301.

**NU 400* Gerontological Nursing**

This course examines the unique needs of the aging client and includes clinical experiences in the community and home settings. Normal physical, psychological, economical, social, and spiritual changes confronting the client and family are explored. The problems and potential opportunities existing in the present system for providing health care for these clients and their caregivers are examined to determine appropriate nursing responsibilities.

**Pre-Requisites:** All 200 and 300 level courses

**NU 405 Aging Adult Nursing**

This course examines the unique needs of the aging client and includes clinical experiences in the community and home settings. Normal physical, psychological, economical, social, and spiritual changes confronting the client and family are explored. The problems and potential opportunities existing in the present system for providing health care for these clients and their caregivers are examined to determine appropriate nursing responsibilities.

**Pre-Requisites:** All 200 level courses; NU320; NU350; NU360

**NU 410 Pediatric Nursing**

4 credits**(2.5 theory, 1.5 clinical)
This course examines nursing and the health care needs of families with children from infancy through adolescence. The course will incorporate health assessment, application of standardized language, and application of the principles of growth and development. Childhood needs, childrearing practices, and parental roles will be examined. Emphasis will be on a family-centered approach to nursing care with application of the nursing process to promote optimal health for the child and the family. Clinical experiences will be in acute, chronic, community, and well-child settings.

**Pre-Requisites:** All 200 level courses; NU350, NU320

* A service-learning component is a part of the course

**Denotes reduction of 1 credit hour for licensed LPNs

**NU 420 Professional Issues & Trends**

This course focuses on the identification, exploration and analysis of selected contemporary issues in nursing and healthcare. Significant historical, social, political, legal and ethical factors will be examined to determine the development of the nursing discipline. Contemporary and emerging roles of the nurse will be analyzed to identify the present status and future of professionalism in nursing. Approved as an online offering.

**Pre-Requisites:** Completion of two 300 level clinical courses and NU380

**NU 421 Health Policy, Law, and Ethics**

The purpose of this course is to examine the foundations of healthcare policy and the regulatory environments that impact nursing practice and client care. This course is designed to provide students with the practical knowledge to address basic legal and ethical issues that impact healthcare and professional nursing practice.

**Co/Pre-Requisites RN-BSN:** NU307; AC308; NU301

**NU 430* Grief, Loss and End of Life Care**

This course examines aspects of care related to loss, grief, dying and death for clients and families across the lifespan. Emphasis is on understanding personal, professional and societal attitudes and in analyzing ethical/legal issues toward death and dying. The course focuses on the biopsychosocial, spiritual, cultural and intellectual needs of the client and family in providing quality nursing care for bereavement and at the end of life.

**Pre-Requisites:** All 200 level courses and NU 335

**NU 445 Nursing Elective**

Specific topics relevant to nursing practice are examined to provide an in-depth approach and a broad base for further study. Exploration of expanded roles of the nurse is included.

**Pre-Requisites:** vary based on specific course.

**NU 447B Nursing Informatics**

This course examines and explores the impact of computer technology and nursing informatics on the profession of nursing. Students will be challenged and encouraged to analyze their current role (as a registered nurse, student nurse or student nurse tech) and how this role is affected by technology.

**Pre-Requisites:** NU335 **Co/Pre-Requisites RN-BSN:** NU; AC308; NU301

**NU 450*Community and Public Health Nursing**

This course applies the nursing process in community and public health environments with the community as client. The focus is on public health principles, community assessment, health planning, health education, health promotion, risk reduction/disease prevention, and major public health concerns. Cultural competence when working with vulnerable populations is another aspect of this course. Clinical experiences focus on caring for population health in community agencies, public health departments, schools, industries, correctional settings, and health centers.

**Pre-Requisites:** All 300 level courses; **Co/Pre-Requisites RN-BSN:** NU307; AC308 and NU301

* A service-learning component is a part of the course.

**NU 457 Nursing Management of Chronic Illness**

This course examines the concepts of chronic illness and disability and the various care delivery systems used to meet the needs of this population including palliative, home, and long term care; hospice, rehabilitation, and case management. Through the clinical component of this course, students are exposed to caring for clients with chronic illness and disability in these settings. This course will also examine the professional, societal, legal, ethical, cultural, and financial considerations of care provision for this population. Students will complete the End-of-Life Nursing Education Consortium (ELNEC) education as a component of this course.

**Co/Pre-Requisites:** NU307; AC308; NU301

**NU 460 Nursing Leadership & Management**

This course analyzes the leadership and management roles of the nurse in the health care delivery system. Leadership styles, management processes, organizational structures, and evaluation of outcomes on professional nursing practice are examined.
Pre-Requisites: All 300 level courses

NU 461 Nursing Leadership 4 credits (3 clinical, 1 theory)

This course analyzes the leadership and management roles of the nurse in the health care delivery system. Leadership styles, management processes, organizational structures, and evaluation of outcome on professional nursing practice are examined.
Co/Pre-Requisites: NU307; AC308; NU301

NU 470 Adult Nursing II 4 credits (2 theory, 2 clinical)

This course allows students to apply the nursing process with clients and families experiencing interruptions to health, which require increasingly complex nursing interventions. Opportunities to refine nursing interventions and manage clients with complex, multi-system needs are provided. Collaboration with other health team members is emphasized. Clinical experiences occur in acute care settings such as 3H, ICU, 2H, ER, AMB, UMP.
Pre-Requisites: All 300 level courses

NU 480 Adult Nursing: Internship 4 credits (3 clinical, 1 theory)

This course provides an intensive clinical experience to facilitate further development in organizing and setting priorities, application of nursing theory to practice, delegation of tasks, and development of skills in patient care areas. Seminars will be used to discuss related issues on the clinical unit as well as identified ethical situations.
Pre-Requisites: All 300 level courses and NU470

NU 485 Adult Nursing II 2 credits

Adult Nursing II allows students to apply the nursing process with clients and families experiencing interruptions to health, which require increasingly complex nursing interventions. Opportunities to refine nursing interventions and manage clients with complex, multi-system needs are provided. Collaboration with other health team members is emphasized. Clinical experiences occur in acute care settings such as 3H, ICU, 2H, ER, & UMP.
Pre-Requisites: All 200 level courses; NU320; NU350

NU 485C Adult Nursing: Internship 4 credits

This intensive clinical experience provides opportunities for application of nursing theory to practice, building on the theory learned during NU485 Adult Nursing II. Students develop organizational, prioritization, and delegation skills through clinical experiences. Collaboration with other health team members is emphasized. Clinical experiences occur in acute care settings.
Pre-Requisites: All 300 level courses; Co-requisite: NU485

NU 495 Independent Study 1 to 4 credits

Guided study of an area of special interest to the student.

NU 497 Application of Evidence-based Practice 3 credits

This course applies the key elements of evidence-based practice. In collaboration with a practice partner, the student will identify a clinical question. The student will then search and appraise the literature for potential solutions, describe a plan that can be implemented to address the clinical question, and evaluate the potential outcomes of a practice change. Processes for leading and managing practice changes as well as improving patient, population, and organizational outcomes will be explored. Resources inherent to solving clinical problems including clinical decision-making skills, inter-professional perspectives, and patient preferences will be discussed.
Pre-Requisites: NU380; Co-requisite: NU481

NU 499 Role Transition 2 credits

This course emphasizes professional socialization and assists students to transition to the role of the registered nurse. Students are provided with a variety of resources to assist with preparing them for the NCLEX-RN examination. This course provides an opportunity for the student to experience an online computer-assisted, standardized comprehensive exam similar to the NCLEX-RN.
Pre-Requisites: Must be taken semester of graduation.

Bachelor of Science in Nursing – Traditional Upper Division Program

The Traditional Upper Division BSN program begins twice each year, the spring and fall semesters. Students enrolled in the Traditional Upper Division BSN Program are enrolled for five semesters.

Admission Requirements for the BSN-Traditional Upper Division Program

Applicants are considered for admission to the Upper Division Option as:

1. Exceptional Applicant Guaranteed Early Enrollment (EAGER) students or
2. Transfer students from other regionally accredited colleges and universities.

All admitted students must successfully complete a minimum of 45 semester hours of prescribed general education coursework prior to enrolling in nursing coursework required for the BSN degree.

BSN – Option 1: Exceptional Applicant Guaranteed Early Enrollment (EAGER)
Outstanding high school students and college students who have completed fewer than 25 semester hours of academic credit at the time of application will be considered for admission to the Upper Division Option as an EAGER student.

When to Apply:
EAGER applicants to the Upper Division Option of the BSN Program may apply at any time following completion of the junior year of high school and prior to completing 25 semester hours of college credit.

High School applicants must:
1. Complete the required application process.
2. Meet at least two of the following three criteria:
   a. High School GPA: Applicants must have minimum cumulative grade point average of 3.8 on a 4.0 scale
   b. High School Class Rank
      • Applicants who are graduates of a Department of Public Instruction approved high school and who rank in the upper 20% of their graduating class.
      • Applicants who are graduates of non-approved Iowa high schools or have taken the General Education Developmental Test (GED) with composite score of 57 or above shall be considered for admission.
   c. Standardized Test Score Requirements
      • The American College Test (ACT), with composite score of 25 or above or another equivalent standardized college entrance test is required.
3. Students must have successfully completed a Certified Nurses Aid certification exam prior to matriculation.
4. Complete the current version of the ATI – Test of Essential Academic Skills (TEAS). Performance determines academic readiness for the program.
5. Students whose first language is not English must prove English proficiency (see policy 2-E-800-05) before the student’s file is reviewed for admission.

In addition to these criteria, Allen College strongly recommends that EAGER applicants complete the following High School Curriculum Requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
<td>2 Semesters must be composition. English Classes must have a grade of “C” or above</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>2 Semesters must be algebra. Algebra classes must have a grade of “C” or above</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>2 semesters of biology 2 semesters of chemistry Science classes must have a grade of “C” or above</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
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</tbody>
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BSN – Option 2: Transfer Applicants
To be considered for admission to the Upper Division Option of the BSN Program, transfer applicants must:
1. Complete the required application process, including submission of official transcripts from all colleges/universities attended.
2. Provide one letter of recommendation addressing the applicant's academic abilities.
3. Have completed a minimum of 25 semester hours of academic credit from regionally accredited colleges and/or universities, including a minimum of 6 semester hours of required natural sciences coursework.
4. Must complete, at the minimum, 45 semester hours of credit accepted by Allen College prior to matriculation at Allen College.
5. Have a minimum cumulative grade point average of 2.7 on a 4.0 scale for all post-secondary coursework.
6. Have a minimum cumulative grade point average of 2.9 on a 4.0 scale in the following courses:
   a. English Composition
   b. Oral Communication
   c. Sociology
   d. Psychology
   e. Human Growth & Development
   f. Anatomy & Physiology I
   g. Anatomy & Physiology II
   h. Chemistry
   i. Microbiology
7. Have attained a grade of “C” or higher in any of the following completed courses:
   a. Anatomy and physiology I
   b. Anatomy and physiology II
   c. Microbiology
   d. Chemistry
   e. Lifespan human growth and development and
   f. General Psychology
   g. Nutrition
8. Have attained a grade of “C-” or higher in all other required general education courses.
9. Students must have successfully completed Certified Nurses Aid certification exam.
10. Complete the current version of the ATI – Test of Essential Academic Skills (TEAS).
11. LPN applicants must have current license as a licensed practical nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. The Student Services Office will verify the status of each student’s LPN licensure.

**Required Application Materials for the BSN Traditional Upper Division Program**

Application Materials Required:

- Completed application
- One academic or professional reference
- One official copy of final high school transcript with ACT scores sent directly from school to Allen College (EAGER students only)
- One official copy of all college transcripts sent directly from the school(s) to Allen College
- Test of Essential Academic Skills (TEAS). Performance determines academic readiness for the program.
- Students whose first language is not English must prove English Proficiency (see policy 2-E-800-05) before the student’s file is reviewed for admission.

**Requirements for Enrollment to the BSN Traditional Upper Division Program**

Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

**Undergraduate Readmission Process**

Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

1. Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
2. Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Students may progress to the next semester of courses upon the successful completion of all prior semester nursing
Undergraduate Nursing Selection Process
Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office's decision as soon as possible after the meeting in which the completed application was reviewed.

Enrollment in Program Following Admissions
Admitted students must register for a nursing course within the first 12 months from the beginning of the semester to which the student is admitted. Students who fail to enroll during this 12 month time period must reapply for admission. In addition, nurse practitioner students must provide evidence of 800 hours of clinical experience as a registered nurse prior to enrollment in a clinical specialty course.

Undergraduate Transfer Credit
Courses completed at regionally accredited colleges and universities may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College course in terms of content and rigor. Course descriptions and syllabi are used to determine whether courses are suitable for transfer.

The following criteria are applied to determine the suitability of courses for transfer:

1. The course has roughly equivalent course content and/or clinical hours as are required for a comparable Allen College course.
2. The course requires student assessments, such as exams or writing assignments, roughly as extensive as those required for a comparable Allen College course.
3. The courses uses a standard text book equivalent to that used in a comparable Allen College course.
4. The course covers roughly the same amount of material as is covered in a comparable Allen College course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Refer to Admission Criteria for Undergraduate Students for a listing of passing grades in the undergraduate program.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student's declared program of study.

Classification
Students' classification is based on the cumulative completion of major courses.

- 45 - 89 Junior
- 90+ Senior

Academic Load
A typical nursing student enrollment is 12 to 16 credit hours per fall or spring semester. Enrollment in eighteen or more semester hours requires written permission by the school's APG Committee, requires a minimum grade point average of 3.25 and is subject to availability of space. Students on academic probation or warning may only enroll in a maximum of 15 credit hours per semester.

Progression in the BSN Traditional Upper Division Program
After admission to the undergraduate program, placement in nursing courses for the academic year is based on the following priority ranking:

1. Full-time, regular progression students.
2. Part-time, regular progression students.
3. Students who have interrupted their studies but are in good academic standing.
4. Students who have withdrawn from one or more nursing courses.
5. Students who have failed and successfully repeated a nursing or required general education course.
6. Students who need to repeat a nursing or general education prerequisite or co-requisite.
7. Students who have been dismissed and reinstated.
8. Transfer students from other nursing programs according to admission, progression and graduation guidelines.

*Priority placement does not apply to students who are on hold.

Clinical space for nursing students is limited. Every effort is made to plan for students to progress at their individual pace in the program. However, in the event that there is insufficient space in a clinical course, the following priority will apply:

1. Students who are following a continuous, full-time plan of study will have first priority.
2. Students with the earliest admission date to Allen College.
3. Students who have completed the most credit hours toward graduation.

**Satisfactory Progression in the BSN Traditional Upper Division Program**

Progression within the program is dependent upon the satisfactory completion of pre-requisite and/or concurrent courses. Satisfactory completion is defined as:

A. Grade of C or above in each required course while maintaining a cumulative GPA of 2.0.
B. Satisfactory clinical performance in all courses with a clinical component.
C. Proof of current CPR training.
D. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
E. Satisfactory completion of a minimum of 24 credit hours per academic year for full-time students.
F. Satisfactory completion of one-half of attempted hours for part-time students.
G. Must complete at the minimum 45 credit hours sponsored by Allen College.

**Academic Warning, Probation and Dismissal**

*Midterm Grades in the BSN Traditional Upper Division Program*

Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

**Repeating Courses for students admitted prior to Summer of 2017**

A student will be allowed to repeat no more than two nursing courses. If a third course is failed, the student will be dismissed from Allen College. Any nursing course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

**Repeating Courses for students admitted After Summer of 2017**

A student will be allowed to repeat no more than one nursing courses. If a second course is failed, the student will be dismissed from Allen College. A student may only enroll in the same course once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

It is strongly recommended that Anatomy & Physiology I and II or their equivalent be completed at the same institution.

**Academic Probation and Dismissal**

**Academic Probation** occurs if:

A. Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.7.
B. Academic probation allows the student one semester to obtain a semester grade point average of 2.7 or above.
C. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.
D. If the student obtains a 2.7 grade point average or above in all subsequent semester(s), the student will continue to progress in the program.
E. If the student fails to obtain a 2.7 grade point average in any subsequent semester(s), the student is dismissed from the program.

*For students admitted prior to Summer 2017* Academic Dismissal occurs if:

A. The student’s semester grade point average drops below 2.7 in any two semesters.
B. The student fails to meet program requirements in three required courses.
C. The student fails to successfully repeat any Allen College course.

*For students admitted after Summer 2017* Academic Dismissal occurs if:

A. The student’s semester grade point average drops below 2.7 in any two semesters.
B. The student fails to meet program requirements in two required courses.
C. The student fails to successfully repeat any Allen College course.

**Automatic Dismissal** occurs when the student’s cumulative grade point average is below 2.0 at any time.
NCLEX Success for Undergraduate Nursing Students
Students having difficulty with course/program requirements shall be identified according to prescribed criteria. Students shall then be supported and monitored according to the procedures defined in the policy. The policy can be found at http://www.allencollege.edu/policies-amp-procedures.aspx.

What is ATI?
- Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing and proctored testing over the major content areas in nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation is used for the program’s quality improvement and outcome evaluation.
- Students also complete an onsite NCLEX review course and have access to additional NCLEX preparation tools through the use of this product.
- Students are provided with information about how to access and use ATI during the nursing program.

Modular Study
ATI provides review modules in all major content areas. Students are encouraged to use these modules to supplement course work. These may be assigned during the course and/or as part of active learning/remediation following assessments.

Tutorials
ATI offers many unique online tutorials. The tutorial Nurse Logic for instance teaches nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content. Other tutorials may be available and will be assigned as appropriate.

Assessments
Assessments will help the student to identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

Active Learning/Remediation
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s test report called their individual performance profile will contain a listing of the topics to review. From their test results the student can remediate these topics to review by using a focused review which contains links to ATI review modules, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written remediation templates as required.

Academic Program Requirements for the BSN Traditional Upper Division Program
Requirements for the Traditional Bachelor of Science degree in nursing are designed to give students a broad program of liberal arts study combined with a concentration of study in nursing.

Students must be a certified nursing assistant (CNA) prior to enrolling in nursing courses.

A student must earn a minimum of 124 total semester credit hours to be eligible for a Bachelor of Science degree in nursing. All course requirements as outlined below must be met.

General Education Requirements
57 Semester Credit Hours
15 Semester Credit Hours in Humanities
Written Communication..........................................................6
Oral Communication..............................................................3
Humanities Electives.................................................................6
15 Semester Credit Hours in Social Sciences
Sociology..................................................................................3
### Human Growth & Development
- Psychology ................................................................. 3
- AC315 Learning and Serving ........................................... 3
- Social Science Elective .................................................. 3

### 18 Semester Credit Hours in Natural Sciences & Mathematics
- Anatomy & Physiology ..................................................... 6-8
- General Chemistry .......................................................... 3-4
- Microbiology ................................................................. 3
- Human Nutrition ............................................................ 3
- Statistical Methods ......................................................... 3

### 9 Semester Credit Hours in Foundation Electives
- Elective Courses (any field) ............................................ 6
- Diversity Elective ........................................................... 3

**Class Requirements: Nursing**

### 67 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 270 Introduction to Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NU 280 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NU 290 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NU 299 Academic Readiness</td>
<td>1</td>
</tr>
<tr>
<td>NU 320 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 335 Fundamentals of Clinical Nursing</td>
<td>6*</td>
</tr>
<tr>
<td>NU 350 Adult Nursing I</td>
<td>4*</td>
</tr>
<tr>
<td>NU 360 Mental Health Nursing</td>
<td>4*</td>
</tr>
<tr>
<td>NU 370 Maternal-Newborn Nursing</td>
<td>4*</td>
</tr>
<tr>
<td>NU 380 Evidence Based Practice and Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NU 400 Gerontological Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 410 Pediatric Nursing</td>
<td>4*</td>
</tr>
<tr>
<td>NU 420 Professional Issues and Trends</td>
<td>3</td>
</tr>
<tr>
<td>NU 430 Grief, Loss &amp; End of Life Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 445 Nursing Elective</td>
<td>3</td>
</tr>
<tr>
<td>NU 450 Community &amp; Public Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NU 460 Nursing Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>NU 470 Adult Nursing II</td>
<td>4</td>
</tr>
<tr>
<td>NU 480 Adult Nursing: Internship</td>
<td>4</td>
</tr>
<tr>
<td>NU 499 Role Transition</td>
<td>2</td>
</tr>
</tbody>
</table>

*Denotes reduction of 1 credit hour for licensed LPNs

**TOTAL HOURS REQUIRED FOR GRADUATION** 124

### Sample Curriculum Sequence 5-Semester Option

**Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 315 Learning and Serving</td>
<td>3</td>
</tr>
<tr>
<td>NU 270 Introduction to Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NU 290 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NU 280 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>AC 255 Nutrition (or may be taken in Semester 2)</td>
<td>3</td>
</tr>
<tr>
<td>NU 299 Academic Readiness</td>
<td>1</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 335 Fundamentals of Clinical Nursing</td>
<td>6*</td>
</tr>
<tr>
<td>NU 320 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>AC 306 Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>AC 255 Nutrition (or may be taken in Semester 1)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 3**

15 Semester Credits
Bachelor of Science in Nursing – Accelerated BSN Program

The Traditional Upper Division BSN program begins twice each year, the summer and fall semesters. Students enrolled in the Accelerated BSN Program are enrolled for 15 or 16 months.

Admission Requirements for the Accelerated BSN Program

To be considered for admissions to the Accelerated Option of the BSN program, transfer applicants must:

1. Complete the required application process, including submission of official transcripts from all colleges/universities attended.
2. Written References: Provide two letters of recommendation addressing the applicant’s academic abilities.
3. Have completed a minimum of 25 semester hours of academic credit from regionally accredited colleges and/or universities, including a minimum of 6 semester hours of required natural sciences coursework to be considered for admission.
4. Must have completed a minimum of 64 semester hours of academic credit to begin the program, including all prescribed coursework OR hold a baccalaureate or higher degree in a non-nursing discipline and have completed designated general education courses.
5. Have a minimum cumulative grade point average of 2.8 on a 4.0 scale for all post-secondary coursework.
6. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale in the following courses:
   a. English Composition
   b. Oral Communication
   c. Sociology
   d. Psychology
   e. Human Growth & Development*
   f. Anatomy & Physiology I*
   g. Anatomy & Physiology II*
   h. Chemistry*
   i. Microbiology*
   j. Statistics*
   * Denotes courses that are considered in the grade point average of students holding a baccalaureate degree.
7. Have completed all prerequisite general education and science courses with a grade of “C” or higher.
8. Students with or without a baccalaureate degree must have successfully completed a Certified Nurses Aid certification exam.
9. Complete the current version of ATI – Test of Essential Academic Skills (TEAS).
10. LPN applicants must have current license as a licensed practical nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa
BSN – MSN Program – Prelicensure: 15 and 16 month Accelerated Option

Accelerated BSN students must:

1. Complete the required application process, including submission of official transcripts from all colleges/universities attended.
2. Written References: Provide three letters of recommendation addressing the applicant's academic abilities.
3. Have completed a minimum of 25 semester hours of academic credit from regionally accredited colleges and/or universities, including a minimum of 6 semester hours of required natural sciences coursework to be considered for admission.
4. Must have completed a minimum of 64 semester hours of academic credit to begin the program, including all prescribed coursework OR hold a baccalaureate or higher degree in a non-nursing discipline and have completed designated general education courses.
5. Have a minimum cumulative grade point average of 2.8 on a 4.0 scale for all post-secondary coursework.
6. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale in the following courses:
   a. English Composition
   b. Oral Communication
   c. Sociology
   d. Psychology
   e. Human Growth & Development*
   f. Anatomy & Physiology I*
   g. Anatomy & Physiology II*
   h. Chemistry*
   i. Microbiology*
   j. Statistics*
   * Denotes courses that are considered in the grade point average of students holding a baccalaureate degree.
7. Have completed all prerequisite general education and science courses with a grade of “C” or higher.
8. Students must have successfully completed a Certified Nurses Aid certification exam.
9. Complete the current version of ATI – Test of Essential Academic Skills (TEAS).
10. LPN applicants must have current license as a licensed practical nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. The Student Services Office will verify the status of each applicant's LPN licensure.
12. Submit a biographical sketch.
13. Have a minimum of one-year clinical nursing experience as a registered nurse prior to enrollment in a graduate-level clinical practicum course.
14. Meet all admission requirements for the MSN program upon completion of the BSN degree before final admission to the MSN program is granted. (See Admission Criteria for Master of Science in Nursing Policy for all specific requirements.)

Required Application Materials for the Accelerated BSN Program

Application Materials Required:

- Completed application
- Two academic or professional reference
- One official copy of all college transcripts sent directly from the school(s) to Allen College
- Test of Essential Academic Skills (TEAS) for students applying for summer 2017 and beyond
- Students whose first language is not English must prove English proficiency before the student's file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

Direct Entry Accelerated to Masters Program

Allen College offers a Direct Entry BSN/MSN Pathway for students seeking admission to the accelerated option of the BSN program. The BSN/MSN Pathway is designed for applicants to the accelerated option of the BSN program whose career goal is to become an advanced practice nurse, a nurse educator, or a nurse leader.

1. Qualified Allen College students seeking admission to the accelerated option of the BSN program may simultaneously seek admission to the Direct Entry BSN/MSN pathway.
2. The student will be considered for admission to both programs by the admission policies and practices in place at the time of application.
3. Final admission to the MSN program is contingent upon the applicant's ability to meet all admission requirements upon completing requirements for the BSN degree.
4. Students seeking admission to the BSN/MSN Pathway may seek admission to any track in the MSN program for which they are qualified. The applicant must indicate the MSN track to which he or she wishes to be considered for admission. Once admitted to that track, the student may change tracks only on a space-available basis.
5. A student admitted to the accelerated BSN/MSN Pathway must enroll in the MSN program in the semester immediately following completion of the BSN degree. Failure to enroll in the MSN program in this semester, unless approved for a leave of absence, nullifies the student's admission to the MSN program, in which case the student must reapply for admission and pay all related application fees.
6. Students must obtain licensure as registered nurses before enrolling for a second semester of study.
7. For the nurse practitioner tracks of the MSN programs, students must complete 800 hours of clinical experience as a registered nurse prior to enrollment in a clinical specialty course.

**Requirements for Enrollment to the Accelerated BSN Program**

Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

**Undergraduate Readmission Process**

Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

- Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for spring, and October 1 for summer.
- Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

_**Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.**_

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Students may progress to the next semester of courses upon the successful completion of _all_ prior semester nursing courses. Students wishing exception to this practice must petition the APG Committee.

**Undergraduate Nursing Selection Process**

Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

**Notification of Admission**

An applicant is notified in writing regarding the Student Services Office’s decision as soon as possible after the meeting in which the completed application was reviewed.

**Enrollment in Program Following Admissions**

Admitted students must register for a nursing course within the first 12 months from the beginning of the semester to which the student is admitted. Students who fail to enroll during this 12 month time period must reapply for admission. In addition, nurse practitioner students must provide evidence of 800 hours of clinical experience as a registered nurse prior to enrollment in a clinical specialty course.

**Undergraduate Transfer Credit**

Courses completed at regionally accredited colleges and universities may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College course in terms of content and rigor. Course descriptions and
syllabi are used to determine whether courses are suitable for transfer. The following criteria are applied to determine the suitability of courses for transfer:

1. The course has roughly equivalent course content and/or clinical hours as are required for a comparable Allen College course.
2. The course requires student assessments, such as exams or writing assignments, roughly as extensive as those required for a comparable Allen College course.
3. The courses uses a standard text book equivalent to that used in a comparable Allen College course.
4. The course covers roughly the same amount of material as is covered in a comparable Allen College course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Refer to Admission Criteria for Undergraduate Students for a listing of passing grades in the undergraduate program.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student’s declared program of study.

Classification
Students’ classification is based on the cumulative completion of major courses.

45 - 89 Junior
90+ Senior

Academic Load
A typical nursing student enrollment is 12 to 16 credit hours per fall or spring semester. Enrollment in eighteen or more semester hours requires written permission by the school’s APG Committee, requires a minimum grade point average of 3.25 and is subject to availability of space. Students on academic probation or warning may only enroll in a maximum of 15 credit hours per semester.

Progression in the Accelerated BSN Program
After admission to the undergraduate program, placement in nursing courses for the academic year is based on the following priority ranking:

1. Full-time, regular progression students.
2. Part-time, regular progression students.
3. Students who have interrupted their studies but are in good academic standing.
4. Students who have withdrawn from one or more nursing courses.
5. Students who have failed and successfully repeated a nursing or required general education course.
6. Students who need to repeat a nursing or general education prerequisite or co-requisite.
7. Students who have been dismissed and reinstated.
8. Transfer students from other nursing programs according to admission, progression and graduation guidelines.

*Priority placement does not apply to students who are on hold.

Clinical space for nursing students is limited. Every effort is made to plan for students to progress at their individual pace in the program. However, in the event that there is insufficient space in a clinical course, the following priority will apply:

1. Students who are following a continuous, full-time plan of study will have first priority.
2. Students with the earliest admission date to Allen College.
3. Students who have completed the most credit hours toward graduation.

Satisfactory Progression in the Accelerated BSN Program
Progression within the program is dependent upon the satisfactory completion of pre-requisite and/or concurrent courses. Satisfactory completion is defined as:

1. Grade of C or above in each required course while maintaining a cumulative GPA of 2.0.
2. Satisfactory clinical performance in all courses with a clinical component.
3. Proof of current CPR training.
4. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
5. Satisfactory completion of 24 credit hours per academic year for full-time students.
6. Satisfactory completion of one-half of attempted hours for part-time students.
7. Must complete at the minimum 45 credit hours sponsored by Allen College.
Academic Warning, Probation and Dismissal

Midterm Grades in the BSN Accelerated Program
Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

Repeating Courses for students admitted prior to Summer 2017
A student will be allowed to repeat no more than two nursing courses. If a third course is failed, the student will be dismissed from Allen College. A nursing course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Repeating Courses for students admitted Summer 2017 or after
A student will be allowed to repeat no more than one nursing course. If a second course is failed, the student will be dismissed from Allen College. A student may only enroll in the same course twice. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

It is strongly recommended that Anatomy & Physiology I and II or their equivalent be completed at the same institution.

Academic Probation and Dismissal

Academic Probation occurs if:
1. Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.7.
2. Academic probation allows the student one semester to obtain a semester grade point average of 2.7 or above.
3. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.
4. If the student obtains a 2.7 grade point average or above in all subsequent semester(s), the student will continue to progress in the program.
5. If the student fails to obtain a 2.7 grade point average in any subsequent semester(s), the student is dismissed from the program.

Academic Dismissal for students admitted prior to summer 2017 occurs if:
1. The student's semester grade point average drops below 2.7 in any two semesters.
2. The student fails to meet program requirements in three required courses.
3. The student fails to successfully repeat any Allen College course.

Academic Dismissal for students admitted summer 2017 or after occurs if:
1. The student's semester grade point average drops below 2.7 in any two semesters.
2. The student fails to meet program requirements in two required courses.
3. The student fails to successfully repeat any Allen College course.

Automatic Dismissal occurs when the student's cumulative grade point average is below 2.0 at any time.

NCLEX Success for Undergraduate Nursing Students
Students having difficulty with course/program requirements shall be identified according to prescribed criteria. Students shall then be supported and monitored according to the procedures defined in the policy. The policy can be found at http://www.allencollege.edu/policies-amp-procedures.aspx.

What is ATI?
- Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing and proctored testing over the major content areas in nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation is used for the program's quality improvement and outcome evaluation.
- Students also complete an onsite NCLEX review course and have access to additional NCLEX preparation tools through the use of this product.
- Students are provided with information about how to access and use ATI during the nursing program.

Modular Study
ATI provides review modules in all major content areas. Students are encouraged to use these modules to supplement course work. These may be assigned during the course and/or as part of active learning/remediation following assessments.
Tutorials
ATI offers many unique online tutorials. The tutorial Nurse Logic for instance teaches nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content. Other tutorials may be available and will be assigned as appropriate.

Assessments
Assessments will help the student to identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

Active Learning/Remediation
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s test report called their individual performance profile will contain a listing of the topics to review. From their test results the student can remediate these topics to review by using a focused review which contains links to ATI review modules, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written remediation templates as required.

Academic Program Requirements for the Accelerated BSN Program
Requirements for the Traditional Bachelor of Science degree in nursing are designed to give students a broad program of liberal arts study combined with a concentration of study in nursing.

Students must be a certified nursing assistant (CNA) prior to enrolling in nursing courses.

A student must earn a minimum of 124 total semester credit hours to be eligible for a Bachelor of Science degree in nursing. All course requirements as outlined below must be met.

General Education Requirements

66 Semester Credit Hours

15 Semester Credit Hours in Humanities
Interimmediate Written Communication 3
Oral Communication 3
Humanities Electives 9

15 Semester Credit Hours in Social Sciences
Sociology 3
Human Growth & Development 3
Psychology 3
Social Science Electives 6

18 Semester Credit Hours in Natural Sciences & Mathematics
Anatomy & Physiology 6-8
General Chemistry 3-4
Microbiology 3
Human Nutrition 2-3
Introduction to Statistics 3

18 Semester Credit Hours in Foundation Electives
Diversity Elective 3
Other Elective Courses 15

*Students must be a certified nursing assistant (CNA) prior to enrolling in nursing courses.

*Applicants already holding a baccalaureate or higher degree must complete these courses as well as 45 credit hours of general electives (which may be covered by your baccalaureate degree courses) before beginning the Accelerated Option.
Program Course Requirements

58 Semester Credit Hours

NU 270 Introduction to Professional Nursing.......................... 2
NU 280 Health Assessment.................................................. 3
NU 290 Pathophysiology .................................................... 4
NU 299 Academic Readiness ................................................. 1
NU 320 Pharmacology .......................................................... 3
NU 335 Fundamentals of Clinical Nursing ................................ 5
NU 350 Adult Nursing I ....................................................... 4*
NU 360 Mental Health Nursing ............................................... 4*
NU 370 Maternal-Newborn Nursing ........................................ 4*
NU 380 Evidence Based Practice and Nursing Research .............. 3
NU 405 Aging Adult Nursing ................................................ 3
NU 410 Pediatric Nursing ..................................................... 4*
NU 420 Professional Issues and Trends ..................................... 3
NU 450 Community & Public Health Nursing ............................ 4
NU 460 Nursing Leadership & Management .............................. 3
NU 485 Adult Nursing II ...................................................... 2
NU 485C Adult Nursing: Internship ........................................ 4
NU 499 Role Transition ....................................................... 2

*Denotes reduction of 1 credit hour for licensed LPNs

*TOTAL HOURS REQUIRED FOR GRADUATION 124

Sample Accelerated Curriculum

Summer I
NU 270 Introduction to Professional Nursing 2
NU 280 Health Assessment 3
NU 290 Pathophysiology** 4
NU 299 Academic Readiness 1
NU 335 Fundamentals of Clinical Nursing 5
Total Credit Hours 16

Fall Semester
NU 320 Pharmacology 3
NU 350 Adult Nursing I 4*
NU 360 Mental Health Nursing 4*
NU 380 Evidence Based Practice and Nursing Research 3
Total Credit Hours 14

Spring Semester
NU 370 Maternal-Newborn Nursing 4*
NU 405 Aging Adult Nursing 3
NU 410 Pediatric Nursing 4*
NU 485 Adult Nursing II 2
Total Credit Hours 13

Summer II
NU 420 Professional Issues and Trends 3
NU 485C Adult Nursing: Internship 4
NU 460 Nursing Leadership & Management 3
NU 450 Community & Public Health Nursing 4
NU 499 Role Transition 2
Total Credit Hours 16
Total Credit Hours in Nursing  56
*Denotes reduction of 1 credit hour for licensed LPNs

**Bachelor of Science in Nursing – Accelerated Hybrid BSN Program**

Students enrolled in the Accelerated Hybrid BSN Program are enrolled for 15 months. Students enrolled in this program will complete coursework at the Allen College Campus during the first summer of enrollment in a hybrid format. Following the first summer, students will periodically meet face-to-face in Des Moines during the semester with the majority of learning occurring in an online environment. Students will complete clinical requirements during the Fall, Spring, and final Summer semester in the Des Moines area.

**Admission Requirements for the Accelerated Hybrid BSN Program**

To be considered for admissions to the Accelerated Hybrid Option of the BSN program, transfer applicants must:

3. Complete the required application process, including submission of official transcripts from all colleges/universities attended.

4. Written References: Provide two letters of recommendation addressing the applicant’s academic abilities.

3. Have completed a minimum of 25 semester hours of academic credit from regionally accredited colleges and/or universities, including a minimum of 6 semester hours of required natural sciences coursework to be considered for admission.

4. Must have completed a minimum of 64 semester hours of academic credit to begin the program, including all prescribed coursework OR hold a baccalaureate or higher degree in a non-nursing discipline and have completed designated general education courses.

5. Have a minimum cumulative grade point average of 2.8 on a 4.0 scale for all post-secondary coursework.

6. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale in the following courses:

   k. English Composition
   l. Oral Communication
   m. Sociology
   n. Psychology
   o. Human Growth & Development*
   p. Anatomy & Physiology I*
   q. Anatomy & Physiology II*
   r. Chemistry*
   s. Microbiology*
   t. Statistics*
   * Denotes courses that are considered in the grade point average of students holding a baccalaureate degree.

7. Have completed all prerequisite general education and science courses with a grade of “C” or higher.

8. Students with or without a baccalaureate degree must have successfully completed a Certified Nurses Aid certification exam.

10. Complete the current version of ATI – Test of Essential Academic Skills (TEAS).

11. LPN applicants must have current license as a licensed practical nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. The Student Services Office will verify the status of each applicant’s LPN licensure.

**BSN – MSN Program – Prelicensure: 15 month Accelerated Hybrid Option**

Accelerated Hybrid BSN students must:

3. Complete the required application process, including submission of official transcripts from all colleges/universities attended.

4. Written References: Provide three letters of recommendation addressing the applicant’s academic abilities.

3. Have completed a minimum of 25 semester hours of academic credit from regionally accredited colleges and/or universities, including a minimum of 6 semester hours of required natural sciences coursework to be considered for admission.

4. Must have completed a minimum of 64 semester hours of academic credit to begin the program, including all prescribed coursework OR hold a baccalaureate or higher degree in a non-nursing discipline and have completed designated general education courses.

5. Have a minimum cumulative grade point average of 2.8 on a 4.0 scale for all post-secondary coursework.

6. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale in the following courses:

   k. English Composition
   l. Oral Communication
   m. Sociology
   n. Psychology
   o. Human Growth & Development*
   p. Anatomy & Physiology I*
   q. Anatomy & Physiology II*
r. Chemistry*
s. Microbiology*
t. Statistics*

* Denotes courses that are considered in the grade point average of students holding a baccalaureate degree.

7. Have completed all prerequisite general education and science courses with a grade of “C” or higher.
8. Students must have successfully completed a Certified Nurses Aid certification exam.
9. Complete the current version of ATI – Test of Essential Academic Skills (TEAS).
10. LPN applicants must have current license as a licensed practical nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. The Student Services Office will verify the status of each applicant’s LPN licensure.
11. Submit a biographical sketch.
12. Meet all admission requirements for the MSN program upon completion of the BSN degree before final admission to the MSN program is granted. (See Admission Criteria for Master of Science in Nursing Policy for all specific requirements.)

Required Application Materials for the Accelerated Hybrid BSN Program

Application Materials Required:
- Completed application
- Two academic or professional reference
- One official copy of all college transcripts sent directly from the school(s) to Allen College
- Test of Essential Academic Skills (TEAS) for students applying for summer 2017 and beyond
- Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

Direct Entry Accelerated Hybrid to Masters Program

Allen College offers a Direct Entry BSN/MSN Pathway for students seeking admission to the Accelerated Hybrid option of the BSN program. The BSN/MSN Pathway is designed for applicants to the Accelerated Hybrid option of the BSN program whose career goal is to become an advanced practice nurse, a nurse educator, or a nurse leader.

8. Qualified Allen College students seeking admission to the Accelerated Hybrid option of the BSN program may simultaneously seek admission to the Direct Entry BSN/MSN pathway.
9. The student will be considered for admission to both programs by the admission policies and practices in place at the time of application.
10. Final admission to the MSN program is contingent upon the applicant’s ability to meet all admission requirements upon completing requirements for the BSN degree.
11. Students seeking admission to the BSN/MSN Pathway may seek admission to any track in the MSN program for which they are qualified. The applicant must indicate the MSN track to which he or she wishes to be considered for admission. Once admitted to that track, the student may change tracks only on a space-available basis.
12. A student admitted to the Accelerated Hybrid BSN/MSN Pathway must enroll in the MSN program in the semester immediately following completion of the BSN degree. Failure to enroll in the MSN program in this semester, unless approved for a leave of absence, nullifies the student’s admission to the MSN program, in which case the student must reapply for admission and pay all related application fees.
13. Students must obtain licensure as registered nurses before enrolling for a second semester of study.
14. For the nurse practitioner tracks of the MSN programs, students must complete 800 hours of clinical experience as a registered nurse prior to enrollment in a clinical specialty course.

Requirements for Enrollment to the Accelerated Hybrid BSN Program

Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.
Undergraduate Readmission Process
Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

- Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
- Submit official documentation of academic performance since dismissals from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Students may progress to the next semester of courses upon the successful completion of all prior semester nursing courses. Students wishing exception to this practice must petition the APG Committee.

Undergraduate Nursing Selection Process
Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office's decision as soon as possible after the meeting in which the completed application was reviewed.

Enrollment in Program Following Admissions
Admitted students must register for a nursing course within the first 12 months from the beginning of the semester to which the student is admitted. Students who fail to enroll during this 12 month time period must reapply for admission. In addition, nurse practitioner students must provide evidence of 800 hours of clinical experience as a registered nurse prior to enrollment in a clinical specialty course.

Undergraduate Transfer Credit
Courses completed at regionally accredited colleges and universities may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. To be eligible for transfer, a course must be substantially equivalent to a comparable Allen College course in terms of content and rigor. Course descriptions and syllabi are used to determine whether courses are suitable for transfer.

The following criteria are applied to determine the suitability of courses for transfer:

5. The course has roughly equivalent course content and/or clinical hours as are required for a comparable Allen College course.
6. The course requires student assessments, such as exams or writing assignments, roughly as extensive as those required for a comparable Allen College course.
7. The course uses a standard text book equivalent to that used in a comparable Allen College course.
8. The course covers roughly the same amount of material as is covered in a comparable Allen College course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Refer to Admission Criteria for Undergraduate Students for a listing of passing grades in the undergraduate program.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student's declared program of study.

Classification
Students' classification is based on the cumulative completion of major courses.

45 - 89  Junior
**Academic Load**
A typical nursing student enrollment is 12 to 16 credit hours per fall or spring semester. Enrollment in eighteen or more semester hours requires written permission by the school's APG Committee, requires a minimum grade point average of 3.25 and is subject to availability of space. Students on academic probation or warning may only enroll in a maximum of 15 credit hours per semester.

**Progression in the Accelerated Hybrid BSN Program**
After admission to the undergraduate program, placement in nursing courses for the academic year is based on the following priority ranking:

9. Full-time, regular progression students.
10. Part-time, regular progression students.
11. Students who have interrupted their studies but are in good academic standing.
12. Students who have withdrawn from one or more nursing courses.
13. Students who have failed and successfully repeated a nursing or required general education course.
14. Students who need to repeat a nursing or general education prerequisite or co-requisite.
15. Students who have been dismissed and reinstated.
16. Transfer students from other nursing programs according to admission, progression and graduation guidelines.

*Priority placement does not apply to students who are on hold.*

Clinical space for nursing students is limited. Every effort is made to plan for students to progress at their individual pace in the program. However, in the event that there is insufficient space in a clinical course, the following priority will apply:

4. Students who are following a continuous, full-time plan of study will have first priority.
5. Students with the earliest admission date to Allen College.
6. Students who have completed the most credit hours toward graduation.

**Satisfactory Progression in the Accelerated Hybrid BSN Program**
Progression within the program is dependent upon the satisfactory completion of pre-requisite and/or concurrent courses. Satisfactory completion is defined as:

8. Grade of C or above in each required course while maintaining a cumulative GPA of 2.0.
9. Satisfactory clinical performance in all courses with a clinical component.
11. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
12. Satisfactory completion of 24 credit hours per academic year for full-time students.
13. Satisfactory completion of one-half of attempted hours for part-time students.
14. Must complete at the minimum 45 credit hours sponsored by Allen College.

**Academic Warning, Probation and Dismissal**

*Midterm Grades in the BSN Accelerated Hybrid Program*
Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.

**Repeating Courses for students admitted prior to summer 2017**
A student will be allowed to repeat no more than two nursing courses. If a third course is failed, the student will be dismissed from Allen College. A student may only enroll in the same course twice. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

**Repeating Courses for students admitted summer 2017 or after**
A student will be allowed to repeat no more than one nursing course. If a second course is failed, the student will be dismissed from Allen College. A nursing course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

It is strongly recommended that Anatomy & Physiology I and II or their equivalent be completed at the same institution.

**Academic Probation and Dismissal**

*Academic Probation* occurs if:

6. Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.7.
7. Academic probation allows the student one semester to obtain a semester grade point average of 2.7 or above.
8. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.
9. If the student obtains a 2.7 grade point average or above in all subsequent semester(s), the student will continue to progress in the program.
10. If the student fails to obtain a 2.7 grade point average in any subsequent semester(s), the student is dismissed from the program.

**Academic Dismissal** for students enrolled prior to summer of 2017 occurs if:
1. The student’s semester grade point average drops below 2.7 in any two semesters.
2. The student fails to meet program requirements in three required courses.
3. The student fails to successfully repeat any Allen College course.

**Academic Dismissal** for students enrolled summer of 2017 or after occurs if:
1. The student’s semester grade point average drops below 2.7 in any two semesters.
2. The student fails to meet program requirements in two required courses.
3. The student fails to successfully repeat any Allen College course.

**Automatic Dismissal** occurs when the student’s cumulative grade point average is below 2.0 at any time.

**NCLEX Success for Undergraduate Nursing Students**
Students having difficulty with course/program requirements shall be identified according to prescribed criteria. Students shall then be supported and monitored according to the procedures defined in the policy. The policy can be found at [http://www.allencollege.edu/policies-amp-procedures.aspx](http://www.allencollege.edu/policies-amp-procedures.aspx).

**What is ATI?**
- Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing and proctored testing over the major content areas in nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation is used for the program’s quality improvement and outcome evaluation.
- Students also complete an onsite NCLEX review course and have access to additional NCLEX preparation tools through the use of this product.
- Students are provided with information about how to access and use ATI during the nursing program.

**Modular Study**
ATI provides review modules in all major content areas. Students are encouraged to use these modules to supplement course work. These may be assigned during the course and/or as part of active learning/remediation following assessments.

**Tutorials**
ATI offers many unique online tutorials. The tutorial Nurse Logic for instance teaches nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content. Other tutorials may be available and will be assigned as appropriate.

**Assessments**
Assessments will help the student to identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

**Active Learning/Remediation**
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s test report called their individual performance profile will contain a listing of the topics to review. From their test results the student can remediate these topics to review by using a focused review which contains links to ATI review modules, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written remediation templates as required.
Academic Program Requirements for the Accelerated Hybrid BSN Program

Requirements for the Traditional Bachelor of Science degree in nursing are designed to give students a broad program of liberal arts study combined with a concentration of study in nursing.

Students must be a certified nursing assistant (CNA) prior to enrolling in nursing courses.

A student must earn a minimum of 124 total semester credit hours to be eligible for a Bachelor of Science degree in nursing. All course requirements as outlined below must be met.

**General Education Requirements**

66 Semester Credit Hours

15 Semester Credit Hours in Humanities
- Intermediate Written Communication 3
- Oral Communication 3
- Humanities Electives 9

15 Semester Credit Hours in Social Sciences
- Sociology 3
- Human Growth & Development 3
- Psychology 3
- Social Science Electives 6

18 Semester Credit Hours in Natural Sciences & Mathematics
- Anatomy & Physiology 6-8
- General Chemistry 3-4
- Microbiology 3
- Human Nutrition 2-3
- Introduction to Statistics 3

18 Semester Credit Hours in Foundation Electives
- Diversity Elective 3
- Other Elective Courses 15

*Applicants already holding a baccalaureate or higher degree must complete these courses as well as 45 credit hours of general electives (which may be covered by your baccalaureate degree courses) before beginning the Accelerated Hybrid Option.

*Students must be a certified nursing assistant (CNA) prior to enrolling in nursing courses.

**Program Course Requirements**

58 Semester Credit Hours

- NU 270 Introduction to Professional Nursing 2
- NU 280 Health Assessment 3
- NU 290 Pathophysiology 4
- NU 299 Academic Readiness 1
- NU 320 Pharmacology 3
- NU 335 Fundamentals of Clinical Nursing 5
- NU 350 Adult Nursing I 4*
- NU 360 Mental Health Nursing 4*
- NU 370 Maternal-Newborn Nursing 4*
- NU 380 Evidence Based Practice and Nursing Research 3
- NU 405 Aging Adult Nursing 3
- NU 410 Pediatric Nursing 4*
- NU 420 Professional Issues and Trends 3
- NU 450 Community & Public Health Nursing 4
- NU 460 Nursing Leadership & Management 3
- NU 485 Adult Nursing II 2
- NU 485C Adult Nursing: Internship 4
- NU 499 Role Transition 2
Sample Accelerated Hybrid Curriculum

Summer I
NU 270 Introduction to Professional Nursing 2
NU 280 Health Assessment 3
NU 290 Pathophysiology** 4
NU 299 Academic Readiness 1
NU 335 Fundamentals of Clinical Nursing 5
Total Credit Hours 16

Fall Semester
NU 320 Pharmacology 3
NU 350 Adult Nursing I 4*
NU 360 Mental Health Nursing 4*
NU 380 Evidence Based Practice and Nursing Research 3
Total Credit Hours 14

Spring Semester
NU 370 Maternal-Newborn Nursing 4*
NU 405 Aging Adult Nursing 3
NU 410 Pediatric Nursing 4*
NU 485 Adult Nursing II 2
Total Credit Hours 13

Summer II
NU 420 Professional Issues and Trends 3
NU 485C Adult Nursing: Internship 4
NU 460 Nursing Leadership & Management 3
NU 450 Community & Public Health Nursing 4
NU 499 Role Transition 2
Total Credit Hours 16
Total Credit Hours in Nursing 56

Bachelor of Science in Nursing – RN-BSN Program

Admission Requirements for the RN-BSN Program
The following are requirements for admission to Advanced Placement for Registered Nurses:

1. Minimum GPA of 2.5
2. Current license as a registered nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. The Student Services Office will verify the status of each applicant’s RN licensure. Upon verification, the student shall receive 64 hours of credit towards their degree.

Required Application Materials for the RN-BSN Program
Application Materials Required:

- Completed application
- One academic or professional reference
• One official copy of all college transcripts sent directly from the school(s) to Allen College
• Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

Requirements for Enrollment to the RN-BSN Program
Health Requirements - Students are required to have up-to-date immunizations and a health examination prior to enrollment at Allen College. Health examination forms are available on the web at www.allencollege.edu or may be requested from the Student Services Office, (319) 226-2014, admissions@allencollege.edu.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

Undergraduate Readmission Process
Students who have voluntarily withdrawn may reapply for admission by contacting Student Services.

Students who have been dismissed may request to reenter the program through the following procedure:

1. Submit a letter to the APG Committee the semester prior to readmission. This request must be received by June 1 for fall semester, April 1 for summer, and October 1 for spring.
2. Submit official documentation of academic performance since dismissal from the program.

The APG committee will review these materials; if approved, the date of readmission is determined by availability of clinical and classroom resources. All requests for reentry will be evaluated on the basis of availability of resources.

Reentry of students who have interrupted their study for any reason is not guaranteed, and no student may be reinstated more than once.

A reinstated student who had been academically dismissed will again be dismissed upon failure of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.

Students may progress to the next semester of courses upon the successful completion of all prior semester nursing courses. Students wishing exception to this practice must petition the APG Committee.

Undergraduate Nursing Selection Process
Acknowledging applicants are unique individuals, unable to wholly capture their lives in an admission application, Allen College strives to personalize the process. Applications are read holistically. Admission Committee members are trained to thoroughly review each aspect of an application prior to making a recommendation. The process balances academic achievement, extra-curricular involvement, leadership, community service, diversity, as well as, other applicable experiences. Admission Committee members represent varied backgrounds and are each unique individuals invested in each applicant and their education. Allen College strives for a fair, consistent and transparent admission process.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office's decision as soon as possible after the meeting in which the completed application was reviewed.

Enrollment in Program Following Admissions
Admitted students must register for a nursing course within the first 12 months from the beginning of the semester to which the student is admitted. Students who fail to enroll during this 12 month time period must reapply for admission. In addition, nurse practitioner students must provide evidence of 800 hours of clinical experience as a registered nurse prior to enrollment in a clinical specialty course.

Undergraduate Transfer Credit
Courses completed at regionally accredited colleges and universities may be acceptable for transfer to Allen College. Transfer credits from international students should be evaluated through the Educational Credential Evaluators and students requesting the evaluation must ask for a Catalog Match Evaluation. To be eligible for transfer, a course must be
substantially equivalent to a comparable Allen College course in terms of content and rigor. Course descriptions and syllabi are used to determine whether courses are suitable for transfer.

The following criteria are applied to determine the suitability of courses for transfer:

1. The course has roughly equivalent course content and/or clinical hours as are required for a comparable Allen College course.
2. The course requires student assessments, such as exams or writing assignments, roughly as extensive as those required for a comparable Allen College course.
3. The courses uses a standard textbook equivalent to that used in a comparable Allen College course.
4. The course covers roughly the same amount of material as is covered in a comparable Allen College course.

In general, college-level courses in which passing grades have been earned are acceptable for transfer to Allen College. Refer to Admission Criteria for Undergraduate Students for a listing of passing grades in the undergraduate program.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student’s declared program of study.

**Classification**

Students’ classification is based on the cumulative completion of major courses.

45 - 89 Junior
90+ Senior

**Academic Load**

A typical nursing student enrollment is 12 to 16 credit hours per fall or spring semester. Enrollment in eighteen or more semester hours requires written permission by the school’s APG Committee, requires a minimum grade point average of 3.25 and is subject to availability of space. Students on academic probation or warning may only enroll in a maximum of 15 credit hours per semester.

**Progression in the RN-BSN Program**

After admission to the undergraduate program, placement in nursing courses for the academic year is based on the following priority ranking:

1. Full-time, regular progression students.
2. Part-time, regular progression students.
3. Students who have interrupted their studies but are in good academic standing.
4. Students who have withdrawn from one or more nursing courses.
5. Students who have failed and successfully repeated a nursing or required general education course.
6. Students who need to repeat a nursing or general education prerequisite or co-requisite.
7. Students who have been dismissed and reinstated.
8. Transfer students from other nursing programs according to admission, progression and graduation guidelines.

**Satisfactory Progression in the RN-BSN Program**

Progression within the program is dependent upon the satisfactory completion of pre-requisite and/or concurrent courses. Satisfactory completion is defined as:

1. Grade of C or above in each required course while maintaining a cumulative GPA of 2.0.
2. Satisfactory clinical performance in all courses with a clinical component.
3. Proof of current CPR training.
4. Continued academic progress and good standing based on courses completed at cooperating or other institutions of higher education.
5. Satisfactory completion of 24 credit hours per academic year for full-time students.
6. Satisfactory completion of one-half of attempted hours for part-time students.
7. Must complete at the minimum 24 credit hours sponsored by Allen College; up to 6 semester hours may be challenged or transferred into the program. Refer to the RN Challenge Policy number 2-C-900-09.

**Academic Warning, Probation and Dismissal**

**Midterm Grades in the RN-BSN Program**

Students will be informed of their midterm course grade through a midterm course grade that is calculated and posted in an online course delivery system.
Repeating Courses for students admitted prior to summer 2017
A student will be allowed to repeat no more than two nursing courses. If a third course is failed, the student will be dismissed from Allen College. A nursing course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Repeating Courses for students admitted summer 2017 or after
A student will be allowed to repeat no more than one nursing course. If a second course is failed, the student will be dismissed from Allen College. A nursing course may be repeated only once. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Academic Probation and Dismissal

Academic Probation occurs if:

1. Upon receipt of semester grades, the student will be placed on academic probation if the semester grade point average is less than 2.7.
2. Academic probation allows the student one semester to obtain a semester grade point average of 2.7 or above.
3. Students on academic probation may only enroll in a maximum of 15 credit hours per semester.
4. If the student obtains a 2.7 grade point average or above in all subsequent semester(s), the student will continue to progress in the program.
5. If the student fails to obtain a 2.7 grade point average in any subsequent semester(s), the student is dismissed from the program.

Academic Dismissal for students admitted prior to summer 2017 occurs if:

1. The student's semester grade point average drops below 2.7 in any two semesters.
2. The student fails to meet program requirements in three required courses.
3. The student fails to successfully repeat any Allen College course.

Academic Dismissal for students admitted summer 2017 or after occurs if:

1. The student's semester grade point average drops below 2.7 in any two semesters.
2. The student fails to meet program requirements in two required courses.
3. The student fails to successfully repeat any Allen College course.

Automatic Dismissal occurs when the student's cumulative grade point average is below 2.0 at any time.

Academic Program Requirements for the RN-BSN Program

Allen College offers Advanced Placement to the RNs who are interested in returning to college for a Bachelor of Science in Nursing degree.

Applicants are granted credit for past learning. The needs of adult learners are considered in course requirements and schedules. Students may enroll part-time or full-time. Students who meet admission requirements are admitted upon availability of space.

The BSN degree is awarded upon completion of 124 semester hours and all degree requirements (general education requirements, prerequisites, nursing major requirements, and electives).

Articulation Plan

RN-BSN students are awarded 64 credit hours through articulation. These hours include 24 hours for specific general education courses (indicated with an * below) and 40 credit hours for nursing courses. Students will complete 30 credit hours of nursing at Allen College.

General Education Requirements

54 Semester Credit Hours

15 Semester Credit Hours in Humanities
Written Communication .............................................................. 3*
Humanities Electives ................................................................. 12

15 Semester Credit Hours in Social Sciences
Sociology .................................................................................. 3*
Human Growth & Development ................................................. 3*
Psychology ............................................................................. 3*
Social Science Elective ............................................................. 6

15 Semester Credit Hours in Natural Sciences & Mathematics
Anatomy & Physiology .............................................................. 6*
Microbiology .......................................................................... 3*
Human Nutrition ....................................................................... 3*
Statistical Methods ................................................................. 3

7 Semester Credit Hours in Foundation Electives
Elective Courses (any field) ...................................................... 6
Diversity Elective .................................................................... 3

Program Course Requirements

30 Semester Credit Hours
NU 307 Collaboration and Communication in Healthcare 3
AC 308 Professional Writing 1
NU 301 Transitions to Baccalaureate Nursing 3
NU 380 Evidence Based Practice and Nursing Research 3
NU 421 Health Policy, Law, and Ethics 3
NU 447B Nursing Informatics 3
NU 450 Community & Public Health Nursing 3
NU 457 Nursing Management of Chronic Illness 4
NU 461 Nursing Leadership 4
NU 497 Application of Evidence-based Practice 3
TOTAL FOR RN-BSN ONLY .................................................. 30 (to complete BSN requirements)

Articulation Credit ............................................................... 40

*TOTAL HOURS REQUIRED FOR GRADUATION .................... 124

Population Health Minor for Bachelor of Science in Nursing Students
Curriculum – BSN with minor in Population Health

All the courses are 3 credit hour courses.

Required courses
PH: 400 Introduction to Public Health
PH: 430 Introduction to Epidemiology and Biostatistics
PH: 450 Population Health and Global issues in Public Health

Elective courses – (must complete any two courses from the list below)
PH: 410 The American Health Care System
PH: 460 Public Health Preparedness
PH: 490 Ethics, Law and Health Care
PH: 475 Public Health Policy

Master of Science in Nursing

Nursing Mission
Allen College Nursing Programs prepare graduates who meet essential professional practice standards in a variety of settings and within diverse communities. These nursing programs build on a foundation of liberal education with an emphasis on scholarship, experiential and lifelong learning, and community service.

Nursing Philosophy
The philosophy and purpose of the nursing program arise from the mission, philosophy, and goals of Allen College. The faculty values the goals of higher education and supports the missions of scholarship, practice, and service. Nursing is an art and science that is continuously evolving through synthesis of theory and knowledge from nursing and related disciplines. As a holistic and humanistic profession, nursing is concerned with the health-related biopsychosocial, spiritual, and intellectual needs of diverse clients. Caring is the essence of nursing practice and is actualized in the context of the nurse-client relationship. Nurses apply the nursing process while using evidence, critical thinking, and clinical judgment to provide client-centered care. As members of the health team, nurses collaborate with other health professionals in the delivery of safe, high quality, culturally sensitive care to diverse individuals, families, and communities. The faculty believes in a holistic approach to nursing education, recognizing the uniqueness of each individual. The teaching-learning process involves a dynamic interaction among teacher, learner, and environment. Learning is an active,
lifelong, self-motivated process necessary for professional and personal development. Knowledge, skills, and attitudes are best transferred using principles of good teaching and a variety of teaching methods in diverse settings. The Allen College faculty value service to the community as an extension of learning that fosters the development of a sense of caring for others.

**Graduate Outcomes**
In concert with the Philosophy of Allen College, the graduate will:

1. Synthesize knowledge from nursing science and related disciplines in order to develop a foundation to guide practice.
2. Provide organizational and systems leadership in practice, service and scholarship.
3. Apply quality principles to promote patient safety and positive individual and systems outcomes.
4. Use scholarly inquiry and evidence to advance the practice of nursing.
5. Use informatics and healthcare technologies to enhance patient care and to improve healthcare systems.
6. Employ advocacy strategies to influence health policy and to improve outcomes of care.
7. Collaborate within inter-professional teams to manage and improve health care services for individuals, families and populations.
8. Integrate patient-centered and culturally responsive strategies into the delivery of clinical prevention, health promotion and population-focused services.

**Essential Functions**
In compliance with the Americans with Disability Act of 1990, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential issues associated with meeting these requirements.
<table>
<thead>
<tr>
<th>Issue</th>
<th>Essential Functions</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Patient Client needs / Problem Solving / Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/client needs/problems.</td>
<td>Identify cause-effect relationships in clinical situations. Develop nursing care plan. Make judgment regarding appropriate interventions based on signs and symptoms.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication proficiency at a professional level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read at college level.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to provide safe and effective nursing care.</td>
<td>Move around in work spaces and examination/ treatment areas, administer cardiopulmonary procedures</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; administer medications; position patients/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately.</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment and provision of nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for observation, assessment and provision of nursing care</td>
<td>Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
</tr>
<tr>
<td>Other</td>
<td>Mental alertness sufficient to provide safe, effective nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately.</td>
</tr>
</tbody>
</table>

Adapted from the Southern Council on Collegiate Education in Nursing guidelines with minor additions or changes.

*There may be more stringent requirements for clinical agencies that may preclude the student’s progression in the nursing program.

**Core Course Requirements for Master of Science in Nursing Programs.**
The following core courses are for all students completing a Master of Science in Nursing degree:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 505</td>
<td>Leadership for Advanced Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 520</td>
<td>Policy, Organization, and Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 530</td>
<td>Population Health</td>
<td>3</td>
</tr>
<tr>
<td>NU 540</td>
<td>Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 541</td>
<td>Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NU 596</td>
<td>Graduate Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>NU 695</td>
<td>Graduate Project</td>
<td>0</td>
</tr>
<tr>
<td>NU 696</td>
<td>Graduate Seminar II</td>
<td>1</td>
</tr>
</tbody>
</table>
**Timing of NU 696 Graduate Seminar II and NU 695 Graduate Project Classes**

Students must take NU 696 Seminar II two terms prior to their scheduled date of graduation. For example, students scheduled to graduate:

- In a spring term will be enrolled in NU 696 in the summer term prior to graduation, or earlier.
- In a summer term will be enrolled in NU 696 in the fall term prior to graduation, or earlier.
- In a fall term will be enrolled in NU 696 in the spring term prior to graduation, or earlier.

In addition, a student will not be allowed to enroll in the NU 695 Graduate Project course unless the student’s MSN evidence-based practice/quality improvement project proposal has been submitted to and approved by the Allen College Institutional Review Board (ACIRB) in the semester prior to the student’s scheduled date of graduation. Note that in order for this to occur, it is the student’s responsibility to meet all deadlines established and published by the ACIRB.

After enrollment in NU696, students will be continuously enrolled in NU 695 until the graduate project is presented (typically the semester of graduation). Students will be charged one-half of a credit hour for each semester that they are enrolled in the graduate project. If the student does not graduate as planned, the student may also receive only a partial refund of the graduation fee. The refund will be determined based on products purchased for the students’ original graduation date. If the student notifies the Student Services Office timely, a full refund of the graduation fee will be given to the student.

**Graduate Project**

All students must satisfactorily demonstrate the ability to integrate the knowledge acquired in the graduate program in a scholarly manner. Application of theoretical, research, measurement, and computer knowledge will be demonstrated in the completion of a graduate project. Evaluation is based on both written and oral performance.

**Admission Requirements for the Master of Science in Nursing Program**

**Application Process**

The graduate program applicant must:

1. Submit a completed application form for the Master’s program and a non-refundable application fee of $50. A check or money order can be made payable to Allen College and mailed to 1825 Logan Avenue, Waterloo, IA 50703. Credit card payments can be made over the telephone at (319) 226-2000 or with an online application at www.allencollege.edu.
2. Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College. If transcripts do not identify course work in nursing research and statistics, send verification of coursework in these areas.
3. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.
4. Obtain three references. Forms can be found on the Allen College web site at www.allencollege.edu. At least one reference must be a professional associate (i.e. employer) and one an academic associate (i.e. education).
5. Complete the biographical sketch (Form on the web at www.allencollege.edu).
6. Complete goal statement (Form on the web at www.allencollege.edu).
7. The Student Services Office will verify the status of each applicant’s licensure.
8. (Iowa Licensure? – this is in the policy)

**Admission Requirements for the Master of Science in Nursing Program – RN Applicants with a Baccalaureate Degree in Nursing**

Criteria for consideration for admission into the Post-Graduate’s Certificate program are as follows:

1. A bachelor's degree with a major in nursing from a school accredited by the appropriate regional accrediting organization.
2. A minimum overall undergraduate grade point average (GPA) of 3.00 on a 4.00 scale for the last 60 college credit hours completed (effective for applicants to the spring 2014 semester and thereafter).
3. Current licensure as a registered nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. An applicant without an Iowa RN licensure may be conditionally admitted to the graduate program but must achieve RN licensure prior to enrolling in a second semester of study. Such admitted applicants may enroll only in non-clinical courses during the first semester of study. The Student Services Office will verify the status of each applicants RN licensure.
4. Three professional-academic letters of reference.
5. A biographical sketch.
6. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

**Additional Admission Requirements for the Master of Science in Nursing Program – RN Applicants with a Non-Nursing Baccalaureate**

Registered nurse applicants who hold a baccalaureate in a non-nursing discipline will be considered for admission according to the same criteria that apply to applicants holding a baccalaureate degree with a major in nursing. In addition,
an applicant in this category who is admitted to the MSN program must comply with the following requirements:

- **Statistics** – 3 credit hour undergraduate course must be completed prior to enrollment in NU540 Evidence Based Practice.
- **Nursing Research** – 3 credit hour undergraduate course must be completed prior to enrollment in NU540 Evidence Based Practice.
- **Community Health** – 3 credit hour undergraduate course must be completed prior to enrollment in NU530 Population Health

**Admission Requirements for the Post-Graduate Certificate Program**

Criteria for consideration for admission into the Post-Graduate’s Certificate program are as follows:

1. Hold a MA or MS degree with a major in nursing, or hold an MSN degree from a nationally accredited program.
2. A minimum cumulative graduate grade point average (GPA) of 3.00 on a 4.00 scale.
3. Current licensure as a registered nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. The Student Services Office will verify the status of each applicant’s RN licensure.
5. A biographical sketch.
6. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.
7. Applicants who have obtained an MSN degree from Allen College are not required to submit the reference letters, biographical sketch, and goal statement.

**Admission Requirements for MSN Completion Program for Certified Nurse Practitioners**

The MSN Completion Program is designed for individuals who have: 1) completed a baccalaureate degree in nursing, 2) completed a nurse practitioner certificate program, and 3) hold current professional certification as a nurse practitioner. Submission of a clinical portfolio will enable the student to obtain up to 16 credit hours of coursework related to the clinical specialty based on specialty education, practice, and national certification. (Individuals with baccalaureate in non-nursing may be accepted upon completion of content requirements.)

**Admission Requirements:**

1. Ability to meet current MSN admission requirements
2. National certification in a nurse practitioner specialty
3. A minimum of 2500 hours of specialty practice over the prior three years as demonstrated by the clinical portfolio.

**Clinical Portfolio Guidelines:**

1. Cover sheet with name and address, ARNP registration number
2. Official transcripts from certification program
3. Copies of Licensure/Registration/Certification Documents
4. Description of past and current ARNP practice since certification obtained: scope, sites, case load and demographics, and other information as appropriate
5. Description of continuing education credits since certification obtained
6. Two letters of recommendation from colleagues (ARNP, MD, DO) describing the applicant’s practice and competency
7. Other as deemed necessary by Graduate APG committee

The portfolio will be evaluated by the Graduate APG committee and the Student Services office for the determination of credit hours. Advanced Health Assessment, Advanced Physiology and Disease States, and Advanced Pharmacology may be challenged by exam.

**Required Application Materials for the Master of Science in Nursing and Post-Graduate Certificate Programs**

Applications for admission are taken throughout the year. However, students are encouraged to apply early, as space is limited.

- Submit a completed application form and non-refundable application fee of $50. The application can be found online at [www.AllenCollege.edu](http://www.AllenCollege.edu).
- Hold a MA or MS degree with a major in nursing, or hold an MSN degree from a nationally accredited program (for post-graduate certificate applicants only).
- A minimum cumulative graduation grade point of 3.0 on a 4.0 scale (post-graduate applicants only)
- Submit three academic reference forms. Examples include a guidance counselor, teacher, or college professor.
- Submit a biographical sketch
- Submit an official transcript from each post-secondary institution attended. Official transcripts are required as documentation of credit earned at other institutions. The applicant must request transcripts from other institutions. The institutions will mail the transcripts directly to Allen College.
- Students whose first language is not English must prove English proficiency before the student’s file is reviewed.
Requirements for Enrollment to the Master of Science in Nursing and Post-Graduate Certificate Programs

Health Requirements - The College requires students to have entrance and exit tuberculosis (TB) testing. In addition, students must provide documentation that they have received Hepatitis B immunizations or sign a waiver. Hepatitis B immunizations are offered free of charge, and are strongly encouraged prior to taking clinical courses. Evidence of CPR certification are required every other year and Universal Precautions training are required annually.

Ten Panel Drug Screen – Students will arrange to have a ten panel drug screen collected through Occupational Health at UnityPoint – Allen Hospital. Students who test positive may not be allowed to proceed in their course of study.

Background Checks - All students will be subject to a criminal background check prior to enrollment in an Allen College course. Students found to have a criminal record may be excluded from enrollment. Students with a criminal record, if allowed to enroll, may not be eligible for licensure or certification.

Felony Convictions after Admission to Allen College - If a student is convicted of a felony after admission to Allen College, the student must disclose the conviction to the Student Services Office. Failure to disclose a conviction may result in dismissal from Allen College.

Medicare Fraud Checks - All students will be subject to a Medicare Fraud check upon admission to Allen College and annually thereafter. All incidents will be reported to the Chancellor, who will review it with UnityPoint Health - Waterloo and the UnityPoint Health Compliance Officer. The Chancellor and senior level management will determine eligibility for enrollment.

RN Licensure - Students must maintain a current licensure as a registered nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1.

CPR Certification - Students are held responsible for obtaining and maintaining current cardiopulmonary resuscitation (CPR) Basic Life Support training from the American Heart Association (for Health Care Professionals). A current copy of your CPR card must be on file in the Student Services Office. Students cannot register for classes unless their CPR is current for the entire semester. Students can access CPR course availability online at www.AmericanHeart.org.

Clinical Experience - Nurse practitioner students must provide evidence of 800 hours of clinical experience as a registered nursing prior to enrollment in a clinical specialty course.

Graduate Readmission Process

Request for Reinstatement Following Voluntary Withdrawal

Reinstatement of students who have voluntarily withdrawn from a graduate program for any reason is not automatic and is not guaranteed. Students in good academic standing who have voluntarily interrupted their program of study for any reason may request to reenter the program by contacting Student Services. The process and documents needed for readmission may differ based on the length of time the student has been away from Allen College. This procedure applies to any student who has not been continuously enrolled each semester during the academic year.

Students who voluntarily withdraw from the program and are reinstated must adhere to the policies and curriculum of the College in effect at that time of reinstatement.

Request for Reinstatement Following Dismissal

Reinstatement of students who have been dismissed from a graduate program for any reason is not guaranteed, and no dismissed student may be reinstated more than once. Students who are dismissed from a graduate program for any reason may request reinstatement in the program by following the procedure outlined below:

1. Submit a letter to the Dean of Student Services the semester prior to reentry to the program. This request must be received by June 1 for fall semester, April 1 for summer semester, and October 1 for spring semester.
2. At the time of reaplication, the applicant must submit a statement that addresses the reason(s) for the failure, outlines what he/she has done to ensure success in a graduate program and why he/she should be readmitted (e.g. course taken successfully at other institutions since dismissal, etc.) The statement must be written by the student.
3. The Dean of Student Services will refer the request to the Graduate Admissions, Progression and Graduation Committee for consideration. In reaching its decision, the Graduate APG Committee will consider the circumstances related to dismissal, the applicant’s likelihood of success and the availability of resources (e.g., faculty, classroom, clinical). The APG Committee may request a meeting with the applicant as part of its deliberations.
4. The Dean of Student Services will arrange a meeting with the applicant and the Program Chair. The meeting will be scheduled within 14 days of the student’s request.

A reinstated student who had been previously been academically dismissed will again be dismissed upon failure (see failing
grade definition) of one additional course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at that time of reinstatement.

**Graduate Selection Process**

**All Graduate Students**

1. The Student Services Office reviews completed application files.
2. The applicant may be asked to come in for a personal interview.
3. Upon final review of the applicant's file, the applicant may:
   a. Be admitted unconditionally.
   b. Be admitted conditionally.
   c. Be admitted as non-degree seeking
   d. Be denied admission.

The Graduate Admissions Committee reserves the right to accept only those applicants who seem most likely to complete the requirements of the educational program.

**Conditional Admission**

Applicants whose overall grade point average (GPA) is between 2.9 – 2.99 may be considered for conditional admission.

Applicants who are conditionally admitted shall complete nine semester hours of non-clinical graduate coursework and earn a minimum cumulative GPA of 3.0 in order for conditional status to be removed. Failure to satisfy this requirement will result in automatic dismissal from Allen College. Students may not enroll in clinical specialty courses while on conditional admission status. Failure to satisfy these requirements will result in automatic dismissal from Allen College.

Students may not enroll in clinical specialty courses while on conditional admission status.

**Non-Degree Seeking Status**

Non-degree graduate students are those who have earned a baccalaureate degree with a major in nursing and meet one of the following criteria:

1. The applicant does not wish to pursue a full program of study leading to an advanced degree at Allen College but wishes to take courses for self enrichment, transfer of credit to another institution or to advance knowledge in course-specific content;
2. The applicant wishes to demonstrate academic potential in order to be considered for acceptance into a graduate program at Allen College.

Applicants who have not met the deadline for completing the application process or who have less than a 2.90 GPA may also be considered for non-degree seeking status.

Students meeting one of these criteria may request to enroll in non-clinical graduate coursework as a non-degree seeking student.

To be considered for admission to Allen College as a non-degree seeking student, the applicant must:

1. Complete an application for admission as a non-degree seeking student, indicating a desire to enroll in graduate-level courses;
2. Provide an official transcript with evidence that the applicant holds a baccalaureate degree with a major in nursing.

Non-degree seeking applicants may be considered for admission by the Student Services Office. Enrollment in one or more graduate-level courses will be allowed on a space-available basis.

Students who are classified as non-degree seeking shall be limited to enrollment in 6 credit hours each semester. No more than 12 semester credit hours completed while holding non-degree seeking status may be applied toward degree requirements. Students are eligible to receive financial aid for no more than 12 semester credit hours as a non-degree seeking student.

Students who are admitted to Allen College with non-degree seeking status may subsequently seek admission to the MSN program. To change status from non-degree to degree-seeking, the student must:

1. Complete nine semester hours of non-clinical master's coursework (may not take didactic clinical/practicum courses);
2. Earn and maintain a minimum cumulative GPA of 3.0;
3. Submit a degree-seeking application form to the Student Services Office;
4. Submit all required admission materials.

Non-degree seeking students who seek to change their status to degree-seeking should understand that their academic performance while in non-degree seeking status does not assure admission to the MSN program.

A graduate program may or may not accept credits completed while in non-degree seeking status toward requirements for a degree, based on changes in curriculum, length of time since completion of coursework, or other considerations.

Early entry MSN program is in the policy but not online or in the Handalog.
Enrollment in Program Following Admission

Once the student is admitted to the MSN program, that student must be continuously enrolled in a minimum of one course each semester during the academic year or have an approved leave of absence in order to remain in the program. Students who fail to adhere to this requirement must seek reinstatement in the MSN program.

Time Limit for Completion for MSN Program

All requirements for the master’s degree must be completed within seven consecutive years, beginning with the date the student enrolls in a course(s) carrying graduate credit applicable to the degree program either at Allen College or another institution. Course work older than seven years cannot be used to meet requirements for the master’s degree. This seven year time limit includes any leave of absence granted to the student.

Transfer Credit Policy

Students admitted to the MSN program must complete, at the minimum, 24 semester hours of credit sponsored by Allen College to earn the MSN degree.

Transfer Credit

Students admitted to the MSN program may transfer a maximum of 12 semester hours of graduate-level coursework in partial fulfillment of MSN degree requirements. The following stipulations apply:

1. The course was completed at a regionally accredited institution.
2. The course equates to the required Allen College course, as determined by review of the course syllabus.
3. The grade earned was a B or better. (Neither Pass in a pass/fail course, Credit in a credit/no-credit course, nor a B- is acceptable for the transfer credit.)
4. The course was completed subsequent to the awarding of the bachelor’s degree.
5. Course work older than seven years cannot be used to meet requirements for the master’s degree. This seven year time limit includes any leave of absence granted to the students.
6. Transfer credit may not be used to fulfill the requirement that 24 semester hours of graduate level credit must be earned at Allen College.

Allen College may grant academic credit and course placement to students based on previous academic, employment, and/or other learning experiences not earned in a traditional classroom setting, the latter to include community and military service. Credit may be considered for class and/or clinical credit toward certificate or degree completion. Credit for Prior Learning (CPL) is awarded for demonstrated college-level learning which entails knowledge, skills and competencies that students have obtained as a result of their prior learning. CPL will be awarded only for learning directly applicable to curriculum requirements of Allen College and the student’s declared program of study.

Procedure for Requesting Transfer Credit:

The student must complete the “Request for Transfer of Credit” form. The student must also provide a photocopy of course description, course objectives and content outline of the course, along with an unofficial transcript documenting completion of the course.

If the student has not already done so, an official transcript of grades documenting completion of the courses must be sent to the Student Services Office. Once the official transcript has been received, the transfer courses may be applied toward fulfillment of the MSN degree requirements.

Classification

The classification of a student enrolled in a masters program is as follows:

- Full-time: 8 or more semester hours
- Three-Quarter time: 6-7 semester hours
- Half-time: 4-5 semester hours
- Less than half time: 1-3 semester hours

Academic Load

Twelve or more credit hours per semester or seven or more semester hours in the summer term requires written permission by the Graduate Admissions, Progression and Graduation (APG) Committee and are based upon a minimum grade point average of 3.50 and availability of space.

Progression in the Master of Science in Nursing Programs

After admission to the graduate program, placement in courses for the academic year is based on the student’s plan of study and the following priority placement:

1. Fully admitted MSN and Post-Graduate Certificate students
2. Undergraduate students wishing to enroll in graduate courses

*Priority placement does not apply to students who are on hold.

If additional criteria are needed to determine placement, the Graduate APG Committee considers the date of becoming out
of sequence, the student's grade point average (GPA) and the space availability of the remainder of coursework to be completed.

In addition, nurse practitioner students must provide evidence of 800 hours of clinical experience as a registered nurse prior to enrollment in a clinical specialty course.

**Satisfactory Progression in the Master of Science in Nursing Programs**

Progression within the MSN program is demonstrated by the following:

1. A cumulative grade point average (GPA) of 3.0 calculated on the basis of all attempted graduate-level courses following admission to the program;
2. Completion of all courses as follows: 1. With a grade of “C” or higher in non-clinical courses (including NU550) 2. With a grade of “B” or higher in courses that have an associated clinical or practicum.
3. Adherence to the requirements related to CPR certification, RN licensure, and health requirements;
4. Adherence to reasonable standards of professional conduct in all activities in the academic, clinical, and service settings.

**Academic Warning, Probation and Dismissal**

**Repeating Courses**

A student enrolled in a graduate program must repeat any course in which s/he received a grade of “C-” or lower in a non-clinical course and a “B-” or lower in a clinical didactic course or unsatisfactory performance in the clinical component of all clinical courses. Students will be allowed to repeat a course one time only. A student will not be allowed to repeat more than two courses sponsored by Allen College or other institutions where the student has taken a graduate course. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

**Academic Probation and Dismissal**

**A. Academic probation:** A graduate student failing to meet the criteria for satisfactory achievement will be placed on academic probation. A student on probation due to failure to meet the cumulative GPA requirement of 3.0 will be allowed one semester if a full-time student and two semesters if a part-time student to raise the cumulative GPA to a satisfactory level. If the student fails to be removed from academic probation at this time, he/she will be dismissed from the College. In addition, a student previously on probation must maintain a cumulative GPA of 3.0 or above during the remainder of his/her time at Allen College. Failure to do so will result in dismissal.

Prerequisite nursing courses that are not successfully completed must be repeated prior to enrollment in advanced courses.

Failure to meet requirements related to professional standards will be evaluated on an individual basis and, if the student is allowed to continue enrollment, guidelines will be established. Students who are placed on hold due to failure to meet 10 panel drug screen CPR, licensure, and health requirements will not be allowed in clinical activities and risk course failure.

**B. Academic dismissal:**

Students are subject to dismissal from a graduate program for:

1. Failure to meet conditional admission requirements;
2. Failure to demonstrate satisfactory achievement within a probationary period;
3. Failure to complete requirements for the degree within a seven year period after initial registration;
4. Failure to successfully complete a course on the second attempt;
5. Receiving two failing grades.* (See definition of failing grades below).
6. Faculty recommended withdrawal of a student for academic difficulties, health reasons, clinical performance or personal conduct.

Students may progress to the next semester of courses upon the successful completion of all prerequisite coursework.

Students wishing exception to this practice must petition the Graduate APG Committee.

*Failing Grade Definitions

**MSN Program**

1. Grade of “C-” or below in non-clinical courses (including NU550),
2. Grade of “B-” or below in courses that have an associated clinical or practicum component,
3. Grade of “NC” in a Credit/No Credit course
4. Unsatisfactory grade in any clinical course.

**Academic Program Requirements for the MSN - Nursing Education Program**

<table>
<thead>
<tr>
<th>Curriculum Plan</th>
<th>39 Semester Credit Hours</th>
<th>375 Clinical Hours</th>
</tr>
</thead>
</table>

**Course Requirements**

- NU 505 Leadership for Advanced Nursing: 3 credits
- NU 520 Policy, Organization, and Financing of Health Care: 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 530</td>
<td>Population Health</td>
<td>3</td>
</tr>
<tr>
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<td>Graduate Project</td>
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<tr>
<td>NU 696</td>
<td>Graduate Seminar II</td>
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Course Requirements: Nursing Education Core
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NU 550</td>
<td>Advanced Health Assessment</td>
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<tr>
<td>NU 560</td>
<td>Advanced Pathophysiology and Disease State</td>
<td>3</td>
</tr>
<tr>
<td>NU 570</td>
<td>Advanced Pharmacology</td>
<td>3</td>
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<tr>
<td>NU 630</td>
<td>Curriculum Theory and Design</td>
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<td>NU 635</td>
<td>Curriculum Development and Implementation</td>
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<td>NU 635C</td>
<td>Education Clinical Practicum I</td>
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<tr>
<td>NU 640</td>
<td>Educational Evaluation</td>
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Clinical Hour Requirements
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Academic Program Requirements for the MSN – Leadership Program

Curriculum Plan 36 Semester Credit Hours 300 Clinical Hours

Course Requirements
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<td>NU 520</td>
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<tr>
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<td>Population Health</td>
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<tr>
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Course Requirements: Leadership Core
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<td>Leadership II: Health Care Org/Legal/Ethical</td>
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<td>NU 653</td>
<td>Leadership III: Quality/Safety/Regulatory</td>
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<td>Health Care Economics and Financial Mgmnt</td>
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<td>Human Resources for the Health Care Manager</td>
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Academic Program Requirements for the MSN – Leadership in Health Informatics Technology

Curriculum Plan 35 Semester Credit Hours 150 Clinical Hours

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NU 520  Policy, Organization, and Financing of Health Care  3
NU 530  Population Health  3
NU 540  Evidence Based Practice  3
NU 596  Graduate Seminar I  1
NU 695  Graduate Project  0
NU 696  Graduate Seminar II  1

**Course Requirements: Leadership in Health Informatics Technology (through the University of Minnesota)**

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<td>Applied Health Care Databases: Database Principles and Data Evaluation</td>
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<td>Interdisciplinary Healthcare Informatics</td>
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<td>NURS5116</td>
<td>Consumer Health Information</td>
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<td>NURS6105</td>
<td>System Analysis and Design</td>
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<td>NURS7105</td>
<td>Knowledge Representation and Interoperability</td>
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<td>NURS7108</td>
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**Course Requirements: (through the Allen College)**

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**Clinical Hour Requirements**

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**Academic Program Requirements for the MSN – Family Nurse Practitioner Program**

Curriculum Plan  42 Semester Credit Hours  600 Clinical Hours

**Course Requirements**

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**Core Courses: Nurse Practitioner**

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**Course Requirements: Family Nurse Practitioner**

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<td>Family Nursing: Women &amp; Child Health</td>
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**Clinical Hour Requirements**

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**Academic Program Requirements for the MSN – Adult Gerontological Acute Care Nurse Practitioner Program**

Curriculum Plan: 42 Semester Credit Hours, 600 Clinical Hours

**Course Requirements**

NU 505 Leadership for Advanced Nursing 3
NU 520 Policy, Organization, and Financing of Health Care 3
NU 530 Population Health 3
NU 540 Evidence Based Practice 3
NU 541 Health Care Informatics 3
NU 596 Graduate Seminar I 1
NU 695 Graduate Project 0
NU 696 Graduate Seminar II 1

**Core Courses: Nurse Practitioner**

NU 550 Advanced Health Assessment 3
NU 560 Advanced Physiology and Disease States 3
NU 570 Advanced Pharmacology 3

**Course Requirements: Acute Care Nurse Practitioner Core**

NU 670 Adult-Gerontology: Acute Care I Diagnostics and Intervention 3
NU 670C Adult-Gerontology: Acute Care I Diagnostics and Intervention Practicum 2
NU 675 Adult-Gerontology: Acute Care II Diagnostics and Intervention 3
NU 675C Adult-Gerontology: Acute Care II Diagnostics and Intervention Practicum 2
NU 680 Adult-Gerontology: Acute Care III Diagnostics and Intervention 3
NU 680C Adult-Gerontology: Acute Care III Diagnostics and Intervention Practicum 2
NU 612C Adult-Gerontology: Clinical Enrichment 1

**Clinical Hour Requirements**

NU 550 Advanced Health Assessment 75
NU 670C Adult-Gerontology: Acute Care I Diagnostics and Intervention Practicum 2
Academic Program Requirements for the MSN – Family Psychiatric Mental Health Nurse Practitioner Program

Curriculum Plan  43 Semester Credit Hours  600 Clinical Hours

**Course Requirements**

NU 505  Leadership for Advanced Nursing  3
NU 520  Policy, Organization, and Financing of Health Care  3
NU 530  Population Health  3
NU 540  Evidence Based Practice  3
NU 541  Health Care Informatics  3
NU 596  Graduate Seminar I  1
NU 695  Graduate Project  0
NU 696  Graduate Seminar II  1

**Core Courses: Nurse Practitioner**

NU 550  Advanced Health Assessment  3
NU 560  Advanced Physiology and Disease States  3
NU 570  Advanced Pharmacology  3

**Course Requirements: APMHNP Core**

NU 580  Theoretical Foundations of Adult Family Psychiatric Mental Health Nursing Practice  2
NU 615  Management & Care of Clients with Acute & Chronic Mental Health Conditions Throughout the Lifespan  3
NU 615C  Management & Care of Clients with Acute & Chronic Mental Health Conditions Throughout the Lifespan I: Practicum  2
NU 620  Management & Care of Clients with Acute & Chronic Mental Health Conditions Throughout the Lifespan II  3
NU 620C  Management & Care of Clients with Acute & Chronic Mental Health Conditions Throughout the Lifespan II: Practicum  3
NU 625  Management & Care of Clients with Acute and Chronic Mental Health Conditions  2
NU 625C  Management & Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan III: Practicum  2

**Clinical Hour Requirements**
### Academic Program Requirements for the MSN – Adult Gerontology Primary Care Nurse Practitioner Program

AGPCNP Curriculum Plan  
42 Semester Credit Hours  
600 Clinical Hours

#### Course Requirements

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#### Core Courses: Nurse Practitioner

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#### Course Requirements AGPCNP

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<td>Family Nursing: Adult and Older Adult Nursing</td>
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<td>NU 685</td>
<td>Adult-Gerontology: Primary Care II</td>
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<td>NU 690</td>
<td>Adult-Gerontology: Primary Care Nursing III</td>
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<td>NU 690CA</td>
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#### Clinical Hour Requirements for AGPCNP

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### Academic Program Requirements for the MSN – Community/Public Health Program

**Curriculum Plan**

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<th>Course Requirements</th>
<th>36 Semester Credit Hours</th>
<th>300 Clinical Hours</th>
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**Course Requirements**

- NU 505 Leadership for Advanced Nursing: 3
- NU 520 Policy and Advocacy in Health Care Systems: 3
- NU 530 Population Health: 3
- NU 540 Evidence Based Practice: 3
- NU 541 Health Care Informatics: 3
- NU 596 Graduate Seminar I: 1
- NU 695 Graduate Project: 0
- NU 696 Graduate Seminar II: 1

**Course Requirements: Community/Public Health**

- NU 730 Clinical Prevention and Population Health: 3
- NU 645 Community/Public Health I: 3
- NU 646 Community/Public Health II: 3
- NU 647C Community/Public Health Clinical Enrichment: 1
- NU 651 Leadership I: Role/Organization Theory/Change: 3

**Electives:** 6

**Clinical Hour Requirements**

- NU 645 Community/Public Health I: 75
- NU 646 Community/Public Health II: 75
- NU 647C Community/Public Health Clinical Enrichment: 75
- NU 651 Leadership I: Role/Organization Theory/Change: 75

*Students may choose from leadership, education, or practice for a secondary focus within the Community/Public Health MSN Program.*

### Academic Program Requirements for the MSN – Combined Community/Public Health and Family Nurse Practitioner Programs

**Curriculum Plan**

<table>
<thead>
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</table>

**Course Requirements**

- NU 505 Leadership for Advanced Nursing: 3
- NU 520 Policy and Advocacy in Health Care Systems: 3
- NU 530 Population Health: 3
- NU 540 Evidence Based Practice: 3
- NU 541 Health Care Informatics: 3
- NU 596 Graduate Seminar I: 1
- NU 695 Graduate Project: 0
- NU 696 Graduate Seminar II: 1

**Course Requirements: Nurse Practitioner**

- NU 550 Advanced Health Assessment: 3
- NU 560 Advanced Pathophysiology and Disease State: 3
- NU 570 Advanced Pharmacology: 3

**Course Requirements: Community/Public Health**

- NU 730 Clinical Prevention and Population Health: 3
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**Academic Program Requirements for the MSN – Combined Community/Public Health and Adult Gerontological Primary Care Nurse Practitioner Programs**

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**Course Requirements: Nurse Practitioner**

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**Course Requirements: Community/Public Health**

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**Course Requirements: Adult-Gerontology Nurse Practitioner**

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Academic Program Requirements for the Post-Graduate Certificate – Family Nurse Practitioner

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally accredited institution.

Curriculum Plan

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<th>25 Semester Credit Hours</th>
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<tbody>
<tr>
<td>NU 550 Advanced Health Assessment (Challenge by Exam Optional)</td>
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<tr>
<td>NU 560 Advanced Physiology &amp; Disease States (Challenge by Exam Optional)</td>
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<td>NU 570 Advanced Pharmacology (Challenge by Exam Optional)</td>
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<tr>
<td>NU 600 Family Nursing: Adult and Older Adult</td>
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<tr>
<td>NU 600C Family Nursing I Clinical Practicum</td>
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<tr>
<td>NU 605 Family Nursing: Women &amp; Child Health</td>
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<td>NU 605C Family Nursing II</td>
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<tr>
<td>NU 610 Family Nursing: Complex Care of the Family</td>
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<td>NU 610C Family Nursing III</td>
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<td>NU 612C Clinical Enrichment</td>
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Clinical Hour Requirements

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<th>Clinical Hour Requirements</th>
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<tbody>
<tr>
<td>NU 550 Advanced Health Assessment</td>
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<tr>
<td>NU 600C Family Nursing I Clinical Practicum</td>
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<tr>
<td>NU 605C Family Nursing II Clinical Practicum</td>
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<td>NU 610C Family Nursing III Clinical Practicum</td>
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<tr>
<td>NU 612C Clinical Enrichment</td>
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Academic Program Requirements for the Post-Graduate Certificate – Adult-Gerontology Acute Care Nurse Practitioner

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally
Curriculum Plan 25 Semester Credit Hours 600 Clinical Hours

**Course Requirements**

NU 550 Advanced Health Assessment  
(Challenge by Exam Optional)  3

NU 560 Advanced Physiology & Disease States  
(Challenge by Exam Optional)  3

NU 570 Advanced Pharmacology  
(Challenge by Exam Optional)  3

NU 670 Adult-Gerontology: Acute Care I  
Diagnostics and Intervention  3

NU 670C Adult-Gerontology: Acute Care I  
Diagnostics and Intervention Practicum  2

NU 675 Adult-Gerontology: Acute Care II Diagnostics and Intervention  3

NU 675C Adult-Gerontology: Acute Care II Diagnostics and Intervention Practicum  2

NU 680 Adult-Gerontology: Acute Care III Diagnostics and Intervention  3

NU 680C Adult-Gerontology: Acute Care III Diagnostics and Intervention Practicum  2

NU 612C Adult-Gerontology: Clinical Enrichment  1

**Clinical Hour Requirements**

NU 550 Advanced Health Assessment  75

NU 670C Adult-Gerontology: Acute Care I Diagnostics and Intervention Practicum  150

NU 675C Adult-Gerontology: Acute Care II Diagnostics and Intervention Practicum  150

NU 680C Adult-Gerontology: Acute Care III Diagnostics and Intervention Practicum  150

NU 612C Adult-Gerontology: Clinical Enrichment  75

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**Academic Program Requirements for the Post-Graduate Certificate – Family Psychiatric Mental Health Nurse Practitioner**

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally accredited institution.

Curriculum Plan 26 Semester Credit Hours 600 Clinical Hours

**Course Requirements**

NU 550 Advanced Health Assessment  
(Challenge by Exam Optional)  3

NU 560 Advanced Physiology & Disease States  
(Challenge by Exam Optional)  3
NU 570 Advanced Pharmacology  
(Challenge by Exam Optional)  3

NU 580 Theoretical foundations of Advanced  
Family Psychiatric-Mental Health Nursing Practice  2

NU 615 Management and Care of Clients with Acute and Chronic  
Mental Health Conditions Throughout the Lifespan I  3

NU 615C Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the  
Lifespan I: Practicum  2

NU 620 Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan II  3

NU 620C Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the  
Lifespan II: Practicum  3

NU 625 Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan III  2

NU 625C Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan III: Practicum  2

**Clinical Hour Requirements**

NU 550 Advanced Health Assessment  75

NU 615C Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan I: Practicum  150

NU 620C Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan II: Practicum  225

NU 625C Management and Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan III: Practicum  150

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**Academic Program Requirements for the Post-Graduate Certificate – Adult-Gerontological Primary Nurse Practitioner**

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally accredited institution.

**Curriculum Plan**  25 Semester Credit Hours  600 Clinical Hours

**Course Requirements**

NU 550 Advanced Health Assessment  3

(Challenge by Exam Optional)

NU 560 Advanced Physiology & Disease States  3

(Challenge by Exam Optional)

NU 570 Advanced Pharmacology  3

(Challenge by Exam Optional)

NU 600 Family Nursing: Adult and Older Adult Nursing  3
Clinical Hour Requirements for AGPCNP

NU 600C Family Nursing I Clinical Practicum 2
NU 612C Clinical Enrichment 1
NU 685 Adult-Gerontology: Primary Care Nursing II 3
NU 685C Adult-Gerontology Nursing II Practicum 2
NU 690 Adult-Gerontology Nursing III 3
NU 690C Adult-Gerontology: Primary Care Nursing III Practicum 2

Academic Program Requirements for the Post-Graduate Certificate – Leadership

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally accredited institution.

Curriculum Plan 16 Semester Credit Hours 300 Clinical Hours

Course Requirements

NU 651 Leadership I: Role/Organization Theory/Change 3
NU 652 Leadership II: Health Care Organizations/Legal/Ethical 3
NU 653 Leadership III: Quality/Safety/Regulatory 3
NU 664 Health Economics and Financial Management 3
NU 667 Human Resources for the Health Care Manager 3
NU 654C Leadership Enrichment 1

Academic Program Requirements for the Post-Graduate Certificate – Education

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally accredited institution.

Curriculum Plan 22 Semester Credit Hours 375 Clinical Hours

Course Requirements

NU 550 Advanced Health Assessment 3
NU 560 Advanced Pathophysiology and Disease States 3
NU 570 Advanced Pharmacology 3
NU 630 Curriculum Theory and Design 3
NU 635 Curriculum Development and Implementation 3
NU 635C Education Clinical Practicum I 2
NU 640 Educational Evaluation 3
NU 640C Education Clinical Practicum II 2

Clinical Hour Requirements
Academic Program Requirements for the Post-Graduate Certificate – Community/Public Health

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally accredited institution.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 730 Clinical Prevention and Population Health</td>
<td>3</td>
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<tr>
<td>NU 645 Community/Public Health I</td>
<td>3</td>
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<tr>
<td>NU 646 Community/Public Health II</td>
<td>3</td>
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<tr>
<td>NU 647C Community/Public Health Clinical Enrichment</td>
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<tr>
<td>NU 651 Leadership I: Role/Organization Theory/Change</td>
<td>3</td>
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Clinical Hour Requirements

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<tr>
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<tbody>
<tr>
<td>NU 645 Community/Public Health I</td>
<td>75</td>
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<tr>
<td>NU 646 Community/Public Health II</td>
<td>75</td>
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<tr>
<td>NU 647C Community/Public Health Clinical Enrichment</td>
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<tr>
<td>NU 651 Leadership I: Role/Organization Theory/Change</td>
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Academic Program Requirements for the Post-Graduate Certificate – Family Nurse Practitioner for Adult-Gerontological Acute Care Nurse Practitioner Graduates

The plan of study for the post-graduate’s graduate certificate student is individualized, depending upon post-graduate’s clinical practice experience, courses in the student’s previously completed graduate nursing program, and the requirements for certifications. To earn the post-graduate’s certificate, students must show evidence of successful completion of all courses listed below, either through enrollment at Allen College or through transfer credit from another regionally accredited institution.

<table>
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<tr>
<th>Course Description</th>
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<tr>
<td>NU 605 Family Nursing: Women &amp; Children Health</td>
<td>3</td>
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<td>NU 605C Family Nursing II</td>
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<tr>
<td>NU 610 Complex Care of the Family</td>
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<td>NU 610C Family Nursing III</td>
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Clinical Hour Requirements

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<tbody>
<tr>
<td>NU 605C Family Nursing II Clinical</td>
<td>150</td>
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<tr>
<td>NU 610C Family Nursing III Clinical</td>
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Course Descriptions

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<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 505 Leadership for Advanced Nursing</td>
<td>3</td>
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<tr>
<td>NU 520 Policy, Organization &amp; Financing of Health Care</td>
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This course examines strategies to initiate and maintain effective working relationships using mutually respectful communication and collaboration within interprofessional teams, demonstrating skills in care coordination, delegation, and initiation of conflict resolution strategies. Methods, tools, performance measures, culture of safety principles, and standards related to quality are analyzed. Theories and principles related to leadership, ethics, and change are applied.

This course is divided into three interactive parts: policy, organization, and finance. In the health care policy section, students will become familiar with public, governmental, and third party participation in health care. Students will develop a
comprehensive knowledge of how health policy is formulated, how to affect this process, and how it impacts clinical practice and health care delivery. In the health care organization section, students will become familiar with the organization of community-based systems of care as well as the acute-based systems of care. In the financing section, students will become familiar with health care financing as a foundation for the delivery of health care services. Students will also gain an appreciation for the global nature of health care delivery by examining the primary health care policies and goals established by the World Health Organization. The goal of this course is to help the graduate provide quality cost-effective care, participate in the design and implementation of care in a variety of health care systems, and assume a leadership role in the managing of human, fiscal, and physical health care resources.

NU 530 Population Health  3 credits
This course facilitates the development of a strong theoretical foundation in health promotion, illness prevention, and maintenance of function across the health–illness continuum with individual clients, groups and communities. An understanding of health care practices and health deviations across racial, cultural, ethnic, gender, age groups, and family structures will be examined. The World Health Organization health goals and the national health goals are used as a guiding framework for discussion of the personal/clinical and community-based interventions that can be implemented by the advanced practice nurse. Students are encouraged to assume leadership roles in the community setting in the application of social policies that influence the goals of achieving health.

NU 540 Evidence Based Practice  3 credits
The goal of this course is to prepare students to ethically translate current evidence into practice. The course is focused on applying research outcomes within the practice setting to resolve practice problems, which is known as implementation or improvement science. The process of implementing evidence based practice includes identifying questions needing answers, searching the evidence for potential solutions/innovations, implementing appropriate evidence based solutions, and evaluating the outcomes. The course introduces concepts and processes to prepare the student to take a leadership role to improve care decisions and to serve as a role model and mentor for evidence-based decision making.

Pre-Requisites: NU596

NU 541 Health Care Informatics  3 credits
In this course, students will analyze nursing informatics principles and technologies that are used to deliver and enhance patient care. As knowledge workers who are information dependent, nurses must be well prepared to make significant contributions in their area of nursing expertise by capturing and implementing appropriate and timely information. Students will gain an understanding of how informatics is used in administration, education, research, and, most specifically, at the point of care. Ethical challenges and regulatory requirements related to protected health information will be presented. The Foundation of Knowledge Model will be used as an organizing conceptual framework in analyzing acquisition, dissemination, generation, and processing of nursing knowledge that is central and vital to the practice of nursing.

NU 550 Advanced Health Assessment  3 credits  75 clinical hrs
This course is a framework for systematic and holistic health assessment of children, adults and older adults. Students build on basic assessment skills by learning advanced techniques and diagnostics to apply in the laboratory and clinical settings. Students differentiate actual and potential health problems using assessment data and relevant diagnostic findings. This course focuses on health assessment and common problems of persons from newborn through elderly in rural and urban settings. Teaching strategies include lecture, discussion, case studies, role-planning, laboratory, and clinical practice settings.

NU 560 Advanced Pathophysiology & Disease States  3 credits
This course focuses on normal and disturbed human function at cellular, organ, and system levels. The effects of disease on generalized functional integrity are analyzed across the life span. Normal physiology and pathophysiology are discussed including assessment and differential diagnostic methodologies, as a basis for advanced nursing practice.

NU 570 Advanced Pharmacology  3 credits
This course explores the clinical applications of pharmacological agents (prescription and over the counter) commonly used in primary care settings for individuals of varying ages and cultural backgrounds. The pharmacological/therapeutic categories of drugs are reviewed; selected drugs within categories are compared and contrasted with respect to indications, efficacy, adverse effects, monitoring parameters, administration, common drug-drug interactions, and cost. Emphasis is placed on prescriptive authority for nurse practitioners.

NU 580 Theoretical Foundations of Advanced Family Psychiatric-Mental Health Nursing Practice  2 credits
This course examines selected theoretical perspectives and concepts that serve to guide advanced practice in psychiatric-mental health nursing with individuals, groups, and communities. The course includes a review of major theoretical approaches to psychotherapy and psychiatric nursing within a biopsychosocial framework. Concepts from neurobiology, neuropsychiatry, psychiatry, and the social sciences are examined for their application to practice. Students examine the process, dynamics, principles and ethical considerations of advanced practice psychiatric nurse interviewing, assessing, and diagnosing as well as the initial planning, implementation and evaluation of therapeutic interventions.

NU 596 Graduate Seminar  1 credit
The purpose of this course is to introduce the student to graduate-level study. All of the proposed content will help prepare the student for the academic writing and presentation requirements in future graduate courses. Specifically, this course covers (a) the basics of evidence-based practice including identification of practice problems in nursing and the types of evidence for addressing those problems, (b) academic writing and American Psychological Association (APA) editorial style, (c) literature research and appropriate use of literature in academic writing, (c) avoiding plagiarism, and (d) preparation of slide presentations. This course is required in the first semester of enrollment in graduate study. RN-MSN students will not take this course until the BSN requirements are completed and they are fully enrolled in MSN study.

NU 600 Family Nursing: Adult & Older Adult  3 credits
This course is designed to educate the Family Nurse Practitioner in the care of the adult and older adult clients in a variety of health care settings. Emphasis is placed upon the appropriate history, physical assessment, and diagnostic testing required in relationship to health problems. Students are taught how to formulate differential diagnoses and select and interpret diagnostic testing leading to a correct diagnosis. Appropriate pharmacological and nonpharmacological interventions are explored in relationship to the diagnosis, age and lifestyle of the patient, and accepted standards of care. Students are educated regarding the appropriateness of medical consultation, referral and follow-up.

Pre-Requisites: NU550, NU560 and NU570

NU 600C Family Nursing I  2 credits  150 clinical hrs
This course is designed to provide the Family Nurse Practitioner the opportunity to actively care for patients across the age continuum. The emphasis this semester is on adults and older adults in a variety of settings. While any family practice setting is appropriate, it is expected that a portion of the clinical experience will include care of the adult and older adults among patients seen. Clinical specialty sites may be used for portions of the practicum as long as these are applicable to family practice. Under the guidance and supervision of an approved preceptor the student will assess, diagnose, and treat health care conditions, as well as evaluate the patient’s response to the care plan. During this experience the student will interact with patients/significant others in the construction of a plan of care and the promotion of health. The student will be able to enact the role of the Nurse Practitioner in a health care setting with other health care providers.

Pre-Requisites: NU550, NU560, NU570
Co-Requisites: NU600

NU 605 Family Nursing: Women and Child Health  3 credits
This course focuses on family nursing issues related to management of health needs of women, adolescents and children. Emphasis is on growth and development, health promotion/ protection, and management of common illnesses in these special populations. Appropriate pharmacological and non-pharmacological interventions are explored in relationship to the diagnosis, age, culture, and lifestyle of the patient and current evidence based practice. Students are educated regarding the appropriateness of medical consultation, referral and follow-up.

Prerequisites: NU550, NU560, NU570, NU600/NU600C, and either ACLS certification OR completion of NetLearning EKG Module

NU 605C Family Nursing II  2 credits  150 clinical hrs
This course is designed to provide the Family Nurse Practitioner the opportunity to actively care for patients across the age continuum. The emphasis this semester is on women’s health issues in a variety of settings. While any family practice setting is appropriate, it is expected that a portion of the clinical experience will include addressing health issues in women among cases seen. Clinical specialty sites may be used for portions of the practicum as long as these are applicable to family practice. Under the guidance and supervision of an approved preceptor the student will assess, diagnose, and treat health care conditions, as well as evaluate the patient’s response to the care plan. During this experience the student will interact with patients/significant others in the construction of a plan of care and the promotion of health. The student will be able to enact the role of the Nurse Practitioner in a health care setting with other health care providers.

Pre-Requisites: NU550, NU560, NU570 and NU600/NU600C
Co-Requisites: NU605

NU 610 Complex Care of the Family  3 credits
This content focuses on the care of the patient with complex medical problems or comorbidities as well as care of patients with complex family or environmental situations. Attention is on long-term management of less common medical conditions, chronic illnesses, and social/ethical issues with emphasis on engaging family and community support and understanding the needs of special populations and disabilities.

Prerequisites: NU550, NU560, NU570, NU600/NU600C, NU605/NU605C

NU 610C Family Nursing III  2 credits  150 clinical hrs
This course is designed to provide the Family Nurse Practitioner the opportunity to actively care for patients across the age continuum. The emphasis this semester is on evaluation and care of pediatric patients in a variety of settings. While any family practice setting is appropriate, it is expected that a portion of the clinical experience will include care of pediatrics among patients seen. Clinical specialty sites may be used for portions of the practicum as long as these are applicable to family practice. Under the guidance and supervision of an approved preceptor the student will assess, diagnose, and treat health care conditions, as well as evaluate the patient’s response to the care plan. During this experience the student will interact with patients/significant others in the construction of a plan of care and the promotion of health. The student will be
able to enact the role of the Nurse Practitioner in a health care setting with other health care providers.

**Pre-Requisites:** NU550, NU560, NU570, NU600/NU600C, NU605/NU605C

**Co-Requisites:** NU610

NU 612C Clinical Enrichment 1 credit 75 clinical hrs

In this clinical course, the student has the opportunity to choose the area(s) of nursing practice for further experience related to their Nurse Practitioner track. Each student must complete 75 hours of clinical during the semester.

**Pre-Requisites:** NU550, NU560, NU570, NU600/NU600C or NU670/NU670C

NU 615 Management & Care of Client with Acute & Chronic Mental Health Conditions Throughout the Lifespan 3 credits

This course focuses on the role of the Family Psychiatric-Mental health Nurse Practitioner in health promotion, assessment, diagnosis and management of common mental illnesses in children, adolescents, and adults. Research and theory are used to identify strategies that are integral to advanced nursing practice for the promotion of health and prevention of illness. Students use critical thinking processes to make differential diagnoses and to plan and implement therapeutic regimens including psychopharmacology. The course emphasizes collaboration among the individual, family, other health care disciplines and the community to prevent and treat mental illness. Research findings and practice standards guide holistic care, psychopharmacology and therapy with children, adolescents, and adults as individuals, in families, or in groups. The client’s sociocultural background, development level and treatment setting are considered in management.

**Pre-Requisites:** NU580, NU550, NU560, and NU570

NU 615C Management & Care of Clients with Acute & Chronic Mental Health Conditions Throughout the Lifespan I: Practicum 2 credits 150 clinical hrs

This course prepares individuals for advanced psychiatric-mental health nursing practice by integrating theoretical, clinical, and research knowledge in acute and primary mental health care settings. Emphasizes application of integrated knowledge related to theories, and therapeutic techniques for individuals, families, and groups under the supervision of expert faculty and mental health professionals in individual therapy, family therapy, group therapy, and the use of psychopharmacology.

**Pre- or Co-Requisites:** NU580, NU550, NU560, NU570

**Pre-Requisites:** NU615

NU 620 Management & Care of Clients with Acute & Chronic Mental Health Conditions Throughout the Lifespan II 3 credits

This course is a continuation of NU: 615 and emphasizes health promotion, diagnosis, and management of common illnesses in psychiatric practice with children, adolescents, and adults in focused populations. Research and theory used to identify strategies that are integral to advanced nursing practice for promotion of health and prevention of illness. Students use critical thinking processes to make differential diagnoses and to plan and implement therapeutic regimens including psychopharmacology. The course emphasizes collaboration among patient, family, other health care disciplines and the community to prevent and treat mental illness. Research findings and practice standards guide holistic care, psychopharmacology and therapy with children, adolescents, and adult as individuals in families or groups. Client’s sociocultural background and development level and treatment setting are considered in management.

**Pre-Requisites:** NU615 and NU615C

NU 620C Management & Care of Clients with Acute & Chronic Mental Health Conditions Throughout the Lifespan II: Practicum 3 credits 225 clinical hrs

This course is a continuation of NU: 615 and 615C. Students continue their preparation for advanced psychiatric-mental health nursing practice by integrating theoretical, clinical, and research knowledge in acute and primary mental health care settings. Emphasizes application of integrated knowledge related to theories and therapeutic techniques for individuals, families, and groups under the supervision of expert faculty and mental health clinicians. Interventions include assessment, crisis intervention, case management, brief therapy, individual therapy, family therapy, group therapy, and the use of psychopharmacology.

**Pre-Requisites:** NU615 and NU615C

**Co-Requisites:** NU620

NU 625 Management & Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan III 2 credits

This course is a continuation of NU: 615 and NU:620 and emphasizes health promotion, diagnosis, and management of common illnesses in psychiatric practice with children, adolescents, adults, and older adults in focused populations. Research and theory used to identify strategies that are integral to advanced nursing practice for promotion of health and prevention of illness. Students use critical thinking processes to make differential diagnoses and to plan and implement therapeutic regimens including psychopharmacology. The course emphasizes collaboration among patient, family, other health care disciplines and the community to prevent and treat mental illness. Research findings and practice standards guide holistic care, psychopharmacology and therapy with children, adolescents, adult, and older adults as individuals in families or groups. Client’s sociocultural background and development level and treatment setting are considered in
management.

**Pre-Requisites:** NU615/NU615C, NU620/NU620C

**NU 625C Management & Care of Clients with Acute and Chronic Mental Health Conditions Throughout the Lifespan III: Practicum**

2 credits 150 clinical hrs

Students continue their preparation for advanced psychiatric-mental health nursing practice by integrating theoretical, clinical, and research knowledge in acute and primary mental health care settings. Students prepare for the advanced practice of psychiatric-mental health nursing by planning and implementing mental health care for children, adolescents, adults, and older adults in a variety of settings. Students are supervised by faculty and expert clinicians primarily in community settings where resources are considered in the delivery of care.

**Pre-Requisites:** NU615/NU615C, NU620/NU620C

**Pre- or Co-Requisites:** NU625

**NU 626 Management & Care of Children and Adolescents with Acute and Chronic Mental Health Conditions for the Certified AMHNP Practicum**

3 credits

This course focuses on health promotion, diagnosis, and management of common illnesses in psychiatric practice with children and adolescents. It is an elective course for those individuals who currently are certified as Adult Advanced Psychiatric Mental Health Nurse Practitioners. Research and theory are used to identify strategies that are integral to advanced nursing practice for promotion of health and prevention of illness. Students use critical thinking processes to make differential diagnoses and to plan and implement therapeutic regimens including psychopharmacology. The course emphasizes collaboration among patient, family, other health care disciplines and the community to prevent and treat mental illness. Research findings and practice standards guide holistic care, psychopharmacology and therapy with children and adolescents as individuals in families or groups. Client’s sociocultural background and development level and treatment setting are considered in management. A post master’s certificate in family mental health and psychiatric nurse practitioner will be awarded with successful completion of this course as well as completion of NU:626C Management and Care of Children and Adolescents, with Acute and Chronic Mental Health Conditions for the certified AMHNP: Practicum

**Prerequisites:** Current certification as an Adult Advanced Psychiatric Mental Health Nurse Practitioner.

**NU 626C Management & Care of Children and Adolescents with Acute and Chronic Mental Health Conditions for the Certified AMHNP: Practicum**

2 credits 150 clinical hrs

This course focuses on health promotion, diagnosis, and management of common illnesses in psychiatric practice with children and adolescents in the clinical setting. It is an elective course for those individuals who currently are certified as Adult Advanced Psychiatric Mental Health Nurse Practitioners. Students continue their preparation for family advanced psychiatric-mental health nursing practice by integrating theoretical, clinical, and research knowledge in acute and primary mental health care settings for the child and adolescent. Students are supervised by faculty and expert clinicians primarily in community settings where resources are considered in the delivery of care.

**Pre-Requisites:** Current certification as an Adult Advanced Psychiatric Mental Health Nurse Practitioner.

**NU 630 Curriculum Theory & Design**

3 credits

This course will focus on theory and research specific to the field of education. The students will be guided in their exploration of post-secondary and nursing educational theory and its application to the practice setting. Educational theories will be explored in relation to curriculum development. Curriculum design will be examined in both classroom and clinical settings.

**Pre- or Co-Requisites:** NU550, NU560, NU570

**NU 635 Curriculum Development & Implementation**

3 credits

This course will emphasize curriculum development, teaching strategies, and the curriculum implementation process. The student will receive instruction, guidance, and experience in writing purposes, goals, and objectives for curriculum development. Evaluation criteria for published texts and articles to be used within the teaching process will be reviewed. Teaching strategies will be examined. In addition, strategies for working with students in the classroom, lab, and clinical areas (as well as online settings) will be discussed.

**Pre-Requisites:** NU630

**NU 635C Education Clinical Practicum I**

2 credits 150 clinical hrs

The clinical course is designed to provide a clinical experience in association with NU 635 Curriculum Development and Implementation. Each student will work with a preceptor in nursing education. Students will be given the opportunity to write and update curricula for undergraduate nursing courses (or for staff development offerings). Students will utilize various teaching strategies in actual classroom, lab, and clinical teaching settings.

**Pre-Requisites:** NU630; NU550, NU560, NU570

**Co-Requisites:** NU635, NU550, NU560, NU570

**NU 640 Educational Evaluation**

3 credits

Educational Evaluation will focus on educational evaluation and change. The student will learn effective test design and test writing skills, and will learn about the accreditation process and methods of advising. Methods of evaluating test
scores will also be explored. Evaluation tools for educational programs, courses, and students will be included in the content. The change process will be addressed in relation to educational outcomes and course evaluations.

**Pre-Requisites:** NU550, NU560, NU570, NU630, NU635/NU635C

**NU 640C Education Clinical Practicum II**

This course is designed to provide a clinical experience in association with NU 640 Educational Evaluation. Each student will work with a preceptor in nursing education. Students will continue their experiences in nursing education (started in NU 635C). Additionally, they will seek opportunities to engage in various evaluation processes as presented in the NU 640 didactic course objectives. Students will seek opportunities to provide advising, counseling, and evaluation to individual undergraduate nursing students in a supervised setting.

**Pre-Requisites:** NU550, NU560, NU570, NU630, NU635/NU635C.

**Co-Requisites:** NU640

**NU 645 Community/Public Health I**

This course is designed to educate the graduate nurse in the care of aggregate populations. Historical perspectives of public health as well as contemporary community health problems are addressed. Students complete an assessment of a larger community or city and in doing so identify health, social environmental, economic, and policy concerns within that community. Conceptual models from community health nursing as well as health promotion and disease prevention concepts are analyzed as they relate to assessing the health of a community.

**Pre-requisite:** NU: 645

**NU 646 Advanced Community/Public Health**

This course extends the knowledge and skills learned in Community/Public Health I course. Health disparities and high risk populations are discussed as well as community health programming to reduce risk among these aggregates. Community development theory, community health planning and implementation, and public health policy are analyzed as the student develops, implements, and evaluates a community intervention for a specific high-risk population.

**Pre-requisite:** NU: 645

**NU 647C Community Health Enrichment**

Advanced practice theoretical and experiential learning throughout the community health program are integrated in clinical experiences. A precepted clinical opportunity will be provided to integrate the advanced practice role of the community health nurse and provide the graduate student an opportunity to examine community health theory as demonstrated in a community health/public health setting.

**Pre-Requisite:** NU645

**NU 651 Leadership I: Role/Organization Theory/Change**

The purpose of this course is to guide the MSN student in learning to manage and lead individuals and groups within health service organizations. Components of effective leadership will be examined. Students will be guided in a self-assessment of personal values and leadership style. The course includes a comprehensive analysis of leadership theories, principles of management and organizational behavior. Content also includes discussion of change, decision-making, motivation and team building, interpersonal group behavior, and communication. Clinical opportunities will be provided to integrate the advanced practice role of leader/manager. A clinical practicum experience will provide the student an opportunity to examine related course concepts.

**NU 652 Leadership II: Health Care Organizations/Legal/Ethical**

This course discusses significant developments within the US healthcare system, effect of global influences, and implications to the future of healthcare delivery. Ethical and legal principles, theories, and implications are also addressed. Clinical opportunities will be provided to integrate the advanced practice role of leader/manager. A clinical practicum experience will provide the student an opportunity to examine related course concepts.

**NU 653 Leadership III: Quality/Safety/Regulatory**

This course discusses issues related to quality, safety and regulation of health care organizations. Clinical opportunities will be provided to integrate the advanced practice role of leader/manager. A clinical practicum experience will provide the student an opportunity to examine related course concepts.

**NU 654C Leadership Enrichment**

Advanced practice theoretical and experiential learning throughout the leadership program are integrated in clinical experiences. Current leadership and management issues are examine and reviewed through application in clinical settings. Clinical opportunities will be provided to integrate the advanced practice role of leader/manager. A clinical experience with a preceptor will provide the student an opportunity to examine leadership theory as demonstrated in a healthcare setting.

**Pre-Requisite:** NU505

**NU 667 Human Resources for the Health Care Mgr**

This course is designed to acquaint the MSN student with basic legal and organizational human resource issues often
NU 664 Health Care Economics and Financial Mgmt 3 credits

This course is designed to provide the knowledge necessary for graduates to provide quality cost-effective care and to successfully manage human, fiscal, and physical healthcare resources. Business principles, economies of care, and analyzing the impact of systems on patient outcomes will be presented.

NU 670 Adult-Gerontology: Acute Care I Diagnostics & Intervention 3 credits

This course is designed to educate the Adult Acute Care Nurse Practitioner in the care of the acutely ill adult client experiencing episodic illness, exacerbation of chronic illness, or terminal illness. Emphasis is placed on knowledge and critical analysis of clinical strategies and nursing interventions relevant to the management of the care of acutely and chronically ill clients through all phases of hospitalization and clinic care.

**Pre-requisites:** NU550, NU560 and NU570

NU 670C Adult-Gerontology: Acute Care I Diagnostics & Intervention – Practicum 2 credits 150 clinical hrs

This course is designed to provide the Adult Acute Care Nurse Practitioner the opportunity to actively care for the acutely ill adult client through all phases of hospitalization and clinic care. Under the supervision and guidance of an approved preceptor the student will assess, diagnose, and treat acute and chronic conditions, as well as evaluate the client's response to the plan of care.

**Pre-requisites:** NU550, NU560 and NU570; **Co or Pre-requisite:** NU670

NU 675 Adult-Gerontology: Acute Care II Diagnostics & Intervention 3 credits

This course is designed to educate the Adult Acute Care Nurse Practitioner in the care of the acutely ill adult client experiencing episodic illness, exacerbation of chronic illness, or terminal illness. Emphasis is placed on knowledge and critical analysis of clinical strategies and nursing interventions relevant to the management of the care of critically ill patients encountered in the hospital setting.

**Pre-requisites:** NU550, NU560, NU570, NU670/NU670C

NU 675C Adult-Gerontology: Acute Care II Diagnostics & Intervention: Practicum 2 credits 150 clinical hrs

This course is designed to provide the Adult Acute Care Nurse Practitioner the opportunity to actively care for the hospitalized acutely ill adult client experiencing medical and/or surgical alterations. Under the supervision and guidance of an approved preceptor the student will assess, diagnose, and treat acute conditions, as well as evaluate the client's response to the plan of care.

**Pre-requisites:** NU550, NU560, NU570, NU670/NU670C; **Co-requisite:** NU675

NU 680 Adult-Gerontology: Acute Care III Diagnostics & Intervention 3 credits

This course is designed to educate the Adult Acute Care Nurse Practitioner in the care of the critically ill adult client experiencing episodic illness, exacerbation of chronic illness, or terminal illness. Emphasis is placed on knowledge and critical analysis of clinical strategies and nursing interventions relevant to the management of the care of client who has life-threatening illnesses or injuries.

**Pre-requisites:** NU550, NU560, NU570, NU670/NU670C, NU675/NU675C

NU 680C Adult-Gerontology: Acute Care III Diagnostics & Intervention: Practicum 3 credits 225 clinical hrs

This course is designed to provide the Adult Acute Care Nurse Practitioner the opportunity to actively care for the hospitalized critically ill or injured adult client through experiencing medical and/or surgical alterations. Under the supervision and guidance of an approved preceptor the student will assess, diagnose, and treat acute and chronic conditions, as well as evaluate the client's response to the plan of care.

**Pre-requisites:** NU550, NU560, NU570, NU670/NU670C, NU675/NU675C; **Co-requisite:** NU680

NU 685 Adult-Gerontology: Primary Care Nursing II 3 credits

This course is designed examine selected theoretical perspectives and concepts that guide the adult/gerontological nurse practitioner (AGNP) in the care of aging adults and their families. Normal changes in the physical and psychological health of aging adults will be explored as well as the psychosocial and cultural influences on behavior and adaptation. A primary focus is on health promotion throughout adulthood and aging.

**Co or Prerequisites:** NU550, NU560, NU570, NU600/NU600C
NU 685C Adult-Gerontology: Primary Care Nursing II Practicum 2 credits 150 clinical hrs

This course is designed to provide the adult/gerontological nurse practitioner student the opportunity to apply primary care management to the care of aging adults in a variety of selected settings. Under the guidance and supervision of an approved preceptor emphasis will be placed on health promotion, risk reduction, and restorative intervention in addressing health behaviors throughout adulthood and aging.

**Prerequisites:** NU550, NU560, NU570, NU600/NU600C
**Co-requisite:** NU685

NU 690 Adult-Gerontology: Primary Care Nursing III 3 credits

This course is designed to provide the adult/gerontological nurse practitioner (AGNP) student with the knowledge and skills necessary for primary care and case management of acute and chronic health problems adults and older adults in a variety of settings. Use of age appropriate diagnostic, pharmacological, and non-pharmacological therapeutics will be explored in relationship to the diagnosis, age and lifestyle of the patient, and accepted standards of care. The role of the AGNP as a member of the interdisciplinary and interdisciplinarian team is analyzed.

**Prerequisites:** NU550, NU560, NU570, NU600, NU600C, NU685/NU685C

NU 690C Adult-Gerontology: Primary Care Nursing III Practicum 2 credits 150 clinical hrs

This course is designed to provide the adult nurse practitioner student the opportunity to actively care for adults in a variety of settings with different availability of health care resources. Under the guidance and supervision of an approved preceptor emphasis will be placed on assessment, diagnosis, goal-setting, and interventions in management of acute and chronic health problems. Application of primary care practice and case management principles will be demonstrated in a variety of settings in collaboration with other health care providers.

**Prerequisites:** NU550, NU560, NU570, NU600/NU600C, NU685/NU685C
**Co-requisite:** NU690

NU 695 Graduate Project 0 credit

Scholarly ability in the application of theoretical and research knowledge gained throughout the program are demonstrated by critical analysis of a clinical problem with recommendations for change. (Completed during last year of enrollment).

NU 696 Graduate Seminar II 1 credit

This course is designed to help students integrate theory, research utilization, and advanced practice as demonstrated by completion of the graduate project. This course will focus on the process of conducting and completing the graduate project. This course is required no later than the third semester prior to graduation.

**Prerequisite:** NU540

Doctor of Nursing Practice

**Nursing Mission**
Allen College Nursing Programs prepare graduates who meet essential professional practice standards in a variety of settings and within diverse communities. These nursing programs build on a foundation of liberal education with an emphasis on scholarship, experiential and lifelong learning, and community service.

**Nursing Philosophy**
The philosophy and purpose of the nursing program arise from the mission, philosophy, and goals of Allen College. The faculty values the goals of higher education and supports the missions of scholarship, practice, and service.

Nursing is an art and science that is continuously evolving through synthesis of theory and knowledge from nursing and related disciplines. As a holistic and humanistic profession, nursing is concerned with the health-related biopsychosocial, spiritual, and intellectual needs of diverse clients. Caring is the essence of nursing practice and is actualized in the context of the nurse-client relationship. Nurses apply the nursing process while using evidence, critical thinking, and clinical judgment to provide client-centered care. As members of the health team, nurses collaborate with other health professionals in the delivery of safe, high quality, culturally sensitive care to diverse individuals, families, and communities.

The faculty believes in a holistic approach to nursing education, recognizing the uniqueness of each individual. The teaching-learning process involves a dynamic interaction among teacher, learner, and environment. Learning is an active, lifelong, self-motivated process necessary for professional and personal development. Knowledge, skills, and attitudes are best transferred using principles of good teaching and a variety of teaching methods in diverse settings. The Allen College faculty value service to the community as an extension of learning that fosters the development of a sense of caring for others.

**Graduate Outcomes**
In concert with the Philosophy of Allen College, the graduate will:

1. Practice at the highest level of nursing through integration and application of nursing science in clinical practice, management, and education
2. Demonstrate organizational and systems leadership to advance quality improvement and systems change  
3. Apply analytical methods and research to develop best practices and practice guidelines  
4. Use information systems and technology-based resources to support clinical and administrative decision making and to improve the health care of individuals, families and populations  
5. Advocate for healthcare change through policy development and evaluation  
6. Assume leadership roles in interprofessional collaboration to improve the health outcomes of individuals, families, and populations  
7. Incorporate a firm conceptual foundation for clinical prevention and population health  
8. Synthesize advanced practice nursing knowledge and competencies into the practice role

**Essential Functions**

In compliance with the Americans with Disability Act of 1990, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential issues associated with meeting these requirements.

Core Essential Functions for Admission and Progression *

<table>
<thead>
<tr>
<th>Issue</th>
<th>Essential Functions</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Patient Client needs / Problem SOLving / Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/client needs/problems.</td>
<td>Identify cause-effect relationships in clinical situations. Develop nursing care plan. Make judgment regarding appropriate interventions based on signs and symptoms.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication proficiency at a professional level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read at college level.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to provide safe and effective nursing care.</td>
<td>Move around in work spaces and examination/ treatment areas, administer cardiopulmonary procedures</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; administer medications; position patients/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately.</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment and provision of nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for observation, assessment and provision of nursing care</td>
<td>Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
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<tr>
<td>--------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other</td>
<td>Mental alertness sufficient to provide safe, effective nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately.</td>
</tr>
</tbody>
</table>

Adapted from the Southern Council on Collegiate Education in Nursing guidelines with minor additions or changes.

*There may be more stringent requirements for clinical agencies that may preclude the student’s progression in the nursing program.

**Admission Requirements for the Doctor of Nursing Practice Program**

1. Complete the required application process, including submission of official transcripts from all colleges/universities attended.
2. Submit three professional or academic letters of reference.
3. Submit a copy of current resume or curriculum vitae, including work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors, and awards.
4. Current, active, and unencumbered nursing license;
5. Completion of a course in statistics;
6. Have a master’s degree with a major in nursing from a school accredited by the appropriate regional accrediting organization;
7. Have a minimum graduate grade point average (GPA) of 3.25 on a 4.00 scale;
8. Submit documentation of completed MSN-level clinical/practicum hours;
10. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

An interview may be required.

**Admission Requirements for the Early Entry Doctor of Nursing Practice for Applicants with Baccalaureate Nursing Degree (Also known as BSN to DNP)**

The Early Entry DNP option provides a means for post-baccalaureate students to enter the graduate nursing program, obtain an MSN degree, and then seamlessly progress into the DNP program. Final admission to the DNP program and progression into DNP level coursework is contingent upon meeting all DNP admission requirements.

**Initial Early Entry DNP Admission Criteria:**

To be considered for initial admission to the program applicants must:

1. Complete the required application process, including submission of official transcripts from all colleges/universities attended.
2. Submit three professional or academic letters of reference.
3. Submit a copy of current resume or curriculum vitae, including work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors, and awards.
4. Current, active and unencumbered registered nursing license. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. An applicant without an RN license may be conditionally admitted to the graduate program, but must achieve RN licensure prior to enrolling in a second semester of study. Such admitted applicants may enroll only in non-clinical courses during the first semester of study. The Student Services office will verify the status of each applicant’s RN licensure.
5. Completion of a course in statistics.
6. Have a minimum grade point average (GPA) of 3.0 on a 4.0 scale for the last 60 college credit hours completed.
7. Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.

An interview may be required.
DNP coursework allowance prior to full admission into the DNP program

In some instances, it may benefit the student to take DNP courses prior to the point in time that the student meets all criteria for full admission into the DNP program. Students with initial admission into the Early Entry DNP program may take up to 9 credits of DNP coursework prior to full admission into the DNP program under the following conditions:

1. Student is in good standing in the nursing program
2. Space is available in the requested DNP course
3. Any MSN-level pre-requisites for the requested DNP course have been met.

In order to progress into DNP level coursework (full admission into the DNP program), the student must demonstrate:

1. A minimum GPA of 3.25 on a 4.0 scale in MSN coursework
2. Successful completion of NU596, Nursing Seminar I
3. Submit documentation of completed MSN-level clinical/practicum hours
4. Evidence of national certification, if applicable

Early Entry DNP Program (BSN-DNP for Allen College Accelerated pre-licensure applicants)

The Early Entry DNP option provides a means for students enrolling in the Allen College pre-licensure accelerated program to enter the undergraduate program, obtain a BSN degree, and then seamlessly progress into the BSN-DNP program. These students must meet the same admission criteria as those established for accelerated pre-licensure applicants for initial admission to the Early Entry DNP option. Final admission to the graduate program and progression into graduate level coursework is contingent upon meeting all DNP admission requirements (See details in “Full Admission” section below).

Initial Early Entry DNP Admission Criteria for Accelerated Pre-licensure applicants:

To be considered for initial admission to the program, applicants must:

1. Complete the required application process, including submission of official transcripts from all colleges/universities attended.
2. Provide two letters of recommendation addressing the applicant’s academic abilities.
3. Have completed a minimum of 25 semester hours of academic credit from regionally accredited colleges and/or universities, including a minimum of 6 semester hours of required natural science coursework.
4. Have completed a minimum of 64 semester hours of academic credit to begin the program, including all prescribed coursework OR hold a baccalaureate or higher degree in an non-nursing discipline and have completed designated general education courses.
5. Have a minimum cumulative grade point average of 2.8 on a 4.0 scale for all post-secondary coursework.
6. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale in the following courses:
   a. English Composition
   b. Oral Communication
   c. Sociology
   d. Psychology
   e. Human Growth & Development*
   f. Anatomy & Physiology I*
   g. Anatomy & Physiology II*
   h. Chemistry*
   i. Microbiology*
   j. Statistics*
      i. *Denotes courses that are considered in the grade point average or students hold a baccalaureate degree.
7. Have completed all prerequisite general education and science courses with a grade of "C" or higher.
8. Students with or without a baccalaureate degree must have successfully completed a Certified Nurses Aid certification exam.
9. Complete the ATI – Test of Essential Academic Skills (TEAS), either version TEAS V or ATI-TEAS.
10. LPN applicants must have a current license as a licensed practical nursing in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152..E.1. The Student Services Office will verify the status of each applicant’s LPN licensure.
11. Submit a biographic sketch.

Full Admission

In order to progress into graduate level coursework (full admission into the graduate program) the student must have:
1. Completed BSN degree from the Allen College pre-licensure accelerated program.
2. A minimum Allen College GPA of 3.25 on a 4.0 scale before taking MSN level courses.
3. Current licensure as a registered nursing in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. An applicant without an Iowa RN license may be conditionally admitted to the graduate program, but must achieve RN licensure prior to enrolling in a second semester of study. Such admitted applicants may enroll only in non-clinical courses during the first semester of graduate student. The Student Services Office will verify the status of each applicant’s RN license.
4. Have a minimum of 800 hours of clinical nursing experience as a registered nurse prior to enrollment in graduate level clinical/practicum courses.

Applicants may have a one-time deferred entry into graduate courses for up to one year after BSN graduation. Those who choose to defer entry must meet established deadlines for enrollment in graduate level coursework, as published on the Allen College website.

**Required Application Materials for the Doctor of Nursing Practice Program**

- Completed Application
- Evidence of national certification
- Three professional or academic letters of reference
- Copy of current resume or curriculum vitae
- A statement of personal and professional goals
- Essential Functions Form
- Official transcripts from all colleges attended
- Students whose first language is not English must prove English proficiency before the student’s file is reviewed for admission. The English Proficiency Policy is available at 2-E-800-05 in the online policy library.
  - The policy states “have completed a minimum of 25 semester hours of academic credit . . . ”
  - The policy states “have completed a minimum of 64 semester hours of academic credit . . . ”
  - The policy states to have a min GPA of 2.8 for post-secondary work.

**Graduate Readmission Process**

**Request for Reinstatement Following Voluntary Withdrawal**

*Re-instatement of students who have voluntarily withdrawn from the MSN program for any reason is not automatic and is not guaranteed.* Students in good academic standing who have voluntarily interrupted their program of study for any reason may request to reenter the program by contacting Student Services. The process and documents needed for readmission may differ based on the length of time the student has been away from Allen College. This procedure applies to any student who has not been continuously enrolled in at least one course each semester during the academic year.

Students who voluntarily withdraw from the program and are reinstated must adhere to the policies and curriculum of the College in effect at that time of reinstatement.

**Request for Reinstatement Following Dismissal**

*Reinstatement of students who have been dismissed from a graduate program for any reason is not guaranteed.* and no dismissed student may be reinstated more than once. Students who are dismissed from a graduate program for any reason may request reinstatement in the program by following the procedure outlined below:

Submit a letter to the Dean of Student Services the semester prior to reentry to the program. This letter must be received by June 1 for fall semester, April 1 for summer semester and October 1 for spring semester.

At the time of reapplication, the applicant must submit a statement that addresses the reason(s) for the failure, outlines what he/she has done to ensure success in the graduate program and why he/she should be readmitted. The statement must be written by the student.

The Dean of Student Services will refer the request to the Graduate Admissions, Progression and Graduation Committee for consideration. In reaching its decision, the Graduate APG Committee will consider the circumstances related to dismissal, the applicant's likelihood of success and the availability of resources (e.g., faculty, classroom, clinical). The Graduate APG Committee may request a meeting with the applicant as part of its deliberations.

The Graduate APG Committee will communicate its decision in writing to the student indicating approval or denial of the request for readmission. If the request is approved, the date of readmission and any conditions of readmission will also be communicated in writing by the APG chairperson to the student, with a copy of the communication sent to the Vice Chancellor of Academic Affairs.

A reinstated student who had been academically dismissed will again be dismissed upon failure (grade of “C-” or below of one additional non-clinical course, “B-” or below on clinical didactic course,) or unsatisfactory performance in the clinical components of a clinical course. Students who are reinstated must adhere to the policies and curriculum of the College in effect at the time of reinstatement.
Students may progress to the next semester of courses upon the successful completion of all pre-requisite coursework. Students wishing exception to this practice must petition the APG Committee.

Notification of Admission
An applicant is notified in writing regarding the Student Services Office’s decision as soon as possible after the meeting in which the completed application was reviewed.

Requirements for Enrollment in the Doctor of Nursing Practice Program

Background Checks
All students will be subject to a criminal background check prior to enrollment in an Allen College course.

RN Licensure
Students must maintain a current licensure as a registered nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1.

Health and Safety Requirements
The College requires students to have entrance and exit tuberculosis (TB) testing. In addition, students must provide documentation that they have received Hepatitis B immunizations or sign a waiver. Hepatitis B immunizations are offered free of charge, and are strongly encouraged prior to taking clinical courses. Evidence of CPR certification are required every other year and Universal Precautions training are required annually.

CPR Certification
Students are held responsible for obtaining and maintaining current cardiopulmonary resuscitation (CPR) Basic Life Support training from the American Heart Association (for Health Care Professionals). A current copy of your CPR card must be on file in the Student Services Office. Students cannot register for classes unless their CPR is current for the entire semester. Students can access CPR course availability online at www.AmericanHeart.org.

Graduate Nursing Selection Process
The Admissions Committee reserves the right to accept only those applicants who seem most likely to complete the requirements of the educational program.

Minimum Credit to be Completed at Allen College
Students admitted to the DNP program may, with approval of the Dean of Nursing, transfer a maximum of 9 semester hours of doctoral-level coursework in partial fulfillment of DNP program requirements, if the following are met:

1. The course was completed at a regional accredited institution.
2. The grade earned was a B or better (Neither Pass in pass/fail, Credit in a credit/no-credit course, nor a B- or below is acceptable for transfer.
3. The course was completed subsequent to the awarding of the bachelor’s degree OR was taken as approved graduate credit during an undergraduate program.
4. Coursework older than seven years cannot be used to meet requirements for the doctor of nursing practice degree. This seven year time limit includes any leave of absence granted to the student.
5. Transfer credit may not be used to fulfill the requirement that 24 semester hours of doctoral-level credit must be earned at Allen College.

Transfer Credit Policy
1. The student must complete the “Request for Transfer of Credit” form. The student must also provide a photocopy of course description, course objective and content outline of the course, along with an unofficial transcript documenting completion of the course.
2. If the student has not already done so, an official transcript of grades documenting completion of the courses must be sent to the Student Services Office. Once the official transcript has been received, the transfer courses may be applied toward fulfillment of the MSN degree requirements.

Classification
The classification of a student enrolled in a doctoral program is as follows:

- Full-time: 6 or more semester hours
- Three-Quarter time: 5 semester hours
- Half-time: 3-4 semester hours
- Less than half time: 1-2 semester hours
Academic Load
More than six semester hours per semester requires written permission by the Graduate Admissions, Progression and Graduate (APG) Committee and are based upon a minimum grade point average of 3.50 and availability of space.

Continuous Enrollment in the Doctoral Program
Once the student is admitted to the DNP program, that student must be continuously enrolled in a minimum of one course each semester during the academic year or have an approved leave of absence in order to remain in the program. Students who fail to adhere to this requirement must seek reinstatement in the DNP program.

Satisfactory Progression in the Doctor of Nursing Practice Program
Progression within the DNP program is demonstrated by the following:

- A cumulative grade point average (GPA) of 3.0 calculated on the basis of all attempted graduate-level courses following admission to the graduate program;
- Completion of all courses with a grade of "B" or higher in all coursework and clinical preceptorships.
- Adherence to requirements related to CPR certification, RN licensure, NP licensure (as applies) and health requirements;
- Adherence to reasonable standards of professional conduct in all activities in the academic, clinical and service settings.

Academic Warning, Probation and Dismissal

Repeating a Course
A student enrolled in the DNP program must repeat any course in which s/he received a grade of "B-" or lower if admitted spring 2012 or after, or a grade of "C-" or lower if admitted prior to spring 2012. Students will be allowed to repeat a course one time only. A student will not be allowed to repeat more than two courses sponsored by Allen College or other institutions where the student has taken a graduate course. Failure to successfully complete the repeated course will result in automatic dismissal from Allen College.

Academic Probation an Dismissal

Academic Probation: A graduate student failing to meet the criteria for satisfactory achievement will be placed on academic probation. A student on probation due to failure to meet the cumulative GPA requirement of 3.0 will be allowed one semester if a full-time student and two semesters if a part-time student to raise the cumulative GPA to a satisfactory level. If the student fails to be removed from academic probation at this time, he/she may be dismissed from the college.

Prerequisite nursing courses that are not successfully completed must be repeated prior to enrollment in advanced courses. Failure to meet requirements related to processional standards will be evaluated on an individual basis and, if the student is allowed to continue enrollment, guidelines will be established. Students who are placed on hold due to failure to meet CPR, licensure, and health requirements will not be allowed in clinical activities and risk course failure.

Academic Dismissal:
Students are subject to dismissal from the DNP program for:

- Failure to meet conditional admission requirements;
- Failure to demonstrate satisfactory achievement within a probationary period;
- Failure to complete requirements for the degree within a seven year period after initial registration;
- Failure to successfully complete a course on the second attempt.
- Receive two failing grades *see failing grade definitions below

*Failing grade definition for DNP program
- Grade of "B-" or below in and DNP course

Academic Program Requirements for the Doctor of Nursing Practice Program

DNP Clinical Scholarship Project
All students must satisfactorily demonstrate the ability to integrate the knowledge acquired in the DNP program in a scholarly manner. Application of theoretical, research, measurement, and computer knowledge will be demonstrated in the completion of a DNP clinical scholarship project. DNP projects are expected to be completed at the system level and implementation of an organizational change is required. Evaluation is based on application, as well as both written and oral performance.

Sample Curriculum
The program consists of 34 total semester credit hours completed over two years (six semesters, including two summers). The program includes 400 clinical hours.

Fall
Course Descriptions

NU 710 Advanced Theory 3 credits
This course is designed to prepare students who will perform at the highest levels of nursing practice. Concepts from nursing science and other related disciplines will be synthesized to prepare the student for the highest-level of nursing practice. Nursing and other interdisciplinary theories will be analyzed. Additionally, the complexities of practice at the doctoral level will be discussed.

NU 720 Quality Outcomes for Organizations & Systems 3 credits
This course is designed to evaluate care delivery systems that will meet current and future needs of populations. Understanding of the application and utilization of programs and guidelines within organizations and systems will be examined. Students will explore methods to assure quality outcomes and patient safety.

NU 730 Clinical Prevention and Population Health 3 credits
This course is designed to examine the impact of epidemiology on clinical prevention and population health. Epidemiological research and trends will be analyzed and applied to various populations. Health disparities among populations will be explored.

NU 740 Analytic Methods for Evidence Based Practice 3 credits
This course is designed to prepare students who will translate research into practice. Students will learn the fundamental skills needed for analysis and evaluation of practice issues as well as understand why and when to use statistical techniques and how to apply them.

NU 750 Leadership and Collaboration 3 credits
This course is designed to prepare students to assume the leadership role in health care organizations. The roles of advocate, communicator, and team member will be used to improve outcomes in health organizations and communities. The ability to lead inter-professional teams and build professional partnerships will be analyzed.

NU 790 Clinical Scholarship I 3 credits 100 contact hrs
This course is designed to facilitate student exploration of a practice problem. This course will focus on the process of finding current evidence relevant to the problem and linking the problem to the science and theory of nursing and related disciplines.

NU 810 Health Care Economics, Finance, and Policy 3 credits
This course is divided into three interactive parts: economics, finance, and policy. Students will explore how macro and micro economics are related to health care finance and policy development. Students will examine finance issues in
organizations and systems. The role of health politics in individual, organizational, and systems levels will be analyzed while preparing the student to engage in politically competent action.

NU 850 Clinical Scholarship II  
3 credits  
100 contact hrs

This course builds on the practice problem foundation developed in NU: 790 Clinical Scholarship I. It is designed to facilitate development of an initiative to address the practice problem and evaluate its outcomes using appropriate methods, scientific principles and national benchmarks.

NU 870 Clinical Scholarship III  
3 credits  
100 contact hrs

This course builds on the practice problem initiative developed in NU: 850 Clinical Scholarship II. It is designed to engage students in an active leadership role while implementing an initiative to address a practice problem. Emphasis will be placed on development of effective communication, negotiation, and consensus building skills.

NU 890 Clinical Scholarship IV  
3 credits  
100 contact hrs

This course is designed to evaluate the practice problem initiative that was implemented in NU: 870 Clinical Scholarship III. Students will be engaged in the evaluation, translation, and dissemination of outcomes from their practice initiative.

General Policies and Procedures

Policy Location
College policies are located in the Barrett Library and on the Allen College website.

MY PULSE
My Pulse provides student access to grades, course schedules, unofficial transcripts, billing statements, financial aid information and the student directory. All students receive a My Pulse account, and can access this account through the My Pulse link on the Allen College website at www.allencollege.edu.

Confidentiality of Student Information Policy Policy 2-R-800-02
Allen College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended, as related to the maintenance, security and retention of student records. Release of student academic, financial and personal information will be made in strict compliance with FERPA regulations. FERPA affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student’s education records within 45 days of the day Allen College receives a request for access.

The right to request an amendment to the student’s education records that the student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. However, this does not include the right to challenge grades unless the grade assigned was inaccurately recorded, in which case it will be corrected.

The right to provide written consent before Allen College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. A student’s consent must specify the records to be disclosed, the purpose of the disclosure and the party or class of parties to whom disclosure may be made.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Allen College to comply with the requirements of FERPA. The address to file such a complaint is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC  20202-8520

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” Eligible students have the right to inspect and review the student's education records maintained by the school. Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. Written permission from the eligible student must be given in order to release any Allen College transcripts.

As further outlined by the Privacy Act, directory information (listed below under disclosure of information) may be released. A copy of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, Policy Statement is available in the student services office and on the website at http://www.allencollege.edu/policies-amp-procedures.aspx.

Privacy Protection
In response to the Federal Trade Commission’s recent ruling, steps have been taken to ensure the protection of individual’s private information as related to employment and education. Allen College is required by federal regulations to collect and use social security numbers as identifiers. The use of social security numbers as identifiers is limited to those situations and to those agencies requiring this information in relation to the awarding of student financial aid, loans and/or licensure.

**Verification of Student Identity**

Each student must provide a government issued form of identification upon entry to any Allen College program as proof of identity.

**Disclosure of Information**

The following information may be disclosed by the institution for any purpose, at the institution's discretion:

- Student Name
- Address
- Telephone number
- Email address
- Date and place of birth
- Major fields of study
- Participation in officially recognized activities
- Photograph(s)
- Dates of attendance
- Degrees and awards received
- Most recent educational institution attended

**Written Request to Withhold Disclosure of Information**

Currently enrolled students may withhold disclosure of information under the Family Educational Rights and Privacy Act of 1974 as Amended. Forms requesting to withhold directory information are available in the Student Services Office. To withhold disclosure, written notification must be submitted to the Registrar's Office no later than one week after the beginning of the semester.

**Change of Personal Information**

Students who change their legal name, address, telephone number, email address or other pertinent information are required to notify the Student Services Office in writing of the change, or make the update through their My Pulse account. It is the student’s responsibility to notify Allen College promptly of any change to avoid any potential negative consequence.

**Identification Badge**

An identification badge is issued to all Allen College students. This badge can be used as identification for various purposes; access to in-patient care areas, check out books from the Library, entry to the Computer Lab, or student discounts at the cafeteria and a variety of other student functions where a valid student identification card is required. There is a replacement charge for lost identification badges. Badges should be returned to the Student Services Office upon graduation, withdrawal or dismissal.

**Use of Information Technology Resources – Policy 2-I-500-01**

By using the information technology resources and facilities present at Allen College, users agree to act in accordance with all policies and procedures adopted by Allen College and UnityPoint Health – Allen Hospital as well as any applicable federal, state and local laws. Disciplinary action and/or suspension of privileges may result if equipment is misused or other violations of laws or accepted standards of conduct occur.

**Internet/Computer Access**

Internet and computer access is restricted to students requiring the use of the Internet and external electronic services to perform student related activities. Students using the Internet or other on-line services are expected to conduct themselves in a professional manner.

Students are to restrict access and use of the Internet to legitimate business related sites. UnityPoint Health reserves the right to monitor all student usage to ensure proper functionality, appropriate use, and security of company data and to retrieve the contents of any student communication in these systems.

Allen College does not condone the use of institutional computers for the viewing or downloading of adult materials or pornography.

Inappropriate conduct in the usage of computers will result in disciplinary action up to and including dismissal from the college.
Electronic Devices Policy
The carrying and use of personal electronic devices (PED) is allowed at Allen College – UnityPoint Health. At no time should these devices disrupt the functions of the College. Every faculty/staff member at Allen College has the authority to restrict or prohibit the use of PEDs in his or her classroom, laboratory, library, or any other instructional setting. Each instructor should state his or her individual PED policy in each course syllabus. This policy may apply to any Allen College-sponsored ceremony or formal events or activities (e.g. commencement ceremony, scholarship banquet, etc.) on or off campus.

Drug-Free/Smoke-Free Environment Policy
Allen College, in compliance with the Drug-Free Schools and Communities Act, prohibits the use, possession, or delivery of alcohol, illegal drugs and other controlled substances in the work/school setting. Furthermore, Allen College prohibits the unauthorized use, possession or delivery of prescription drugs or medications in the work/school setting.

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

Smoking and/or use of tobacco products is not permitted on the college or and UnityPoint properties including building entrances and parking lots. Please refer to UnityPoint – UnityPoint Health - Allen Hospital policy 2.HR.16 for information regarding disciplinary action related to using tobacco products on campus. Students completing clinical hours at any other site must follow the policy of that institution.

Equal Opportunity/Non-Discrimination Policy
Allen College is committed to equal opportunity for all students capable of meeting the College’s educational obligations and grants without discrimination all rights, privileges, programs and activities generally accorded or made available to students at the school. Allen College does not discriminate on the basis of race, creed, color, sex, marital status, age, national origin, veteran status, religion, sexual orientation, gender identity, disability or handicap in administration of its admission policies, educational policies, scholarships and loan programs and other school-administered programs. Any person having concerns with respect to rights under Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972, please contact the Vice-Chancellor of Academic Affairs, Allen College, 1825 Logan Avenue, Waterloo, Iowa 50703, telephone: (319) 226-2040.

Essential Functions
In compliance with the Americans with Disability Act of 1990, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed on the Essential Functions form are essential for each program. Students in the program and those who complete the program will be expected to demonstrate these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Vice Chancellor of Academic Affairs or Admissions Counselor to discuss any potential issues associated with meeting these requirements.

Accommodations for Students with Disabilities – Policy 2-D-800-04
It is the policy of Allen College to provide appropriate educational and/or examination accommodations for disabled students. Allen College will do so by designing and approving procedures that ensure each accommodations are psychometrically sound and safeguard the fairness and security of all testing for all students. A copy of the policy is located in the Student Services Office or online at http://www.allencollege.edu/policies-amp-procedures.aspx. Questions concerning this policy can be directed to the Vice Chancellor of Academic Affairs: (319) 226-2014.

Pregnant Student Policy – Policy 2-A-800-04
Allen College provides accommodations to students who have temporary and/or permanent medical conditions; therefore assistance shall be provided for properly documented pregnant students. The accommodations for pregnant students are provided in accordance with the Title IX requirements and the Americans with Disabilities Act (ADA)

Fair Treatment Policy
Allen College assures fair and equitable treatment of all students through open communication between students, faculty and staff.

To provide students with a direction to voice their concerns, Allen College has established a grievance procedure. The grievance procedure is designed to protect student’s rights under the 14th Amendment, to protect faculty rights to freedom of instruction and to ensure equal and fair student evaluation by the faculty.

The purpose of the Fair Treatment Policy is to address situations in which a student (or group of students) believes that the treatment they have received is unfair. This process is formalized when a student proceeds with a grievance; which is a student’s claim of unfair and/or non-equitable treatment regarding established policies, procedures, rules and regulations of Allen College. The student has the right to express grievances without prejudice, penalty, or recrimination. Also, those whom the grievance is being made against have the right to know what is being grieved and who is filing the grievance.
Anonymous complaints will not be accepted.

The Fair Treatment Policy cannot be used to challenge the outcome of academic judgments, but may be used to challenge the process by which such judgments were reached.

All steps of the grievance procedure must be completed in proper sequence with no more than 14 calendar days elapsing between each step. If a resolution of the grievance is obtained in any given step that resolution is considered final.

The student may seek counsel at any time from appropriate persons, such as hospital chaplain, employee assistance program (EAP), student services staff, faculty advisor or administration. In addition, faculty/staff may initiate either an informal or a formal referral if counseling assistance is necessary. See Allen College Policy 2-E-800-03.

A copy of the Fair Treatment Policy 2-F-100-02 is available in the Barrett Library, Student Services Office on the Allen College website.

Health Insurance Portability & Accountability Act of 1996 (HIPAA)

Allen College, in agreement with health care institutions and providers, respects the privacy of all patients/clients. Information concerning any patient/client should be held in strict confidence. All information about patients/clients, a patient’s illness, treatment provided and responses to illnesses is privileged information to be shared only with health team members and then only to the extent necessary to perform the respective student responsibilities.

The patient or client’s record is a confidential document, which must be kept in the strict confines of the institution or office to protect the patient or client, the provider and the institution. The original copies of active patient or client records must be kept on site at the institution or office at all times and should never leave the institution or office.

All information contained in the patient’s or client’s record shall be considered privileged and confidential information. The patient’s or client’s record is the property of the institution or provider, whose responsibility is to protect the information against loss, destruction, defacement, tampering, vandalism, theft, and any other intrusion or from use by unauthorized persons.

Without proper authorization from the patient/client, his/her legally appointed representative, as required by law, or by existing contractual agreements, no information may be released from the patient’s or client’s record.

Allen College students and faculty must abide by the hospital, institution, and/or provider confidentiality and release of information policies.

Breach of any type of confidential information is grounds for disciplinary action up to and including dismissal from the College.

Child Abuse

All associates of Allen College as an institution of higher education are under the mandate of the UnityPoint Health - Waterloo SOP 1-D-50-1 which obligates reporting of child abuse or neglect occurring on the institution’s premises. All associates of Allen College are also considered mandatory reporters and must complete two (2) hours of training related to identification of child abuse and dependent adult abuse within 6 months of initial employment for those individuals hired on or after January 1, 2010, and thereafter at least every five years in accordance with State laws for mandatory reporters.

Harassment Policy

Allen College does not tolerate harassment in any form, including but not limited to race, creed, color, sex, marital status, age, national origin, veteran status, sexual orientation, gender identity, disability or handicap. If a student believes they are being harassed in some manner, the student should report the occurrence by contacting an appropriate Allen College official. Contact the local police department for non-campus incidents.

Title IX Policy

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1861 et seq.) prohibits any entity that receives federal student financial assistance from discriminating against individuals on the basis of sex in education programs or activities. Therefore, it is the policy of this College that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an academic, extra-curricular, research, occupational training, or other education program or activity conducted or sponsored by the College. This prohibition includes discrimination on the basis of sex in employment decisions and in admissions. It is also the policy of Allen College that no action may be taken in retaliation against anyone making a good faith report of a Title IX violation.

Sexual harassment, including acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers not only to physical sexual acts perpetrated against a person’s will, but also to instances in which a person is incapable of giving consent due to his or her use of drugs or alcohol or a mental or other disability. Other forms of sexual harassment include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature.

The College has designated the following individual as its principal official responsible for coordinating the College’s compliance with Title IX:

Dr. Joanna Ramsden-Meier, Dean, Student Services
Barrett Forum
Office for Civil Rights:
Inquiries concerning the application of Title IX also may be made to the U.S. Department of Education’s Office for Civil Rights located at 400 Maryland Ave., S.W. Washington, D.C. 20202-1100

Sexual Abuse/Assault Policy
Allen College will not tolerate sexual abuse in any form. Employees, students, or volunteers may be disciplined based on the college’s sexual abuse policy. This disciplinary action may result in the suspension or dismissal of an employee or student. In addition, employees, students, volunteers and visitors can be charged and prosecuted under Iowa sexual abuse criminal statutes. Sanctions brought forth by the college and/or the State of Iowa do not preclude a civil action being pursued.

If an Allen College student, employee or volunteer, becomes aware of an incident of sexual abuse, they should contact one of the Emergency Contact Agencies.

Please make reporting these incidents a priority. Remember, in reporting these incidents, you need not identify yourself or the victim. The priority in reporting such incidents is the physical and emotional health of the abused.

What to do if you are sexually assaulted:

Seek Medical Attention
Go to the nearest hospital to be treated and examined.
Do not shower, douche, use the restroom or change clothing before going to the hospital. Any of these activities could destroy or alter evidence needed by law enforcement at a later date.
Be sure to tell the medical staff it was a sexual assault so treatment for pregnancy and various sexually transmitted diseases can be started. The Black Hawk County Sexually Transmitted Disease program offers free and confidential HIV testing.
The medical staff can gather physical evidence at this time to be used at a later date if needed with the patient’s consent.
All information gathered is confidential.

Reporting the Assault
PLEASE REPORT THE ASSAULT. A report can be made to the College’s Campus Security Department as well as the local police department. The reporting of an assault does not instigate prosecution or an arrest.
The reporting of an assault may assist others from becoming victims.
The report will assist in providing a network of support services that will be of benefit to the victim.

Things You Should Know
All information is confidential unless the victim signs a release.
Reporting the assault does not mean the victim must pursue criminal action against the accused party.
One of the purposes of the College acquiring this information is to be able to accurately report incidents of this type to future and present employees and students as mandated by the Students Right to Know and Campus Security Act.
In addition, the College uses this information to review, revise and implement procedures and policies to avoid future incidents.
The victim has the right to have a support person of his/her choice present during the interviews with law enforcement.
The victim will be asked if a crisis counselor should be contacted on their behalf.
If the victim decides to pursue charges, information obtained by law enforcement becomes public information.

Resources Available for You
Whether the victim is female or male, feelings of fear, shame, isolation, confusion and loneliness are a few of the emotions abused individuals experience. Listed below are organizations with services that may provide assistance with emotional, medical and legal issues.

Psychological Services
Allen Memorial Hospital EAP (Employee Assistance Program)
Business Hours  (319) 235-3550
After Hours     (319) 291-8813
EAP services are available to Allen College students and employees.

**Cedar Valley Friend of the Family**

24 Hour Crisis Line  (319) 352-1108

Offers services dealing with domestic violence and sexual assault. Telephone support is offered for any type of problem and is offered through collect calls. Your name need not be given. Advocacy services are in conjunction with a medical exam and/or legal proceedings.

**Cedar Valley Mental Health (Waverly, IA)**

Business Office  (319) 352-2064

Professional counselors offer professional assistance and information.

**Crisis Line Cedar Valley Friends of the Family**

24 Hour Crisis Line  (800) 410-7233

Offers services dealing with domestic violence and sexual assault. Telephone support is offered for any type of problem and is offered through collect calls. Your name need not be given. Advocacy services are in conjunction with a medical exam and/or legal proceedings.

**Black Hawk-Grundy Mental Health Center Inc.**

Business Office  (319) 234-2893

Individual and family counseling services on a sliding fee scale based on income.

**Medical Services**

**Emergency**  911

**UnityPoint - Allen Hospital**

1825 Logan Avenue  (319) 235-3941

Waterloo, IA

Provides 24 hour emergency medical services. Examinations for evidence using rape kit are available.

**Sartori Memorial Hospital**

515 College Street  (319) 268-3000

Cedar Falls, IA

Provides 24 hour emergency medical services. Close to the UNI campus. Examinations for evidence using a rape kit are provided.

**Waverly Health Center**

312 9th Street SW  (319) 352-4120

Waverly, IA

Provides 24 hour emergency medical services. Close to the Wartburg campus. Examinations for evidence using a rape kit are provided.

**Allen Women’s Health Center**

233 Vold Drive  (319) 235-5090

Waterloo, IA

**Office Hours**

Monday-Friday  8:00 a.m. to 5:00 p.m.

**Black Hawk County Sexually Transmitted Disease Program**

(319) 291-2413

Free and confidential sexually transmitted disease testing and treatment along with anonymous HIV antibody testing. No appointment is necessary.

**Spiritual Guidance**
Allen Memorial Hospital Spiritual Care
Business Hours (319) 235-3694
1825 Logan Avenue
Waterloo, IA
After Hours (319) 236-6344
Cedar Valley Spiritual Care
Community Blessed Sacrament
  650 Stephan Ave (319) 233-6179
First Presbyterian Church
  902 Main St (319) 277-3930
First United Methodist Church
  723 Washington St (319) 266-1713
Lutheran Student Center (ELCA)
  2616 College St. (319) 266-1653
Navigators
  Box 606 (319) 268-0524
Orchard Hill Reformed Church
  1215 Elmridge Drive (319) 266-9796
Revolution (The Verde Café)
  2016 Campus St. (319) 273-3889
Wesley Foundation-United Methodist Campus Ministry
  2422 College St. (319) 266-4071

Financial Services
Crime Victim Compensation Program
(800) 373-5044 or (515) 281-5044
This program will reimburse victims for rape kits taken for evidence and other various expenses. Call for reimbursement information.

Advocacy Services
Crime Victim Witness Assistance Program (319) 833-3001
General information concerning victim’s right and assistance programs.

Campus Security
Allen Memorial Hospital/College Security (319) 235-3869
Contact the security department to report sexual abuse, assault or attempted assault. Filing a report is necessary, but does not constitute filing charges or pursuing prosecution.

Allen College Administration
Contact the Allen College Administration Office at (319) 226-2011 to file a disciplinary complaint of sexual abuse/assault if the assailant is a student of Allen College. Disciplinary action by the college can be taken as well as criminal action by law enforcement. One action does not preclude the second action.

Legal Services
Black Hawk County Attorney’s Office (319) 833-3001
Bremer County Attorney’s Office (319) 352-0214
These offices review and make a determination regarding the prosecution of sexual abuse/assault cases.
Black Hawk County Sheriff’s Department (319) 291-2587
Treatment Process/Options

so, all costs of the blood/urine tests will be the student's responsibility.

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

At the time of any incident of suspected abuse, the College has the right to request drug tests, with the cooperation of the student. Any student bringing non-prescribed medications of illegal drugs or alcoholic beverages to the campus, using these illegal substances on the grounds, or dispensing, manufacturing or selling them on the premises may be subject to legal as well as disciplinary action up to and including immediate dismissal from the College.

Student conduct is a reflection of professional and personal integrity and provides an image of the College and of the healthcare profession to the community. Through the delivery of healthcare, a student assumes a serious responsibility for other individuals. Based upon this, Allen College believes that a student has the capability of assuming personal responsibility as an adult, which includes evaluation of the impact upon others of personal and professional behaviors. Allen College expects all students to observe college and agency regulations, as well as city, state, and federal laws, and to respectfully the rights of others.

Discipline will be administered on an instructional basis to encourage students to improve performance, personal and professional conduct, and scholastic honesty and to become more aware of the need to adhere to and conform to college policies and/or public law. Violations of expected behavior will be handled according to the infraction and the Allen College Student Disciplinary Action Policy. A serious breach of personal and professional conduct, or legal infraction may result in disciplinary action. All actions are reported and kept in the student's academic file. Progressive disciplinary action includes reprimand, probation, suspension or dismissal. Any students having questions or concerns should contact the Student Services Office at (319) 226-2014.

Social Networking Services Policy

Students who display behavior that violates College policy or any laws will be held accountable through the code of student conduct or the legal system. Inappropriate material placed on these sites may be subject to Allen College's Code of Conduct. Students should pay specific attention to sections of this Code that address harassment, privacy and confidentiality.

In addition to violations of Allen College policy, the posting of inappropriate material may subject students to criminal and civil penalties. As referenced in the terms and conditions of these networking services, students should refrain from posting material that is deemed to be criminal; harassing; racially, sexually, ethnically or religiously objectionable; defamatory; obscene; invasive of another's privacy; or infringing of copyright.

Substance Abuse and Prevention Policy

It is the intent of Allen College to maintain a drug-free, healthy, safe and secure educational environment. Allen College prohibits the purchase, possession, use or abuse, sale, distribution or manufacturing of any controlled substance on campus. Any student bringing non-prescribed medications of illegal drugs or alcoholic beverages to the campus, using these illegal substances on the grounds, or dispensing, manufacturing or selling them on the premises may be subject to legal as well as disciplinary action up to and including immediate dismissal from the College.

A substance abuse prevention program is provided in an effort to educate students about substance abuse. All incoming students receive online content relating to substance abuse. Allen College recognizes chemical dependency as an illness and a major health problem. Substance abuse is a potential health, safety and security concern.

Allen College has the right to notify or disclose to parents or guardians information regarding any violation of federal, state or local law dealing with the use and/or possession of alcohol and/or controlled substances if the student is classified as a dependent according to IRS guidelines. The student must be under the age of 21 at the time of the offense. In addition, Allen College retains the right to disclose information to parents or guardians if institutional rules or policies have been violated and it is determined that the student has committed a disciplinary violation with respect to the use and/or possession of alcohol and/or a controlled substance. This right to disclosure is not based on whether or not this information is contained in the student's education records.

Drug Testing

Any student who reports to class, clinical or any learning experiences under the suspected influence of alcohol and/or an illegal substance will be brought forth immediately for drug testing accompanied by a college official/designee. The College would then assume the costs of the blood/urine tests.

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

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

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

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

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

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

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

**Substance Abuse Awareness Chart**

<table>
<thead>
<tr>
<th>SUBSTANCE</th>
<th>Physical Effect</th>
<th>Psychological Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>Cardiovascular problems such as congestive heart failure and cardiomyopathy, peripheral neuropathy and muscle wasting, decreased immunity, cancer of the mouth, larynx and liver, birth defects, diabetes, coma and death.</td>
<td>Loss of inhibitions and concentration, impaired judgment, blackouts, depression</td>
</tr>
<tr>
<td>Cocaine/Crack</td>
<td>Chronic bronchitis, cerebral hemorrhage (stroke) pneumonia, myocardial infarction (heart attack), seizures, nasal ulcers, and perforated nasal septum.</td>
<td>Insomnia, paranoia, schizophrenia, depression</td>
</tr>
<tr>
<td>(Amphetamines)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hallucinogens</td>
<td>Increased blood pressure, dizziness, nausea/vomiting, insomnia, increased blood sugar levels.</td>
<td>Paranoia, panic reactions (&quot;bad trip&quot;), hallucinations, feelings of depersonalization, acute psychosis, flashbacks.</td>
</tr>
<tr>
<td>(LSD/DMT/PCP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana</td>
<td>Bronchitis increased infection risk, possible birth defects.</td>
<td>Impaired judgment, learning abilities and memory, panic reactions, lethargy, apathy and lack of motivation.</td>
</tr>
<tr>
<td>Narcotics</td>
<td>Increased infection risk, impotence, seizures, coma, respiratory arrest and death.</td>
<td>Impaired attention, memory and judgment, mood changes, mental clouding.</td>
</tr>
<tr>
<td>Sedative / Hypnotic</td>
<td>Coma, seizures, impotence, and liver damage with excessive use. Abrupt withdrawal or combined with alcohol can lead to death.</td>
<td>Impaired judgment and memory.</td>
</tr>
</tbody>
</table>

**Legal Sanctions**

Students may be subject to legal sanctions under federal, state, and local laws for unlawful possession, use or distribution of illicit drugs and alcohol.

**Resources for Substance Issues**

Students may use the following service or may be referred to Substance Abuse Services because of an alcohol or other
drug related incident. The referral may be different in nature and in length depending on the individual circumstance. Referrals are designed to assist an individual with avoiding future incidents and should not be viewed as a disciplinary measure. This service is offered at both the Allen College and the UNI campuses on an annual basis.

UnityPoint Health - Allen Hospital EAP
Business Hours (319) 235-3550
After Hours (319) 235-3550
Toll-Free (800) 303-9996

Service is available to Allen College students and employees.

Course Delivery
Courses at Allen College are offered through one of three methods:

**F2F (Face to Face)** – Students and instructor(s) meet in person as a group for regularly scheduled class sessions either on campus or at another physical location.

**Hybrid** – A combination of F2F teaching and distance learning methods. F2F time requirements may vary among courses. They also may be referred to as a blended course.

**Internet** – All instruction is provided via the Internet and no F2F instruction is required. Students may be required to attend an orientation or take proctored exams on campus or at an approved location near the student.

All courses at Allen College, regardless of the delivery method, have a component delivered via an Internet learning management system (LMS). Orientation sessions for the LMS are offered at the beginning of each semester for students who are new to Allen College. Students will be notified of the LMS orientation schedule by Allen College’s Office of Student Services. Students should expect to be able to log into their courses on the first day of the semester.

Syllabi
Syllabi are available online for each Allen College course in which students are enrolled. Course syllabi can be accessed by logging into each course. Students learn how to log into elearning courses during elearning orientation.

Guidelines for Learning in Web-Based Courses
The content and workload in an online class is identical to that of the same class delivered in a traditional classroom format. Students need to possess a high degree of self-motivation to be successful in an online course because there is no scheduled face-to-face with the instructor every week. It is important to remember that while online learning gives students scheduling flexibility, taking a course online is just more convenient, not easier. Some students believe that Internet courses are more time consuming than traditional classroom courses, but some students also believe that they actually have greater access to their instructors through use of e-mail and course discussions when taking an online course.

Students will be able to log into their eLearning courses on the first day of the semester. Students should log in on the first day of the semester to make sure that the courses for which they have registered appear in their course list and to identify course requirements the first week of class. For username or password issues, from the eLearning login screen, students click on “Forgot your password or need assistance?” which will produce the eLearning “Contact Us.” Web page http://elearning.uni.edu/support/contactus.htm. Under Contact Us, students should select Allen College, and complete the help request form. An e-mail notification will be sent when the password has been reset.

Web-based courses offered by Allen College are offered within the college semester. Students complete course work on their computers at their convenience within a specified time frame established by the course instructor(s). Class participation, which may include live chats, threaded discussions, and/or e-mail communication, is CRITICAL to effective learning and is INCLUDED AS PART OF THE COURSE GRADE.

Computer Information for Allen College Students
Basic Computer Capabilities for Allen College Students

All Allen College courses require some use of a computer and the Internet; therefore, students must be able to

- Use a computer, either your own computer or a computer in the Allen College Computer Lab/Barrett Library;
- Create computer documents in several formats (e.g., MS Word, PowerPoint);
- Cut, copy, and paste text;
- Save documents on a personal computer or portable storage device (e.g., memory stick; flash-, jump-, or thumb drive);
- Retrieve and open documents from their stored locations;
- Print documents;
- Download documents from course websites;
Attach documents to Allen College e-mails, and to tools in the course website (e.g. course mail, assignments, and discussions);

Navigate the Internet using a web browser (e.g., Internet Explorer, Netscape, Firefox, Safari);

Use Blackboard-WebCT;

Use the Allen College e-mail system;

Use online search engines and follow online links (e.g. Google, EBSCOHost, etc.).

Students who have questions about these computer skills may contact David Wu for further assistance: 319-226-2054; David.Wu@allencollege.edu.

It is recommended that students have access to an up-to-date personal computer. The Allen College Computer Lab is available to students 24/7. Students who will not be commuting to campus will need to own or have access to a personal computer with reliable Internet access.

**Minimum personal computer requirements for Allen College Students**

**Hardware**

Macintosh or other personal computer with internet connection (e.g, IBM, HP, Dell, etc.)

CD-ROM/DVD drive

USB ports

Sound card and speakers

Printer (letter quality, not dot matrix)

Optional: Wireless card

**Operating Systems**

Windows operating system – WindowsXP or later

Macintosh operating system –Mac OS 10.4 or higher

**Software**

Microsoft Office – Word, Excel, PowerPoint – version 2003 or later. Student-priced software is available at: http://www.microsoft.com


Internet Browser (Free downloads)

Internet Explorer 6.0 or later. Free from http://microsoft.com/windows


Safari 3.0: Compatible with Mac OS 10.4 and certified for Mac OS 10.5. Free from http://www.apple.com/safari/

**Internet Connection**

Access to a high speed connection such as Cable, DSL, or Satellite is required for graduate and RN to BSN students and recommended for other undergraduate students. If your Internet connection is through a regular telephone modem, it is recommended that you have a second telephone line.

**Textbooks**

Course syllabi contain information about required textbooks. Lists of course textbooks are also provided on the Allen College webpage: http://www.allencollege.edu. Students have the option of purchasing required textbooks through University Book & Supply, 1009 W. 23rd Street, Cedar Falls, Iowa (1-800-728-7581). Students may exercise other options for purchasing textbooks (e.g., an Internet bookstore or other students).

**Course Credit**

The semester credit hour system is used by Allen College to report and measure academic progression.

A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction or its equivalent with a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester of credit. At least an equivalent amount of work as required in the previous statement is expected for other academic activities including laboratory work, internships, practica, graduate projects, and other academic work leading to the award of credit hours. Courses which include lecture, laboratory and/or a clinical component will use the appropriate credit hour-contact hour ratio to meet required course outcomes as well as specialty certification or licensure requirements. See link below for the full policy. http://www.allencollege.edu/images/pdf/Policies/credit_hour_allocation.pdf
**Academic Calendar**

Allen College’s academic calendar consists of two semesters and various summer terms. The current academic calendar can be found on the Allen College website.

**Fall and Spring Terms**

Full time status is granted to undergraduate students who have a minimum class load of 12 semester hours per semester. Annual full time status is 24 semester hours including 12 semester hours for each semester.

Students who register for 9-11 semester hours are classified as three-quarter time, 6-8 semester hours are classified as half-time, and registration less than 6 semester hours are classified as less than half-time.

**Summer Terms**

Students who register for 6 semester hours are classified as full-time; students who register for 3 semester hours are classified as half-time.

**Academic Code of Conduct**

**Academic Integrity – Policy 2-P-900-01**

Academic integrity is a core value of any academic institution; thus the values of trust, fairness, respect and responsibility are fundamental to Allen College. Allen College students are responsible for learning and upholding standards of academic integrity during their enrollment at Allen College. Examples of violations of Academic Integrity include, but are not limited to: plagiarism; falsifying records, papers, documentation of clinical hours; cheating or unauthorized collaborating on tests, quizzes, papers, problems, or other graded assignments; retention, without the instructor’s permission, of materials which are the property of the college or the instructor; clinical misconduct or other unethical behavior in the clinical setting.

Students' written or oral work of any kind is expected to be the work of the student alone (unless otherwise assigned or approved). Students’ written or oral work of any kind is expected to be the work of the student alone (unless otherwise assigned or approved). Failure to observe these requirements is a violation of Academic Integrity.

Any student exhibiting evidence of dishonesty shall be subject to disciplinary action by Allen College.

**Plagiarism**

Plagiarism is using someone else’s words or ideas, intentionally or unintentionally, without giving credit to that person. If a student desires to use someone else’s words or ideas, the student must quote, paraphrase or summarize accurately and make sure that what has been borrowed is accurately punctuated and clearly marked. The student must give that person credit by citing the source regardless of the form of the borrowing. Direct quotes must have both quotation marks and the source cited. Paraphrasing is preferable to connecting a string of quotations throughout a paper. Again the source of the paraphrased information must be cited in the paper. Acknowledgement of something that is not original must appear both in the text of the paper and in the bibliography at the end of the paper. It is also plagiarism to use a paper that has been written by another student; moreover, it is unethical to use a paper that has been written for another class (unless both professors give permission) or received from commercial term paper service providers.

**Facilitation of Academic Dishonesty**

Academic dishonesty is defined as knowingly assisting or attempting to assist other students in any act of academic dishonesty or violation of the academic integrity policy. It also includes knowingly or negligently allowing ones work to be used by other students without reporting this behavior to the instructor.

**Cheating**

Cheating is defined as the use or attempted use of inappropriate or unacknowledged materials, information or study aids in any academic assignment or exercise which provides the student with an unfair advantage. The use of books, notes, calculators, cell phones or conversations with others about the material is forbidden except when authorized by the instructor. The use of these materials, without prior authorization from the instructor, constitutes cheating. Students may not take examinations or evaluations in the place of other students and must not allow others to take examinations in their place.

**Fabrication**

Fabrication is defined as the invention of falsification of any information related to assignments of any type both inside and outside of the classroom. Students may not invent citations for academic exercises or forge signatures, documents or timelines for assignments completed outside the classroom. It is also inappropriate to obstruct the academic opportunities of other students by impeding their access to educational materials through their removal from common places or the destruction of such resources.

**First Day of Attendance**

Attending the first day of class and clinical orientation is required. It is also required that students enrolled in an online course will log into the course by the end of the first week of the semester unless otherwise communicated by course instructor. Students who do not attend the first day of class, clinical orientation, or log into an online course will be handled as follows:

**With Notification by Student:** The student may remain registered for the course with prior approval by the lead course faculty.
Without Notification by Student: Lead course faculty must notify the Registrar’s office.

Students are expected to attend all classes and clinical courses in which they are enrolled, per course requirements.

Leave of Absence

General Information
A Leave of Absence (LOA) is defined as an interruption in course progression due to a documented unforeseen circumstance with an approved reason and a documented intent to return to complete the educational program. Leave of Absence requires the approval of the leave of absence ad hoc committee and must include a written request to the registrar.

A leave of absence may affect financial aid and loan repayment. Students may be granted a 180-day leave of absence in any 12-month period from the state and federal government. Therefore, all students requesting a leave of absence must meet with the Financial Aid Coordinator for counseling.

Requirements

- The student shall submit the request for Leave of Absence in writing to the Registrar.
- The student submitting the request shall be currently enrolled in classes or enrolled during the last semester.
- The student shall have a history of performing satisfactorily on all course work as defined by the program academic progression policy. The ad hoc committee will review the academic progress as part of the determining factors in granting a leave.
- The student shall document a reasonable intent of returning to complete course of study. An expected date of return and a plan for completion of clinical and course work must be included.
- The request shall be made prior to the start date of the leave unless unforeseen circumstances arise. Written documentation and explanation of late application shall be submitted by the student to substantiate the late request.
- The leave of absence shall not exceed 180 days in any 12-month period as outlined by Title IV regulations.

Reasons for Approved Leave of Absence

- Illness of self or family member
- Death in family
- Birth of baby or situations covered by the Family and Medical Leave Act of 1993
- Financial difficulty
- Military duty
- Jury duty
- Other circumstances as approved

Approval Process

Allen College shall respond within 5 business days of the written request.

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

Failure to Return

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

Writing Style

The Publication Manual of the American Psychological Association (6th edition) is required in all courses at Allen College and is considered the final authority should any questions arise about style and form. The manual can be purchased at University Book and Supply across from the UNI campus. There are also copies on reserve in the Allen College Barrett Library. The Manual is also available from APA.org (http://www.apa.org/pubs/books/4210512.aspx) or may be purchased in electronic formats online.

Allen College Institutional Review Board (ACIRB) Review

In accordance with the College’s definitions and institutional decisions, all research, development, graduate/doctoral student capstone projects, and related activities involving human subjects and/or any type of protected health information that are conducted by a member of the College, including students, must be reviewed and approved by the ACIRB prior to initiation.

Each principle investigator (e.g., students or faculty leading or conducting the project) should be thoroughly familiar with the policies and procedures for the review process prior to submitting a project for review by the ACIRB. Guidelines for reviews, along with application forms and templates, may be obtained by accessing the ACIRB webpages on the Allen College website. Specific questions should be addressed to an ACIRB officer (administrator or chair). All College procedures are in accordance with applicable regulations of federal agencies.

For additional information on the ACIRB, please visit: http://www.allencollege.edu/index.php?option=com_content&task=view&id=329&Itemid=344
Students conducting research outside of Allen College or Allen Hospital are required to get IRB approval from the institution where the project will occur. The student will be responsible for any costs associated with outside IRB applications.

**Assessment Program**
Allen College assesses the programs offered to determine if they are preparing students to meet the educational outcomes described in the College Mission Statement. Assessment of program effectiveness is accomplished by assessing student performance. Students are expected to complete several "outcome" assessment exercises such as standardized tests, surveys, etc. The assessment testing attempts to quantify and qualify that individual student learning has occurred. These assessment exercises are required; **the degree will not be granted** until the assessments are completed.

**Clinical Policies & Procedures**

**General Clinical Requirements**

**Clinical Preparation**
Clinical attendance is a critical part of learning. Students are expected to come adequately prepared for the clinical experience. Clinical preparation may require reading, practicing, and/or writing assignments prior to coming to the lab or clinical setting. Demonstrations and clinical simulations will be used to prepare students for experiences with actual clients.

In addition to academic preparation, students are expected to come physically prepared for lab and clinical classes. Students will need to provide a stethoscope (nursing), watch, scissors, and other equipment for clinical experiences. Students are expected to adhere to the uniform dress code established by Allen College. In addition, students are responsible for assessing their own physical health and wellbeing prior to coming to a clinical setting.

**CPR Certification**
Students are held responsible for obtaining and maintaining current cardiopulmonary resuscitation (CPR) Basic Life Support training from the American Heart Association (for Health Care Professionals). A current copy of the CPR card must be on file in the Student Services Office. Students cannot register for clinical classes unless their CPR is current for the entire semester. Students can access CPR course availability online at: [www.AmericanHeart.org](http://www.AmericanHeart.org)

**Universal Precautions**
As of July 1992, OSHA required an annual educational program on Universal Precautions for all individuals potentially exposed to blood-borne pathogens. Universal precautions are covered within the curriculum of Allen College programs.

**Basic Liability Insurance**
Allen College provides liability coverage for students who are in a clinical setting. The limits of such coverage are $1 million per occurrence and $3 million aggregate for all occurrences on an annual basis. Students may purchase their own liability coverage at their own expense. Liability coverage provided by Allen covers liability only and not student illness or injury.

**Student Injury or Accident Reporting**
Students must report any injury received during clinical experiences to their clinical supervisor. For detailed procedures regarding injury on the clinical unit, please refer to policy 2-I-800-04 located on the Allen College website.

**Clinical Requirements – ASR Students**
Clinical site travel is required for Professional Development Practicum Courses RA135, RA145, RA255, RA265, RA275. Students may be required to travel up to 65 miles from Allen College for a clinical education setting assignment.

Evening/Weekend Rotations:
Professional Development Practicum Courses RA145, RA255, RA265, and RA275 may require evening and weekend rotations. Evening hour rotations are defined as any hours before 5:00 a.m. or after 7:00 p.m., Monday-Friday. Weekend hours are defined as any hours on Saturday or Sunday.

**Clinical Requirements – Students in a Post-Licensure Nursing Program**
Registered Nurses (RNs) in the nursing program must provide proof of current licensure as a registered nurse in Iowa. Licensure reciprocity is pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1.

According to Subrule 2.8(5) nursing courses with a clinical component may not be taken by a person a) who has been denied licensure by the board; b) whose license is currently suspended, surrendered or revoked in any United States jurisdiction; or c) whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Students must notify the Student Services Office if they are in violation of this code.

**Clinical Code of Conduct**

**Clinical Setting Confidentiality Statement**
Students have the opportunity to work in several clinical settings and with numerous clients during their years as students at Allen College. As professionals, students are expected to keep confidential all information entrusted to them by clients and peers in all clinical settings. Patient information cannot be replicated.
During the Student Success and Readiness Program, students will sign a confidentiality statement. The statement will include information specific to the legal and ethical issues related to confidentiality and will be filed in the students’ academic folder at Allen College. If specific institutions request a copy of the statement, it will be duplicated and sent to the institution.

**Clinical Misconduct**

Students are expected to behave in a professional manner in all clinical settings. Students are responsible for their own behavior. Examples of unacceptable behaviors include, but are not limited to: breach of confidentiality, unsafe practices, falsification of records or documentation of hours, unexcused absences, improper/unethical clinical conduct, or sexual misconduct.

Any student giving evidence of clinical misconduct shall be subject to disciplinary action by Allen College. Disciplinary action shall include, but not be limited to, assignment of a failing grade for submitted work and/or an entire course, reprimand, probation, suspension or dismissal from the institution.

**Illness/Absence from Clinical Experience**

It is the student’s responsibility to notify the clinical instructor/site as soon as possible when unable to attend a clinical experience. The BSN student must contact the instructor regarding any missed clinical experiences prior to returning to the clinical site. Students must obtain a release from the attending health provider if he/she has received:

1. Health services from a physician, psychiatrist, counselor, or other health provider resulting in a period of absence greater than 3 days from class or clinical,
2. Any hospitalization,
3. Major illness or injury,
4. Infectious condition.

The release must contain approval to return to the clinical setting and should include conditions that may limit the student’s functioning ability, (e.g., casts, immobilizers, weight limit restrictions, etc.)

Students are responsible for following the attendance policy for each individual course as outlined by the instructor in the course syllabus.

**Pregnancy**

**Radiography/Nuclear Medicine**

Radiography/Nuclear Medicine students that voluntarily declare their pregnancy must do so in writing to the Designated Radiation Safety Officer. The clinical instructor and the program chair should be informed of a pregnancy as soon as possible to avoid situations that are potentially hazardous to the student’s pregnancy. Students may withdraw their written declaration of pregnancy at any time in writing.

**Option 1**

Students will be allowed to withdraw from the program and re-enter the following year or semester. (See Leave of Absence Policy)

**Option 2**

Students wishing to voluntarily declare their pregnancy and remain in the program will meet with the Designated Radiation Safety Officer and follow the standards and guidelines established by the Nuclear Regulatory Commission and state law, which include wearing a second radiation monitor at waist level to monitor fetal dose.

**Option 3**

Students choosing not to declare their pregnancy may continue in the program without modification. The students will follow the same radiation protection guidelines that other (non-pregnant) students follow while in the program.

**Professional Dress Code**

**General Information**

All students shall exhibit dress that is appropriate and professional by adhering to the uniform and dress code set by Allen College and affiliating agencies. If at any time, the affiliating institution policy and the Allen College policy seem in conflict, the student shall adhere to the clinical site’s policy.

**Uniform**

- Student uniforms are for both males and females. Uniforms consisting of white or matching royal blue pants and royal blue tops will be worn by students while in the clinical setting, unless otherwise specified by department. It is permissible to wear a short or long sleeved white shirt under the royal blue top.
- MLS: Scrubs of any color are allowable, but it is recommended to follow the dress code of the clinical affiliate if a scrub color is designated. Professional street clothing consisting of dress pants and an appropriate shirt which follows Allen College dress code is allowed, if it meets the dress code of the clinical affiliate.
- A white fingertip length laboratory coat with the Allen College emblem attached to the upper left sleeve may be worn over uniform for warmth while in the clinical area or classroom only. It may not be used as a light-weight coat for street wear. Sweaters are not permitted.
  - This does not apply to MLS students. Personal protective equipment (PPE) polices of the clinical affiliate must be
followed at all times.

- Students must have an Allen College patch sewn on the left sleeve of white coat or royal blue top and visible at all times.
  - This does not apply to MLS students. Personal protective equipment (PPE) policies of the clinical affiliate must be followed at all times.
- Department scrub clothing shall not be worn out of the hospital except with special permission of the Hospital Department Head.
- The uniform must be in good repair at all times and be replaced before evidence of wear detracts from the overall general appearance of the student.
- The uniform must fit in a manner that allows freedom of movement without evidence of excessive pulling or wrinkling.
- The length and style of the uniform must be appropriate in pant length and physical build of the individual. Jeans, white denim pants, sweatshirts, shorts, skorts, split skirts, skirts and T-shirts are not permitted. Colored trim or accessories on a white uniform must not be visible when worn as part of the student uniform.
  - MLS: Hoodies or hooded sweatshirts are not allowed during clinical rotations.
- Shoes and socks must comply with the dress code policy at the clinical site. Shoes shall be kept clean and in good repair. Shoes must be replaced regularly to meet the standards of appropriate grooming. Canvas shoes are not appropriate or safe. Safety, comfort, noise control and appearance are the main considerations for acceptable footwear. Crocs are not allowed.
- The students' I.D. Badge must be worn at all times when in the hospital/clinical area and be clearly visible. It must be replaced immediately if it is lost or there is a name change.

Jewelry
Acceptable jewelry includes only the following:

1. Watch with second hand.
2. Piercings: Facial piercings of any kind, regardless of material, are not permitted. This includes a pierced object in the nose, eyebrow, tongue, or other visible area. A maximum of two earrings per ear is allowed. As a safety measure, no hoop earrings are permitted; small button-style earrings only. Facial piercings of any kind, regardless of material, are not permitted.
3. No more than two rings per hand are permitted. Rings must be removed and secured inconspicuously to the uniform in areas where policy prohibits the wearing of rings. This is an infection control measure as rings with sets harbor bacteria which may contaminate food, sterile supplies or patient's wounds, etc. Frequent and thorough hand washing, including rinsing, will be stressed.
4. Necklace - A single, chain necklace that does not hang outside the clothing and is tight enough so that it will not be caught is acceptable.
5. A medical alert bracelet/necklace may be worn.
6. Visible tattoos are not permitted.

Hairstyles
Hairstyles shall be professional appearing and in moderation. If the length is beyond the shoulder, hair shall be worn up and securely controlled so that it does not interfere with patient care or create a safety hazard. Hair shall be secured from the face and off the uniform collar in a simple style. Barrettes must be simple in design and blend with the hair color. Extreme hair colors and styles are not permitted.

Mustaches, sideburns, and beards must be clean and neat and must be covered when performing special procedures and in certain high-risk areas.

Cosmetics
Cosmetics shall be used in moderation. Strong perfumes/colognes shall be avoided when caring for patients, as patients are more sensitive to the fragrances.

Fingernails shall be kept short and clean. Students shall not wear nail polish, because chipped nail polish may harbor bacteria when working with food, sterile supplies, or linen. Artificial nails are not permitted in any patient area.

Gum Chewing
Gum chewing is prohibited for students when in uniform or when having contact with either patients or the public.

Student Financial Services

General Information
The purpose of financial assistance is to provide funds to students who otherwise would be unable to pursue a college education. This assistance is intended to supplement (not replace) the amount the student and his/her family can contribute. Financial assistance comes from a variety of sources including grants, scholarships, work study and loans.

Allen College Code of Conduct for Educational Loans
Iowa Code Section 261E.2 and Title 34 of the Code of Federal Regulations, Section 601.21 requires the development,
Institutional scholarship application and outside scholarship opportunities are available on the Allen College web site at http://www.allencollege.edu/scholarship-application.aspx. All grants are awarded based on need as determined by the Federal Pell Grant and Work Study, and are also eligible for Federal Pell Grant if not incarcerated in a federal or state penal institution. A student is considered to be incarcerated if he/she is serving a criminal sentence in a federal, state or local penitentiary, prison, jail, reformatory, work farm or similar correctional institution. A student is not considered to be incarcerated if he/she is in a half-way house or home detention or is sentenced to serve only weekends. All applicants will be asked annually if they are currently incarcerated and to identify the type of penal institution in which they are housed. This question will appear on the financial aid questionnaire.

Application Process
To be considered for financial assistance there are two forms the student must complete: The Free Application for Federal Student Aid (FAFSA). The FAFSA is available at www.FAFSA.ED.GOV. FAFSA applications may be submitted after October 1 of the preceding academic year of desired enrollment. In most cases, only students who are U.S. citizens, permanent residents or eligible non-citizens may apply for federal assistance. Students applying for financial assistance are considered for federal, state and institutional funds. Primary consideration for assistance is given to applicants who have all the required forms on file in the Allen College Student Financial Services Office on or before May 1. Files completed after this date will be considered based on the availability of funds.

NOTE: It is recommended that the Free Application for Federal Student Aid (FAFSA) be submitted to the processing center no later than April 15 to ensure meeting the priority deadline of May 1 and the state deadline as published by the Iowa College Student Aid Commission.

Types of Financial Aid Available at Allen College
In accordance with our awarding philosophy, financial assistance is awarded in the form of gift aid and self-help aid in our attempt to help meet each student's direct costs. Grants and scholarships are forms of gift aid, which means that the student does not repay these funds. Self-help includes loans, which must be repaid with interest after the student leaves Allen College. Work Study is also a form of self-help aid. It is earned by the student at an hourly rate, paid in the form of a bi-weekly payroll check and is not repaid.

Grants
Grants are considered gift aid because the student does not repay them after completing school. There are several types of grants. The Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (SEOG) are grants that are funded by the federal government. These funds are available for 12 full-time semesters and limited to students earning their first bachelor's degree.

The Iowa Tuition Grant and Iowa Grant are grants that are funded by the State of Iowa. These are only available to undergraduate residents of Iowa for 8 full-time semesters.

All grants are awarded based on need as determined by subtracting each family's expected family contribution that is calculated by the FAFSA processor from the cost of attendance as determined by Allen College.

Institutional Scholarships
Institutional scholarship application and outside scholarship opportunities are available on the Allen College web site at http://www.allencollege.edu/scholarship-application.aspx. The application deadline is marked clearly on each form. A
notice from The Student Financial Services Office will also be published and posted, notifying students of the deadline. A FAFSA must be completed by the March 1 deadline to be considered for Allen College institutional scholarships. A complete listing of the Allen College institutional scholarships can be found on the Allen College web site.

**Non-Institutional Scholarships**
Non-institutional applications are available for scholarships. These applications are available online at www.allencollege.edu.

**Loans**
There are several types of student loans that are available to students and families. Federal loans consist of Subsidized and Unsubsidized Stafford Loans, the Nursing Student Loan, Nurse Faculty Loan Program, Perkins Loan, and PLUS Loans. Families can utilize alternative loans that are available from various lending institutions. These loans all have varying rates and repayment terms.

**Work Study**
Allen College participates in the Federal Student Work-Study Program. This type of financial aid is need-based. Students wishing to participate should contact the Financial Aid Coordinator to determine eligibility.

**Student Responsibilities**
A student must report any funds received from outside sources such as grants, scholarships, tuition assistance, military benefits, etc. Though not based on need, these funds will become part of the student's overall financial aid package.

If there is any change in enrollment a student must inform the college of this change in writing. The financial aid package will be revised in accordance with the awarding guidelines.

A student must respond to any requests for information that are sent by the college. Failure to comply with such requests will delay processing of a student's financial aid award.

Policies and procedures change from year to year. Students have the right to understand the entire process, and are encouraged to ask questions. Additional information is available in the Financial Aid Office.

**Renewal of Awards**
Financial assistance is not renewed automatically from one year to the next. The student must complete a FAFSA or renewal application every year if he/she wishes to be considered for financial aid.

The student's eligibility must be determined every year and students must continue to 1) demonstrate financial need and 2) maintain satisfactory academic progress according to Allen College policy.

**Tuition and Fees**

**Estimated Undergraduate Costs 2017-2018**
The Allen College Board of Trustees sets the tuition and fees for each academic year. All fees and policies are governed by the Allen College Board and are subject to change. The tuition and fees for the 2015-2016 academic year have been approved and are as follows:

**Undergraduate Tuition and Fees Schedule 2017-2018**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per semester hour</td>
<td>$603</td>
</tr>
<tr>
<td>Laboratory Fee per semester hour</td>
<td>52</td>
</tr>
<tr>
<td>Student Service Fee (per semester hour)</td>
<td>29</td>
</tr>
<tr>
<td>ATI Testing Fee (one-time fee) (Pre-licensure BSN only)</td>
<td>2025</td>
</tr>
<tr>
<td>Challenge Fee (per semester hour)</td>
<td>125</td>
</tr>
<tr>
<td>Graduation Fee (Final Semester Assessment)</td>
<td>275</td>
</tr>
<tr>
<td>Application Fee</td>
<td>50</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>200</td>
</tr>
<tr>
<td>Professional Membership Fees</td>
<td>15-45</td>
</tr>
</tbody>
</table>

**Fee Descriptions**

EXPLANATION OF UNDERGRADUATE COSTS:

**Tuition** is charged at a rate of $603 per credit hour for the 2017-2018 academic year.

**Laboratory/Clinical Fees** include all resources needed for laboratory and clinical instruction: facilities, simulation equipment and assessment, and clinical supplies. All Allen College students are charged the rate of $52 per hour for courses with a laboratory or clinical component.

**Student Services Fee** covers student activity related functions, organizations, library, computers, skills and imaging labs...
as well as access to web based classes. All Allen College students are charged this fee unless they are on an approved leave of absence.

**Graduation Fee** covers the cost of expenses incurred for awards and commencement ceremonies for all students during their final semester of attendance.

**Application Fee** is a one-time nonrefundable fee required with a student’s application for admission. The fee covers the cost of expenses incurred for processing the application and all corresponding materials required for admission.

**ATI Testing Fee** ($2,025) is a one-time nonrefundable fee assessed to all pre-licensure BSN students during your first semester of attendance at Allen College. The use of the ATI product enhances learning and NCLEX preparedness. This product includes online tutorials, online practice testing, proctored testing, and video simulations and case studies which are used throughout the program; and a three-day on-site NCLEX review course upon program completion.

**Challenge Fee** is charged at a rate of $125 per semester hour for the 2017-2018 academic year.

**Registration Fee** is a one-time nonrefundable fee required by newly admitted students. The fee reserves the student’s spot in an Allen College program, and enables them to register for classes.

**Professional Membership Fee** includes payment to student professional organizations for annual membership.

**Books and Supplies** include an estimated cost for books and supplies for the academic year. These costs may vary depending on the type of courses and hours of course work. Books are available at the University Book and Supply, located at 1009 West 23rd St, Cedar Falls, telephone (319) 266-7581. A text book list may be obtained from the Allen College website at [www.allencollege.edu](http://www.allencollege.edu) or by clicking on this link [http://www.panthersupply.com/buy_main.asp](http://www.panthersupply.com/buy_main.asp). This list may be used to purchase your books on-line from any website that sells text books. Students are responsible for purchasing their textbooks and personal school supplies out of pocket prior to the start of each semester. College faculty will inform students of specific supplies needed via a course syllabus.

**Transportation Costs** include the cost of transportation between Allen College and clinical agencies.

**Room & Board** includes an estimate of the costs to live for each student.

**Estimated Graduate Costs 2017-2018**

The Allen College Board of Trustees sets the tuition and fees for each academic year. All fees and policies are governed by the Allen College Board and are subject to change. The tuition and fees for the 2015-2016 academic year have been approved and are as follows:

**Graduate Tuition and Fees Schedule** 2017-2018

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per semester hour</td>
<td>$817</td>
</tr>
<tr>
<td>Laboratory Fee per semester hour</td>
<td>52</td>
</tr>
<tr>
<td>Student Service Fee (per semester hour)</td>
<td>29</td>
</tr>
<tr>
<td>Graduation Fee (Final Semester Assessment)</td>
<td>275</td>
</tr>
<tr>
<td>Application Fee</td>
<td>50</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>200</td>
</tr>
</tbody>
</table>

**Fee Descriptions**

**EXPLANATION OF GRADUATE COSTS:**

**Tuition** is charged at a rate of $817 per credit hour for the 2017-2018 academic year.

**Laboratory/Clinical Fees** include all resources needed for laboratory and clinical instruction: facilities, simulation equipment and assessment, and clinical supplies. All Allen College students are charged the rate of $52 per semester hour for courses with a laboratory or clinical component.

**Student Services Fee** covers student activity related functions, organizations, library, computers, skills and imaging labs as well as access to web based classes. All Allen College students are charged this fee unless they are on an approved leave of absence.

**Graduation Fee** covers the cost of expenses incurred for commencement ceremonies for all students during their final semester of attendance.

**Application Fee** is a one-time nonrefundable fee required with a student’s application for admission. The fee covers the cost of expenses incurred for processing the application and all corresponding materials required for admission.

**Registration Fee** is a one-time nonrefundable fee required by newly admitted students. The fee reserves the student’s spot in an Allen College program and enables them to register for classes.

**Books and Supplies** include an estimated cost for books and supplies for the academic year. These costs may vary depending on the type of courses and hours of course work. Books are available at the University Book and Supply, located
at 1009 West 23rd St, Cedar Falls, telephone (319) 266-7581. A text book list may be obtained from the Allen College website at www.allencollege.edu or by clicking on this link http://www.panthersupply.com/buy_main.asp . This list may be used to purchase your books on-line from any website that sells text books. Students are responsible for purchasing their textbooks and personal school supplies out of pocket prior to the start of each semester. College faculty will inform students of specific supplies needed via a course syllabus.

**Transportation Costs** include the cost of transportation between Allen College and other college campuses and to clinical agencies.

**Room & Board** includes an estimate of the costs to live for each student.

**Financial Obligations Policy and Procedures**

Registration for classes creates a financial obligation by the registrant to pay tuition and fees which constitutes an understanding and acceptance of this responsibility. Any outstanding financial obligations to Allen College, either on student tuition accounts or institutional loans, must be in good standing and/or paid in full in order to be considered for readmission to Allen College.

Students are expected to have made the necessary financial arrangements prior to enrolling for classes. Please apply for financial aid as soon as possible after October 1. If a student does not qualify for financial aid or if there is a balance after financial aid is applied to the student’s account, the student should pursue financing from outside sources such as family or local lending institutions.

**Electronic Student Statements – Allen College**

Tuition, fees, and other authorized charges for the semester are billed and available electronically through My Pulse approximately two weeks before classes begin and will be available by 5:00 p.m. on the 15th of the month that classes begin. Charges are due February 1, for spring, June 1 for summer, and September 1 for fall semesters. It is the student’s responsibility to review their account monthly for any outstanding account balance. A $20 late fee will be assessed if payment is not received by the 15th of the month in which payment is due. **Failure to review electronic bills through My Pulse is not an acceptable reason for not making a payment when due.**

**Payment Instructions and Due Dates**

Students are encouraged to use the secure online credit card payment option available on My Pulse student portal, where Visa, MasterCard, Discover and American Express cards are accepted. Credit card payments may also be made by calling the Student Financial Services Office at (319) 226-2514. Check payments may be mailed to Allen College, Attn: Student Financial Services, 1825 Logan Avenue, Waterloo, IA 50703. Students may make cash, credit card or check payments on campus at the Allen College Student Financial Services Office.

Payment is due in full by February 1 for spring, June 1 for summer, and September 1 for fall semesters unless a deferred payment plan has been approved. If a deferred payment plan has been approved, the minimum balance stated on the deferred payment agreement is due by the 1st of each month. Contact the Allen College Student Financial Services Office prior to the delinquent date to arrange for a deferred-payment plan.

If the total balance or minimum balance due is not paid by the due date, the bill is considered delinquent. A fee of $20 per month will be assessed to all delinquent bills or institutional loans not paid by the 15th. Students with delinquent bills will not be allowed to register and/or attend classes for subsequent semesters nor will they receive grades, certificates, diplomas or other student services.

**Deferred Payment Plan**

Allen College offers a deferred payment plan for tuition, fees and other authorized charges less financial aid credited to an account if applicable. The deferred payment plan allows a student to make three monthly installments. The student must request deferred payment approval from the Allen College Student Financial Services Office prior to the first billing due date of the semester. There is a non-refundable deferred payment fee for processing the deferred payment plan of $15.00 per semester. Failure to make timely payments will result in revocation of the privilege to pay in installments, and the outstanding balance becomes due immediately and will be subject to a $20 late fee.

**Withdrawal and Account Balances**

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

In order to avoid referring the account to a collection agency, Allen College will, as a last resort, accept monthly payments. The minimum monthly payment is 20% of the total balance, but not less than $50 and the balance must be paid in full within six months. A written agreement must be signed and dated. Missing a single payment is grounds for cancellation of the arrangements and referral to a collection agency. These arrangements may not be a cure for the delinquency and Allen College transcripts may still be held until the outstanding balance is paid in full.

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

**Return of Excess Funds**

Refund checks will be processed weekly for students with a credit balance resulting from financial aid payments, scholarships or adjustments to tuition and/or fees. Refunds are mailed to the student’s billing address on file with the
Student Financial Services Office. PLUS loan refunds will be mailed to the parent originating the loan unless written authorization releasing the funds to the student has been made and is on file in the Student Financial Services Office.

Allen College will hold credit balances in order to assist students in managing their funds for the remainder of the academic year if the student makes this request in writing. Students have the right to rescind this authorization at any time and request that credit balance funds be disbursed.

**Student Loan Repayment Obligations**

Student loan payment progress is reported to Allen College by various agencies. The college is required by law to contact and make collection efforts for any student that incurred a loan while at Allen College. Your payments directly relate to the availability of loans for future and current students. Therefore, we make every effort to help you keep your loan current.

Student loans are NOT dischargeable or forgivable under bankruptcy. Once the bankruptcy has been completed, your loans will be placed into repayment. Your loan will be an outstanding debt until it is paid.

**Collection Efforts**

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

**Veterans Benefits**

The VA certifying official provides assistance in obtaining VA education benefits to veterans and other eligible persons. VA education benefits are authorized to veterans and qualified dependents under specific chapters of Title 38, U.S. Code. Each chapter has specific eligibility requirements. The Allen College VA certifying official cannot determine your eligibility for VA education benefits. Your eligibility can only be determined by the U.S. Department of Veterans Affairs (www.gibill.va.gov).

Please be aware that VA Education benefits and any tuition assistance received as a National Guard or Reservist benefit must be included in packaging your Financial Aid award.

**Applying for Veterans Benefits**

**First Time VA Benefits**

If you have never used VA education benefits to attend college, you will need to:

- Apply for your benefits online at [www.gibill.va.gov](http://www.gibill.va.gov).
- Select the link under Education Benefits/How to apply for benefits.
- Submit all requested documents to the VA as directed.
- Make a copy of the application and forward to the VA Certifying Official at Allen College.
- Apply for admissions to Allen College at [www.allencollege.edu](http://www.allencollege.edu).

**Transferring VA Education Benefits**

If you have used VA education benefits at another college or while on active duty, you do not need to re-apply for your VA benefits. You will need to do the following:

- Complete VA Form 22-1995. Change of Program/Place of Training. You can request this from the Allen College VA Certifying Official.

**VA Vocational Rehabilitation Benefits**

- Contact a VA Vocational Rehabilitation Counselor by contacting the Iowa Workforce Development Office in Waterloo at (319) 235-2123, Bryan Dowd at (319) 378-5582 in Cedar Rapids, or Gary Beckman at gary.beckman@vba.va.gov in Des Moines.

**VA Contact Information**

- GI Bill Website – Questions and answers, rates of pay, WAVE, Yellow Ribbon Program and other links [www.gibill.va.gov](http://www.gibill.va.gov)
- VA Regional Office, St. Louis (888) 442-4551
- Enrollment Verification (877) 823-2378, [www.gibill.va.gov/WAVE/default.cfm](http://www.gibill.va.gov/WAVE/default.cfm)
- Direct Deposit (877) 838-2778
- Veteran Affairs Commission, Black Hawk County (319) 291-2512
- Iowa Military Education Coordinating Committee [www.iowamilitaryeducation.org](http://www.iowamilitaryeducation.org)
Registration

Registration Services
Registration for classes creates a financial obligation by the student to pay tuition and fees and constitutes an understanding and acceptance of this responsibility.

Registration at Allen College - Undergraduate Students
1. Undergraduate students (with the exception of RN-BSN and RN-MSN students) are automatically registered based on their placement in the curriculum.
2. RN-BSN and RN-MSN students are automatically registered based on their plan of study.

Registration at Allen College - Graduate Students
1. Students are automatically registered based on their plan of study on file in the Masters Academic Registration Center (MARC).
2. Students may change their plan of study or registration by contacting the MARC.

Enrollment Changes
Any student adding or dropping a course from Allen College, UNI or Wartburg College must complete an add/drop slip available in the Allen College Student Services Office. Students adding or dropping a UNI or Wartburg course must complete the process at the appropriate institution.

Adding a Course
Classes may be added after the session begins with instructor's permission. Adding a course may affect a student's financial aid package. Please see the Financial Aid Coordinator to determine the effect to your financial aid package. A student who adds a course at the University of Northern Iowa or Wartburg College must submit a course schedule from UNI or Wartburg to the Registrar's Office at Allen College as early as possible.

Withdrawing from a Course
Students wishing to withdraw from any or all courses must notify the Registrar by the deadline dates printed in the current academic calendar. A grade of "W" will appear on student transcripts when students complete the official withdrawal forms. Once the deadline for course withdrawals without penalty has passed, a grade of either "WP" or "WF" (withdraw passing or withdraw failing) will be assigned as determined by the course instructor. Once the deadline for course withdrawals with penalty has passed, withdrawing from a course is not an option and a grade will be assigned. A student may withdraw from any course only one time while enrolled at Allen College. A student who is repeating a course may not withdraw from the course.

Dropping a class may also impact the students' financial aid. Students should see the Financial Aid Coordinator to determine the effect to the students' financial aid package. A student who drops a course at the University of Northern Iowa or Wartburg College must do so at the course institution and submit an add/drop form to the Registrar's Office at Allen College as early as possible.

A student who has a change in registration at the University of Northern Iowa or Wartburg College must advise the Allen College Registrar's Office in writing as early as possible, listing the classes added and/or dropped.

Auditing a Course
Students enrolling for credit are given priority enrollment. Students who wish to audit courses will be enrolled in courses no earlier than one week prior to the course start date, and enrollment is based on course availability. Enrollment requires the approval of the Registrar and the Dean. Students may participate in assignments, quizzes or tests, but it is not required. Students will be assigned a grade of “AU” for auditing the course. If the student wishes to take the course for a grade, the course must be repeated. Students will be charged one half of the current tuition and fees for auditing a course. The student will not receive financial aid for any audited course.

General Auditing Procedures
1. Non-degree seeking students may request to audit a course provided the Admissions, Progression, and Graduation Committee has approved a written request.
2. Only non-clinical courses will be available for audit by non-degree seeking students. All prerequisites must be met before the student is allowed to audit a course.
3. Non-degree seeking students can take a maximum of two courses for audit.
4. Full tuition and fees will be assessed.
5. Audits will be recorded on the student’s permanent record.

The audit cannot be converted to credit or grade at a later date.
Undergraduate Enrollment in Graduate Courses **Policy 2-U-800-01**

Qualified Allen BSN students may enroll in select graduate nursing courses on a space available basis provided the student has completed any pre-requisite course(s) for the course in which the student enrolls. Up to six credit hours of graduate level coursework may be completed while enrolled in the BSN program.

Students must have completed at least 90 credit hours or be in the RN-BSN program and have a cumulative Allen College GPA of at least 3.25 to be considered. Interested students may contact the Dean of the School of Nursing for more information. Written permission from the Dean of the School of Nursing is required. The full policy can be found on the Allen College website on the policies and procedures web page.

**MSN Student Enrollment in DNP Courses**

MSN students may enroll in select doctoral level nursing courses on a space available basis provided the student has completed any prerequisite course(s) for the course in which the student enrolls. Qualified students may complete a maximum of 6 credit hours of DNP level coursework while enrolled in the MSN program.

**Grade Reports**

Within four weeks following the fall and spring semesters and the summer session, students may access their grades using the internal database system, My Pulse. Grade reports will not be accessible if the student has a hold.

**Grading Scale**

Allen College uses a 4.0 grade point scale to measure academic performance. Grade points shall correspond to letter grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Additional Codes**

Additional codes which do not receive grade points are indicated as follows:

- **I** Incomplete
- **P** Pass (Pass/Fail Course)
- **WF** Withdrawn Failing
- **IN** Incomplete/not passing
- **WP** Withdrawn Passing
- **IP** In Progress
- **AU** Audit Enrollment
- **PF** Course is a Pass/Fail Course
- **CR** Credit
- **S** Satisfactory
- **CL** Credit by Examination
- **TR** Transfer
- **W** Withdrawn
- **X** Required course waived
- **FA** Fail (Pass/Fail Course)
- **XF** Transferred in/failed
- **NG** No Grade
- **NC** No Credit

The grade point average (GPA) is determined by dividing the total number of grade points received by the number of credit hours. Incremental grades of “A” through “F” are included in the calculation of the GPA. The GPA also includes courses transferred from other institutions that have been accepted for credit towards the major in which the student is currently enrolled.

Students are required to maintain satisfactory academic progress toward the completion of their program throughout their attendance at Allen College.

**Incomplete Grades and In Progress Grades**

“**Incomplete**” (I) is a grade indicating that a student is unable to complete the course due to “exceptional circumstances.” This term must be defined by the student and faculty member, but usually means that something beyond the student’s control (e.g., hospitalization of self or a family member, death of a loved one, etc.) has occurred. Failure to complete assignments on time, or failure to withdraw from the course does not constitute sufficient grounds for assignment of an “Incomplete” (I) grade.

An incomplete grade must be completed by the seventh week of the semester following the (I) grade. After the seventh week, the (I) will be changed to “F” on the student’s transcript if the course is not completed.

If the course for which an (I) grade is assigned is a prerequisite to another course, the student may not enroll in that course until the “Incomplete” course has been completed; thus, the student’s progression may be delayed. Any student wishing to enroll in a course for which the “Incomplete” course is a prerequisite prior to completion of the “Incomplete” course may request permission from the course instructor(s) to enroll in that course. The decision of the course instructor(s) regarding such requests is final.

“**In Progress**” (IP) is a grade indicating a student’s work in a course is in-progress and a final grade has yet to be assigned. (IP) is not an alternative to an incomplete grade. A student may receive an (IP) grade only under the following circumstances:
A. The student is making satisfactory progress toward completion of the course; and
B. The student is enrolled in a project-related course that extends beyond the semester during which the student enrolled in the course; OR
C. The course assignment(s) included instructor-assigned activities that extended beyond the academic term during which the student enrolled in the course; OR
D. The student is enrolled in an independent study course for which a contract stipulates that the study will extend beyond the semester of enrollment.

The (IP) grade remains in effect until the required coursework is completed. The grade will be automatically changed by the Registrar to “No Credit” or to a failing grade when:
A. The statute of limitations for the program is reached or
B. The student withdraws from Allen College or is dismissed because of academic performance or other reasons.

If the course for which an (IP) grade is assigned is a prerequisite that may affect academic program progression, the student must complete the course having the (IP) grade no later than the end of the subsequent semester of enrollment.

**Transcripts**

An Allen College transcript will include all courses taken at Allen College and the University of Northern Iowa, Wartburg College, and/or any other accepted college coursework since beginning enrollment at Allen College. All courses taken prior to enrollment at Allen College that transfer into the curriculum with the minimum grade required by the program are listed as transfer credit. Transcripts are requested online at https://iwantmytranscript.com/allencollege or by visiting www.allencollege.edu and searching for transcript.

Official Transcript

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expedited Processing</td>
<td>$11.00</td>
</tr>
<tr>
<td>Licensure Copy</td>
<td>$3.00</td>
</tr>
<tr>
<td>US Mail</td>
<td>$9.00</td>
</tr>
<tr>
<td>Student Pick up</td>
<td>$9.00</td>
</tr>
<tr>
<td>Fax service</td>
<td>$16.00</td>
</tr>
</tbody>
</table>

(Includes faxing transcript & mailing original)

*Transcripts will not be released if the student has a hold or for noncompliance of policies.*

**Withdrawal Procedures**

A student wishing to discontinue course enrollment is strongly encouraged to seek counsel with their advisor/faculty mentor prior to taking action. After speaking with their advisor/faculty mentor, should a student wish to withdraw from their academic program, the student should follow this process:

1. Notify the Registrar to start withdrawal process.
2. A financial aid exit interview must be scheduled. The exit interview materials must be reviewed and given to the student within 30 days of the last date of attendance or determination of withdrawal.
3. A withdrawal form must be completed by the student and signed by the designated individuals listed on the form.
4. If the student does not respond to the request for an exit interview, the withdrawal information will be mailed to the student. Documentation of information sent to the student, the date sent and the expected return date will be placed in the student’s admissions and financial aid file.
5. If the student fails to return the information by the requested due date, the withdrawal form will be completed by the Registrar’s Office with the last day of attendance per established guidelines, noted with failure to respond, and is filed as the student’s exit information and corresponding files.
6. In the case of incarceration or death, the withdrawal form will be completed by the Registrar’s Office with the last day of attendance per established guidelines, noted with incarceration or death, and is filed as the student’s exit information and corresponding files.
7. If the student fails to complete the withdrawal process, the academic transcripts may be held in the case of an outstanding account balance.

*Any student who fails to register for a semester and who is not on an approved leave of absence will be considered an inactive student and will be withdrawn from Allen College.*

The faculty reserves the right to retain only those students who satisfy the requirements of theoretical and clinical performance necessary for safe practice. The faculty may recommend withdrawal of a student for academic difficulties, health reasons, clinical performance, or personal conduct. The program Admission, Progression, and Graduation Committee reviews recommendations for dismissal of a student.
Refund Policy after Withdrawal

These refund policies apply to charges for courses and services provided by Allen College. Students are bound by the refund policies of the University of Northern Iowa and/or Wartburg College for courses and services provided by those institutions.

Students electing to withdraw from a course or from the institution may be granted a tuition refund if they adhere to the withdrawal procedure stated below. The entire policy on Refunds and Repayment can be found on the website at http://www.allencollege.edu/policies-amp-procedures.aspx.

A student must first give notice to the Allen College Student Services Office of his/her withdrawal. The Student Services Office will notify the Administrative Office and the Financial Aid Office of the withdrawal date. The Financial Aid Office will calculate any adjustments to financial aid according to the institutional and federal refund calculation methods.

With Student Notification

The last day of attendance with student notification is determined as follows:

- The date in which the student notifies any staff or faculty member of Allen College verbally or in writing that they are withdrawing or will no longer be attending classes. The date of notification will be used as their last day of attendance.
- Students can notify Allen College with a future date of withdrawal. The future date will be used as their last day of attendance unless otherwise modified by the student.

Without Student Notification

The last day of attendance without student notification is determined as follows:

- Upon academic dismissal, the last day of the semester will be considered the last day of attendance. If an “In Progress” or “Incomplete” grade contract was in place, the last day of attendance will be the final day indicated on the contract or when the final grade was entered by the faculty member.
- If a faculty member or advisor is aware of the last date the student was in attendance, that date will be documented and used as his/her last day of attendance.
- If no date is known, the last date of attendance will be the midpoint of the period for which assistance was distributed.
- If Allen College is required to take attendance for an outside organization (i.e. VA, JPTA), the last date reported to that organization will be considered the last day of attendance.
- Upon disciplinary dismissal, the date of dismissal will be considered the last day of attendance.
- For a student placed on a leave of absence who does not return from that leave of absence, the last day of attendance shall be the beginning date of the leave of absence.
- For students on an unapproved leave of absence, the last date of attendance is the date the student is placed on an unapproved leave of absence.
- For a student who receives the grade “F” for all coursework within a semester, the 50% point of the semester or the last date in which the student attended an academic related activity will be used as the student’s last day of attendance and the refund/repayment calculation will be performed to determine if all financial aid for the semester was earned.

No refund of tuition or fees shall be authorized if a student has outstanding indebtedness or is dismissed for misconduct or violation of UnityPoint Health – Waterloo (Allen Health System) or Allen College policies.

Tuition and refundable fees will be credited to student accounts according to the most current Allen College policy. Federal Financial Aid will be adjusted according to the “Return of Title IV Funds” policy requirements.

Financial Aid and tuition and fee adjustments for partial withdrawal of classes will be adjusted as follows*:

1. 100% during the first two weeks of the semester
2. 50% during the third week of the semester
3. 0% after the third week of the semester

*Students enrolled in online programs from the state of Wisconsin qualify for Wisconsin’s refund policy. Students may obtain the Refund and Repayment Policy online, or by contacting Student Services or Student Financial Services.

Students will be granted a refund only after adjustments required by Federal and State regulations have been made and if there is a credit balance remaining.

Military Refund Policy

To qualify to be considered for the military refund policy options under Iowa Code §261.9(1)(g), the student must be a member, or the spouse a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty. Those eligible students may:

- Withdraw from the student’s entire registration and receive a full refund of tuition and mandatory fees; OR
- Make arrangements with the student’s instructors for course grades, or for incompletes that shall be
completed by the student at a later date. If such arrangements are made, the student’s registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full; OR

- Make arrangements with only some of the student’s instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course be refunded.

Financial aid funds will be credited to student accounts. Any refunds owed to students will be sent to his/her most current billing address on file in the Student Services Office.

No refunds shall be issued to a student who has not completed the withdrawal procedure. Students dismissed for reasons of improper conduct are not eligible for a credit and/or refund of tuition and fees.

### Library and Computer Lab

#### Computer Lab Services

Students presently have 24-hour access to a 24-station computer lab. The computers in the Barrett Library computer lab have Windows 7 operating systems and the Office 2010 software suite (Word 2010, Excel 2010, and PowerPoint 2010). Students have access to two black and white printers for their printing needs, as well as one scanner. The computers in the lab are connected to the Internet; possess CD-ROM and thumb drive capabilities; and are connected to the UnityPoint Health - Allen Hospital network. Various CD-ROM resources have been purchased to supplement and reinforce student learning. A full listing of the software resources on each computer is provided in the computer lab. Students should access the computer lab through the electronic access door.

Eight research computers are available in the Barrett Library. These computers are connected to the Internet and are on the UnityPoint Health - Allen Hospital Network. Students have access to one black and white printer in the Barrett Library.

Students are encouraged to become familiar with the computer lab, as many assignments require computer use. Assistance may be obtained from the library staff.

Students are granted access to the computer lab and email accounts until the date the student withdraws, or until a designated date after graduation. December graduates will retain access through February 1 of the following year, July 1 of the current year for May graduates; and October 1 of the current year for August graduates. E-mail and computer lab access will be terminated as of the indicated dates unless additional access is requested and granted. Students may request additional access through the Student Services office and may be granted in one-month increments.

For protection of the equipment, no food or beverage is allowed in the computer lab. Smoking and use of tobacco products are also prohibited.

#### Computer Lab Rules

In order to keep the computers healthy; to serve you effectively and efficiently, the following rules need to be followed.

1. Photo ID required. Only current students, faculty, staff and associates may use the Computer Lab.
2. Anyone using the Internet or other online services are expected to conduct themselves in a professional manner. Access is restricted to legitimate business and/or student-related activities. Allen College reserves the right to monitor all usage for appropriateness.
3. NO pornography is to be downloaded on any Allen College computer.
4. No personal software may be installed or downloaded onto any Allen College computer.
5. Library materials are not to be taken into the Computer Lab unless they are checked out.
6. You may print only one copy per document (see guidelines for printing).
7. The Computer Lab is a study/work area --NO games allowed. Bringing children to the Computer Lab is discouraged. You may be asked to leave if your children are disruptive.
8. The Library/Computer Lab staff reserve the right to move your belongings aside to allow another user access to a computer left unattended.
9. Do not save documents or projects on Allen College computers. All documents or projects left on Library or Computer Lab computers may be removed at any time without notice.
10. If the Computer Lab has been reserved for classes, specific dates and times will be posted on both Computer Lab doors.

Inappropriate conduct and/or use of any computer will result in disciplinary action up to and including dismissal from Allen College.

#### Guidelines for Printing

- Students are to follow the Guidelines for Printing Policies established to provide the privilege of free printing.
- Printing is for academic-related coursework only, personal printing is prohibited.
- Only one copy of a document may be printed; duplicate or multiple copies should be photocopied.
- PowerPoint presentations should be printed in handouts/outline view only, or with multiple slides per page.
• Use only the paper stock provided by the Library, any exception requires the permission of the Library Personnel.
• The College reserves the right to cancel print job(s) and revoke printing privileges of any person violating printing guidelines.
• The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Note that this provision applies to copying, downloading, and uploading of documents from the Web.

Medical Research Web Links
Allen College has set up EBSCO link on the desktop of all computers for medical research. Students can get the EBSCO user ID and password from library staff.

Barrett Library Services
The Barrett Library provides the materials and services necessary to meet the informational needs of the students enrolled at Allen College. The Barrett Forum Library is the main source for books, journals, video and CD-Rom resources. Barrett Library, located in the Barrett Forum on the Allen College campus, serves as the educational center for all programs at Allen College. Books, journals, videotapes, audiovisual materials, electronic media resources, video players, course and video reserve materials, reference materials, computers, study carrels and photocopiers are found in Barrett Library. For information about the library holdings consult the Allen College webpage.

Library Services Mission
The goal of library services is to provide the materials and services necessary to meet the informational and course-related needs of students enrolled onsite or offsite in education programs at Allen College. This guide for distance education students provides information on available services and procedures of the library.

Library Hours
Library hours pertain to the Barrett Library at Allen College. Library hours fluctuate during the semester. For a description of the library hours, go to the Allen College Webpage at http://www.allencollege.edu, choose Library/Media Services, Library Information, Library Hours.

Reference Assistance
Barrett Library can provide informational and research assistance for academic papers or projects required in distance course. To use Barrett Library reference services:
1. Go to www.allencollege.edu
2. Select Library/Media Services
3. Select Library Information, Inter-Library Loan Form
Information requests for distance learners will be handled by the Barrett Library as follows:
• For articles found in the Barrett Library holdings:
  o Students will be charged for copies at the current rate paid by on-campus students.
  o Students will be charged for postage if the requested materials require more than the standard postage.
• Resources not in the Barrett Library holdings will be requested via interlibrary loan:
  o When the Barrett Library receives the resources, then we will email or ground-mail them and charge services fees or postage if the articles require more than the standard postage.

Checkout of Library Materials
• ID is required to check out materials.
• Please place returned items in the book drop box at the circulation desk or in the book drop box in the computer lab.
• Place items to be reshelved on any cart in the library.
• Limited checkout period with 1 renewal (recalls can be made on renewals)

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<th>Books</th>
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<tr>
<td>Video/Kits</td>
<td>1 week / 1 renewal</td>
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<tr>
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<td>1 day, no renewal</td>
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<td>CD-Roms</td>
<td>1 day, no renewal</td>
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<tr>
<td>Ref Material</td>
<td>1 day, no renewal</td>
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Fines for overdue materials and for lost materials

| Book Fines    | $.25 per day |
| Video/Kit Fines | $1.00 per day |
| Historical Books | $5.00 per day |
| CD-Rom Fines  | $5.00 per day |
| Reference Fines | $5.00 per day |
| Lost Material | Replacement Cost |

Library Consortium Agreement
The Cedar Valley Library consortium includes Allen College Barrett Library, Cedar Falls Public Library, Hawkeye Community College Library, UNI Rod Library, Wartburg College Vogel Library and Waterloo Public Library.

Barrett Library has more than four thousand cataloged materials online. All materials are updated as needed.

**Interlibrary Loan Service (ILL)**

- Students will pay any ILL charges or only order from free sources.
- Students pay copyright fees.
- Only 2 requests for one title until the copyright 5/5 rule is filled.
- Distance students pay for copies made within the library and for mailing/scanning via e-mail.
- Students must check and use UNI resources before requesting ILL.

Complete information about library services, including library hours, can be found in the Allen College web page: [www.allencollege.edu](http://www.allencollege.edu/)

**Photocopying**

Copying may be done in the Barrett Library. There is one coin-operated photocopy machine for student use. If problems in copying occur, the library staff may be contacted for assistance.

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Note that this provision applies to copying, downloading, and uploading of documents off the Web.

**Media Services**

Media/Audio-Visual services are provided for all areas of Allen Memorial Hospital and Allen College. Students requiring audio-visual equipment for special projects may request materials from Media Services. The Media/AV Specialist, is available to consult with students in the production of class projects. The number is (319) 226-2054, [David.Wu@allencollege.edu](mailto:David.Wu@allencollege.edu) or [Seth.Vickers@allencollege.edu](mailto:Seth.Vickers@allencollege.edu).

**Library Services for Allen College Distance Learners**

Phone: (319) 226-2005  
Fax: (319) 226-2053  
e-mail: [Library@allencollege.edu](mailto:Library@allencollege.edu)

Allen College students that live over 35 miles from the Allen College campus and do not attend any classes on the Allen College campus may request library staff to photocopy and send materials. Billing for these services is as follows:

1. Students will be billed $0.10 per page photocopied.
2. Students will be billed by library staff for time spent by library staff for this service:
   
<table>
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<th>Number of Pages</th>
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<td>1–10</td>
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<td>11–20</td>
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<td>21–30</td>
<td>$7.50</td>
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<td>31 or more</td>
<td>$10.00</td>
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**Inter-Library Loan Procedures**

Journal articles that are needed for course assignments or for personal edification may be secured through the normal Inter-Library Loan process. It is important to become familiar with the Allen College Interlibrary Loan Procedures:

1. Go to [www.allencollege.edu](http://www.allencollege.edu)
2. Select Library/Media Services
3. Select Inter-Library Loan Form

**Electronic Databases**

The Barrett Library provides an electronic database that students use to search for journal articles. To explore the electronic databases available through the Barrett Library:

1. Go to [www.allencollege.edu](http://www.allencollege.edu)
2. Select Library/Media Services, Electronic Databases.
3. On the Electronic Databases page, note the links to the electronic resources available through the Barrett Library. Students can search for journal articles through EBSCO.
4. Using EBSCO requires a User ID and Password. Currently the User ID to EBSCO is “allen” and the current Password is “allencare” (don’t include the quotation marks). The Password will change periodically for security purposes so students may occasionally need to inquire about them [Library@allencollege.edu](mailto:Library@allencollege.edu).

**Collection Resources**

To explore the variety of resources available through the Barrett Library:

1. Go to [http://www.allencollege.edu](http://www.allencollege.edu)
2. Select Library/Media Services
3. Select Library Information, Collections

Circulation of Materials

Regular books (that are not on Reserve) in Barrett Library may be checked out for the 3 weeks unless a recall is issued on the item in question. Onsite borrowers of recalled items have two days and distance education borrowers have seven days to return a recalled item. Measures will be instituted as necessary to secure recalled, lost or missing items. Graduating seniors will not be allowed to graduate unless all books are returned before graduation.

Journals in Barrett Library should be photocopied in the library and students should never remove any issues from the library.

The librarian reserves the right to assess fines and replacement costs for lost items.

Student Honors and Recognition

General Information
Allen College recognizes students who receive a scholarship, honor, or award in several ways. News articles are sent to the Waterloo Courier, and the students' hometown newspaper. Scholarship winners are required to attend a recognition event in the fall. Senior honors and awards are recognized at the Graduation Ceremony.

Dean’s List
Recognition of outstanding academic achievement is an important part of the Allen College philosophy. At the completion of each semester, undergraduate students who have achieved a 3.5 grade point while enrolled in at least 12 hours will be named to the Dean’s List.

The list is distributed to the students' hometown newspapers. Students who obtain Dean's List recognition deserve special congratulations. Students who do not wish to have this information published must notify the Registrar's Office in writing no later than one week after the beginning of the semester.

Graduation Honors
Recognition honors will be given to outstanding Associate and Baccalaureate Degree graduating students each year. The honors and criteria for each are as follows:

- The distinction summa cum laude (highest honor) is given to students with a cumulative grade point average of 3.9 or above.
- The distinction magna cum laude (high honor) is given to students with a cumulative grade point average of 3.71 to 3.89.
- The distinction cum laude (honor) is given to students with a cumulative grade point average of 3.5 to 3.7.

Scholarship Reception
A reception may be held each fall to honor scholarship donors and Allen College student recipients.

Service Honors Program
The Service Honors Program at Allen College provides opportunities for BSN students to engage in service-learning and service experiences. The Honors Program allows a select population of students to grow in their abilities to provide leadership and service to the community. The program consists of three, one-credit hour courses that are taken sequentially during the final three semesters of the upper division pre-licensure nursing program. For more information regarding application to the Honors Program, please contact the Anne Christensen Doyle Center for Engagement, Learning, and Leadership at cell@allencollege.edu or (319) 226-2028.

Sigma Theta Tau International
Sigma Theta Tau International is the International Honor Society for Nursing. Students who are identified for academic excellence and leadership will be inducted into the Society. Membership within the Honor Society will be lifetime. Together the members seek to acknowledge excellence, promote leadership, advance nursing knowledge, encourage research, and foster high professional standards. For more information regarding eligibility requirements, contact the school of nursing at (319) 226-2028.

Lambda Nu Honor Society
Lambda Nu Honor Society is the National Honor Society for Radiologic and Imaging Sciences. Students who are identified for academic excellence and leadership will be inducted into the Society. The members seek to acknowledge excellence, professional standards and community service. For more information regarding eligibility requirements, contact the school of health sciences at (319) 226-2081.
Academic Advising

At the time of admission to Allen College, each student will be assigned an academic advisor/faculty mentor who is also a faculty member. Advising services are also provided by the Student Services Staff to assist the student in making positive adjustments in his/her academic and personal life. Student Services Staff also offer the student assistance in dealing with self-esteem building, problem solving, decision-making, time, money and multiple role management. Allen College staff does not provide diagnosis or treatment of severe emotional difficulties; however, the student is encouraged to use the support services offered by Allen Memorial Hospital's Employee Assistance Program (EAP). Telephone (319) 235-HELP.

All students enrolled at Allen College will be assigned a faculty advisor. Students are notified of their faculty advisor prior to their first semester. Students are encouraged to communicate with their assigned advisors on a regular basis, at least once per semester, and as needed. Students may choose to be re-assigned to a different advisor and should make this request through Student Services.

The role of the faculty advisor includes:

- Assist students with long term career planning and professional goals;
- Provide students with information related to accessing College resources such as the Academic Registration Center, the Retention Coordinator, tutors, Office of diversity Services, the Employee Assistance Program (EAP), the Anne Christensen Doyle Center for Engagement, Learning, and Leadership (CELL);
- Refer students to appropriate resources as necessary, such as Student Services, Financial Aid;
- Enhance understanding of the professional role;
- Monitor advisee's academic performance, including performance on standardized exams.
- Faculty will at a minimum initiate communication with each advisee at least once a semester. Advisees are encouraged to communicate with their advisor regularly.

Academic Tutoring

Allen College may arrange tutoring for groups as necessary on an informal basis. Students who desire tutoring assistance for any course should contact the Student Services Office, (319) 226-2014. Fee for service will be arranged on an individual basis. Tutoring services may be provided for groups of students as the need is determined. Group tutoring costs may be paid by Allen College.

Student Success and Readiness

All new students are required to attend the Student Success and Readiness Program held prior to each semester. This is a time to get acquainted with faculty, staff and other students, meet with advisors, hear orientation about student activities on campus, and other opportunities. Information regarding the date and time for this event will be mailed to students. Returning students complete most orientation requirements through NetLearning.

Reserve Officer Training Corps (ROTC)

The Department of Military Science administers the Army Reserve Officers’ Training Corps (ROTC) program at the University of Northern Iowa, which has a collaborative agreement with Allen College.

The ROTC program provides an opportunity for college nursing students to receive practical, hands-on leadership experience. The courses provide a chance for students to develop management, communication and decision-making skills in a non-threatening environment. Physical training and confidence-building activities (i.e. rappelling, obstacle courses) also provide a chance for students to be physically and mentally challenged.

Students who are interested in obtaining a Bachelor of Science in Nursing degree (BSN) from an accredited university or college may enroll in ROTC. Students may enroll as a freshman, sophomore or junior. More than 450 colleges and universities offer both a BSN degree and access to Army ROTC. Upon completion of the program, students are commissioned as officers in the United States Army.

For further information or questions about the ROTC program, please contact the ROTC Office at the University of Northern Iowa (319) 273-6220, the ROTC advisor at Allen College (319) 226-2044, or contact the Student Services Office at Allen College (319) 226-2014, admissions@allencollege.edu.

Activities and Organizations

General Information

Campus activities and organizations offer the student an opportunity to become an integral part of the college community through participation and leadership.

Student activities offer opportunities to meet others, develop talents, and have fun. There is a wide range of activities throughout the year. The college is open to student ideas and suggestions for new activities, events, and learning
experiences.

**Nurses Christian Fellowship (NCF)**
The Nurses Christian Fellowship is an interdenominational organization open to all students in which members spend time with each other sharing and receiving spiritual encouragement. Students and faculty meet for Christian fellowship and Bible study. During meetings, various topics pertinent to students are discussed. NCF fills a need among students by providing a community in which to share, learn, and grow. All students are welcome. There is no need to “join” the group. The NCF bulletin board is utilized to announce meetings. Contact the Student Services Office at (319) 226-2014 or admissions@allencollege.edu, for more information.

**Student Ambassadors**
Students complete an application for participation in the Allen College Student Ambassador Program. Activities of this group include assisting with new student orientation, informational sessions, recruitment activities (i.e., fairs, telephone calls, college tours and shadowing experiences) and graduation. Contact the Student Services Office for an application at (319) 226-2014, admissions@allencollege.edu.

**Professional Organizations**

**Committee Appointments**
Student representatives volunteer to serve on the following college and/or program committees: Admissions, Progression, & Graduation; Awards, Research, & Scholarship; Community Service; Curriculum; and Evaluation & Study. Students will be appointed by the Student Affairs Office each academic year to represent the students’ perspective on these important committees and to discuss various aspects of Allen College life. Representatives to these committees will be expected to attend regularly scheduled meetings.

**Service-Learning**
As part of the educational experience at Allen College and in support of the mission, philosophy and goals of the college, service-learning is incorporated into required coursework. As part of their personal and professional development, Allen College students are encouraged to participate in service activities. The following definition developed by the National Community Service Act of 1990 serves as a guide for service-learning at Allen College.

Service-learning is a method…
- under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and the community.
- that is integrated into the student’s academic curriculum or provides structured time for a student to think, talk, or write about what the student did during the actual service activity.
- that provides students with opportunities to use newly acquired skills and knowledge in real life situations in their own communities.
- that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

**Allen Student Nurses' Association (ASNA)**
The Allen Student Nurses’ Association is a chapter of the Iowa Association of Nursing Students (IANS) which is a constituent of the National Student Nurses' Association (NSNA). Annual dues include membership in all three organizations and will be assessed to students unless a signed waiver is received at the time of registration. The National Student Nurses’ Association is the only professional student nurses organization in the United States. Any nursing student at Allen College is eligible for membership. Programs are planned which encourage professional growth and promote career opportunities. Officers are elected on a yearly basis as well as delegates to the state and national conventions. The organization participates in many community service projects. Benefits of belonging to ASNA include professional development, career counseling, development of leadership and communication skills, and networking with other student nurses on the local, state, and national level. Contact the school of nursing at (319) 226-2027 for more information.

**Allen College Student Radiography Organization (ASRO)**
All ASR students are members of the Allen College Student Radiography Organization. The ASR student body elects officers for the Student Organization. The offices are held for a one-year term beginning summer semester. Respective duties are as follows:

**President** – schedules and conducts meetings; presents student body concerns to administration, Student Services Staff, and/or program chair as appropriate.

**Vice President** – lends organizational assistance to the president; coordinates all committee work; assumes the duties of the president in his/her absence.

**Secretary** – records minutes of all student meetings; conducts correspondence; facilitates communication to members via bulletin board or other means.

**Class Representatives** – each class has representatives who serve on the Student Organization. Representatives are responsible for communication between the Student Organization and the student body.
Iowa Society of Radiologic Technologists (ISRT)
Membership in this state professional organization is optional for students enrolled in the Radiography Program at Allen College. This organization encourages student involvement in professional activities and promotes professional development at local, regional, and national levels.

NorthEast District of the Iowa Society of Radiologic Technologists (NEISRT)
Membership in this state professional organization is required for students enrolled in the Radiography Program at Allen College. This organization encourages student involvement in professional activities and promotes professional development at local, regional, and national levels.

Student Occupational Therapy Association (SOTA)
The Student Occupational Therapy Association (SOTA) of Allen College is a student led organization designed to support the professional growth of Allen College Occupational Therapy students, by enhancing their knowledge and understanding of the profession through engagement in professional, educational, and community activities.

ALLEN COLLEGE Anne Christensen Doyle Center for Engagement, Learning and Leadership (CELL)
The name of the Center recognizes the important work and dedication of our colleague, Anne Christiansen Doyle, who passed away on September 1, 2012 while serving as the College’s international admissions counselor. During her professional career, Anne managed study abroad programs, arranged for visits from international visitors, and ensured that Hawkeye Community College and Allen College met all requirements of the Department of Homeland Security relative to the admission and enrollment of international students. Anne held baccalaureate and master’s degrees from the University of Northern Iowa.

Mission Statement
The Allen College Anne Christensen Doyle Center for Engagement, Learning and Leadership (CELL) connects faculty, staff, and students to community needs through mutually beneficial partnerships that develop civic responsibility and sustain community commitment.

Vision Statement
The vision of the Allen College Anne Christensen Doyle Center for Engagement, Learning, and Leadership is to promote:

- CARING: Demonstrate the core values of Allen College through service experiences.
- DIVERSITY: Promote engagement through diverse service experiences.
- PARTNERSHIPS: Develop a sustainable network of mutually beneficial partnerships within the community.
- EXCEPTIONAL SERVICE: Improve the lives of others by providing exceptional service to the community.

Goals
The goals of the Allen College Anne Christensen Doyle Center for Engagement, Learning, and Leadership are to:

- Develop an institutional culture to support and sustain community service and service-learning.
- Foster civic responsibility, leadership development, and lifelong learning through engagement in service.
- Enhance existing community partnerships and build relationships with diverse partners through collaboration.

CELL
Service-Learning Coordinator:
Anna Weepie, Professor and Associate Dean, Undergraduate Nursing Program and McElroy Endowed Chair for Interdisciplinary Studies

Academic Advisors
The Office of Student Services will assign an academic advisor to each student and provide that student with the advisor’s name. Contact information for Student Services and Allen College faculty and staff can be found on the Allen College webpage: http://www.allencollege.edu

Resources and Facilities

Food Services
Allen Memorial Hospital Café
The Café at Allen Memorial Hospital provides meal service to students at a discount. Students must wear their name badge so the Café Associates will be able to identify the student and provide meal service at a discount.

Barrett Forum Student Center
The Barrett Forum Student Center is located on the ground floor. Vending machines are located in the northeast corner of the student center. They contain snacks and beverages. A microwave is available as well. Coffee, tea and water are also available. An outdoor patio is located on the east side of Barrett Forum and adjacent to the student center.
Gerard Hall Student Lounge

The Gerard Hall Student Lounge is located on the second floor overlooking the Rotunda. Vending machines containing snacks and beverages are located in the student lounge. A microwave is available for student use. The Student Services Office in Barrett Forum refunds vending machine losses.

Health Services

While Allen College provides a clean and healthy environment, there are times when students may need medical attention due to illness or occupational injury. Students should utilize their personal physician for non-emergency needs. For emergency needs, the Emergency Department of Allen Memorial Hospital is available to students. Your personal insurance will be filed for the emergency care cost. Iowa Health Physicians will provide student health services to Allen College students. Students may go to the Urgent Care Center or call (319)833-5888 for any questions. Your personal insurance will be filed for the services received.

Health services for Allen College students who have or are taking classes at the University of Northern Iowa are available by paying the student health fee at UNI. Counseling services are also available.

The College requires students have entrance and annual Tuberculosis (TB) testing and offers Hepatitis B immunizations free of charge. Occupational Health administers these services and provides services to students injured during clinical experiences. Occupational Health is located in Allen Memorial Hospital; use the West Donald Street entrance.

Counseling Services

Employee Assistance Program (EAP)
UnityPoint Health - Waterloos provides counseling through the Employee Assistance Program (EAP). Students are eligible to receive services offered through EAP. Information exchanged during counseling is kept strictly confidential. Telephone: (319) 235-HELP or (319) 235-3550 or (800) 303-9996.

Spiritual Care Department
The Department of Spiritual Care assists students, patients, associates, and their families in times of personal, spiritual and emotional crisis. The Oetting Chapel is always open to anyone of any faith for prayer and meditation. It is located on the first floor near Entrance 1 at UnityPoint – Allen Hospital. The Office of Spiritual Care is located in Allen Memorial Hospital. Telephone (319) 235-3694, Night Chaplain: (319) 236-6344.

Information Services

Bulletin Boards
Gerard Hall bulletin boards are located on first and second floors.
Barrett Forum bulletin boards are located in the hallway and in the Student Center.

Anyone wishing to post information must bring it to the Student Services Office before posting.
- The bulletin boards are made available for students to gain information that is pertinent to student life. It is the student's responsibility to check the bulletin boards regularly.
- Post material only on bulletin boards.
- Material posted must be appropriate and in good taste for public reading.
- No discriminatory or inappropriate items shall be posted.
- All postings must have an expiration date.
- Postings will be removed after 30 days or on the date of expiration, whichever is sooner.

E-Mail
All enrolled Allen College students are provided an Allen College e-mail address. Faculty and staff will use this e-mail address as the primary information-sharing tool. Students are responsible for information provided through this e-mail account.

Emergency Messages
If a student needs to be contacted for an emergency message, the caller should contact the Student Services Office at (319) 226-2014. The student's class schedule will be checked, and the message will be delivered to the student, if possible.

Telephones
Telephones, for general student use, are located on the first and second floors of Gerard Hall and in the Barrett Forum Student Center. Long-distance calls can only be made using a credit card number or calling collect.

Miscellaneous Services

Change
Change may be obtained at the Student Services Office during regular business hours for vending machines, copies,
Check Cashing
Checks may be cashed at the Allen Hospital Personnel Credit Union. The credit union’s office is located on the first floor of the professional building. The Allen Credit Union is open from 7:00 a.m. to 4:00 p.m., Monday through Friday.

Lost and Found
Found articles that are turned in to the Allen College Student Services Office or Hospital Security Office are kept for 60 days. Articles not claimed are considered abandoned and will be donated to charity or disposed. The Student Services Office is located in the Barrett Forum and the Hospital Security Office of Allen Memorial Hospital. The Security Office can be reached at (319) 235-3869 or by cell (319) 240-7189.

Transportation and Parking
Students are responsible for providing and/or arranging their own transportation to and from campus and to all cooperating agencies for clinical experiences. City bus service is available.

Parking areas designated for all students using the Allen Campus are located in conjunction with associate parking. Please refer to the current parking map and description posted on the college website. Students will receive tickets and/or fines from Security for parking in an unauthorized area, failure to park head-in, and improper parking. Payment for tickets must be made to the hospital cashier.

Students, faculty and staff are urged to use college parking whenever possible and walk to the hospital for clinicals, meetings, etc. to ease the hospital parking load.

Piano
A Sanick “baby grand” piano is available in the Barrett Student Center for students who like to play.

Allen College provides a variety of excellent resources and services. Students are encouraged to also use the resources and services provided by the University of Northern Iowa and/or Wartburg College

Allen College Facilities
Allen College is a corporate entity of UnityPoint Health. Additional corporate properties adjacent to Allen College are Allen Memorial Hospital and the Allen Women’s Health Center.

Allen College consists of four buildings, Barrett Forum, Gerard Hall, Winter Hall and Alumni Hall located in Waterloo, Iowa. Allen College offers apartment style living accommodations located on our campus. Students may also reside in either the UNI or Wartburg College dormitories if they are enrolled in a cooperative education program with the respective institution.

Barrett Forum
The Barrett Forum opened in August 2000. Located north of Gerard Hall, the Barrett Forum includes the Barrett library, a computer laboratory, classroom, conference/board room, laboratory/classrooms for nursing and radiography, a large student lounge, vending area as well as offices for student services, administration, continuing education, community services, alumni, and faculty. Hours are from 8:00 a.m. to 4:30 p.m. Monday – Friday. Extended hours may be available.

Gerard Hall
Gerard Hall is located on the Allen College Campus north of Allen Memorial Hospital on Heath Street. This facility houses McBride Auditorium, three classrooms, a canteen area, an Alumni Conference room, and nursing faculty offices. Hours are from 8 a.m. to 4:30 p.m. Monday through Friday. Extended hours may be available.

Winter Hall
Winter Hall is located on the Allen College Campus north of Allen Memorial Hospital on Heath Street. This facility houses McBride Teaching and Learning Center which consists of four classrooms and is available for conferences and banquets. Student study areas are available in the Auxiliary Loft and the Baskin’s Atrium. The Pauline Barrett Faculty Office Suite is on second floor and can house up to twenty-one faculty and two clerical staff. Hours are from 8:00 a.m. to 4:30 p.m. Monday through Friday. Extended hours may be available.

Alumni Hall
Alumni Hall is located on the Allen College campus northwest of UnityPoint Health – Allen Hospital on Heath Street. This facility houses two occupational therapy program labs, one medical laboratory science program lab, the Alumni Hall classroom, and clerical support space. Alumni Hall does not have set hours and, the facility is only available during class time and/or when faculty are present.

Allen Memorial Hospital
Allen Memorial Hospital is licensed for approximately 200 inpatient beds; it also includes a chapel, cafeteria, gift shop, meeting/conference rooms, cashier, Ambulatory and Outpatient services.

Allen Memorial Hospital and UnityPoint Health - Waterloos provides students of Allen College with a number of support services. Medical, physical, emotional, spiritual and financial concerns of student's are addressed by the facilities of UnityPoint Health - Waterloos. Because of the quality of health care and convenient location, students are encouraged to use
Allen Women’s Health Center
The Allen Women’s Health Center is a department of Allen Memorial Hospital that provides reproductive health care for the women of Northeast Iowa. The Center receives Title V – Maternal Health, Title X – Family Planning from the Iowa Department of Public Health for Black Hawk, Bremer, Buchanan and Grundy County service areas. In addition, Adolescent Pregnancy Prevention funds are received from the Iowa Department of Human Services.

The Women’s Health Center is known area-wide for providing health services for women of all income levels and ages.

Campus Safety

Students’ Right-to-Know and Campus Security Act
The Student Right-to-Know and Campus Security Act of 1990 requires colleges to collect, publish and distribute information concerning campus security and criminal actions on campus. This information is provided to all current students, employees and applicants for enrollment or employment upon request.

Campus Security
Allen College adheres to the regulations of the Student Right-to-Know and Campus Security Act of 1990. Allen Memorial Hospital provides security services for all areas of the Allen College Campus.

Students, faculty, staff, and employees are to report all criminal actions and other emergencies occurring on campus by dialing 9-911, or 911 from a cell phone. In non-emergency situations students may call Security at (319) 235-3869 for the office or cell phone (319) 240-7189 for an officer. Security also notifies the state and local police agencies when appropriate and maintains records of all criminal offenses.

Campus Security Hours
The UnityPoint Health - Allen Hospital Security Officer(s) are responsible for the Allen College Campus Security. They are available 24 hours per day, 365 days a year.

Building Security
All buildings are equipped with a security system that is activated when the building is closed. Surveillance camera(s) film entrances and property 24 hours a day. The parking lot and entrances are well lit and scheduled rounds are made by Security.

Enforcement Authority
UnityPoint Health - Allen Hospital/College Security Officer has the full power to arrest and detain. Patrols are made both on foot and by motor vehicle.

Security Officer duties include providing technical services such as: enforcing state and municipal laws, patrolling college facilities internally and externally, enforcing business policies, asset protection both personnel and property and general safety concerns. Non-technical duties include locking and unlocking buildings, escorts to parking lots, and assisting with security for various campus events. Clery Act Reporting

Security reports are made available to the Chancellor of the College for college incidents. Reports are made available for use in the crime statistics reporting of the college. In accordance with the Clery Act crime reporting requirements, crime logs are available at the Allen College Administrative Office, 1990 Heath Street, Waterloo, Iowa.

Local Entity Cooperation
Allen College and its Security Officer recognize the need to cooperate with law enforcement organizations and officers.

Outside agencies will receive the full cooperation of the Administration and Security Officer with the serving of warrants, the making of arrests and the investigation of criminal incidents involving students.

Line of Authority
The Chancellor of Allen College has the significant responsibility for student and campus activities. These activities include, but are not limited to student discipline and campus judicial proceedings.

Crime Alert
When knowledge is obtained of any criminal or dangerous activity related to the campus or its adjacent area that presents a possible or future threat to Allen College students or employees, a crime alert will be issued. This crime alert will contain general information concerning the threat and the safety precautions that should be followed.

Notification will occur via one or all of the following methods through our campus emergency alert system: automated voicemail, email, and/or text.
Safety Tips

1. **Don't Walk Alone.**
   - Always in a group or with a friend, especially after dark
   - If you are alone or unsure of your safety, **Campus Security** is available to accompany you to your vehicle.
     Telephone (319) 235-3869.

2. **Avoid High-Risk Locations.**
   - Use regular walkways, well-lit areas and avoid shortcuts.
   - If you see a light out, please report it to the Administrative Office. Telephone (319) 226-2012.

3. **Be Aware of Your Surroundings.**
   - Look around and behind you.
   - If you become aware of someone following you, go to the nearest well-lit, open building or to a crowded area.

4. **Be Alert to Stranger Danger.**
   - Don’t give your name, address or other personal information to strangers.

5. **Keep Your Cash Concealed.**
   - Do not flash cash or draw attention to the fact you have money on your person.
   - Be careful using an ATM machine by checking your surroundings.

6. **NEVER Prop Open Campus Security Doors.**

**VEHICLE AND PARKING LOT SAFETY**

**THINK AHEAD!**

1. **Vehicle Safety**
   - Always lock your vehicle.
   - Always roll your vehicle windows and sun roofs up tight.
   - Never loan your vehicle keys to anyone.
   - Park in well-lit and traveled areas to avoid easy thefts.
   - Keep all valuables locked or concealed in the vehicle trunk or under the seat to discourage theft.
   - Keep serial/identification numbers of important items in a secure location (either on your person or at home).
   - NEVER DRINK AND DRIVE.
   - NEVER TEXT AND DRIVE.

2. **Parking Lot Safety**
   - If you will be returning to your vehicle after dark, check to make sure your vehicle is in a lighted area.
   - Mentally note the location of your vehicle to avoid unnecessary time in the parking lot area.
   - Walk to your vehicle with other people or call Campus Security (319) 235-3869 phone or cell (319) 240-7189 to escort you to your vehicle.
   - Carry a personal alarm system to assist you in getting aide.
   - Prior to entering the parking lot, have your vehicle keys in hand and be ready to open your vehicle door.
   - Prior to entering your vehicle, check the interior to assure there is no one inside.
### Emergency Contact Information

<table>
<thead>
<tr>
<th>Service</th>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen College Campus Security</td>
<td>Telephone</td>
<td>(319) 235-3869</td>
</tr>
<tr>
<td></td>
<td>Cell</td>
<td>(319) 240-7189</td>
</tr>
<tr>
<td>College Administration</td>
<td>Telephone</td>
<td>(319) 226-2011</td>
</tr>
<tr>
<td></td>
<td>Fax</td>
<td>(319) 226-2020</td>
</tr>
<tr>
<td>UnityPoint Health - Allen Hospital Switchboard</td>
<td>Telephone</td>
<td>(319) 235-3941</td>
</tr>
<tr>
<td>Emergency On-Campus</td>
<td>Telephone</td>
<td>9-911</td>
</tr>
<tr>
<td>Emergency Off-Campus</td>
<td>Telephone</td>
<td>911</td>
</tr>
<tr>
<td>Waterloo Police Department</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td></td>
<td>Non-Emergency</td>
<td>(319) 291-2515</td>
</tr>
<tr>
<td>Waterloo Fire Department</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td></td>
<td>Non-Emergency</td>
<td>(319) 291-4460</td>
</tr>
<tr>
<td>Security Available (24/7)</td>
<td>Non-Emergency</td>
<td>(319) 273-2712</td>
</tr>
<tr>
<td>Cedar Falls Police Department</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td></td>
<td>Non-Emergency</td>
<td>(319) 291-2515</td>
</tr>
<tr>
<td>Cedar Falls Fire Department</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td></td>
<td>Non-Emergency</td>
<td>(319) 273-8622</td>
</tr>
<tr>
<td>Security Available (24/7)</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Waverly Police Department</td>
<td>Non-Emergency</td>
<td>(319) 352-5400</td>
</tr>
<tr>
<td>Waverly Fire Department</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td></td>
<td>Non-Emergency</td>
<td>(319) 352-5521</td>
</tr>
</tbody>
</table>

### Crime and Fire Statistics

The Allen College – UnityPoint Health/UnityPoint Health – Allen Hospital security department and the Allen College administration office are jointly responsible for gathering and publishing information required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. By October 1 each year, Allen College is required to annually disclose to all enrolled students and current employees its annual security and fire safety reports. The Student-Right-To-Know and Campus Security Act of 1990 requires colleges and universities to collect, publish and distribute information concerning campus security, campus policies on safety and security, criminal actions and fire safety on campus. This information is available at [www.allencollege.edu](http://www.allencollege.edu) under current or future students, and safety, or by clicking the following website link:


For questions regarding any of the information contained in the College’s Annual Security Report & Fire Safety Report or to obtain a printed copy of the report, contact the Director of Business & Administrative Services at (319) 226-2012 or visit the administration office at 1990 Heath Street, Waterloo, Iowa. Crime and fire statistics are based upon a calendar year time frame. Crime and fire statistics are based upon a calendar year time frame.

### Weapons Policy

Weapons of any kind shall not be allowed on Allen College property or clinical sites regardless of any individual having a weapon permit issued by the State of Iowa or by any other state.

Weapons include but are not limited to shotguns, handguns, airguns, BB guns, bow and arrows, knives, brass knuckles, martial arts weapons, stun or taser guns. Other prohibited devices include potentially hazardous items such as ammunition, explosives, and fireworks.

Upon the suspicion or visual confirmation of any individual found to have a weapon, security will be notified. Allen Hospital Security will confiscate the identified item(s) and contact the Waterloo Policy Department to make an arrest if it is determined this is a law violation and further legal action may be needed. If an eminent danger exists the local police department may be called.

Regardless if the incident was criminal in nature, the incident will be reviewed for further disciplinary action by the appropriate administrative officer(s) and/or committee as determined by the Chancellor for possible disciplinary action. Any disciplinary action will follow the College’s established procedures for such reviews. The return of confiscated items will be at the discretion of security/administration and the local policy department.

Any exceptions to this policy are at the discretion of the Chancellor and either the Safety and Security Manager, or the Security Supervisor for UnityPoint – Allen Hospital.

### Procedures

#### Fire Evacuation

To report a fire and its location on the Allen College Campus:

**Call 9-911**

To notify the Allen Memorial Hospital switchboard of a fire, and report its location: **Call 3600**
All students, associates, and visitors at Allen College shall evacuate any building using the nearest and safest evacuation route when the fire alarm sounds (Code Red). Do not use the elevator during such an evacuation.

**Barrett Forum**

Emergency Exit Locations:
1. West main doorways by the student center.
2. East entrance by the student center leading to the patio.
3. South doorways entrance at end of the main hallway leading to Winter Hall.
5. East exit near staff offices leading to the patio.
6. Computer Lab - exit by using the West Main Entrance.

**Gerard Hall & Winter Hall**

Emergency Exit Locations:

First Floor:
1. South entrance to Rotunda.
2. Gerard Hall stairwell.
3. Southwest entrance to Rotunda.
4. McBride Auditorium southeast door by the stage or through the main west and south entrances.
5. West entrance to Winter Hall.

Second Floor:
1. Gerard Hall stairwell or Winter Hall stairwell and then proceed to closest first floor exit.

**Alumni Hall**

Emergency Exit Locations:
1. Main southeast entrance in occupational therapy lab, pod A
2. Main southwest entrance in occupational therapy lab, pod B.
3. Main northeast entrance in clerical support/office area, pod C.
4. Main northwest entrance in medical laboratory science lab, pod D
5. Main east entrances to Alumni Hall classroom in front of building.
6. Main west entrance to Alumni Hall classroom in rear of building.

**Tornado Watches and Warnings**
The frequency of tornadoes in Iowa is highest during the months of April, May, and June. Please read carefully the following information.

**Tornado Watch Defined**
A Tornado Watch is issued by the National Severe Forecast Center for a specified area when conditions are favorable for a tornado or severe thunderstorm capable of producing a tornado.

**Tornado Warning Defined**
A Tornado Warning is issued by the National Weather Service when a tornado or severe thunderstorm capable of producing a tornado is occurring.

When announcement of a tornado watch is given over the intercom system, students should close all curtains, blinds and doors. If a tornado warning is given, students should proceed as follows:

**Barrett Forum**
Proceed to public restrooms, file and work rooms, faculty lounge, commercial kitchen, Louviere or Muskgrave Office Suites.

**Barrett Forum Computer Lab**
If the weather radio alert should activate in the computer lab, vacate the building and seek shelter. The Computer Lab is NOT a designated emergency shelter. Every attempt should be made to vacate the computer lab and seek immediate shelter.

**Gerard Hall**
Proceed to public restrooms on the first floor, main hallway on the first floor, or the hallway between McBride Auditorium and Rotunda.

**Winter Hall**
Proceed to public restrooms on the first floor, first floor prep kitchen and first floor storage (adjacent to the prep kitchen).
Alumni Hall
Proceed to public restroom, or restrooms and laundry rooms of each suite.

Weather Radio
Weather radios are located in the following locations:
Gerard Hall Faculty Office area
Barrett Forum Library
Barrett Forum Computer lab
Barrett Forum work room
Winter Hall Faculty Office area
All classrooms

Emergency Notification
In the event inclement weather forces the cancellation of classes at Allen College students shall be notified via email, phone message, and text message.

Graduation, Career Planning and Placement

Graduation
The Registrar exercises all possible care in checking students' records for graduation; however, it is the responsibility of the student to fulfill all requirements for a degree. To qualify for graduation from Allen College, students must:

Associate of Science
An Associate of Science degree is awarded from Allen College to students who have:

1. Completed a course of study with a minimum of 80 semester hours,
2. Achieved a grade of C (2.0) or above in each RA course taken,
3. Achieved a grade of C- or above in each support course (general education) taken,
4. Achieved a minimum cumulative grade point average of 2.0,
5. Met all course requirements including terminal competencies, and
6. Complied with all policies regarding completion of courses and financing and/or other general college policies identified in the college catalog and student handbook.

Bachelor of Health Sciences
A Bachelor of Health Sciences degree is awarded from Allen College to students who have:

1. Completed a course of study with a minimum of 124 semester hours,
   a. Maximum of 18 semester hours of correspondence study may be earned toward degree.
   b. Maximum of 12 semester hours of independent study may be earned toward degree.
2. Achieved a grade of C (2.0) or above in each course taken,
3. Achieved a grade point average of 2.0 or above in major,
4. Achieved a minimum cumulative grade point average of 2.0,
5. Met all course requirements of the Allen College curriculum, 23 semester hours of which must be taken at Allen College
6. Complied with all policies regarding completion of courses and financing and/or other general college policies identified in the college catalog and student handbook.

Bachelor of Science in Nursing
A Bachelor of Science in Nursing degree is awarded from Allen College to students who have:

1. Completed a course of study with a minimum of 124 semester hours,
   a. Maximum of 18 semester hours of correspondence study may be earned toward degree.
   b. Maximum of 12 semester hours of independent study may be earned toward degree.
2. Achieved a grade of C (2.0) or above in each course taken,
3. Achieved a grade point average of 2.0 or above in major,
4. Achieved a minimum cumulative grade point average of 2.0,
5. Met all course requirements of the Allen College curriculum, 23 semester hours of which must be taken at Allen College
6. Complied with all policies regarding completion of courses and financing and/or other general college policies identified in the college catalog and student handbook.
7. Successfully completed required NCLEX preparatory examinations.

Master of Science in Nursing
A Master of Science in Nursing degree is awarded from Allen College to students who have:

1. Completed 42 semester hours to graduate from the Adult-Gerontology Acute Care Nurse Practitioner Track.
2. Completed 42 semester hours to graduate from the Adult-Gerontology Primary Care Nurse Practitioner Track.
3. Completed 43 semester hours to graduate from the Family Psychiatric Mental Health Nurse Practitioner Track.
4. Completed 39 semester hours to graduate from the Nursing Education Track.
5. Completed 42 semester hours to graduate from the Family Nurse Practitioner Track.
6. Completed 36 semester hours to graduate from the Leadership Track.
7. Completed, at the minimum, 24 semester hours of credit sponsored by Allen College to earn the MSN degree.
8. Achieved cumulative GPA of 3.0 or higher.
9. Completed all non-clinical courses with a grade of “C” or higher, completed all clinical didactic courses with a grade of “B” or higher and satisfactory performance in the clinical component of all clinical courses.
10. Successfully completed the graduate project.

Master of Science in Occupational Therapy

A Master of Science in Occupational Therapy degree is awarded from Allen College to students who have:

1. Completed a course of study with a minimum of 80 semester hours
2. Completed all courses with a grade of “B” or higher

Doctor of Science in Nursing

A Doctor of Science in Nursing degree is awarded from Allen College to students who have:

1. Completed a course of study with a minimum of 33 semester hours
2. Completed all courses with a grade of “C” or higher for students admitted prior to 2012 or a grade of “B” or higher for students admitted spring 2012 or after.
3. Successfully completed the DNP scholarly project.
4. Completion of 1000 hours of total post-baccalaureate clinical/practicum

Doctor of Education degree in Health Professions Education

A Doctor of Education degree is awarded from Allen College to students who have:

1. Completed all EdD-level coursework
2. Complete practice focused dissertation

Graduation Application

Allen College Graduation Candidates are required to complete a Graduation Application. This application form is available in the Student Services office.

Commencement Ceremony

Allen College holds commencement ceremonies in May, August and December of each year. Degrees are conferred during the commencement ceremonies.

Graduation Honors

Recognition honors will be given to outstanding Associate and Baccalaureate Degree graduating students each year. The honors and criteria for each are as follows:

- The distinction summa cum laude (highest honor) is given to students with a cumulative grade point average of 3.9 or above.
- The distinction magna cum laude (high honor) is given to students with a cumulative grade point average of 3.71 to 3.89.
- The distinction cum laude (honor) is given to students with a cumulative grade point average of 3.5 to 3.7.

Licensure

Certain Allen College programs qualify a student for application for licensure, certification, and/or sitting for the registry exam in a profession. Successful completion of a program in no way assures that a graduate will successfully pass a licensure, certification, or registry examination by another agency.

Career Planning and Placement Services

Employment Opportunities

Notices for positions are posted on the student center bulletin board in Barrett Forum, the student lounge in Gerard Hall and on the Allen College jobs opportunity web page, which is available at www.allencollege.edu with links to local, state, regional and national job opportunities. Faculty members are available to discuss career opportunities and write references for graduating students or for students seeking employment while in school.

Placement File

A placement file is an optional service provided for graduating seniors. During the semester prior to graduation, students...
will be given instructions on completing the placement file. The file contains a record of college experiences, written
references and an optional transcript. Placement files will be distributed to prospective employers upon written request.
Three files are distributed at no cost as part of the graduation fee. These files must be requested within one year of
graduation. Additional files will be distributed at a cost of $6.00 per request. After seven years, references are placed in the
permanent file and the remainder of the placement file is destroyed.

Employment/Career Fair
An Allen College Career Fair may be held each academic year. Professionals from various health care organizations,
military and college representatives are invited. Students are encouraged to attend and investigate future job opportunities.

Nursing
The Iowa Code (Chapter 147.3) states that conviction of certain felonies will make an individual ineligible for licensure.
Previous conviction of a felony does not automatically bar an individual from eligibility for licensure. After completion of a
nursing education program, the student will file an application for licensure with a state board of nursing. At that time, the
board of nursing may review any felony convictions to determine eligibility for licensure.

Radiography and Nuclear Medicine
Eligibility for certification requires that the applicant be of good moral character. Conviction of a misdemeanor or felony
may indicate a lack of good moral character for the American Registry of Radiologic Technologists (ARRT) purposes. The
ARRT conducts a thorough review of all convictions to determine their impact on eligibility. Documentation required for a
review includes a written personal explanation and court records to verify the conviction, the sentence and completion of
the sentence.

Individuals considering enrollment in an educational program or already enrolled may submit a pre-application form to have
the impact of convictions on eligibility evaluated. Pre-Application Review Forms may be requested from the Department of
Regulatory services at the ARRT office.

The American Registry of Radiological Technologists
1255 Northland Drive
St. Paul, Minnesota 51120-1155
Telephone: (651)687-0048

If the eligibility review is requested within one year of the intended examination date, a regular examination application form
may be submitted early instead of the pre-application form.

Anything less than complete and total disclosure of any and all convictions will be considered as having provided false or
misleading information to the ARRT. This is grounds for permanent denial of eligibility for certification. The ARRT may
conduct criminal background searches whenever appropriate. Disciplinary action may be taken at any time upon discovery
that disclosure was not complete.
Faculty and Staff Contact Information

Administration

Jerry Durham, PhD, RN, FAAN  
Chancellor & Professor of Nursing  
Phone: (319) 226-2015  
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BSEd, 1968, Southeast Missouri State University  
BSN, 1974, Saint Louis University  
MA, 1973, Bradley University  
MSN, 1976, Saint Louis University  
MS, 1982, University of Illinois-Chicago  
PhD, 1978, Saint Louis University

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BS, 1980, College of St. Francis  
BSN, 1984, Upper Iowa University  
MSN, 1989, University of Dubuque  
CPNP, 1991, University of Iowa  
EdD, 1996, University of Northern Iowa

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Certificate RT(R), 1985, Allen Memorial Hospital School of Radiologic Technology  
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MBA, 2001, Upper Iowa University  
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BS, 2000, Loras College  
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PhD, 2015, Iowa State University
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BSN, 1986, Coe College  
MSN, 1991, University of Texas Health Sciences Center at San Antonio  
EdD, 2005, University of Northern Iowa

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BA, 1997, Indiana University  
MSN, 2012, Allen College  
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ADN, 1980, Iowa Lakes Community College  
BLS, 1988, St. Edward’s University  
MA, 1991, University of Iowa  
MSN, 1995, University of Iowa  
PhD, 1995, University of Iowa  
Post-graduate certificate in Health Informatics, 2002, University of Iowa

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BS, 1994, University of Nebraska Medical Center  
Specialist in Blood Banking Program, 2002, University of Texas Medical Branch  
MS in Education, 2005, University of Nebraska  
PhD, 2013, Walden University

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Certificate, 1999, Institute of Ultrasound Diagnostics, Mobile, AL  
Certificate, 2007, Burwin Institute of Ultrasound  
RDMS, 2007, Registered Diagnostic Sonographer  
RVT, 2010, Registered Vascular Technologist  
MA, 2017, University of Northern Iowa
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BSN, 1985, Grand View College  
MA (nursing), 1993, University of Iowa  
EdD, 2007, University of Northern Iowa  
MA, 2009, University of Northern Iowa  

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BA, 1979, University of Northern Iowa  
BSN, 2002, Allen College  
MSN, 2010, Allen College  
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