



SALUS LEARNING INSTITUTE

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Volume 1.0
Effective July 1, 2026 - June 30, 2027

Ohio State Board of Career Colleges and Schools Registration # TBD

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School Information

Using this Catalog

This student catalog contains critical information for potential students and students of Salus Learning Institute.

This catalog is specifically designed to help you understand Salus Learning Institute's expectations of you while you are attending training, as well as ways that Salus Learning Institute can support your success. Read each page carefully to avoid misunderstandings that may result in separation from the program. Salus Learning Institute reserves the right to amend this catalog without prior notice.

History

Salus Learning Institute was established to address the growing need for skilled surgical technologists in the Cleveland, Ohio region. Healthcare providers continue to experience a shortage of qualified professionals to support surgical teams, creating a demand for focused, high-quality training programs that prepare individuals for entry-level roles in the field.

Founded with a commitment to workforce development and patient care, Salus Learning Institute is dedicated to preparing graduates who demonstrate the knowledge, technical proficiency, and professional integrity required in the Surgical Technology profession. The institution works closely with local healthcare providers to ensure its program aligns with current industry standards and workforce needs, including the development of clinical training opportunities that provide students with real-world experience in surgical settings.

Salus Learning Institute began operations in June 2026, offering a clock-hour diploma in Surgical Technology delivered in a residential format. The program is designed to equip students with the competencies necessary for entry-level employment and to support preparation for the National Center for Competency Testing (NCCT) Tech in Surgery-Certified (TS-C) examination.

Through its focused mission and industry collaboration, Salus Learning Institute aims to contribute to the strength and integrity of the Surgical Technology field while supporting the healthcare needs of the Cleveland community.

Ownership

Salus Learning Institute is a not-for-profit organization, formed in the state of Ohio, and owned by Salus Learning Institute, LLC.

Mission

Salus Learning Institute is committed to supporting the healthcare industry in the Cleveland, Ohio region by preparing competent, entry-level surgical technologists through an industry-relevant curriculum delivered by highly qualified faculty. The institution promotes strong student achievement, outcomes, and satisfaction while equipping graduates with the skills and

professional integrity necessary for surgical technology practice and preparation for the NCCT Tech in Surgery-Certified (TS-C) examination.

Approvals and Licensure

Salus Learning Institute is licensed to operate by the Ohio State Board of Career Colleges and Schools (OSBCCS). Its registration number is # TBD.

Salus Learning Institute is not currently accredited.

Campus Location and Facility

Salus Learning Institute's campus is located at 3634 Euclid Ave., Suite 100, Cleveland, OH 44115.

Salus Learning Institute is a modern educational facility that supports vocational training for adult learners in a focused healthcare training environment. The campus includes a classroom and a laboratory space designed to support the Surgical Technology program, with room for growth. A lobby and student common area is available where food and beverages are permitted.

Street parking is available behind Salus Learning Institute on Prospect Avenue. The institution is not responsible for student vehicles or parking-related incidents, including towing or ticketing in adjacent or nearby areas.

The classroom accommodates up to 20 students and is equipped with instructional resources such as whiteboards, anatomical charts, and projection technology to support didactic learning.

The laboratory facility is designed to simulate the perioperative environment and support the development of essential surgical technology skills. Lab equipment and supplies include, but are not limited to, surgical instrumentation sets, sterile field setup materials, surgical tables, operating room simulation equipment, instrument trays, case carts, and supplies for draping and gowning. Students receive hands-on training in aseptic technique, sterilization and decontamination processes, sterile processing concepts, surgical case setup, instrumentation handling, and procedural support in alignment with program objectives and laboratory coursework.

Hours of Operation

Salus Learning Institute is open Monday through Friday from 8 am to 5 pm.

Academic Calendar and Holidays

HOLIDAYS AND SCHOOL BREAKS		
January 20	Monday	Martin Luther King's Day
February 17	Monday	Presidents' Day
May 26	Monday	Memorial Day

June 19	Thursday	Juneteenth
July 4	Friday	Independence Day
September 1	Monday	Labor Day
November 27 - 28	Thursday-Friday	Thanksgiving Holiday
December 24 – January 1	Wednesday - Thursday	Holiday Break

SURGICAL TECHNOLOGY START AND END DATES	
START DATE	END DATE
October 5, 2026	August 13, 2027

Student Privacy Policy

Salus Learning Institute’s student privacy and confidentiality policy follows the [Family Educational Rights and Privacy Act \(FERPA\)](#) guidelines.

FERPA was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading information through informal and formal hearings.

Salus Learning Institute will not disclose students’ education records without obtaining prior written consent, except in certain instances where a student's educational records may be disclosed to school administrators with a legitimate interest. These individuals may include persons whom Salus Learning Institute has employed or contracted with, whose responsibility justifies access to all or part of an educational record for legal, educational, or administrative functions.

Students may inspect and review their own records pertaining to academic standing and other information at any time. Students may also seek amendment of inaccurate or misleading information in their education records.

Salus Learning Institute depends on the accuracy of the records submitted by its students. False information on an application as well as any act to intentionally mislead or misinform instructional personnel or administrators is grounds for disciplinary action, including dismissal from the school. Students seeking access or amendment to their educational records should contact the School Director.

Student Records Maintenance

Salus Learning Institute maintains comprehensive records on all students who enroll in its program. The records are maintained in a locked fireproof cabinet in a locked storage room.

Student records include:

- Personal Information (address, email, etc.)
- Enrollment Agreement
- Student initiated petitions/forms

- Course Enrollment and Completion
- Grades Received
- Disciplinary Actions (Warning(s), Probation(s), conduct violations, etc.)
- Progress Evaluations
- Certificate Conferred
- Employment Verification
- Transcript

Student records are maintained actively during the enrollment period. Any changes or alterations to student records must be accurately documented and signed by an appropriate school official. Student Records are maintained for a period of five years from the last day of attendance. Transcripts are maintained permanently.

Records of progress and conduct are made available to each student at their request and at a time convenient to the school.

ACADEMIC INFORMATION

Enrollment Process

Enrollment at Salus Learning Institute is based on a structured process designed to ensure that applicants are prepared to successfully complete the training program. Applicants who meet the established admissions criteria, provided below, may advance through the selection process. Each phase of the application process is designed to evaluate readiness for the program and commitment to the profession.

Salus Learning Institute offers payment options that may include employer-provided tuition assistance and institutional payment plans. Institutional grants, awarded as tuition credits, may also be available periodically based on institutional determinations.

Enrollment in a Salus Learning Institute training program is contingent upon meeting all admissions requirements and program availability.

Admission Requirements

Salus Learning Institute provides individualized support to applicants throughout the admissions process. Admissions staff are available to assist with each step, including application completion and documentation requirements. The institution provides reasonable accommodations for individuals with disabilities. Applicants requiring accommodations are encouraged to contact the School Director to discuss specific needs; appropriate documentation may be required.

To be considered for admission to Salus Learning Institute, applicants must meet the following requirements:

- Be at least 18 years of age at the time of application.
- Possess a high school diploma or a General Educational Development (GED) equivalent.
- Submit a completed admissions application.
- Provide official transcripts from all previously attended educational institutions, as applicable.
- Complete an interview with the Program Director or designee. Through Open House with each hospital.
- Successfully complete a background check and drug screening, as required for program participation and clinical placement.
- Provide documentation of current immunizations and health clearance prior to participation in clinical experiences.
- Obtain Basic Life Support (BLS) certification prior to entering clinical rotations.
- Complete all required clinical onboarding documentation.

Applicants must also demonstrate the ability to meet attendance requirements and commit to scheduled class, laboratory, and clinical hours.

Enrollment is contingent upon meeting all admissions requirements and program availability.

Salus Learning Institute is approved to operate in the state of Ohio. Students who plan to relocate outside of Ohio must notify the institution in advance, as relocation may impact the ability to complete program requirements, including clinical placement.

Interview

An interview with Salus Learning Institute staff is the final step in the admissions process. The interview focuses on career interests, job entry requirements and expectation, prior education and experience, as well as a willingness to commit time and effort to the program and address any potential barriers to attendance.

Fingerprint and Background Check

Ohio law prohibits individuals with certain criminal background offenses from participating in the medical professions. Salus Learning Institute wants to ensure that applicants can work in their desired field of training prior to enrollment; therefore, Salus Learning Institute's acceptance of applicants is contingent on an Ohio BCI background check. If questionable/criminal records appear in a potential applicant's background, Salus Learning Institute's hospital partners conduct their own background check to determine whether a student is eligible to perform an externship in a hospital.

Salus Learning Institute reserves the right to deny admission to individuals who may not be able to secure employment in their desired field of study owing to criminal background issues.

Non-Discrimination

Salus Learning Institute is committed to equal employment and educational opportunities. No distinctions are made based on race, color, religion, gender, orientation, or national origin in the administration of any educational programs or activities. This includes participation in, receiving benefits of, admission to, or employment in such programs or activities. No otherwise qualified person with a known disability will be excluded from employment or participation in our educational programs.

Accommodations

Salus Learning Institute offers reasonable accommodations to students with disabilities under the Americans with Disabilities Act ("ADA"). All student ADA requests are voluntary. A student is not required to disclose a disability or to request reasonable accommodations; however, the student must initiate the process. A student requesting accommodation for a disability must contact the Director and complete the Student ADA Request Form. Salus Learning Institute will make reasonable accommodations as necessary for all applicants with disabilities, provided that the individual is able to fulfill the program objectives with or without reasonable accommodation, provided that the accommodations do not impose an undue hardship on the school.

The student should submit supporting documentation (such as an IEP, letter from a medical professional, etc.) demonstrating the disability and/or past accommodations for that condition. The institution will review each student's request individually and will notify the student of their decision. To ensure that accommodations are provided timely, Salus Learning Institute

encourages students to submit all ADA requests and supporting documentation during the admissions process or immediately after enrollment and before the first day of classes. Information pertaining to the Americans with Disabilities Act and associated accommodation requests are kept confidential.

Admissions Appeals

Appealing an admissions decision must be completed within seven (7) calendar days of the initial admissions decision. If a prospective student feels that he or she has received a denial of admission in error, the prospective student may appeal the decision by submitting a written appeal. The Director, and/or designated staff member will review the material and notify the prospective student of their decision in writing.

Transfer of Credit

Transfer into Salus Learning Institute

Salus Learning Institute will review transcripts and consider previously earned credits/clock hours. Salus Learning Institute does not accept advanced placement and/or credit for experiential learning.

Transfer out of Salus Learning Institute

Transferability of coursework completed at Salus Learning Institute is always up to the discretion of the receiving institution. Salus Learning Institute does not in any way imply or guarantee the transferability of credit (clock hours) into any other institution.

Satisfactory Academic Progress

The Satisfactory Academic Progress Policy is applied consistently to all students. Satisfactory Academic Progress is measured in two ways:

- Qualitatively: The Cumulative Grade Point Average (CGPA) is reviewed to ensure that the student is meeting a minimum 2.0 (C) average (70%) at the conclusion of each evaluation period.
- Quantitatively: The student must attend at least 90% of the scheduled clock hours cumulatively for each evaluation period, enabling completion within the maximum time frame of the program.

A student must be meeting these standards to be considered meeting Satisfactory Academic Progress and in 'Good Standing.' Any student who has not achieved a minimum cumulative GPA of 2.0 (70%) or who has not successfully achieved a cumulative rate of attendance of at least 90% at each required evaluation period is not considered in 'Good Standing' and is subject to the consequences outlined in this policy.

Evaluations

Students will receive a grade report at the end of each course which includes their final grade and attendance for the course completed, as well as the cumulative GPA and cumulative attendance percentage for all courses completed within the program.

Warning

If any student is not meeting the academic progress requirements at an evaluation point, the student is placed on a Warning status. The Director is notified and works with the instructor and the student to make an improvement plan to get the student back to good standing.

If the student does not meet the terms of the plan, but is making progress and has the potential to successfully complete the program within the Maximum Time Frame, the warning period may be extended.

If the student does not meet the terms of the plan and does not have the potential to graduate within the Maximum Time Frame, the student will be terminated from the program.

Maximum Time Frame

Students must complete their program within 150% of the normal program length. This length of time is considered the Maximum Time Frame. Students who have attempted over 150% of the total program clock hours and not met the graduation requirements, will be withdrawn from the program.

Transfer and Readmitted Students

Transfer students from outside the institution will be evaluated qualitatively only on the work completed at the Salus Learning Institute. The maximum time frame is reduced for transfer students based upon the remaining length of the program in which they enroll.

Incomplete Courses

A grade of Incomplete is not included in the calculation of the cumulative grade point average. However, the final grade issued three (3) days after the end of the course, whether or not the incomplete course work was completed, is calculated in the cumulative grade point average. The course hours count as hours attempted for the purpose of calculating progress toward maximum time frame.

Attendance Policy

Attendance Clock Hours

All programs are measured in clock hours. A period consisting of 50 minutes in each 60-minute theory, laboratory, training, or clinical hour.

Earned Clock Hours

In programs measured in clock hours, students earn all clock hours for a course upon successfully passing the course. Earned clock hours represent the successful completion of academic requirements for each course within a program and are distinct from attendance hours, which track physical presence in class. Students must fulfill both minimum grade and attendance requirements, as defined in the Catalog or course syllabus, to pass each course, earn clock hours, and progress through their program.

Attendance Requirements

Salus Learning Institute emphasizes the need for all students to attend classes consistently to develop the skills and attitude necessary to be successful in today's competitive job market. The classroom is designed to emulate a work environment and arriving on time every day is essential to maintaining employment. Therefore, attendance is critical for success at Salus Learning Institute.

Students are expected to be in class on time every day to achieve the learning goals for their program. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory. In addition, students are responsible for submitting all assignments on time, as well as completing examinations and assessments as required.

Students must have a cumulative attendance rate of 90% or higher at each evaluation point to remain in good standing. (See Satisfactory Academic Program policy.)

If a student's attendance rate is under 90% at the end of a course, the student will complete an advising session with the Director or instructor to create a plan to improve attendance.

Tardiness and Early Departures

Any student arriving up to 15 minutes after the start of class will be considered tardy. Additionally, any student who leaves class up to 15 minutes before the scheduled end will be considered an early departure.

Students who are more than 15 minutes late will be marked absent for one (1) full class hour. Students who depart more than 15 minutes before the end of class will be marked absent for one (1) entire class hour.

Attendance During Clinicals

Students are required to complete all externship hours. Absences during externship training should be avoided unless necessary and it is the student's responsibility to make up the time. Students in programs that require volunteer and/or externship components should obtain specific information about whom to contact and how to report during their first communication with the site. Failure to follow site specifications for call-off during volunteer and/or externship will result in disciplinary action and/or immediate termination.

Attendance Monitoring

Attendance is taken at the beginning of each class by the instructor. The instructor records attendance in the student information system, including tardiness and early departures.

Make-Up Time & Work

Make-up time must be arranged with the instructor and completed outside of scheduled class hours. For any make-up hours, the instructor will assign make-up work/time that is

educationally sound and equivalent to the classes missed in content, time (clock hours), and delivery method.

To earn make-up hours, students must complete the assigned make-up work/time on campus under the direct supervision of a qualified faculty or staff member, as designated by the instructor. Make-up hours/work must be completed within three (3) class days of the absence.

If circumstances prevent completion within three class days, the student may submit a written appeal to the Director within two (2) class days of returning, including the reason for the request and supporting documentation, as applicable. The Director's decision will be communicated in writing.

All make-up hours completed will be documented on the official attendance record. There is no additional charge for make-up hours/work.

Administrative Attendance Withdrawal

Any student who is absent for fourteen (14) consecutive calendar days will be terminated from his or her program. After notifying the student of the termination for violation of the attendance policy, a refund calculation is completed. Any money due back to the student, or to a third-party funding source, is returned per the refund policy. A student dismissed for attendance-related reasons may only apply for re-admittance after discussing plans for successful attendance with the Director and receiving written permission to re-apply. All current admissions requirements at the time of re-application must also be met.

Grading

Grading Scale

Student progress reports are issued quarterly. Instructors distribute evaluation criteria for each course using Salus Learning Institute's grading scale is as follows:

Percentage	Grade	GPA Points	Designation
90%-100%	A	4.0	Excellent
80%-89%	B	3.0	Above Average
70%-79%	C	2.0	Average
60%-69%	D	1.0	Below Average
0%-59%	F	0.0	Failing
N/A	I	N/A	Incomplete
N/A	P	N/A	Pass (Clinical Only)
N/A	NP	N/A	Not Passed (Clinical Only)

Grade Appeals

Students may appeal their final grades if they believe there has been an error in calculation or an issue of fairness in grading. Students must appeal the grade within two (2) business days of

receiving the final grade by contacting the instructor to discuss the grade and seek clarification. If the issue is resolved during this meeting, no further action is required.

If the issue is not resolved, the student may submit a written appeal to the Director within five (5) business days of receiving the final grade. The appeal must include a detailed explanation of why the grade is being appealed, along with any supporting documentation (e.g., graded assignments, exam scores, or correspondence with the instructor). The Director will review the appeal, consult with the instructor, and may request additional information or clarification from the student. A written decision will be provided to the student within five (5) business days of receiving the appeal.

Digital Millennium Copyright Act (DMCA)

Individuals using computers and networks at Salus Learning Institute are responsible for complying with copyright laws and Salus Learning Institute's policy and procedures for computer use. The Digital Millennium Copyright Act (DMCA) of 1998 amends the federal copyright law to provide certain liability protections for online service providers when their computer systems or networks carry material that violates (infringe) copyright law.

The Digital Millennium Copyright Act specifies that all infringement claims must be in writing (either electronic mail or paper letter) and must include all of the following elements:

- a physical or electronic signature
- identification of the infringed work
- identification of the infringed material
- contact information for the complainant, e.g. address, telephone number, electronic mail address
- a statement that the complaining party has a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner or the law
- a statement that the information contained in the notification is accurate, and under penalty of perjury, that the complaining party is authorized to act on behalf of the copyright owner.

Infringement claims should be sent to Salus Learning Institute's Designated Agent: Director

Salus Learning Institute's users should not download, upload, transmit, make available or otherwise distribute copyrighted material without authorization using Salus Learning Institute's computer systems, networks, and internet access or storage media. This is inclusive of utilizing unlicensed/unauthorized peer-to-peer file services that would promote copyright infringement. Users who violate this policy are subject to disciplinary action as appropriate under the circumstances. Such disciplinary action may include suspension, dismissal, and other legal actions.

In addition to the complaint being handled by Salus Learning Institute, copyright owners may also take direct legal action against alleged infringers, and subpoena Salus Learning Institute

for information about people sharing files. The No Electronic Theft (NET) Act provides for serious criminal penalties, including a fine of up to \$250,000 and a potential jail sentence. Lack of knowledge about copyright infringement laws will not excuse one from legal consequences, or from action by Salus Learning Institute. It is your responsibility to be aware of the legality of your actions.

Copying Materials

Students, instructional staff, and administrative staff are not allowed to make copies of their textbooks or exams for themselves or their peers. Copying textbooks and other copyrighted material is against the law. Any student caught copying material (or in possession of copied material) will be in violation of the Student Code of Conduct and will be subjected to the full range of consequences.

Salus Learning Institute requires compliance with applicable copyright laws in the use of instructional materials. The Copyright Act protects all types of expression or authorship fixed in any tangible medium, including such as written works, paintings, sculptures, photographs, videos, recorded music, sheet music, computer programs, video games, architectural design, and choreography. It is important to note, however, that the Act does not protect the underlying facts or ideas in a copyrighted work -- only the "expression" of those facts or ideas.

During the applicable term of protection, the author of the work possesses certain exclusive rights (which may be assigned to another party such as the publisher or distributor). These exclusive rights include: (1) the right to copy the work; (2) the right to create derivative works; (3) the right to distribute the work; and (4) the right to display, perform or broadcast the work. Therefore, before exercising any of these rights with respect to a given work, individuals must obtain permission from the copyright holder unless a statutory exception such as "fair use" applies or the work is in the public domain.

The Public Domain and Other "Free" Works

Copyright protection does not extend to works in the public domain, which include: (1) works for which the applicable term of protection has expired; (2) works published by the federal government (e.g., published by the Centers for Disease Control or the National Oceanic and Atmospheric Association); (3) works that lack sufficient originality or expression to qualify for copyright protection (e.g., unadorned calendars, indices, phonebooks, databases); and (4) works expressly donated to the public domain. Such works may be copied and used without the permission of the author or publisher.

Salus Learning Institute students/instructors/staff who violate this policy are subject to appropriate disciplinary action. Serious violations of this policy may result in expulsion or discharge from Salus Learning Institute. Individuals who violate state or federal copyright laws may also be subject to criminal/civil action by the appropriate agency or by the owner of the copyright.

Universal/Standard Precaution

Universal precautions will be followed at all times. This method of infection control requires the student to assume that all human blood and specified human body fluids are infectious for HBV, HIV, and other bloodborne pathogens. Where differentiation of types of body fluids is difficult or impossible, all body fluids are to be considered as potentially infectious.

Salus Learning Institute acknowledges that gloves are critical to all health care professionals working and handling sharp instruments (needles, lancets, etc.) and body fluid. Wearing gloves is the most important measure to prevent the spreading of infectious diseases, especially Hepatitis B and AIDS. The campus utilizes the engineering controls and work practice controls to minimize or eliminate student exposure to the bloodborne pathogens. Students are expected to utilize the following personal protective equipment:

- Gloves (hand protection)
- Spill Kits
- Sharp Containers
- Face Shield and/or Eyewear. Long Sleeved gown
- Eyewash Stations

Initial Response to Exposure

1. Immediately apply first aid as appropriate
2. Allow to bleed freely (for needle stick/puncture injury)
3. Wash thoroughly with soap and water
4. Mucous membrane: flush copiously with water
5. Eyes: Irrigate and/or flush copiously with water
6. Document the incident, including
 - a. Route of exposure
 - b. How and when exposure occurred
 - c. The source individual, if known
7. Report exposure immediately to nursing or medical laboratory faculty and appropriate supervisor on campus or at the clinical agency

Hazardous Materials

Salus Learning Institute understands that hazardous material is a substance, be it solid, liquid or gas, that is capable of harming humans, property and the environment if mishandled, stored/disposed incorrectly.

Salus Learning Institute maintains safe handling and use of these materials through training with proper instructions, precise labeling, storage, disposal, and provision of material safety data sheets (MSDS). Contaminated materials such as needles, syringes, etc., must be disposed of in the sharp collectors' containers. The use of these containers is mandatory, and students are not allowed to dispose of the sharp collector under any circumstances.

School Safety

Salus Learning Institute seeks to maintain a safe environment, free from aggression, violence, and harassment for its students and staff. To ensure the well-being of its students and staff, Salus Learning Institute prohibits the presence of any weapons on the property, as well as any acts of aggression, violence, or harassment, including sexual harassment.

It is the responsibility of every student, faculty member, and staff member to maintain an educational environment free of harassment of any kind from any source. Anyone found to be in violation of this policy will be subject to both criminal prosecution and disciplinary action, up to termination and expulsion from Salus Learning Institute.

Students who are witnesses to or victims of a crime should immediately report the incident to local law enforcement.

Student Code of Conduct

By enrolling in Salus Learning Institute's, students agree to a standard of conduct. Accordingly, they agree that the following behaviors are PROHIBITED at Salus Learning Institute: Use of personal audio/video devices with or without earphones in training areas; Shouting, or use of profanity or other inappropriate language on the premises; Sleeping during class; Fighting on the premises.

Salus Learning Institute reserves the right to terminate a student immediately for extreme actions, including physical or verbal attack, possession of weapons, and use or possession of illegal drugs or alcohol on Salus Learning Institute premises, among others.

Professionalism and Insubordination

All students are expected to act in a professional manner. Individual instructors determine what kind of behavior is considered "professional" in their class. Students need to have a good working relationship with each instructor to maximize the benefits of training. Please remember that this is a job-training program; your instructors should be regarded as supervisors, and failure to comply with established classroom guidelines will be considered insubordination. Any acts of insubordination will result in disciplinary action.

Student Dress Code

Salus Learning Institute has a mandatory dress code. Exposed abdomens, breast, buttocks or thighs are not permitted. Salus Learning Institute has a ZERO TOLERANCE policy regarding inappropriate dress and grooming. Failure to comply will result in disciplinary action.

Clothing

Salus Learning Institute requires all students attend class in uniform and provides students with several pairs of scrubs that serve as their uniform. Scrubs should be clean, neat and tidy. The scrubs should cover all visible tattoos. If needed, there are make-up products or long-sleeved shirts that the student may purchase to appropriately cover tattoos. Exposed abdomens, breast, buttocks or thighs are not permitted. Absolutely no bonnets, rags, hats, or scarfs are permitted in the classroom unless for religious reasons

Hair

Hairstyles should be conservative and neat. Hair should have a natural color tone and not be dyed bright colors. Hats and head wraps/scarves are prohibited indoors except for religious and/or medical purposes.

Fragrance

Strong scents should be avoided (perfume, after-shave, sprays, etc.).

Fingernails

Fingernails must be clean and neatly trimmed. Students should not have acrylic nails and nail designs.

Make-up

Make-up must appear professional and natural and should be conservative in style and color.

Jewelry

Jewelry should be kept at a minimum and should be conservative in style, size, and color. For example, bold, bright or excessive costume-style jewelry is not appropriate. Students also should not wear any facial jewelry (e.g. nose rings, tongue piercings etc.)

Cell Phones

Students are permitted to carry their cell phones, but all cell phones must be on vibrate while in training areas and should not be visible at any time unless there is an emergency.

In the event of an emergency, students can use their cell phones in designated areas (Student Resource Room/outside) during emergencies and class break times. When using cell phones, please keep in mind that conversations should be private. Students should refrain from loud, inappropriate discussions that can be heard by others. Cell phone use in restrooms is prohibited.

Smoking

Salus Learning Institute's facilities are smoke-free. Smoking is permitted outside ONLY! Absolutely no smoking is permitted in restrooms or in front of or adjacent to the doors. Please use appropriate receptacles for disposal of cigarette butts. Do not extinguish cigarette butts on the building.

Eating

Eating is confined to the dining area ONLY. Absolutely no food or drinks other than water in the classrooms, restrooms, reception area, hallways, or related areas. Failure to comply will result in disciplinary action.

Fraternizing

Public school students are enrolled in Salus Learning Institute's after-school programs. Fraternalizing with high school students is not permitted. In addition, students of Salus Learning

Institute are not to fraternize with faculty or staff. Fraternization includes, but is not limited to personal phone calls, texting or emailing; ride sharing or transporting of a student in the employee’s vehicle; meeting socially outside of the school; smoking during breaks together, etc.

Theft or Loss

Students are responsible for securing their own personal belongings. In the case of property loss, report the loss to the instructor immediately. Stealing or damaging property, whether personal property or that of the center, is a serious act. Violators will fully be prosecuted of the law.

Cheating and Plagiarizing

For a first offense, any student who is caught cheating or plagiarizing on a test or assignment will receive a zero for the assignment or test and an “F” letter grade, along with written warning given by the instructor. Any student caught cheating or plagiarizing a second time will be subject to further discipline up to and including dismissal from the training program.

Disciplinary Policies

Salus Learning Institute is an adult training institution. Students are always expected to conduct themselves in a mature manner. Any violation of policies and procedures or behavior determined by the faculty and staff to be disruptive or unprofessional may result in the following disciplinary action:

INCIDENT	ACTION
First violation	Verbal warning issued to student
Second violation	Written warning
Third violation	Disciplinary meeting, which may include termination

Salus Learning Institute reserves the right to immediately terminate students for serious behavior infractions, such as physical violence, insubordination or use of flagrant language, theft, being under the influence of illegal drugs or alcohol or using illegal drugs or alcohol on school property or at clinical sites.

Internet Usage Policy

The Internet access provided by Salus Learning Institute is to be used for SCHOOL-RELATED TASKS ONLY. Inappropriate and/or prohibited sites include, but are not limited to sites containing pornography, hate violence, obscenities, online gaming and the like. Access to these sites is forbidden on any center computer.

Streaming video and audio via the Internet connection are not permitted due to bandwidth constraints. Downloading any files or programs from the Internet is strictly prohibited without the consent of the course instructor. Students may not download any file to a personal computer hard drive or a server directory or share without the express consent of their instructor.

Sexual Harassment

Salus Learning Institute strives to provide an environment in which dignity and worth of members of the school community is based on mutual respect. The school is committed to a working and academic environment that encourages excellence.

In accordance with the Equal Employment Opportunity Commission (EEOC) guidelines and Title VII of the Civil Rights Acts of 1964, the sexual harassment of employees and students is prohibited and shall subject the offender to dismissal and/or other sanctions. This will occur after compliance with procedural due process requirements.

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

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, admission, or academic standing; or

Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting an individual; or

Such conduct has the purpose or effect of 'reasonably interfering' with an employee's work or a student's academic performance, including but not limited to creating an intimidating, hostile, coercive or offensive work or educational environment. For purposes of this policy, "reasonably interfering" is defined as improper, unjustifiable behavior going beyond what is appropriate, warranted, or natural.

In cases of discrimination or harassment, the complaint procedure should be bypassed. An individual who feels he/she has a complaint dealing with discrimination or harassment should report the matter, in writing, directly to the Director.

Anti-Hazing Policy

Salus Learning Institute prohibits hazing as defined in this policy. The school will investigate and respond to all reports of hazing as outlined in this policy.

This regulation applies to all members of the school community, including faculty, staff, students, volunteers, organizations, and groups, as well as visitors and other licensees and invitees.

This Anti-Hazing Policy applies to conduct that occurs on-campus, off-campus (ex: externship site), or through online activities, between two or more people who are affiliated with the school, or any student or other organization associated with the school.

Hazing is a serious offense of the Salus Learning Institute Student Code of Conduct and, therefore, is subject to the full range of sanctions (reprimand, disciplinary probation, suspension, and expulsion). In addition, other educational activities may be required as conditions of the sanction. An individual, organization, or group may be subject to other

outcomes in accordance with the applicable outside constituents or groups in which the student is involved, or their governing bodies. The school has the right to take action regardless of the actions of the governing body.

The Director shall coordinate the investigation of all hazing allegations. When appropriate, other senior administrators may handle certain aspects of the school's response. Local authorities may also be included in the investigation, as needed.

Additionally, the Director will assess the need for interim measures (e.g. suspension of current group activities). Every effort will be taken to complete the investigation in a timely manner. The hazing allegation will be investigated and resolved in keeping with the Student Code of Conduct process. At the point when a formal conduct charge is made against an organization, the national or oversight organization, if any, shall be notified. Criminal investigations resulting from a report to law enforcement will be handled by the appropriate law enforcement agency. Salus Learning Institute may charge an individual or a group with a violation of this Hazing Policy via the Student Code of Conduct and/or other school rules, regulations, or policies.

Sanctions applied to organizations and/or individuals will be imposed in accordance with the severity of the violation and will be determined by the Director.

Hazing means doing any of the following, or pressuring, causing, forcing, soliciting, or coercing any person to do any of the following for the purpose of initiative, admitting, or affiliating an individual into or with a student group or student organization; continuing or enhancing an individual's membership or status in a student group or student organization, or perpetuating or furthering a tradition or ritual of a student group or student organization:

- (a) Engage in any conduct prohibited by federal and/or state and/or municipal criminal law, regardless of whether an arrest is made, or criminal charges are brought;
- (b) Take into their body any food, liquid (including alcohol), drug, or other substance that subjects the person to a substantial risk of mental or physical harm; and/or;
- (c) Cause or create a substantial risk of causing mental or physical harm to another and/or engage in any act or omission that contributes to the death of another.

Reporting an Incident: Student safety is our top priority, and we take all reports of misconduct seriously to protect everyone's health and well-being. Salus Learning Institute depends on its community members to identify and report behaviors of concern so that the school can provide distressed students and employees with appropriate support services and resources.

We are all responsible for school safety. If you see any concerning behavior or suspicious behavior report it to the Director, or any Salus Learning Institute Faculty or Staff member.

Salus Learning Institute is committed to reviewing all reports of hazing. Anonymous reports are accepted; however, the school's ability to obtain additional information may be compromised and the ability to investigate anonymous reports may be limited.

Immediately upon learning of potential hazing, any employee with a duty to report violations of this policy who received a complaint of hazing or who observes or learns of conduct that is reasonably believed to be in violation of this policy is required to report the alleged conduct to the Director.

Employees with a duty to report violations of this policy include faculty and staff. Any volunteers or contractors engaged by the school have a duty to report violations of this policy of which they become aware in the course of their duties when these duties include responsibility for the safety and wellbeing of other members of the school community or if they have supervisory, evaluative, grading, or advisory responsibility over other members of the school community.

In addition to the duty to report hazing to the Director as identified in the prior paragraph, in some circumstances there is also a duty to report allegations of criminal conduct to law enforcement.

The school will maintain a report of all violations of this Policy that are reported to the school, and which result in a charge of violation of this Policy. The school will update the report bi-annually on January 1st and August 1st of each year and will post the updated report on the school's website.

Salus Learning Institute shall provide annually at least one program on hazing prevention education to all members, prospective members, and anyone who is employed by or volunteers with the organization. The education may be provided in person, electronically, or both. Salus Learning Institute will maintain a record of individuals who have completed the program.

Appeal Policy

Students have the right to appeal any school-initiated termination, including but not limited to dismissals related to violations of the Code of Conduct, failure to meet Satisfactory Academic Progress (SAP) requirements, or attendance policy violations.

A student wishing to appeal must submit a written appeal to the Director within five (5) calendar days of the date of the termination notice. The appeal must clearly state the reason(s) for the appeal and include any supporting documentation (e.g., medical documentation, extenuating circumstances, or evidence of error in the decision).

Upon receipt of the appeal, the Director and Instructor will review all relevant information, which may include the student's academic records, attendance, conduct reports, and any supporting documentation provided. The school may request additional information or clarification from the student if needed.

A decision will be made within five (5) calendar days of receipt of the appeal (or receipt of any additional requested documentation, if applicable).

The student will be notified of the appeal decision in writing via email and/or certified mail. The decision of the school is final.

If the appeal is granted, the student may be reinstated under specific conditions, which may include an academic improvement plan, attendance agreement, or conduct probation, as determined by the school.

If the appeal is denied, the termination will remain in effect.

Student Complaint Policy

Students have the right to appeal disciplinary actions, express complaints and file grievances. When a problem arises that interferes with training, the student should immediately discuss it first with their classroom instructor. If a solution is not found, the problem should be put in writing and brought to the Director.

All student complaints should be first directed to the school personnel involved. If no resolution is forthcoming, a written complaint shall be submitted to the director of the school. Whether or not the problem or complaint has been resolved to his/her satisfaction by the school, the student may direct any problem or complaint to the Executive Director, State Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481, Columbus, Ohio, 43215, Phone 614-466-2752; toll-free 877-275-4219.

Please note, the school may dismiss a complaint or allegations if the complainant informs the Director in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the individual is no longer enrolled by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

Student Services Information

Orientation

All new students are required to attend a program orientation, usually held prior to the first day of class. Orientation dates and times may vary but will be announced appropriately. The orientation is conducted by the instructor in conjunction with the Director to familiarize students with student activities and services, school policies, adjustments to school and individual programs of study.

Job Placement & Career Services

Students are encouraged to work with the Salus Learning Institute staff and faculty to identify potential job opportunities. Salus Learning Institute does NOT guarantee employment placement but will provide students with assistance through the process.

All students are provided with professional development classes within the curriculum. These classes teach students' communication skills, job search techniques, resume writing, cover letters and thank you letters. Throughout the course, students have opportunities to participate in mock interviews, the results of which are discussed with each student in preparation for actual employment interviews.

Salus Learning Institute staff and faculty works with to identify viable training related career opportunities that are made available to graduates. Salus Learning Institute supports graduates' independent efforts to seek employment by networking with local employers, attending job fairs, advisory board meetings, and community partner meetings and by reviewing internet and newspaper job postings.

Program Information

Surgical Technology

Hours: 1260 Clock Hours

Length: 45 Weeks (Including Breaks)

Delivery Method: Residential

Credential: Diploma

Program Description: The Surgical Technology program is designed to prepare students for entry-level practice as members of the surgical team in the perioperative environment. The program combines classroom instruction, laboratory skill development, and supervised clinical practice to build knowledge, technical proficiency, professional behavior, and readiness for safe patient care. Instruction includes medical terminology, anatomy and physiology, microbiology, infection prevention, pharmacology, surgical procedures, instrumentation, aseptic technique, patient safety, and clinical case management. Course sequencing, student learning outcomes, and clinical preparation are developed in alignment with foundational concepts reflected in the AST Core Curriculum. Instructional delivery is supported through *Surgical Technology: Principles and Practices* (Elsevier, 9th edition). The program is designed to support preparation for the NCCT Tech in Surgery-Certified (TS-C) examination, as applicable.

Objectives:

Upon completion of the program, students will be able to:

- Demonstrate knowledge of the perioperative environment, surgical procedures, instrumentation, and patient care principles required for entry-level surgical technology practice.
- Apply principles of aseptic technique, infection prevention, sterilization, and patient safety in classroom, laboratory, and clinical settings.
- Perform entry-level surgical technology skills in preparation for, during, and following surgical procedures under appropriate supervision.
- Demonstrate professional behavior, ethical conduct, accountability, communication, and teamwork consistent with expectations in the surgical setting.
- Integrate anatomy and physiology, microbiology, pharmacology, and procedural knowledge to support safe clinical decision-making and surgical case participation.

Clinical Readiness and Progression

Students must successfully complete required didactic and laboratory coursework, demonstrate required laboratory competencies, maintain safe aseptic technique, and receive faculty approval before entering supervised clinical practicum experiences. Clinical progression requires satisfactory clinical evaluations, professional conduct, completion of assigned clinical hours, and documented progress toward case-log and critical-skill expectations.

Certification Disclosure

The Surgical Technology program is designed to prepare students for entry-level surgical technology practice and to support preparation for the NCCT Tech in Surgery-Certified (TS-C) examination. NCCT determines examination eligibility, required documentation, and certification release. Passing the examination does not guarantee certification release until all NCCT-required documentation, including case and critical-skill documentation, has been received and accepted by NCCT.

Course Outline

Course No.	Course Title	Theory Hours	Lab/ Clinical Hours	Total Clock Hours
ST 101	Introduction to Surgical Technology & Healthcare Environment	30	0	30
ST 102	Medical Terminology for Surgical Technology	40	0	40
ST 103	Anatomy & Physiology for Surgical Technology	80	0	80
ST 104	Surgical Microbiology & Infection Prevention	60	0	60
ST 105	Surgical Pharmacology & Anesthesia Concepts	60	0	60
ST 106	Surgical Procedures I	60	0	60
ST 107	Professionalism, Ethics, and Patient Safety	30	0	30
ST 201	Aseptic Technique & Sterile Processing Lab	0	100	100
ST 202	Surgical Case Management & Instrumentation Lab	0	100	100
ST 203	Surgical Procedures Lab	0	100	100
ST 301	Clinical Practicum I	0	180	180
ST 302	Clinical Practicum II	0	180	180
ST 303	Clinical Practicum III	0	180	180
ST 304	Capstone & Certification Prep	15	45	60
TOTAL		375	885	1260

Course Descriptions

ST 101 - Introduction to Surgical Technology & Healthcare Environment
 Clock Hours: 30 Theory / 0 Lab-Clinical

Course Description: The Introduction to Surgical Technology & Healthcare Environment course introduces the surgical technology profession, the perioperative environment, healthcare facility organization, and the roles and responsibilities of the surgical team. Emphasis is placed on professional expectations, operating room safety, communication, patient-centered care, introductory diagnostic and assessment considerations, and the organization of care within the surgical environment.

Course Objectives:

1. Describe the role and responsibilities of the surgical technologist within the perioperative team.

2. Identify members of the surgical team and explain their functions in the surgical environment.
 3. Explain basic principles of communication, professionalism, and patient-centered care in surgical practice.
 4. Describe basic diagnostic and assessment considerations relevant to perioperative patient care and surgical case preparation.
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ST 102 - Medical Terminology for Surgical Technology

Clock Hours: 40 Theory / 0 Lab-Clinical

Course Description: The Medical Terminology for Surgical Technology course introduces the language of medicine with emphasis on prefixes, suffixes, root words, abbreviations, symbols, and terminology commonly used in healthcare and surgical settings. Students develop the vocabulary needed for communication, documentation, and understanding of surgical and medical concepts.

Course Objectives:

1. Define common medical prefixes, suffixes, root words, and abbreviations.
 2. Interpret medical terminology related to body systems, disease processes, and surgical procedures.
 3. Apply medical terminology in written and verbal communication related to the surgical environment.
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ST 103 - Anatomy & Physiology for Surgical Technology

Clock Hours: 80 Theory / 0 Lab-Clinical

Course Description: The Anatomy & Physiology for Surgical Technology course provides foundational instruction in human anatomy and physiology with emphasis on body systems, structure and function, and relationships relevant to surgical care. Students develop the scientific understanding needed for surgical procedure support and perioperative patient care.

Course Objectives:

1. Identify the major structures and functions of human body systems.
 2. Explain normal physiological processes relevant to surgical intervention.
 3. Relate anatomical and physiological concepts to surgical procedures and patient care.
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ST 104 - Surgical Microbiology & Infection Prevention

Clock Hours: 60 Theory / 0 Lab-Clinical

Course Description: The Surgical Microbiology & Infection Prevention course provides instruction in microbiology and infection prevention as applied to surgical practice. Topics include microorganisms, disease transmission, asepsis, disinfection, sterilization, and infection control practices essential to patient safety.

Course Objectives:

1. Describe common microorganisms and their relevance to infection in the surgical environment.
 2. Explain principles of asepsis, disinfection, sterilization, and infection prevention.
 3. Apply infection prevention concepts to safe perioperative practice.
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ST 105 - Surgical Pharmacology & Anesthesia Concepts

Clock Hours: 60 Theory / 0 Lab-Clinical

Course Description: The Surgical Pharmacology & Anesthesia Concepts course introduces pharmacologic principles and anesthesia concepts relevant to surgical practice. Content includes medication classifications, safe handling of medications and solutions, anesthesia types, dosage concepts, emergency medication awareness, and patient safety considerations in the perioperative setting.

Course Objectives:

1. Identify major classifications of medications used in surgical care.
 2. Explain basic anesthesia concepts and their relevance to the surgical technologist's role.
 3. Describe principles of medication safety, labeling, and handling in the surgical environment.
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ST 106 - Surgical Procedures I

Clock Hours: 60 Theory / 0 Lab-Clinical

Course Description: The Surgical Procedures I course provides an overview of surgical procedures, instrumentation, case flow, and procedural sequencing. Students are introduced to common surgical interventions and the foundational knowledge required to support procedures in the operating room. Additional emphasis is placed on diagnostic and assessment procedures, energy sources in surgery, minimally invasive concepts, specialty technology, and procedure-specific planning.

Course Objectives:

1. Describe the sequence of events in common surgical procedures.
2. Identify basic instrumentation and supplies used in surgical case preparation.
3. Explain the surgical technologist's role in supporting procedural flow and patient safety.

4. Identify common energy sources, diagnostic considerations, and minimally invasive or specialty technology concepts used in surgical procedures.
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ST 107 - Professionalism, Ethics, and Patient Safety

Clock Hours: 30 Class / 0 Lab-Clinical

Course Description: The Professionalism, Ethics, and Patient Safety course addresses professional conduct, ethical decision-making, legal responsibilities, communication, teamwork, and patient safety principles within the surgical environment. The course also addresses psychosocial support, professional response to patient vulnerability, regulatory awareness, and selected medicolegal considerations relevant to surgical practice.

Course Objectives:

1. Explain principles of professionalism, ethics, and accountability in surgical practice.
 2. Identify legal and patient safety considerations relevant to the perioperative setting.
 3. Demonstrate understanding of communication and teamwork expectations in the surgical environment.
 4. Explain the importance of psychosocial awareness, professional communication, and medicolegal accountability in perioperative practice.
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ST 201 - Aseptic Technique & Sterile Processing Lab

Clock Hours: 0 Theory / 100 Lab-Clinical

Course Description: The Aseptic Technique & Sterile Processing Lab course provides hands-on instruction in aseptic technique, surgical hand antisepsis, gowning and gloving, sterile field setup, decontamination, sterilization processes, and maintenance of the sterile environment. Students apply infection prevention principles in a controlled laboratory setting.

Course Objectives:

1. Perform surgical hand antisepsis, gowning, and gloving using correct technique.
 2. Demonstrate proper setup and maintenance of the sterile field.
 3. Apply principles of decontamination, sterilization, and sterile processing in laboratory practice.
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ST 202 - Surgical Case Management & Instrumentation Lab

Clock Hours: 0 Theory / 100 Lab-Clinical

Course Description: The Surgical Case Management & Instrumentation Lab course focuses on instrumentation, sterile field organization, case setup, equipment handling, and intraoperative support functions. Students develop psychomotor skills needed for instrument identification, passing technique, case management, positioning support, skin preparation and draping concepts, specimen handling, counts, and immediate postoperative workflow responsibilities within the surgical team.

Course Objectives:

1. Identify and organize instruments, supplies, and equipment for surgical procedures.
 2. Demonstrate proper handling and passing of surgical instruments in the sterile field.
 3. Apply case management principles in simulated perioperative scenarios.
 4. Demonstrate case setup principles, including positioning support, skin preparation, and draping concepts, counts, and specimen handling procedures.
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ST 203 - Surgical Procedures Lab

Clock Hours: 0 Theory / 100 Lab-Clinical

Course Description: The Surgical Procedures Lab course provides simulated application of surgical procedures and perioperative techniques. Students integrate anatomy, instrumentation, aseptic technique, procedural sequence, positioning, skin preparation, draping, energy source awareness, postoperative case management, and specialty technology concepts in preparation for clinical practice.

Course Objectives:

1. Demonstrate procedural preparation and sterile technique in simulated surgical scenarios.
 2. Integrate knowledge of anatomy, instrumentation, and procedural flow during laboratory performance.
 3. Prepare for clinical participation through successful demonstration of required laboratory competencies.
 4. Apply positioning, draping, energy source awareness, and postoperative workflow concepts during simulated surgical procedures.
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ST 301 - Clinical Practicum I

Clock Hours: 0 Theory / 180 Lab-Clinical

Course Description: The Clinical Practicum I course provides supervised introductory experience in the surgical environment. Students begin participation in perioperative care while applying foundational knowledge and laboratory-developed skills in actual clinical settings. Clinical experiences include supervised participation in perioperative patient support, sterile technique, case participation, specimen management, counts, and immediate postoperative responsibilities as assigned within the clinical setting.

Course Objectives:

1. Apply foundational knowledge and laboratory skills in the clinical environment under supervision.
 2. Demonstrate beginning competence in perioperative roles, sterile technique, and case participation.
 3. Exhibit professional behavior, communication, and accountability in clinical practice.
 4. Demonstrate supervised participation in perioperative support activities, including counts, specimen handling, and immediate postoperative responsibilities.
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ST 302 - Clinical Practicum II

Clock Hours: 0 Theory / 180 Lab-Clinical

Course Description: The Clinical Practicum II course provides progressive participation in the scrub role with increasing responsibility in sterile field maintenance, instrumentation handling, case management, and support of surgical procedures. Emphasis is placed on consistency, efficiency, safe practice, specialty exposure, and appropriate use or recognition of technology encountered in the clinical environment.

Course Objectives:

1. Demonstrate increasing proficiency in the scrub role during surgical procedures.
 2. Maintain the sterile field and support the surgical team in accordance with patient safety standards.
 3. Apply procedural knowledge and case management skills in supervised clinical practice.
 4. Apply increasing procedural awareness in support of safe clinical performance across a variety of surgical experiences.
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ST 303 - Clinical Practicum III

Clock Hours: 0 Theory / 180 Lab-Clinical

Course Description: The Clinical Practicum III course emphasizes entry-level competency through increased independence in the surgical technologist role. Students demonstrate proficiency in case management, procedural support, professional conduct, patient safety, specialty exposure, and safe perioperative practice in assigned clinical experiences.

Course Objectives:

1. Demonstrate entry-level competency in perioperative support and scrub role responsibilities.
2. Integrate technical skill, procedural knowledge, and patient safety principles in clinical practice.

3. Complete supervised clinical experiences consistent with program expectations for graduation.
 4. Demonstrate entry-level readiness in procedural support, case management, and safe perioperative practice across assigned clinical experiences.
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ST 304 - Capstone & Certification Prep
Clock Hours: 15 Theory / 45 Lab-Clinical

Course Description: The Capstone & Certification Prep course provides final review, competency reinforcement, and preparation for workforce transition and certification-related expectations. Students participate in structured content review, applied skill reinforcement, final readiness activities, case-log review, and program completion activities. The course includes a cumulative review of surgical technology concepts, specialty content, diagnostic considerations, energy sources, minimally invasive concepts, professional expectations, and preparation for the NCCT Tech in Surgery-Certified (TS-C) examination, as applicable.

Course Objectives:

1. Demonstrate cumulative knowledge of surgical technology concepts addressed throughout the program.
 2. Reinforce technical and professional competencies required for graduation and entry-level practice.
 3. Participate in final competency reinforcement and program completion activities.
 4. Prepare for post-graduation workforce transition and certification-related expectations, including the NCCT TS-C examination, as applicable.
 5. Demonstrate cumulative understanding of specialty topics, diagnostic considerations, energy sources, minimally invasive concepts, and workforce-readiness expectations.
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Graduation Requirements

To graduate from the Surgical Technology program, students must successfully earn all 1,260 clock hours by completing all required coursework, demonstrating all required laboratory competencies, supervised clinical practicum experiences, clinical documentation, case-log requirements, and program-designated evaluations. Additionally, all 540 hours of clinical experience must be completed.

The program clinical documentation process is designed to support current NCCT TS-C case and critical-skill documentation expectations. Students must complete 125 total surgical cases, including a minimum of 90 first-scrub cases. Case mix must include 30-50 general surgery cases and 75-95 cases across at least three surgical specialties. Diagnostic scopes may be counted only within NCCT limits. Simulated or mannequin experiences do not qualify for NCCT case or critical-skill verification.

FINANCIAL INFORMATION

Tuition & Fees

Surgical Technology

Description	Amount
Registration	\$ 100.00
Books & Materials	\$ 500.00
Tuition	\$ 9,100.00
Total	\$ 9,700.00

Books & Materials

Required books and materials are determined by the institution and program and may include assigned textbooks, digital resources, uniforms, supplies, and other instructional materials necessary for classroom, laboratory, and clinical participation. Instructional delivery is supported through Surgical Technology: Principles and Practices (Elsevier, 9th edition).

Withdrawal and Termination Policy

Voluntary Withdrawal

Students wishing to voluntarily withdraw from the Salus Learning Institute program should do so in writing. Proper withdrawal procedures related to health or medical reasons include providing documentation or verification from a physician, therapist, or other professional. Students withdrawing for medical or other reasons not relating to disciplinary issues or academic performance can be considered for re-enrollment on a case-by-case basis.

Termination by the School

Students will be notified in writing of termination by the school. Students may appeal their termination to the Director following the procedures outlined in the Student Complaint Policy.

Re-Entry to Program

If a student withdraws from a training program for any reason, they are welcome to re-enroll at a later date. The individual must go through the admissions process and sign a new enrollment agreement. Credit may be given for portions of the program previously completed, but the awarding of any credit is up to the discretion of the Director after consultation with faculty.

Students dropped for failure to meet attendance and or Satisfactory Academic Progress requirements may be able to re-enroll in a later training session. These individuals must submit a request for re-enrollment to support at support@thesalusgroup.org. If the Director feels the individual is a good candidate, he or she can restart the admissions process.

Cancellation and Settlement Policy

This enrollment agreement may be canceled within five calendar days after the date of signing, provided that the school is notified of the cancellation in writing. If such cancellation is made, the school will promptly refund in full all tuition and fees paid

pursuant to the enrollment agreement, and the refund shall be made no later than thirty days after cancellation. This provision shall not apply if the student has already started academic classes.

Refund Policy

If the student is not accepted into the training program, all monies paid by the student shall be refunded. Refunds for books, supplies, and consumable fees shall be made in accordance with Ohio Administrative Code section 3332-1-10.1. There are two (2) academic terms for this program that are 630 Clock Hours/22.5 weeks in length.

Refunds for tuition and refundable fees shall be made in accordance with the following provisions as established by Ohio Administrative Code section 3332-1-10:

- (1) A student who withdraws before the first class and after the 5-day cancellation period shall be obligated for the registration fee.
- (2) A student who starts class and withdraws before the academic term is 15% completed will be obligated for 25% of the tuition and refundable fees, plus the registration fee.
- (3) A student who starts class and withdraws after the academic term is 15% but before the academic term is 25% completed, will be obligated for 50% of the tuition and refundable fees, plus the registration fee.
- (4) A student who starts class and withdraws after the academic term is 25% complete, but before the academic term is 40% completed, will be obligated for 75% of the tuition and refundable fees, plus the registration fee.
- (5) A student who starts class and withdraws after the academic term is 40% completed will not be entitled to a refund of the tuition and fees.

The School shall make the appropriate refund within thirty (30) days of the date the School is able to determine that a student has withdrawn or has been terminated from a program. Refunds shall be based upon the last date of a student's attendance or participation in an academic school activity.

In compliance with Ohio Administrative Code section 3332-1-10.1, all books issued to students will be considered consumed. Students are not required to return the book(s), and no charges will be assessed to the student at the time of withdrawal or termination. Should a student return a book(s) to Salus Learning Institute, no monetary refund will be provided to the student, as the student made no pre-payment amount for books, fees, supplies, or tuition.

For any refund calculation, the student's last day of attendance is the last day that a student had academically related activity, which may include projects, clinical experience, or examinations. The date of determination is the date that the student cancels, voluntarily withdraws, or is terminated by Salus Learning Institute. Any refund owed will be returned to

the source of the original payment i.e., student, payment plan provider, employer, third party funder, etc.

Personnel Information

Staff

Erin Slay, DNP, MHA, RN

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Faculty

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Bachelor of Science in Allied Health Sciences, Bowling Green State University

Associate of Applied Science in Surgical Technology, Owens Community College

Certified Surgical Technologist (CST), National Board of Surgical Technology and Surgical

Assisting