



**MORAINÉ PARK**  
**TECHNICAL COLLEGE**

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***HEALTH AND HUMAN SERVICES***

***Respiratory Therapy***

***PROGRAM HANDBOOK***

***2025 – 2026***

235 North National Avenue  
PO Box 1940  
Fond du Lac, WI 54936-1940

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**Note: This handbook is accurate at the time of publishing. Policies contained herein are subject to change without notice. It is the student's responsibility to keep informed of changes. The online document, accessible through program Canvas courses, is the most current version.**

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# SECTION ONE: MORAINÉ PARK TECHNICAL COLLEGE

## 1.1 Moraine Park Mission, Vision and Strategic Priorities

Moraine Park's strategic planning process follows a specific planning framework, and includes high-level vision, mission, strategic priority, and goal statements. Initiatives are developed representing annual tactics that staff implement to directly meet the strategic priorities and annual goals of Moraine Park.

For more information, see [Forward 2030 Strategic Plan](#).

### **Mission**

Growing minds, businesses and communities through innovative learning experiences.

### **Vision**

Your home for lifelong learning to achieve lifelong dreams.

### **Values**

- **Collaboration:** Join forces to build the best path forward.
- **Impactful Learning:** Create meaningful experiences inside and outside the classroom.
- **Continuous Improvement:** Always strive to be better.
- **Inclusivity:** Value diversity and build a sense of belonging.

### **Strategic Priorities**

#### **Serving**

Deliver value to stakeholders through accessible, dynamic and financially sustainable educational offerings and support services.

#### **Objectives**

- Enhance resources and reduce barriers to support success for our students, employees and community.
- Utilize modern technology to improve productivity and provide high-quality learning experiences.
- Optimize resources, processes and systems to improve efficiency and to ensure fiscal sustainability.
- Ensure employees have the development opportunities, resources and empowerment necessary to provide exceptional services to students, the college, and the community.

#### **Nurturing**

Foster and embedded culture of belonging for all students and employees to support equity, mental health, overall wellness, and retention.

#### **Objectives**

- Cultivate and environment that demonstrates MPTC values in action.
- Address mental health and personal wellness with a holistic and individual approach.
- Attract, develop and retain a diverse community of learners and employees.
- Strengthen trust, intentional engagement, adaptability and accountability to increase everyone's sense of feeling valued.

## **Partnering**

Cultivate strong relationships with external stakeholders to ensure our partnerships provide reciprocal value.

### **Objectives**

- Continue to build robust pathways and services that support transfer and career opportunities.
- Implement innovative approaches in experiential learning and programming that meet the needs of learners, employers and communities.
- Expand and strengthen external strategic and operational partnerships.

## **Engaging**

Promote seamless communication and enhance brand awareness internally and across the Moraine Park district.

### **Objectives**

- Strengthen employees' understanding of the connections between their work contributions and the college's mission, vision and values.
- Educate employees to be college ambassadors through enhanced connectivity and strategically targeted training opportunities.
- Promote Moraine Park to diverse stakeholder groups as a valued post-secondary option with varied academic offerings leading to rewarding careers or further education.

## **1.2 College Accreditation**

Moraine Park Technical College is accredited by the Higher Learning Commission. Accreditation is official recognition that an institution meets industry standards of quality through external peer review. The quality standards encompass faculty, administration, curriculum, student support services, financial management, governance, and institutional integrity.

For additional accreditation information please see [Accreditation](#)

## **1.3 The Moraine Park Technical College District Community**

Moraine Park Technical College has campuses in Beaver Dam, Fond du Lac and West Bend, annually serving almost 16,000 students through the offering of six-degree options and more than 100 programs and customized training opportunities.

For additional information regarding the campus and community, students are encouraged to visit this site [Campus and Community Information](#).

## **1.4 Career and Life Skills**

Moraine Park's common learning outcomes, or, *Career and Life Skills*. All occupational programs and general education courses have Career and Life Skills integrated into their curriculum. The five Career and Life Skills are:

- Communication
- Reasoning
- Professionalism
- Engagement
- Awareness

## **SECTION TWO: MPTC STUDENT RESOURCES AND STUDENT SERVICES INFORMATION**

### **2.1 Student Resources**

#### **Academic Calendar**

Students are encouraged to review the Academic Calendar throughout the year.

#### **Admissions**

Registration and Student Records Information regarding admission, registration and student records can be found both on the [MPTC website](#) or via the [MPTC Catalog](#).

#### **Course Descriptions**

Descriptions for all courses in each program can be found under the appropriate program heading in the [Course Descriptions](#) section of the [College Catalog](#).

#### **Financial Aid**

Students are encouraged to visit the college catalog ([Financial Aid](#)) or the college website ([Financial Aid](#)) for additional information.

#### **Grading and Academic Standards**

Moraine Park Technical College is committed to assisting its students for success to meet their academic goals. As an institution of higher learning, Moraine Park Technical College has established minimum standards for student academic performance. These standards will include procedures for registration, grading, graduation, and completion. Student compliance with these standards will be monitored by the Registrar and the Financial Aid Office (satisfactory academic progress for Title IV Federal Aid) to ensure compliance with external stakeholders and regulators. For more specific information, please visit the [Grading and Academic Standards](#) portion of the Program Handbook.

#### **MPTC College Catalog**

The contents of the [MPTC College Catalog](#) provides important information regarding various support services and institutional policies. Please take the opportunity to review this information, as it will be helpful in each student's academic career at Moraine Park.

#### **Student Code of Conduct Policy**

The [Student Code of Conduct Policy](#) applies to all individuals registered for classes or engaged in a college sanctioned activity, both on campus and at offsite locations, including international travel.

#### **Student Life**

[Student Life](#) at Moraine Park Technical College offers a variety of campus activities and events; student government and clubs; leadership development; community service; volunteerism; and award recognitions. Getting involved in student activities is linked to academic success.

#### **Student Portal (myMPTC student)**

Moraine Park Technical College offers a [Student Portal](#) to all enrolled students, containing valuable information to support success throughout the educational journey.

### **Weather Closings (School Closing/Cancelation of Classes)**

Moraine Park Technical College utilizes the Rave Alert System as the official method to announce cancellation of classes and closure of MPTC campuses in the event of severe weather or other emergencies as determined by the MPTC administration. Decisions are made by approximately 5:30 a.m. if conditions are present in the morning. If the college closes in the morning, all evening classes are also canceled. If inclement weather conditions develop later in the day, decisions for evening classes will be made by 2:00 p.m. on morainepark.edu, the college website, will have information about class cancelation and campus closures.

When students are assigned to clinical/field placement rotation and the school is closed or class canceled, the students must refer to the assigned instructor for further directions. If the campus is not closed, but the weather is questionable, each faculty reserves the right to cancel their class. The faculty will notify the class participants and communicate their expectations.

The easiest and most effective way to receive college closing notifications is by signing up for MPTC Alerts. This service is only available to current students and employees.

## **2.2 Student Services**

Moraine Park Technical College offers a wide array of services to support student success. Student Services staff are dedicated to supporting all students to achieve individual educational goals, with many committed professionals in a wide variety of support offices that can help both in-person and online. These services are included as part of the cost of attending MPTC; therefore, students are encouraged to take advantage of the expertise and knowledge of the Student Services team. For additional information regarding the services available at MPTC, please visit Student Resources.

## **SECTION THREE: STUDENT HEALTH AND SAFETY**

### **3.1 Student Health and Safety**

Moraine Park Technical College is committed to the health and safety of students, visitors, and employees. Students are encouraged to review this information in its entirety.

#### **Student Injuries**

Any accidents/injuries occurring on College property or in the course of education must be reported immediately to College personnel. A MPTC Witness/Incident Report is to be completed and submitted as soon as possible after the accident/injury. Medical bills (physician and/or hospital) incurred as a result of an accident/injury may be the responsibility of the individual.

#### **Significant Exposure Incident**

A Significant Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials.

If a student experiences a significant exposure incident at MPTC:

- Thoroughly wash the affected area with soap and water (or hand sanitizer if soap is not available).
- Immediately contact the course instructor.
- Seek medical treatment from a licensed healthcare professional.
- Complete an MPTC Incident / Witness Report

If a student experiences a significant exposure incident at an off-site location (clinical, job site, etc.):

- Thoroughly wash the affected area with soap and water (or hand sanitizer if soap is not available).
- Immediately contact the clinical Site Supervisor/ course instructor.
- Follow the protocol at the site for the incident.
- Complete an MPTC Incident / Witness Report

### **Student Insurance**

All students are automatically enrolled in the Student Accident Insurance Plan (SAIP). The SAIP is secondary to any health insurance program by which a student is currently covered. The student is responsible for accessing their SAIP account, printing their insurance card, and providing it to any healthcare providers if they receive medical treatment for a covered activity.

### **Hazards and Risks**

Persons working in health and human services occupations can be exposed to occupational hazards which may include, but are not limited to, the possibility of physical injury, fatigue, bruises, contusions, broken bones, concussions, paralysis, exposure to bodily fluids, bloodborne pathogens, communicable disease, needle sticks and sharp injuries, damage/destruction to property, and even death.

In consideration of the possible hazards and risks related to a health or human services field of study, each student is required to complete and submit an Acceptance of Risks and Responsibility Agreement and Release of Liability at the beginning of each enrolled course.

## **SECTION FOUR: STUDENT RIGHTS AND RESPONSIBILITIES**

### **4.1 Student Rights & Responsibilities**

Exercising individual student rights and demonstrating responsible conduct are inherently interconnected. It is the expectation of MPTC that all students comply with the policies and procedures as stated in the MPTC Student Code of Conduct and obey all public laws. This compliance assures all students the opportunity to have the best possible educational experience in a respectful and safe environment.

### **4.2 Final Grade Appeal**

The purpose of the final grade appeal process is to provide a vehicle and structure for students to appeal final course grades. The grade appeal procedure only applies to final grades and not individual graded assignments.

Faculty members have the authority to establish course requirements and standards of performance within the college's established curriculum process. It is the responsibility of the faculty to articulate and communicate course requirements and grading standards to students at the beginning of each course via the syllabus. Instructors will apply grading criteria uniformly and in a timely manner. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

All final grade appeals must be initiated by the student within **thirty (30) calendar days** of the grade being available via myMPTCStudent.

### **4.3 Citizenship**

Students enrolled in a health program who are not citizens of the United States should be aware that, based on federal law, they may not be eligible to take licensing or certification examinations given by the state, region, or nation upon completion of the program. Non-citizens are advised to seek further information from appropriate agencies, specific to your occupation.

### **4.4 Fair and Equal Treatment**

It is the policy of Moraine Park Technical College to maintain an Affirmative Action and Equal Opportunity Compliance Plan. This Plan ensures equal opportunity and nondiscrimination for all employees, students and non-employees by demonstrating its commitments and efforts toward equal employment opportunities and equal educational program opportunities that are conducive and supportive of cultural and ethnic diversity.

### **4.5 Student Concerns/Issues/ Grievance**

Any student who has a concern, issue, or grievance is encouraged to seek to resolve the issue with the faculty member or employee concerned. If a student is unable or uncomfortable doing so, they can contact the appropriate Associate Dean for academic issues or the Director of Student Development for nonacademic issues.

### **4.6 Title IX: Title IX Pregnancy and Parenting Protections**

Moraine Park Technical College is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination based on sex, as mandated by Title IX of the Education Amendments of 1972. Title IX prohibits discrimination based on sex in any educational program or activity receiving federal financial assistance. Title IX requirements cover sex discrimination, sexual harassment, sexual misconduct, sexual violence, and pregnant and parenting students.

Students must contact the Director of Student Development/Title IX Coordinator to ensure the Title IX Reasonable Adjustment plan is correctly administered. It is the student's responsibility to contact the Director of Student Development and provide all the documentation required. Adjustments cannot be provided retroactively, so timeliness is important.

Students are encouraged to work with their faculty members and Moraine Park Technical College's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible.

## **SECTION FIVE: HEALTH AND HUMAN SERVICES**

### **5.1 Overview of Health and Human Services**

The Health and Human Services Department (HHS) goal is to provide exceptional education for students seeking occupations in health care or human services professions. Over twenty-five programs (including an associate degree, technical diploma, or local certificates) are offered through the Health and Human Services Department. The information that follows begins with information common to all programs in the HHS Department and ends with information specific to each program area. Additional information pertaining to specific courses will be found in the course syllabus, made available at the start of each course. Any questions or concerns regarding this information can be directed to the Associate Dean of the corresponding program area.

Health and Human Services Program Handbook: It is the intent of this handbook to follow the MPTC Program Handbook and Student Code of Conduct regarding grievances and student concerns/issues. Students should refer to these publications for their specific situation.

#### Phone/E-mail Reference

Contact	Phone/Email
<b>Dean of Health and Human Services</b>	920-924-3319
Admin Assistant-Health and Human Services	920-924-3320
<b>Associate Dean of Health</b>	262-335-5757
Admin Assistant-Health	262-335-5710
<b>Associate Dean of Health Sciences</b>	262-306-5313
Admin Assistant-Health Sciences	262-306-5314
<b>Associate Dean of Human Services</b>	920-924-3330
Admin Assistant-Human Services	920-924-3270
Canvas Support: Phone	877-230-3509
Canvas Support: Website Link	<a href="https://www.morainepark.edu/technology/">https://www.morainepark.edu/technology/</a>
Technology Help Line: Phone	877-230-3509
Technology Help Line: Website Link	<a href="https://www.morainepark.edu/technology/">https://www.morainepark.edu/technology/</a>
Student Services	800-472-4554

## 5.2 Programs Offered

### Health

- Nursing – Associate Degree with a Practical Nursing Exit Point
  - Nursing Assistant
- Surgical Technology

### Health Sciences

- Diagnostic Medical Sonography
- Health and Wellness
  - Health and Wellness Technician
    - Chiropractic Technician Certificate
- Health Information Technology
  - Medical Coding Specialist
- Medical Laboratory Technician
  - Phlebotomist/Specimen Processor
- Medical Assistant
  - Administrative Medical Assistant Certificate
- Radiography
- Respiratory Therapy

### Human Services

- Criminal Justice
  - Emergency Medical Dispatch Certificate
- Early Childhood Education
  - Child Care Services

- Early Childhood Administrative Credential Certificate
- Early Childhood Preschool Credential Certificate
- Infant/Toddler Credential Certificate
- Fire Protection Technician
- Paramedic Technician
  - Emergency Medical Technician (EMT)-Paramedic
  - Advanced Emergency Medical Technician (AEMT)
  - Emergency Medical Technician (EMT)
- Substance Use Disorders Counseling (SUDC)
  - Substance Use Disorders Counseling Certificate

## SECTION SIX: HEALTH AND HUMAN SERVICES POLICIES AND PROCEDURES

### 6.1 Academic Standards

Moraine Park Technical College has in place college-wide policy and procedures related to academic standards. Students are encouraged to review this information throughout their time enrolled at the college. Depending upon the program enrolled, there may be additional program specific academic standards that apply. Details surrounding these additional academic standards may be found in Section Eight of this handbook and on individual course syllabi.

### 6.2 Required Documentation

#### Criminal Background Check

For the most up to date information regarding applicable policies regarding the completion of a criminal background check, please review the following link: <https://catalog.morainepark.edu/student-policies/criminal-background-check/> Additional information can be found on specific program pages.

Although most/all students completed a required criminal background check/BID as part of the program admission process, there are times when there may be a need for additional criminal background checks to occur during the time enrolled in a program. Should this need to occur, additional costs would be incurred by the student. Furthermore, there are times when additional personal background documentation (criminal and/or health related) prior to and during clinical/field placement might also delay and/or prevent clinical/field placement.

Self-report: Health and Human Services program accepted students are required to report any new criminal charges that impact their criminal background check (CBC) within seven (7) business days. They are informed of this requirement at the point of application as well as at points throughout the program. When a student reports a new charge to a designated official, they will be directed to complete a new electronic Background Information Disclosure (BID) Form.

This form is processed, and applicable information is added to their Student Record for internal use. The appropriate Program Associate Dean will review the updated form and will notifying the student of next steps.

Once the charge is closed, the student is responsible for submitting their court documents with disposition listed to the Criminal Background Check email address. These court documents are shared with the Program Associate Dean for review and potential action. If the charge and

disposition lead to the student being ineligible for their current program, the student is communicated with and removed from their program by the Program Associate Dean.

If a student fails to report a new charge within the seven-day reporting period, the student may be immediately removed from their program for nondisclosure, or a letter may be sent to student with required next steps.

\*\* NOTE: MPTC makes no guarantee of future employment based upon an individual's criminal background check.

### **Health Requirements/Drug Screen**

Many MPTC health programs require all students to train at off-site agencies, external to the College. As such, students must remain compliant with established health requirements. These health requirements are set based upon external agency requirements, and in accordance with College Policy AP 605 Student Health Records.

Each student will be provided with a document outlining current health requirements, due date, and method for submission. Depending upon the specific program, the student may access the Health Requirement Checklist from the program advisor, within the Canvas course, or from the Health and Human Services Program Specialist at the core program meeting. Should the student be assigned to a clinical agency with additional requirements this will be communicated in advance with an expectation that the student will comply within the provided timeline to continue program progression. Falling out of compliance with established health requirements may prevent the student from progressing in, or result in an administrative removal from, their program of study.

\*NOTE: Clinical/Field placement will not occur if the student fails to meet either or both the requirement for an up-to-date Criminal Background Check and/or Health Requirements / Drug Screen.

## **6.3 Health Program Waitlist Process**

Several health programs at MPTC currently enact waitlists before students can move from pre-core into the core courses of the program. For the most up-to-date information visit the waitlist section of the program of interest (example: Nursing Waitlist).

## **6.4 Readmission Policy and Procedure**

Applicable Programs: Diagnostic Medical Sonography, Emergency Medical Services, Fire Protection Technician, Health and Wellness, Health Information Technology, Medical Assistant, Medical Laboratory Technician, Nursing, Radiography, Respiratory Therapy, Substance Use Disorder Counseling and Surgical Technology.

### **Readmission Policy Statement**

This policy and procedure apply to those students who have been required to exit from a health and Human Service program for one of the reasons outlined below. Such students may elect to apply for Program Readmission through the Health Sciences Readmission Review Committee:

- **Academic:** Student was unable to continue in a Health and Human Services program due to the student withdrawing after the midpoint of a course and/or earning a grade of *D*, *F* or *NC* twice in the same core/program course or in two different core/program courses.
- **Interruption of Study:** Student exited from a Health and Human Services program for a continuous period of one to three years from the program.

- **Clinical/Skills Readmission:** Student earned a failing grade in either a skills or clinical course due to unsafe or unprofessional behavior resulting in removal from the program.

A student is only allowed to apply one time per program enrollment for a Readmission Review and only if the student had extenuating circumstances that impacted the student's grades in their core/program courses. (Extenuating circumstances are unforeseen events or situations that negatively impact a student's performance, such as illness, family emergencies, or technical issues and are beyond the control of the student). If Program Readmission is granted and a student earns a grade of D or F in another program course (or withdraws after the midpoint), the student is ineligible to apply for Readmission again and will not be able to continue in their program.

In the event a student is registered for a future semester but is now ineligible to continue pending readmission, it is the student's responsibility to withdraw from future semester courses. If Program Readmission is granted, course placement will be determined based upon available openings, current students will have placement priority. The student must meet with their Academic Advisor to enroll in program/core courses.

The MPTC Academic Program Requirements Policy ([AP 714](#)) applies.

### **Readmission Process Steps**

A student seeking readmission must complete each of the following steps:

1. Submit a letter requesting program readmission and the necessary documentation to the Readmission Review Committee. It is the student's responsibility to ensure receipt of this information by the due date listed below. Please submit via hard copy to the Readmission Review Committee at 235 N. National Ave., P.O. Box 1940, Fond du Lac, WI 54936-1940 or an electronic copy to [readmissionshs@morainepark.edu](mailto:readmissionshs@morainepark.edu) by 4:30 p.m. the Friday **before** the requested meeting date. The information included in the letter sent must include:
  - Student name, address, current phone number, student email address, and student ID number.
  - Name of the course(s) involved, along with dates enrolled.
  - Reason for the withdrawal and/or unsatisfactory grades in courses, including the extenuating circumstances accounting for student's performance in each of the impacted courses.

An extenuating circumstance is defined as any one of the following:

- Death of an immediate relative of the student
- Injury or illness of the student
- Other circumstances that result in undue hardship to the student

\*Supporting documentation must be included with the request for readmission to substantiate one or more of the extenuating circumstances. Requests without documentation and/or not meeting one of the above criteria will be deemed incomplete; therefore, not reviewed by the committee.

- Actions taken and plans to resolve or correct the unsatisfactory performance. **Be specific in describing these actions. Letters without evidence of clear actions or planning will be deemed incomplete.**
- Include in your letter whether you wish to appear in person before the Readmission Review Committee.

2. Upon receipt of the letter, the Readmission Review Committee will determine if all eligibility requirements have been met. If so, an email/letter from the committee will be sent to the student as acknowledgement of receipt of information and notification of the timeline for the readmission review.

3. **Readmission Committee Review**

Unless the student included in their written appeal letter a request for an in-person appearance, all other reviews will be conducted by the members of the Readmission Review Committee. *The Health Sciences Readmission Review Committee is composed of, the Director of Diversity, Accessibility and Student Support, Dean of Health and Human Services, Director of Student Development, Assistant Registrar and a representative of program faculty.*

The outcome of the Readmission Review Committee will be communicated to the student via a letter from the Readmission Review Committee identifying the Committee's decision, which will include one of the following:

- Readmission granted (See below for additional details regarding Readmission).
  - Readmission denied with rationale.
  - Readmission decision contingent upon the outcome of a Skills Competency Check-off and Safety Standard Review. This is a required component of the Readmission process for any student seeking return following failure of a skills or clinical course due to unsafe and/or unprofessional behavior. Additionally, where required by the Readmission Committee, a student may be required to complete the Skills Competency Check-off and Safety Standard review as part of the readmission application process.
4. For those students required to complete a Skills Competency Check-off and Safety Standard review, the following steps apply:

**Complete a Skills Competency Check-off**

This hands-on assessment will be used to determine currency of occupational skills of the last passed clinical and/or skills course. This process is outlined in greater detail in the next section. The outcome of this assessment is two-fold: (1) further inform the Readmission Committee in making their final determination of readmission and (2) establish at what course the student will re-enter the program, or if they need to repeat a course already passed.

In advance of the Skills Competency Check off review, the student will receive information in writing from the program director outlining the expectations of the evaluation. Included in this communication will be: (1) a date/time for the student to complete a competency assessment. (2) a detailed description of what to expect during the Skills Competency Check-off and Safety Standard review including required skills and scoring rubric. The student will be asked to demonstrate each competency of the skills or clinical class(es) for which they last passed. This assessment will be completed with a faculty from the student's program. Also present may be the program Associate Dean or designee.

**Complete a Safety Standard Review**

Completed along with the Competency Check-off, individuals seeking readmission due to a clinical safety concern must also complete a 1-hour Safety Standards review with program faculty.

The outcome of this evaluation will be submitted to the Readmission Committee for consideration. If the student is unable to achieve a *pass* on the competencies for the clinical or skills course last passed, the student may be required to repeat coursework previously passed (financial aid implications would apply). This decision of the skills competency assessment is final.

5. Students permitted to re-enter a health program based upon Readmission Policy and Procedure will be required to complete each of the following:

#### **Advising**

Students permitted to re-enter a health program based upon Readmission should then work with their academic advisor to register for the appropriate course(s) identified.

#### **Student Success Center**

Recognizing that a student returning under this readmission process may only be enrolled in a limited number of course(s), it is important for student to remain proficient in their overall understanding of all course material previously covered. Therefore, it is required that all students entering under the Readmission Procedure spend dedicated time in the Student Success Center throughout the semester they return to help them achieve success once they return to a full semester of coursework. Program Faculty will identify specific review materials to complete throughout the semester. As an example: a student may be required to complete a 2-hour “boot camp” tailored to the student need week in the Student Success Center.

**Note:** *The Health Sciences Readmission Review Committee meets in November, January, and June. Contact your advisor for specific dates and times. The decision made by the Readmission Review Committee is final. Completion of these steps does not guarantee readmission; rather, this procedure is intended to provide an avenue for consideration to re-enter the program. If Readmission is granted, course placement will be determined based upon available openings; currently enrolled program students will have placement priority.*

## **6.5 Clinical Course Policies and Procedures**

### **Clinical /Field Placement Assignments**

Each MPTC Health and Human Service program schedules clinical/field placement assignments in accordance with the approved number of course credits. The total number of required off-site hours are assigned following the college calendar, including non-student contact days (NSCD). NSCD is defined as a day where there is no student contact with faculty and staff. Students are not to attend clinical or theory (lecture) during Spring Break, Winter Break, and designated non-student contact days, unless approve by the program’s Associate Dean. With the exception of NSCD, it is important for all students to understand that in order for MPTC to ensure an appropriate and quality clinical/field placement experience is available for enrolled students, there may be times when a program(s) may schedule clinical/field placement hours to occur in the evenings or on weekends.

Each program has a process for clinical assignments. Please refer to Section Nine regarding the program’s clinical process.

NOTE: Students are prohibited from direct communication with clinical/field placement facilities to inquire regarding clinical/field placement processes, decisions, or placement denials. Non-compliance may lead to disciplinary action, up to and including dismissal from the program.

## **Dress Code**

Students must comply with the dress code for the classroom, lab, and clinical/field placement sites. The standards for each program will be noted in Section Eight of this handbook.

## **Transportation to Clinical/Field Placement**

Students are solely responsible for their transportation to and from any clinical/field placement site or agency. Students must arrive on time and leave according to their assigned schedules. Because of the need to ensure that students have clinical/field placement experiences in a number of different environments, there is no guarantee that required clinical sites will be within reach of public transportation or proximity to a student's home. Students should be prepared to attend clinical sites within a 60-mile radius in some instances. In some programs, up to 100-mile radius may occur in order to provide students the opportunity for a specialized clinical experience.

## **Protected Health Information (PHI)**

The PHI Privacy Rule defines how healthcare providers, staff in healthcare settings, and students in clinical training programs can access, use, disclose, and maintain confidential patient information called Protected Health Information (PHI). PHI includes written, spoken, and electronic information. PHI encompasses any information that identifies a patient; demographically, financially, and/or medically; that is created by a healthcare provider or health plan and that relates to the past, present or future condition; treatment; or payment of the individual. The Privacy Rule very broadly defines "identifiers" to include not only patient name, address, and social security number, but also, for example, fax numbers, e-mail addresses, vehicle identifiers, URLs, photographs, and voices or images on tapes or electronic media. When in doubt, each student should assume that any individual's health information is protected under HIPAA. This topic will be covered in greater detail within the applicable program.

- PHI must not be transferred to or from, or stored within, any form of personal technology, nor should it be shared in any form of social media.
- Students are not to access personal health records or records of anyone for whom they are not directly involved in care (including self)
- Students who witness a breach of this policy have a duty to report the breach to faculty immediately upon discovery.
- Failure to maintain confidentiality may result in liability to the healthcare facility as well as clients, and providers, and legal action may be taken.
- Failure of students to follow policies governing access to and use and disclosure of PHI will result in being denied access to MPTC facilities and clinical/field placement sites. Failure of students to follow policies governing access to and use and disclosure of PHI might also result in civil and criminal penalties under federal law.

## **HIPAA**

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires health care personnel to protect patients' health information. Students enrolled in Health and Human Service programs are required to learn about the health information privacy requirements ("Privacy Rule") of the federal law, HIPAA. Program faculty will review the requirements of HIPAA with students in advance of off-site clinical. Health care personnel must agree to maintain strict confidentiality of any information and agree not to disclose this information to third parties, unless (1) authorized in writing by the health care facility, and as appropriate, the patient, practitioner, or provider involved; (2) as required by law. The student can be subject to legal action including, but not limited to, lawsuits for invasion of privacy.

### **Confidentiality**

Students are required to sign a confidentiality agreement signifying that HIPAA regulations are understood and will be adhered to prior to participation in all clinical placement rotations. Noncompliance with MPTC and clinical agency policies may result in disciplinary action, which may include dismissal from the program.

## **SECTION SEVEN: PROFESSIONAL EXPECTATIONS**

Health and Human Services students are expected to conduct themselves in a manner consistent with the standards governing their chosen profession. While professionalism looks different in each profession, MPTC identifies various criteria such as the Civility Standard, Medication Administration Safety Standards, Standards of Safe Care, and the Technology Usage Standards as standards outlining what professionalism looks like both as a current student, and in the development as a new health and/or human services profession. It is the expectation of MPTC that students act in accordance with these Standards of Care.

### **7.1 Civility Standard**

Civility is a critical principle of professionalism in healthcare. Civility is behavior that: 1) shows respect toward another; 2) causes another to feel valued; 3) contributes to mutual respect, effective communication, and team collaboration. All students are expected to conduct themselves, both on and off campus, in a civil manner and to comply with requirements of standards of professionalism. Failure to comply with any of the following items or other policies in this Handbook may result in a conference with the program Lead Faculty (i.e., Department/Program Chair). If the problem warrants immediate action, the Lead Faculty may recommend to the Dean/designee that the student be dismissed from the health or human services program. For additional information, please refer to MPTC Policy AP 724 Student Code of Conduct.

### **7.2 Medication Administration Safety Standards**

As applicable, see the individual program section of the handbook.

### **7.3 Standards of Safe Care**

In addition to professional standards of behavior, all Health and Human Service (HHS) programs are expected to comply with standards of safe patient care. Safety is of utmost importance in all HHS programs, and any breach of the below standards may result in disciplinary action.

#### **At all times a student shall:**

- Delineate, establish, and maintain professional boundaries with each patient.
- Have a legal and valid prescription issued for controlled substances or other medications self-administered.
- Immediately and accurately report any errors or deviations in patient care to the instructor and/or preceptor.
- Promote a safe environment.
- Professionally report and document patient care.
- Treat each patient with courtesy, respect, and full recognition of human dignity, self-worth, and individuality.
- Practice within the appropriate scope of practice.
- Use standard precautions established by federal, state, and local government or established by any clinical site to which the student is assigned.

**A student shall not:**

- Use controlled substances or other medications that are self-administered by a student. A student must have a legal and valid prescription issued to them.
- Assault, cause harm to a patient, or deprive a patient of the means to summon assistance.
- Submit any false or misleading information to the program faculty, clinical agencies, preceptors, or to any licensing board or commission.
- Obtain or attempt to obtain money, or anything of value, through providing patient care.
- Misrepresent credentials or student status or impersonate a licensed or otherwise credentialed person.
- Engage in behavior that causes, may cause, or is interpreted as physical, verbal, mental or emotional abuse to a patient.
- Engage in sexual conduct with a patient.
- Engage in any verbal or nonverbal behavior interpreted as seductive, or sexually demeaning to a patient.
- Engage in behavior interpreted as behavior to seek or obtain personal gain at the patient's expense.
- Engage in behavior interpreted as inappropriate involvement in the patient and provider relationship.

**7.4 Technology Usage Standard**

Moraine Park Technical College provides access to computer systems and networks it owns or operates to Moraine Park Technical College students to promote legitimate educational and administrative efforts in keeping with the College's role as an educational institution. Such access has broad impact and imposes certain responsibilities and obligations. Students have the responsibility to use these resources in an efficient, ethical and responsible manner, consistent with the law, college policy and the mission of the College.

Individual academic programs may offer further clarify on the usage of any/all of the following technology uses or mobile devices:

- Mobile devices, including mobile device regulations and care of the mobile device
- Digital content, including digital content copyright
- Email and electronic communications
- Social media
- Code of ethics in social media

Further details regarding program specific information may be found in Section Eight of this handbook or in each course syllabus.

**7.5 Professional Integrity**

As noted throughout Section Seven of this handbook, there is an expectation of appropriate behavior when enrolled in a health or human services program. These expectations include behaviors required of students in general and for those enrolled in a health or human services program of study. In addition to this handbook, MPTC publications, including but not limited to college policies, describe academic integrity, its violations, and consequences. A Student Conduct Code for the campus community, as well as other college policies, is available for review by both students and visitors to the college website.

## 7.6 Program Progression

Students may not be allowed to progress in their program of study for any of the following reasons:

- Unsatisfactory academic performance
- Violation of professional practice. Ethics, and/or safety standards in the college or cooperating agencies
- Failure to abide by the policies of the school, the program or cooperating agencies as otherwise stated in this handbook.

Should a student's status in an academic program require an Administrative Withdrawal to occur, college policy and procedure will apply.

**For more detailed information regarding program progression for a particular health program, please refer to section 8.**

## SECTION EIGHT AND NINE: PROGRAM INFORMATION

### 8.1 Mission Statement

The mission of this program is to develop skilled advanced Respiratory Therapists that are nationally recognized and state licensed. We also dedicate our efforts to support the growth of the Respiratory Therapy profession and all health care professionals to the mutual benefit of the College, the health care industry, and ultimately to the health of the clients to which our profession is dedicated and focused.

### 8.2 Goals

Moraine Park Respiratory Therapy program students gain hands-on experience in applying respiratory therapy concepts to patient care situations. The program goal is to prepare graduates with demonstrated competence in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

Program outcomes for the Respiratory Therapy program at Moraine Park Technical College are:

- Apply respiratory therapy concepts to patient care situations
- Demonstrate technical proficiency required to fulfill the role of a Respiratory Therapist
- Practice respiratory therapy according to established professional and ethical standards

### 8.3 Accreditation

The Respiratory Therapy program, CoARC #200444, associate of applied science degree, at the Fond du Lac campus, holds Continuing Accreditation from the Commission on Accreditation for Respiratory Care.

CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an 'outcomes-based' process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented. Programmatic outcomes data can be found at:

<https://coarc.com/students/programmatic-outcomes-data/>

## 8.4 Technical Standards/Functional Abilities

Students review and sign a document stating that they meet or exceed the technical standards prior to program courses. If an accommodation plan is needed, this may be developed prior to program courses by working with an MPTC Accessibility Specialist who is located at each campus.

### ABILITIES

#### Physical Skills

**Students must be sufficient with the following standards:**

- Endurance, strength, mobility, balance, flexibility and coordination to perform client care activities and emergency procedures
- Gross and fine motor skills to perform administrative, clinical and laboratory skills in a timely, safe and effective manner

**Examples (not inclusive):**

- Ability to move throughout the clinical space
- Move in confined spaces
- Sufficient motor function and physical strength to operate equipment and perform clinical procedures
- Ability to move light or heavy equipment
- Sustain repetitive motion
- Manual dexterity to squeeze, grasp, twist, pinch and manipulate objects

#### Sensory Skills

**Students must have sufficient:**

- Auditory ability
- Visual ability
- Tactile ability

**Examples (not inclusive):**

- Ability to assess patient cardiopulmonary status i.e. pulse, respirations, lung sounds
- Identify different equipment
- Identify changes in skin color, temperature and swelling
- Communicate effectively with patients, patient representatives, and other healthcare providers
- Assess functionality of equipment
- Detect environmental hazards

#### Communication

**Students must have effective:**

- Verbal communication
- Nonverbal communication
- Written communication
- Electronic communication

**Examples (not inclusive):**

- Interpret and convey information
- Interpret and document information
- Collaborate within patient care team

- Ability to convey information in a clear, professional and timely manner
- Awareness of non-verbal communication

### **Safety Skills**

#### **Student must be able to:**

- Apply knowledge, skills and experience to provide a safe work environment

#### **Examples (not inclusive):**

- Safely operate in an environment with potentially infectious materials
- Adhere to campus and clinical site safety guidelines and regulations
- Recognize potentially hazardous conditions and take appropriate actions
- Maintain immunization and health care requirements
- Adhere to clinical site policy for utilization of personal protective equipment (gloves, mask, eyewear, gown)
- Operate equipment, adhering to safety standards
- Identify and resolve unsafe situations
- Follow emergency procedures

### **Critical Thinking Skills**

#### **Students must have sufficient critical thinking and problem-solving skills:**

- Effectively calculate, reason, analyze and synthesize information
- Efficiently problem solve and make decisions
- Apply knowledge, skills and experience to determine best practice

#### **Examples (not inclusive):**

- Apply concepts of respiratory care to clinical situations
- Recognize the need to consult with healthcare professionals
- Demonstrate problem-solving skills
- Anticipate needs for procedures, provider and patient and respond appropriately
- Prioritize patient care duties
- Ability to problem solve complex situations while maintaining a professional demeanor

### **Professionalism**

#### **Students must demonstrate the ability to:**

- Establish professional relationships
- Display cross-cultural competency, integrity, moral reasoning, ethical behaviors and concern for others
- Respect Cultural Diversity
- Work cooperatively with all professional teams
- Adapt to changing environments inherent in clinical practice

#### **Examples (not inclusive):**

- Exhibit positive interpersonal skills in all interactions
- Maintain confidentiality
- Demonstrate appropriate impulse control and professional level of maturity
- Recognize appropriate boundaries in relationships with patients and colleagues
- Demonstrate good team building skills
- Demonstrate ability to cope with stressful situations

- Adhere to attendance, dress code, and personal hygiene protocol
- Display integrity, honesty, respect, reliability and accountability
- Listen and respond to others in an accepting and respectful manner
- Concentrate/Adapt to perform clinical tasks

## **8.5 Code of Ethics**

### **American Association for Respiratory Care Position Statement AARC Statement of Ethics and Professional Conduct**

In the conduct of professional activities, the Respiratory Therapist shall be bound by the following ethical and professional principles. Respiratory Therapists shall:

Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals. Actively maintain and continually improve their professional competence, and represent it accurately.

Perform only those procedures or functions in which they are individually competent and which are within the scope of accepted and responsible practice.

Respect and protect the legal and personal rights of patients they care for, including the right to informed consent and refusal of treatment.

Divulge no confidential information regarding any patient or family unless disclosure is required for responsible performance of duty, or required by law.

Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.

Promote disease prevention and wellness.

Refuse to participate in illegal or unethical acts, and refuse to conceal illegal, unethical or incompetent acts of others.

Follow sound scientific procedures and ethical principles in research.

Comply with state or federal laws which govern and relate to their practice.

Avoid any form of conduct that creates a conflict of interest, and shall follow the principles of ethical business behavior.

Promote health care delivery through improvement of the access, efficacy, and cost of patient care.

Refrain from indiscriminate and unnecessary use of resources.

## **8.6 Program Policies and Procedures**

Program policies and procedures contained in this handbook, as well as course syllabi, apply to all program students and faculty, regardless of the location where instruction occurs.

### **Support Services for Students**

Moraine Park Technical College has many resources available to assist students with success in the Respiratory Therapy program. Equal services are available at all campus locations. All faculty at the College hold weekly office hours, either in-person or online. Please contact your instructor directly to arrange a time to meet. In addition, academic resources and services are available at all campus locations, including: academic advising, counseling, tutoring, career and employment services, student success center, veteran services, accessibility services/accommodations, and pregnant/parenting resources. Please visit the [Campus Resources](#) webpage for more information. Your instructor and/or academic advisor can assist with accessing resources. Additional details can be found in Sections 1-7 of this handbook.

**Confidentiality** - All student records shall be maintained in accordance with the provisions of the Federal Family Educational Rights and Privacy Act of 1974.

All student records accumulated during the program are considered confidential and kept in a locked file. The contents of a student's file are not revealed to any unauthorized person without the student's knowledge and written consent. Students may review any records, which pertain to them in the program official's office during regular office hours. Any records maintained by the clinical affiliates concerning individual students are subject to the same considerations regarding confidentiality, security and availability.

Students are also required to respect the privacy rights of others which are specified in HIPAA.

### **Clinical Site Preceptor Qualifications**

- Personnel supervising and evaluating students should have the appropriate qualifications listed below.
- Shall be credentialed in good standing by respective credentialing agencies (NBRC).
- Shall meet the criteria for the position as established by the sponsoring institution and/or accrediting agencies.
- Shall demonstrate competence in instructional and evaluation procedures and techniques.
- Shall document a minimum of 2 years full-time professional experience, or as required by accreditation agencies, or as designated and approved by department management.

### **Supervision of Respiratory Therapist Students**

Students must have adequate supervision during all clinical assignments. Students are not allowed to perform independently those clinical procedures they have not gained competency in. Students must perform all Respiratory Therapy procedures under the direct supervision of a qualified respiratory therapist until students achieve competency.

The following conditions constitute direct supervision:

A qualified respiratory therapist is to be readily available during the student's clinical experience. Students will have preceptor contact information on hand at all times.

Students shall not take the responsibility or place of the qualified staff.

### **MPTC Director of Clinical Education Responsibilities**

- Orientate site preceptors and designated staff to the RT program's academic and clinical education mission, objectives and goals.

- Ensure student orientation to department policy and procedures as well as safety procedures within the first clinical training week.
- Provide regular feedback to the student.
- Demonstrate knowledge of program goals, clinical objectives, and clinical evaluations.
- Recognize and document student's performance, incident reports and/or counseling forms as required.
- Exhibits a positive professional attitude and communication skills toward students and the teaching process.
- Participates in continuing education to improve and maintain competence in evaluation and professional skills.
- Perform problem resolution, if needed.
- Maintains confidentiality in accordance with program policy.
- Responsible for reviewing, signing, and maintaining effective student records which would include:
  - Assessment forms for the department rotation, safety and infection control, equipment, documentation system and professionalism.
- Facilitates proper student rotations in the clinical setting to achieve MPTC Program goals and objectives.
- Serves as a liaison between MPTC and clinical training site as necessary.
- Implements and promotes diligent compliance with policies and procedures.

## 8.7 Courses

### **Program Requirements for Degree Completion**

Moraine Park's Respiratory Therapy program includes pre-core, core, and general education requirements. Every course has defined competencies and performance assessment tasks that must be completed. Specific requirements for each course can be found in the course syllabus. Courses are sequenced, utilizing prerequisites and corequisites, to allow laddering of program content. The detailed program curriculum, including course descriptions and requisites, can be found in the [College Catalog](#).

### **Grading: Academic Requirements**

Many associate degree programs require a minimum grade in order to count towards graduation requirements. The course syllabus details the academic rules specific to each course. For additional information regarding college-wide academic requirements, please visit [Academic Standards](#).

### **Grading: Remediation**

If a student fails to achieve the minimum passing threshold on a Performance Assessment Task (PAT), they may be offered a structured remediation opportunity. Remediation plans are designed to correct specific skill deficits and must be completed within the designated timeframe specified by the faculty. Failure to pass a skill verification after the maximum allowed attempts (3) will result in a failing grade for the course.

## 8.8 Clinicals

### Clinical Site Responsibilities

**Safety Orientation** - each clinical training site should orientate the student to the safety procedures. This orientation should include:

- Fire Safety
- Location of safety equipment
- Instruction in safety procedures

**\*Students are required to adhere to all safety regulations and procedures. Failing to follow these regulations and procedures may result in sanctions under Academic and/or Student Conduct guidelines.**

Students must be appropriately supervised at all times during clinical education. Students must not be used to substitute for clinical, instructional, or administrative staff. Furthermore, students must not receive any form of remuneration (payment) in exchange for patient care provided during programmatic clinical coursework. While students may be employed in a healthcare facility outside of program hours, they may not complete clinical coursework or be evaluated on clinical competencies while functioning as a paid employee.

**Department Policy and Procedures** - each clinical training site should orientate the student to department policies and procedures to ensure that proper protocol is followed.

**Equipment** - each clinical site should introduce the student to the equipment available in the respiratory therapy clinical setting. This should include basic maintenance, monitoring, troubleshooting, calibration, control, and proper documentation practices.

**Student Assessment** - Clinical preceptors overseeing the skills of the student will complete any required program training. The student is responsible for initiating the completion of the daily assessment and four-week core ability documentation. The preceptors will complete these documents through the clinical tracking software.

**Communication** - The site preceptor and MPTC's RT director of clinical education are the contact people for their respective organization. Communication between them should be on a regular basis and as situations exist that require attention.

**Incident Reporting** - In the event of an incident involving a student during clinical training, the clinical preceptor must forward a legible copy of the incident form to MPTC program official.

An incident may be an occurrence that involves a student injury, student involvement during a patient/staff injury and/or failure to follow clinical site protocol.

**Student Conduct** – All students participating in clinical placements are expected to adhere to the highest standards of professional conduct, as outlined in the college's Code of Conduct Policy. Students are required to demonstrate professionalism, respect, and ethical behavior in alignment with the expectations of the clinical site and the academic program.

**Clinical Site Authority** – Clinical sites reserve the right to request the removal of any student from their facility at any time. Reasons for such requests may include, but are not limited to, unprofessional behavior, failure to adhere to clinical site policies, or any action deemed

inappropriate or disruptive to the clinical environment.

### **Removal Process**

In the event that a clinical site requests the removal of a student:

1. The clinical site will notify the Director of Clinical Education (DCE) of the concern.
2. The DCE, in collaboration with the Program Director, will investigate the matter thoroughly. This investigation will include reviewing the clinical site's report, gathering input from the student, and consulting with relevant parties as needed.
3. A determination will be made, in collaboration with the associate dean, regarding whether the student has violated the college's Code of Conduct or other applicable policies.

### **Consequences of Site Removal**

- A single removal of a clinical site will result in a review of the student's conduct and may lead to remediation or other corrective actions, in alignment with site availability and College policies.
- Removal from two or more clinical sites, when applicable, will result in disciplinary action, which may include removal from further clinical placements and a non-passing grade for the clinical course.

Students are encouraged to proactively communicate with their clinical instructors and the Director of Clinical Education if they encounter challenges or have concerns regarding their clinical placement.

By participating in clinical placements, students acknowledge their responsibility to uphold these standards and understand the potential consequences of failing to do so.

## REVISION HISTORY DOCUMENT

Section #	Document Program Year	Revision Date	Revision Description	Revision Tracking Notes
8.2, 8.3	2025-2026	5/28/26	Goals and Accreditation	Sections updated.
8.4	2025-2026	5/28/26	Technical Standards/Functional Abilities	New section added.
8.6	2025-2026	5/28/26	Program Policies and Procedures	Added Introductory sentence and updated Support Services for Students section.
8.7	2025-2026	5/28/26	Courses	Updated Program Requirements for Degree Completions and added Grading: Remediation sections.
8.8	2025-2026	5/28/26	Clinicals	Updated Safety Orientation, Student Assessment, and Consequences of Site Removal.
1.1	2025-2026	8/8/25	Strategic Priorities	Added new priorities for Forward 2030 Strategic Plan
6.4	2025-2026	8/8/25	Readmission Policy and Procedure	Revised Readmission Committee Review section
9.1	2025-2026	8/8/25	Student Assessments	Section updated
9.1	2025-2026	8/8/25	Student Conduct, Clinical Site Authority, Removal Process, Consequences of Site Removal	New sections added.
1.1	2024-2025	6/27/24	Enrollment, Workplace Culture and Economic Driver/Community Impact Objectives	Objectives updated per MPTC changes.
2.1	2024-2025	8/1/24	Student Resources	Changed student handbook to college catalog.
4.7	2024-2025	7/29/24	Drug-Free Schools and Communities Act	New section added.
6.2, 6.4, 7.1	2024-2025	7/16/24	Updated links for AP605, AP714 & AP724	Updated links not working.
6.4	2024-2025	7/25/24	Readmission Policy & Procedures	Removed Paramedic and added EMS, Fire and SUDC.