

UNDERGRADUATE ACADEMIC CATALOG

2024-2025 EDITION



Baptist Health Sciences University

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The Baptist Health Sciences University at 1003 Monroe Avenue, Memphis, TN 38104 maintains an academic environment free of discrimination, including harassment. Discrimination, harassment and retaliation on the basis of, race, color, national origin, ethnicity, sex, sexual orientation, gender identity, disability, religion or age are prohibited in Baptist University's programs and activities. The Vice President of Administrative Services, Dr. Adonna Caldwell, is the designated University official responsible for handling any complaints related to discrimination, harassment and/or retaliation. She may be contacted at 901-572-2592 or at Adonna.caldwell@baptistu.edu. Dr. Caldwell's office is located in 1115 Union Avenue, Memphis TN 38104, Room 201A

Baptist Health Sciences University is an equal opportunity educational institution.

Baptist Health Sciences University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and doctorate degrees. Questions about the accreditation of Baptist Health Sciences University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Disclaimer: Baptist Health Sciences University reserves the right to change, remove, or supplement any material contained in this Catalog as necessary and at any time. Any changes, removals, or supplementation to the Catalog shall apply to both current and new students. Once a student withdraws or is dismissed from Baptist University, the student has one trimester from the date of withdrawal or dismissal to exercise any rights granted by this Catalog.

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UNDERGRADUATE ACADEMIC CALENDARS

Fall Trimester 2024

Date	Event
August 30, 2024	Tuition and Fee Payment Deadline
September 2, 2024	Labor Day. No Classes.
September 3, 2024	Late Tuition and Fee Payment Assessment
September 4, 2024	Trimester and Mini-Term 1 Begins
September 9, 2024	Convocation
September 11, 2024	Last Day to Add/Drop a Course (Trimester and Mini-Term 1)
September 19, 2024	Last Day to Withdraw from a Mini-Term 1 Course with a grade of "W"
October 2, 2024	Last Day to Remove the grade of "I" from prior Summer
October 7, 2024	Last Day to Withdraw from a Trimester Course with a grade of "W"
October 10, 2024	Last Day to Withdraw from a Mini-Term 1 Course with a grade of "WP"
October 22, 2024	Midterm/Mini-Term 1 Ends
October 23, 2024	Mini-Term 2 Begins
October 24, 2024	Midterm and Mini-Term 1 grades due to the Registrar
Oct 28 – Nov 9, 2024	Advising for Spring Term Registration
October 30, 2024	Last Day to Add/Drop a Mini-Term 2 Course
November 7, 2024	Last Day to Withdraw from a Mini-Term 2 Course with a grade of "W"
November 11, 2024	Registration for Spring Term Begins
November 18, 2024	Last Day to Withdraw from a Trimester Course with a grade of "WP"
November 27-30, 2024	Thanksgiving Recess. No Classes.
December 3, 2024	Last Day to Withdraw from a Mini-Term 2 Course with a grade of "WP"
December 5, 2024	Graduating Senior Final Grades due to the Registrar
December 7, 2024	Last Day of New Course Content
December 9-14, 2024	Final Exams
December 12, 2024	Commencement Ceremony
December 14, 2024	Trimester and Mini-Term 2 Ends. Degree conferral date
December 17, 2024	Final Grades due to the Registrar

Spring Trimester 2025

Date	Event
January 2, 2025	Tuition and Fee Payment Deadline
January 3, 2025	Late Tuition and Fee Payment Assessment
January 6, 2025	Trimester and Mini-Term 1 Begins
January 13, 2025	Last Day to Add/Drop a Course (Trimester and Mini-Term 1)
January 20, 2025	Martin Luther King Day. No Classes.
January 22, 2025	Last Day to Withdraw from a Mini-Term 1 Course with a grade of "W"
February 4, 2025	Last Day to Remove the grade of "I" from prior Fall
February 7, 2025	Last Day to Withdraw from a Trimester Course with a grade of "W"
February 12, 2025	Last Day to Withdraw from a Mini-Term 1 Course with a grade of "WP"
February 24, 2025	Midterm/Mini-Term 1 Ends
February 25, 2025	Mini-Term 2 Begins
February 26, 2025	Midterm and Mini-Term 1 grades due to the Registrar
March 3 – 15, 2025	Advising for Summer Term Registration
March 3, 2025	Faculty and Staff Honors Convocation
March 4, 2025	Last Day to Add/Drop a Mini-Term 2 Course
March 12, 2025	Last Day to Withdraw from a Mini-Term 2 Course with a grade of "W"
March 17, 2025	Registration for Summer Term Begins
March 21, 2025	Last Day to Withdraw from a Trimester Course with a grade of "WP"
April 2, 2025	Last Day to Withdraw from a Mini-Term 2 Course with a grade of "WP"
April 3, 2025	Graduating Senior Final Grades due to the Registrar
April 7, 2025	Last Day of New Course Content
April 8 - 14, 2025	Final Exams
April 10, 2025	Commencement Ceremony
April 14, 2025	Trimester and Mini-Term 2 Ends. Degree conferral date
April 16, 2025	Final Grades due to the Registrar

Summer Trimester 2025

Date	Event
April 30, 2025	Tuition and Fee Payment Deadline
May 1, 2025	Late Tuition and Fee Payment Assessment
May 2, 2025	Trimester and Mini-Term 1 Begins
May 9, 2025	Last Day to Add/Drop a Course (Trimester and Mini-Term 1)
May 19, 2025	Last Day to Withdraw from a Mini-Term 1 Course with a grade of "W"
May 26, 2025	Memorial Day. No Classes.
May 30, 2025	Last Day to Remove the grade of "I" from prior Spring
June 4, 2025	Last Day to Withdraw from a Trimester Course with a grade of "W"
June 9, 2025	Last Day to Withdraw from a Mini-Term 1 Course with a grade of "WP"
June 19, 2025	Midterm/Mini-Term 1 Ends
June 20, 2025	Mini-Term 2 Begins
June 21, 2025	Midterm and Mini-Term 1 grades due to the Registrar
June 23 – July 12, 2025	Advising for Fall Term Registration (No advising during Summer Recess)
June 27, 2025	Last Day to Add/Drop a Mini-Term 2 Course
June 30 – July 5, 2025	Summer Recess. No Classes.
July 14, 2025	Last Day to Withdraw from a Mini-Term 2 Course with a grade of "W"
July 14, 2025	Registration for Fall Term Begins
July 23, 2025	Last Day to Withdraw from a Trimester Course with a grade of "WP"
August 4, 2025	Last Day to Withdraw from a Mini-Term 2 Course with a grade of "WP"
August 7, 2025	Last Day of New Course Content
August 7, 2025	Graduating Senior Final Grades due to the Registrar
August 8-14, 2025	Final Exams
August 14, 2025	Trimester and Mini-Term 2 Ends. Degree conferral date
August 14, 2025	Commencement Ceremony
August 16, 2025	Final Grades due to the Registrar

GENERAL INFORMATION

Rose Temple Distinguished Faculty 2024



Distinguished Faculty 2024
Dr. Briana Jegier

Dr. Briana Jegier personifies the mission of the University by being very down to earth and by treating people as one would want to be treated. Dr. Jegier is a mentor to so many of her faculty and students, and is actively involved in the community both inside and outside of the University. Dr. Jegier is also a team player and often says that “together everyone achieves more” regarding her work in and about the community. She greatly understands and projects the need to improve healthcare outcomes in her communities, and actually received a grant to support her drive to address public health. Dr. Jegier truly embodies the spirit of Baptist and exemplifies the excellence of BHSU in everything she does.

Rose Temple Distinguished Staff 2024



Distinguished Staff 2024

Linda Polk

Academic Operations Coordinator, Allied Health

Linda Polk is the epitome of doing what God has called her to do. She started her career at BHSU as the Academic Operations Coordinator for Allied Health, and always went above and beyond in her role. There is not a task that Linda will not take on and is a firm believer in helping those who may not be able to help themselves. She holds true to treating others better than she treats herself, and has never met a stranger. Linda Polk truly believes that to be of services is to be aligned with God. She also understands that we are merely servants here on earth, and her everyday demeanor demonstrates that.

Rose Temple Distinguished Adjunct Faculty 2024



Distinguished Adjunct Faculty 2024 ***Dr. Vernita Thornton***

Dr. Vernita Thornton is a highly respected and valued adjunct faculty member of BHSU. She is always willing to assist her students so that they have a grasp of the course content in hopes of ensuring the students success in her class. Dr. Thornton is active in her service to the community and in her profession. She serves on numerous committees for BHMCC as the Director of Enterprise Reporting and Analytics. Dr. Thornton demonstrates a lot of creativity and innovation in her courses, and has helped redesign parts of the Health Administration program, and created a course in Business Applications. Dr. Thornton contributes in a number of ways to the program, the University, the BMHCC system, and her profession.

MISSION

Baptist Health Sciences University prepares graduates for careers of service and leadership by providing a comprehensive health sciences education within an integrated environment of learning and Christian principles.

Building on the legacy of education since 1912, Baptist University is a private institution which seeks to attract a diverse student population who shares commitments to Christian values and ethics, academic excellence, and lifelong professional development. In response to the trust expected of institutions preparing future health care professionals, the academically rigorous environment requires students' active engagement in learning through a variety of instructional modes.

In partnership with Baptist Memorial Health Care, Baptist University extends the learning environment beyond the classroom to include experiences found in health care settings throughout the Mid-South.

To fulfill its mission, Baptist Health Sciences University is committed to:

- Educating individuals to value competence, caring and collaboration in their roles as members of the interprofessional health care team.
- Developing students to become engaged learners, scholars and leaders in their chosen professions.
- Creating a collaborative and supportive learning environment in which students are encouraged to develop intellectually, socially, and spiritually.
- Providing a curriculum that reflects a strong general education and scientific foundation.
- Promoting and rewarding excellence in teaching, professional practice and scholarly activity.
- Contributing positively to the health status of the community.
- Fostering an atmosphere of respect for cultural diversity and the dignity of all persons.

VISION

To be distinguished regionally for innovation and excellence in health sciences education which prepares graduates to transform health care.

VALUES

The shared values of our learning community are:

- **Integrity**
Aspiration Statement: Baptist Health Sciences University models high ethical standards in all aspects of learning, teaching, service, and business.
- **Professionalism**
Aspiration Statement: Baptist Health Sciences University provides an environment that promotes the competence, character, and commitment of faculty, staff and students to their careers and vocations.
- **Service as an expression of Christian values**
Aspiration Statement: Baptist Health Sciences University fosters a Christian environment where servant leadership is modeled in all aspects of learning, teaching, service, and business.
- **Continuous Improvement**
Aspiration Statement: Baptist Health Sciences University strives to be innovative and promotes ongoing assessment as a means to achieve organizational and personal excellence.

NON-DISCRIMINATION POLICY

It is the policy of Baptist University to maintain an academic environment free of discrimination, including harassment. Discrimination, harassment and retaliation on the basis of, race, color, national origin, ethnicity, sex, sexual orientation, gender identity, disability, religion or age are prohibited in Baptist University's programs and activities. The Vice President of Administrative Services, Dr. Adonna Caldwell, is the designated University official responsible for handling any complaints related to discrimination, harassment and/or retaliation.

If you believe you are a victim of discrimination, harassment and/or retaliation you may contact Dr. Adonna Caldwell, Vice President of Administrative Services, at 901-572-2592, 1115 Union Avenue, Memphis TN 38104, Room 201A or by e-mail at Adonna.Caldwell@baptistU.edu, and/or file a complaint using Baptist University's grievance procedures. Information on the grievance procedures can be found in the Student Handbook, Faculty & Staff Handbook, and Baptist University's intranet and website.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Baptist University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. Student rights covered by this Act include the right to:

- Inspect and review information contained in educational records. Request amendment of educational records.
- Consent to disclosure, with certain exceptions specified in the Act.
- Secure a copy of the University policy.
- File complaints with the Department of Education concerning alleged failure to comply with this Act.

The policy statement and procedure for accessing records is included in the Student Handbook.

CONSUMER PROTECTION

Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

(<https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>)

Complaints related to the application of state laws related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e. State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for appropriate division).

For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<https://www.tn.gov/attorneygeneral/working-for-tennessee/consumer-affairs.html>).

Complaint Resolution Policies and Procedures for Non-Tennessee Resident Students in **State Authorization Reciprocity Agreement States**, commonly known as SARA.

- Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.
- Complainants not satisfied with the outcome of the Institution's internal process may appeal, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>).
- For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of SARA or the laws, standards or regulations incorporated by the SARA Policies and Standards (<http://www.nc-sara.org/content/sara-manual>) have been violated by the institution operating under the terms of SARA.

ADMISSIONS

Admissions Staff

Name	Title
Allison Flynn	Director of Admissions
Amy Lofties	Admissions Officer
Denny Bardos	Admissions Officer
VACANT	Admissions Officer
VACANT	Admissions Officer
Jamie McDonald	Admissions Data Specialist
Kirstian Porchia-Mapp	Secretary

UNDERGRADUATE ADMISSION TO THE UNIVERSITY

Baptist University seeks academically well prepared, highly motivated students who are interested in careers in health sciences. **Admission is based on a variety of criteria including grade point averages and standardized test scores.**

Admission to the University: The number of applicants admitted to Baptist University during any academic term may be limited. Thus, the admission/selection process is competitive. Minimum criteria for admission to Baptist University are specified; however, meeting the criteria in no way guarantees admission. Students who do not meet the minimum criteria by the published deadlines will not be considered for admission. Applicants with a GED will complete the admission process as a transfer student with 30 or more hours of college level credit. Home school applicants will be considered on an individual basis.

Selection to the Program: Students must be admitted to Baptist University in order to be considered for selection to a professional program. Admission to the University does not guarantee selection to a professional program. Selection criteria for entry into a professional program are determined by each program. For selection criteria required for each professional program, please refer to that program in this catalog, or log onto www.baptistu.edu to review the criteria for each academic program.

DEADLINES

Fall Deadlines

March 1: Priority Admissions Deadline.

May 1: Final Admissions Deadline. Applicants who meet the admission criteria by May 1 will be considered for admission based on available openings.

Spring Deadlines

September 1: Priority Admissions Deadline.

October 1: Final Admissions Deadline. Applicants who meet the admission criteria by October 1 will be considered for admission based on available openings.

Summer Deadlines

March 1: Final Admissions Deadline. Applicants who meet the admission criteria by March 1 will be considered for admission based on available openings.

Freshmen Applicants (0-29 Hours)

The freshman applicant with 0-29 hours of college level credit must:

1. Graduate from an accredited high school.
2. Submit the high school transcript.
3. Complete the following high school courses with a grade of "C" (2.0 on a 4.0 grade-point scale) or above in each course:
 - English: 4 credits required
 - College Preparatory Math (algebra, geometry, calculus, or trigonometry): 2 credits required
 - Laboratory Science (from biology, chemistry, or anatomy & physiology): 2 credits required
4. Submit an application for admission with a \$25.00 non-refundable application fee.
5. Submit ACT and/or SAT scores. The Baptist University ACT code is 3949 and SAT code is 6548.
6. Earn a high school GPA and ACT composite score or SAT total score acceptable for admission to the university. This will be determined by a combination of test scores and high school GPA.

Sliding Scale for ACT/SAT and High School GPA:

ACT/SAT	High School GPA
18/970	2.85
19/1010	2.80
20/1040	2.75
21/1080	2.70
22/1110	2.65

7. Submit transcripts from all colleges attended.
 - Transcripts from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators).
8. Earn a cumulative grade point average of 2.70 (4.0 grade-point scale) on all college work (not just transfer hours accepted) from a regionally-accredited college or university. Applicants must be in good standing and eligible to return to any institution previously attended. Additionally, if applying to a like program, students transferring from another nursing or allied health program must submit a letter of good standing from the dean or director of that professional program.
9. Submit final official transcripts. The final high school transcript must verify date of high school graduation and the final grade point average. The final college transcript must verify final grades from the semester currently attending.
10. Comply with the citizenship/residency requirement for all applicants. (Refer to the section Citizenship/Residency Requirement below).
11. Upon acceptance to Baptist University:
 - Submit a \$100.00 non-refundable enrollment fee when registering for new student orientation.
 - Submit a background check prior to registration for classes. For more information, see the section on Criminal Background Checks.
 - Attend new student orientation. Dates for orientation will be sent upon acceptance to the University.
 - Submit the student health form provided by Baptist University upon acceptance to the University. This form includes all required immunizations.

Transfer Applicants (30+ Hours)

The transfer applicant with 30+ hours of college level credit must:

1. Submit transcripts from all colleges attended.
 - Transcripts from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators).
2. Earn a cumulative grade point average of 2.70 (4.0 grade-point scale) on all college work (not just transfer hours accepted) from a regionally-accredited college or university. Applicants must be in good standing and eligible to return to any institution previously attended. Additionally, if applying to a like program, students transferring from another nursing or allied health program must submit a letter of good standing from the dean or director of that professional program.
3. Submit an application for admission with a \$25.00 non-refundable application fee.
4. Submit final college transcripts verifying final grades from the semester currently attending.

5. Comply with the citizenship/residency requirement for all applicants. (Refer to the section Citizenship/Residency Requirement).
6. Upon acceptance to Baptist University:
 - Submit a \$100.00 non-refundable enrollment fee when registering for new student orientation.
 - Submit a background check prior to registration for classes. For more information, see the section on Criminal Background Checks.
 - Attend new student orientation. Dates for orientation will be sent upon acceptance to the University.
 - Submit the student health form provided by Baptist University upon acceptance to the University. This form includes all required immunizations.

CITIZENSHIP/RESIDENCY REQUIREMENT

Applicants to Baptist University must either be a United States citizen or a Permanent Resident. All Baptist University applicants whose native tongue is not English will be required to submit, as part of their admission requirement, a TOEFL score of 550 or above. For applicants whose native tongue is not English and who have graduated from a U.S. high school, the TOEFL will not be required.

To confirm the countries whose native tongue is English, the following website will be used by Baptist University admissions officers to determine native tongue. Click on the link; select the appropriate country; then select people and society.

<https://www.cia.gov/the-world-factbook/>

If an applicant has extenuating circumstances regarding this requirement, a request for review must be submitted.

The Test of English as a Foreign Language (TOEFL) measures the ability of students whose native tongue is not English as it is spoken, written, and heard in college/university settings. Students who have TOEFL scores over a year old will be required to submit new scores. The TOEFL is provided by the Educational Testing Service (ETS).

EARLY ADMISSION

Applicants may apply for Early Admission to Baptist University during the junior year in high school and be accepted to begin classes after completion of the junior year.

If accepted, the applicant may be allowed to take courses during the summer only, and then return to high school as a senior, or he/she may take courses at Baptist University concurrent with the high school senior year.

The requirements for admission are:

- Completion of the junior year of high school. (Dual Enrollment students may be considered before their senior year on an individual basis and must be approved by both Baptist University and the student's high school.)
- Must meet the required ACT/SAT score and GPA as stated in the admissions criteria for freshmen with 0-29 college hours.
- Must include 3 English, 3 math, and 2 laboratory science courses with a grade of "B" (3.0) or better.
- A letter of request from the prospective student outlining the reason for requesting Early Admission.
- Letters of support from parent/guardian and high school principal or counselor.

In order to complete the formal application process for admission to Baptist University, upon graduation, all admission criteria and other enrollment requirements must be met. Early Admission students will be eligible for academic scholarships designated for "new" freshmen once all freshman admissions criteria have been met. Early Admission students will be eligible for academic scholarships designated for "new" freshmen once all freshman admissions criteria have been met.

HEALTH ADMINISTRATION COMPLETION PROGRAM

The Health Administration Completion Program applicant must meet the following admission requirements:

1. Submit transcripts from all colleges attended.
 - Transcripts from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators).
2. Complete 60 hours of college level credit from a regionally accredited college/university. Of the 60 hours, 24 hours must transfer toward the general education core curriculum.
3. Earn a minimum cumulative GPA of 2.50 (4.0 grade-point scale) on all college credit earned.
4. Submit an application for admission with a \$25.00 non-refundable application fee.
5. Submit a final official college transcript verifying final grades from the semester currently attending.
6. Participate in an admissions interview.
7. Complete English Composition I prior to acceptance into the program.
8. Comply with the citizenship/residency requirement for all applicants. (Refer to the section Citizenship/Residency Requirement).
9. Upon acceptance to Baptist University:
 - Submit a \$100.00 non-refundable enrollment fee.
 - Submit a background check prior to registration for classes. For more information, see the section on Criminal Background Checks.
 - Attend orientation. Dates for orientation will be sent upon acceptance to the University.
 - Submit the student health form provided by Baptist University upon acceptance to the University. This form includes all required immunizations.

MEDICAL LABORATORY TECHNICIAN – BACHELOR OF HEALTH SCIENCES (MLT-BHS) MEDICAL LABORATORY SCIENCE COMPLETION PROGRAM

The Medical Laboratory Science (MLS) applicant must:

1. Graduate from an accredited MLT program with a cumulative grade point average of 2.50 (4.0 grade-point scale).
2. Submit transcripts from all colleges attended.
 - Transcripts from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators).
3. Earn a cumulative grade point average of 2.50 (4.0 grade-point scale) on all college work (not just transfer hours accepted) from a regionally-accredited college or university. MLT-BHS applicants must be in good standing and eligible to return to any institution previously attended.
4. Submit an application for admission with a \$25.00 non-refundable application fee.
5. Submit a final official college transcript verifying final grades from the semester currently attending.
6. Successful completion of the MLT national certification.
7. Comply with the citizenship/residency requirement for all applicants. (Refer to the section Citizenship/Residency Requirement).
8. Upon acceptance to Baptist University:
 - Submit a \$100.00 non-refundable enrollment fee.
 - Submit a background check prior to registration for classes. Licensed professionals currently employed in their field will not be required to have an additional background check at the time of enrollment. For more information, see the section on Criminal Background Checks.
 - Attend orientation. Dates for orientation will be sent upon acceptance to the University.
 - Submit the student health form provided by Baptist University upon acceptance to the University. This form includes all required immunizations.

REGISTERED RESPIRATORY THERAPIST – BACHELOR OF SCIENCE (RRT-BS) RESPIRATORY CARE COMPLETION PROGRAM

Students may apply to begin the RRT-BS completion program in either fall, spring or summer trimester. The RRT-BS applicant must:

1. Submit an application for admission with a \$25.00 non-refundable application fee.
2. Graduate from a CoARC accredited respiratory care program with a cumulative grade point average of 2.50 (4.0 grade-point scale).
3. Submit transcripts from all colleges attended.
 - Transcripts from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators).
4. Earn a cumulative grade point average of 2.50 (4.0 grade-point scale) on all college work (not just transfer hours accepted) from a regionally accredited college or university. Applicants must be in good standing and eligible to return to institutions previously attended.
5. Submit a final official college transcript verifying final grades from the semester currently attending.
6. Hold an active RRT credential and be currently licensed to practice respiratory care.
7. Comply with the citizenship/residency requirement for all applicants. (Refer to the section Citizenship/Residency Requirement).
8. Upon acceptance to Baptist University:
 - Submit a \$100.00 non-refundable enrollment deposit.
 - Attend orientation. Dates for orientation will be sent upon acceptance to the University.
 - Submit a background check prior to registration for classes. Licensed professionals currently employed in their field will not be required to have an additional background check at the time of enrollment. For more information, see the section on Criminal Background Checks.
 - Submit the student health form provided by Baptist University upon acceptance to the University. This form includes all required immunizations.

CREDIT FOR PRIOR LEARNING/EXPERIENTIAL LEARNING

Credit for Prior Learning (CPL) is the process of earning college credit for college-level learning acquired from other sources, such as work experience, professional training, military training, and/or knowledge/skills associated with professional licensure/certification processes. CPL options include *Credit for Training*, *Credit by Exam*, *Competency-Based Behavioral Assessment*, *Block Credit*, and *Credit by Portfolio*.

- The awarding of CPL at Baptist University requires that students demonstrate their knowledge and/or skills specific to course outcomes.
- Course(s) for which may be granted CPL as well as the specific CPL option(s) affiliated with such courses are designated in the University catalog.
- The maximum number of credit hours that a student may earn through the CPL option is determined by the individual degree program requirements identified by the Program Chair, and approved by the respective division Dean.
- Approval of CPL by certification and licensure must be through either a state-recognized professional license or nationally-recognized certification or registration.
- Regardless of the CPL option, proper documentation and verification of prior learning are required. Necessary precautions will be taken to ensure that all documents received are authentic and any program accreditation standards are met.
- Students **may not** petition for CPL for courses which they have already received Baptist University transfer credits.
- Students **may not** use CPL credits toward residency hour requirements.
- For more information, visit: www.baptistu.edu/CPL

TRANSFER CREDIT

Baptist University reserves the right to accept or decline transfer credit on any courses submitted. However, the following criteria and processes are followed when reviewing previous course work for consideration:

- Only transcripts that are submitted as part of the admissions process will be officially evaluated. Credit for transfer will be considered with an official transcript from a regionally accredited college. Additional material such as the course description, syllabus, outline and/or textbook(s) may be requested in order to assure similar curriculum objectives.
- Credit received from regionally accredited colleges for specific required courses in General Education Studies and Health Studies must satisfactorily parallel with courses offered by Baptist University. Equivalent courses (excluding specific required science courses) with grades of “C” or above may be accepted from other regionally accredited colleges regardless of the year completed. If an equivalent course was repeated at one of the regionally accredited colleges, only the most recent grade will be considered for transfer credit.
- Earned credit for courses equivalent to specific required science courses completed at a regionally accredited college with a grade of “C” or above will be subject to review according to specific program timeframes. If an equivalent course was repeated at one of the regionally accredited colleges, only the most recent grade will be considered for transfer credit.
 - Earned credit for specific required science courses five years old or less will be reviewed for applicants to all University programs.
 - Earned credit for specific required science courses over five years old will be reviewed for applicants to General Education and Health Studies (GEHS) and Allied Health (AH) programs by the GEHS Dean and AH Dean/Program Chair.
 - Earned credit for specific required science courses, regardless of year completed, will be reviewed for currently licensed health care professionals, Health Administration, and Population Health majors.
- Applicants with earned credit for specific courses taken at a two year regionally accredited college as part of the Tennessee Transfer Pathways will receive block credit for a designated series of courses required at Baptist University. Time/age limits for acceptance of earned credit for specific required science courses will vary per program. A grade of “C” or better must be earned in each course taken at the two-year college.
- Earned credit received for Advanced Placement courses will be considered for transfer based on verification and achievement of acceptable pre-determined examination scores.
- Program-specific courses completed at regionally accredited colleges will be reviewed on a case-by-case basis by the dean/chair of that program for consideration of transfer credit. For nursing, this review will occur only after a student has been admitted to the program. Additional material such as the course description, syllabus, outline and/or textbook(s) may be requested in order to assure similar curriculum objectives.
- Credit toward program-specific courses earned via other means, including but not limited to work experience, professional training, military training, may be considered on a case-by-case basis by the specific academic dean or designee according to the Credit for Prior Learning Policy.
- Transfer credit for courses from non-regionally accredited colleges and universities may be considered by the appropriate dean after he/she reviews all materials submitted.
- Transfer credit for courses from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators). Credit will be considered by the appropriate dean after he/she reviews the evaluation materials submitted.
- Students have a right to appeal transfer credit during their first year of attendance.
- Transfer of course/degree credit from Baptist University to another college is determined by the receiving institution.

Procedure:

The transfer credit approval procedure is reviewed every 2-3 years. The Dean of General Education and Health Studies and the Baptist University Registrar develop transfer guidelines after having reviewed descriptions of courses offered at nearby regionally accredited colleges (subject matter experts are consulted as needed). The transfer guidelines used by the Registrar’s Office as a basis for transfer credit acceptance from nearby regionally accredited colleges.

1. Official transcripts are evaluated by the Registrar’s Office when applicants meet admissions criteria.
2. The Registrar’s Office approves courses with established transfer credit guidelines from colleges.
3. The Dean of General Education & Health Studies reviews and approves courses when there are no transfer guidelines available for use by the Registrar’s Office.
4. Academic Deans will use the ACE Manual in determining transfer credit for military courses on a case-by-case basis.
5. Applicants are notified of transfer credit decisions.
 - Results of transfer credit evaluations are provided to applicants electronically (university issued email).

- Transfer credits are posted in the student information system when applicants are accepted to Baptist University.
 - As final transcripts are received, transfer credit evaluations are updated and posted in the student information system by the Registrar's Office. Students and advisors are notified to review the degree plan for additional transfer credits accepted into their program.
6. Students may submit an appeal for transfer credit within a specific timeframe.
- Applicants/students who wish to appeal transfer credit have 1 year (12 months) from the date of enrollment into Baptist University to complete the "transfer credit appeal" form on the web and provide necessary documentation for review of course content.
 - The General Education and Health Studies Dean in consultation with the appropriate Program Dean (or designated Chair) will consider and act on the appeal of the original decision.
 - Any recommended change of credits that are not agreed to by all parties involved (evaluating GEHS Dean and professional program Dean or designated Chair), will be forwarded to the Provost for final determination.
 - The Registrar's Office will notify applicants/students of the transfer credit appeal decision, including explanation for denied appeals, via email (academic advisor, if assigned, is copied on email communication).

READMISSION

Once admitted to Baptist University, students are expected to enroll for classes each academic term according to individual progression plans. Students who are not enrolled for two (2) consecutive trimesters must apply for readmission to Baptist University, unless granted a Leave of Absence.

Readmission to Baptist University is based on space availability and may require participation in a competitive admissions process.

Former students may apply for readmission to Baptist University, based on the following criteria:

1. The former student meets the applicable admission criteria, and,
 - The former student left Baptist University in good academic standing and is in good academic standing at any other colleges attended, if applicable, OR
 - The former student was academically dismissed from Baptist University when previously enrolled, and after leaving Baptist University, has earned a credential from an accredited clinical program or regionally accredited college or university.
2. A former student dismissed from a program is eligible to apply in the same program that he/she meets all readmission criteria for that program.
3. Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.
4. **Students who are administratively dismissed are not eligible for readmission to Baptist University.**

ADVANCED PLACEMENT AND CREDIT BY EXAMINATION

Baptist University may accept up to a maximum of 28 semester hours of advanced placement credit. Each course or examination must meet program requirements and be approved by the program chair and appropriate dean in order to be accepted. The Registrar's Office will provide information on courses which can be accepted as credit.

Advanced Placement and/or Credit by Examination that can be reviewed for credit include:

1. College Entrance Examination Board (CEEB). Credit may be given for advanced placement courses taken in high school with a score of 3 or above. Credit will be given with a grade of "P" (pass), but no quality points will be awarded, nor will the credit be included in calculation of the student's cumulative GPA.
2. College Level Examination Program (CLEP). Credit will be given for specific subjects taken through the College Level Examination Program (CLEP) if a score above the 50th percentile is obtained on each specific subject test. Credit earned through CLEP examinations is not included in calculating the student's cumulative GPA. The student will receive a grade of "P" (pass) for the equivalent course when the credit is awarded, but no quality points will be awarded.
3. Credit by Examination. Credit may be earned by passing approved in-house examinations. Fees for this type of exam may be charged based upon the type of exam taken.

Each course or examination must meet program requirements and be approved by the program chair and appropriate academic dean in order to be accepted. The Registrar's Office will provide information on courses or examinations that may be accepted as credit.

SPECIAL (NON-DEGREE) STUDENTS

Special Non-Degree Students are defined as Audit, Dual Enrollment, Non-Degree Seeking, and Transient.

- Audit Student-Taking a course(s) for no credit; not required to prepare assignments, papers, nor take examinations. Currently enrolled students must have the approval of the appropriate Academic Dean to audit a course. A student may not change from a credit basis to audit or from audit to credit basis after the last day of registration. Fees for auditing will be assessed per credit hour for all courses. Courses taken as AUDIT will not be retroactively applied as credit courses.
- Dual Enrollment Student-Current high school student taking a course(s) for high school credit and college credit; coordinated through the high school.
- Non-Degree Seeking Student-Taking a course(s) for credit but is not pursuing a degree.
- Transient Student-Regularly enrolled at another college/university, but taking a course(s) for credit with Baptist University with the intention to transfer the credit back into the home institution
- Non-Degree Course-Any course taken (credit or non-credit) by a Special Non-Degree Student

ADMISSION AS A SPECIAL (NON-DEGREE) STUDENT

All Special Non-Degree Student types require an application for admission and a non-refundable fee. Other documents may be required dependent on the status type (Audit, Dual, etc.)

Admission Criteria - Audit:

- An application for admission and non-refundable fee must be submitted by the appropriate deadline for the desired term.
- No additional documents are required.
- Students auditing a course(s) do not receive credit and the course(s) cannot be retroactively applied for course(s) credit(s).

Admissions Criteria - Dual Enrollment:

- An application for admission, non-refundable fee and all documents must be submitted by the appropriate deadline designated on the dual enrollment contract between Baptist Health Sciences University and the high school.
- The official high school transcript and ACT/SAT score must be submitted by the high school counselor or registrar.
- The dual enrollment applicant must meet the appropriate ACT/SAT score and high school GPA required for admission for the term to be dually enrolled.

Admissions Criteria - Non-Degree Seeking:

- An application for admission and non-refundable fee must be submitted by the appropriate deadline for the desired term.
- No additional documents are required.

Admissions Criteria - Transient:

- An application for admission and non-refundable fee must be submitted by the appropriate deadline for the desired term.
- Submit official transcripts from most recent college(s) attended.
- Verify good standing at most recent college(s) attended.

ENROLLMENT AS A SPECIAL (NON-DEGREE) STUDENT

Special (non-degree) students who desire to take one or more courses at Baptist University will be allowed to enroll for such courses on a "space- available" basis and upon approval from the appropriate Academic Dean. Special students are not eligible for student financial aid or veterans' benefits.

Special non-degree students who earn course credit(s) may apply those credits to a degree plan once they meet all admission criteria and are admitted into a formal degree-seeking program

CRIMINAL BACKGROUND CHECK

Students applying to all undergraduate programs must submit to and demonstrate satisfactory completion of a criminal background check as a requirement for enrollment to Baptist University. The background check must be completed prior to the first day of class in the initial matriculation term. A mandatory update must be completed prior to initial placement in a clinical course or internship. While enrolled in clinical courses/internships students may be required by clinical agencies/affiliates to complete the additional background checks including, but not limited to, the collection of fingerprints. Students applying to completion programs who are practicing in the field in which they are applying and hold an unencumbered license are required to complete a full background check prior to entering clinical sites. A private company approved by Baptist University will conduct the initial and pre-clinical background checks. The cost of the background check will be the responsibility of the student.

The criminal background check will include but is not limited to: National Criminal Database Search, National Sex Offender Search, Tennessee Abuse Registry, I-MED Level 3, County Criminal Records Search, Licensure, Certification and Designation.

Students who refuse to submit to a background check or refuse to allow Baptist University access to the report will be dismissed from Baptist University and will be ineligible for readmission. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation. If the student is ineligible for clinical placement/internship, they will be dismissed from Baptist University.

Students are required to sign a statement of disclosure acknowledging that the University may be requested to disclose the outcomes of background checks to clinical agencies during the course of the student's enrollment at Baptist University. Any convictions that occur after a background screen has been submitted must be reported to the Dean of Student Services.

At the time of admission to the University, all incoming students as part of enrollment requirements must complete a full background check as per instructions provided by Admissions. Exceptions include students in completion programs as noted in the above policy. These criminal background screens must be completed by the student's Orientation.

Undergraduate students entering clinicals or internships must complete a mandatory update prior to initial placement in a clinical course or internship. Pre-clinical/internship background checks must be completed before the first day of clinicals. The Clinical Compliance Coordinator will contact program faculty asking they identify students who need an update to their background check. The Clinical Compliance Coordinator will notify students via their University email account the trimester before the start of clinicals or internships,

Situations in which a person does not have a satisfactory background check will be reviewed on a case-by-case basis.

Convictions involving the following crimes, but not limited to these crimes, may serve to disqualify a person from being enrolled to the University, and if applicable, from participating in required clinical learning experiences:

- Any felony, whether listed below or not;
- Crimes involving drugs, including but not limited to unlawful possession or distribution;
- Crimes of physical violence to include any type of abuse (child, spousal, or of the elderly), abduction, such as kidnapping, manslaughter, murder, robbery, sexual crimes, possession of a restricted fire armor any related weapons offenses, assault and battery;
- Crimes against property, including but not limited to arson, theft of property and merchandise, vandalism, criminal trespass, larceny and burglary;
- Crimes showing dishonesty, including but not limited to fraud, forgery, deception or financial exploitation of any person or employer.

In the event of an adverse action prior to initial enrollment, Baptist University will notify the applicant to make an appointment with the Dean of Students to review the results of the background screen. In the event of an adverse action prior to entering clinicals or internships, Baptist University will notify the student to schedule an appointment with the Provost or designee to review the results of the background screen. The student must bring a copy of the report to the appointment. The Dean of Students will review the results of the report and in consultation with program faculty any other appropriate parties, determine if the student is eligible for enrollment or clinical placement.

Students are responsible for determining eligibility for certification/licensure by the appropriate credentialing organization(s) and/or state licensure board for their profession.

FINANCIAL AND BUSINESS SERVICES - FINANCIAL INFORMATION

Financial and Business Services Staff

Name	Title
Leanne Smith	Vice President, Financial and Business Services
April Tyson	Senior Director, Financial and Business Services
Jessica Oliver	Accountant
Patrice Livingston	Finance Specialist
Vacant	Analyst, University Accounts Receivable
Dr. Lekeisha Hibbler	Director, Financial Aid
Theresy Yosef	Associate Director, Financial Aid
Sharna Smith	Financial Aid Officer
Melynn Hahn	Financial Aid Officer

UNDERGRADUATE TUITION AND FEES - 2024-2025	
Tuition - All Courses (per credit hour, excl. Surgical Technology)	\$509.00
Tuition – Surgical Technology (per credit hour)	\$321.00
Audit Tuition – All Courses (50% of current tuition rate per credit hour, excl. Surgical Technology)	\$254.50
Audit Tuition – Surgical Technology (50% of current tuition rate per credit hour)	\$160.50
Application Fee (all programs)	\$25.00
Assessment Fees (additional learning resources needed for student success in the course):	
Allied Health	
DMS 310	\$45.00
DMS 300, MLS 327, MLS 331, RAD 351	\$35.00
DMS 392	\$246.50
DMS 399, DMS 496, DMS 498	\$100.00
MLS 302, MLS 315	\$70.00
MLS 340, NDT 290, RAD 390	\$150.00
MLS 411	\$134.00
MLS 417	\$89.00
NDT 101	\$58.00
NDT 292, NDT 293	\$237.00
NMT 396	\$175.00
NMT 497	\$25.00
RAD 200	\$52.00
RAD 490	\$180.00
RCP 299	\$192.00
RCP 307, SUR 208	\$50.00
RCP 312	\$149.00
RCP 313	\$165.00
RCP 416	\$60.00
RCP 421	\$189.50
RTT 389	\$205.00
RTT 492	\$55.00
SUR 104	\$217.00
SUR 201	\$247.00
SUR 204, SUR 206	\$40.00
General Education and Health Studies	
HSC 104, HSC 105	\$75.00
HCM 303, HCM 485	\$50.00

Nursing	
NSG 304, NSG 335, and NSG 345 (Traditional Programs Only), NSG 415	\$205.00
NSG 306 (Traditional Program Only), NSG 307	\$230.00
NSG 308	\$650.00
NSG 311	\$930.00
NSG 314, NSG 316	\$305.00
NSG 318	\$735.00
NSG 340, NSG 341, NSG 351, NSG 409, NSG 442	\$245.00
NSG 360, NSG 361	\$220.00
NSG 400	\$680.00
NSG 445	\$355.00
NSG 453, NSG 463	\$50.00
Access Follett Book Program (per credit hour for General Education and Allied Health courses only)	\$38.00
Challenge Exams (NSG 304, 306, RN-BSN - 341) \$60 exam fee, \$15 recording fee	\$75.00
Clinical Make-up Fee (per clinical)	\$100.00
CPR Fees: DMS 392, NDT 290, NMT 311, NSG 308, RAD 200, RCP 299, RTT 389, SUR 104	\$100.00
Credit for Prior Learning Examination (25% of current per credit hour rate per course credit hour)	
Credit for Prior Learning Workshop	\$275.00
Credit for Prior Learning Reassessment Fee	\$50.00
Credit for Prior Learning Transcript fee per credit hour	\$25.00
Enrollment Fee or Deposit	\$100.00
Graduation Fee - payable when registering for final Trimester	\$75.00
Health Services Fee (per Trimester)	\$70.00
ID Card or Parking Decal - Replacement (original - no charge)	\$10.00
Laboratory-based courses, per course	
General Education and Health Studies Labs	\$40.00
All Other Labs	\$50.00
Late Installment Payment Plan Fee	\$25.00
Late Registration Fee*	\$100.00
Parking Fees (per Trimester):	
Lot A (Campus Hub Lot, 1003 Monroe)	\$75.00
Lot A (Campus Hub Lot, 1003 Monroe) - residence hall students	\$25.00
Lots B,C,& D (Union Ave) (Madison/Pauline) (Health Sciences Bldg), (Collaboration Bldg), unrestricted parking	\$25.00
Parking Violations (per incident)	\$25.00
Preclinical Drug Testing (DMS 392, MLS 302, NSG 308, NSG 453, NDT 290, NMT 396, RAD 390, RCP 299, RTT 389, SUR 104)	\$55.00
Printing (250 additional pages)	\$12.50
Professional Liability Insurance (per term when enrolled in clinical courses)	\$7.00
Repeat ATI	\$65.00
Registration Change Fee (drop/add) per course dropped or added	\$5.00
Returned Check Fee (or Credit Card Chargeback Fee)	\$25.00
Student Activity Fee (per credit hour, all courses)	\$10.00
Technology Fee (per credit hour, all courses)	\$50.00
Transcript Fee, per official transcript	\$10.00
HOUSING FEES **	
Housing, double occupancy, <u>if available</u> , per trimester	\$1750.00
Housing, single occupancy, <u>if available</u> , per trimester	\$2850.00
Food Services (per Trimester, if applicable)	\$300.00
Housing Application Fee (non-refundable)	\$100.00
Housing Deposit (refundable)	\$250.00

* The late registration fee is charged if registration and payment are not completed on or before the tuition and fee payment dates specified in the academic calendar.

** Details regarding housing assignments and policies are in the Residence Hall Handbook.

OTHER COSTS

PROFESSIONAL LIABILITY INSURANCE

Students in the health professions are required to participate in various clinical learning experiences as a prerequisite to successful completion of programs of study. The clinical facilities where these learning experiences take place will only accept students who are covered by professional liability insurance. Accordingly, Baptist Health Sciences University has arranged to provide coverage meeting the required coverage standards to all students who are enrolled in clinical courses through Healthcare Providers Service Organization (HPSO). All Baptist Health Sciences University students enrolled in clinical courses must obtain coverage through HPSO, other personal liability insurance coverage notwithstanding.

The annual premium for this coverage will be \$21 and will be charged with student billing for tuition and fees.

MISCELLANEOUS COSTS

In addition to the expenses noted, the student is also responsible for the cost of books, supplies, uniforms, transportation and meals, as well as health insurance, health screenings and immunization expenses, assessment fees, criminal background checks, and licensing/certification fees.

PAYMENT AND REFUND POLICIES

Baptist University reserves the right to make changes in costs at the beginning of any trimester by publication of the new rates for tuition, fees, and room rent three months in advance of the effective date. Changes in other fees, charges, or policies may be made by an announcement one month in advance of the effective date of the change.

PAYMENT OF TUITION AND FEES

All tuition, housing, and other fees must be paid in full during the designated registration days for each trimester before a student will be officially enrolled in classes. Payments may be made in cash, check, money order, or debit or credit cards. Registration is not complete for financial aid recipients until aid has been awarded and applied to all fees and all debt has been paid in full. Baptist University will not impose any penalty on covered individuals, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from Veteran Affairs under chapter 31 or 33, Title IV, state, and/or institutional aid. A late fee may be assessed on covered individuals receiving Title IV, state, and/or institutional aid if delayed disbursement is due to a student not fulfilling aid requirements timely. Students with delinquent accounts will be denied registration. Students must complete a financial responsibility agreement prior to registering each term.

Registration is subject to deletion and/or a late registration fee if all tuition, fees, and/or fee payment requirements for enrollment are not satisfied by the appropriate fee payment deadline. The installment payment plan is available to qualified students to help satisfy payment requirements by the appropriate fee payment deadline. A fee will be charged for each late installment payment. Late installment payment(s) are defined as payment(s) not received by the specified due date(s) indicated in the payment plan agreement and promissory note.

The installment payment plan is reserved for students based on the following:

- Good financial standing (Business Office)
- Good academic standing (Registrar's Office)
- No federal financial aid funds available (Direct Loans included)
- No eligibility for Parent PLUS Loan
- \$250.00 minimum balance

REFUND OF TUITION AND FEES

This policy applies to dropping a course or withdrawing from school:

- A student who withdraws from a course on or before the published tuition and fee payment date for the term in which they are enrolled will receive 100% tuition and course fee refund.
- A student who withdraws from a course after the published tuition and fee payment date for the term in which the student is enrolled through the change/add period specified for the course in which the student is enrolled will receive a **100% tuition refund only**.
- No tuition or fee refund will be processed after the change/add period specified for each course. Course fees are non-refundable after the published tuition and fee payment date for the term.
- A schedule of specific refund dates for each term will be published on the Baptist University website, distributed to all students via email each trimester and via course syllabi.
- All fees not related to a course are non-refundable.
- All refunds will be processed electronically or mailed.
- All other fees are non-refundable.

Return of Title IV (Federal Financial Aid Funds):

The Higher Education Amendments of 1998 specifies that financial aid must be earned through class attendance. A student has not earned 100% of his/her financial aid until he/she has attended more than 60% of the term. If a financial aid recipient totally withdraws from school or drops all remaining courses, on or before the 60% point of the term, there is a portion of the financial aid that has not been earned. This unearned portion is repaid by both the student and the school based on a federal formula. The amount each student owes must be calculated based on the date of withdrawal or drop and the amount of financial aid received. Any unearned amounts are to be returned to Title IV financial aid programs in the appropriate order. Any amount remaining after the applicable programs have been fully repaid is returned to the student. Additionally, students who earn all failing grades must have "earned" the grades through attendance and poor performance. The Financial Aid office will reach out to all instructors to determine if the failing grades were earned or if the student stopped attending. If the failing grades were earned, there will not be a Return of Title IV Aid. If the failing grades were the result of attendance, the confirmed last date of attendance or the 50% date of the term will be used in the Return of Title IV calculation.

FINANCIAL AID

Financial Aid is designed to assist qualified students with the cost of their education. Scholarships, grants, work study, and loans are awarded to recipients who meet specific criteria. It is the responsibility of the applicant to comply with all policies regulating any financial aid for which he or she may qualify. Contact the Financial Aid Office for specific guidelines on each financial aid source. **All applicants must complete a Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov.** If you have any questions about your eligibility, please contact the Financial Aid Office.

Federal Aid Programs

These programs are administered through the U.S. Department of Education.

Pell Grant

A non-repayable award for undergraduate students pursuing a first Bachelor's degree. Awards vary in amount each year and are based on financial need and hours of enrollment. Pell Grant is awarded based on full-time status, but will be adjusted and disbursed based on actual hours enrolled.

Supplemental Educational Opportunity Grant (FSEOG)

A non-repayable campus-based award for undergraduate students pursuing a first Bachelor's degree. Awards are made to early applicants who demonstrate the most financial need and have the lowest Student Aid Index (SAI).

Direct Subsidized Loan

A fixed interest loan available to degree seeking students enrolled at least half-time, based on financial need. The interest rate for new loans changes every July 1st and is paid by the government while the students are attending school. Repayment of principal and interest begins 6 months after graduation or enrollment ceases to be at least half-time.

Direct Unsubsidized Loan

A fixed interest loan available to degree seeking students enrolled at least half-time, not based on financial need. The interest rate for new loans changes every July 1st and will be charged from the time the loan is disbursed until it is paid in full. The interest can be paid while the student is still in school. Repayment of principal and interest begins 6 months after graduation or enrollment ceases to be at least half-time.

Direct Parent Loan for Undergraduate Students (PLUS)

A credit based loan option for the parent of a dependent undergraduate student enrolled at least half-time. The yearly limit is limited to the student's cost of attendance minus any other financial assistance expected or received. The interest rate is fixed for the life of the loan but the rate changes every July 1st for new loans. There is no grace period for these loans, but payments may be deferred until the student graduates or ceases to enroll at least half-time. Interest begins to accumulate at the time the first disbursement is made. For PLUS borrowers who do not choose to defer, repayment of both principal and interest will begin 60 days after the full loan amount has been disbursed.

More details for these programs are available through the Baptist University Financial Aid Office or online at www.baptistu.edu/tuition-financial-aid.

State Aid Programs

These programs are administered through the Tennessee Student Assistance Corporation (TSAC).

Tennessee Student Assistance Award

A non-repayable fund for financially needy undergraduate students who are residents of Tennessee. Applicants must be enrolled at least half time, at a public or an eligible non-public postsecondary institution in Tennessee. Funds are awarded based on guidelines provided by TSAC.

Tennessee Educational Lottery Scholarship Programs (TELS)**Hope Lottery Scholarship**

Awarded to a student in pursuit of an associate or baccalaureate degree at an eligible postsecondary institution that is funded from the net proceeds of the state lottery. The amount of the award is based on full-time status but will be adjusted and disbursed based on actual hours enrolled.

Hope Aspire

Awarded to a student in pursuit of an associate or baccalaureate degree at an eligible postsecondary institution who qualifies for a Tennessee Hope Scholarship and whose adjusted gross income does not exceed \$36,000. The amount of the award is based on full-time status but will be adjusted and disbursed based on actual hours enrolled.

Hope General Assembly Merit

Awarded to a student in pursuit of an associate or baccalaureate degree at an eligible postsecondary institution who qualifies for a Tennessee Hope Scholarship and demonstrates academic excellence. The amount of the award is based on full-time status but will be adjusted and disbursed based on actual hours enrolled.

Hope Access Grant

Awarded to a student in pursuit of an associate or baccalaureate degree at an eligible postsecondary institution whose adjusted gross income does not exceed \$36,000 per year. In addition to the adjusted gross income limit, a student must be an entering freshman and have at least an unweighted high school GPA of at least 2.75 and at least 18ACT/860SAT score. This grant is non-renewable. If a student meets the HOPE Scholarship renewal criteria, they will be eligible for the Hope Lottery Scholarship during subsequent years of enrollment. The amount of the award is based on full-time status but will be adjusted and disbursed based on actual hours enrolled.

Hope Non-Traditional

Awarded to a student who is 25 years or older and enrolled in an eligible postsecondary institution as an entering freshman or have not been enrolled for at least two (2) years after last attending any postsecondary institution. Students cannot have earned a baccalaureate degree and their adjusted gross income cannot exceed \$36,000 per year. The student must have a minimum cumulative GPA of 2.75 after attempting 12 trimester hours.

Tennessee Promise and Tennessee Reconnect

Both of these awards are for Tennessee residents who are pursuing an associate's degree only. Eligible recipients will receive a "last-dollar" award not to exceed the average tuition and fees at Tennessee public community colleges. Meaning, these awards will not cover all tuition and fees for Baptist University students pursuing an associate's degree. Students must apply online at www.tnpromise.gov for eligibility requirements and deadlines.

More details for these programs are available through the Baptist University Financial Aid Office or online at www.baptistu.edu/tuition-financial-aid.

Student Employment

Federal Work Study

A need based, federally funded, campus based financial aid program that provides part-time employment to students who are enrolled at least half-time. Federal Work Study funds cannot be applied directly towards tuition or fees. Instead, students are paid on a bi-weekly basis for hours worked. The application process is handled through the Financial Aid Office.

Institutional Work Study

A Baptist University program that provides funding to employ students in various positions on campus. Students must maintain a 3.0 cumulative GPA, remain enrolled at least half-time, and be in good academic standing. The application process is handled through the Financial Aid Office.

Grants and Scholarships

Information regarding specific award amounts for all grants and scholarships are available in the Financial Aid Office or online at www.baptistu.edu/tuition-financial-aid. All applicants must complete the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov and continuing students will also need to complete the online scholarship application through MyCampus.

TUITION DEFERRAL PROGRAM

Students of Baptist University enrolled in a professional program may be eligible to apply for participation in the Tuition Deferral Program depending on the workforce needs of the Baptist Corporation. In addition to workforce needs, selection criteria for participation will include such things as the student's academic record and the entrance interview. Students must interview and be selected to participate in this program.

For those students selected, Baptist University will defer clinical tuition only. Students will be responsible for paying all mandatory fees. Following graduation and licensure, Baptist Memorial Health Care (BMHC) will hire program participants as full-time employees of a BMHC hospital upon successful completion of the employment process. The agreement specifies that each participant will agree to work for Baptist while earning forgiveness each month of work during this work period. The tuition to be deferred and the corresponding work period may vary by major.

OTHER FINANCIAL ASSISTANCE

Other sources of financial assistance include scholarships awarded by various civic groups and religious organizations. Students should investigate these and other sources in the community for additional financial support.

BAPTIST EMPLOYEE TUITION DISCOUNT

Baptist University provides a tuition only discount for eligible Baptist Memorial Health Care employees and eligible dependents enrolled at Baptist Health Sciences University. All current, full time employees in good standing, regardless of length of employment, and eligible dependents are eligible for the following discounts.

- 25% discount on undergraduate tuition only
- 10% discount on graduate tuition only

VETERAN EDUCATION BENEFITS

Veteran Education Benefits provide veterans, service members, or their qualified family member with funding to assist with all or some of the costs for school. Amounts of benefits vary with eligibility and enrollment status. A VA Enrollment Authorization Form must be submitted to the Financial Aid office each trimester to initiate enrollment certification with VA.

ACADEMIC INFORMATION & POLICIES

Academic Affairs Staff

Name	Title
Hampton Hopkins	Interim Provost
Melissa Mosher	Administrative Assistant, Provost's Office
Peter Bell	Vice Provost, Dean and Professor, College of Osteopathic Medicine
Michelle McDonald	Dean and Associate Professor, Division of General Education and Health Studies
Cathy Stepter	Dean and Professor, Division of Nursing
Elizabeth Williams	Dean and Professor, Division of Allied Health
Jaime Bissa	Director, Center for Healthcare-Focused Teaching and Learning
Cheryl Scott	Director and Assistant Professor, IPE and Simulation
Laurie Brooks	ADA Coordinator

Enrollment Management Staff

Name	Title
Tammy Fowler	Vice President, Enrollment Management and Student Affairs
Lisa Borden	Administrative Assistant
Erica Chandler	Director of Records/Registrar
Debbie Stafford	Academic Records Specialist
Rosie Holland	Academic Records Evaluator

DEGREES OFFERED

Baptist University offers programs of study that lead to the following degrees:

- Associate of Science (AS) with a major in Pre-Health Studies, Neurodiagnostic Technology, and Surgical Technology.
- Bachelor of Science (BS) with a major in Biomedical Sciences, Medical Radiography, Nuclear Medicine Technology, Radiation Therapy, and Respiratory Care.
- Bachelor of Science in Nursing (BSN)

Bachelor of Health Sciences (BHS) with a major in Diagnostic Medical Sonography, Health Administration, Medical Imaging Sciences, Medical Laboratory Science, Neurodiagnostic Technology, and Public Health.

A student may earn one Associate of Science degree, one Bachelor of Science degree, one Bachelor of Science in Nursing degree and one Bachelor of Health Sciences degree from Baptist University. A student pursuing a second degree must earn at Baptist University a minimum of 30 additional credit hours for a Bachelor's degree, and a minimum of 15 additional credit hours for an Associate's degree beyond the requirements of the first degree. Specific courses taken in completion of the requirements of the first degree, including general education courses, may be applied to the second degree. Specific courses taken in completion of the requirements of the first degree, including general education courses, may be applied to the second or subsequent degrees. Students completing the requirements for two (2) or more degrees will receive two or more diplomas, are eligible to obtain honors in all degrees, and will be listed under all degrees at Commencement.

Students seeking more than one (1) major under the Bachelor of Health Sciences or Bachelor of Science degree must meet all requirements for the second and each subsequent major. Students who complete multiple majors within a single degree will not be issued an additional diploma; however, each major will be posted on the academic transcript.

Admission to additional majors is based on individual program selection criteria and space availability.

JOINT AND DUAL ACADEMIC AWARDS AGREEMENTS

Baptist University may collaborate with other academic institutions to provide joint and dual academic awards. To ensure that a systematic approval process is followed when initiating such arrangements, the following standards and process will be followed for the purposes of accreditation and review by SACS Commission on Colleges.

An agreement by two or more institutions to grant dual academic awards is one whereby students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature. An agreement by two or more institutions to grant a joint academic award is one whereby students study at two or more institutions and one institution grants a single academic award bearing the names, seals, and signatures of each of the participating institutions.

SACSCOC accreditation awarded to Baptist University is not transferable to a partner institution—either in actuality or appearance. Baptist University is responsible for ensuring the integrity of its accreditation and education programs when entering into collaborative academic arrangements.

For all such arrangements, Baptist University assumes responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on transcripts, and (3) compliance with accreditation requirements.

Baptist University will ensure that students earn 25 percent or more of the credits required for an undergraduate academic award through its own direct instruction. To receive a graduate academic award, students must earn one-third or more of the credits through the SACSCOC member institution's own direct instruction.

When evaluating, accepting, and transcribing credits awarded through agreement involving joint and dual academic awards, Baptist University will:

- Examine courses transferred in or transcribed from partner institutions to ensure that they meet the requirements of Baptist University and the requirements of the SACSCOC accreditation standards manual, Principles of Accreditation.
- Assess and monitor effectively courses and components completed through instruction by partner institutions. This assessment and monitoring should be done by academically-qualified persons.
- Record on the academic transcript the name of the institution from which a course is taken. If a member institution desires to transcript as its own a course taken through an agreement with a partner institution, the member must demonstrate that the instruction was provided under the member's supervision including advance approval of the academic qualifications of each instructor and regular evaluation of the effectiveness of each instructor.
- Disclose fully the nature of the collaboration on the transcript of the institutions awarding the credential.
- Reflect accurately in its catalog the courses being offered through the collaboration if they are available to its own students as part of an educational program.
- Ensure that qualified and competent faculty at each participating institution agree on the content and teaching methodologies of courses and educational programs and on the qualifications of the faculty members who teach in the programs. Qualifications of teaching faculty must comply with the faculty competence requirements of the Principles of Accreditation.
- Ensure that the educational outcomes of a major or concentration offered as part of a collaborative arrangement are (1) comparable to the outcomes of the same major or concentration offered by the institutions in the collaborative arrangement or, if not offered by any of the participating institutions, (2) comparable to the outcomes of a peer institution external to the collaborative arrangement that offers the same educational program's major or concentration.
- Ensure that, within the collaborative arrangement, there is appropriate faculty accountability to the institutions accepting the credit, perhaps through dual faculty appointments or other approaches that include evaluation by the accepting institution.

MINORS

A minor is a supplemental secondary discipline of study that complements the major. Courses toward the minor may be taken concurrently with, and in addition to, the degree requirements as indicated in the degree plan. Minors are available for students in the Associate or Baccalaureate degree programs.

Minors require a minimum of 15 credit hours and no more than 9 credit hours of a student's primary degree requirements may also be applied to a minor requirement, unless indicated by the specific minor in the catalog in the year the student declared the minor. More than 50% of the credit hours required must be earned at Baptist Health Sciences University. Courses for credit in the minor require a "C" grade or better. A student can declare and earn multiple minors but a minor cannot be earned within the same major. A minor will not be officially awarded without the completion of a degree at Baptist Health Sciences University. A student must submit the Minor Declaration Form to the Registrar's Office.

DIRECTED STUDY COURSES

A directed study course is defined as a course that involves a learning contract between a faculty or program chair and a student for outcome achievement. All directed study courses must be approved by the dean of the division where the degree plan resides and dean of the division where the course resides.

The course can be offered as:

- A substitute for a course that is not offered in the desired term. The learning outcomes are the same as in the traditional course but may allow the student to work more independently and at a customized pace.
- A course designated for further study/research beyond what is offered in the regular curriculum. It provides the student with an opportunity to pursue/research a subject in more depth and in a more independent manner than would be possible in a regular course with the student's selected program of study. This may or may not count toward the major degree plan.
- A course designed as part of a delayed progression plan, to address specific learning objectives, but does not require a full repeat of a previously completed course or courses.
 - This course is not designated as part of the original degree plan and does not count toward the major, but is deemed necessary as part of a delayed progression plan.

Approval of any directed study course will be based upon whether the intended learning outcomes can only be achieved through directed study and the availability of University resources to offer the course to an individual student. A directed study course may be initiated by program faculty as a part of a delayed progression plan and must be approved by the appropriate dean(s). The directed study must be done during a regularly scheduled academic term.

EXPERIMENTAL COURSES

An experimental course is defined as a new course designed by a faculty member and offered on a trial basis for a period of time not to exceed one academic year. Goals and learning outcomes are clearly defined and delineated in course syllabi.

UNIT OF CREDIT

Baptist University operates on a trimester calendar. The semester hour is the unit of credit. All credit hours assigned to courses by Baptist University comply with the federally described definitions of credit hours in terms of appropriate time spent per credit hour. One semester hour for credit is earned for various types of learning activities, according to the following table:

Learning Activity	Clock Hours per Trimester
Classroom (Undergraduate)	1:1
General Education and Health Studies Lab Lower Division (Undergraduate)	2:1
General Education and Health Studies Lab Upper Division (Undergraduate)	3:1
Undergraduate Nursing Lab	3.6:1
Undergraduate Nursing Clinical	3.6:1
Undergraduate Allied Health Lab	3:1
Allied Health Clinical (non-Respiratory Care)	6:1
Respiratory Care Clinical	4:1
Undergraduate Internships	3.2:1

GRADING

A 4.0 quality-point system is employed at Baptist University. Grades are translated into quality points at the end of each trimester and used to determine the level of proficiency and rate of academic growth which characterizes each student's progress.

The following are the grades with their corresponding quality points:

Grade	Title	Quality Points
A	Excellent Achievement	4.0 pts
B	Good Achievement	3.0 pts
C	Satisfactory Achievement	2.0 pts
D	Unsatisfactory	1.0 pts
F	Failure	0.0 pts
W*	Withdrew	
WP*	Withdrew Passing	
WF	Withdrew Failing	0.0 pts
I*	Incomplete	
IP*	In Progress	
AU*	Audit	
P*	Pass	
S*	Satisfactory	
U*	Unsatisfactory	
NR*	Not Recorded	
CX	Credit by Examination	
CP	Credit by Portfolio	

*No quality points awarded. Does not impact GPA.

WF Withdrew Failing

For courses offered during a full trimester, this symbol indicates that a student was making below a "C" when he or she withdrew from a course dropped after the 28th day of the trimester. A "WF" is considered a failure of the course (Check the University's Academic Calendar for specific dates.) Any student who withdraws from a course after the 64th day of the trimester will automatically receive a "WF" for the course. For all other courses offered during academic terms of varying lengths, please refer to the course syllabus for withdrawal information.

D, F

This grade indicates unsatisfactory completion of the course and must be repeated at Baptist University.

The following symbols are approved for use in the cases indicated, but will not be included in determination of the grade point average:

I Incomplete

This symbol indicates that the student, for nonacademic reasons beyond his/her control, was unable to meet the full requirements of the course. All "I" grades must be removed within four weeks from the start of classes in the next trimester. Mini-term courses – all "I" grades must be removed within four (4) weeks from the start of the next Mini-term. Students with several "I" grades may be required to carry a reduced class load for the following trimester. "I" grades will be changed to "F" if they are not removed on schedule. Courses must then be repeated in order to earn credit. Incomplete grades should be initiated by the student and require approval from the instructor and Dean via the INCOMPLETE GRADE REQUEST FORM.

IP In Progress

If a student takes a course extending over more than one term and evaluation of performance is deferred until the end of the final term, provisional grades of IP (In Progress) are assigned in the intervening term(s). The provisional grades are replaced by one final grade when the full sequence is completed.

W Withdrew

For courses offered during a full trimester, this symbol indicates that a student withdrew from a course after the sixth day of the trimester and prior to the 28th day of the trimester. For all other courses offered during academic terms of varying lengths, please refer to the course syllabus for withdrawal information.

WP Withdrew Passing

For courses offered during a full trimester, this symbol indicates that a student was passing with a "C" or better when he or she withdrew from a course dropped after the 28th day of the trimester and prior to the 64th day of the trimester. Check Baptist University's Academic Calendar for specific dates. For all other courses offered during academic terms of varying lengths, please refer to the course syllabus for withdrawal information.

AU Audit

This symbol indicates that a student was given permission to audit this course. After the last day of registration, students may not transfer from audit to credit or vice versa.

NR Not Recorded

This symbol indicates that the grade has not been recorded.

P Pass

This symbol indicates that a student was awarded credit by CEEB, CLEP, correspondence course or approved challenge exam with a "P" (pass) determination. In addition, this symbol is used to indicate that block credit has been awarded for completion degrees once a student has successfully completed the requirements indicated in the individual program policies. No quality points are awarded nor is the "P" credit included in GPA calculations.

S Satisfactory

This symbol indicates that credit has been given for completion of degree requirements for a clinical course or other designated course.

U Unsatisfactory

This symbol indicates unsatisfactory performance in an attempt to complete degree requirements for a clinical course or other designated course.

CX Credit by Examination

This symbol indicates Credit by Examination option whereby students may earn course credit by successfully completing a comprehensive exam.

CP Credit by Portfolio

This symbol indicates Credit by Portfolio option whereby students may earn course credit by submitting a portfolio which demonstrates through narratives and artifacts a student's knowledge, competencies, and skills related to specific course learning outcomes.

Each attempt of a course is reflected on the student's transcript.

FINAL GRADE APPEAL

A student has a right to appeal a final grade when there is a legitimate indication that the grade does not accurately reflect the quality of his or her academic work in the course, that the grade was calculated in error, or that the grade was determined in a manner inconsistent with the course syllabus.

Instructors have the responsibility to provide careful evaluation and timely assignment of appropriate grades. Grading methods for the course should be explained to the students at the beginning of the term.

A final grade appeal shall deal with charges that the grade was impermissibly or arbitrarily assigned. It is recognized that there are varied standards and individual approaches to grading which are valid. Only a final course grade may be appealed. The final grade appeal may not involve a challenge of an instructor's grading standard, another faculty member's grading policy, the difficulty of a course, or other comparable matters. **The decision of the Academic Dean is final.**

The grade assigned by the faculty will stand as the grade of record until the appeal is either resolved or finalized. Eligibility for enrolling in future courses will be determined by the grade of record.

Excluded from this policy are grade appeals alleging discrimination, harassment or retaliation in violation of Non-Discrimination – Students Policy. If the student believes he or she is a victim of discrimination, harassment or retaliation, the student should contact the Vice President of Administrative Services as outlined in the Non-Discrimination – Students Policy or file a complaint using the University's grievance procedures as outlined in the Alleged Discrimination Grievance - Complaint Policy - Students.

Process to appeal a final grade:

1. If the student wishes to question a final grade, they must meet with the instructor on how the grade was determined. This step must be initiated by the student within three (3) class days after receiving the final grade. In most circumstances, the discussion between the instructor and the student results in a resolution.
2. If the student concerns are not resolved by discussion with the instructor, the student may submit a written appeal request to the Program/Department Chair (or designee) administratively responsible for the academic program in which the course grade was given. This written request to the Program/Department Chair (or designee) must be made within three (3) class days of meeting with the instructor. The written request must include specific reasons on how the grade does not accurately reflect the quality of his or her academic work in the course, that the grade was calculated in error, or that the grade was determined in a manner inconsistent with the course syllabus. The request must be emailed to the Program/Department Chair (or designee) using the University email.
3. The Program/Department Chair (or designee) will generally meet with the student within three (3) class days of receiving the final grade appeal written request. The decision will be rendered by the Program/Department Chair (or designee) within three (3) class days after the meeting and sent to the student at their Baptist University email address.
4. If the student does not concur with the action taken by the Program/Department Chair (or designee), the student has the option of appealing the decision to the Academic Dean administratively responsible for the academic program in which the course grade was given within one week of date the decision was emailed to the student at

their Baptist University email address. The student forfeits any appeal rights beyond this time period. To initiate the process, the student must submit a written request to the Academic Dean within one week of the date the decision was emailed to the student at their Baptist University email address. The appeal must state specifically how the grade does not accurately reflect the quality of his or her academic work in the course, that the grade was calculated in error, or that the grade was determined in a manner inconsistent with the course syllabus.

5. The Academic Dean (or designee) shall review the matter, and may, if appropriate, conduct further investigation and/or engage in additional hearings.
6. The decision will be rendered by the Academic Dean (or designee) in consultation with the Provost. The decision of the Academic Dean (or designee) is final and will be sent to the student at their Baptist University email address.

CUMULATIVE GRADE POINT AVERAGE (GPA)

A student's cumulative grade point average, based only on the courses attempted at Baptist University, is determined by dividing the quality points by the hours for which the student has registered, excluding courses taken for no credit (AU), repeated courses, those from which the student has officially withdrawn while passing (WP), and those that were completed with the grades of P, S, U, or I. The most recent grade assigned in a course is the grade used in the calculation of grade point average.

GRADE REPORTS

Official grade reports are available via a secure student web portal at the end of every trimester and grades are posted on the student's permanent record approximately one week after the final examination period. Grades will not be available to students who have a non-approved financial indebtedness to Baptist University.

TRANSCRIPTS

A transcript is a copy of the academic record of all courses for which a student has registered. All transcript requests must be made through the National Student Clearinghouse at www.nationalstudentclearinghouse.com. There is a fee for each official transcript. Official transcripts bearing the Baptist University seal and signature of the Registrar can be sent to an employing agency or another educational institution. Unofficial copies of transcripts are only available to current students through the student web portal. Students may receive official copies of transcripts if requested, however, not all educational institutions will consider receipt of these transcripts as official. The Registrar's Office cannot issue transcripts from other colleges or institutions. No transcript will be issued for a student who has not met his/her financial obligation to Baptist University.

CLASSIFICATION OF STUDENTS

Full-Time/Part-Time

In order to be classified as full-time, a student must carry at least a 12 credit hour load during an academic term. Students registering for 6-11 credit hours in an academic term are considered part-time. Students registering for less than 6 credit hours are considered less than part-time.

Class Standing

Class standing is determined by the cumulative hours earned (local and applicable transfer) as noted below:

Classification	Credit Hours
Freshman	0-29 credit hours
Sophomore	30-59 credit hours
Junior	60-89 credit hours
Senior	90 or > credit hours

APPLICATION FOR CONSIDERATION OF CHANGE OF MAJOR

Once enrolled at Baptist University, a student may request a change of major through his or her faculty advisor by submission of the Change of Major Request Form.

To be considered for a change of major, a student must meet with the new Program Chair for consideration and approval to pursue the new major. Student will obtain and follow procedure as outlined on the Change of Major Request Form. If a student requesting a change of major is not selected into the new major, the student may remain enrolled in the major of record at the time of the request. Students granted a change of major will be required to adhere to all academic policies and professional standards of the new program.

Students granted a change of major must meet all the academic requirements of the new major to progress and graduate. Once approved for a change of major, students may not return to the original major without requesting a new change of major.

UNDECLARED MAJOR

For entering students or students who are unsuccessful in a selective course of study, or decide they are no longer interested in their current degree program, this major would allow students to enroll in or to continue enrollment at Baptist University while exploring other programs/majors at the University. Students are limited to two (2) trimesters in the Undeclared Major Status and this status may only be declared one time during the student's enrollment at Baptist University. Students are responsible for contacting Financial Aid Services to determine impact on their aid.

ACADEMIC ADVISEMENT

The purpose of academic advisement is to provide academic guidance and support throughout the university experience. Once admitted to Baptist University, each student will be assigned to a faculty advisor. An advisor will guide the student in his/her academic progress until graduation. Students may request a change in advisor by contacting the Registrar's Office. Students must schedule appointments with their advisors to discuss courses before registration. Office hours for advisement are posted by each individual advisor.

TRIMESTER LOAD

In order to be classified as a full-time undergraduate student at Baptist University, a student must be enrolled in a minimum of 12 semester hours. Those undergraduate students wishing to register for 18 credit hours or more in any given trimester must obtain permission from the appropriate academic dean.

DISTANCE EDUCATION

Online courses and blended courses are considered distance education courses at Baptist University. Types of online courses include total online courses and modified online courses. In a total online course, all instructional content is delivered exclusively through distance education where students and instructors are not in the same physical location. In a modified online course, the majority of the interaction between students and instructors and among students occurs through electronic means with some exceptions. Exceptions include; Full-term courses in which the instructor and students physically meet together for no more than two meetings, totaling less than six hours. Experiential learning opportunities, such as clinical, practicum, residency, or internship, provided that Baptist University has already obtained all the necessary professional and licensure approvals necessary (if any) to conduct the learning opportunity in the state, and No more than 10 students in the same academic program from each institution are physically present simultaneously at a single placement site unless a higher number is approved by the host state's portal agency. In blended courses, the majority of the interaction between students and instructors and among students occurs when students and instructors are not in the same place. Instruction and assessments may occur online, on campus, or in the clinical setting. Flex courses are not considered distance education courses. In a flex course, the majority of the interaction between students and instructors and among students occurs when students and instructors are in the same place. Total online, modified online, and blended courses will be assessed an online course fee per credit hour as appropriate and published in the University Catalog.

ONLINE PROGRAMS

Online Program are formal educational programs at Baptist University that allows the completion of the entire curriculum online without the need to attend any instruction on a campus location. In-person learning may be required to complete clinical/internship segments of an online program.

Students enrolled in online programs will be provided a range of services comparable to those available to students enrolled in in-person programs, although the method of service delivery may vary. Students enrolled in online programs will be made aware of academic, technological, and support services and resources.

WITHDRAWAL FROM A COURSE

Students wishing to drop a class must formally withdraw from the class by following the procedure outlined by the Registrar's Office. A student discontinuing class attendance does not constitute a formal withdrawal. Without completing the process for dropping the course, the student will receive an "F" in the course.

REGISTRATION

An open registration period is scheduled before the beginning of each trimester. A student will be authorized to register only after meeting with their academic advisor. Fees must be collected according to the Payment of Tuition and Fees policy. A late fee is assessed for students not completing registration during open registration.

Changes in Registration. All changes in registration after the end of drop/add must have the approval of the Academic Advisor, Financial Aid Office, the Business Office, and be processed through the Registrar's Office. Students should consult the University's Academic Calendar for dates for adding or dropping classes. There is a fee for changes in registration after the end of drop/add period.

REQUEST FOR CONSIDERATION OF TAKING COURSE AT ANOTHER COLLEGE/UNIVERSITY

For undergraduate programs, once students have enrolled at Baptist University, they are required to complete all remaining degree requirements, including the last twelve (12) hours of coursework immediately preceding graduation must be taken at Baptist University. In special circumstances, students may request that a course requirement be completed elsewhere. In order for those credits to be accepted by Baptist University, permission from the appropriate academic dean must be received prior to enrolling in the course. A form is available through the Registrar's office for requesting such permission.

All courses that are repeated due to earning an unsatisfactory grade at Baptist University must be taken at Baptist University.

For undergraduate completion programs, once students have been enrolled at Baptist University, all professional program specific course requirements, including the last twelve (12) hours immediately preceding graduation must be taken at Baptist University. Students may request remaining degree requirements be taken elsewhere. In order for those credits to be accepted by Baptist University, approval from the Dean of General Education and the Dean over the Completion Program must be received prior to enrolling.

ATTENDANCE

Students are expected to be punctual and attend all planned learning experiences, both classroom and clinical. The student has professional accountability for meeting this expectation. Financial Aid eligibility may be affected by nonattendance in all scheduled courses.

Course-specific standards related to attendance are explained in each course syllabus in keeping with the standards and policies of Baptist University. Attendance may be included as a factor in calculating a student's final grade.

Regardless of the reason(s) for absence, the student is responsible for all work covered by the instructor during the absence, including timely submission of assignments. The instructor has the discretion to allow students to make up missed work in circumstances of reasonable absence.

Faculty are expected to participate in student attendance verification for financial aid purposes.

PRESIDENT’S LIST

To be eligible for the President's List, a student must:

- Earn 12 or more credit hours in one trimester.
- For undergraduate completion program, a student must earn 9 or more earned credit hours in one trimester.
- Have a trimester Grade Point Average of 4.0.
- Have no incomplete grades.

DEAN’S LIST

To be eligible for the Dean’s List, a student must:

- Earn 12 or more credit hours in one trimester.
- For undergraduate completion program, a student must earn 9 or more earned credit hours in one trimester.
- Have a trimester Grade Point Average between 3.50 to 3.99.
- Have no incomplete grades.

BAPTIST UNIVERSITY HONORS PROGRAM

The Baptist Health Sciences University Honors Program is designed to enhance and enrich the experience of talented, highly motivated students. The Honors Program prepares future health care providers through a distinctive learning environment that facilitates additional levels of scholarship and community engagement. The program engages students who want to challenge themselves to deepen their knowledge and enrich their academic experience in a unique learning environment.

“The light of Truth for mind, soul, and body.” In keeping with the threefold ministry of Christ – teaching, preaching, and healing – the Honors Program seeks to bring the light of truth to bear upon the mind, soul, and body of each honors student through Scholarly & Research Advancement, Professional & Spiritual Enrichment, Cultural & Social Engagement, and Service & Leadership Development. The Honors Program exists to develop scholarly servant-leaders.

The Baptist University Honors Program lays the foundation for a higher learning path, driven by intense collaboration between a student and the faculty. An Honors student at Baptist University will experience enriched academic, social, and community service opportunities that will help them develop into outstanding leaders.

Admissions Criteria:

All Bachelor’s degree granting programs participate in the Honors Program.

Students in an Associate degree program may not earn the Honors designation. They may begin Honors coursework and participate in Honors events; however, they must progress into a baccalaureate program to be officially enrolled in the Honors Program and receive the Honors designation upon commencing from the University.

Freshmen who have a minimum of 3.5 (4.0 scale) high school grade point average (GPA)/score a minimum of 25 on their ACT or its equivalent on other tests are eligible to participate in the Honors Program. Current Baptist University Freshmen – who meet the following criteria: 12-39 hours earned with a cumulative GPA of 3.5 or higher and have at least two general courses to be completed and honorized are eligible to participate in the Honors Program. Newly admitted transfer students with a cumulative career GPA of 3.5 or higher and at least two general education courses to be completed and honorized at Baptist University, in addition to the gateway orientation course, are eligible to participate in the Honors Program..

Progression and Retention Criteria

Students progress through the Honors Program by successfully completing the following criteria: students who begin enrollment at Baptist University as First-time-Freshmen (a student who has no prior postsecondary experience, excluding dual enrollment, credit for prior learning experience, AP, CLEP, or credit while still enrolled in high school; attending any institution for the first time at the undergraduate level) must complete the following: successful completion of the Honors gateway course; earn the Honors designation in at least three (3) General Education courses (preferably three credit hours per course); and, earn the Honors designation in at least two (2) Program level courses. Students who transfer to Baptist University must complete the following: successful completion of the gateway course; earn the Honors designation in at least two (2) General Education courses (preferably three credit hours per course); and, earn the Honors designation in at least two (2) Program level courses. Current Baptist University students with at least two honorizable general education courses remaining must complete the following: earn the Honors designation in at least two (2) General Education courses (preferably three credit hours per course); and, earn the Honors designation in at least two (2) Program level courses. Students in completion programs will meet the same requirements as all transfer students admitted to the Honors Program.

In addition to the curricular requirements, Honors students are required to complete the following co-curricular requirements: attend a minimum of one (1) Honors Colloquia per term and complete a minimum of three (3) Honors approved service hours per term.

The specific course requirements are included in the student's degree plan. No additional courses are required to graduate as an Honors student. Students completing these curricular and co-curricular Honors Program requirements will graduate from the Honors Program as an Honors Student. Students who complete the curricular and co-curricular requirements, as well as the Honors Scholar Capstone Experience, will graduate from the Honors Program as an Honors Scholar. Failing to complete the co-curricular requirements in any one term will result in Honors Probation for the next term with the potential to make up requirements. If requirements are not met, then the student will be dismissed. The student may petition the administrator of the Honors Program for reconsideration.

Students are retained in the Honors Program by the following criteria: Students are considered in good standing in the Baptist University Honors Program if a local 3.0 or greater grade point average (GPA) is maintained. If a student's GPA drops between 2.5 and 2.999, the student will be placed on Honors Program Probation and will have a maximum of two trimesters to raise their local GPA to 3.0 to remain in the Honors Program. If the student is unable to raise their local GPA to 3.0 within that timeframe, the student will be dismissed from the Honors Program. If a student is placed on any type of probation (such as academic, Honor Code Violation, Disciplinary Probation, Programmatic Probation, etc.) the student is placed on Honors Program Probation. Reinstatement will follow the criteria of the applicable policy (e.g., Undergraduate Standards of Satisfactory Academic Progress Policy or Violations of University Policies or Standards of Student Conduct Disciplinary Process and Sanctions Policy) to be removed from Probation, thereby being removed from Honors Program Probation. If there is no resolution, then the student will be dismissed from the Honors Program. Any students whose local GPA drops below 2.5 will be dismissed from the Honors Program.

Completion Criteria

Students may graduate from the Honors Program at two different levels depending on the requirements completed upon graduating from the University. 1) Honors Student: Completes curricular and co-curricular requirements including all required course honorizations. Students commencing with this accolade receive the Honors Medallion prior to the graduation ceremony and receive acknowledgement on their transcript, diploma, and the commencement program. 2) Honors Scholar: Completes curricular and co-curricular requirements including all required honorizations. In addition, the student completes the Honors Scholar Capstone Experience including all phases of proposal, publishable written component, and oral presentation of the Honors Scholar Capstone Experience. Students commencing with this accolade receive the Honors Medallion and the Honors Scholar Award prior to the graduation ceremony and receive acknowledgement on their transcript, diploma, and the commencement program.

Honors Program Appeals

Students may appeal decisions regarding admission, retention, progression, or completion to the Coordinator of the Honors Program. If the appeal is not resolved with the Coordinator, the issue may be further appealed to the Honors Program Appeals Committee. Decisions of the Honors Program Appeals Committee are final.

ACADEMIC INTEGRITY

Academic integrity is a commitment, even in the face of adversity, to the five basic principles: Honesty, Trust, Fairness, Respect, and Responsibility. Academic integrity is defined as implicit and explicit behaviors that exemplify honesty and truthfulness when presenting one's academic work. Academic integrity is further defined as constructive and ethical behaviors that are reflected in one's academic work. A student is expected to demonstrate academic integrity, respect for others and civility to remain in good standing with the University. Baptist University recognizes that lack of academic integrity may include, but is not limited to, cheating, plagiarism, collusion, falsifying data, personation, ghostwriting, and inappropriate use of artificial intelligence.

Academic Integrity violation consequences are outlined in the applicable the course syllabus and respective Division section of the catalog. Faculty members have the authority to determine grading penalties for lack of academic integrity in their own courses; penalties and consequences pertaining to the final course grade are outlined in the course section of the syllabus. Faculty members are responsible for reporting all incidents associated with academic integrity to the Academic Dean of their Division. Academic Deans have the responsibility for determining appropriate academic sanctions in consultation with the faculty, and/or other involved parties.

Sanctions may include but are not limited to;

- Course Failure
- Program Probation
- Program Dismissal
- Recommendation for University Dismissal

Students have the right to appeal the Academic Dean's decision to the Provost. The Provost's decision is final. The appeal must be submitted no later than the end of the subsequent term. The Provost must render a decision within five (5) business days after the receipt of the appeal.

Academic Deans will determine, based upon on the egregiousness of the violation of academic integrity, if notification to the Dean of Students is required to address Violations of College Policies or Standards of Student Conduct.

Students witnessing a lack of academic integrity are responsible for reporting all incidents to the appropriate faculty member in adherence with the University Honor Code. Students demonstrating a lack of academic integrity in any classroom, clinical work, or program progression requirements are subject to disciplinary action up to and including dismissal from the University. All students are expected to uphold the Honor Code of Baptist University.

HONOR CODE

"In support of the Christian mission of Baptist University, I commit myself to honesty and integrity. I will not cheat, lie or commit plagiarism, and I will hold others accountable to these standards."

All students are expected to uphold the Honor Code of Baptist University and will be required to electronically accept the Honor Code Pledge during the online registration process.

UNDERGRADUATE STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Good Academic Standing

A student is considered in good academic standing at Baptist University when the following criteria are met:

- A cumulative grade point average (GPA) of the courses taken while at Baptist University is 2.0 or better.

Academic Progression in General Education

Satisfactory academic progress is achieved as long as any individual General Education course has been successfully attempted at Baptist University no more than two (2) times with a letter of at least a "C".

Academic Progression in a Program

Satisfactory academic progression in an Allied Health or Nursing Program is achieved as long as the following standards are met:

- All courses must be completed with a letter grade of at least a "C" before progressing to subsequent courses in the degree plan. Each degree program will determine the courses that are considered a part of the curriculum.
 - Satisfactory performance in nursing courses with a clinical component is defined as both a grade of "C" or better for the theory portion and an "S" for the clinical portion or practicum.
 - Satisfactory performance in Allied Health courses is defined as a grade of "C" or better for both theory and clinical courses.

Course withdrawal during the curriculum phase of the degree plan will delay progression to subsequent courses. Delayed progression plans must be approved by the program chair and/or academic dean for satisfactory academic progression.

Satisfactory academic progression in programs within the General Education and Health Studies division is achieved as long as the following standards are met:

- All program level courses must be completed with a letter grade of at least a "C" in order to meet graduation requirements. Each degree program will determine the courses that are considered a part of the curriculum. The impact on curriculum progression for earning a grade below a "C" will be determined by each program. Satisfactory performance for internship experiences is defined as a grade of "C" for the class work and an "S" for all components of the site evaluation.

Academic Probation

A student will be placed on academic probation for any of the following circumstances:

- A student's cumulative GPA of courses taken while at Baptist University is below 2.0
- A student earns two grades of "D", "F", or "WF" for the same General Education course taken at Baptist University.

Program Probation

- Program Probation will be determined by each program as defined in their division section of the Catalog.

Program probation will be determined by each program as defined in their division section of the Catalog.

Academic Dismissal

Dismissal from Baptist University occurs when:

- A student does not achieve a cumulative GPA of 2.0 for courses taken while at Baptist University within the twelve (12) credit hours taken while on academic probation.
- A student is on academic probation and receives a grade of "D", "F", or "WF" in a single General Education course three (3) times.

Program Dismissal

Program dismissal will be determined by each program as defined in their division section of the Catalog. Students who are unsuccessful and dismissed from an Allied Health or Nursing Program are not dismissed from Baptist University.

Student Appeal Process

Academic dismissal from Baptist University as a result of not achieving a cumulative GPA or 2.0 of the courses taken while at Baptist University:

- A student may submit an appeal to the Provost. The decision of the Provost is final. If the appeal is upheld, the student will be on continued probation for one (1) additional trimester in an effort to raise his/her cumulative GPA.

Academic dismissal from Baptist University as a result of not successfully completing a General Education course after three (3) attempts:

- A student may submit an appeal to the Provost. The decision of the Provost is final. If the appeal is upheld, the student will be on continued probation for one (1) additional trimester in an effort to successfully complete the failed General Education course.

Program dismissal appeals may be submitted to the Academic Dean as described in the corresponding section of the Catalog. The decision of the Academic Dean is final. If the appeal is upheld, the student may continue in the program; however, progression may be delayed.

PROGRESSION INTERRUPTION DUE TO MILITARY SERVICE

Students who are absent from Baptist Health Sciences University (Baptist University) due to required military service may be required to withdraw from enrollment. Such withdrawal will be in good standing, and a refund for that trimester will be made. Any refunds under this policy will adhere to Federal Financial Aid (Title IV) guidelines.

Students who are absent from Baptist University for a limited period of time due to required military service may be allowed to make up any work missed with the approval of the appropriate academic dean. The decision of the dean regarding make up work or withdrawal will be final.

Any student who withdraws under these guidelines will be allowed to reenroll in the program under the same academic status as when the student left. The program will readmit the student into the next class or classes in the student's program beginning after the student provides notice of his or her intent to reenroll, unless the student requests a later date of readmission, or unusual circumstances require the institution to admit the student at a later date. Reenrollment must be within three years of the completion of service. Students will meet with the appropriate academic dean or program chair to develop a new progression plan toward their degree.

If the student is not prepared to resume where he or she left off, the University will make reasonable efforts to help him or her become prepared including, but not limited to, providing refresher courses or allowing the student to take a retest. The University is not required to readmit a student if it determines, after reasonable efforts, that the student is not prepared to resume the program at the point where he or she left off.

Students seeking reenrollment under this policy must submit notification of intent to reenroll to the Registrar prior to the term of planned attendance. Notification of intent to reenroll must be submitted to the University no later than three years after completion of the period of service. The cumulative length of all absences from the University for military service may not exceed five years.

Any student seeking reenrollment under this policy will be required to submit a copy of the official military orders requiring military service, or a letter from the military unit's commanding officer delineating the dates of activation and release if the official orders are unavailable at the time of the student's request. This documentation will be made a part of the student's permanent record in the Registrar's Office. The service member must be honorably discharged to qualify for veterans' educational benefits.

WITHDRAWAL FROM UNIVERSITY

Students withdrawing from Baptist University for a time exceeding one trimester should obtain a "Complete Withdrawal Form" from the Registrar's Office. Withdrawing students must confer with their academic advisor, the appropriate dean, the financial aid officer, and other identified university personnel to assure that all necessary procedures and paperwork are completed to meet institutional, state, and federal requirements.

Students in good academic standing who withdraw for a time period exceeding one trimester must apply for readmission. For more information see readmission procedures, see the readmissions section.

LEAVE OF ABSENCE

A leave of absence is an interruption in progression, beyond the term limits for readmission that allows the student to remain in active status at Baptist University.

The student must be currently enrolled in classes or enrolled during the previous trimester. The student must document reasonable intent of returning. An expected date of return and a plan for completion of clinical and/or course work, approved by the academic dean of the division in which the student is enrolled, must be included. If the student is seeking leave based on experiencing a personal serious medical condition or injury which has impacted their satisfactory academic performance and ability to do academic work, the request must include documentation from a health care professional who has a primary role in the direct treatment of the student, such as a letter from the physician or health care professional, including a diagnosis, prognosis, treatment plan and expected leave period, including date of return. If a student's leave of absence request is related to circumstances created as a result of COVID-19 pandemic, the student or legal guardian completes the student data portion as well as providing a brief explanation of the circumstance(s) which prevents the student from completing the course(s) in the term, along with a revised progression plan. If currently enrolled, the leave must be requested prior to the last day to withdraw with a WP as stated on the academic calendar.

An approved leave of absence will not exceed one (1) academic year or three (3) trimesters. Progression in the program is based on space availability. The student will not be granted more than 2 leaves of absence during enrollment at the University. If the leave is approved, the student will receive a grade of "W" in all courses in which the student is currently enrolled. If the leave is not approved, absences will result in the student becoming inactive after two (2) full trimesters of not attending classes. Any student granted a Leave of Absence cannot be enrolled in any university courses during the leave period. If a student qualifies for a Leave of Absence and is on Academic Warning/Probation or any disciplinary status at the time of the request, when the student returns to Baptist University, the student will return on Academic Warning/Probation or any disciplinary status. Any financial obligations are addressed as per Baptist University and financial aid policies.

RESIDENCY REQUIREMENTS

Residency requirements refer to the required number of credit hours earned while enrolled at Baptist University to qualify for a degree. The minimum number of credit hours required to be taken in residence is defined as:

- **Baccalaureate Degree Program**
For undergraduate degrees, at least 25% of the credit hours must be completed at Baptist University to earn the degree. The last twelve hours (12) immediately preceding graduation must be earned at Baptist University.
- **Associate Degree Program**
At least 25% of the credit hours must be completed at Baptist University to earn the degree. The twelve hours immediately preceding graduation must be earned at Baptist University.
- **Completion Degree Programs**
For undergraduate completion degrees, twenty-five (25%) of the degree credits must be completed at Baptist University for graduation. The last twelve hours (12) immediately preceding graduation must be earned at Baptist University.

AWARDING BACCALAUREATE & ASSOCIATE DEGREES

Baptist Health Sciences University (Baptist University) students may complete their degree requirements at the end of any academic term. Students must:

- Complete all degree requirements as designated by their major.
- Earn the required number of hours of credit as specified in his/her degree plan with a minimum grade of “C” in each course credited.
- Complete residency requirements.
- Complete Service and Worship requirements.

The diploma will not be released until the student has met all financial obligations to Baptist University. Commencement ceremonies are held three times a year in April, August and in December.

COMMENCEMENT REQUIREMENTS

The following requirements must be met for a student to participate in the commencement ceremony:

- Completion of degree requirements for conferral.
- Payment of the graduation fee at registration in the trimester of anticipated graduation.
- Satisfactorily meeting all financial obligations to Baptist University. All student loan borrowers must complete student loan exit counseling.

Since graduation is an important milestone for students, participation in the graduation ceremony is desired.

GRADUATION WITH HONORS

Graduation with Honors is based on the final cumulative grade point average on courses earned at Baptist University and indicates a consistently high level of scholastic achievement. Honors status is awarded according to the following established cumulative grade point averages:

3.50 - 3.66	Cum Laude
3.67 - 3.83	Magna Cum Laude
3.84 - 4.00	Summa Cum Laude

FAITH AND SERVICE

Faith and Service provides a structured co-curricular program to facilitate participation in the Mission and Christian heritage of Baptist University. It is a shared experience that encourages the development of well-rounded, spiritually sensitive students. All students will be required to participate in events selected by the student whose total points required is determined by the student's major listed below:

Program	Points
Associate Degree Programs	50
Completion Programs	30
All Other Undergraduate Students	100

Event	Points
University Sponsored Mission Trip	45
University Sponsored Student Retreat	35
Trimester Long Mission Project (tutoring, etc.)	35
Short Term Local Mission Projects (2 hour project)	20
Convocations	15
Spiritual Renewal Week Events	15
Chapels	10
Concerts	10

REQUEST FOR CHANGE IN FINAL EXAM TIME

Final examinations are expected of students in all courses. Students who have three (3) exams in one day or other extenuating circumstances may request that a final examination time be changed. Requests for change in final exam dates must be submitted in writing through email to the course faculty and the Dean. Requests must be received and approved two (2) weeks prior to the scheduled exam date, except in the case of an emergency. Please keep in mind that it is the students' responsibility to be knowledgeable of the University's final exam period (found on the *Baptist University Academic Calendar*), as well as the scheduled final exam dates and times specific to each enrolled course.

BLUE HEALER STUDENT SUCCESS CENTER (BHSSC)

Blue Healer Student Success Center Staff

Name	Title
Dr. Kimberly Cunningham	Dean, Blue Healer Student Success Center
Mary Margaret Freeman	Academic Success Coaching Supervisor
Misty Eddleman	Academic Success Coach
Antonio Arnett	Academic Success Coach
Claudette Partee	Academic Success Coach
Flower White-Hunter	Academic Success Coach
DeAundre Williams	Academic Success Coach
Roshanda Daniel	Student Support Services Supervisor
Vacant	Internship Coordinator/Career Development Specialist
Vivi Britton	Library Supervisor
Lisa McMahan	Librarian
Lynn Anderson	Secretary

BHSSC MISSION

We will:

- provide quality academic support services
- foster a productive learning environment to help students become academically successful
- empower students to achieve their educational goals

ACADEMIC SUCCESS COACHING

The Early Alert System allows faculty members to identify at-risk students and share information with advisors and other campus support staff. Academic Success Coaches quickly respond to alerts to prevent students from slipping through the cracks and allow timely intervention. The Early Alert System is the primary database of notes and actions taken during coaching sessions and intervention meetings with Academic Success Coaches.

Academic Success Coaches work one-on-one with their assigned cohort student pool. In the initial coaching session with the student, the Academic Success Coach creates an Academic Success Plan. In subsequent coaching sessions, the Academic Success Coach reviews the student's plan and makes recommendations based on the discussion during the meeting.

All undergraduate students remain assigned to an Academic Success Coach for the remainder of their time at Baptist Health Sciences University. Students may request to meet with their assigned Academic Success Coach in subsequent terms as needed. The Academic Success Coach will intervene with their assigned student in subsequent terms if they receive an Early Alert.

HEALTH SCIENCES LIBRARY

The Health Sciences Library is located on the first floor of the Main Campus Hub and supports both general education and professional studies. The physical library space is comprised of a full-service computer lab, a variety of comfortable workspaces, and a total of eight study rooms. Resources include books, journals, and audiovisual materials. Additionally, the library provides access to four printers, two commercial copy machines, and study resources such as dry erase boards, markers, headphones and more. Instruction is provided for free to all students, addressing topics such as how to effectively locate, evaluate, synthesize, and present information in an ethical manner as well as how to use digital resources and basic technology skills.

Online resources, such as the library's catalog, access to subject specific LibGuides, e-books, streaming video collections, and 47 online databases are also available for searching professional and academic information resources. Resources are accessible via links posted on MyCampus and Canvas. Students may also borrow print resources with the presentation of a student ID badge. Physical resources such as academic and professional books and journals may be checked out for two weeks, unless stated otherwise. Course reserves and reference books are not circulated and may not be checked out but are available for use within the library.

To avoid delays with registration, grades or transcript requests, students need to ensure that they have no overdue materials or fines. The Library Loan Policy can be found on MyCampus under Library Resources:

https://mycampus.baptistu.edu/ICS/Learning_ResourcesLibrary/Library_Resources.jnz?portlet=Handouts

TRANSITION AND RETENTION PROGRAMMING

The Academic Success Coaches collaborate with Student Services, Information Technology, and the General Education Division to create online and on-campus transition programming. The transition program's primary goal is to equip students with the knowledge, skills, and abilities necessary to be engaged and successful learners. The Academic Success Coaches coordinate on-campus and virtual Academic Success Workshops on test-taking, study strategies, communication, technology, and time management skills for students.

TUTORING SERVICES

The Blue Healer Student Success Center offers a variety of tutoring programs to provide academic assistance that encourages, promotes, and fosters independent learning skills.

Types of Tutoring Services: Peer and Professional

- Individual Tutor Drop-In Sessions: Weekly scheduled hours for which no appointment is needed to see a tutor. Simply drop-in during the scheduled time.
- Group Tutor Sessions: Scheduled weekly, peer tutors are available to meet with students in small groups. No appointment needed.
- By Appointment Sessions: This is a one-on-one session with a tutor. Tutors list their availability and students can make an appointment to meet individually with them.
- Peer Tutoring occurs in individual and small group settings to emphasize the rich value of cooperative learning and reinforce time management skills. Our peer tutors are current Baptist Health Sciences University students who have already taken the course, have been approved by a faculty member, and have received training.
- Professional Tutors are available for our students that are identified as "at-risk" within their academic programs.

DIVISION OF GENERAL EDUCATION & HEALTH STUDIES

Administration

Name	Title
Michelle McDonald	Dean and Associate Professor
Mark Stutz	Chair and Professor, Biomedical Sciences
Briana Jegier	Chair and Associate Professor, Health Administration and Public Health
Patricia Ann Waggener	Chair and Associate Professor, General Education
Paul Criss	Assistant Professor and Coordinator of Honors Program
John Parr	Science Laboratories Supervisor
Natassah Chipman	Academic Operations Coordinator

Faculty

Name	Title
Hazel Aberdeen	Assistant Professor, Biology
Michelle Alexander	Assistant Professor, Biology
Ramazan Aydogdu	Assistant Professor, Sociology
Yahia Hamada	Professor, Chemistry
Michael Bunyard	Associate Professor of Practice, Health Administration
Christopher Church	Professor, Philosophy & Religion
Richard Ewool	Assistant Professor, Mathematics
Leah Greene	Assistant Professor, Health Administration
Frank Daniels	Associate Professor, Mathematics
Parker Harris	Assistant Professor of Practice, Health Administration
Jan Hill	Assistant Professor, Health Administration
Abby Johnston	Assistant Professor, Sociology
Lia Lanksy	Assistant Professor of Practice, Health Administration
Mary Gwynne Millione	Professor, English
Jared Moses	Assistant Professor of Practice, Health Administration
Yadav Pandit	Assistant Professor, Physics
Dallas Pitts	Associate Professor, Religion
vacant	Lab Instructor, Biology
Koushik Roy	Assistant Professor, Biology
Nemetria Tate	Assistant Professor, Psychology
Vernita Thornton	Associate Professor of Practice, Health Administration
William Tuttle	Associate Professor of Practice, Health Administration
Ann Marie Wallace	Assistant Professor of Practice, Health Administration

GENERAL EDUCATION MISSION

The General Education mission is to provide students with a strong foundation in the arts and sciences to prepare them with the intellectual, social, and spiritual values needed to succeed in the health care profession. General Education courses focus on students developing skills in critical thinking, scientific inquiry, communication, and ethics.

GENERAL EDUCATION LEARNING OUTCOMES

Communication and Connections

Through the general education experience, students will demonstrate effective communication and connection skills using written, oral, and visual expression. These skills may be exemplified by:

- Analyzing and integrating information from credible sources to convey a central message;
- Producing communication that is stylistically appropriate in academic and professional context.

Critical and Analytical Reasoning

Through the general education experience, students will demonstrate an understanding and application of standards for thought that lead to consistently excellent thinking to reveal the truth in situations and enable them to determine how best to live their lives. These skills may be exemplified as students:

- Reason critically and qualitatively by identifying and applying intellectual standards to the elements of thought fostering the development of intellectual dispositions;
- Reason analytically and quantitatively by explaining, analyzing, and solving problems.

Inclusion and Collaboration

Through the general education experience, students will demonstrate intentional inclusion of multiple perspectives and lived experiences in their response to situations, individually and in teams. These skills may be exemplified through:

- The practice of including and accommodating people who have historically been excluded (because of their race, gender, sexuality, or ability);
- Developing team skills which ensure all are encouraged to speak up, be heard, offer insights that are valued, and negotiate solutions.

Faith and Values

Through the general education experience, students will recognize, appreciate, and respect how beliefs and priorities expressed through our shared experience permeate and enrich all facets of life. This is accomplished as students:

- Explain concepts, theories, and application of the spiritual dimensions of the human experience;
- Evaluate ethical conduct in relation to Christian and other religious perspectives.

IMMUNIZATION REQUIREMENTS (GEHS MAJORS)

All students shall provide proof of the following immunizations for initial matriculation and continued enrollment :

- Documentation of immunity for measles, mumps, rubella, and chicken pox (varicella) or immunizations.
- Documentation of meningitis immunization for students living in campus housing under the age of 22.

GENERAL EDUCATION CORE COURSES (31 CREDIT HOURS)

The purpose of the General Education Core at Baptist University is to create a common curriculum for baccalaureate programs that supports the mission of the University and educates well-rounded students capable of intellectual discourse. The courses that meet these criteria are selected by the faculty of the University.

- **Humanities/Fine Arts (18 credit hours)**

English Composition I – ENG 101	3
English Composition II – ENG 102	3
Literature – ENG 201, 202, 203, or 204	3
Philosophy ^{1,2} - PHI 201, 202, or 301	3
Religion – REL 201, 210, 220, 301, or 302	3
Communication – COM 211 or 220	3

- **Social/Behavior Sciences (6 credit hours)**

General Psychology – PSY 201	3
Medical Sociology ¹ - SOC 201	3

- **Natural Sciences/Mathematics (7 credit hours)**

Natural Sciences ¹ BIO 110, BIO 201, CHE 115, or PHY 200	4
Mathematics – MAT 110 or MAT 240	3

1. Completion programs, which often accept a majority of the general education course work as transfer credit, may substitute with other courses from within that particular principal area of knowledge (Humanities/Fine Arts, Social/Behavior Sciences, or Natural Sciences/Mathematics).
2. Associate degree programs do not require the philosophy elective; total GE Core – 28 credit hours

BAPTIST UNIVERSITY REQUIRED COURSES (4 CREDIT HOURS)

HSC 104 Baptist University Experience/HSC 105 Baptist University Online/Completion Experience and HSC 301 U.S. Health Care Systems are required by all associate and baccalaureate programs.

- **Baptist University Required Courses (4 credit hours)**

Baptist University Experience - HSC 104 or 105	1
HSC 301 U.S. Health Care Systems	3

GENERAL EDUCATION & HEALTH STUDIES COURSE DESCRIPTIONS

ACC 101 Principles of Accounting (3)

This course provides an introduction to financial and managerial accounting in business, addressing accounting concepts and emphasizing the importance and impact of accounting transactions on financial statements and decision making.

BIO 110 General Biology I (4)

This is an introduction to general biological principles. Topics will include evolution, cell chemistry, cell structure and function, metabolism, cellular reproduction, and genetics. Three hours of lecture and two hours of lab per week.

BIO 120 General Biology II (4)

A study of biodiversity, plant and animal systems and ecology. Three hours of lecture and two hours of lab per week.

Prerequisite: BIO 110.

BIO 150 Foundations in Anatomy and Physiology (4)

An introduction to the structure and function of the human body and how homeostasis is maintained. Lecture and laboratory studies will produce a basic understanding of the cells, tissues, organs, and regions of the human body. Topics will include: head, neck, upper limb, thorax, abdomen, pelvis and perineum, lower limb, and back. Three hours of lecture and two hours of lab per week.

BIO 201 Anatomy and Physiology I (4)

The study of the structure and function of cells, tissues, organs, and systems of the human body including but not limited to the chemistry of living organisms, skeletal, muscular, nervous, and integumentary systems. Three hours of lecture and two hours of lab per week.

BIO 202 Anatomy and Physiology II (4)

The study of the structure and function of systems in the human body with emphasis on the digestive, respiratory, cardiovascular, urinary, endocrine, reproductive, and immune systems. Three hours of lecture and two hours of lab per week. *Prerequisite: BIO 201.*

BIO 205 Microbiology (4)

The study of the biology of micro-organisms and their significance to human health with emphasis on microbial structure and function, pathogenicity, control, and chemotherapeutic agents. Three hours of lecture and two hours of lab per week.

BIO 301 Pathophysiology (3)

The physiologic pathology of selected diseases and dysfunctions observed in humans. Development of a knowledge base of current concepts and common conditions observed in health care settings. *Prerequisites: BIO 201, BIO 202.*

BIO 310 Applied Pathophysiology (3)

A focus on the underlying principles common to disease processes. This course expands on how alterations of structure and function disrupt the human body as a whole. The course offers students the opportunity to observe various physiological changes of the body and how they manifest impact on various systems by incorporating simulation. *Prerequisites: BIO 201 and BIO 202 or BIO 342 and BIO 345.* Cross-Listed with RCP361.

BIO 315 Applied and Environmental Microbiology (3)

A study of the use of microbes in food production, cause and prevention of food spoilage, and foodborne illnesses. Microbes in their natural environment and how their activities affect the environment, soil and soil borne illnesses, water treatment and waterborne illnesses, and usage in biological warfare will be discussed. *Prerequisite: BIO 205.*

BIO 320 Cross Sectional Anatomy (2)

This course is designed to teach anatomy recognition via diagrams and human sections using imaging modalities such as CT, MR, PET and Sonography. The focus of the course will be the major systems of the body with an emphasis on anatomical relationships and pathological changes. The content serves as a foundation for further study within the imaging modalities. *Prerequisites: BIO 201 and BIO 202 or BIO 342 and BIO 345.*

BIO 340 Histology (4)

A study that focuses on the branch of anatomy that deals with structure, composition, design, and function of body tissues as it relates to the principles of human physiology. Examination of microscopic cell structure as it correlates with tissue composition and organ function will be discussed. Three hours of lecture and three hours of lab per week. *Prerequisites: BIO 201 and BIO 202 or BIO 342 and BIO 345.*

BIO 342 Human Anatomy (4)

Students will study the human body from an overview of cellular processes and tissue classifications that will then be integrated in the learning of the body systems from a gross and microscopic anatomical perspective. Three hours of lecture and three hours of lab per week. *Prerequisite- BIO 120*

BIO 345 Human Physiology (4)

Students will study the functions of the human body's cells, tissues, organs, and organ systems and the integrated functions of the body. Three hours of lecture and three hours of lab per week. *Prerequisite: BIO 342*

BIO 350 Genetics (3)

This is a study of the fundamental principles of heredity including the molecular mechanisms by which cellular processes impact eukaryotic cells. Topics include introduction to molecular genetic techniques and genomics, in depth study of structures and chromosomes, the regulation of gene expression, and abnormal regulatory processes that lead to disease. *Prerequisites: BIO 110, BIO 120 or BIO 201, 202.*

BIO 360 Applied Anatomy and Physiology (3)

This course builds on the concepts of Anatomy and Physiology I and II using Human Patient Simulators and case study analysis as the principal methodologies. Learning will focus on multi-system interactions which will apply how the body systems impact each other and how they perform when disease is present. The knowledge of the functions of each system will be applied to understanding how body processes occur. *Prerequisites: BIO 201, BIO 202.* Cross-Listed with RCP350.

BIO 380 Physiological Psychology (3)

This course links anatomy and physiology of the brain with behavioral function. Neuroscience topics include regulatory physiology, pharmacology, endocrinology, and behaviors related to feeding/appetite, sleep, sex, fear, and anxiety. *Prerequisite: BIO 120 or BIO 202*

BIO 390 Immunology (3)

This course presents an overview of all major aspects of the field of immunology. This branch of science deals with the innate and adaptive mechanisms the body uses to fight infectious disease and prevent its recurrence. It also covers recognition of foreign or altered cells unrelated to microorganisms such as cells or organs received during transplantation. This course will cover the cells involved, their site production, how they proliferate and respond to foreign antigens. The proteins produced by cells in response to infection and the chemical signals that affect their production are also covered. Some other topic areas included are transplantation serology, hypersensitivity and allergies, hereditary and acquired autoimmune disorders, and vaccines. *Prerequisite: BIO 205 or permission of the instructor.*

BIO 401-404 Special Topics in Biology (1-4)

Study of selected topics or current issues in Biology. Provides student an opportunity to explore various topics in Biology with greater detail. Course may be repeated with permission from Chair. *Prerequisite: Faculty determine appropriate pre-requisite/co-requisite for each topic.*

BIO 410 Molecular Cell Biology (4)

To prepare students with advanced knowledge of molecular biology and its techniques as it pertains to human health, disease and treatment. Three hours of lecture and three hours of lab per week. *Prerequisite: BIO 205, CHE 220.*

BIO 420 Endocrinology (3)

Compares the normal and abnormal anatomy and physiology of the organs of internal secretion, with major emphasis on the roles of endocrine glands and their hormonal secretions in integration, control systems, metabolism and development. Other topics include tools and techniques for identifying endocrine diseases and monitoring its status. *Prerequisite: BIO 201 and BIO 202 or BIO 342 and BIO 345.*

BIO 460 Cancer Biology (3)

Focuses on the cell physiology and genetics involved in the process of cell transformation. Other topics included the mechanics of cell growth and division when altered, and the interactions between tumors and their host. *Prerequisite: BIO 350*

BUS 101 Introduction to Business (3)

This course will focus on business systems, workforce demographics, social responsibility, business ethics, and various forms of business organizations. The course will also introduce students to a variety of concepts within the business environment such as management processes, human resource management, marketing, decision-making, and finance.

CHE 115 General Chemistry I (4)

A study of basic concepts in general chemistry with an emphasis on gas laws and nuclear processes. Other topics include composition and structure of matter, chemical reactions, bonding, solution chemistry, kinetics, thermodynamics, equilibrium, acids and bases, electrochemistry, and classification of organic compounds. Three hours of lecture and two hours of lab per week. *Corequisite: MAT 110.*

CHE 120 Chemistry for Health Professions (4)

A fundamentals of chemistry course designed for nursing and other health science students who are not biomedical science majors. Topics include the nature of atoms, atomic structure, bonding, and the role of nuclear chemistry in medicine, the structure and nomenclature of organic and biomolecules, and their role in health related systems. The course provides a descriptive background in general, organic, and biochemistry so that other courses taken such as nutrition and pharmacology, can be appreciated on a molecular level. Three hours of lecture and two hours of lab per week. *Prerequisites: None*

CHE 125 General Chemistry II (4)

A study of kinetics, thermodynamics, equilibrium, free energy, electrochemistry, and transition elements. Intermolecular forces, molecular geometry, properties of mixtures and compounds, and organic compounds will be discussed. Three hours of lecture and two hours of lab per week. *Prerequisite: CHE 115.*

CHE 210 Organic Chemistry I (4)

A study of the fundamental types of organic compounds and the properties, reactions, mechanisms, and syntheses of those carbon compounds. Other topics include stereochemistry and theory behind analysis techniques. Three hours of lecture and three hours of lab per week. *Prerequisite: CHE 115 and CHE 125.*

CHE 220 Organic Chemistry II (4)

A study of common organic functional groups and their chemistry. Lipids, amino acids, proteins, and synthetic polymers along with classical organic laboratory techniques such as syntheses, separation, and purification of compounds will be discussed. Three hours of lecture and three hours of lab per week. *Prerequisites: CHE 115, CHE 125, and CHE 210.*

CHE 310 Biochemistry (4)

The study of the structure and function of the major classes of macromolecules including lipids, proteins and carbohydrates. Enzymatic mechanisms, cell signaling, immunology and the current biochemical techniques for isolating nucleic acids, cloning and protein studies will be covered. Three hours lecture and three hours of lab per week. *Prerequisites: CHE 115, CHE 125, and CHE 210.*

CHE 330 Molecular Pharmacology (3)

A study of the cellular and molecular mechanisms of drug actions with emphasis on target receptors and signaling pathways. Other topics will include pharmacodynamics, pharmacokinetics, drug metabolism, drug delivery, and drug discovery and design. *Prerequisite: CHE 220 and BIO 301, suggested after CHE 310.*

COM 211 Speech Fundamentals (3)

A study of the theories and techniques of preparing and delivering speeches. Course covers speaker and audience variables, composition, style, and delivery. Students will deliver several types of speeches in class.

COM 220 Intercultural Communication (3)

Develops and enhances interpersonal communication skills and the abilities appropriate for a multicultural society. Emphasizes understanding diversity within and across cultures. Covers relevant concepts and practices concerning the self, perception, communication ethics, language, verbal/nonverbal communication, and presentation skills.

ECO 205 Health Economics (3)

Applies basic economic concepts to analyze health care markets and evaluate health policies; including distinctive economic characteristics of health, the health care industry, and health care professionals; the American system of health care; and current health care policy issues such as health care reform, managed care, and manpower planning.

ENG 101 English Composition I (3)

Principles of composition with emphasis on analysis of various expository rhetorical modes and production of essays which exhibit effective content, organization, and style. Development of editing and critical thinking skills.

ENG 102 English Composition II (3)

Principles of composition with emphasis on analysis and argumentation, including development of library skills, research methodology, synthesis of ideas, and appropriate documentation of source material as applied to the formal research paper. *Prerequisite: ENG 101.*

ENG 103 Writing for the Health Care Profession (1)

This course introduces students to writing for the health care profession, the organization of scientific papers, and the basics of American Psychological Association (APA) documentation. *Prerequisite: ENG 102.*

ENG 104 Medical Writing (1)

This course provides an introduction to medical writing, its various genres, and forms of medical research. *Prerequisite: ENG 102*

ENG 105 Advanced Writing for the Health Care Profession (1)

For students who have overall mastery of Standard Written English, this course will help strengthen writing for the health care profession, organization of scientific papers, and American Psychological Association (APA) documentation. *Prerequisite: ENG 102*

ENG 201 Perspectives in World Literature (3)

Selected readings providing a survey of major authors and literary works which have greatly influenced the development of Western civilization. Explores the relationship between literary works and their historical context. *Prerequisite: ENG 101.*

ENG 202 Perspectives in American Literature (3)

Selected readings provide a survey of major authors and literary works that have greatly influenced the development of American civilization. Explores the relationship between literary works and their historical context. *Prerequisite: ENG 101.*

ENG 203 Literature and Medicine (3)

An interdisciplinary course which uses fiction, drama, poetry, film, essays, and non-fictional works to explore medical issues dealing with illness and health. It offers a forum to explore human needs, across times and cultures, related to illness, death, and the human condition in general. Students are expected to gain greater understanding of the patient experience and gain greater self-knowledge of the role they play in it. *Prerequisite: ENG 101*

ENG 204 Multi-cultural American Literature (3)

Studies commonalities and differences across social, cultural, and ethnic American communities as portrayed through late 20th century American literature. Examines two understanding various communities' cultural and social characteristics may help health care members provide more competent care. *Prerequisite: ENG 101.*

ENG 301 Narrative Medicine (3)

Focuses on narrative for exploring illness and increasing empathy and reflection. Course introduces narrative medicine concepts for application in human health. *Pre-requisite: ENG 101.*

HCM 303 Professionalism for Healthcare Administrators (1)

Healthcare administrators must demonstrate professional behaviors and be able to navigate the professional culture of healthcare. In particular healthcare administrators must be able to demonstrate: 1) culturally competent interpersonal interactions, 2) appropriate dress and personal presentation in healthcare settings, and 3) the ability to plan for and obtain ongoing professional development to meet the changing requirements of healthcare settings.

HCM 305 Principles of Health Administration (3)

Examines foundational management principles, including assessment, planning, organizational design & structure, and market assessment. Health Care as an industry is explored in addition to classical and current views of leadership. Provides a foundation in theories and models of leadership. Allows students to assess their own leadership style.

HCM 325 Health Care Marketing (3)

Examines approaches, strategies, and tactics of marketing and their application to the health care industry. Key areas of marketing include strategic market planning, the external marketing environment, buyer behavior, market segmentation, product/service development, pricing, and brand management and communication. Special emphasis is placed on the role of marketing in value creation as well as the importance of socially responsible marketing practices in an organization.

HCM 330 Human Resource Management (3)

Explores the manager's role in creating and maintaining a productive health workforce by understanding theory and practices from management, organizational development, and organizational behavior that impact the management of the employment relationship, including human resource planning, job analysis, recruitment, selection, development, work re-design, performance evaluation, compensation, employee relations, workforce diversity; employee discipline.

HCM 345 Organizational Communication and Media Relations for Health Care Management (3)

This course will explore the theory, research, and skills associated with communicating in various care contexts. This will include communication among healthcare organizations and in mediated messages in the marketing, promotion, and dissemination of health information. Special emphasis is placed on the role of marketing in brand management and the role that media relations plays in organizational crises management. This course provides an appreciation of the need for responsible leadership in crisis communication situations as well as an understanding of the importance of socially responsible marketing practices in a healthcare organization.

HCM 350 Organizational Behavior and Development (3)

Provides an interdisciplinary analysis of the relationship of groups and individuals within organizations utilizing theoretical concepts from psychology, sociology, philosophy, and communication. Introduces the concepts of organizational development (OD) and process of change management through techniques such as process consultation, conflict resolution, and feedback.

HCM 355 Information Systems Project Management (3)

Students will examine the significant role that project management plays in the successful completion of health care information technology projects. The skills, tools, and best practices used to effectively manage a project from its inception to successful closure will be discussed. Students will learn how to control the scope, time, cost, and quality of projects.

HCM 359 Health Care Data Analysis (3)

This course will teach students how to complete a basic data set analysis and explain the results. The course will introduce students to the process of defining and organizing data, and will explore how to define a question (hypothesis) for a data set, how to answer questions with data analysis by applying appropriate statistical summaries and tests, and how to explain and present the results of a basic data analysis.

HCM 360 Quality Improvement in Health Care (3)

This course provides the health care manager with tools needed to develop and implement quality measures and outcomes in the health care organization. Explores how healthcare delivery systems can better measure outcomes from both patient and organizational perspectives. Analyzes quality improvement programs and examines their adaptability to the healthcare environment. The emphasis is on basic quality improvement techniques. Pre-requisites: POH 442, HCM 370, HCM 425, HCM 446.

HCM 365 The Ethics of Health Informatics (3)

This course will enable the student to describe the ethical issues associated with health care informatics and information systems within the health care industry. The student will examine the classical normative ethical theories based on notions of duties, rights, consequences and virtue-based ethics as well as the contemporary codes of conduct established by the health care industry, within the context of health care informatics and information systems. The students will explore, analyze, and critique case studies in order to develop skills in ethical thought and written communications.

HCM 369 Health Informatics and Information Management (3)

This course introduces students to the foundations of the field of Health Information Management (HIM) and the health care IT applications utilized therein, with emphasis on electronic health record (EHR) technology. Topics also include an introduction to the various types, definitions, relationships, uses, and interpretations of data derived from healthcare functions and processes. Students will also explore information standards and representations of health data that are commonly used for patient care, reporting, reimbursement, and quality improvement programs.

HCM 370 Health Care Finance (3)

This course provides students with an overview of financial management functions and economic evaluation at the departmental level of healthcare organizations including budgeting and cost analysis for department-level operations and capital expenditures. Pre-requisites: Undergraduate accounting, Undergraduate economics, HCM 305.

HCM 395 Internship (3)

Supervised fieldwork experience concluding with the development of a portfolio documenting the effective use of qualitative and quantitative methods to evaluate their fieldwork experiences. Pre-requisites: Senior standing and completion of all HCM/POH program required courses except HCM 480 Strategic Management and Leadership and HCM 495 Capstone. Co-requisites: HCM 485 Senior Seminar.

HCM 400 Health Care Information Systems and Health Policy (3)

Students will explore the legislative processes related to the generation of healthcare policies, the downstream effect that those policies have on health care informatics and information systems, and the impact of those policies on the delivery of quality, patient-centered care. Topics will include a historical overview of health care policy initiatives which have been instrumental in changing the way health care settings utilize information systems, such as HIPAA and the HITECH Act.

HCM 405 Health Care Data Mining (3)

This course will teach students how to discover interesting and unexpected business insights through the application of data mining techniques. Data mining combines in-depth statistical analysis, visualization, and other approaches to explore large amounts of data allowing discovery of relationships and patterns that can shed light on issues. The course explores data mining tools and techniques, as well as database theory and structures. Special emphasis will be on learning about data extraction and reports from VHS data warehouses and cubes.

HCM 425 Health Administration Information Systems (3)

Understanding of information needs of management and information technology used by variety of businesses, including the health care environment. Topics include strategies and methodologies, decision support systems, and total quality management. Pre-requisite: HCM 305.

HCM 440 Law and Policy in Health Care (3)

Introduction to legal and health policy making systems for healthcare. Examines ethical dilemmas that commonly appear in contemporary healthcare situations. Explains issues around governance, organizational structure, contracts and reimbursement. Introduces regulatory, accreditation and professional association's oversight. Examines the role of policy-makers and politics in health care. Explores the role of diversity in organizations and need for cultural competence throughout organizations.

HCM 445 Quantitative Methods for Health Care Management (3)

Introduces the statistical efficacy of MS Excel for use in the construction of common operational and financial models found in today's healthcare settings. Data sets specific to practical health care operations scenarios, such as DRG codes, lengths of stay, monthly visits, Medicare/Medicaid charges, etc., will be analyzed and manipulated using MS Excel as an opportunity for students to synthesize the quantitative concepts and methods covered. *Prerequisites:* MAT 211 or HSC 320

HCM 446 Business Methods for Health Care Management (1)

Students will utilize electronic tools including spreadsheet and database software/apps to demonstrate statistical, financial, economic, and analytic analysis techniques used in managerial and administrative decision making. *Prerequisites:* Undergraduate Statistics (e.g. MAT 211) and HCM 305. *Pre or co-requisites:* HCM 370 and HCM 425.

HCM 450 Strategic Management (3)

Provides the student with the knowledge and skills necessary to develop, implement, and evaluate an organizational strategic plan, including business/corporate unit strategies.

HCM 455 Introduction to Long-Term Care Administration (3)

Provides the student with an introduction to the long-term care industry. Students will examine health care and social services offered, financing, management, and emerging policy issues for institutional and community-based components of the long-term care delivery system.

HCM 475 Operations Management in Health Care (3)

This course introduces student to the operational functions of healthcare managers across the healthcare and public health continuum. Topics include design and structure of the healthcare continuum, planning for and managing patient flow, measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and improving clinical and non-clinical processes. Operations topics will include incorporating perspectives from clinical operations, business, operations, information management, patient safety and community impact. *Prerequisites:* POH 442, HCM 370, HCM 425, HCM 446

HCM 480 Strategic Management and Leadership (4)

The course applies previously learned principles from across the curriculum to formulate strategic responses to issues healthcare administrators face. Topics include strategic management principles, mission integration in strategic planning, leadership, crisis communication, organizational capability analysis, and the development and implementation of business plans. Students will work in a team to prepare and present a capstone project that addresses a comprehensive case study and/or proposal for a new business venture that incorporates strategies and techniques learned throughout the curriculum. *Prerequisites:* Senior standing and completion of all HCM/POH program required courses except HCM 395 Internship and HCM 485 Senior Seminar. *Co-requisite:* HCM 496 Capstone.

HCM 485 Senior Seminar (1)

This course provides students with an opportunity to reflect on their managerial internship experience at a healthcare setting and to contextualize their experiences within the larger healthcare field. Students will work in small groups to help one another problem solve issues that occur during their internship experience by applying course work knowledge and skills. Students will discuss the potential impact of current trends in healthcare practice on their current experience and on future experiences beyond their college experience. Students will prepare their program portfolio and will participate in mock experiences to prepare them for post-graduation work. *Pre-requisites:* Senior standing and completion of all HCM/POH program required courses except HCM 480 Strategic Management and Leadership and HCM 496 Capstone. *Co-requisites:* HCM 395 Internship.

HCM 495 Capstone Directed Study Intensive (3)

Capstone completion allows students to demonstrate competencies learned throughout the curriculum. Students perform a project plan to organize, coordinate, and present a project that addresses a contemporary issue that affects managers in health services. The course has experiential, research, quality, and synthesis components. Students may opt to analyze solutions to issues based on experiences encountered through work, internship, simulated cases, or described in directed readings. *Prerequisite:* HCM 445

HCM 496 Capstone (1)

This course serves as a culminating capstone experience in which students are expected to apply knowledge and skills gained from their undergraduate experience as a whole and from the program specifically to solve a current healthcare management problem. This course provides students with the opportunity to demonstrate their ability to think critically, to synthesize information from multiple areas of healthcare practice, to integrate content across the multiple skills and practices areas expected of healthcare managers, to work in a team, and to transition from student to practicing professional. *Prerequisite:* Senior standing and completion of all HCM/POH program required courses except HCM 395 Internship and HCM 485 Senior Seminar. *Co-requisite:* HCM 480 Strategic Management and Leadership.

HIS 101 World Civilization (3)

A study of social, economic, political, cultural, and technological development within major world civilizations.

HIS 102 American History (3)

A study of the political, cultural, social, and economic development of the United States.

HIS 401 History of Medicine (3)

Explores practices in health care from ancient times to the modern times. Focuses on major diseases, treatments, and effects on society and the individual.

HPE 101 Health and Wellness (1)

Overview of theory and application of principles related to developing an individualized approach to prevention of disease through wellness lifestyle choices. Areas of wellness include social, psychological, physical, spiritual, and emotional aspects of life.

*HPE 104 Aerobics (1)**HPE 105 Swimming (1)**HPE 108 Basic Strength Fitness (1)*

Course is designed for men and women. Instruction in correct use of weight training equipment for warm-up exercises, circuit training, and individualized training. The course will include exercises/programs for strengthening, toning, and firming up muscles. The emphasis of this class will be on overall physical fitness through an individualized daily exercise program focusing on strength, endurance, and flexibility. This is *not* a power lifting or body building course.

HPE 109 Physical Activities (1)

Students will engage in a variety of physical activities to promote and encourage fitness and health. Activities will involve both group and individual participation.

HSC 104 Baptist University Experience (1)

Assists students in the transition to academic life at Baptist Health Sciences University. Focuses on their personal, professional, and academic development. Ensures they have knowledge of University resources and introduces the InterProfessional Education Competencies.

HSC 105 Baptist University Online/Completion Experience (1)

Assists students in online/completion program in the transition to academic life at Baptist Health Sciences University. Focuses on their personal, professional, and academic development. Ensures they have knowledge of University resources and introduces the InterProfessional Education Competencies.

HSC 210 Career Planning in Health Sciences (1)

An overview of careers in the health care field. Introduces necessary knowledge for beginning career planning in health sciences. *Prerequisite: Must be a sophomore level student.*

HSC 212 Pathways for Healthcare Careers (3)

An overview of careers in the health care field. Introduces necessary knowledge for beginning career planning in health sciences. *Prerequisite: None.*

HSC 300 Multicultural Perspectives in Health and Healthcare (3)

Through the lens of multiculturalism, this course will examine the importance of diversity and inclusion as a standard of care in health care organizations. The course will create an awareness and understanding of variations in cultural beliefs and how cultural factors can influence an individual's approach to health, illness, and treatment. Emphasis is placed on the healthcare experiences of underrepresented groups who fall outside the mainstream of race, ethnicity, religion, gender, sexual orientation, gender identity, disability, age, and language. An examination of culturally appropriate services and practices that are congruent with patients' beliefs, customs, and traditions is explored.

HSC 301 U.S. Health Care Systems (3)

The study of economic and financial issues arising from the unique nature of health care. Topics include the role of government in health care, legal and regulatory issues unique to health care, reimbursement and reform issues, quality improvement initiatives, and the impact of a dynamic health care system on patients, payers and providers including nursing and allied health professionals. Health care costs and outcomes in the United States are contrasted with those of other industrialized countries.

HSC 305 Practicum in Clinical Research (3)

Participation in supervised clinical research to understand the overview of the research process, quantitative and qualitative methodologies and of basic descriptive and correlation statistical analysis used in clinical research. The course includes hands-on experience with proposal development, data collection and analysis. Two trimesters of this course (or of HSC 306) are required for the research minor. Twelve (12) hours of clinical research per week.

HSC 306 Practicum in Bench Research (3)

Participation in supervised bench-research to understand the overview of the research process, quantitative and qualitative methodologies and of basic descriptive and correlation statistical analysis used in natural science research. The course includes hands-on experience with proposal development, data collection and analysis. Two trimesters of this course (or of HSC 305) are required for the research minor. Twelve (12) hours of bench research per week.

HSC 310 Adverse Childhood Experiences Across the Life Course (3)

Focuses on adverse childhood experiences (ACEs) across the life course to include physiological, sociological, and psychological health outcomes. Emphasis is placed on students' ability to understand the relationship between adverse childhood experiences and their impact on health behaviors and health outcomes across the life course. Development of an educational tool that reflects this understanding will be accomplished through the lab component of the course. Two hours lecture, three hours lab per week. *Pre-requisites: BIO120 or BIO202, and PSY 301 (may be taken as a co-requisite)*

HSC 315 Breasts Objects or Biology (3)

The purpose of this course is to provide a broad overview of the role, function, and social norms for breasts in society. The course will cover the biological and anatomical function of breasts for mammalian species including the chemical and immunological role and composition of mammal milk. It will also explore how breasts and breastfeeding have evolved among humans from the perspective of a variety of different disciplines including anthropology, sociology, psychology, philosophy, public health, and others.

HSC 320 Research for Health Professionals (3)

Prepares the student to evaluate components of the research process utilizing statistical analysis. Includes introduction to computer applications using statistical packages, basic research methodology, and literature reviews.

HSC 350 Perspectives in Epidemiology (3)

An introduction to the basic concepts, principles and methods of epidemiologic research and analysis, including outbreak investigations and the role of epidemiology in public health. The course will include a focus on how social interactions, past and present, yield differences in health outcomes between persons within a population.

Prerequisites: ENG 101, MAT 211, SOC 201

HSC 360 Interdisciplinary Seminar (1)

Students will explore in greater depth and breadth a "topic of interest" which relates to their selected courses within the Interdisciplinary Minor. Working with a faculty mentor, students will learn the fundamentals of scientific writing and research as they prepare a "publication ready" research paper. A required course for the Interdisciplinary Studies Minor. *Prerequisite: completion of at least 9 hours in the minor.*

HSC 410 Professional Health Care Roles (3)

Exposes students to field experiences in their chosen biomedical or healthcare setting. Guided/supervised work experiences that will enable students to link practical application with previously or concurrently studied theory. Students will explore how multiple professionals collaborate to meet the health care needs of a patient.

HSC 460 Undergraduate Research (1)

Students will initiate and complete an original investigation of an assigned laboratory project/problem under supervision of a faculty member. May be taken up to 3 times (total of 3 credit hours) with permission from appropriate Chair. *Prerequisite: Permission of the Chair.*

HSC 461 Bio-techniques Seminar (2)

Laboratory bio-techniques used commonly in research, industry, and medical clinical settings will be systematically reviewed and discussed through the use of primary scientific literature and required readings. Students' present peer reviewed scientific papers utilizing the biotechniques in class. *Prerequisite: BIO 120, CHE 210*

HUM 101 Introduction to Medical and Health Humanities (3)

An introduction to a multidisciplinary and humanistic approach to examining the practice of medicine, health care, illness in such disciplines as the fine arts, history, literature, media studies, philosophy, law, ethics, religion, psychology, sociology, and so forth. Focus is on health care as an art practiced with compassion.

HUM 410 Special Topics in Medical and Health Humanities (3)

Study of emerging issues and specialized content in Medical and Health Humanities, providing students the opportunity to explore these topics and issues at a deeper level than what is currently offered in the program curriculum. Course may be repeated with permission from the Chair.

MAT 110 College Algebra (3)

The study of basic algebraic skills, principles, and applications. Includes equations in two variables, relations/functions with graphing techniques, and theory of polynomial equations.

MAT 211 Statistics (3)

A study of descriptive statistics with an introduction to inferential statistics. Topics include data organization, measures of central tendency and dispersion, probability, normal distributions, hypothesis testing, correlations, and analysis of variance.

MAT 240 Elements of Calculus (3)

Introductory study of selected topics of calculus, including limits, differential and integral calculus, and their applications. *Prerequisite: MAT 110 or ACT mathematics score of 22 or higher.*

MAT 310 Biostatistics (3)

Explores the use of statistical methodology to analyze and interpret biological data. Topics will include probability, distributions, linear and multiple regression, ANOVA, hypothesis testing and nonparametric data analysis.

Prerequisite: MAT 211

NUT 101 Fundamentals of Nutrition (3)

A study of basic principles of human nutrition with emphasis on nutrients, food sources and their function in the body, and human nutrition requirements throughout various phases of the life cycle.

PHI 201 Classical Issues in Philosophy (3)

Introduction to philosophical thought focused on the emergence of philosophical inquiry and on philosophical problems in exploring the meaning of human life. Examines the relevance of classical philosophy to modern culture.

PHI 202 Critical Thinking (3)

This course involves the development of creative and critical thinking skills. Emphasis on the creative process and the skills and techniques involved in dealing analytically with what is read and observed.

PHI 301 Biomedical Ethics and Values (3)

Study of ethical issues and values related to contemporary medical practices, biological innovations, and the impact of scientific and technological advancements. Emphasis on the critical analysis of human values and basic ethical positions which guide people's lives.

PHY 200 Physics I (4)

The study of classical concepts in physics including measurements and mathematical concepts, laws of motion and kinematics, mechanical waves and sounds, thermodynamics and fluid mechanics. Three hours of lecture and two hours of lab per week. *Prerequisite: MAT 110.*

PHY 205 Physics II (4)

The socialization and education of various providers; the provider-patient relationship; and disparities in the study of electrical potential, current and resistance, magnetic forces and fields in addition to various aspects of optics. There will be a focus on modern physics that will include the atom, nuclear physics, radioactivity and forms of radiation. Principles are tested and reinforced in the laboratory sessions. Three hours of lecture and two hours of lab per week. *Prerequisite: PHY 200.*

POH 301 Public Health Foundation (3)

Introduction to the principles and practice of public health in both local and global communities from an interdisciplinary perspective. History, and formation of public health are explored, followed by a review of methodology, and strategies used to identify, prioritize, and implement strategies to address public health issues. *Pre-requisites: ENG 102*

POH 315 Social and Behavioral Determinants of Health (3)

An overview of the social determinants of health and illness behaviors and health outcomes using multiple theoretical frameworks. Emphasis is on examining the root causes of health disparities by exploring the intersectionality of social determinants such as race, ethnicity, education levels, income, social class, and gender and socio-structural determinants such as access to social services like medical care and education, employment, the physical environment, and social capital.

POH 320 Global Health Perspectives (3)

Explores past and current issues of public health in a global context. Focuses on historic origin of global health, unequal distribution of health and disease in the world, rationale for improving global health, modes of intervention, global actors, social and cultural factors affecting global health, impact of globalization on public health, and future challenges.

POH 330 Aspects of Environmental Health (3)

Examines environmental factors that affect human health. Topics include health hazards associated with contaminated water, food and air, vectors of disease, exposure to toxic chemicals, environmental regulations and safety in the work place.

POH 340 Promoting Positive Youth Development (3)

An overview of youth development concepts, principles, theoretical frameworks and practices to help advance adolescent health and promote positive youth development. Emphasis is placed on methods for promotion of positive youth development, and the relevance of adolescent health for the public, medical science, and public health.

POH 370 Global Chronic Diseases (3)

Focuses on emerging chronic diseases that affect local, national and international populations. Students will evaluate the epidemiology data, major risk factors and approaches to reducing the impact of chronic disease in the population.

POH 375 Global Infectious Diseases (3)

A broad introduction to the principles of infectious diseases important for local, national, and global health. Focusing on bacterial, viral, fungal, and parasitic pathogens; mechanisms of disease; host immune response to pathogens, and epidemiology. With emphasis on developing an understanding of the concept of neglected diseases and their association with poverty and health inequalities, the critical factors for emergence/re-emergence of infectious diseases, and the challenges and implications for disease control, eradication, and response. *Pre-requisite: BIO 201 or BIO 110*

POH 401 Public Health Education and Promotion (3)

An introduction to the principles and strategies for health education in public health practice settings focusing on best practices for intervention and education development. *Pre-requisite: POH 315*

POH 410 Public Health Program Planning (4)

Examine key principles of community health promotion, education, and community based participatory research (CBPR). Emphasis is placed on identifying challenges in working with diverse populations. An experiential lab component will engage students in the processes of education and intervention development. Three hours lecture, three hours lab per week. *Pre-requisite: POH 401*

POH 415 Global Ethics and Justice (3)

Explores the ethical and philosophical basis of public health research, practice, and policy. Ethical theories are explored and critically examined, with a focus on their application to public health. Emphasis is placed on health disparities, health equity, and social justice, particularly as these concepts relate to the global community. *Pre-requisite: PHI 301*

POH 425 Children and Families: Issues in Health, Poverty, and Policies (3)

An interdisciplinary approach providing foundational knowledge about current issues in health and society, both globally and domestically, that impact maternal and children's health, which includes women of reproductive age, infants, children and families. A special emphasis is placed on the role of poverty in health issues and processes for women and children. *Pre-requisite: SOC 201*

POH 430 Public Health Profession (3)

An analysis of the multiple determinants of health including medical care, socioeconomics, the interactions of the physical environment and individual behavior, and ethical and managerial issues in public health improvement. Focus on the use and collection of quantitative and qualitative data to inform their public health/population health work. This course will provide a practical approach to analyzing and using existing data sources. Successful completion of this course is required for enrollment in POH 450 Population Health Capstone. *Pre/Co-requisite: Course is taught concurrently with or as a prerequisite to MAT 310 Biostatistics*

POH 442 Principles of Public Health and Epidemiology (3)

This course explores the social determinants of health, as well as the public health vs. clinical approaches to managing the health of communities. This course introduces students to epidemiological methods and the community health assessment process. It emphasizes the need and utility of a data driven approach to decision making in order to improve population health, whole community health planning, and explores the causes and consequences of health disparities. *Pre-requisites: Undergraduate Statistics*

POH 450 Population Health Capstone (7)

Students test theoretical knowledge against real life practical experiences, and to integrate basic and advanced concepts acquired during their education. The capstone will include Internships based in local public health departments and public health community organizations. Culminating in a project that demonstrates understanding of the application of public health theory, principles, and methods in real-life settings. *Pre-requisite: POH 430*

POH 451 Public Health Capstone (3)

This course provides students with an opportunity to test theoretical knowledge against real-life practical experiences, and to integrate basic and advanced concepts acquired during their education. The capstone will include an internship or research experience based in a local public health departments and public health community organizations. The course culminates in a project that demonstrates the application of public health theory, principles, and methods in real-life settings. *Pre-requisite: Senior Standing in POH program; Co-requisite: POH 485.*

POH 470 Special Topics in Public Health (1-4)

Study of selected topics or current issues in Public Health. Provides students opportunities to engage in and explore various topics pertinent to the field of public health. Course may be repeated with permission from the Chair.

POH 485 Senior Seminar (1)

This course provides students with an opportunity to reflect on their capstone experience and to contextualize their experiences within the larger health field. Students will work in small groups to help one another problem solve issues that occur during their capstone experience by applying course work knowledge and skills. Students will discuss the potential impact of current trends in health and healthcare practices on their current experience and on future experiences beyond their college work. Students will prepare their program portfolio and will participate in mock experiences to prepare them for post-graduation work. *Pre-requisite: Senior Standing in POH program; Co-requisite: POH 451.*

PSY 201 General Psychology (3)

An introduction to general psychological theories and methods as applied to an understanding of humans interacting with the environment. Topics include personality, emotion, sensation, perception, learning, conditioning, and psychological evaluation.

PSY 301 Human Growth and Development (3)

Examination of the biopsychosocial aspects of development of the individual across the life span. Growth and development of the physical body, motor skills, intellectual skills along with emotional and social behavior.

PSY 311 Marriage and Family (3)

Focus on the American family, including mate selection, male-female relationships, parent-child communication, and current issues of family life.

PSY 320 Psychopathology (3)

A study of the basic concepts of the development and definition of psychopathology with an emphasis on etiology, assessment, prevention, and treatment. Pre-requisite: PSY 201.

PSY 330 Health Psychology (3)

Explores psychological influences on health and illness, including behavioral and cognitive variables that influence health, health care relationships, and interaction between health providers and patients.

REL 201 World Religions (3)

A study of the origins, evolution, and current status of the major religions of the world, along with their impact on humankind and the environment today.

REL 210 Old Testament Survey (3)

A survey of the Old Testament from Genesis to Malachi.

REL 220 New Testament Survey (3)

A survey of New Testament literature with reference to the writings' historical backgrounds, their distinctive points of view, the literary devices employed, and their central theological messages.

REL 301 Literature of the Bible (3)

A study of the various types of literature employed in the Judeo-Christian scriptures, with reference to historical background, the points of view of various authors and their purposes, and analysis of various literary structures employed.

REL 302 Spiritual Aspects of Care (3)

Emphasizes the importance of the health care worker's role in spiritual care of clients. Includes spiritual needs from the perspective of major denominations and various cultural groups.

SOC 110 Introduction to Sociology (3)

This course introduces students to the discipline of sociology and the sociological perspective. The sociological perspective is applied to explain how society is organized; how society functions; and the relationship between the individual and society. Topics include examining the social structure and social institutions, social interactions and social change, and variables like race, ethnicity, age, gender, sexuality, religion, globalization, health, education, crime and the media.

SOC 201 Medical Sociology (3)

An examination of the diverse social, cultural, political, and economic context of medicine and health and illness processes. Topics include defining medical care and health care; social and cultural determinants of; health processes, outcomes, and the distribution of disease; health and illness behaviors; the organization of medical care delivery; distribution of health and medical resources. *Prerequisite:* ENG 102

SOC 310 Sociology of Aging (3)

An examination of aging as a social process rather than simply a biological one. Topics include understanding the diversity of the aging population; examining beliefs, norms, and values regarding aging and how these impact the aging experience; and exploring aging and ageism as they relate to areas of social stratification including family, employment, income, housing, and health and illness. *Prerequisite:* ENG 102

SPA 201 Spanish I (3)

Basic grammar and practice in conversation, reading, and composition. For beginning student.

SPA 202 Spanish II (3)

Grammar review, conversation, and reading in Spanish literature. *Prerequisite:* SPA 201.

SPA 210 Spanish for Healthcare (3)

An introduction to the basics of understanding and speaking Spanish in health care settings; with a focus on the cultural and social factors that influence the practitioner.

BIOMEDICAL SCIENCES PROGRAM

Baptist University offers the Bachelor of Science degree in **Biomedical Sciences (BMD)** for students pursuing graduate level health care careers such as medicine, dental, pharmacy, physical or occupational therapy, optometry, chiropractic, athletic training and physician assistant. The Biomedical Sciences program provides a strong foundation in the sciences, mathematics, and research with a keen focus on the Health Sciences in order to provide students with the foundational knowledge required to succeed in graduate level health care programs and in the job market.

The Biomedical Sciences program offers the **Research Minor** which consists of two pathways, clinical research and bench research. Students in all majors have the opportunity to engage in targeted clinical and/or scientific research experiences and develop skills applicable to graduate programs and clinical professions.

MISSION

The mission of the Biomedical Sciences Program is to prepare graduates with a solid foundation in natural and health sciences who demonstrate scientific proficiency and critical thinking skills to succeed in graduate schools and professional programs and/or careers in the health science field.

PROGRAM LEARNING OUTCOMES

At the completion of the Biomedical Sciences program, the graduate will:

- Apply concepts in the biomedical sciences
- Integrate concepts in the biomedical sciences
- Demonstrate scientific literacy
- Recognize ethical standards and practices in research methods and application to diverse populations

BIOMEDICAL SCIENCES (BMD) PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

Students will be placed on program probation if any of the following occur:

1. Student earns a second grade of "D", "F", or "U" in the same program-level (major) course.
2. Student earns a grade of "D", "F", or "U" in two or more program-level (major) courses in the same trimester.
3. Student earns a grade of "D", "F", or "U" in three program-level (major) courses over two or more trimesters.

Program Process once a student has been put on Program Probation

Students will be advised of their probationary status by letter with the copy distributed to their assigned academic advisor. Students placed on program probation must meet with their academic advisor within two weeks of reviewing their probation letter. The student is responsible for scheduling the meeting with their academic advisor. The student may be restricted in total credit hours attempted in the following academic term.

As a part of the student's probation, the Program Chair and/or Academic Dean may develop individual delayed progression plans for the student. These plans will be designed on a case-by-case basis to address identified learning deficiencies specific to that student and provide the best opportunity for successful acquisition of expected program competencies. Delayed progression plans may include repeating a course the next time it is regularly scheduled at Baptist University. All revised progression plans will be developed, based upon the individual student's learning needs, professional competencies to be addressed, and the division's available resources to implement the plan. The student's advisor will communicate the delayed progression plan at the probation advisory meeting.

Removal of Program Probation

Students will be removed from program probation when the following occurs:

1. Student earns a grade of "C" or higher in the repeated program-level (major) course(s).
2. All courses that had a d "D", "F" or "U" have been repeated with passing grades.

Program Dismissal

Students will be dismissed from the program if any of the following occur:

1. Student earns a third grade of "D", "F", or "U" in the same program-level (major) course.
2. Student earns a grade of "D", "F", or "U" in four or more program-level courses over two or more trimesters.

Program Dismissal Appeal

A student may submit an appeal of the program dismissal to the Academic Dean, following the procedure as described in the BMD Program Handbook. The decision of the Academic Dean is final. If the appeal is upheld, the student may have one final attempt to successfully complete the course(s), however, progression may be delayed.

DEGREE REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BIOMEDICAL SCIENCES

General Education Courses		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 110	General Biology I	4
BIO 120	General Biology II	4
BIO 205	Microbiology	4
CHE 115	General Chemistry I	4
CHE 125	General Chemistry II	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 104	Medical Writing	1
ENG 201, 202, 203, 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320	Research for Health Professionals	3
MAT 110	College Algebra	3
MAT 211	Statistics	3
PHI 301	Biomedical Ethics	3
PSY 201	General Psychology	3
PSY 301	Human Growth and Development	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/220	Speech Fundamentals/Intercultural Communication	3
HIS/LIT/PHI/PSY/REL/SOC	Humanities Elective	3
Foreign Language	Foreign Language	3
	TOTAL	69 Hours

Major Courses		
Course #	Course Title	Credit Hours
HSC 461	Bio-techniques Seminar	2
BIO 342	Human Anatomy	4
BIO 345	Human Physiology	4
BIO 350	Genetics	3
BIO 410	Molecular Cell Biology	4
CHE 210	Organic Chemistry I	4
CHE 220	Organic Chemistry II	4
CHE 310	Biochemistry	4
HSC 410	Professional Health Care Roles	3
PHY 200	Physics I	4
PHY 205	Physics II	4
*Major Electives		15
	TOTAL	55 Hours
	TOTAL CREDIT HOURS FOR DEGREE REQUIREMENTS	124 Hours

*Major Elective Options		
15 Credit Hours		
Course #	Course Title	Credit Hours
BIO 301	Pathophysiology	3
BIO 320	Cross-Sectional Anatomy	2
BIO 340	Histology	4
BIO 380	Physiological Psychology	3
BIO 390	Immunology	3
BIO 401-404	Special Topics in Biology	1-4
BIO 460	Cancer Biology	3
CHE 330	Molecular Pharmacology	3
HSC 305	Practicum in Clinical Research or	3
HSC 306	Practicum in Bench Research	
HSC 310	Adverse Childhood Experiences	3
HSC 460	Undergraduate Research	1
MAT 240	Elements of Calculus	3
MAT 310	Biostatistics	3
POH 375	Global Infectious Disease	3
POH 442	Principles in Public Health and Epidemiology	3
PSY 320	Psychopathology	3

MINOR IN RESEARCH

The research minor consists of two pathways: Clinical research and bench research. Each pathway requires a minimum of 15 credit hours, which includes 6 credit hours of required pathway specific practicum.

Course #	Course Title	Credit Hours
Required Courses – Two trimesters of:		
HSC 305	Practicum-Clinical Research or	3
HSC 306	Practicum- Bench Research	
	Total	6
Course options – 9 Credit Hours		
BIO 460	Cancer Biology	3
CHE 330	Molecular Pharmacology	3
HCM 355	Information System Project Management	3
HCM 359	Health Care Data Analysis	3
HCM 360	Quality Improvement in Health Care	3
HCM 405	Health Care Data Mining	3
HCM 425	Health Administration Information Systems	3
HSC 350/POH 442	Perspectives in Epidemiology/ Principles in Public Health and Epidemiology	3
HSC 460	Undergraduate Research	1
HSC 461	Bio-technique Seminar	2
MAT 211	Statistics	3
MAT 310	Biostatistics	3

HEALTH ADMINISTRATION PROGRAM

Baptist University offers two pathways that lead to a Bachelor of Health Sciences Degree in Health Administration:

- **Health Administration Undergraduate (4 –year) Major**
- **Health Administration Completion (Full-time 4 trimesters, Part-time 6-trimesters) Major**

The **Health Administration Undergraduate Major** is intended for students who are first-time university students or who have limited college experience, define as having completed 59 or fewer transferable credit hours at another accredited academic institution. The general education, elective, and professional courses are offered in blended, flex, online and face-to-face learning formats, providing greater flexibility and convenience for each student

The **Health Administration Completion Major** is intended for students who are working adults seeking a degree in Health Administration. The professional curriculum is designed to be accomplished in 6 trimesters by attending classes in an online format.

Baptist University offers Health Administration and Health Informatics minors, which are available to all students enrolled at Baptist University, (exception: Health Administration Majors cannot earn a Health Administration minor). These minors offer students the opportunity to complement their major curriculum with a deeper understanding of the practical side of the business and information technology that are the foundation of the health care industry.

MISSION

The **Health Administration Program** delivers, high-quality, service-oriented education that prepares the next generation of healthcare administrators for individuals that are first time college students, entry level and early career adult learners, and advancing health care managers. The curriculum emphasizes student development in the following core areas: communication, professionalism, accountability, analytical thinking, cultural humility, collaboration, and community-centered team leadership.

Vision: To be recognized as the program of choice for developing healthcare administrators who support delivering innovative, evidence-based healthcare services in collaboration with their communities.

Values: Baptist Health Administration program SERVES our students, alumni, colleagues, partners and community. We define our program values as:

Service – Recognizes that we are interdependent, interrelated, and interconnected with each other and all those we serve.

Effective – Demonstrates clear articulation of thoughts and actions, verbally and in writing, to a diverse audience in a timely and professional manner.

Respect – Demonstrates fair, equitable, and culturally-competent treatment of colleagues, faculty, community members, and healthcare consumers.

Versatile – Demonstrates versatility, adaptability, and a willingness to learn and grow in the practice and profession of health administration.

Excellence – Strives to achieve their fullest potential and to foster the same ability in others as individuals and in teams.

Skill – Holds oneself accountable for developing the behavioral and technical skills required for professionals in healthcare administration.

PROGRAM LEARNING OUTCOMES

Upon completion of their course of study, Health Administration graduates will:

- Demonstrate communication that is timely, professional, and effective to diverse healthcare audiences across the continuum of healthcare settings.
- Demonstrate the appropriate selection and use of tools, technology, and information to respond to and meet the needs of a wide range of collaborators in a variety of scenarios across the continuum of healthcare settings.
- Demonstrate leadership that is collaborative and community-centered in individual and team situations to address healthcare issues.

- Demonstrate behaviors that are culturally appropriate, culturally humble, achievement-oriented, professional, and ethical in a variety of scenarios across the continuum of healthcare settings.

HEALTH ADMINISTRATION PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

Students will be placed on program probation if any of the following occur:

1. Student earns a second grade of "D", "F", or "U" in the same program-level (major) course.
2. Students earns a grade of "D", "F", or "U" in two or more program-level (major) courses in the same trimester.
3. Student earns a grade of "D", "F", or "U" in three program-level (major) courses over two or more trimesters.

Program Process once a student has been put on Program Probation

Students will be advised of their probationary status by letter with the copy distributed to their assigned academic advisor. Students placed on program probation must meet with their academic advisor within two weeks of reviewing their probation letter. The student is responsible for scheduling the meeting with their academic advisor. The student may be restricted in total credit hours attempted in the following academic term.

As a part of the student's probation, the Program Chair and/or Academic Dean may develop individual delayed progression plans for the student. These plans will be designed on a case-by-case basis to address identified learning deficiencies specific to that student and provide the best opportunity for successful acquisition of expected program competencies. Delayed progression plans may include repeating a course the next time it is regularly scheduled at Baptist University. All revised progression plans will be developed, based upon the individual student's learning needs, professional competencies to be addressed, and the division's available resources to implement the plan. The student's advisor will communicate the delayed progression plan at the probation advisory meeting.

Removal of Program Probation

Students will be removed from program probation when the following occurs:

1. Student earns a grade of "C" or higher in the repeated program-level (major) course(s).
2. All courses that had a d "D", "F" or "U" have been repeated with passing grades.

Program Dismissal

Students will be dismissed from the program if any of the following occur:

1. Student earns a third grade of "D", "F", or "U" in the same program-level (major) course.
2. Student earns a grade of "D", "F", or "U" in four or more program-level courses over two or more trimesters.

Program Dismissal Appeal

A student may submit an appeal of the program dismissal to the Academic Dean, following the procedure as described in the Health Administration Program Handbook. The decision of the Academic Dean is final. If the appeal is upheld, the student may have one final attempt to successfully complete the course(s), however, progression may be delayed.

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN HEALTH ADMINISTRATION

Academic Course Requirements	Credit Hours
General Education and Baptist University Courses	35
Pre-Major/Required and General Elective Courses	40
Health Administration Courses	47
TOTAL	122 Hours

General Education, Pre-Major, and Elective Courses		
Course #	Course Title	Credit Hours
Communications		9
ENG 101	English Composition I	3
ENG 102	English Composition II	3
COM 211 or 220	Communication	3
Humanities/Fine Arts		6
ENG 201, 202, 203, or 204	Literature	3
PHI 202 or PHI 301	Philosophy	3
Religion		3
REL 201, 210, 220, 301, or 302	Religion	3
Social/Behavior Sciences		6
PSY 201	General Psychology	3
SOC 201	Medical Sociology	3
Natural Sciences/Mathematics		7
BIO 110, BIO 201, CHE 115, or PHY 200	Natural Sciences	4
MAT 110 or MAT 240	Mathematics	3
Baptist University Required Courses		4
HSC 104 or 105	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
Major Required Pre-Requisite Courses		9
ACC 101 or similar equivalent	Accounting	3
ECO 205, microeconomic, macroeconomics, or similar equivalent	Economics	3
MAT 211 or similar equivalent	Undergraduate Statistics	3
Other Elective Courses		31
BUS 101	Intro to Business	3
Any Course from Natural Science, History, Humanities, Foreign Languages, Fine Arts, and Social/Behavioral Sciences	General Education Electives	16
General Electives	General Electives	12
Total General Education and Elective Hours		75

Health Administration Major Courses

Course #	Course Title	Credit Hours
HCM 303	Professionalism for Healthcare Administrators	1
HSC 320	Research For Health Professionals	3
HCM 345	Organizational Communications and Media Relations for Health Care Management	3
HCM 305	Principles of Health Administration	3
HCM 330	Human Resource Management	3
HSC 300	Multicultural Perspectives in Health and Healthcare	3
POH 442	Principles of Public Health and Epidemiology	3
HCM 370	Health Care Finance	3
HCM 446	Business Methods for Health Care Management	1
HCM 425	Health Administration Information Systems	3
HCM 455	Introduction to Long-Term Care Administration	3
HCM 440	Law and Policy in Health Care	3
HCM 475	Operations Management in Health Care	3
HCM 360	Quality Improvement in Health Care	3
HCM 480	Strategic Management and Leadership	4
HCM 485	Senior Seminar	1
HCM 496	Capstone	1
HCM 395	Internship	3
Health Administration Courses Total		47 Hours
TOTAL		122

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN HEALTH ADMINISTRATION (COMPLETION)

Academic Course Requirements	Credit Hours
General Education and Baptist University Courses	35
Pre-Major/Required and General Elective Courses	40
Health Administration Courses	47
TOTAL	122 Hours

General Education, Pre-Major, and Elective Courses		
Course #	Course Title	Credit Hours
Communications		9
English Composition I *		3
English Composition II **		3
Speech Communication		3
Humanities/Fine Arts		6
Literature**		3
Philosophy, Foreign Language, Art, Music, Theater, Women's Studies, World/American History		3
Religion		3
Any Christian or comparative course		3
Social/Behavior Sciences		6
General Psychology (PSY 201 or similar equivalent)**		3
Sociology, Psychology, Anthropology, American Government, Geography, Political Science, Economics		3
Natural Sciences/Mathematics		7
Any science course		4
College Algebra (MAT 110 or similar equivalent)		3
Baptist University Required Courses		4
HSC 104 or 105	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
Major Required Pre-Requisite Courses		9
Accounting (ACC 101 or similar equivalent)		3
Economics (ECO 205, microeconomic, macroeconomics, or similar equivalent)		3
Undergraduate Statistics (MAT 211 or similar equivalent)		3
Other General Elective Courses		31
Transferable General Electives		31
Total General Education and Elective Hours		75

Health Administration Major Courses		
Course #	Course Title	Credit Hours
HCM 303	Professionalism for Healthcare Administrators	1
HSC 320	Research For Health Professionals	3
HCM 345	Organizational Communications and Media Relations for Health Care Management	3
HCM 305	Principles of Health Administration	3
HCM 330	Human Resource Management	3
HSC 300	Multicultural Perspectives in Health and Healthcare	3
POH 442	Principles of Public Health and Epidemiology	3
HCM 370	Health Care Finance	3
HCM 446	Business Methods for Health Care Management	1
HCM 425	Health Administration Information Systems	3
HCM 455	Introduction to Long-Term Care Administration	3
HCM 440	Law and Policy in Health Care	3
HCM 475	Operations Management in Health Care	3
HCM 360	Quality Improvement in Health Care	3
HCM 480	Strategic Management and Leadership	4
HCM 485	Senior Seminar	1
HCM 496	Capstone	1
HCM 395	Internship	3
Health Administration Courses Total		47 Hours
TOTAL		122

***Must be taken before entering the program**

****Required**

Additional regionally accredited college-level courses completed with a "C" or better will be accepted in the General Electives category.

MINORS IN HEALTH ADMINISTRATION

The Health Administration minor consists of five courses totaling 15 credit hours (9 hours required; 6 hours electives).

The Health Informatics minor consists of five courses totaling 15 credit hours (6 hours required; 9 hours electives).

With approval from the Health Administration Chair, additional courses that meet established health administration competencies may be used to fulfill minor requirements. Minor courses may be taken concurrently with degree requirements and must be completed prior to graduating.

Minor in Health Administration	
Course #	Course Title
Required Courses – 9 Credit Hours	
HCM 305	Principles of Health Administration
HCM 330	Human Resource Management
HCM 425	Health Administration Information Systems
Elective Courses – 6 Credit Hours	
POH 410	Program Planning and Evaluation
HSC 300	Multicultural Perspectives in Health and Healthcare
AHS 390	Clinical Leadership for Health Sciences Professionals
NSG 415 / NSG 462	Professional Nursing Role/Quality Care & Patient Safety
HCM XXX	Any HCM Prefix Course except HCM 303, 485, 496, and/or 395

Minor in Health Informatics	
Course #	Course Title
Required Courses – 6 Credit Hours	
HCM 425	Health Administration Information Systems
Choose 1 from:	
HCM 359	Health Care Data Analysis
HCM 405	Health Care Data Mining
MAT 310	Biostatistics
The two courses not selected as required may be taken as elective options	
Elective Courses – 9 Credit Hours	
HCM 355	Information Systems Project Management
HCM 365	The Ethics of Health Informatics
HCM 369	Health Informatics and Information Management
HCM 400	Health Care Informatics and Health Policy

PUBLIC HEALTH PROGRAM

Baptist University offers two pathways that lead to a Bachelor of Health Sciences Degree in Public Health:

- **Public Health (4 –year) Major**
- **Public Health Completion (Full-time 4 trimesters, Part-time 6-trimesters) Major**

The **Public Health Major** is intended for students who are first-time university students or who have limited college experience, define as having completed 59 or fewer transferable credit hours at another accredited academic institution. The general education, elective, and professional courses are offered in blended, flex, online and face-to-face learning formats, providing greater flexibility and convenience for each student

The **Public Health Completion Major** is intended for students who are working adults seeking a degree in Public Health. The professional curriculum is designed to be accomplished in 6 trimesters by attending classes in an online format.

The **Public Health Minor** is available to all students enrolled at Baptist University, with the exception of students enrolled as a Public Health major. This minor provides students the opportunity to increase their awareness of emerging issues in public health and enhances skills to prepare them to work with community members to address issues beyond clinical care.

Mission

In the context of the Baptist Health Sciences University mission, the Public Health Program educates students through diverse, interprofessional and service experiences that are integral toward improving the health and well-being in the community.

Program Learning Outcomes

Upon completion of the Bachelor of Health Sciences Degree in Public Health, graduates of the program will be able to:

- Formulate healthcare needs assessments based on epidemiological data.
- Propose prevention programs that address identified healthcare needs in communities of study.
- Advocate for public health needs in defined communities to mitigate health outcomes.

PUBLIC HEALTH PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

Students will be placed on program probation if any of the following occur:

1. Student earns a second grade of “D”, “F”, or “U” in the same program-level (major) course.
2. Students earns a grade of “D”, “F”, or “U” in two or more program-level (major) courses in the same trimester.
3. Student earns a grade of “D”, “F”, or “U” in three program-level (major) courses over two or more trimesters.

Program Process once a student has been put on Program Probation

Students will be advised of their probationary status by letter with the copy distributed to their assigned academic advisor. Students placed on program probation must meet with their academic advisor within two weeks of reviewing their probation letter. The student is responsible for scheduling the meeting with their academic advisor. The student may be restricted in total credit hours attempted in the following academic term.

As a part of the student's probation, the Program Chair and/or Academic Dean may develop individual delayed progression plans for the student. These plans will be designed on a case-by-case basis to address identified learning deficiencies specific to that student and provide the best opportunity for successful acquisition of expected program competencies. Delayed progression plans may include repeating a course the next time it is regularly scheduled at Baptist University. All revised progression plans will be developed, based upon the individual student's learning needs, professional competencies to be addressed, and the division's available resources to implement the plan. The student's advisor will communicate the delayed progression plan at the probation advisory meeting.

Removal of Program Probation

Students will be removed from program probation when the following occurs:

1. Student earns a grade of "C" or higher in the repeated program-level (major) course(s).
2. All courses that had a d "D", "F" or "U" have been repeated with passing grades.

Program Dismissal

Students will be dismissed from the program if any of the following occur:

1. Student earns a third grade of "D", "F", or "U" in the same program-level (major) course.
2. Student earns a grade of "D", "F", or "U" in four or more program-level courses over two or more trimesters.

Program Dismissal Appeal

A student may submit an appeal of the program dismissal to the Academic Dean, following the procedure as described in the Public Health Program Handbook. The decision of the Academic Dean is final. If the appeal is upheld, the student may have one final attempt to successfully complete the course(s), however, progression may be delayed.

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN PUBLIC HEALTH

Academic Course Requirements	Credit Hours
General Education and Baptist University Courses	32
Pre-Major/Required and General Elective Courses	38
Public Health Courses	50
TOTAL	120 Hours

General Education, Pre-Major, and Elective Courses		
Course #	Course Title	Credit Hours
Communications		9
ENG 101	English Composition I	3
ENG 102	English Composition II	3
COM 211 or 220	Communication	3
Humanities/Fine Arts		3
ENG 201, 202, 203, or 204	Literature	3
Religion		3
REL 201, 210, 220, 301, or 302	Religion	3
Social/Behavior Sciences		6
PSY 201	General Psychology	3
SOC 201	Medical Sociology	3
Natural Sciences/Mathematics		7
BIO 110, BIO 201, CHE 115, or PHY 200	Natural Sciences with Lab	4
MAT 110 or MAT 240	Mathematics	3
Baptist University Required Courses		4
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
Major Required Pre-Requisite Courses		10
MAT 211 or similar equivalent	Undergraduate Statistics	3
SPA 201 or other equivalent	Foreign Language Elective	3
BIO, CHE, PHY or similar equivalent	Natural Sciences with Lab	4
Other Elective Courses		28
General Electives	General Electives	28
Total General Education and Elective Hours		70

Major Courses		
PHI 301	Biomedical Ethics	3
MAT 310	Biostatistics	3
HSC 320	Research for Health Professionals	3
HSC 300	Multicultural Perspectives in Health and Healthcare	3
POH 301	Public Health Foundation	3
POH 315	Social and Behavioral Determinants of Health	3
POH 401	Public Health Education and Promotion	3
POH 410	Program Planning and Evaluation (w/lab)	4
POH 442	Principles of Public Health and Epidemiology	3
POH 320	Global Health Perspectives	3
HCM 440	Law and Policy in Health Care	3
POH 485	Senior Seminar	1
POH 451	Public Health Capstone (includes internship or experiential activity)	3
Major Emphasis Area Choose 1 from: Health Administration** (15 credits) Public Health General (12 credits) Pre-Health Professions (12 credits) Health Informatics (12 credits) Health Humanities (12 credits)		Minimum 12
Total Program Core		50
Total Credit Hours		120

**Students will need to take pre-requisite courses in Accounting and Economics. They can use general elective requirements to take these courses.

Major Emphasis Area – students will automatically default to the Public Health General Emphasis before a choice is made OR if a choice is not made.

Public Health General (12 credits)		
ANY	POH or Other Electives Selected with Advisor	12

Health Administration (15 credits)**		
HCM 305	Principles of Health Administration	3
HCM 330	Human Resource Management	3
HCM 345	Organizational Communications and Media Relations for Health Care Management	3
HCM 370	Health Care Finance	3
HCM 425	Health Administration Information Systems	3

**Students will need to take pre-requisite courses in Accounting and Economics. They can use general elective requirements to take these courses.

Pre-Health Professions (minimum 12 credits)		
BIO, CHE, PHY or Equivalent	Natural Sciences Elective of Choice with or without lab	3-4
BIO, CHE, PHY or Equivalent	Natural Sciences Elective of Choice with or without lab	3-4
ANY	General Electives Selected with Advisor	4-6

Health Humanities		
HUM 101	Introduction to Health Humanities	3
ANY	Elective Selected with Advisor	3
	Choose 2 from:	6
ENG 301	Narrative Medicine	3
PSY 330	Health Psychology	3
REL 302	Spiritual Aspects of Care	3
ENG 203	Literature and Medicine	3

Health Informatics		
HCM 425	Health Administration Information Systems	3
ANY	Elective Selected with Advisor	3
	Choose 1 from:	3
HCM 359	Health Care Data Analysis	3
HCM 405	Health Care Data Mining	3
	Choose 1 from:	3
HCM 355	Information Systems Project Management	3
HCM 369	Health Informatics and Information Management	3
HCM 400	Health Care Informatics and Health Policy	3

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN PUBLIC HEALTH (COMPLETION)

Academic Course Requirements	Credit Hours
General Education and Baptist University Courses	35
Pre-Major/Required and General Elective Courses	35
Public Health Courses	50
TOTAL	120 Hours

General Education, Pre-Major, and Elective Courses		
Course #	Course Title	Credit Hours
Communications		9
	English Composition I *	3
	English Composition II **	3
	Speech Communication	3
Humanities/Fine Arts		6
	Literature**	3
	Philosophy, Foreign Language, Art, Music, Theater, Women's Studies, World/American History	3
Religion		3
	Any Christian or comparative course	3
Social/Behavior Sciences		6
	General Psychology (PSY 201 or similar equivalent)**	3
	Medical Sociology (SOC 201 or similar equivalent)	3
Natural Sciences/Mathematics		7
	Any science course with lab	4
	College Algebra (MAT 110 or similar equivalent)	3
Baptist University Required Courses		4
HSC 104 or 105	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
Major Required Pre-Requisite Courses		10
	Undergraduate Statistics (MAT 211 or similar equivalent)	3
	Foreign Language Elective	3
	Any science course with lab	4
Other General Elective Courses		25
	Transferable General Electives	25
Total General Education and Elective Hours		70

*Must be taken before entering the program

**Required

Additional regionally accredited college-level courses completed with a "C" or better will be accepted in the General Electives category.

Major Courses		
PHI 301	Biomedical Ethics and Values	3
MAT 310	Biostatistics	3
HSC 320	Research for Health Professionals	3
HSC 300	Multicultural Perspectives in Health and Healthcare	3
POH 301	Public Health Foundation	3
POH 315	Social and Behavioral Determinants of Health	3
POH 401	Public Health Education and Promotion	3
POH 410	Program Planning and Evaluation (w/lab)	4
POH 442	Principles of Public Health and Epidemiology	3
POH 320	Global Health Perspectives	3
HCM 440	Law and Policy in Health Care	3
POH 485	Senior Seminar	1
POH 451	Public Health Capstone (includes internship or experiential activity)	3
Major Emphasis Area Choose 1 from: Health Administration** (15 credits) Public Health General (12 credits) Pre-Health Professions (12 credits) Health Informatics (12 credits)		Minimum 12
Total Program Core		50
Total Credit Hours		120

**Students will need to take pre-requisite courses in Accounting and Economics. They can use general elective requirements to take these courses.

Major Emphasis Area – students will automatically default to the Public Health General Emphasis before a choice is made OR if a choice is not made.

Public Health General (12 credits)		
ANY	POH or Other Electives Selected with Advisor	12

Health Administration (15 credits)**		
HCM 305	Principles of Health Administration	3
HCM 330	Human Resource Management	3
HCM 345	Organizational Communications and Media Relations for Health Care Management	3
HCM 370	Health Care Finance	3
HCM 425	Health Administration Information Systems	3

**Students will need to take pre-requisite courses in Accounting and Economics. They can use general elective requirements to take these courses.

Pre-Health Professions (minimum 12 credits)		
BIO, CHE, PHY or Equivalent	Natural Sciences Elective of Choice with or without lab	3-4
BIO, CHE, PHY or Equivalent	Natural Sciences Elective of Choice with or without lab	3-4
ANY	General Electives Selected with Advisor	4-6

Health Informatics		
HCM 425	Health Administration Information Systems	3
ANY	Elective Selected with Advisor	3
	Choose 1 from:	3
HCM 359	Health Care Data Analysis	3
HCM 405	Health Care Data Mining	3
	Choose 1 from:	3
HCM 355	Information Systems Project Management	3
HCM 369	Health Informatics and Information Management	3
HCM 400	Health Care Informatics and Health Policy	3

MINOR IN PUBLIC HEALTH

The Public Health minor consists of five courses totaling 15 credit hours (9 hours required; 6 hours electives).

With approval from the chair, additional courses that meet established public health competencies may be used to fulfill minor requirements. Students should discuss their eligibility with the chair. Minor courses may be taken concurrently with degree requirements and must be completed prior to graduating.

Minor in Public Health	
Course #	Course Title
Required Courses – 9 Credit Hours	
POH 301	Public Health Foundation
HSC 320	Research for Health Professionals
POH 442	Principles of Public Health and Epidemiology
Elective Courses – 6 Credit Hours	
POH XXX	ANY POH course except POH 450
HSC XXX	Any of the following HSC courses: HSC 300, HSC 305, HSC 306, HSC 310, HSC 350, HSC 410, HSC 461
HCM 440	Law and Policy in Health Care
PHI 301	Biomedical Ethics
REL 302	Spiritual Aspects of Care
SOC 310	Sociology of Aging

For Nursing Majors, the following NSG program courses **can be applied** to the elective course requirements: NSG 345, NSG 360, and NSG 452.

For Respiratory Care Majors, the following RCP program courses **can be applied** to the elective course requirements: RCP 435.

PRE-HEALTH STUDIES PROGRAM

MISSION

Provide students with the opportunity to take general education and preparatory courses for a chosen field in health sciences. This program is designed to provide the students an opportunity to consider career alternatives.

PROGRAM LEARNING OUTCOMES

At the completion of the Pre-Health Studies program, the graduate is able to

- Explain the roles and responsibilities of health care professions.
- Demonstrate connections between general education and health care professions.
- Communicate knowledge effectively in written, oral, and technology-related formats.

PRE-HEALTH STUDIES PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

- A student who fails two courses in a Pre-Health Studies Program will be placed on Program Probation.
- A student who earns two grades of “D”, “F”, or “WF” in the same course offered within the Pre-Health Studies Program will be placed on Program Probation. The Program Chair and/or Academic Dean may develop individual delayed progression plans for the student. These plans will be designed on a case-by-case basis to address identified learning deficiencies specific to that student and provide the best opportunity for successful acquisition of expected graduate competencies. Delayed progression plans may include repeating a course the next time it is regularly scheduled at Baptist University. All revised progression plans will be developed, based upon the individual student's learning needs, professional competencies to be addressed, and the division's available resources to implement the plan. A student placed on program probation for failure of a course may be restricted in total credit hours attempted the following academic term in the student's delayed progression plan. Students will be advised of their probationary status by letter with the copy distributed to their assigned academic advisor. A student on program probation may be advised to reduce participation in extracurricular activities and off campus work.

Removal of Program Probation

- A student placed on program probation for failure of two courses, or the same course twice must retake and earn a passing grade in the repeated course(s) to remove the program probation.

Program Dismissal

Dismissal from a Program occurs when:

- A student fails to perform satisfactorily in three (3) courses in PHS program.
- A student earns a third grade of “D”, “F”, or “WF” in the same course offered within the Pre-Health Studies Program.

Program Dismissal Appeal

A student may submit an appeal of the program dismissal to the Academic Dean, following the procedure as described in the Pre-Health Studies Program Handbook. The decision of the Academic Dean is final. If the appeal is upheld, the student may have one final attempt to successfully complete the course(s), however, progression may be delayed.

DEGREE REQUIREMENTS FOR AN ASSOCIATE OF SCIENCE IN PRE-HEALTH STUDIES

Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 201	Anatomy & Physiology I w/ Lab	4
BIO 202	Anatomy & Physiology II w/ Lab	4
BIO 110, 120, 205 & 340	Life Science w/Lab	4
CHE 115, PHY 200	Physical Science w/ Lab	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 210/HSC212**	Career Planning in Health Sciences/Pathways to Health Care Careers	1/3
HSC 301	U.S. Health Care Systems	3
MAT 110/240	College Algebra/Elements of Calculus	3
PHI 201, 202, 301	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/ 220	Communications Elective	3
*General Elective	Humanities/Social Science/Foreign Language/Health Science/Science Electives	11/13**
	TOTAL	63 Hours

*Courses could include another Philosophy, Literature, Religion or History (transfer)

**Students taking HSC 210 are required to have 13 General Elective credit hours; students taking HSC 212 are required to have 11 General Elective credit hours.

UNDECLARED MAJOR

For entering students or students who are unsuccessful in a professional program or decide they are no longer interested in their current professional program, this major would allow students to enter the university or to continue enrollment at Baptist University while exploring other programs/majors at the University. Students are limited to two trimesters in the Undeclared Major Status. Students are limited to taking the General Education and Health Studies courses and may not enroll in professional/major level courses. Students are responsible for contacting Financial Aid Services to determine impact on their aid.

Course #	Course Name	Credit hours
BIO 110	General Biology I	4
BIO 120	General Biology II	4
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 205	Microbiology	4
CHE 115	General Chemistry I	4
CHE 125	General Chemistry II	4
COM 211	Speech Fundamentals	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201	Perspectives in World Literature	3
ENG 202	Perspectives in American Literature	3
ENG 203	Literature and Medicine	3
ENG 204	Contemporary American Literature: Cultural Diversity	3
HSC 104	Baptist University Experience	1
HSC 210	Career Planning in Health Sciences	1
HSC 301	U.S. Health Care Systems	3
HSC 320	Research for Health Professionals	3
MAT 110	College Algebra	3
MAT 211	Statistics	3
MAT 240	Elements of Calculus	3
NUT 101	Fundamentals of Nutrition	3
PHI 201	Classical Issues in Philosophy	3
PHI 202	Critical Thinking	3
PHI 301	Biomedical Ethics and Values	3
PHY 200	Physics I	4
PHY 205	Physics II	4
PSY 201	General Psychology	3
PSY 301	Human Growth and Development	3
REL 201	World Religions	3
REL 210	Old Testament Survey	3
REL 220	New Testament Survey	3
REL 301	Literature of the Bible	3
SOC 201	Medical Sociology	3

MINOR IN INTERDISCIPLINARY STUDIES

An Interdisciplinary Studies Minor offers students the opportunity to choose a combination of courses that are relevant to meeting their professional goals and enhancing learning beyond their chosen major. Students are encouraged to work with their academic advisor to select courses concentrated in their area of interest. No more than six credit hours can be used for both a minor or and major course requirement.

Requirements

1. Completion of the minor requires a minimum of 15 credit hours from the specified list of courses
 - Included in these 15 credit hours is HSC 360 Interdisciplinary Seminar (1 credit hour) which is required of all students
2. Courses may be taken concurrently with the degree requirements, assuming there is no scheduling conflict
 - All minor courses must be completed prior to graduation
 - The Interdisciplinary Studies Minor cannot be awarded without the completion of a Degree from Baptist Health Sciences University

Specific Course Options in the Interdisciplinary Minor		
Course #	Course Title	Credit Hours
Required Course		
HSC 360	Interdisciplinary Seminar Course	1
Course options		
AHS 202	Medical Terminology	2
BIO 110	General Biology I	4
BIO 120	General Biology II	4
BIO 205	Microbiology	4
BIO 301	Pathophysiology	3
BIO 315	Applied and Environmental Microbiology	4
BIO 320	Cross Sectional Anatomy	2
BIO 340	Histology	4
BIO 350	Genetics	3
BIO 360	Applied Anatomy & Physiology	3
BIO 390	Immunology	3
BIO 460	Cancer Biology	3
CHE 115	General Chemistry I	4
CHE 125	General Chemistry II	4
CHE 210	Organic Chemistry I	4
CHE 220	Organic Chemistry II	4
CHE 310	Biochemistry	4
COM 220	Intercultural Communications	3
ENG 103	Writing for Health Care Professionals	1
ENG 104	Medical Writing	1
ENG 201	World Literature	3
ENG 202	American Literature	3
ENG 203	Literature and Medicine	3
ENG 204	Multi-cultural American Literature	3
HPE 101	Health and Wellness	1
HSC 310	Adverse Childhood Experiences Across the Life Course	3
HSC 320	Research for Health Professionals	3
HSC 350	Perspectives in Epidemiology	3
MAT 211	Statistics	3
MAT 240	Elements of Calculus	3

NUT 101	Nutrition	3
PHI 201	Classical Issues in Philosophy	3
PHI 202	Critical Thinking	3
PHI 301	Biomedical Ethics	3
PHY 200	Physics I	4
PHY 205	Physics II	4
POH 301	Public Health Foundation	3
POH 315	Social and Behavioral Determinants of Health	3
POH 320	Global Health Perspectives	3
POH 340	Promoting Positive Youth Development	3
POH 370	Global Chronic Disease	3
POH 375	Global Infectious Diseases	3
POH 415	Global Ethics and Justice	3
POH 425	Children and Families: Issues in Health, Poverty, and Policies	3
PSY 301	Human Growth and Development	3
PSY 320	Psychopathology	3
REL 201	World Religions	3
REL 210	Old Testament Survey	3
REL 220	New Testament Survey	3
REL 301	Literature of the Bible	3
REL 302	Spiritual Aspects of Care	3
SOC 310	Sociology of Aging	3
SPA 201	Spanish I	3
SPA 202	Spanish II	3
SPA 210	Spanish for Healthcare	3

MINOR IN MEDICAL AND HEALTH HUMANITIES

The Medical and Health Humanities minor allows students to experience courses focused on a holistic and humanitarian approach to health care grounded in the humanities.

Studies show that health professionals who studied medical/health humanities perform better in clinical interactions and are more likely to demonstrate empathy, skillful communication, and a patient-centered approach. Studies also suggest that medical and health humanities will prepare students for critical and creative thinking, identification of internal biases, and ethical reasoning in decision-making processes.

Students will have the opportunity to take courses focused on the history of medicine, literature and illness, cultural and political approaches to health and illness, diversity and social equity, bioethics, and creative expressions of health and illness.

Minor Learning Outcomes

- Recognize historical, social, cultural, and economic influences on health care systems
- Demonstrate ethical values/ judgment as they apply to health care environment
- Analyze and evaluate complex texts relating to the social and cultural aspects of medicine through close reading and critical interpretation of arguments, metaphors, and images.

Course #	Course Title	Credit Hours
Required Courses (6 hours)		
HUM 101	Introduction to Medical and Health Humanities	3
HIS 401	History of Medicine	3
	Total	6
Course Selective Hours (9 Hours)		
ENG 301	Narrative Medicine	3
HUM 410	Special Topics in Medical and Health Humanities	3
PSY 330	Health Psychology	3
HSC 300	Multicultural Perspectives in Health and Healthcare	3
POH 315	Social and Behavioral Determinants of Health	3
POH 415	Global Ethics and Justice	3
ENG 203	Literature and Medicine	3
HSC 310	Adverse Childhood Experiences Across the Life Course	3
PHI 301	Biomedical Ethics and Values	3
REL 302	Spiritual Aspects of Care	3
SOC 310	Sociology of Aging	3
Note: No more than 6 credit hours from the core or major requirements may be used toward the minor.		

DIVISION OF NURSING

Administration

Name	Title
Cathy Stepter	Dean and Professor
Cheryl Johnson-Joy	Associate Dean and Professor
Marcy Purnell	Chair Graduate Program, Associate Professor
Angel Boling	Chair Undergraduate Program, Associate Professor
Brenda McMillen	Academic Operations Coordinator
Jeremy Wilkes	Clinical Compliance Coordinator

Faculty

Name	Title
Ivy Anderson	Assistant Professor
Takeitha Chambers	Assistant Professor
Angie Crow	Assistant Professor
Shannon Davenport	Assistant Professor
Alexander Davis	Associate Professor
Marilyn Dillard	Assistant Professor
Pamela Harris	Assistant Professor
Christina Hillhouse	Assistant Professor
Brandi Lambert	Assistant Professor
Seraphine Lambert	Associate Professor
Sharon Markham	Assistant Professor
Demetric Osborn	Assistant Professor
Renee Parker	Associate Professor
Brett Pickens	Associate Professor
Amanda Riley	Assistant Professor
Mariah Salim	Assistant Professor
Allyson Smith	Assistant Professor
Laritha Sweet	Associate Professor
Rita West	Associate Professor
Stephanie White	Assistant Professor
William Wood	Assistant Professor

PROGRAM MISSION

The Division of Nursing is committed to preparing diverse graduates for careers of service and leadership by providing a comprehensive professional nursing education within an integrated environment of learning and Christian principles.

To fulfil, its mission, the Division of Nursing faculty share a commitment with the University to:

1. Provide a curriculum that reflects a strong general education and scientific foundation.
2. Foster an atmosphere of respect for diversity, equity, inclusion and the dignity of all persons.
3. Create a collaborative and supportive learning environment in which all students are encouraged to develop intellectually, socially, and spiritually.
4. Educate individuals to value competence, caring, and collaboration in their roles as members of the interprofessional health care team.
5. Develop students to become engaged learners, scholars, and leaders in the nursing profession.
6. Promote and reward excellence in teaching, professional practice, and scholarly activity.
7. Contribute positively to the health status of the community.

VISION

To be distinguished regionally for innovation and excellence in nursing education that prepares diverse nursing graduates to transform health care.

CORE VALUES

The shared values of the learning community are:

- Integrity
- Professionalism
- Service as an expression of Christian values
- Continuous Improvement
- Diversity, Equity, and Inclusion

GOALS

The goals of baccalaureate nursing education at Baptist University are to:

1. Prepare professional nurses as generalists who:
 - Provide comprehensive direct and indirect patient-centered care for diverse populations along the health-illness continuum, in a variety of health care settings.
 - Promote quality and safety as well as stewardship of health care resources.
 - Use research to guide evidence-based practice.
2. Prepare graduates to successfully pass the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN).
3. Provide an avenue for students of Associate Degree in Nursing and Diploma programs to attain the knowledge and competencies of the professional nurse at the baccalaureate level.

PROGRAM LEARNING OUTCOMES

Using previously learned concepts (i.e., liberal arts, sciences, and nursing) the graduate will:

1. Interpret, integrate, and apply knowledge from nursing and other healthcare disciplines to distinguish professional nursing and form a basis for clinical judgment.
2. Provide and coordinate person-centered care built upon an evidence-based body of knowledge to guide nursing practice.
3. Promote and implement population health focused activities across the healthcare delivery continuum for the improvement of equitable population health outcomes.
4. Apply and evaluate nursing knowledge to improve health outcomes.
5. Use principles of safety and quality improvement sciences to minimize risk of harm to clients and others, and enhance health outcomes.
6. Collaborate with clients and care team members to optimize equity in care delivery, enhance the healthcare experience, and strengthen health outcomes.
7. Effectively and proactively coordinate resources across healthcare systems to provide safe, quality, and equitable care to diverse populations.
8. Use informatics processes and technologies to manage and improve the delivery of safe, quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Form and cultivate a professional identity that reflects nursing's characteristics and values.
10. Participate in activities and self-reflection that fosters the personal, professional, and leadership development of the nurse.

ACCREDITATION AND APPROVAL

The baccalaureate degree in nursing at Baptist University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

The baccalaureate nursing program is also approved by the Tennessee Board of Nursing (Health Related Boards, 665 Mainstream Drive, Nashville, TN 37243, 1-615-532-5166, www.tn.gov/health).

PROGRESSION IN BACHELOR OF SCIENCE IN NURSING

Progression in the Nursing Program – Minimum Criteria

The following criteria must be met to progress in the nursing curriculum, effective for students progressing to Nursing **Fall 2024**:

A minimum grade of “C” is required for all courses in the Bachelor of Science in Nursing degree plan.

A minimum of 30 pre-requisite credit hours must be completed, and a program GPA of 2.7 in those courses is required to progress to NSG courses. Students who have completed the 30 pre-requisite credit hours, plus additional credit hours included in the nursing degree plan, must continue to achieve a cumulative 2.7/4.0 program GPA to progress to the nursing curriculum. All students progressing to nursing must achieve a minimum 2.7/4.0 BHSU career grand GPA.

Pre-requisite Courses to progress to NSG courses:

- Baptist University Experience (1 hour)
- College Algebra or Elements of Calculus (3 hours)
- English Composition I & II (6 hours)
- General Psychology (3 hours)
- Religion Elective (3 hours)
- Nutrition (3 hours)
- Human Growth and Development (3 hours)
- A&P I and II (8 hours)

Total: 30 hours

- Aside from the 30 pre-requisite hours to progress to nursing, students may complete other GEHS courses in advance. The sample plan outlines course alignment that must be completed with or in advance of the designated trimester nursing courses.
- ENG 103 Writing for HealthCare must be taken with NSG 311 unless previously completed.
- BIO 205 Microbiology and CHE 120/120L (910/910L) Chemistry for Health Professions is required with NSG 311 unless previously completed.
- BIO 301 Pathophysiology must be taken at Baptist Health Sciences University.
- BIO 301 Pathophysiology is required with NSG 317, unless previously completed.
- SPE 211/COM 220 Speech Fundamentals/Intercultural Communication is required with NSG 318 unless previously completed.
- SOC 201 Medical Sociology is required with NSG 400 unless previously completed
- The following courses can be taken before or after students have progressed to NSG coursework.
 - ENG/PHI elective (3 hours)
 - HSC 301 U.S. Healthcare Systems (3 hours)

*Science courses must have been completed within five (5) years of the date of entrance to the University. If additional time lapses between the time the credit was earned and the start of NSG courses, the student may be asked to repeat the course to validate currency of knowledge.

Students progressing to nursing courses must acknowledge receipt of the Technical Standards for Nursing found in the annually published Nursing Program Student Handbook.

Students who are transferring from any other accredited nursing program must submit a letter of good standing from the dean/director of the previous nursing program and a college transcript verifying passing grades of a "C" or better in the nursing courses. Before transfer credit is considered, a course syllabus must be provided for review by the academic dean.

TECHNICAL STANDARDS FOR BACCALAUREATE NURSING PROGRESSION, RETENTION, AND GRADUATION

The Bachelor of Science in Nursing (BSN) degree from Baptist Health Sciences University indicates the graduate is prepared to enter into supervised practice after obtaining registered nursing licensure. Therefore, all applicants and matriculated students possess certain essential abilities and characteristics required for completion of the BSN degree that consist of certain minimum physical and cognitive abilities and emotional characteristics to assure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of baccalaureate nursing training, with or without reasonable accommodations.

To be qualified for the BSN degree and subsequent licensure, the student must demonstrate competency in five requisite areas: observation and sensory; communication; motor; intellectual-conceptual; and behavioral and social attributes. Students are required to demonstrate said competencies to provide safe and effective nursing care in a wide variety of clinical environments.

Baptist Health Sciences University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Students with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting the Office of Disability Services as outlined at the end of this document. A student must be able to perform these outlined technical standards in an independent manner.

Students who accept an offer of admission from Baptist Health Sciences University to the Bachelor of Science in Nursing major will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is his/her responsibility to report this to the Undergraduate Nursing Program Chair and/or the Office of Disability Services.

Requisite Competency Areas

I. Observation and Sensory

Students must be able to acquire a defined level of information in the nursing theoretical, clinical, and health sciences domains. Students must be able to obtain information from demonstrations and experiments in the health sciences. Students must be able to assess a patient and evaluate findings accurately. The observation and information acquisition noted above will require students to have functional use of visual, auditory and touch sensations or the functional equivalent.

II. Communication

A student must be able to communicate effectively and efficiently, and to observe patients in order to elicit information, detect and describe changes in mood, activity, and posture; perceive nonverbal communications; and establish a therapeutic relationship. A student must be able to respectfully communicate effectively, efficiently and sensitively with patients, their families, faculty, peers and all other members of the health care team. Communication includes speech, reading and writing or the functional equivalent.

III. Motor

Students must, after a reasonable period of training, possess the capacity to perform physical assessments. They must be able to respond to clinical situations in a timely manner and provide general and emergency nursing care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision or the functional equivalent.

IV. Intellectual - Conceptual

Students must possess proficient measurement, calculation, reasoning, and analysis skills. Clinical judgment, the critical skill demanded of registered nurses, requires all of these intellectual abilities. In addition, students must be able to comprehend three dimensional relationships and to understand and be able to work within the spatial relationships of structures. They must have the intellectual capability to increase their fund of information and knowledge base through various media as well as from course materials, scheduled conferences, lectures, rounds, current literature and journals; and to make appropriate evaluations of clinical circumstances. Analytical problem-solving skills are critical in nursing and students must be able to perform in a timely manner, tasks utilizing such skills. The practice of nursing implies the protection and safety of patients, not just the ability to pass licensure examinations. Registered nurses are responsible for those who place themselves into

their care and must demonstrate the ability to rapidly process information, make decisions, and perform the appropriate interventions. Certain personal characteristics are expected of a nurse. These include integrity, compassion, interpersonal skills, and motivation.

V. Behavioral and Social Attributes

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, attend to the nursing diagnosis, medical treatment and care of patients while maintaining mature, sensitive, and effective relationships with patients. Students must be able to function effectively under stressful conditions, adapt to changing environments, and function in the face of the uncertainties inherent in the clinical care of patients. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process. Students must display flexibility and a spirit of cooperation with faculty, classmates, and colleagues. Students must be able to serve (in an appropriate manner) all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Undergraduate Nursing Program Chair and/or Access Services if reasonable accommodations are required at any point.

PROGRAM ACADEMIC GUIDELINES

CPR CERTIFICATION

All students must complete CPR training prior to beginning clinical experience. Students are required to participate in the class Baptist University offers to provide evidence of recent certification in Basic Cardiac Life Support for Healthcare Provider. Evidence of current certification must be provided to progress in clinical nursing courses.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

Students applying to all undergraduate and graduate programs must submit to and demonstrate satisfactory completion of a criminal background check as a requirement for enrollment to Baptist University. The background check must be completed prior to the first day of class in the initial matriculation term. A mandatory update must be completed prior to initial placement in a clinical course. While enrolled in clinical courses, students may be required by clinical agencies/affiliates to complete additional background checks including but not limited to the collection of fingerprints.

RN to BSN completion degree students who are practicing in nursing and hold an unencumbered license are required to complete a full background check prior to entering clinical sites.

IMMUNIZATION AND EDUCATIONAL REQUIREMENTS

Baptist University is committed to education and practices which contribute to preventing illness and maintenance of health. As a result, immunizations may be required for enrollment and participation in clinical experiences. The requirements below may be changed at any time based on community health guidelines.

Immunization requirements for enrollment:

- Documentation of immunity for measles, mumps, rubella, and chicken pox (varicella) or immunizations.
- Documentation of meningitis immunization for students living in campus housing under the age of 22.

Immunization requirements prior to the start of clinical courses:

Prior to registration for each term, students must verify they comply with all immunization requirements. If any immunization requirements will expire during the next enrollment term, students will not be able to register for that term and a registration hold will be placed on the student's file until the student complies with all immunization requirements.

Students in a nursing program who are participating in clinical experiences shall provide proof of the following immunization requirements no later than the beginning of the term in which clinical courses will be taken :

- Documentation of immunity for measles, mumps, rubella, and chicken pox (varicella) or immunizations.
- Documentation of immunity for tetanus, diphtheria, pertussis and completion of Hepatitis B series, if no current immunity.
- Documentation of negative TB screening and current tuberculosis skin test at time of initial matriculation and annually thereafter.
- Documentation of negative urine drug screen prior to entrance into clinical coursework.
- Documentation of current influenza immunization during flu season, defined as October through March.
- Additional immunization requirements by selected clinical agencies may be necessary prior to clinical rotations.

Educational requirements prior to the start of clinical courses:

- Orientation to the health care environment, including facility-specific and program-specific educational requirements, as applicable.
- Professional licensing requirements established by the State of Tennessee and/or national accreditation/certification standards require all students to participate in a specified amount of clinical hours/experiences involving direct patient care. If students choose not to participate in the clinical experiences for any reason, their progression may be delayed.
- Students are aware of the risks associated with the clinical experience which include, but are not limited to, physical or psychological injury, pain, suffering, contagiousness, illness, temporary or permanent disability, economic or emotional loss, and/or death. By participating in the clinical experiences, students acknowledge they have been made aware of risks, known or unknown, associated with or attributable to their clinical experiences.

Exemption requests are completed via the Immunization Exemption form and submitted to student.life@baptistu.edu.

BAPTIST UNIVERSITY HONORS PROGRAM

Students in the Baptist University Honors Program progressing in Nursing must earn the Honors designation in at least two (2) designated program level courses. Successful completion of the Honors Capstone Experience is also required. Additional information about the Honors Program can be found in the Baptist University Honors Program section of this catalog.

TRANSPORTATION

Reliable transportation to, from, and during all clinical and field experiences is the responsibility of the student.

LICENSURE

Upon graduation or successful completion of degree requirements (eligibility for graduation), graduates can make application to become candidates for licensure by exam as a registered nurse (RN) as awarded by the State Boards of Nursing (additional requirements for licensure may be required by the state in which students practice).

DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING

General Education		
Course #	Course Title	Credit Hours
BIO 201	Anatomy & Physiology I	4
BIO 202	Anatomy & Physiology II	4
BIO 205	Microbiology	4
BIO 301	Pathophysiology	3
CHE 120	Chemistry for Health Professions	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 103/ENG 105	Writing for the Health Care Profession/Advanced Writing	1
ENG 201, 202, 203	World/American Literature/Literature & Medicine	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320	Research for Health Professionals	3
MAT 110/MAT 240	College Algebra/Elements of Calculus	3
NUT 101	Fundamentals of Nutrition	3
PHI 201, 202 or 301	Philosophy Elective	3
PSY 201	General Psychology	3
PSY 301	Human Growth & Development	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
	Total General Education Hours	60 Hours

Professional Nursing Course		
Course #	Course Title	Credit Hours
NSG 311	Introduction to Professional Nursing	3
NSG 312	Medical Terminology for Nursing	2
NSG 313	Nursing Competency Lab I	1
NSG 314	Health Assessment Across the Lifespan	3
NSG 315	Health Assessment Across the Lifespan Clinical Lab	1
NSG 316	Nursing Pharmacology I	2
NSG 317	Nursing Competency Lab II	1
NSG 318	Fundamental Concepts of Nursing	4
NSG 319	Fundamental Concepts of Nursing Clinical Lab	2
NSG 324	Evidence-Based Practice and Quality Improvement for the Professional Nurse	2
NSG 326	Nursing Pharmacology II	2
NSG 327	Nursing Competency Lab III	1
NSG 400	Management of Common Health Alterations	5
NSG 401	Management of Common Health Alterations Practicum	4
NSG 402	Management of Common Health Alterations Competency Lab	1
NSG 403	Management of Complex Health Alterations I	5
NSG 404	Management of Complex Health Alterations I Practicum	4
NSG 405	Management of Complex Health Alterations I Competency Lab	1
NSG 406	Management of Complex Health Alterations II	4
NSG 407	Management of Complex Health Alterations II Practicum	4
NSG 408	Management of Complex Health Alterations II Competency Lab	1
NSG 432	Integrated Nursing Concepts Internship	3
NSG 433	Integrated Nursing Concepts Competency Lab	1
NSG 434	Professional Practice Seminar	1
NSG 435	Professional Practice Internship	3
NSG 436	Professional Practice Competency Lab	1
	Total Nursing Hours	62 Hours
	Overall Total	122 Hours

PROGRESSION IN THE RN to BSN COMPLETION PROGRAM

A sequence of study for the diploma or associate degree nurse is available to qualified students who wish to pursue a Bachelor of Science in Nursing. Completion degree students are admitted to Baptist University and to the professional program simultaneously. Students may enroll in and complete General Education/Pre-Professional courses concurrently with professional nursing courses if desired.

The University is no longer accepting enrollment in this program effective Fall 2024.

READMISSION OF FORMER NURSING STUDENTS

- Former students who withdrew from the undergraduate nursing program, subsequently left the University and are now readmitted are required to meet all currently published nursing progression criteria.
 - Students will submit a formal written request to the Associate Dean for interview, who will evaluate transcripts and determine a revised progression plan, according to division criteria published in the program handbook.
 - Students readmitted to the University one year or more following program withdrawal will be required to complete the nursing curriculum in entirety.
- Former students who received undergraduate nursing program dismissal, subsequently left the University, and are now readmitted may be considered for progression to the nursing major.
 - Readmitted students are required to meet all currently published nursing progression criteria.
 - Students will submit a formal written request to the Associate Dean for interview, who will evaluate transcripts and determine a revised progression plan, according to division criteria.
 - Recommendations from the Associate Dean will be considered by the Faculty Readmission Committee for review.
 - Students readmitted to the University one year or more following program dismissal will be required to complete the nursing curriculum in entirety.

NURSING PROGRAM PROBATION AND PROGRAM DISMISSAL

Details below are for students who progressed to NSG courses prior to Fall 2024:

Nursing Program Probation will result if either of the following occur:

1. The first unsuccessful attempt in any nursing (NSG) course will result in the student being placed on nursing program probation. See details below regarding the Clinical Progression Directed Study-1 Course.
2. Students who fail to attain a Level 2 score on the RN Fundamental Assessment Technologies Institute (ATI) and RN Adult Medical Surgical ATI exams prior to progression to Pediatric Nursing will be placed on Program Probation and will be required to complete a directed study. The content and credit hours of the directed study are designed on a case-by-case basis to address identified learning deficiencies specific to that student and to provide the best opportunity for successful acquisition of expected graduate competencies. A Level 2 score must be achieved in order to progress to Pediatric Nursing and 400 level courses.

Nursing Program Dismissal

1. If on a second course attempt a grade of "D" or "F" is received, the student will be dismissed from the nursing program.
2. Any student who achieves a grade of "D" or "F" for two (2) nursing (NSG) courses will be dismissed from the program even if the previous course for which the "D" or "F" was awarded has been repeated with a grade of "C" or higher. See details below regarding the Clinical Progression Directed Study-2 Course policy for exception.

Clinical Progression Directed Study-1 Course

A student who earns a failing grade (D or F) in a clinical nursing course will be placed on program probation, and will be required to complete a Clinical Progression Directed Study-1 course. The course repeat may be taken along with the Clinical Progression Directed Study-1 course. The content and credit hours of the directed study are designed on a case-by-case basis to address identified learning deficiencies specific to that student and to provide the best opportunity for successful acquisition of expected graduate competencies.

Upon successful completion of the failed nursing course, the student's program probation will be removed.

- The Clinical Progression Directed Study-1 option is allowed only once during the student's program enrollment.
- A student who fails a clinical nursing course, successfully completes a Clinical Progression Directed Study-1 course, and then incurs a second nursing course failure will receive nursing program dismissal.
- Failure to achieve a 77% (no rounding) in the Clinical Progression Directed Study-1 course will result in nursing program dismissal.

Clinical Progression Directed Study-2 Course

- A student with no prior nursing course failure who fails two nursing courses in the same trimester, one of which is a clinical nursing course, will be placed on program probation, and allowed one opportunity for a Clinical Progression Directed Study-2 course. The course will include content from both failed courses. The student must complete the Clinical Progression Directed Study-2 course prior to re-enrollment in the two failed nursing courses. The student must successfully pass the repeated failed courses on next attempt for program probation to be removed.
- Failure to achieve a 77% (no rounding) in the Clinical Progression Directed Study-2 course will result in nursing program dismissal.
- A student who fails a Directed Study-2 course, will receive nursing program dismissal.
- Students who complete a Directed Study-2 course, and incur a subsequent course failure will receive nursing program dismissal.

Students will be advised of their probationary status by letter with the copy distributed to their assigned academic advisor. A student on program probation will be advised to reduce participation in extracurricular activities and off campus work.

Details below are for students who progressed to NSG courses beginning Fall 2024 and later:

Nursing Program Probation will result if either of the following occurs:

1. An unsuccessful attempt in any nursing (NSG) course. Upon successful completion of the failed nursing course, the student's program probation will be removed if the student has not incurred another nursing course failure. See details below regarding Progression Directed Study and Competency Lab Performance and Progression.
2. Failure to attain a Level 2 score or higher on the Assessment Technologies Institute (ATI) RN Concept-Based Assessment Level 1 and RN Concept-Based Level 3 exams prior to progression to the next level. An ATI Progression Directed Study will be required. See details below regarding ATI Progression Directed Study.

Nursing Program Dismissal will result:

1. After earning a grade less than "C" in three (3) nursing (NSG) courses, even if a grade of "C" or higher has been earned in a previously repeated course. See exception for Progression Directed Study-2.
2. If the same nursing course is failed twice.

Nursing courses may only be repeated one time.

Progression Directed Study

Progression Directed Study-1

1. A student who earns a failing grade (D or F) in a nursing course listed below will be required to complete a Progression Directed Study-1 course. The course repeat may be taken along with the Progression Directed Study-1 course if the student is otherwise eligible to progress in the nursing program. The content and credit hours of the

directed study is designed on a case-by-case basis to address individual identified learning deficiencies and to provide the best opportunity for successful acquisition of expected graduate competencies.

2. If a student with no previous nursing course failure, fails two of the courses listed below in the same trimester, the student will be required to complete two Progression Directed Study-1 courses. The course repeats may be taken along with the Progression Directed Study-1 courses. The student must successfully pass both of the repeated failed courses on next attempt, as well as both Progression Directed Study-1 courses to remain in the program.
3. Progression Directed Study-1 course enrollment is allowed only twice during the student's program enrollment, based on the student's overall progression, i.e., previous nursing course failures.
4. A minimum grade of 77% (no rounding) is required for passing all Progression Directed Study-1 courses. Failure to achieve a minimum grade of 77% will count as a nursing course failure and a repeat option will not be offered.
5. A Progression Directed Study-1 course failure counts as a nursing course failure, and may not be repeated.

The courses relevant to the Progression Directed Study-1 policy are listed below:

- NSG 314 Health Assessment Across the Lifespan
- NSG 315 Health Assessment Across the Lifespan Clinical Lab
- NSG 318 Fundamental Concepts of Nursing
- NSG 319 Fundamental Concepts of Nursing Clinical Lab
- NSG 400 Management of Common Health Alterations
- NSG 403 Management of Complex Health Alterations I
- NSG 406 Management of Complex Health Alterations II

Progression Directed Study-2

1. A student with no prior nursing course failure who fails three nursing courses in the same trimester, but successfully passes the associated competency lab, will be allowed one opportunity for a Progression Directed Study-2 course. The course will include content from all failed courses. The student must complete the Progression Directed Study-2 course prior to reenrollment in the three failed nursing courses. The student must successfully pass each of the repeated failed courses on next attempt to remain in the nursing program.
2. The Progression Directed Study-2 option is allowed only once during the student's program enrollment.
3. Failure to achieve a 77% (no rounding) in the Progression Directed Study-2 course will result in nursing program dismissal.

Competency Lab Performance and Progression

The nursing curriculum consists of three (3) levels as indicated below and on the sample curriculum plan.

- Level I – 3rd, 4th, and 5th trimester nursing courses
 - Level II – 6th, 7th, and 8th trimester nursing courses
 - Level III – 9th and 10th trimester nursing courses
1. Failure to achieve a passing grade in a competency lab, will result in an assigned grade of 'NR' (Not Recorded). The student is granted 4 weeks into the next trimester to earn a passing grade.
 2. If the student was successful in all other courses, they will be allowed to enroll in the subsequent trimester nursing courses within that level.
 3. The grade earned at the end of the 4-week period will replace the "NR" grade. If a passing grade is not achieved, the grade earned stands and counts as a nursing course failure.
 4. If eligible, based on the student's overall progression, i.e., previous nursing course failures, the competency lab can be repeated.
 5. A second failure of the repeated competency lab will result in program dismissal.
 6. A Not Recorded (NR) grade is assigned only to competency labs and can only be assigned once per competency lab.
 7. If the unsuccessful attempt in a competency lab is earned in the last trimester of a level, the student will:
 - receive a grade of NR (Not Recorded),
 - be allowed to remove the NR within 4 weeks of the new trimester, but
 - not be able to enroll in next trimester nursing courses of the new level.
 - progress the following trimester to the next level if the NR grade is replaced with a passing grade.

Assessment Technologies Institute (ATI) Progression Directed Study

A Level 2 score or higher is required on the ATI RN Concept-Based Level 1 and ATI RN Concept-Based Level 3 exams. Students who fail to attain a Level 2 score or higher on these exams will be placed on program probation and required to complete an

ATI Progression Directed Study. The content and credit hours of the directed study are designed on a case-by-case basis to address identified learning deficiencies specific to that student and to provide the best opportunity for successful acquisition of expected graduate competencies. A Level 2 score or higher must be achieved in order to progress to the next level nursing courses.

Program Dismissal Appeal

A student may submit an appeal of the program dismissal to the Academic Dean, following the procedure as described in the current Undergraduate Nursing Student Program Handbook. The decision of the Academic Dean is final. If the appeal is upheld, the student may have one final attempt to successfully complete the course(s), however, progression may be delayed.

Current students who progressed to NSG courses prior to the Fall 2024 curriculum change, incurred a failing grade in NSG 306 and later earn a clinical course failure may appeal to the Program Chair for a Directed Study-1 course in lieu of dismissal.

NURSING COURSE DESCRIPTIONS

NSG 303 Transition to Professional Nursing (3)

Builds on prior experience of the registered nurse pursuing a baccalaureate degree with an emphasis on professional standards, nursing philosophies and theories, and current issues in practice. Critical thinking/clinical reasoning skills, professional communication, use of technology and portfolio development are integral components. *This course is for the RN-BSN student only.*

NSG 304 Pharmacology (3)

Focuses on the principles of pharmacology and pharmacogenetics. Pharmacologic management of disease prevention and disease management, including alternative therapies are emphasized. A culture of safety is stressed for the delivery of patient-centered care. Challenge exam available for RN-BSN completion students with the approval of the Dean of Nursing. *Prerequisites: BIO 301 (BSN, pre-licensure students only).*

NSG 306 Health Assessment (3)

Introduces basic concepts of health history and physical examination techniques for patients across the lifespan. Emphasizes normal developmental changes as well as deviations from normal. Introduces age-related changes and assessment instruments. Explores physical, psychosocial, cultural, and nutritional dimensions related to assessment. This course serves as validation for prior nursing education for the RN-BSN student. A challenge exam is available for RN-BSN students with the approval of the Dean of Nursing. Two credit hours theory, one credit hour lab. *BSN, pre-licensure students only: Prerequisite: BIO 301, Prerequisite/Corequisite: PSY301.*

NSG 307 Essentials of Professional Nursing (3)

Introduces the essential concepts and evolution of the professional nursing role. Explores the roles of the baccalaureate generalist nurse.

NSG 308 Foundational Concepts of Nursing (6)

Focuses on foundational concepts and principles necessary to provide client-centered care. Three credits theory, three credit hours lab/clinical. *Prerequisite: NSG306 and NSG 307.*

NSG 309 Introduction to Nursing Informatics (1)

Provides a foundation for an understanding and appreciation of nursing informatics and for future informatics content integrated in the curriculum. Examines major legislation and regulatory agencies related to information technology and patient privacy, foundational computer and information management skills, use of strategies and technologies to promote a safe patient environment, standardized nomenclatures and data structures and healthcare information systems. This course is for RN-BSN students only.

NSG311 Introduction to Professional Nursing (3)

This Level 1 course introduces professional concepts of nursing, the evolution of the professional nursing role, and the practice of nursing utilizing a Christian worldview. Prerequisites or Corequisites: BIO 205, CHE 120, ENG 103; Corequisite: NSG 312, NSG 313.

NSG312 Medical Terminology for Nursing (2)

This Level 1 course focuses on the principles of medical word building to develop the necessary medical vocabulary used in health care settings. Students will study, analyze, and interpret root words, prefixes, and suffixes with an emphasis on pronouncing, spelling, and defining, accepted medical terms. Prerequisite/Corequisite: NSG 311, NSG 313.

NSG313 Nursing Competency Lab I (1)

This first Level 1 competency lab introduces entry level nursing knowledge and competencies essential for professional nursing practice. Corequisite: NSG 311, NSG 312.

NSG314 Health Assessment Across the Lifespan (3)

This Level 1 course introduces concepts required for assessment of clients' health across the lifespan. Prerequisite: NSG 311, NSG 312; Corequisite: NSG 315, NSG 316, NSG 317; Prerequisite or Corequisite: BIO 301, HSC 320.

NSG315 Health Assessment Across the Lifespan Clinical Lab (1)

This Level 1 course focuses on developing the skills for performing an assessment of clients' health across the lifespan. Prerequisite: NSG 311, NSG 312; Corequisite: NSG 314, NSG 316, NSG 317; Prerequisite or Corequisite: BIO 301, HSC 320.

NSG316 Nursing Pharmacology I (2)

This first Level 1 pharmacology course introduces the basic concepts of pharmacology, dosage calculation, and medication administration. Prerequisites: NSG 311, NSG 312; Prerequisite or Corequisites: BIO 301, HSC 320.

NSG317 Nursing Competency Lab II (1)

This second Level 1 competency lab introduces entry level nursing knowledge and competencies essential for assessing clients' health across the lifespan. Prerequisites: NSG 311, NSG 312; Corequisites: NSG 314, NSG 315, NSG 316; Prerequisites or Corequisites: BIO 301, HSC 320.

NSG318 Fundamental Concepts of Nursing (4)

This Level 1 course introduces fundamental concepts and principles necessary to provide safe, person-centered care. Prerequisite: NSG 314, NSG 315, NSG 316; Corequisite: NSG 319, NSG 326; Prerequisite or Corequisites: COM 211/COM 220.

NSG319 Fundamental Concepts of Nursing Clinical Lab (2)

This Level 1 course focuses on skills associated with fundamental concepts and principles necessary to provide safe, person-centered care. Prerequisite: NSG 314, NSG 315, NSG 316; Corequisite: NSG 318, NSG 326.

NSG324 Evidence-based Practice and Quality Improvement for the Professional Nurse (2)

This Level 1 course focuses on the role of the professional nurse in applying concepts of evidence-based practice and quality improvement to positively impact clients' health outcomes. Prerequisites: HSC 320, NSG 314, NSG 315.

NSG326 Nursing Pharmacology II (2)

This second Level 1 pharmacology course expands on concepts of pharmacology, dosage calculation, and medication administration to enhance nursing practice and safeguard client care. Prerequisite: NSG 316.

NSG327 Nursing Competency Lab III (1)

This third Level 1 competency lab introduces entry level nursing knowledge and competencies essential for applying the fundamental concepts of nursing. Prerequisite: NSG 314, NSG 315, NSG 316; Corequisites: NSG 318, NSG 319.

NSG 335 Nursing Research in Evidence-Based Practice (3)

Provides the student with an overview of selected qualitative and quantitative research designs. The student is introduced to research terminology, information literacy and technology, ethical issues, data collection methods, and analysis and interpretation of data. Emphasis is on appraisal and utilization of research findings that impact safe, quality care outcomes. Focus is on evidence-based practice and the professional role of the evidence user. *Prerequisites: MAT 211, NSG 341 (BSN, pre-licensure students only).*

NSG 340 Psychiatric/Mental Health Nursing (5)

Introduces health promotion, health maintenance, and restoration of health for patients experiencing acute and chronic mental/behavioral illnesses. Emphasizes safe and quality patient care, clinical reasoning, cultural sensitivity, effective and therapeutic communication, and professionalism. Experiential learning is provided in a variety of mental/behavioral health settings. The role of the baccalaureate generalist nurse is reinforced. Three credit hours theory, two credit hours clinical. *Prerequisite: NSG 351.*

NSG 341 Adult Health Concepts I (7)

Focuses on concepts and principles necessary to provide client-centered nursing care to adults with common health alterations. Four credit hours theory, three credit hours lab/clinical. *Pre-requisite 308; Co-requisite 304.*

NSG 345 Perspectives on Healthy Aging (2)

Focuses on healthy aging, health promotion, and minimizing the loss of independence associated with functional decline and illness. Integrates critical thinking and clinical reasoning to address the unique aspects of physical and psychosocial age-related changes of older adults. Communication and collaboration among the interprofessional team members are emphasized for patient-centered care of older adults and families. *Prerequisite: NSG 341 (BSN, pre-licensure students only).*

NSG 351 Adult Health Concepts II (7)

Focuses on concepts and principles necessary to provide client-centered nursing care to adults with complex multi-system health alterations. Four credit hours theory, three credit hours lab/clinical. *Pre-requisites: NSG 304 and NSG 341.*

NSG 360 Population Health (5)

Introduces the student to population-focused care with emphasis on health promotion and disease and injury prevention across the lifespan. Relationships between the determinants of health to health, illness, disease, disability and mortality are examined. Concepts of cultural and spiritual sensitivity, ethical decision making, disaster planning and preparedness, including mass casualty disasters, and advocacy for environmental and social justice as interventions for improving population health are emphasized. The role of the baccalaureate generalist nurse is reinforced. Three credit hours theory, two credit hours clinical. *Prerequisites: NSG 351, NSG 335.*

NSG 361 Pediatric Nursing (4)

Introduces concepts and principles necessary to provide nursing care to children under 18 years of age and their families. Two credit hours theory, two credit hours lab/clinical. *Pre-requisite NSG 351.*

NSG 400 Management of Common Health Alterations (5)

This Level 2 course introduces concepts necessary to provide person-centered nursing care to clients with common health alterations across the lifespan. *Prerequisites: COM 211/ COM 220, NSG 313, NSG 317, NSG 318, NSG 319, NSG 324, NSG 326, NSG 327; Corequisite: NSG 401, NSG 402; Prerequisite or Corequisites: SOC 201.*

NSG 401 Management of Common Health Alterations Practicum (4)

This Level 2 course focuses on clinical practice associated with concepts necessary to provide person-centered nursing care to clients with common health alterations across the lifespan. *Prerequisites: NSG 313, NSG 317, NSG 318, NSG 319, NSG 324, NSG 326, NSG 327; Corequisite: NSG 400, NSG 402.*

NSG 402 Management of Common Health Alterations Competency Lab (1)

This first Level 2 competency lab builds on Level 1 nursing knowledge and competencies essential for the management of common health alterations. *Prerequisites: NSG 313, NSG 317, NSG 318, NSG 319, NSG 324, NSG 326, NSG 327; Corequisites: NSG 400, NSG 401.*

NSG 403 Management of Complex Health Alterations I (5)

This Level 2 course introduces and integrates concepts necessary to provide person-centered nursing care to pediatric and adult clients with complex mental, behavioral, and medical-surgical health alterations. *Prerequisites: NSG 400, NSG 401; Corequisite: NSG 404, NSG 405.*

NSG 404 Management of Complex Health Alterations I Practicum (4)

This Level 2 course focuses on clinical practice associated with concepts necessary to provide person-centered nursing care to pediatric and adult clients with complex mental, behavioral, and medical-surgical health alterations. Prerequisites: NSG 400, NSG 401; Corequisite: NSG 403, NSG 405

NSG 405 Management of Complex Health Alterations I Competency Lab (1)

This second Level 2 competency lab builds on Level 1 nursing knowledge and competencies essential for the management of clients with complex health alterations. Prerequisites: NSG 400, NSG 401, Corequisites: NSG 403, NSG 404

NSG 406 Management of Complex Health Alterations II (4)

This Level 2 course introduces and integrates concepts necessary to provide person-centered nursing care to maternal, newborn, and adult medical-surgical clients with complex health alterations. Prerequisites: NSG 403, NSG 404; Corequisite: NSG 407, NSG 408.

NSG 407 Management of Complex Health Alterations II Practicum (4)

This Level 2 course focuses on clinical practice associated with concepts necessary to provide person-centered nursing care to maternal, newborn, and adult medical-surgical clients with complex health alterations. Prerequisites: NSG 403, NSG 404; Corequisite: NSG 406, NSG 408.

NSG408 Management of Complex Health Alterations II Competency Lab (1)

This third Level 2 competency lab builds on additional Level 1 nursing knowledge and competencies essential for the management of clients with complex health alterations. Prerequisites: NSG 403, NSG 404; Corequisites: NSG 406, NSG 407.

NSG 409 Maternal Newborn Nursing (4)

Introduces concepts and principles necessary to provide nursing care to neonates and child-bearing families. Two credit hours theory, two credit hours lab/clinical. *Pre-requisite NSG 351.*

NSG 415 Professional Nursing Role/Quality Care and Patient Safety (3)

Builds on professionalism and the values needed in the professional nurse role. The course focuses on the organizational skills and leadership knowledge needed to provide high quality and safe patient care. Communication and collaboration among health care professionals are emphasized. Health care policy, finance and regulatory environments are discussed as important considerations in professional nursing practice. A portion of the course focuses on the translation of current evidence and how the evidence is applied to nursing practice. Informatics and technology are integrated throughout the course. *Prerequisite: NSG 351. This course is recommended to be taken the trimester prior to graduation.*

NSG 432 Integrated Nursing Concepts Internship (3)

This Level 3 internship course focuses on clinical practice integrating concepts necessary to provide person-centered nursing care to clients across the lifespan and across healthcare systems. This course utilizes clinical preceptors along with clinical faculty. Prerequisites: NSG 402, NSG 405, NSG 408, NSG 406, NSG 407; Corequisite: NSG 433.

NSG 433 Integrated Nursing Concepts Competency Lab (1)

This first Level 3 competency lab builds on Level 2 nursing knowledge and competencies essential for the integration of nursing concepts. Prerequisites: NSG402, NSG 405, NSG 408, NSG 406, NSG 407; Corequisites: NSG 432.

NSG434 Professional Practice Seminar (1)

This Level 3 course focuses on leadership and management-related concepts necessary to provide care to clients across healthcare systems, as well as transitioning from student to entry-level professional nurse. Attendance at an NCLEX-RN review course is an integral component of this course. Passage of a comprehensive exit examination is required for successful course completion. Prerequisites: NSG 432; Corequisite: NSG 435, NSG 436.

NSG 435 Professional Practice Internship (3)

This Level 3 internship course focuses on leadership and management clinical practice-related concepts necessary to provide care to clients across healthcare systems. This course utilizes clinical preceptors along with clinical faculty. Prerequisites: NSG 432; Corequisite: NSG 434, NSG 436.

NSG 436 Professional Practice Competency Lab (1)

This second Level 3 competency lab culminates in students' achievement of the professional practice competencies for entry to nursing practice. Prerequisites: NSG 432; Corequisites: NSG 434, NSG 435.

NSG 441 Capstone (3)

Focuses on the student's transition as a baccalaureate generalist graduate. Emphasis is on clinical/critical reasoning to address simple to complex situations across the lifespan and health-illness continuum from a holistic approach. Provides experiential learning under the direction of nurse preceptors and nursing faculty in a variety of practice settings. The student engages in inquiry that is evidence-based and applies research principles in the clinical setting. Informatics and technology are integrated throughout the course. Synthesis of knowledge from prior nursing courses and general education studies is required for successful completion. Three credit hours clinical. Designated for RN to BSN completion degree block credit award to meet clinical Capstone course requirements.

NSG 442 Senior Nursing Capstone (7)

Focuses on the student's transition as a baccalaureate generalist graduate. Emphasis is on clinical/critical reasoning to address simple to complex situations across the lifespan and health-illness continuum from a holistic approach. Provides experiential learning under the direction of nurse preceptors and nursing faculty in a variety of practice settings. The student engages in inquiry that is evidence-based and applies research principles in the clinical setting. Informatics and technology are integrated throughout the course. Synthesis of knowledge from prior nursing courses and general education studies is required for successful completion. Three credit hours theory, four credit hours clinical. *Must be taken trimester of anticipated graduation. Prerequisite: NSG 415.*

NSG 445 Senior Seminar (1)

Focuses on the transition from student to entry-level professional nurse. Attendance at a NCLEX-RN review course and practice with NCLEX-RN type questions are integral components of this course. Passage of a comprehensive exit examination is required for successful completion of the course. *Must be taken trimester of anticipated graduation.*

NSG 452 Population Health (3)

Introduces the student to population-focused care with emphasis on health promotion and disease and injury prevention across the lifespan. Relationships between the determinants of health to health, illness, disease, disability and mortality are examined. Concepts of cultural and spiritual sensitivity, ethical decision making, disaster planning and preparedness, including mass casualty disasters, and advocating for environmental and social justice for improving population health are emphasized. Three credit hours theory. *Must be taken concurrently with NSG 453. This course is for RN-BSN students only.*

NSG 453 Population Health Clinical Practicum (2)

Provides the student with experiential learning experiences in population-health nursing practice settings under the direction of a community-based preceptor and course faculty. The role of the baccalaureate generalist nurse is reinforced. Two credit hours clinical. *This course is for RN-BSN students only. This course must be taken concurrently with NSG 452.*

NSG 462 Professional Nursing Role/Quality Care and Patient Safety (4)

Builds on professionalism and the values needed in the professional nurse role. Focus is on examining the knowledge, skills and attitudes needed of a nurse leader to provide high quality and safe patient care. A portion of the course focuses on the translation of current evidence and how the evidence is applied to nursing practice. Informatics and technology are integrated throughout the course. Topics include nursing leadership in the 21st century, healthcare reform, quality care initiatives, patient care delivery and the work environment, patient-centered care-HCAHPS, reimbursement, and recognition. Four credit hours theory. *Must be taken concurrently with NSG 463. This course is for the RN-BSN student only.*

NSG 463 Professional Nursing Role/Quality Care and Patient Safety Clinical Practicum (2)

Provides students with clinical experiences in coordinating care for individuals and families within and across levels of care. The student works with leaders to understand the importance of health policy, finance, and regulatory environments, and how these influence professional nursing practice. Two credit hours clinical. *This course must be taken concurrently with NSG 462. This course is for the RN-BSN student only.*

DIVISION OF ALLIED HEALTH

Administration

Name	Title
Elizabeth Williams	Dean and Professor
Linda Polk	Academic Operations Coordinator
Kira Anderson	Chair and Assistant Professor, Respiratory Care
Christen Ganley	Chair and Instructor, Radiation Therapy
Donna Mars	Chair and Associate Professor, Nuclear Medicine Technology
Vacant	Chair and Assistant Professor, Neurodiagnostic Technology
Pamela Siggers	Chair and Instructor, Surgical Technology
Connie Willis	Chair and Assistant Professor, Diagnostic Medical Sonography
Darius Wilson	Chair and Professor, Medical Laboratory Science
Laura Baker	Chair, Medical Radiography and Medical Imaging Sciences

Faculty

Name	Title
Antionette Beckley	Assistant Professor, Respiratory Care
Lauren Brown	Instructor , Radiation Therapy
Katie Cody	Assistant Professor, Diagnostic Medical Sonography
Siobhan Dunn	Instructor (MP), Medical Radiography
Abby Kurtz	Associate Professor, Diagnostic Medical Sonography
Rashari Mitchell	Instructor, Surgical Technology
Nikki Robinson	Instructor, Nuclear Medicine Technology
Debra Smith	Assistant Professor, Medical Radiography
Mallory Weichel	Instructor, Neurodiagnostic Technology
Dana Wiley	Assistant Professor, Medical Laboratory Science

PHILOSOPHY

The Allied Health programs award associate and baccalaureate degrees which provides the academic and experiential foundations to prepare graduates for challenging careers as practitioners and leaders in health care. Through an integrated, goal-directed educational experience, graduates are prepared to provide responsive, quality care, and service to a diverse population in a variety of settings. This goal is readily accomplished in an atmosphere grounded in the Christian principles reflected in the mission of Baptist University.

Faculty believe that quality educational experiences are enhanced when responsibility is shared between the instructor and the learner. Since each learner comes to Baptist University with unique strengths, talents, and previous experiences, the faculty are committed to maximizing the development of the individual's potential, in order to meet the education standards of the discipline.

GOAL

To fulfill the mission of Baptist University, the Allied Health Division is committed to educating health care professionals in a Christian atmosphere for diverse interprofessional practice environments.

The faculty and staff of the Allied Health Division of Baptist University are committed to providing quality educational programs in a learning-centered environment to promote student success.

PROFESSIONAL CREDENTIALS

Majors in the division of Allied Health encompass many health professions that are generally distinguished by their preparation for an applied clinical health professional credential. Such credentials are dependent on national requirements of each profession and state laws. Students matriculating through programs in the Allied Health Division of Baptist Health Sciences University may seek majors to earn the following credentials:

Diagnostic Medical Sonography Professional Credentials

Students successfully completing all diagnostic medical sonography degree requirements will receive a bachelor of health sciences (BHS) degree with a major in diagnostic medical sonography. Graduates can then be considered candidates for examinations given by the American Registry of Diagnostic Medical Sonography (ARDMS). Upon successful completion of the Sonography Principles and Instrumentation (SPI) examination and other specialty examinations, graduates can earn the following credentials: Registered Diagnostic Medical Sonographer (RDMS), Registered Vascular Technologist (RVT), and Registered Diagnostic Cardiac Sonographer (RDCS). *Additional requirements for licensure may be required by the state in which you practice.*

Medical Laboratory Science Professional Credentials

Students successfully completing all medical laboratory science degree requirements will receive a bachelor of health sciences (BHS) degree with a major in medical laboratory science. Graduates can then be considered candidates eligible to take national certification examinations for medical laboratory science. In addition, graduates are eligible to apply for the Tennessee licensure upon successful completion of the national certification examination, unless specifically exempt by statute or rules promulgated by the Tennessee Medical Laboratory Board, as a medical laboratory technologist (MT) and/or medical laboratory scientist (MLS). *Additional requirements for licensure may be required by the state in which you practice.*

Medical Radiography Professional Credentials

Students successfully completing all medical radiography degree requirements will receive a bachelor of science (BS) degree with a major in medical radiography and can become candidates to sit for the American Registry of Radiologic Technologists (ARRT) Radiography (R) certification examination. Graduates who have successfully completed the required Computed Tomography and Magnetic Resonance didactic courses and seek further clinical competencies can also be candidates for the ARRT (CT) and ARRT (MR) registry after passing the ARRT Radiography (R) certification examination. *Additional requirements for licensure may be required by the state in which you practice.*

Neurodiagnostic Technology Professional Credentials

Students successfully completing all neurodiagnostic technology degree requirements will receive either an associate of science (AS) degree with a major in neurodiagnostic technology or a bachelor of health sciences (BHS) degree with a major in neurodiagnostic technology. Graduates can be eligible to earn the following credentials after completion of the prerequisite number of neurodiagnostic studies required: Registered Electroencephalographic Technologist (R. EEG T), Registered Evoked Potential Technologist (R. EP T), and Registered Nerve Conduction Study Technologist (R. NCS T). After completing required number of studies and time in the field, bachelor's degree graduates can be eligible for certification examination in Long-term Monitoring (CLTM), magnetoencephalography (CMEG) or autonomic testing (CAP).

Nuclear Medicine Technology Professional Credentials

Students successfully completing all nuclear medicine technology degree requirements will receive a bachelor of science (BS) degree with a major in nuclear medicine technology. Graduates are eligible to apply to sit for the national exams in nuclear medicine technology administered by either the Nuclear Medicine Technology Certification Board (NMTCB) or the American Registry of Radiologic Technologists (ARRT). Upon earning credentials as a nuclear medicine technologist by either of these credentialing agencies, graduates who have successfully completed the required Computed Tomography (CT) clinical competencies are also candidates for the ARRT (CT) registry. Graduates who have completed the required CT clinical hours and clinical competencies are also eligible for the NMTCB (CT) certification exam. *Additional requirements for licensure may be required by the state in which you practice.*

Radiation Therapy Professional Credentials

Students successfully completing all degree requirements in radiation therapy will receive a bachelor of science (BS) degree with a major in radiation therapy. Upon successful completion of degree requirements, students can become candidates to sit for the American Registry of Radiologic Technologists (ARRT) Radiation Therapy (T) certification examination. *Additional requirements for licensure may be required by the state in which you practice.*

Respiratory Care Professional Credentials

Students successfully completing all respiratory care degree requirements will receive a bachelor of science (BS) with a major in respiratory care. Upon successful completion of degree requirements, students can become candidates for board examinations to receive credentials as a registered respiratory therapist (RRT) or a certified respiratory therapist (CRT) as awarded by the National Board for Respiratory Care (NBRC). *Additional requirements for licensure may be required by the state in which you practice.*

Respiratory therapists can also be awarded specialty credentials beyond the RRT credential after they take board examinations in the following areas: Adult Critical Care Specialist (ACCS), Registered Pulmonary Function Technologist (RPFT), Neonatal-Pediatric Respiratory Care Specialist (NPS), Sleep Disorders Testing and Therapeutic Intervention Respiratory Care Specialist (SDS).

Surgical Technology Professional Credentials

Students successfully completing all degree requirements in surgical technology will receive an associate of science (AS) degree with a major in surgical technology. Upon successful completion of degree requirements, students can become candidates to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification examination.

CLINICAL ASSIGNMENTS INFORMATION

CPR CERTIFICATION

All students who have direct patient contact must complete Cardiopulmonary Resuscitation (CPR) training prior to beginning clinical experiences. If required by the discipline, students must participate in classes offered by Baptist University and provide evidence of current certification in CPR for the Health Care Provider, administered by the American Heart Association, before beginning clinical courses.

CRIMINAL BACKGROUND CHECK

Students applying to all undergraduate and graduate programs must submit to and demonstrate satisfactory completion of a criminal background check as a requirement for enrollment to Baptist University. A mandatory update must be completed prior to initial placement in a clinical course or internship. While enrolled in clinical courses/internships, students may be required by clinical agencies/ affiliates to complete additional background checks, including, but not limited to, the collection of fingerprints.

Students applying to completion programs who are practicing in the field in which they are applying and hold an unencumbered license are required to complete a full background check prior to entering clinical placement.

Students who refuse to submit to a background check or refuse to allow Baptist University access to the report will be dismissed from Baptist University and will be ineligible for readmission. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation. If the student is ineligible for clinical placement/internship, they will be dismissed from Baptist University.

IMMUNIZATION AND EDUCATIONAL REQUIREMENTS

Baptist University is committed to education and practices which contribute to preventing illness and maintenance of health. It is expected that degree-seeking students admitted to the University will have met the immunization requirements for enrollment and appropriate requirements for clinical settings.

- Immunization requirements for enrollment:
 - Documentation of immunity for measles, mumps, rubella, chicken pox (varicella), tetanus, diphtheria, pertussis; negative TB screening; and initiation of Hepatitis B series.
 - Documentation of meningitis immunization for students living in campus housing under the age of 22.
 - Documentation of flu immunization during flu season, defined as October through March.
- Immunization requirements prior to the start of clinical courses:
 - Completion of Hepatitis B series unless a documented medical reason given. The University's Immunization Exemption form must be completed in this instance.
 - Documentation of current tuberculosis skin test at time of enrollment and annually thereafter.
 - Documentation of negative urine drug screen prior to entrance into clinical coursework.
 - Documentation of flu immunization during flu season, defined as October through March.
- Educational requirements prior to the start of clinical courses:
 - Orientation to the health care environment, including facility-specific and program-specific educational requirements, as applicable.

PROFESSIONAL ATTIRE

All allied health students must demonstrate professional appearance in attire and grooming during clinical assignments. Unless otherwise required by a clinical site, allied health students must wear galaxy blue scrubs with the Baptist University patch centered on the left sleeve of all scrub tops and short white lab coats with the patch on the left sleeve, 3 inches below shoulder seam. Students should refer to the program-specific Clinical Handbook in the individual discipline for detailed information related to the required professional attire and appearance standards. In addition, students must always wear their Baptist University identification badge clearly visible to faculty and staff, patients, and clinical colleagues at all times.

TRANSPORTATION

Due to the limited number of clinical sites available, students may be assigned to out-of-town locations in order to gain the appropriate amount and type of clinical experiences necessary to provide sufficient opportunities to demonstrate required program outcomes. Transportation to, from, and during all clinical assignments is the responsibility of the student.

ALLIED HEALTH SCIENCE COURSE DESCRIPTIONS

ALLIED HEALTH SCIENCE

Allied Health Science courses are designed for the health care generalist who is in an applied clinical program. This means that courses under the prefix of Allied Health Science (AHS) are not designed to be limited to specific degree programs, but are interprofessional and open to all majors and disciplines at the university.

COURSE DESCRIPTIONS

AHS 202 Medical Terminology for the Health Sciences (2)

This course will focus on the applications of the rules for constructing and defining medical terms with an emphasis on prefixes, suffixes, root words, and combining forms.

AHS 205 Collaboration for Quality in Interprofessional Care (1)

This course provides an interdisciplinary approach to the acquisition of knowledge and skills related to the care of patients in healthcare settings. Emphasis will be placed on regulatory compliance, patient assessment, patient safety, and medical interventions.

AHS 310 Medical Informatics (1)

This course introduces health care information and technology systems used in clinical practice, including mandatory patient-centered documentation for federal, state and credentialing agencies.

AHS 390 Clinical Leadership for Health Sciences Professionals (3)

This course explores attributes and skill sets essential for health science professionals as team members, educators, and leaders. Concepts and behaviors relevant to the facilitation of collaboration, patient/family and peer education, leadership, and management, relative to the provision of health services and related financial impact are emphasized.

INTERDISCIPLINARY COURSES

Interdisciplinary courses are presented in a multidisciplinary format. These courses are taught by major program faculty.

COURSE DESCRIPTIONS

IDC 410 Applied Clinical Research (6)

This course enhances the practitioner's clinical, analytical, and problem solving skills through the completion of a project under the supervision and guidance of a faculty member. *Prerequisites* ENG 101, ENG 102, MAT 211. Twenty four (24) hours of clinical research per week.

DIAGNOSTIC MEDICAL SONOGRAPHY

MISSION

The Diagnostic Medical Sonography (DMS) degree program of Baptist Health Sciences University will provide an excellent educational program to prepare students to enter the dynamic field of diagnostic medical sonography.

PROGRAM LEARNING OUTCOMES

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for abdominal sonography- extended, obstetrics and gynecology sonography, and vascular sonography concentrations.

Upon completion of the course of study in Diagnostic Medical Sonography, graduates will:

- Function as a knowledgeable entry-level sonographer.
- Demonstrate clinical proficiency of sonographic procedures.
- Exhibit behavior skills that reflect professionalism, effective communication, and time management skills.

ACCREDITATION OF THE PROGRAM

The program is accredited by the Commission on Accreditation of Allied Health Education Programs ([CAAHEP](http://www.caahep.org)) on recommendation by the Joint Review Committee on Education Programs in Diagnostic Medical Sonography (JRC-DMS). The program at Baptist University is accredited in the abdominal sonography – extended, obstetrics and gynecology sonography, and vascular sonography concentrations.

- CAAHEP (9355-113th St. N., #7709 Seminole, FL 33775, 727-210-2350, www.caahep.org)
- JRC-DMS (6021 University Blvd. Suite 500 Ellicott City, MD 21043, 443-973-3251, www.jrcdms.org)

TECHNICAL STANDARDS FOR DIAGNOSTIC MEDICAL SONOGRAPHY

The Bachelor of Health Science (BHS) degree with a major in Diagnostic Medical Sonography (DMS) from Baptist University indicates the holder is a competent entry-level sonographer. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the BHS-DMS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of the diagnostic medical sonography education, with or without reasonable accommodations.

To be qualified for the BHS-DMS degree, future training, and subsequent credentialing, the candidate must demonstrate competency in eight requisite areas: analytical skills and critical thinking; intellectual-conceptual; communication; hearing and vision; fine motor skills; tactile; behavioral and social attributes; and mobility. Students are required to demonstrate said competencies to provide safe and effective sonographic examinations in a wide variety of clinical environments.

Baptist University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards in an independent manner.

The national board examinations for sonography may have more stringent technical standards than outlined in these technical standards.

Students who accept an offer of admission from Baptist Health Sciences University will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is their responsibility to report to the Program Chair and Access Services.

Analytical Skills / Critical Thinking

An applicant must be able to obtain and evaluate the patient's medical history and current presenting indications for the ultrasound ordered by the physician. An applicant must, after a reasonable period of training, be able to evaluate data from the ultrasound examination to determine its relevance to the examination and use clinical judgement to adapt the protocol to optimize the examination results.

Intellectual-Conceptual

An applicant must have the ability to conceptually visualize and comprehend human anatomy in three dimensional relationships and to understand and be able to work within the spatial relationships of structures. Candidates must possess proficient measurement, calculation, reasoning, and analysis skills. Problem solving, the critical skill demanded of sonographers, requires all of these intellectual abilities. Analytical problem-solving skills are critical in sonography and candidates must be able to perform tasks utilizing such skills in a timely manner. Students must, after a reasonable period of training, be able to recognize and understand anatomical relationships visualized in an ultrasound image. Students must have the intellectual capability to increase their knowledge as through various media as well as from course materials, scheduled lectures, scanning laboratory activities, and current literature and professional journals.

Communication

An applicant must be able to respectfully and effectively communicate with patients, the public, faculty, peers, and all members of the healthcare team. An applicant must be able to obtain, document, and communicate relevant information related to the sonographic examination. Communication includes verbal and nonverbal speech, reading, and writing or the functional equivalent.

Hearing and Vision

An applicant must possess the auditory abilities sufficient to monitor and assess patient needs or the functional equivalent. Students must have the auditory ability to accurately distinguish sounds related to blood flow using Doppler during the ultrasound examination or the functional equivalent.

An applicant must have acute visual skills necessary to make accurate visual observations and interpret them in the context of performing an ultrasound examination and patient care activities. Students must be able to discern shades of gray, changes of color, and depth of perception when performing an ultrasound examination or the functional equivalent.

Fine Motor Skills

An applicant must have the ability to perform repetitive motion activities and possess good eye-hand coordination. Students must be able to grasp and manipulate the ultrasound equipment, including the keyboard, transducer, and ancillary equipment. Students must be able to maintain prolonged deviation of the wrist while performing an ultrasound examination.

Tactile

An applicant must have the tactile ability to feel and touch with sensitivity to heat, cold, pressure, size, and shape. Students must, after reasonable period of training, be able to perform tactile assessment techniques necessary for accurate patient assessment. Students must be able to manipulate buttons, dials, and switches on the ultrasound equipment.

Behavioral and Social Attributes

An applicant must possess the emotional capability to establish therapeutic boundaries, to perform multiple tasks concurrently, and to handle strong emotions. Students must possess interpersonal abilities to interact with patients, the public, and other healthcare members from different social and cultural backgrounds. Students must have the ability to function under the stress of physically and emotionally demanding ultrasound clinical workloads and be able to work in environments with multiple interruptions, noises, and distractions. Personal characteristics expected of a sonographer include trustworthiness, compassion, empathy, altruism, integrity, honesty, responsibility, and self-direction. A sonographer must accept accountability for professional judgments and decisions.

Mobility

An applicant must possess the physical capability to operate and move equipment in the ultrasound department, including the ultrasound machine, stretcher or hospital beds, and various medical equipment needed in the transportation of a patient. These activities require physical mobility, along with coordination of both gross and fine motor neuromuscular function.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Diagnostic Medical Sonography Program Chair and/or Access Services if reasonable accommodations are required at any point.

MINIMUM CRITERIA TO APPLY

The minimum criteria to apply to the DMS Program are:

- Accept offer to attend Baptist University.
- Carry or complete at least a four-credit hour course load during an academic term at Baptist University.
- Complete and/or transfer 24 credit hours of program prerequisite coursework with a C or better. Anatomy and Physiology I, Anatomy and Physiology II, English Composition I, English Composition II, and College Algebra or Elements of Calculus are the courses that must be completed as a part of the 24 hours of required program prerequisites courses. The remaining 7 credit hours may be from other prerequisite courses, as specified by the Diagnostic Medical Sonography program degree requirements.
- Hold a program prerequisite GPA of 3.0 or higher on a 4.0 scale.

APPLYING TO THE PROGRAM

Students are considered to be in the pre-Diagnostic Medical Sonography program once they are admitted to Baptist University and have declared a Diagnostic Medical Sonography major. To progress from pre- Diagnostic Medical Sonography to the clinical major, the student must complete 24 credit hours of required program prerequisites, apply for selection into the program, and be selected to the program. The curriculum is designed so that first-time college students meeting the minimum requirements complete the Intent to Apply form at the end of their freshman year spring term. Cohorts begin the program course work in the sophomore year spring term. Class size is limited and the selection process is competitive.

First-time college students are encouraged to begin their college education at Baptist University. If currently enrolled in another college, we strongly recommend that you apply for admission to Baptist University as soon as possible to complete the required program prerequisite college level courses.

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Carry or complete at least a four-credit hour course load during an academic term at Baptist University.

Step 5: Complete and/or transfer 24 credit hours of prerequisite course work with a C or better, as specified by the Diagnostic Medical Sonography program degree requirements.

Step 6: Hold a program prerequisite GPA of 3.0 or higher on a 4.0 scale.

Step 7: Submit the Allied Health Intent to Apply Form.

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program. To be competitive in the selection process, applicants should maintain a cumulative college GPA of 3.25 or above.

PROGRAM SELECTION PROCESS

A selection committee for the DMS program will evaluate all completed applications. Applicants with a strong academic background and those completing program prerequisite courses at Baptist University or institutions with collaborative or articulation agreements will receive priority consideration for interviews. **Student selection into the program occurs during the summer term between the freshman and sophomore academic year.** Student selection is competitive, and applicants meeting minimum selection criteria to apply to the program are not guaranteed an interview. Some students may choose to indicate interest in more than one program to increase their chances of being accepted to a program during a year of highly competitive applicants.

Selection to the DMS program is based on the following:

- Potential for success from the academic record. The academic record review will include the applicant's college career GPA and program prerequisite GPA.
- Students will be evaluated on academic strength in previous college coursework, with specific attention given to performance in the program prerequisite courses.
- An interview will be required of each applicant being considered for selection to the program. Students will be evaluated on academic and personal strengths as well as knowledge of the Diagnostic Medical Sonography program and profession.

Preference may be given to qualified applicants completing program prerequisite courses at Baptist University.

Notification of Selection:

- Applicants will be notified in writing of selection to the DMS program. Selection decision letters are sent to the applicant's Baptist University email account near the end of the summer term.

If selected, in order to remain in the cohort for which the students were selected, all DMS pre-requisite courses as well as the DMS 300 Introduction to Sonography and Patient Care course must be completed with a grade of C or better. The latter will allow students to enroll in their first DMS clinical course, DMS 392 Introduction to Clinical Practice, which occurs in the summer term.

If students are not successful in completing all of the DMS pre-requisite courses as stated above, students will no longer be able to remain in the cohort for which they were selected, though they will be able to re-apply to the DMS program in the future.

PROGRAM PROBATION

A student who fails to perform satisfactorily in a professional-level course in the Diagnostic Medical Sonography Program will be placed on Program Probation. Professional-level courses are those identified on the degree plan or on a student's delayed progression plan with a DMS prefix code.

REMOVAL OF PROGRAM PROBATION

A student in the Diagnostic Medical Sonography Program who is placed on Program Probation is not eligible for removal of the Program Probation status. Students on Program Probation will remain on probation until they graduate or otherwise leave the program.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Diagnostic Medical Sonography Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan or on a student's delayed progression plan with a DMS prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

Students who were accepted into the Diagnostic Medical Sonography program, began courses within the major, and were dismissed from the program are not eligible for readmission to the program.

Students in good academic standing who left the program should refer to the Program Chair for readmission criteria.

DEGREE REQUIREMENTS FOR BACHELOR OF HEALTH SCIENCES IN DIAGNOSTIC MEDICAL SONOGRAPHY

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
ENG 101*	English Composition I	3
ENG 102*	English Composition II	3
ENG 201, 202, 203 or 204	Literature Elective	3
HCM 440	Law and Policy in Healthcare	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110/240*	College Algebra/Elements of Calculus	3
MAT 211	Statistics	3
PHI 301	Biomedical Ethics and Values	3
PHY 200	Physics I	4
PSY 201	General Psychology	3
REL 201, 210, 220, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/220	Speech Fundamentals/Intercultural Communication	3
	Total	56 Hours
Major Courses		
Course #	Course Title	Credit Hours
DMS 300	Introduction to Sonography and Patient Care	3
DMS 310	Foundations of Diagnostic Medical Sonography	3
DMS 320	Sonographic Research I	1
DMS 321	Sonographic Research II	1
DMS 353	General Sonography I	3
DMS 354	General Sonography II	3
DMS 355	General Sonography III	3
DMS 380	Vascular Sonography I	3
DMS 381	Vascular Sonography II	3
DMS 382	Vascular Sonography III	3
DMS 392	Introduction to Clinical Practice	3
DMS 393	Clinical Practicum I	4
DMS 400	Capstone Seminar	1
DMS 436	Physical Principles of Ultrasound and Instrumentation I	3
DMS 437	Physical Principles of Ultrasound and Instrumentation II	3
DMS 462	Obstetrical and Gynecological Sonography I	3
DMS 463	Obstetrical and Gynecological Sonography II	3
DMS 474	Cardiovascular Hemodynamics and Physiology	1
DMS 475	Cardiac Sonography I	3
DMS 476	Cardiac Sonography II	3
DMS 495	Clinical Practicum II	4
DMS 496	Clinical Practicum III	4
DMS 497	Clinical Practicum IV	4
DMS 498	Clinical Practicum V	5
	Total	70 Hours
	Total Credit Hours for Degree Requirement	126 Hours

Degree Plan Subject to Change.

*These courses must be completed as a part of the 24 hours of required program prerequisite courses to be considered for selection into the Diagnostic Medical Sonography Program.

Diagnostic Medical Sonography (DMS) major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan.

DIAGNOSTIC MEDICAL SONOGRAPHY COURSE DESCRIPTIONS

DMS 300 Introduction to Sonography and Patient Care (3)

This beginning Diagnostic Medical Sonography course offers an introduction to the sonography profession and examines the historical and current application of ultrasound in medicine. The use of proper ergonomics for the sonography student and the role of a sonographer in providing basic patient care as a member of the healthcare team will be covered. Two hours lecture, three hours lab per week. *Pre-requisite: Acceptance into the DMS program, Co-requisite: BIO 320 Cross Sectional Anatomy.*

DMS 310 Foundations of Diagnostic Medical Sonography (3)

This introductory course offers an overview of ultrasound applications, sonographic techniques, and examination protocols. Normal anatomy and physiology of multiple organs and organ systems will be covered, as well as the normal sonographic appearance and sonographic examinations of these organs. Two hours lecture, three hours lab per week. *Pre-requisite: AHS 202 Medical Terminology, DMS 300 Introduction to Sonography and Patient Care, BIO 301 Pathophysiology, BIO 320 Cross Sectional Anatomy.*

DMS 320 Sonographic Research I (1)

The application of research design for the clinical professional with emphasis on conducting a literature review, determining research methodology, ethical considerations, and designing a research study related to the profession of sonography. One hour lecture per week. Four (4) hours of clinical research per week.

DMS 321 Sonographic Research II (1)

Continuation of the application of research design for the clinical professional with emphasis on performing a research project including data collection and data analysis. One hour lecture per week. Four (4) hours of clinical research per week. *Pre-requisite: DMS 320 Sonographic Research.*

DMS 353 General Sonography I (3)

Study and application of diagnostic medical sonography with a focus on abdominal and retroperitoneal structures. Topics to include anatomy, physiology, pathology, examination techniques, clinical symptoms, and sonographic appearance of adult and pediatric abdominal and retroperitoneal structures. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 310 Foundations of Diagnostic Medical Sonography.*

DMS 354 General Sonography II (3)

Continuation of General Sonography I with a focus on superficial structures. Topics to include anatomy, physiology, pathology, examination techniques, clinical symptoms, and sonographic appearance of adult and pediatric superficial structures. Thyroid and parathyroid glands, male reproductive system, musculoskeletal system, and breast will be covered. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 353 General Sonography I.*

DMS 355 General Sonography III (3)

Study and application of diagnostic medical Sonography with a focus on pediatric examinations. Topics to include anatomy, physiology, pathology, examination techniques, clinical symptoms, and sonographic appearance of various pediatric examinations. Gastrointestinal tract, neonatal head and spine, and pediatric hip will be covered. Three hours lecture per week. *Prerequisite: DMS 353 General Sonography I.*

DMS 380 Vascular Sonography I (3)

Study and application of diagnostic medical sonography with a focus on cardiovascular hemodynamics and the peripheral venous systems. Topics to include anatomy, physiology, pathology, clinical symptoms, risk factors, examination techniques, sonographic appearance, the diagnosis and treatment of vascular disorders, correlative imaging, and quality assurance. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 310 Foundations of Diagnostic Medical Sonography.*

DMS 381 Vascular Sonography II (3)

Continuation of Vascular Sonography I with a focus on abdominal vasculature and the cerebrovascular system. Topics to include anatomy, physiology, pathology, clinical symptoms, risk factors, examination techniques, sonographic appearance, and the diagnosis and treatment of vascular disorders. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 380 Vascular Sonography I.*

DMS 382 Vascular Sonography III (3)

Continuation of Vascular Sonography II with a focus on the peripheral arterial systems. Topics to include anatomy, physiology, pathology, clinical symptoms, risk factors, duplex and physiologic examination techniques, sonographic appearance, and diagnosis and treatment of vascular disorders. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 381 Vascular Sonography II.*

DMS 392 Introduction to Clinical Practice (3)

Introduction to clinical experience in assigned clinical settings. Students will obtain clinical experience through active participation in the clinical setting with exposure to a variety of sonographic examinations and patient populations. Sixteen hours of clinic per week. *Pre-requisite: BIO 320 Cross Sectional Anatomy, DMS 300 Introduction to Sonography and Patient Care.*

DMS 393 Clinical Practicum I (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Pre-requisite: DMS 392 Introduction to Clinical Practice.*

DMS 400 Capstone Seminar (1)

A senior capstone course that focuses on development of a career portfolio, presentation of research, and professional development. One hour of lecture per week. Four (4) hours of clinical research per week. *Pre-requisite: DMS 321 Sonographic Research II.*

DMS 436 Physical Principles of Ultrasound and Instrumentation I (3)

Designed to provide the theoretical and practical concepts of ultrasound and Doppler instrumentation. The course focuses on ultrasound terminology, sound wave concepts, knobology, transducers, ultrasound imaging systems, beam patterns, and tissue mechanics. Two hours lecture, three hours lab per week. *Prerequisite: DMS 300 Introduction to Sonography and Patient Care, PHY 200 Physics I.*

DMS 437 Physical Principles of Ultrasound and Instrumentation II (3)

Continuation of Physical Principles of Ultrasound and Instrumentation I. The course focuses on beam and image artifacts, arterial and venous hemodynamics, Doppler effects, system performance testing, bioeffects, and advanced concepts. Emphasizes the different uses of sonography in the clinical setting and operation of equipment. Two hours lecture, three hours lab per week. *Prerequisite: DMS 436 Physical Principles of Ultrasound and Instrumentation I.*

DMS 462 Obstetrical and Gynecological Sonography I (3)

The study and application of diagnostic medical sonography related to the reproductive organs of the female and first trimester obstetrical sonography. Topics to include anatomy, pathology, image production and interpretation, examination techniques, and differential diagnosis. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 355 General Sonography III.*

DMS 463 Obstetrical and Gynecological Sonography II (3)

Continuation of Obstetrical and Gynecological Sonography I with emphasis on second trimester, third trimester, maternal, and fetal complications involved in obstetrical sonography. The course will include specific indications for obstetrical ultrasound examinations, interpretation of lab values, pathophysiology, image analysis, and differential diagnosis. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 462 Obstetrical and Gynecological Sonography I.*

DMS 474 Cardiovascular Hemodynamics and Physiology (1)

The study and application of diagnostic medical sonography related to the cardiovascular system. The course focuses on cardiovascular anatomy, sonographic appearance, physiology, hemodynamics, indications, systolic and diastolic function, coronary artery disease, and EKG. One hour lecture per week.

DMS 475 Cardiac Sonography I (3)

The study and application of diagnostic medical sonography related to adult echocardiography. Topics will include native and prosthetic heart valve diseases, endocarditis, pericardial diseases, cardiac masses, aortic diseases, cardiomyopathy, systemic diseases, transplant, cardiac devices, sonographic appearance, and performing a transthoracic echocardiogram. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 474 Cardiovascular Hemodynamics and Physiology.*

DMS 476 Cardiac Sonography II (3)

Continuation of Cardiac Sonography I with a focus on embryology, congenital defects, quality assurance and lab accreditation, athletic and pregnancy heart, echocardiography guided procedures, advanced techniques, strain, contrast, stress, transesophageal, and 3D/4D echocardiography, correlative imaging, electrocardiography and radionuclide stress testing, lab testing, sonographic appearance, and performing a transthoracic echocardiogram. Two hours lecture, three hours lab per week. *Pre-requisite: DMS 475 Cardiac Sonography I.*

DMS 495 Clinical Practicum II (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Pre-requisite: DMS 393 Clinical Practicum I.*

DMS 496 Clinical Practicum III (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Pre-requisite: DMS 495 Clinical Practicum II.*

DMS 497 Clinical Practicum IV (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Pre-requisite: DMS 496 Clinical Practicum III.*

DMS 498 Clinical Practicum V (5)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Pre-requisite: DMS 497 Clinical Practicum IV.*

MEDICAL IMAGING SCIENCES

MISSION

The mission of the Medical Imaging Sciences baccalaureate completion program is to provide a pathway for career advancement opportunities in the field of radiological sciences.

PROGRAM LEARNING OUTCOMES

Graduates/Students of the program will:

- Develop the knowledge necessary for advancement in a health care career.
- Demonstrate problem solving and critical thinking skills.
- Exhibit professionalism.

TECHNICAL STANDARDS FOR MEDICAL IMAGING SCIENCES

The Bachelor of Health Science (BHS) degree with a major in Medical Imaging Sciences (MIS) from Baptist Health Sciences University (BHSU) indicates the holder is a competent entry-level health care professional. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the BHS – MIS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of the program, with or without reasonable accommodations.

Baptist University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards in an independent manner.

To qualify for the BHS – MIS degree (medical imaging concentration), future training, and subsequent credentialing, the candidate must demonstrate competency in ten requisites areas: communication; analytical skills/critical thinking; hearing; vision; smell; motor skills; behavioral; environmental tolerance; professional attitudes and interpersonal skills; and technological. Students are required to demonstrate said competencies to provide safe and effective medical radiographic examinations in a wide variety of clinical environments.

The national board examination for computed tomography and magnetic resonance imaging may have more stringent technical standards than outlined in this document.

To qualify for the BHS-MIS degree (leadership concentration) and future training, the candidate must demonstrate competency in ten requisites areas: communication; analytical skills/critical thinking; hearing; vision; smell; motor; behavioral; environmental tolerance; professional attitudes and interpersonal skills; and technological. Students are required to demonstrate said competencies to provide safe and effective leadership in a wide variety of clinical environments.

Students who accept an offer of admission from Baptist Health Sciences University will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is their responsibility to report to the Program Chair and Access Services.

BHS MEDICAL IMAGING SCIENCES, WITH A CONCENTRATION IN IMAGING SCIENCES, TECHNICAL STANDARDS

Communication

Ability to communicate with a diverse population and the ability to be easily understood. Reading, writing, and documenting patient information accurately is required.

- Communicate with clear dictation and in a concise manner to patients, visitors, and other healthcare professionals.
- Read, type, and write appropriate instructions and documentations in patients' medical records accurately.
- Elicit information and cooperation in order to obtain patient history, give breathing instructions.
- Describe changes in a patient's mood, activity, and posture.
- Perceive nonverbal communication such as pain, lack of comprehension.
- Recognize and report critical patient information to other caregivers.

Analytical Skills/Critical Thinking

Analytical skills sufficient to process information, to transfer knowledge from one situation to another, and to prioritize tasks. Critical thinking ability sufficient for safe, clinical judgment.

- Organize and accurately perform in proper sequence the steps required for radiographic procedures.
- Ability to quickly assess patients' conditions and other emergent situations, determine appropriate courses of action, request assistance or delegate responsibilities to coworkers, and/or respond as needed.
- Understand the spatial relationship of anatomic structures and comprehend three-dimensional relationship in order to perform radiographic procedures.
- Critical Thinking/ability sufficient for clinical judgement such as modification of radiographic procedures and/or technical factors to accommodate patient age/or condition.

Hearing

Auditory ability sufficient to monitor and assess patient needs, to detect and respond to alarms, emergency signals, and cries for help.

- Ability to understand, and respond appropriately to comments, questions, and instructions given in person, over the phone, or from a distance including those given when personnel are wearing surgical masks.
- Ability to hear various equipment and background sounds during equipment operations.
- Hear normal speaking level sounds, auscultatory sounds, and auditory alarms such as monitors, fire alarms, call bells, emergency signals, and cries for help.

Vision

Visual ability sufficient for observation and assessment necessary for the care of patients and operation of equipment.

- Visually monitor patients in low levels of light.
- View anatomy and appropriate imaging techniques on radiographic images displayed on within a low light environment.
- Observe and evaluate patient's body habitus, image receptor sizes and selection of appropriate radiographic exposure factors.
- Observe the results of certain stimuli such as medication reaction or patient's skin color changes such as cyanosis or pallor.
- Distinguish between different shades of gray on radiographs.
- Read patient identification and medical records on computer screens.

Smell

Olfactory ability sufficient to detect significant environmental and patient odors.

- Detect odors from patient (foul smelling drainage, alcohol breath).
- Detect burning and/or smoke.

Motor Skills

Motor abilities required for radiography include fine muscular movements, equilibrium, strength, and functional use of all combined senses for the safe handling of patients, self, and equipment.

- Regularly reach up to six (6) feet off the floor in order to manipulate radiographic equipment.

- Push, pull, or lift fifty (50) pounds of weight.
- Transfer immobile patients from stretcher to radiographic table with some assistance from other personnel.
- Push standard and oversized patient wheelchairs, as well as mobile x-ray equipment to and from various areas.
- Standing for extended periods of time along with frequent bending and kneeling.
- Wearing a five (5) pound lead apron for extended periods of time.
- Manual dexterity for patient positioning and with accessory devices and equipment controls.

Behavioral

Emotional and mental health sufficient to establish interpersonal boundaries, to perform multiple tasks concurrently, to handle strong emotions, and accept responsibility/accountability for actions.

- Deliver unbiased patient care.
- Establish rapport with patients, healthcare workers, instructors and peers.
- Ability to calmly and respectfully cope in stressful situations, emergency situations, or in situations involving other personnel.
- Accept constructive and professional criticism.
- Follow all program, university, and clinical site policies.
- Ability to maintain confidentiality at all times.

Environmental Tolerance

Radiography students may be exposed to communicable diseases and/or blood and body fluids, toxic substances, medical preparations, latex, and ionizing radiation.

- May care for patients with a communicable disease and shall provide all care using universal precautions.
- Possible exposure to chemicals, irritants, and latex and follow safety and health protection guidelines.
- May be exposed to ionizing radiation and shall follow radiation protection guidelines at all times.
- Ability to work in a noisy environment with frequent interruptions.

Professional Attitudes and Interpersonal Skills

Present with professional appearance and demeanor; follow instructions and safety protocols and maintain a positive attitude. Demonstrate honesty and integrity.

- Possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds.
- Maintain professional boundaries.
- Display flexibility and adaption while working with diverse populations.
- Effectively work within a team and workgroups.
- Exhibit ethical behaviors and exercise good judgement.

Technological

Adaptability and skills to utilize current electronic, digital, and medical technologies.

- Utilize keyboard or touchscreens for selection and inputting of clinical data into consoles, computers and charts.
- Adapt to changing technology within the medical field.

BHS MEDICAL IMAGING SCIENCES, WITH A CONCENTRATION IN LEADERSHIP, TECHNICAL STANDARDS

Communication

Ability to communicate with a diverse population and the ability to be easily understood. Reading, writing, and documenting patient information accurately is required.

- Communicate with clear dictation and in a concise manner to patients, visitors, and other healthcare professionals.
- Read, type, and write appropriate instructions and documentations in patients' medical records accurately.
- Elicit information and cooperation in order to obtain patient history, give breathing instructions.
- Describe changes in a patient's mood, activity, and posture.
- Perceive nonverbal communication such as pain, lack of comprehension.
- Recognize and report critical patient information to other caregivers.

Analytical Skills/Critical Thinking

Analytical skills sufficient to process information, to transfer knowledge from one situation to another, and to prioritize tasks. Critical thinking ability sufficient for safe, clinical judgment.

- Organize and accurately perform in proper sequence the steps required for radiographic procedures.
- Ability to quickly assess patients' conditions and other emergent situations, determine appropriate courses of action, request assistance or delegate responsibilities to coworkers, and/or respond as needed.
- Understand the spatial relationship of anatomic structures and comprehend three-dimensional relationship in order to perform radiographic procedures.
- Critical Thinking/ability sufficient for clinical judgement such as modification of radiographic procedures and/or technical factors to accommodate patient age/or condition.

Hearing

Auditory ability sufficient to monitor and assess patient needs, to detect and respond to alarms, emergency signals, and cries for help.

- Ability to understand, and respond appropriately to comments, questions, and instructions given in person, over the phone, or from a distance including those given when personnel are wearing surgical masks.
- Ability to hear various equipment and background sounds during equipment operations.
- Hear normal speaking level sounds, auscultatory sounds, and auditory alarms such as monitors, fire alarms, call bells, emergency signals, and cries for help.

Vision

Visual ability sufficient for observation and assessment necessary for the care of patients and operation of equipment.

- Visually monitor patients in low levels of light.
- View anatomy and appropriate imaging techniques on radiographic images displayed on within a low light environment.
- Observe and evaluate patient's body habitus, image receptor sizes and selection of appropriate radiographic exposure factors.
- Observe the results of certain stimuli such as medication reaction or patient's skin color changes such as cyanosis or pallor.
- Distinguish between different shades of gray on radiographs.
- Read patient identification and medical records on computer screens.

Smell

Olfactory ability sufficient to detect significant environmental and patient odors.

- Detect odors from patient (foul smelling drainage, alcohol breath).
- Detect burning and/or smoke.

Motor Skills

Motor abilities required for radiography include fine muscular movements, equilibrium, strength, and functional use of all combined senses for the safe handling of patients, self, and equipment.

- Regularly reach up to six (6) feet off the floor in order to manipulate radiographic equipment.
- Push, pull, or lift fifty (50) pounds of weight.
- Transfer immobile patients from stretcher to radiographic table with some assistance from other personnel.
- Push standard and oversized patient wheelchairs, as well as mobile x-ray equipment to and from various areas.
- Standing for extended periods of time along with frequent bending and kneeling.
- Wearing a five (5) pound lead apron for extended periods of time.
- Manual dexterity for patient positioning and with accessory devices and equipment controls.

Behavioral

Emotional and mental health sufficient to establish interpersonal boundaries, to perform multiple tasks concurrently, to handle strong emotions, and accept responsibility/accountability for actions.

- Deliver unbiased patient care.
- Establish rapport with patients, healthcare workers, instructors and peers.
- Ability to calmly and respectfully cope in stressful situations, emergency situations, or in situations involving other personnel.
- Accept constructive and professional criticism.

- Follow all program, university, and clinical site policies.
- Ability to maintain confidentiality at all times.

Environmental Tolerance

Radiography students may be exposed to communicable diseases and/or blood and body fluids, toxic substances, medical preparations, latex, and ionizing radiation.

- May care for patients with a communicable disease and shall provide all care using universal precautions.
- Possible exposure to chemicals, irritants, and latex and follow safety and health protection guidelines.
- May be exposed to ionizing radiation and shall follow radiation protection guidelines at all times.
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Professional Attitudes and Interpersonal Skills

Present with professional appearance and demeanor; follow instructions and safety protocols and maintain a positive attitude. Demonstrate honesty and integrity.

- Possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds.
- Maintain professional boundaries.
- Display flexibility and adaption while working with diverse populations.
- Effectively work within a team and workgroups.
- Exhibit ethical behaviors and exercise good judgement.

Technological

Adaptability and skills to utilize current electronic, digital, and medical technologies.

- Utilize keyboard or touchscreens for selection and inputting of clinical data into consoles, computers and charts.
- Adapt to changing technology within the medical field.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, the Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Medical Imaging Sciences Program Chair and/or Access Services if reasonable accommodations are required at any point.

PROGRAM PROBATION

A student who fails to perform satisfactorily in a professional-level course in the Medical Imaging Sciences Program will be placed on Program Probation. Professional-level courses are those listed on the degree plan as part of the Major Courses.

REMOVAL OF PROGRAM PROBATION

A student in the Medical Imaging Sciences Program who is placed on Program Probation is not eligible for removal of the Program Probation status. Students on Program Probation will remain on probation until they graduate or otherwise leave the program.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Medical Imaging Sciences Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those listed on the degree plan as part of the Major Courses.

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN MEDICAL IMAGING SCIENCES (MIS) COMPLETION PROGRAM

Applicants who meet the admission criteria for Baptist University and who hold a valid RT(R) ARRT credential or a valid RT(N)ARRT or CNMT(NMTCB) credential will receive block credit of 54 credit hours. Additionally, the completion program requires a total of 52 General Education credit hours and a total of 15 credit hours in Medical Imaging Concentration or Leadership Concentration. A list of the block credit, the General Education, and the major courses are listed below:

*Block Credit for (RT)ARRT		
Course #	Course Title	Credit Hours
BIO 201	Anatomy & Physiology I	4
BIO 202	Anatomy & Physiology II	4
RAD 200	Introduction to Medical Radiography Clinical Practicum	2
RAD 210	Patient Care in Radiologic Sciences	2
RAD 249	X-Ray Production	3
RAD 221	Radiographic Procedures I & Lab	2
RAD 320	Radiographic Procedures II & Lab	2
RAD 322	Radiographic Procedures III & Lab	2
RAD 333	Radiation Physics	2
RAD 350	Image Acquisition & Lab	2
RAD 351	Image Analysis & Lab	2
RAD 390	Clinical Practicum I	4
RAD 393	Clinical Practicum II	4
RAD 394	Clinical Practicum III	4
RAD 439	Radiation Biology and Protection	2
RAD 454	Comparative Pathology	3
RAD 472	Radiologic Technology Symposium	3
RAD 484	Digital Imaging	3
RAD 490	Clinical Practicum IV	4
Total		54

*Block Credit for RT(N)ARRT or CNMT(NMTCB)		
Course #	Course Title	Credit Hours
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
CHE 115	General Chemistry	4
NMT 311	Patient Care in Nuclear Medicine	2
NMT 314	Foundations of Nuclear Medicine	3
NMT 322	Clinical Procedures I	2
NMT 334	Nuclear Medicine Physics and Instrumentation	3
NMT 393	Clinical Practicum I	4
NMT 425	Clinical Procedures II	2
NMT 442	Clinical Procedures III	2
NMT 451	Nuclear Cardiology	3
NMT 452	Advanced Cardiology	1
NMT 453	PET Instrumentation and Protocols	3
NMT 454	Nuclear Pharmacy	2
NMT 455	Radionuclide Therapies	1
NMT 490	Clinical Practicum II	5
NMT 496	Clinical Practicum IV	5
NMT 497	Clinical Practicum III	4
Total		54

*Must be RT(R)ARRT or RT(N)ARRT or CNMT(NMTCB) certified no later than start of concentration course.

General Education		
Course #	Course Title	Credit Hours
BIO 301	Pathophysiology	3
BIO/CHE/PHY	Natural Science Elective	4
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
HSC 105	Baptist University Online/Completion Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320	Research for Health Professionals	3
MAT 110/ MAT 240	College Algebra/Elements of Calculus	3
MAT 211	Statistics	3
PHI 201, 202, or 301	Philosophy Elective	3
PHY 200	Physics I	4
PHY 205	Physics II	4
PSY 201	General Psychology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		52

Major Courses CT/MRI Concentration		
Medical Imaging Concentration		
Course #	Course Title	Credit Hours
IDC 410	Applied Clinical Research	6
RAD 481	CT Instrumentation Physics	2
RAD 483	CT Procedures and Protocols	2
RAD 494	MR Instrumentation & Physics	2
RAD 495	MRI Procedures and Protocols	3
Total		15
Total Credit Hours		121

Major Courses Leadership Concentration		
Course #	Course Title	Credit Hours
HCM 305	Principles of Health Administration	3
HCM 360	Quality Improvement in Health Care	3
HCM or IDC	Must take 9 hours of electives – see listing	9
Total		15
Total Credit Hours		121

Electives for Leadership Concentration		
Course #	Course Title	Credit Hours
HCM 350	Organizational Behavior and Development	3
HCM 355	Information Systems Project Management	3
HCM 369	Health Informatics and Information Management	3
HCM 400	Health Care Information Systems and Health Policy	3
HCM 440	Law and Policy in Health Care	3
HCM 480	Strategic Management and Leadership	4
IDC 410	Applied Clinical Research	6

MEDICAL LABORATORY SCIENCE

MISSION

The mission of the Baptist University Medical Laboratory Science (MLS) program is in alignment with the mission of the University.

The MLS program mission is to provide:

- Exemplary laboratory education.
- Instruction necessary to educate individuals to become skilled, caring healthcare practitioners who value lifelong learning.

In accordance with the mission of the University, educational experiences in the MLS program reflect the importance of a strong general educational foundation and include opportunities for critical thinking, use of technology, effective communication skills and the ability to work effectively with others.

EDUCATION GOALS

1. Maintain a nationally accredited program in medical laboratory science.
2. Implement and promote the rules and regulations of the State of Tennessee Medical Laboratory Board for training programs for medical laboratory personnel.
3. Design and implement a curriculum whereby upon completion of the program the students demonstrate the entry level competencies to gain employment in the MLS or related laboratory field.
4. Provide a program to prepare well trained laboratory professionals who will be eligible to sit for the national certification examinations.
5. Display a commitment to the role and the development of the medical laboratory professional.
6. Develop in the students the necessary interpersonal and communication skills to professionally interact with patients, patients' families, physicians, and other members of the health care team.

MLS PROGRAM LEARNING OUTCOMES

Upon completion of their course of study, graduates of the Medical Laboratory Science program will:

- Perform the full range of clinical laboratory tests in the diagnostic areas appropriate for entry level practice.
- Demonstrate appropriate communication skills, education techniques and a commitment to professionalism.
- Evaluate validity of laboratory test results and take appropriate corrective action.
- Demonstrate an understanding of safety regulations and standard precautions.

CAREER ENTRY LEVEL COMPETENCIES

The graduates of the MLS program will be able to:

1. Perform the full range of clinical laboratory tests in hematology, immunohematology, clinical chemistry, microbiology, serology/immunology, coagulation/hemostasis, urinalysis, molecular, and other emerging diagnostics appropriate for entry level practice.
2. Determine specimen collection, processing and testing priorities, and organize workload according to laboratory priority classifications.
3. Integrate patient data for evaluation of validity of laboratory test results to include: confirm abnormal test results; correlate findings to disease processes; recognize discrepancies in patient results and quality control results and take appropriate corrective action; verify quality control procedures.
4. Evaluate test systems, laboratory procedures, and equipment using basic knowledge and skills in financial, operations, marketing, and human resource management of the clinical laboratory to enable cost effective, high quality, value-added laboratory services.
5. Evaluate published laboratory studies with sufficient knowledge of research design and practice.
6. Implement basic knowledge and skills in information management to enable effective, timely, accurate, and cost effective reporting of laboratory generated information.

7. Exhibit personal and professional conduct consistent with the Code of Ethics of the American Society of Clinical Laboratory Science.
8. Comply with safety regulations and standard precautions and evaluate quality assurance assessments.
9. Demonstrate appropriate interpersonal and communication skills to professionally interact with patients, patients' families, physicians, and other members of the health care team.
10. Demonstrate education techniques and terminology sufficient to train/educate users and providers of laboratory services.
11. Demonstrate a commitment to the principles and applications of professionalism to address ongoing professional career development and performance improvement.

ACCREDITATION

The MLS program at Baptist University is accredited by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS contact information is 5600 North River Road, Suite 720, Rosemont, Illinois 60018, phone, 773-714-8880, or web address, www.naacls.org.

The granting of the BHS degree in MLS is not contingent upon passing an external certification or licensure exam.

TENNESSEE STATE LICENSURE REQUIREMENT

All medical laboratory personnel and special analysts in Tennessee must hold current Tennessee licensure, unless specifically exempt by statute or rules promulgated by the Tennessee Medical Laboratory Board.

The MLS program at Baptist University has been granted a certificate by the Tennessee Department of Health to conduct and maintain a school for training medical laboratory personnel in the specialty of medical laboratory technologist, general. Tennessee Medical Laboratory Board contact information is Metro Center Complex, 665 Mainstream Drive, Nashville, TN 37423; phone, 615-532-3202, or web address, www.tennessee.gov.

TECHNICAL STANDARDS FOR MEDICAL LABORATORY SCIENCE

The Bachelor of Health Sciences (BHS) degree with a major in Medical Laboratory Science (MLS) from the Baptist Health Science University Allied Health Division indicates the holder is a medical laboratory scientist professional who meets the MLS career entry level competencies. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the BHS-MLS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of clinical practicum training, with or without reasonable accommodations.

The candidate must demonstrate competency in the requisite areas. Students are required to demonstrate said competencies to perform entry level diagnostic tests in the clinical laboratory in a variety of health care facilities. Baptist University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards/essential functions by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards/essential functions in an independent manner.

The national board examinations for medical laboratory science may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from Baptist University will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards/essential functions change at any point in the academic program, it is their responsibility to report this to the Program Chair and Access Services.

Cognitive

Ability to add, subtract, multiply and divide whole numbers and fractions, calculate time, use metric system for measurements, calculate percentages, solve for one variable, set-up and solve ratio and proportion problems, interpret

simple statistical data. Ability to comprehend manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings. Ability to synthesize, coordinate, and analyze data standards. Ability to deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret instructions furnished in oral, written, diagrammatic, or schedule form.

Communication

Ability to verbally communicate understandably in English and to understand English when spoken in person or via the telephone. Ability to compose English sentences; write reports using prescribed format and conforming to rules of punctuation, spelling, grammar, diction and style. Ability to follow oral and written instruction to correctly perform laboratory procedures. Ability to listen accurately and have a fine discrimination in sounds.

Environmental

Ability to work indoors, be around moving machinery; factors: fumes, gases, odors, irritating particles, possible exposure to toxic or caustic chemicals, blood and body fluids, noise, radiation or electrical energy, vibration; work in confined spaces, use a computer monitor; work alone, with others, or around others. Lift and move objects weighing up to 20-50 pounds.

Mobility

Ability to maneuver in the laboratory, around instruments, in confined spaces, and in patient rooms. Movement includes utilizing shoulders, arms, and neck; bending; twisting the body; standing; reaching and grasping overhead, in front of the body, and down. Ability to manipulate small objects with fingertips or control adaptive devices. Eye/hand and eye/hand/foot coordination.

Perception

Ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures, and widths and lengths of line; to comprehend forms in space and understand relationships of plane and solid objects; the ability to visualize objects of two or three dimensions.

Personal Traits

Ability to comprehend and follow instruction; perform simple and repetitive tasks; maintain a work pace appropriate to a given work load; relate to other people; perform complex or varied tasks; make generalizations, evaluations or decisions without immediate supervision; accept and carry out responsibility for directions, control and planning. Perform all duties with honesty, integrity, and confidentiality.

Vision

Natural or corrected to 20/20, ability to distinguish red, yellow, and blue colors, distinguish clear from cloudy, and distinguish objects in the range of 1 micron through the microscope.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Medical Laboratory Science Program Chair and/or Access Services if reasonable accommodations are required at any point.

APPLYING TO THE PROGRAM

A student is considered to be in the pre-Medical Laboratory Science program once they are admitted to Baptist University and have declared a major. To progress from pre-Medical Laboratory Science to the clinical major, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the fall trimester. Class size is limited and the selection process is competitive.

First-time college students are encouraged to begin their college education at Baptist University. If currently enrolled in another college, we strongly recommend that you apply for admission to Baptist University as soon as possible to complete the required pre-program college level courses.

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 24 credit hours of pre-program course work with a C or better, as specified by the Medical Laboratory Science program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program. The selection process to the program is outlined in the Baptist University Catalog.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 2.7 or above. Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the MLS program will evaluate all completed applications beginning in October and until March each year. Applicants with a strong academic background and currently enrolled in Baptist University, or completing preprogram courses at institutions with collaborative or articulation agreements, will be given priority for interviews. Student selection into the program is competitive, and applicants meeting minimum selection criteria are not guaranteed an interview.

Selection to the MLS program is based on the following:

- Academic potential for success.
- Academic strength in previous college coursework, with specific attention given to performance in the preprogram courses.
- Past failures affecting cumulative college GPA and preprogram courses may impact selection into the program. Each file will be considered individually.
- A personal interview will be required of each applicant. Students will be evaluated on personal strengths and knowledge of Medical Laboratory Science program and profession.

Notification of Selection

- Applicants will be notified in writing of selection to the MLS program.

PROGRAM PROBATION

A student who fails to perform satisfactorily (i.e., final course grade of “D”, “F”, or “WF”) in a professional-level course in the Medical Laboratory Science Program will be placed on Program Probation. Professional-level courses are those identified on the degree plan with a MLS prefix code.

REMOVAL OF PROGRAM PROBATION

A student in the Medical Laboratory Science Program who is placed on Program Probation is not eligible for removal of the Program Probation status. Students on Program Probation will remain on probation until they graduate or otherwise leave the program.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Medical Laboratory Science Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with a MLS prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

The Medical Laboratory Sciences program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Readmission is dependent on the student's academic and disciplinary records and space availability.
- All MLS courses enrolled in and completed prior to academic dismissal will have to be repeated with a minimum grade of "C".
- Returning students will adhere to the competitive MLS admissions process.
- Students can reapply 1 year following academic dismissal.
- Students will only have one opportunity to be readmitted into the MLS program after program dismissal.
- Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.
- Students who are administratively dismissed are not eligible for readmission to the MLS program.

Students in good academic standing who left the program should refer to the Program Chair for readmission criteria.

TENNESSEE TRANSFER PATHWAY (TTP)

The TTPs constitute an agreement between community colleges and four-year colleges/ universities confirming that community college courses meet major preparation requirements. Baptist Health Sciences University offers the pathway in PRE-CLINICAL LABORATORY SCIENCES (Medical Technology, Medical Laboratory Sciences).

DEGREE REQUIREMENTS FOR BACHELOR OF HEALTH SCIENCES IN MEDICAL LABORATORY SCIENCE

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 205	Microbiology	4
BIO 110, 120, 201, or 202*	Anatomy and Physiology I and II or General Biology I and II	8
BIO 390	Immunology	3
BIO 401	Special Topics in Biology	1
CHE 115*	General Chemistry I	4
CHE 125*	General Chemistry II	4
CHE 210	Organic Chemistry I	4
CHE 220	Organic Chemistry II or higher level of chemistry	4
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, 204	Literature Elective	3
MAT 110/240*	College Algebra/Elements of Calculus	3
PHI 201, 202, 301	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
HSC 104	Baptist University Experience	1
COM 211/220	Speech Fundamentals/Intercultural Communication	3
HSC 301	U.S. Health Care Systems	3
SOC 201	Medical Sociology	3
	Total	65 Hours
Major Courses		
Course #	Course Title	Credit Hours
MLS 302	Urinalysis	3
MLS 307	Clinical Immunology	3
MLS 322	Clinical Laboratory Techniques	2
MLS 310	Coagulation	3
MLS 315	Hematology I	3
MLS 327	Clinical Microbiology	6
MLS 331	Hematology II	4
MLS 335	Immunoematology	6
MLS 340	Introduction to Clinical Practicum	3
MLS 400	Molecular Diagnostics	2
MLS 405	Clinical Chemistry	6
MLS 411	Clinical Practicum I	3
MLS 417	Senior Seminar	2
MLS 427	Laboratory Research/Management/Education	3
MLS 431	Clinical Practicum II	3
MLS 437	Clinical Parasitology/Myecology/Virology	3
	Total	55 Hours
Total Credit Hours for Degree Requirement		120 Hours

NOTES: * Indicates courses that must be completed in order to apply for the major. All General Education courses except HSC 104, HSC 301, and SOC 201 are required to be completed prior to beginning MLS major courses.

MEDICAL LABORATORY TECHNICIAN – BACHELOR OF HEALTH SCIENCES (MLT-BHS) MEDICAL LABORATORY SCIENCE COMPLETION PROGRAM

MLT-BHS COMPLETION PROGRAM SELECTION PROCESS

A sequence of study for the associate degree medical laboratory technician is available to qualified students who wish to pursue a Bachelor of Health Sciences in Medical Laboratory Science. Documentation of an active, unencumbered MLT certification from a national certification agency recognized by the Tennessee Medical Laboratory Board must be submitted as part of the application process.

Completion degree applicants must meet the admission requirements for Baptist University and apply to the Medical Laboratory Science program upon completion of program admission requirements. The MLT to BHS completion program begins in the spring trimester.

Applicants who meet the admission criteria for Baptist University and hold a valid national MLT certification credential will receive block credit of 20 credit hours. Additionally, the completion program requires a total of 65 General Education credit hours and a total of 35 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

DEGREE REQUIREMENTS FOR THE MLT-BHS DEGREE COMPLETION PROGRAM

Block Credit		
Course #	Course Title	Credit Hours
MLS 302	Urinalysis	3
MLS 322	CLN Lab Tech	2
MLS 310	Coagulation	3
MLS 307	Clinical Immunology	3
MLS 315	Hematology I	3
MLS 340	Intro to CLN Practicum	3
MLS 411	Clinical Practicum I	3
	Total	20 hours

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 205	Microbiology	4
BIO 110, 120, 201, or 202	Anatomy and Physiology I and II or General Biology I and II	8
BIO 401	Special Topics in Biology	1
BIO 390	Immunology	3
CHE 115	General Chemistry I	4
CHE 125	General Chemistry II	4
CHE 210	Organic Chemistry I	4
CHE 220	Organic Chemistry II or higher	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
MAT 110/240	College Algebra/Elements of Calculus	3
PHI 201, 202, 301	Philosophy Elective	3
PSY 201	General Psychology	3
SOC 201	Medical Sociology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
COM 211	Speech Fundamentals	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
	Total	65 Hours

Major Courses		
Course #	Course Title	Credit Hours
MLS 327	Clinical Microbiology	6
MLS 331	Hematology II	4
MLS 335	Immunohematology	6
MLS 400	Molecular Diagnostics	2
MLS 405	Clinical Chemistry	6
MLS 417	Senior Seminar	2
MLS 427	Lab Research/Management/Education	3
MLS 431	Clinical Practicum II	3
MLS 437	Clinical Parasitology/Mycology/Virology	3
	Total Major Requirements	35 Hours
	Degree Requirement	120 Hours

MEDICAL LABORATORY SCIENCE COURSE DESCRIPTIONS

MLS 302 Urinalysis (3)

This course is a study of the physiologic mechanisms of the kidney along with the importance of the kidney in homeostasis and other body fluids commonly encountered in the clinical laboratory. Laboratory practice is a required component.

Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.

MLS 307 Clinical Immunology (3)

This course is a study of the human immune system in health and disease and the theory, practical application and evaluation of immunologically related disorders. *Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 310 Coagulation (3)

This course is a study of the content related to the theory, laboratory procedures, and disorders of the coagulation and fibrinolytic systems. Laboratory practice is a required component. *Prerequisites: Admission into the MLS program; Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 315 Hematology I (3)

This course is a study of the origin and maturation of red cells, white cells, and platelets. Content includes normal and abnormal red cell morphology of human blood and the theory and application of routine hematology tests, specimen collection and processing, and basic phlebotomy techniques. Content will include the introduction of anemias. Laboratory practice is a required component. *Prerequisite: Admission into the MLS program; Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 322 Clinical Laboratory Techniques (2)

This course is an overview of issues and skills necessary in a modern laboratory environment to include relevant clinical laboratory techniques/procedures, quality assurance, laboratory safety, pre-analytical processes, and laboratory operations. *Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 327 Clinical Microbiology (6)

This course is a study of the theory, practical application, technical performance, and evaluation of procedures in bacteriology. Topics include various procedures and techniques for isolation, identification, and susceptibility testing of normal and pathogenic organisms. Laboratory practice is a required component. *Prerequisites: General/College microbiology and must enroll in all MLS courses offered in the trimester, admission into the MLS program, successful completion of all MLS courses in the fall term. Co-requisite: Must enroll in all MLS courses offered in the semester.*

MLS 331 Hematology II (4)

This course is a study of the formation and identification of abnormal formed elements in human blood with correlations to disease processes, white cell disorders, anemias, and the theory and application of special hematology tests. Laboratory practice is a required component. *Prerequisite: Admission into the MLS program; MLS 315; successful completion of all MLS courses in the fall term. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 335 Immunohematology (6)

This course is a study of the basic principles of blood banking in relation to blood grouping, typing, compatibility testing, and antibody identification. Also included are topics on donor processing, preparation of components and component therapy, transplant medicine, pre-transfusion problem solving, adverse transfusion reactions, hemolytic disease of the newborn, immune hemolytic disorders, parentage testing, regulatory and accreditation requirements. Laboratory practice is a required component. *Prerequisites: MLS 307; MLS 311; successful completion of all MLS courses in the fall term. Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 340 Introduction to Clinical Practicum (3)

This course is a selected clinical experience in the assigned clinical laboratories. The clinical practicum will provide students an opportunity to develop competencies in the assigned clinical lab areas upon successful completion of the didactic component/s. Students will train under the supervision of medical laboratory scientists. *Prerequisites: Admission into the MLS program and completion of all prior MLS courses. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 400 Molecular Diagnostics (2)

This course is a study of the principles of molecular methods and their application in the diagnosis of disease. Topics include the anatomy of a gene, the roles and components of DNA and RNA in a cell, nucleic acid structure, and molecular techniques in a clinical laboratory. *Prerequisites: General Chemistry 1 and General Chemistry 2, Organic Chemistry I and II or higher level, successful completion of all MLS courses in the fall and spring terms, and admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 405 Clinical Chemistry (6)

This course is a study of the theory, techniques and procedures to identify and quantitate chemical analytes in blood and body fluids and the correlation of these analytes to human disease. Laboratory practice is a required component. *Prerequisites: General Chemistry 1 and General Chemistry 2, Organic Chemistry I and II or higher level, successful completion of all MLS courses in the fall and spring terms, and admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 411 Clinical Practicum I (3)

This course is a selected clinical experience in the assigned clinical laboratories. The clinical practicum will provide students an opportunity to develop competencies in the assigned clinical lab areas upon successful completion of the didactic component/s. Students will train under the supervision of medical laboratory scientists. *Prerequisites: Admission into the MLS program. Completion of all MLS courses prior to the term the course is offered. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 417 Senior Seminar (2)

This course is designed for students to review educational materials in the areas of Medical Laboratory Science to prepare for a simulation of the national certification examination for Medical Laboratory Science. *Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 427 Laboratory Research/ Management/Education (3)

This course is a study of the principles of laboratory administration and operating a clinical laboratory. This course is also designed to prepare the students for career planning and employment. Educational methodologies used to train/educate users will be included. Topics include human resource management, HIPAA, ethics, professionalism, team building, operations management, governmental regulations, standards, decision making, users and research design/practice for the supervisor and laboratory manager. *Prerequisites: Admission into the MLS program and successful completion of all MLS courses in the fall, spring, summer trimesters. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 431 Clinical Practicum II (3)

This course is a selected clinical experience in the assigned clinical laboratories. The clinical practicum will provide students an opportunity to develop competencies in the assigned clinical lab areas upon successful completion of the didactic component/s. Students will train under the supervision of medical laboratory scientists. *Prerequisites: Admission into MLS program. Completion of all MLS courses prior to the term the course is offered. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 437 Clinical Parasitology/Mycology/Virology (3)

The course is a study of the theory, practical application, technical performance, and evaluation of procedures in parasitology, mycology and virology. Topics include various procedures and techniques for isolation, identification and testing for ova, parasites, fungi, and viral cultures. *Prerequisites: Admission into the MLS program and successful completion of all MLS courses fall and spring trimesters. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MEDICAL RADIOGRAPHY

MISSION

The mission of the Medical Radiography program is to provide quality education in a Christian atmosphere to prepare graduates to be competent, entry level radiographers.

PROGRAM LEARNING OUTCOMES

Graduates/students of the Medical Radiography program will:

- Show clinical competency
- Demonstrate communication skills
- Develop critical thinking skills
- Model professionalism
- Meet outcomes consistent with JRCERT Standards

ACCREDITATION OF THE PROGRAM

The Medical Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The contact information for JRCERT is 20 North Wacker Drive, Suite 2850, Chicago, IL 60606- 3182, www.jrcert.org or call (312) 704-5300.

TECHNICAL STANDARDS FOR MEDICAL RADIOGRAPHY

The Bachelor of Science (BS) degree with a major in Medical Radiography (RAD) from Baptist Health Sciences University (BHSU) indicates the holder is a competent entry-level medical radiographer. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the BS – RAD degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of the program, with or without reasonable accommodations.

To be qualified for the BS – RAD degree, future training, and subsequent credentialing, the candidate must demonstrate competency in ten requisite areas: communication; analytical skills/critical thinking; hearing; vision; smell; motor skills; behavioral; environmental tolerance; professional attitudes and interpersonal skills; and technological. Students are required to demonstrate said competencies to provide safe and effective medical radiographic examinations in a wide variety of clinical environments.

Baptist Health Sciences University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards in an independent manner.

The national board examinations for medical radiography may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from Baptist Health Sciences University will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is their responsibility to report this to the Program Chair and Access Services.

The following technical standards outline reasonable expectations of a student enrolled in the Medical Radiography program for the performance of common clinical functions.

Communication

Ability to communicate with a diverse population and the ability to be easily understood. Reading, writing, and documenting patient information accurately is required.

- Communicate with clear dictation and in a concise manner to patients, visitors, and other healthcare professionals.
- Read, type, and write appropriate instructions and documentations in patients' medical records accurately.
- Elicit information and cooperation in order to obtain patient history, give breathing instructions.
- Describe changes in a patient's mood, activity, and posture.
- Perceive nonverbal communication such as pain, lack of comprehension.
- Recognize and report critical patient information to other caregivers.

Analytical Skills/Critical Thinking

Analytical skills sufficient to process information, to transfer knowledge from one situation to another, and to prioritize tasks. Critical thinking ability sufficient for safe, clinical judgment.

- Organize and accurately perform in proper sequence the steps required for radiographic procedures.
- Ability to quickly assess patients' conditions and other emergent situations, determine appropriate courses of action, request assistance or delegate responsibilities to coworkers, and/or respond as needed.
- Understand the spatial relationship of anatomic structures and comprehend three-dimensional relationship in order to perform radiographic procedures.
- Critical Thinking/ability sufficient for clinical judgement such as modification of radiographic procedures and/or technical factors to accommodate patient age/or condition.

Hearing

Auditory ability sufficient to monitor and assess patient needs, to detect and respond to alarms, emergency signals, and cries for help.

- Ability to understand, and respond appropriately to comments, questions, and instructions given in person, over the phone, or from a distance including those given when personnel are wearing surgical masks.
- Ability to hear various equipment and background sounds during equipment operations.
- Hear normal speaking level sounds, auscultatory sounds, and auditory alarms such as monitors, fire alarms, call bells, emergency signals, and cries for help.

Vision

Visual ability sufficient for observation and assessment necessary for the care of patients and operation of equipment.

- Visually monitor patients in low levels of light.
- View anatomy and appropriate imaging techniques on radiographic images displayed on within a low light environment.
- Observe and evaluate patient's body habitus, image receptor sizes and selection of appropriate radiographic exposure factors.
- Observe the results of certain stimuli such as medication reaction or patient's skin color changes such as cyanosis or pallor.
- Distinguish between different shades of gray on radiographs.
- Read patient identification and medical records on computer screens.

Smell

Olfactory ability sufficient to detect significant environmental and patient odors.

- Detect odors from patient (foul smelling drainage, alcohol breath).
- Detect burning and/or smoke.

Motor Skills

Motor abilities required for radiography include fine muscular movements, equilibrium, strength, and functional use of all combined senses for the safe handling of patients, self, and equipment.

- Regularly reach up to six (6) feet off the floor in order to manipulate radiographic equipment.
- Push, pull, or lift fifty (50) pounds of weight.
- Transfer immobile patients from stretcher to radiographic table with some assistance from other personnel.
- Push standard and oversized patient wheelchairs, as well as mobile x-ray equipment to and from various areas.

- Standing for extended periods of time along with frequent bending and kneeling.
- Wearing a five (5) pound lead apron for extended periods of time.
- Manual dexterity for patient positioning and with accessory devices and equipment controls.

Behavioral

Emotional and mental health sufficient to establish interpersonal boundaries, to perform multiple tasks concurrently, to handle strong emotions, and accept responsibility/accountability for actions.

- Deliver unbiased patient care.
- Establish rapport with patients, healthcare workers, instructors and peers.
- Ability to calmly and respectfully cope in stressful situations, emergency situations, or in situations involving other personnel.
- Accept constructive and professional criticism.
- Follow all program, university, and clinical site policies.
- Ability to maintain confidentiality at all times.

Environmental Tolerance

Radiography students may be exposed to communicable diseases and/or blood and body fluids, toxic substances, medical preparations, latex, and ionizing radiation.

- May care for patients with a communicable disease and shall provide all care using universal precautions.
- Possible exposure to chemicals, irritants, and latex and follow safety and health protection guidelines.
- May be exposed to ionizing radiation and shall follow radiation protection guidelines at all times.
- Ability to work in a noisy environment with frequent interruptions.

Professional Attitudes and Interpersonal Skills

Present with professional appearance and demeanor; follow instructions and safety protocols and maintain a positive attitude. Demonstrate honesty and integrity.

- Possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds.
- Maintain professional boundaries.
- Display flexibility and adaption while working with diverse populations.
- Effectively work within a team and workgroups.
- Exhibit ethical behaviors and exercise good judgement.

Technological

Adaptability and skills to utilize current electronic, digital, and medical technologies.

- Utilize keyboard or touchscreens for selection and inputting of clinical data into consoles, computers and charts.
- Adapt to changing technology within the medical field.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, the Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Medical Radiography Program Chair and/or Access Services if reasonable accommodations are required at any point.

APPLYING TO THE PROGRAM

Students are considered to be in the pre-Medical Radiography program once they are admitted to Baptist University and have declared a major. To progress from pre-Medical Radiography to the clinical program, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the summer trimester. Class size is limited, and the selection process is competitive.

First-time college students are encouraged to begin their college education at Baptist University. If currently enrolled in another college, we strongly recommend that you apply for admission to Baptist University as soon as possible to complete the required pre-program college level courses.

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 24 credit hours of pre-program course work with a C or better, as specified by the Medical Radiography program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program for all qualified applicants. A student must have a 2.7 GPA and have completed 24 college credit hours, including Anatomy and Physiology I and II and English Comp I and II, to be considered a qualified candidate. To be competitive in the selection process, applicants should maintain a cumulative college GPA of 3.0 or above.

PROGRAM SELECTION PROCESS

A selection committee for the Medical Radiography program will evaluate all completed applications. Applicants with a strong academic background and currently enrolled in Baptist University, or completing preprogram courses at institutions with collaborative or articulation agreements, will be given priority for interviews. Student selection into the program is competitive, and applicants meeting minimum selection criteria are not guaranteed an interview. Some students may choose to indicate interest in more than one program to increase their chances of being accepted to a program during a year of highly competitive applicants.

Selection to the Medical Radiography program is based on the following:

- Academic potential for success from the academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the preprogram courses.
- Past failures affecting cumulative college GPA and preprogram courses may impact selection into the program. Each file will be considered individually.
- Preference may be given to qualified applicants completing courses at Baptist University.
- A written essay and/or personal interview may be required of each applicant.

Notification of Selection

- Applicants will be notified in writing of selection to the Medical Radiography program.

If selected, in order to remain in the cohort for which the students were selected, medical radiography pre-requisite courses must be completed with a grade of C or better. If students are not successful in completing the pre-requisite courses, as noted below, students will no longer be able to remain in the cohort for which they were selected. However, they will be able to re-apply to the medical radiography program in the future.

PROGRAM PROBATION

A student who earns a grade of "D", "F", or "WF" in a program level course in the Medical Radiography Program will be placed on Program Probation. In the case of program probation in a program, the Program Chair and/or Academic Dean may

develop individual delayed progression plans for the student. These plans will be designed on a case-by-case basis to address identified learning deficiencies specific to that student and provide the best opportunity for successful acquisition of expected graduate competencies. Delayed progression plans may include repeating a course the next time it is regularly scheduled at Baptist University. All revised progression plans will be developed, based upon the individual student's learning needs, professional competencies to be addressed, and the division's available resources to implement the plan.

REMOVAL OF PROGRAM PROBATION

A student in the Medical Radiography program who is placed on program probation is not eligible for removal of the Program Probation status. Students on Program Probation will remain on probation until they graduate or otherwise leave the program.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Medical Radiography Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with a RAD prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

The Medical Radiography program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Students can request re-admission to the radiography program one time. The student desiring to reapply to the program must do so within six months of leaving the program and is re-evaluated for program placement based on individual circumstances and program requirements.
- Any student wishing to return to the Medical Radiography Program must be eligible to do so based on policies and procedures governing enrollment, academics, and re-admission established by the University.
- Acceptance is contingent upon meeting the current GPA requirements in effect at the time of re-admission and availability of space.
- If a student has been dismissed due to unacceptable behavior re-admission into the program is not allowed.
- If a student has been dismissed due to a confirmed violation of the college's academic integrity policy, readmission into the program is not allowed.
- If the applicant is unsuccessful during his/her second attempt in the program, readmission into the program is not allowed.
- The Medical Radiography Program Chair, Clinical Coordinator and faculty will meet and review the readmission request. The Program Chair will make the final decision on readmission.
- Students who re-enter must register and attend all cohort courses of the re-entry semester, regardless of prior passing grade.
- A comprehensive didactic examination will be given to a student who wishes to re-enter the program. The material on the examination will test the student's knowledge of all the course work prior to the semester the student returns. Therefore, if a student fails the spring trimester of their first year, they will be responsible and tested on all material in the fall trimester RAD courses. The student must score a 77 or higher on the written exam.
- The student will also be given a clinical competency exam. The information on the competency exam will be all inclusive of the material and objectives from previous semesters. The student must score an 85% or higher on the clinical competency exam. If a student scores a 77 or higher on the didactic exam and 85 or higher on the clinical competency exam then they can re-enter the next semester.

Students in good academic standing who left the program should refer to the Program Chair for readmission criteria.

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN MEDICAL RADIOGRAPHY

General Education		
Course #	Course Title	Credit Hours
AHS 202**	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 301**	Pathophysiology	3
BIO 320**	Cross Sectional Anatomy	2
ENG 101*	English Composition I	3
ENG 102*	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
HCM 305	Principles of Health Administration	3
HSC 104**	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320	Research for Health Professionals	3
MAT 110/ MAT 240*	College Algebra/Elements of Calculus	3
MAT 211**	Statistics	3
PHI 201, 202, or 301	Philosophy Elective	3
PHY 200**	Physics I	4
PHY 205**	Physics II	4
PSY 201	General Psychology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220**	Speech Fundamentals/Intercultural Communication	3
	Total	63 Hours
Major Courses		
Course #	Course Title	Credit Hours
RAD 200	Introduction to Medical Radiography Clinical Practicum	2
RAD 210	Patient Care in Radiologic Sciences	2
RAD 249	X-Ray Production	3
RAD 221	Radiographic Procedures I & Lab	2
RAD 320	Radiographic Procedures II & Lab	2
RAD 322	Radiographic Procedures III & Lab	2
RAD 333	Radiation Physics	2
RAD 350	Image Acquisition & Lab	2
RAD 351	Image Analysis & Lab	2
RAD 390	Clinical Practicum I	4
RAD 393	Clinical Practicum II	4
RAD 394	Clinical Practicum III	4
RAD 439	Radiation Biology and Protection	2
RAD 454	Comparative Pathology	3
RAD 472	Radiologic Technology Symposium	3
RAD 481	CT Instrumentation Physics	2
RAD 483	CT Procedures and Protocols	2
RAD 484	Digital Imaging	3
RAD 490	Clinical Practicum IV	4
RAD 494	MRI Instrumentation & Physics	2
RAD 495	MRI Procedures and Protocols	3
RAD 496	Clinical Practicum V	4
	Total	59
	Total Credit Hours	122

Degree Plan Subject to Change.

*These courses must be completed as a part of the 24 hours of required pre-program courses to be considered for selection into the Medical Radiography program.

** Medical Radiography students are encourage to complete all prerequisite courses prior to beginning the major. However, these courses must be completed with a grade of "C" or better prior to beginning the first clinical course in the Medical Radiography major.

Medical Radiography major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan.

MEDICAL RADIOGRAPHY COURSE DESCRIPTIONS

RAD 200 Introduction to Medical Radiography Clinical Practicum (2)

Introduction to the basic aspects of radiologic technology including HIPAA, program handbook, radiation protection and safety, and radiology terminology, related to all expected clinical behaviors. Clinical education component with basic instructions for chest, abdomen, and hand procedures. This course includes a laboratory component. This course must be taken in the summer prior to starting the clinical rotations in the fall term.

RAD 210 Patient Care in Radiologic Sciences (2)

This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified. This course includes a laboratory component.

RAD 221 Radiographic Procedures I & Lab (2)

Proper positioning of the client for demonstration of suspect pathology of the chest, abdomen, and the contents of each. Closely correlated with anatomy and physiology. Laboratory practice is a required component.

RAD 249 X-Ray Production (3)

Study of atomic structure, electricity, and electromagnetism. The student will gain knowledge of radiation-producing equipment, and production of radiation. Concepts of radiation safety and protection will be discussed.

RAD 320 Radiographic Procedures II & Lab (2)

This course introduces radiography of the vertebral column, upper and lower GI studies, and the urinary system. It also includes information for dealing with specific radiographic situations such as trauma and mobile radiography. Laboratory practice is a required component.

RAD 322 Radiographic Procedures III & Lab (2)

This course introduces radiography of the skull, sinuses, and facial bones. It also includes information related to specialized procedures such as interventional radiography, bone densitometry, and contrast arthrography. Laboratory practice is a required component.

RAD 333 Radiation Physics (2)

Review of necessary math and physics, the structure of matter including electron configurations and the nucleus, the x-ray circuit, interactions between ionizing radiation and matter, and the application of principles necessary for the production of x-rays and gamma rays.

RAD 350 Image Acquisition & Lab (2)

Study of radiation interactions with matter, image receptors and image acquisition. Laboratory practice is a required component.

RAD 351 Image Analysis & Lab (2)

Provides a basis for analyzing radiographic images. Included are the importance of optimal imaging standards and the factors that can affect image quality.

RAD 390 Clinical Practicum I (4)

Skills development in basic radiographic procedures. Topics include effective communication, operation of equipment, client care, and technical skills development. Twenty-four hours of clinic per week.

RAD 393 Clinical Practicum II (4)

Applications of concepts in a clinical setting. Emphasis on progression from the role of observer, to assistant, then to relative independence under the supervision of qualified clinical instructors, radiographers, and faculty. Twenty-four hours of clinic per week.

RAD 394 Clinical Practicum III (4)

Clinical course emphasizing progression from the role of assistant to greater independence under the supervision of qualified instructors, radiographers, and faculty. Clinical experiences progress in level of difficulty. Twenty-four hours of clinic per week.

RAD 432 Radiation Biology and Protection (3)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose.

RAD 439 Radiation Biology and Protection (2)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose.

RAD 454 Comparative Pathology (3)

This course is designed to provide the student with the knowledge of human disease or trauma and how these processes are depicted by various imaging technologies.

RAD 472 Radiologic Technology Symposium (3)

The study and analysis of selected examinations/procedures and digital imaging topics form the basis of this course with an emphasis on preparation for the board examination.

RAD 481 CT Instrumentation and Physics (2)

Examination of computed tomography (CT) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control.

RAD 483 CT Procedures and Protocols (2)

Examination of computed tomography (CT) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures.

RAD 484 Digital Imaging (3)

This course examines the study and analysis of radiographic image production and image evaluation from a computed radiography (CR) and digital imaging perspective. Picture archiving communication systems (PACS), radiology information systems (RIS), and hospital information systems (HIS) will be discussed.

RAD 490 Clinical Practicum IV (4)

Moves the student towards full independence. Provides opportunities to refine skills through independent practice. Twenty-four hours of clinic per week.

RAD 494 MRI Instrumentation and Physics (2)

Examination of magnetic resonance imaging (MRI) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control.

RAD 495 MRI Procedures and Protocols (3)

Examination of magnetic resonance imaging (MRI) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures.

RAD 496 Clinical Practicum V (4)

Clinical course emphasizing the student's move to full independence in the clinical setting. Provides opportunities to refine skills through independent practice and explore advanced modalities such as CT, MRI, Interventional Radiology, Cardiac Cath Lab, and Mammography. Twenty-four hours of clinic per week.

NEURODIAGNOSTIC TECHNOLOGY

MISSION

The mission of the Baptist University Neurodiagnostic Technology (NDT) program is to prepare competent entry-level neurodiagnostic technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

ASSOCIATE PROGRAM LEARNING OUTCOMES

Upon completion of the Neurodiagnostic Technology associate of science degree program, the graduate will:

- Function as a knowledgeable entry-level neurodiagnostic technologist.
- Demonstrate proficiency in performing basic neurodiagnostic testing.
- Exhibit behavior/skills that reflect professionalism, appropriate clinical reasoning, effective communication and time management skills.
- Recognize the importance of maintaining current practices based on relevant neurodiagnostic research, standards and guidelines.

BACHELOR PROGRAM LEARNING OUTCOMES

Upon completion of the Neurodiagnostic Technology bachelor of health sciences degree program, the graduate will:

- Function as a knowledgeable advanced-level neurodiagnostic professional.
- Integrate advanced neurodiagnostic practice within healthcare systems.
- Exhibit behavior skills that reflect professionalism, appropriate clinical reasoning, effective communication and time management skills.
- Recognize the importance of maintaining current practices based on relevant neurodiagnostic research, standards and guidelines.

ACCREDITATION OF THE PROGRAM

The program is accredited by the Commission on Accreditation of Allied Health Education Programs ([CAAHEP](http://www.caahep.org)) on recommendation by the Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT).

- CAAHEP (9355-113th St. N., #7709 Seminole, FL 33775, 727-210-2350, www.caahep.org)
- CoA-NDT (1449 Hill Street Whitinsville, MA 01588, 978-338-6300, www.coa-ndt.org)

TECHNICAL STANDARDS FOR NEURODIAGNOSTIC TECHNOLOGY

The Neurodiagnostic Technology Associate's and Bachelor's degree from the Baptist Health Sciences University indicates the holder is a technologist who is prepared to enter into supervised practice in neurodiagnostic technology. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the AS or BHS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of training, with or without reasonable accommodations.

To be qualified for the performance of neurodiagnostic technology, future training, and subsequent credentialing exams, the candidate must demonstrate competency in five requisite areas: observation and sensory; communication; motor; intellectual-conceptual; and behavioral and social attributes. Students are required to demonstrate said competencies to provide safe and effective neurodiagnostic care in outpatient clinic and hospital environments.

Baptist Health Sciences University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards in an independent manner.

The national board examinations for neurodiagnostic technology may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from Baptist University's Neurodiagnostic Technology program will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is his/her responsibility to report this to the Program Chair and Access Services.

Observation and Sensory

Candidates must be able to acquire a defined level of clinical skills and information in neurodiagnostic science. Candidates and students must be able to obtain information from online course content, intensive laboratory practice and clinical site experiential learning. Students must be able to plan and perform basic neurodiagnostic procedures, troubleshoot technical issues, identify and eliminate artifactual data, identify patterns, provide assistance to the patient when needed, communicate and collaborate with other medical professionals. The observation and information acquisition noted above will require candidates to have functional use of visual, auditory and touch sensations or the functional equivalent. Students must be able to perform visual assessment of neurodiagnostic data.

Communication

A candidate must be able to communicate effectively and efficiently, and to observe patients in order to elicit information, detect and describe changes in mood, activity, and posture; perceive nonverbal communications; and establish a professional relationship. A candidate must be able to respectfully communicate effectively, efficiently and sensitively with patients, their families, faculty, peers and all other members of the health care team. Communication includes speech, reading and writing or the functional equivalent.

Motor

Candidates must, after a reasonable period of training, possess the capacity to assist patient in positioning (lifting or transferring patients), apply appropriately placed recording or stimulating electrodes, operate neurodiagnostic instruments appropriately, perform necessary clean up and system maintenance. They must be able to respond to clinical situations in a timely manner, communicate with emergency responders, and initiate BLS/CPR if needed. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, equilibrium, and functional use of the senses of touch and vision or the functional equivalent.

Intellectual - Conceptual

Candidates must possess proficient measurement, calculation, reasoning, problem solving, and analysis skills. They must have the intellectual capability to increase their fund of information and knowledge base through various media as well as from online course materials, recorded lectures, current literature and journals; and to make use of clinical experiential learning during their clinical site rotations. Neurodiagnostic technologists must demonstrate professional integrity, compassion, interpersonal skills, and a commitment to strict adherence to ABRET standards and ACNS guidelines.

Behavioral and Social Attributes

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, while maintaining mature, sensitive, caring relationships with patients. Students must be able to function effectively under stressful conditions, and adapt to changing environments. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process. Students must display flexibility and a spirit of cooperation with faculty, classmates, and colleagues. Candidates must be able to serve (in an appropriate manner), all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Neurodiagnostic Technology Program Chair and/or Access Services if reasonable accommodations are required at any point.

APPLYING TO THE PROGRAM (BOTH FOR THE ASSOCIATE OF SCIENCE DEGREE AND THE BACHELOR OF HEALTH SCIENCES DEGREE)

A student is considered to be in the pre-Neurodiagnostic Technology program once they are admitted to Baptist University and have declared a major. To progress from pre- Neurodiagnostic Technology to the clinical major, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts starting associate level courses begin the program course work in the fall trimester. Class size is limited and the selection process is competitive. Enrollment into junior and senior level bachelor's degree courses in NDT is ongoing and can begin at the start of any term in the year.

First-time college students are encouraged to begin their college education at Baptist University. If students are currently enrolled in another college, it is strongly recommended that they apply for admission to Baptist University as soon as possible to complete the required pre-program college level courses.

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 12 credit hours of pre-program course work with a C or better, as specified by the Neurodiagnostic Technology program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Intent to Apply form guarantees consideration into the selection process for the program. The selection process to the program is outlined in the Baptist University Catalog.

To be considered in the selection process, applicants should maintain a cumulative college GPA of 2.7 or above. Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the Neurodiagnostic program will evaluate all completed applications. Applicants with a strong academic background and currently enrolled in Baptist University, or applicants completing preprogram courses at institutions with collaborative or articulation agreements will receive priority consideration for interviews.

Student selection into the program is competitive; applicants meeting minimum selection criteria are not guaranteed an interview.

Selection to the Neurodiagnostic Technology program is based on the following:

- Academic potential for success from the academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the preprogram courses.
- Past failures affecting cumulative college GPA and preprogram courses may impact selection into the program. Each file will be considered individually.
- Preference may be given to qualified applicants completing courses at Baptist University.
- A personal interview will be required of each applicant. Students will be evaluated on personal strengths and knowledge of the Neurodiagnostic Technology program and profession.

Notification of students:

- Applicants will be notified in writing of selection to the program.

Students enrolling to the Bachelor of Health Sciences Degree in Neurodiagnostic Technology and who have one or more of the following credentials listed here below, will receive block credit for specific course(s).

ABRET: R. EEG T.

ABRET: R. EP T.

AAET: R. NCST or AANEM: CNCT

ABRET: CLTM

ABRET: CMEG

ABRET: CAP

Students applying who have a current **R. EEG T.** will receive block credit for:

NDT 101 Introduction to Neurodiagnostics
 NDT 201 Patient Prep and Instrumentation w/Lab
 NDT 202 Application of Neuroscience Concepts
 NDT 203 Normal Developmental, Pediatric and Adult EEG
 NDT 204 Seizures and Neurological Disorders
 NDT 290 Clinical Practicum I
 NDT 292 Clinical Practicum II
 NDT 293 Clinical Practicum III

Students who have a current **R. EP T.** will receive block credit for:

NDT 205 Basic EP and Neuromonitoring w/Lab

Students who have a current **R. NCST or CNCT** will receive block credit for:

NDT 206 Nerve Conduction Studies

Students who have a current **CLTM** will receive block credit for:

NDT 302 Long-term Monitoring and Continuous EEG
 NDT 403 LTM in Epilepsy Surgery

Students who have a current **CMEG** will receive block credit for:

NDT 401 Introduction to Magnetoencephalography

Students who have a current **CAP** will receive block credit for:

NDT 402 Autonomic Disorders and Testing

PROGRAM PROBATION

A student in the NDT program will be placed on program probation if they fail one of the required NDT courses. Professional-level courses are those identified on the degree plan with a NDT prefix code.

REMOVAL OF PROGRAM PROBATION

A student may be removed from program probation by repeating the failed required NDT course with a passing grade.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Neurodiagnostic Technology Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with a NDT prefix code. Program dismissal appeals can be submitted to the Academic Dean.

PROGRAM READMISSION OF FORMER STUDENTS

The Neurodiagnostic Technology program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- The former student still meets eligibility criteria. Exceptions may be made by the Program Chair, with approval of the Academic Dean, on a case-by-case basis, OR
- The former student, after leaving Baptist University, has earned a credential in neurodiagnostics or has completed another accredited NDT training program.
- Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.

Students in good academic standing who left the program should refer to the Program Chair for readmission criteria.

DEGREE REQUIREMENTS FOR ASSOCIATE OF SCIENCE IN NEURODIAGNOSTIC TECHNOLOGY

General Education		
Course #	Course Title	Credit Hours
AHS 202*	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203 or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110/ 240*	College Algebra/Elements of Calculus	3
PHI	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
	Total	37 Hours

Major Courses		
Course #	Course Title	Credit Hours
NDT 101	Introduction to Neurodiagnostics	3
NDT 201	Patient Preparation and Instrumentation	3
NDT 202	Application of Neuroscience Concepts	3
NDT 203	Normal Developmental, Pediatric and Adult Electroencephalography	3
NDT 204	Seizures and Neurological Disorders	3
NDT 205	Basic Evoked Potentials and Intraoperative Neuromonitoring	3
NDT 206	Nerve Conduction Studies	3
NDT 290	Clinical Practicum I	1
NDT 292	Clinical Practicum II	3
NDT 293	Clinical Practicum III	3
	Total	28 Hours
	Total Credit Hours for Degree Requirement	65 Hours

Degree Plan Subject to Change.

*These courses must be completed as a part of the 12 hours of required pre-program courses to be considered for selection into the Neurodiagnostic Technology Program.

Neurodiagnostic Technology (NDT) associate degree program courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All NDT courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan.

DEGREE REQUIREMENTS FOR BACHELOR OF HEALTH SCIENCES IN NEURODIAGNOSTIC TECHNOLOGY

General Education		
Course #	Course Title	Credit Hours
AHS 202*	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203 or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110/ 240*	College Algebra/Elements of Calculus	3
PHI	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
BIO 202	Anatomy and Physiology II	4
PHY 200	Physics I	4
BIO 301	Pathophysiology	3
HCM 440	Law and Policy in Health Care	3
PHY 205	Physics II	4
BIO 320	Cross Sectional Anatomy	2
MAT 211/HSC 320	Statistics or Research elective	3
	Total	60 Hours
Major Courses		
Course #	Course Title	Credit Hours
NDT 101	Introduction to Neurodiagnostics	3
NDT 201	Patient Preparation and Instrumentation	3
NDT 202	Application of Neuroscience Concepts	3
NDT 203	Normal Developmental, Pediatric and Adult Electroencephalography	3
NDT 204	Seizures and Neurological Disorders	3
NDT 205	Basic Evoked Potentials and Intraoperative Neuromonitoring	3
NDT 206	Nerve Conduction Studies	3
NDT 290	Clinical Practicum I	1
NDT 292	Clinical Practicum II	3
NDT 293	Clinical Practicum III	3
NDT 302	Long-term & Continuous EEG Monitoring	3
NDT 308	Neuroanatomy for Neurodiagnostics I	3
NDT 311	Neuroanatomy for Neurodiagnostics II	3
NDT 401	Introduction to Magnetoencephalography	3
NDT 402	Autonomic Disorders and Testing	3
NDT 403	LTM in Epilepsy Surgery	3
NDT 404	Case Studies in Neurodiagnostics	3
NDT 405	Neuroimaging for Neurodiagnostics	3
NDT 406	Neuropsychology and Assessments	3
NDT 410	Capstone Scholarly Project	6
	Total	61 Hours
Total Credit Hours for Degree Requirement		121 Hours

Degree Plan Subject to Change.

*These courses must be completed as a part of the 12 hours of required pre-program courses to be considered for selection into the Neurodiagnostic Technology Program.

Neurodiagnostic Technology (NDT) bachelor degree program will accept students every term.

NEURODIAGNOSTIC TECHNOLOGY BACHELOR OF HEALTH SCIENCES DEGREE COURSE DESCRIPTIONS

NDT 101 Introduction to Neurodiagnostics (3)

This course provides an overview of the different neurodiagnostic testing and monitoring modalities. The course introduces and identifies the responsibilities, knowledge, skills, and behaviors of technologists performing these modalities.

NDT 201 Patient Preparation and Instrumentation (3)

This course provides instruction in electrode placement and basic neurodiagnostic instrumentation for EEG, EP and NCS. The emphasis is on the electrical signals and responses generated by the nervous system as recorded using neurodiagnostic technology. Two hours lecture, three hours lab per week (intensive).

NDT 202 Application of Neuroscience Concepts (3)

This course provides instruction in neurophysiological science concepts as these apply to clinical neurodiagnostic testing. The course includes neurochemical basis of nerve function, overview of neuroanatomical structures and systems such as the visual, auditory, vestibular, olfactory, motor, limbic, and somatosensory.

NDT 203 Normal Developmental, Pediatric and Adult Electroencephalography (3)

This course begins with the distinctive changes in the neonatal brain as it develops both before and after birth and landmarks in development as the neonate matures. Pediatric stages of development and normal adult patterns are introduced. Normal sleep, waking, and normal variant patterns are also described

NDT 204 Seizures and Neurological Disorders (3)

This course is a study of electroencephalographic abnormalities associated with epilepsy, cerebrovascular disorders, neoplasms, infections, neurological disorders, disease processes and syndromes.

NDT 205 Basic Evoked Potentials and Intraoperative Neuromonitoring (3)

This course provides instruction in evoked potential testing including visual, brainstem auditory and somatosensory evoked potentials. Clinical utility is discussed and intraoperative uses of evoked potentials are introduced. Two hours lecture, three hours lab per week (intensive).

NDT 206 Nerve Conduction Studies (3)

This course describes basic nerve conduction procedures including standard peripheral nerve testing, late responses, blink reflex, repetitive stimulation, anomalous innervations, artifacts and normal control distributions. The clinical utility of NCS in neuropathy, motor neuron disease, radiculopathy, plexopathies and disorders of the neuromuscular junction are described. Two hours lecture, three hours lab per week (intensive).

NDT 290 Clinical Practicum I (1)

Introduction to the clinical setting in which students will participate in experiential learning activities in neurodiagnostic technology. Cognitive, psychomotor, and behavioral skills will be evaluated. One day of clinical experience per week.

NDT 292 Clinical Practicum II (3)

During this clinical practicum students will be exposed to the daily workings of a neurodiagnostic laboratory. Students will watch EEG recordings done by staff. While under the supervision of preceptors, students will measure and apply EEG electrodes and run EEG recordings. Students will observe the policies and procedures and infection control protocol while participating in their clinical practicums. During this course, the student will add to their clinical hours for a total of 250 hours of clinical experience. This course will be followed by NDT 293 during which the student will complete an additional 250 hours, plus engage in credentialing board preparation practice exams and exercises.

NDT 293 Clinical Practicum III (3)

During this clinical practicum students will be exposed to the daily workings of a neurodiagnostic laboratory. While under the supervision of preceptors, students will measure and apply EEG electrodes and run EEG recordings. Students will observe the policies and procedures and infection control protocol while participating in their clinical practicums. During this course, the student will add to their clinical hours for a total of 500 hours of clinical experience. This course also contains review materials and practice exams that help prepare the student for their credentialing board exams.

NDT 302 Long-term & Continuous EEG Monitoring (3)

This course provides instruction in long-term monitoring as it is performed in the Intensive Care Unit, Neurotelemetry Unit or the Epilepsy Monitoring Unit.

NDT 308 Neuroanatomy for Neurodiagnostics I (3)

This course uses clinical case-based learning to extend knowledge of the human nervous system and relate the impact of neurological disorders, diseases and injuries. Usefulness of neurological exam, investigative testing, and interventional treatments are illustrated in clinical case presentations.

NDT 311 Neuroanatomy for Neurodiagnostics II (3)

This course continues clinical case-based learning involving deeper brain structures extending knowledge of the human nervous system and relating the impact of neurological disorders, diseases and injuries. *Prerequisite NDT 308.*

NDT 401 Introduction to Magnetoencephalography (3)

This course provides a didactic overview of magnetoencephalography. The course will include, but is not limited to, basic concepts, the origin of signals, recording spontaneous activity, evoked magnetic fields and uses in investigations of epilepsy.

NDT 402 Autonomic Disorders and Testing (3)

This course provides didactic instruction in autonomic testing methods and an overview of autonomic disorders, their signs and symptoms.

NDT 403 LTM in Epilepsy Surgery (3)

This course provides instruction in the neurodiagnostic technologist's role in preparing patients for epilepsy surgery including monitoring during the placement of grids, strips and depth electrodes by a neurosurgeon. The course includes phase II long-term monitoring and cortical stimulation during surgery. *Prerequisite NDT 302.*

NDT 404 Case Studies in Neurodiagnostics (3)

This course provides experiential learning through published case studies in which neurodiagnostics played an important role. Students will read case studies, participate in online discussion of the cases and compile a portfolio of case studies including, but not limited to, neurological disorders and epilepsy.

NDT 405 Neuroimaging for NDT (3)

This course is an overview of neuroimaging techniques including, but not limited to, computed axial tomography, magnetic resonance imaging, magnetoencephalography, functional magnetic resonance imaging, positron emission tomography, single-photon emission computed tomography and the integration of these imaging methods with neurodiagnostic testing. The course will also include case studies where neuroimaging is an integral part of the diagnosis.

NDT 406 Neuropsychology and Assessments (3)

This course introduces the use of neuropsychology in the assessment of patients and neuropsychological comorbidities of neurological disorders. This course will provide instruction for technologists to work in interprofessional collaboration with a neuropsychologist in a clinical setting, epilepsy monitoring or surgical cases.

NDT 410 Capstone Scholarly Project (6)

This course enhances the student's clinical or administrative, analytical and problem-solving skills through the completion of a project under the supervision and guidance of a faculty member. *Prerequisites either MAT/HSC/AHS Statistics or Research elective.*

NUCLEAR MEDICINE TECHNOLOGY

MISSION

The Nuclear Medicine Technology (NMT) degree program of Baptist University will prepare competent entry-level nuclear medicine technologists to provide responsive, quality care and service.

PROGRAM LEARNING OUTCOMES

Upon completion of the NMT program, the graduate will be able to:

- Function as a knowledgeable entry-level nuclear medicine technologist.
- Exercise independent judgment and critical thinking skills in the technical performance of nuclear medicine procedures.
- Model attitudes reflecting professionalism, including effective communication skills, ethical care, and compassionate care.

ACCREDITATION OF THE PROGRAM

The NMT program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). The contact information for the JRCNMT is 820 W. Danforth Rd. #B1, Edmond, OK, 73003, (405) 285-0546, www.jrcnmt.org. The JRCNMT holds recognition from the Council for Higher Education Accreditation (CHEA).

TECHNICAL STANDARDS FOR NUCLEAR MEDICINE TECHNOLOGY

The Bachelor of Science (BS) degree with a major in Nuclear Medicine Technology (NMT) from Baptist Health Sciences University (BHSU) indicates the holder is prepared to function as a competent entry-level nuclear medicine technologist. All applicants and matriculated students possess certain essential abilities and characteristics required for completion of the Nuclear Medicine Technology (NMT) program that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of nuclear medicine technology training, with or without reasonable accommodations. The NMT program has established technical standards, which outline the essential abilities and characteristics required for the completion of the program.

Baptist Health Sciences University's Nuclear Medicine Technology program is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards in an independent manner.

The national board examinations for nuclear medicine technology may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from Baptist Health Sciences University will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is the student's responsibility to report this to the Program Chair and Access Services.

Motor Skills

Student must be able to perform gross motor skills such as help lift or transfer patients, manipulate and/or move heavy nuclear medicine equipment, and perform delicate, detailed, and difficult manipulative tasks such as venipuncture.

Mobility

Student must be able to stand or sit for extended periods of time. Student must be able to move from room to room and maneuver in small areas. Students must be able to reach and manipulate equipment to its highest point (6 feet).

Vision

Student vision must be sufficient for observation and assessment necessary for the care of patients and operation of equipment. Student must be able to see and distinguish black, white, and various color combinations on display devices and recorded images, allowing them to distinguish subtle changes in image detail.

Hearing

Student auditory ability should allow for detection of audible alarms and background sounds during procedures to ensure patient/staff safety. Student auditory capabilities should allow them to hear patient requests, monitoring devices, and instructions from staff or physicians made in a normal voice.

Communication

Student must be able to express, comprehend, and exchange information in English through written and verbal communication.

Intellectual

Student must have the ability to make clinical judgement using critical thinking. Student must be able to utilize electronic technology in didactic, laboratory, and clinical environment.

Behavioral and Social

Student must have the emotional maturity and stability to approach a highly stressful human situation in a calm and rational manner. Students are expected to exhibit integrity, honesty, professionalism, compassion, and display a spirit of cooperation and teamwork.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Nuclear Medicine Technology Program Chair and/or Access Services if reasonable accommodations are required at any point.

APPLYING TO THE PROGRAM

A student is considered to be in the pre-Nuclear Medicine Technology program once they are admitted to Baptist University and have declared a major. To progress from pre- Nuclear Medicine Technology to the clinical major, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the fall trimester. Class size is limited and the selection process is competitive.

First-time college students are encouraged to begin their college education at Baptist University. If currently enrolled in another college, we strongly recommend that you apply for admission to Baptist University as soon as possible to complete the required pre-program college level courses.

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 24 credit hours of pre-program course work with a C or better, as specified by the Nuclear Medicine Technology program degree requirements.

Step 5: Hold a program prerequisite GPA of 2.7 or higher on a 4.0 scale.

Step 6: Submit the Allied Health Intent to Apply Form.

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 3.0 or above and earn a B or better in all pre-program courses.

PROGRAM SELECTION PROCESS

A selection committee for the NMT program will evaluate all completed applications. Applicants meeting the following criteria will receive priority consideration for interviews: current enrollees at Baptist University, applicants with a strong academic background, and applicants completing preprogram courses at institutions with collaborative or articulation agreements. Student selection into the program is competitive; applicants meeting minimum selection criteria are not guaranteed an interview. Some students may choose to indicate interest in more than one program to increase their chances of being accepted during a year of highly competitive applicants.

Selection to the NMT program is based on the following:

- Academic potential for success from the academic record. The academic record will include the applicant's program prerequisite GPA and science courses GPA.
- Preference may be given to qualified applicants completing courses at Baptist University and to those qualified applicants who have earned a RT(R) ARRT credential.
- A personal interview will be required of each applicant. Applicants may be required to write an essay that will be completed on the campus of Baptist University prior to the personal interview. Students will be evaluated on personal strengths and knowledge of Nuclear Medicine Technology.

Notification of Selection

- Applicants will be notified in writing of selection to the NMT program. Selection decision letters are sent to the applicant's Baptist University email account during the same term of the interview.

PROGRAM PROBATION

A student who fails to perform satisfactorily (i.e., final course grade of "D", "F", or "WF") in a professional-level course in the Nuclear Medicine Technology Program will be placed on Program Probation. Professional-level courses are those identified on the degree plan with a NMT prefix code. The Program Chair and/or Academic Dean may develop an individual delayed progression plan for the student. Delayed progression plans may include repeating a course as scheduled, completing a course by directed study, and/or auditing a course. No academic credits are awarded for audited courses. To successfully complete an audited course, the student on program probation must receive the equivalent of a passing grade to receive the audit credit (AU grade) and move forward in the program.

REMOVAL OF PROGRAM PROBATION

A student in the Nuclear Medicine Technology Program who is placed on Program Probation is not eligible for removal of the Program Probation status. Students on Program Probation will remain on probation until they graduate or otherwise leave the program.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Nuclear Medicine Technology Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with a NMT prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

The Nuclear Medicine Technology program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Student must show evidence of proven academic and clinical performance since academic dismissal by earning an associate degree or higher from an accredited medical radiography program. Applicant must be RT(R) eligible and admitted to Baptist University at the time of reapplying to the NMT program.
- Major courses within the NMT program must be completed in sequence with no credit given for prior courses completed within the major.
- A student is eligible for readmission to the NMT program once.
- Readmission is not guaranteed and is contingent on available space. Students readmitted must comply with current program policies.
- The Program Chair reserves the right to deny readmission to students whose past academic and/or clinical performance does not meet program standards.

Students in good academic standing who left the program should refer to the Program Chair for readmission criteria.

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY

Nuclear Medicine Technology (NMT) major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan. Please refer to the NMT sample degree plan for course sequencing.

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
BIO/CHE/PHY	Natural Sciences w/ lab	4
CHE 115	General Chemistry I	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102*	English Composition II	3
ENG 104	Medical Writing	1
ENG 201, 202, 203, or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320/ MAT 211	Research for Health Professionals/ Statistics	3
MAT 110/MAT 240 *	College Algebra/Elements of Calculus	3
PHI 201, 202, or 301	Philosophy Elective	3
PHY 200	Physics I	4
PSY 201	General Psychology	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		62 Hours

Major Courses		
Course #	Course Title	Credit Hours
NMT 311	Patient Care in Nuclear Medicine	2
NMT 314	Foundations of Nuclear Medicine Technology	3
NMT 322	Clinical Procedures I	2
NMT 333	Radiation Physics	2
NMT 334	Nuclear Physics and Instrumentation	3
NMT 352	Applied Pharmacology	1
NMT 393	Clinical Practicum I	4
NMT 396	Introduction to Clinical Practice	4
NMT 425	Clinical Procedures II	2
NMT 439	Radiation Biology and Protection	2
NMT 442	Clinical Procedures III	2
NMT 451	Nuclear Cardiology	3
NMT 452	Advanced Cardiology	1
NMT 453	PET Instrumentation and Procedures	3

Major Courses		
NMT 454	Nuclear Pharmacy	2
NMT 455	Radionuclide Therapies	1
NMT 463	Research Methods I	1
NMT 464	Research Methods II	1
NMT 472	Nuclear Medicine Symposium	3
NMT 482	CT Instrumentation and Physics	2
NMT 483	CT Procedures and Protocols	2
NMT 484	MRI Instrumentation and Physics	2
NMT 490	Clinical Practicum II	5
NMT 496	Clinical Practicum IV	5
NMT 497	Clinical Practicum III	4
	Total	62 Hours
	Total Hours for Degree Requirement	124 Hours

Degree Plan Subject to Change.

***These general education courses must be completed as a part of the 24 hours of required preprogram courses to be considered for selection into the Nuclear Medicine Technology Program.**

REGISTERED TECHNOLOGIST RADIOGRAPHY RT(R)-BACHELOR OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY ADMISSIONS PATHWAY

Credentialed medical radiographers may apply for the Bachelor of Science in Nuclear Medicine Technology. Applicants who meet the admission criteria for Baptist University and hold a valid R.T.(R) ARRT credential will receive block credit of 23 credit hours. Additionally, the completion program required a total of 45 General Education credit hours and a total of 56 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

Block Credit*		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
COM 211	Speech Fundamentals	3
HSC 301	U.S. Health Care Systems	3
PHY 200	Physics I	4
NMT 311	Patient Care in Nuclear Medicine	2
NMT 333	Radiation Physics	2
NMT 439	Radiation Biology and Protection	2
Total		23 Hours

*Total block credit hours for R.T. (R)(ARRT) will be awarded upon successful completion of NMT 314 Foundations of Nuclear Medicine Technology. The R.T. (R)(ARRT) certification must be verified no later than the start of the major courses.

General Education		
Course #	Course Title	Credit Hours
BIO 201**	Anatomy and Physiology I	4
BIO 202**	Anatomy and Physiology II	4
BIO/CHE/PHY**	Natural Sciences w/ lab	4
CHE 115**	General Chemistry I	4
ENG 101**	English Composition I	3
ENG 102**	English Composition II	3
ENG 104	Medical Writing	1
ENG 201, 202, 203, or 204	Literature Elective	3
HSC 105	Baptist University Online /Completion Experience	1
HSC 320/MAT 211	Research for the Health Professionals/ Statistics	3
MAT 110/MAT 240 **	College Algebra/Elements of Calculus	3
PHI 201, 202, or 301	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		45 Hours

**BIO 201, BIO 202, CHE 115, ENG 201, ENG 102, MAT 110/240, and Natural Science must be completed with "C" or better prior to start of first Spring trimester in the nuclear medicine technology program.

Major Courses		
Course #	Course Title	Credit Hours
NMT 314	Foundations of Nuclear Medicine Technology	3
NMT 322	Clinical Procedures I	2
NMT 334	Nuclear Physics and Instrumentation	3
NMT 352	Applied Pharmacology	1
NMT 393	Clinical Practicum I	4
NMT 396	Introduction to Clinical Practice	4
NMT 425	Clinical Procedures II	2
NMT 442	Clinical Procedures III	2
NMT 451	Nuclear Cardiology	3
NMT 452	Advanced Cardiology	1
NMT 453	PET Instrumentation and Procedures	3
NMT 454	Nuclear Pharmacy	2
NMT 455	Radionuclide Therapies	1
NMT 463	Research Methods I	1
NMT 464	Research Methods II	1
NMT 472	Nuclear Medicine Symposium	3
NMT 482	CT Instrumentation and Physics	2
NMT 483	CT Procedures and Protocols	2
NMT 484	MRI Instrumentation and Physics	2
NMT 490	Clinical Practicum II	5
NMT 496	Clinical Practicum IV	5
NMT 497	Clinical Practicum III	4
	Total	56 Hours
	Total Hours for Degree Requirement	124 Hours

TENNESSEE TRANSFER PATHWAY (TTP)

The TTP constitutes an agreement between community colleges and four-year colleges/universities confirming that community college courses meet major preparation requirements. Baptist University accepts 51 block credit hours for the A.A.S. Imaging Sciences pathway into the Nuclear Medicine Technology curriculum.

NUCLEAR MEDICINE TECHNOLOGY COURSE DESCRIPTIONS

NMT 311 Patient Care in Nuclear Medicine (2)

Focus on the development of clinical skills necessary to safely and effectively care for Nuclear Medicine patients. Emphasis placed on developing compassionate and ethical care including effective communication, infection control, dose administration, patient support, and patient transport. Course includes one credit hour theory, one credit hour lab. *Prerequisite: Acceptance into the NMT program.*

NMT 314 Foundations of Nuclear Medicine Technology (3)

Introduction to the basic principles and practice of nuclear medicine technology. Course will also include an introduction to professional organizations, professional issues, and medical ethics/law. *Successful completion of program pre-professional courses or permission of the program chair.*

NMT 322 Clinical Procedures I (2)

Study of the clinical theory as it applies to routine nuclear medicine procedures. Includes development of skills in image analysis, data collection, and case presentations.

NMT 333 Radiation Physics (2)

Review of necessary math and physics, the structure of matter including electron configurations and the nucleus, the x-ray circuit, interactions between ionizing radiation and matter, and the application of principles necessary for the production of x-rays and gamma rays. Cross-listed with RAD 333.

NMT 334 Nuclear Physics and Instrumentation (3)

Study of nuclear physics including radionuclide production. Study of the components and performance characteristics of nuclear detectors including statistics of counting, energy spectrum analysis, and theory of processing images, and performance criteria including quality control procedures. Course includes two credit hours theory and one credit hour lab.

NMT 352 Applied Pharmacology (1)

Study of adjunct medications used in nuclear medicine procedures during an in-vitro, diagnostic imaging, or therapeutic procedure to include preparation, dosage, dose administration, mechanism of action, side effects and patient monitoring. Also included are the preparation and administration of oral and IV contrasts used in the performance of imaging studies.

NMT 393 Clinical Practicum I (4)

Clinical experience obtained through assigned clinical rotations in routine and specialty areas. Twenty-four hours of clinical experience per week.

NMT 396 Introduction to Clinical Practice (4)

An introduction to the basic principles of clinical education. Course will include medical informatics and radiation safety regulations aspects including radiation monitoring, detection devices, and adherence to ALARA. Also included is the development of skills in venipuncture and administration of radioactive and non-radioactive agents. Course includes one credit hour theory, one credit hour lab, and two credit hours supervised clinical experience.

NMT 425 Clinical Procedures II (2)

Continuation of the study of clinical theory as it applies to nuclear medicine procedures including development of skills in image analysis, data collection, and case presentations.

NMT 438 Radiation Biology and Protection (3)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-listed with RAD 432.

NMT 439 Radiation Biology and Protection (2)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-listed with RAD 432.

NMT 442 Clinical Procedures III (2)

Continuation of the study of clinical theory as it applies to nuclear medicine procedures including development of skills in image analysis, data collection, and case presentations.

NMT 451 Nuclear Cardiology (3)

Study of the cardiac system with emphasis on nuclear imaging, quantification, and functional analysis. This course provides further development of clinical skills with emphasis on tomographic imaging.

NMT 452 Advanced Cardiology (1)

Study and application of nuclear cardiology with a focus on the cardiac stress test. Topics covered include patient assessment, stress testing techniques, ECG lead placement, ECG rhythm interpretation, emergency cardiac medications, and advanced life support.

NMT 453 PET Instrumentation and Procedures (3)

Study of radionuclides and instrumentation used in positron emission tomography (PET) imaging. The basic protocols for PET and PET/CT imaging will be discussed including biomarkers used in molecular imaging.

NMT 454 Nuclear Pharmacy (2)

Study of the chemical and biological aspects of radiopharmaceuticals with emphasis on production of radionuclides, preparation and quality control of radiopharmaceuticals, and dose calculations.

NMT 455 Radionuclide Therapies (1)

Study of clinical theory as it applies to therapeutic nuclear medicine procedures. Includes development of skills in therapeutic radiopharmaceutical administration and radiation safety standards.

NMT 463 Research Methods I (1)

Application of research methods with emphasis on performing a project including data collection, statistical analysis, and developing an abstract represented by a scientific poster. Four (4) hours of clinical research per week.

NMT 464 Research Methods II (1)

A continuation of the research process introduced in NMT 463 with emphasis on completion of a final research project. Four (4) hours of clinical research per week.

NMT 472 Nuclear Medicine Symposium (3)

This course is designed to develop leadership skills essential for the success of the health care professional including completion of a research project. Analysis of the Components of Preparedness published by the Nuclear Medicine Technology Certification Board (NMTCB) and Content Specifications for the NMT exam published by the American Registry of Radiologic Technology (ARRT) will be included.

NMT 482 CT Instrumentation and Physics (2)

Examination of computed tomography (CT) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control. Cross-listed with RAD 481.

NMT 483 CT Procedures and Protocols (2)

Examination of computed tomography (CT) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures. Cross-listed with RAD 483.

NMT 484 MRI Instrumentation and Physics (2)

Examination of magnetic resonance imaging (MRI) instrumentation and physics to include system operation and components, image processing, artifact recognition, and safety. Cross-listed with RAD 494.

NMT 490 Clinical Practicum II (5)

Continuation of assigned rotations from Clinical Practicum I. Thirty-two hours of clinical experience per week.

NMT 497 Clinical Practicum III (4)

Continuation of assigned rotations from Clinical Practicum II. Twenty-four hours of clinical experience per week.

NMT 496 Clinical Practicum IV (5)

Continuation of assigned clinical rotations from Clinical Practicum III. Thirty-two hours of clinical experience per week.

RADIATION THERAPY

MISSION

The Radiation Therapy program will graduate competent, entry-level radiation therapists to become members of a multidisciplinary healthcare team, providing empathic care and therapeutic treatment to those who have been diagnosed with cancer.

PROGRAM LEARNING OUTCOMES

Graduates/students of the radiation therapy program will:

- Display clinical competence.
- Communicate effectively.
- Problem solve and think critically.
- Demonstrate professional behavior.
- Meet outcomes consistent with JRCERT Standards of program effectiveness.

ACCREDITATION OF THE PROGRAM

The Radiation Therapy program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The contact information for the JRCERT is 20 North Wacker Drive, Suite 2850, Chicago, IL, 60606-3182, www.jrcert.org, mail@jrcert.org or call (312) 704-5300.

TECHNICAL STANDARDS FOR RADIATION THERAPY

The Bachelor of Science (B. S.) degree, with a major in radiation therapy from the Baptist Health Sciences University indicates the holder is prepared to sit for the American Registry of Radiologic Technologists (ARRT) Radiation Therapy (T) certification examination. Additional requirements for licensure may be required by the state in which a graduate practices. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the B. S. degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training, with or without reasonable accommodations.

To be qualified for the B. S. degree, subsequent certification, state licensure (where applicable), and employment as a Radiologic Technologist in Therapy (Radiation Therapist) the candidate must demonstrate competency in five requisite areas: observation and sensory; communication; motor; intellectual-conceptual; and behavioral and social attributes. Students are required to demonstrate said competencies to provide safe and effective medical care in a wide variety of clinical environments.

The Baptist Health Sciences University Radiation Therapy program is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards in an independent manner.

The national board examinations for radiation therapy may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from the Radiation Therapy program will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is the responsibility of the student to report this to the Program Chair and Access Services.

Observation and Sensory

Candidates must be able to acquire a defined level of information in both the clinical and didactic settings. Candidates and students must be able to obtain information from demonstrations and experiments in the biomedical and basic sciences. Students must be able to assess a patient and evaluate findings accurately. Radiation treatment equipment requires the student has the ability to see the visual display and the manual dexterity to align the patient and set equipment position for the delivery of therapeutic radiation. The student must be able to perform in the low-light setting of the clinical treatment room. Students must have the auditory ability to detect and respond to alarms, emergency signals, and cries for help from the patient. The student must be able to monitor the patient visually and auditorily from the closed circuit monitor outside the treatment room. The observation and information acquisition noted above will require candidates to have functional use of visual, auditory and touch sensations or the functional equivalent.

Communication

A candidate must be able to communicate effectively and efficiently, and to observe patients in order to elicit information, detect and describe changes in mood, activity, and posture; perceive nonverbal communications; and establish a therapeutic relationship. A candidate must be easily understood, be able to respectfully communicate effectively, efficiently and sensitively with patients, their families, faculty, peers and all other members of the health care team. Communication includes speech, reading and writing or the functional equivalent.

Motor

Candidates must, after a reasonable period of training, possess the physical ability, flexibility, strength and stamina sufficient to provide safe and effective care. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. Students continuously engage in standing, walking, carrying objects, pushing/pulling, twisting, bending, reaching forward and overhead, and wrist position deviation. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision or the functional equivalent.

Intellectual - Conceptual

Candidates must possess proficient measurement, calculation, reasoning, and analysis skills. Problem solving, the critical skill demanded of healthcare professionals, requires all of these intellectual abilities. In addition, candidates and students must be able to comprehend three dimensional relationships, to understand and be able to work within the spatial relationships of structures. They must have the intellectual capability to increase their fund of information and knowledge base through various media as well as from course materials, scheduled conferences, lectures, lab practicum, current literature and journals; and to make appropriate evaluations of clinical circumstances. Analytical problem-solving skills are critical in medicine and candidates must be able to perform in a timely manner, tasks utilizing such skills. The practice of radiation therapy implies the protection and safety of patients, not just the ability to pass preparatory examinations. Healthcare professionals are responsible for those in their care and must demonstrate the ability to rapidly process information, make decisions, and perform the appropriate interventions. Certain personal characteristics are expected of a healthcare professional. These include integrity, compassion, interpersonal skills, and motivation.

Behavioral and Social Attributes

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, attend to the care of patients while maintaining mature, sensitive, and effective relationships with patients. Students must be able to function effectively under stressful conditions, adapt to changing environments, and function in the face of the uncertainties inherent in the clinical care of patients. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process. Candidates and students must display flexibility and a spirit of cooperation with faculty, classmates, and colleagues. Candidates must be able serve (in an appropriate manner), all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's

programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Radiation Therapy Program Chair and/or Access Services if reasonable accommodations are required at any point.

APPLYING TO THE PROGRAM

All applicants to the Radiation Therapy program must be enrolled as undergraduate students at Baptist Health Sciences University and be assigned a student identification number (S*****) before applying to the program. The student identification number allows students access to the University's MyCampus intranet, which houses the Allied Health Division's Intent to Apply form submission site.

RADIATION THERAPY PROGRAM APPLICATION CRITERIA

Qualified Applicants must meet all of the stated RT Program Application Criteria:

- Cumulative GPA of 2.7 or higher - (Calculated from courses completed at Baptist Health Sciences University and Baptist Health Sciences University-approved transfer courses)
- Completed 24 credit hours, or more, specific to the RT Program Pre-Requisite Curriculum
- Current Enrollment in OR Successful Completion of:
 - BIO 301: Pathophysiology (Prerequisites: BIO 201, BIO 202)
 And
 - PHY 200: Physics I (Prerequisite: MAT 110)

"INTENT TO APPLY" SUBMISSION & INTERVIEWING

All qualified applicants submit the Allied Health Division's Intent to Apply form for Radiation Therapy during the published acceptance period(s). The Radiation Therapy program accepts Intent to Apply submissions during the academic year with two deadlines, Fall term-Date TBD and Spring term-Date TBD. For each of the deadlines, the program faculty review all Intent to Apply submissions for the RT program.

Each applicant's transcript is reviewed to verify Pre-Application criteria is met and is qualified to interview for the program. All qualified applicants are contacted via Baptist Health Sciences University email account and scheduled for an individual interview during the month of the deadline (October or March).

- Qualified applicants have the right to accept or decline an interview for the RT program.
- Qualified applicants who have previously applied for the RT program, and were not selected, may reattempt the process during the next deadline period.
- All qualified applicants will be interviewed without regard to previous application status.

At the time of interview scheduling, the applicant will receive a copy of the Technical Standards for Matriculation, Retention, and Graduation for Radiation Therapy. It is the responsibility of the student to read this policy. This policy is also available in the University Catalog and on the University's website.

INTERVIEW PROCESS

All qualified applicants are interviewed for selection to the program. A team of program faculty members conduct an interview with each individual applicant. The interview evaluates the applicant's oral communication skills, knowledge of the profession, affective aptitude for clinical practice, and establishes a cognitive baseline. Each applicant is scored based on performance in the oral interview, cognitive assessment and average GPA earned in the completed pre-requisite curriculum, not the cumulative GPA.

PROGRAM SELECTION PROCESS

The composite interview scores of all applicants are ranked from highest to lowest. The program capacity allows for seven (7) students in each cohort. During the Fall term interviewing period, the four (4) top ranked applicants are selected for the cohort. During the Spring interviewing period, the three (3) top ranked applicants are selected for the cohort. If the program

is unable to fill the designated spaces during Fall term, remaining spaces will be filled during the Spring term as applicants are available.

These seven (7) selected applicants form the student cohort that will begin RT program course work in the next Fall term. It is ideal to have a full cohort of seven (7) students identified prior to the start of the Summer term so that students can complete all pre-requisite coursework prior to the Fall term of their cohort start date.

SELECTION NOTIFICATION

Each applicant interviewed for the program receives a notification letter via Baptist Health Sciences University email. The notification letter clearly states whether the student was, or was not, selected to the program for that cohort.

For applicants selected to the program, the letter contains an offer to join the designated RT student cohort. The letter details the contact method and deadline to accept or decline the offer. The applicant has the right to accept or decline the acceptance offer. Only applicants who accept the offer by the deadline are added to the designated cohort. It is imperative that the applicant read the letter carefully and follow its instructions to accept the offer to join the RT program. Failure to properly respond by the stated deadline will result in forfeiture of the offer.

For applicants not selected to the program, the letter contains important information about the next opportunity to reapply to the program. The student has the right to pursue other academic programs at the University or to stay with the RT program and reattempt the application process.

The notification letter is copied to the Dean of the Allied Health Division, the RT Program Clinical Coordinator, and the University Registrar.

Students will be reassigned an academic faculty advisor from the Radiation Therapy program if they do not already have one. Students will be reassigned to the RTT major in the term prior to the start of the program coursework.

APPLICANT ACCOUNTABILITY

It is the responsibility of the student to successfully complete all remaining RT program Pre-Requisite courses with a grade of C or better. A student who is unable to complete these courses successfully prior to the start of program courses will be removed from the cohort for which they were selected. A student removed from a cohort for failure to complete the pre-requisites may reapply to the RT program for the next available cohort.

APPLICANT SELECTION RECORD RETENTION

Applicant selection records contain scored interview rubrics and transcript evaluations. All records for applicants who were and were not selected for the program are retained by the RT program director for a period of eight years. After that time, the records are destroyed. Due to the sensitive nature of the information contained within, these records are stored in a locked file cabinet, which is located in the Program Chair's locked office. Only the Program Chair has access to the files. These files are kept for accreditation purposes only.

PROGRAM PROBATION

Students earning unsatisfactory academic performance in the Radiation Therapy program are placed on program probation. Unsatisfactory academic performance is evidenced by failure of one (1) RTT major course. A Final Grade or "D", "F", or "WF" denotes the failure of a course. The current University Catalog defines these Final Grade abbreviations within the Baptist Health Sciences University Grading Policy. A student may submit an appeal as described in the Grade Appeal Policy to the Academic Dean. The decision of the Academic Dean is final.

REMOVAL OF PROGRAM PROBATION

A student in RTT program probation must follow a prescriptive delayed progression action plan to move forward within the major. Voluntary separation by the student from the RTT program is an alternative to the proposed delayed progression action plan.

A student's refusal to follow the delayed progression plan results in program dismissal.

The Program Chair is responsible for design of the delayed progression action plan. Each action plan is specific to the individual needs of the student. The delayed progression action plan may include, but is not limited to course auditing, student-directed study, separation from clinical courses, re-certification of CPR, and additional payment of time-sensitive course fees as necessary.

The RTT program removes a student from program probation upon the successful completion of the failed course on second attempt. However, the student is required to complete the delayed progression action plan through graduation. Repeated failure of the course or any additional course failure results in RTT program dismissal.

PROGRAM DISMISSAL

Failure to perform satisfactorily in two (2) professional-level courses in the Radiation Therapy Program or failure of the same professional level course on the second attempt will result in the program dismissal of the student. Professional-level courses are those in the degree plan with a RTT prefix code. Such course failures may occur concurrently, consecutively or non-consecutively. A Final Grade or "D", "F", or "WF" denotes the failure of a course. The current University Catalog defines these Final Grade abbreviations within the Baptist Health Sciences University Grading Policy.

Failure to follow and/or complete the student's agreed-upon delayed progression action plan will result in program dismissal. Additionally, dismissal may occur when the student fails to maintain a cumulative GPA of 2.0.

A student may submit an appeal as described in the Grade Appeal Policy to the Academic Dean concerning final grade(s) that led to the program dismissal. The decision of the Academic Dean is final.

PROGRAM READMISSION OF FORMER STUDENTS

Students who were accepted into the Radiation Therapy program, began courses within the major, and who were then academically dismissed are not eligible for readmission to the program.

Students in good academic standing who left the program may reattempt the program application process.

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN RADIATION THERAPY

General Education		
Course #	Course Name	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
ENG 101*	English Composition I	3
ENG 102*	English Composition II	3
ENG 103	Writing for the Health Care Profession	1
ENG 201, 202, 203, and 204	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320 /MAT 211	Research for Health Professionals / Statistics	3
MAT 110/MAT 240*	College Algebra/Elements of Calculus	3
PHI 301	Biomedical Ethics and Values	3
PHY 200	Physics I	4
PHY 205	Physics II	4
PSY 201	General Psychology	3
REL 201, 210, 220, 301 or 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
Total		61 Hours

*These courses must be completed as a part of the 24 hours of required preprogram courses to be considered for selection into the Radiation Therapy program.

Major Courses		
Course #	Course Name	Credit hours
RTT 310	Foundations of Radiation Therapy	3
RTT 333	Radiation Physics	2
RTT 389	Introduction to Clinical Practicum	3
RTT 392	Clinical Practicum I	4
RTT 393	Clinical Practicum II	4
RTT 394	Oncology Patient Care	3
RTT 395	Patient Care Procedure Lab	1
RTT 421	Radiation Therapy Symposium	3
RTT 424	Principles and Practice of Radiation Therapy I	4
RTT 425	Principles and Practice of Radiation Therapy II	4
RTT 430	Radiation Therapy Physics I	3
RTT 431	Radiation Therapy Physics II	3
RTT 432	Quality Management	2
RTT 434	Radiation Therapy Treatment Planning	3
RTT 439	Radiation Biology & Protection	2
RTT 486	Digital Imaging	3
RTT 487	CT Instrumentation and Physics	2
RTT 488	CT Procedures and Protocols	2
RTT 492	Clinical Practicum III	4
RTT 493	Clinical Practicum IV	4
RTT 496	MR Instrumentation & Physics	2
Total		61 Hours
Total Credit Hours Degree Requirement		122 Hours

Degree Plan Subject to Change. Radiation Therapy major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan.

REGISTERED TECHNOLOGIST RADIOGRAPHY RT(R)-BACHELOR OF SCIENCE IN RADIATION THERAPY ADMISSIONS PATHWAY

Credentialed medical radiographers may apply for the Bachelor of Science in Radiation Therapy. Applicants who meet the admission criteria for Baptist University and hold a valid R.T.(R) ARRT credential will receive block credit of 31 credit hours. Additionally, the completion program required a total of 36 General Education credit hours and a total of 55 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

Block Credit*		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
COM 211	Speech Fundamentals	3
HSC 301	U.S. Health Care Systems	3
PHY 200	Physics I	4
RTT 333	Radiation Physics	2
RTT 439	Radiation Biology and Protection	2
Total		29 Hours

*Total block credit hours for R.T. (R)(ARRT) will be awarded upon successful completion of RTT 310 Foundations of Radiation Therapy. The R.T. (R)(ARRT) certification must be verified no later than the start of the junior year.

General Education		
Course #	Course Title	Credit Hours
BIO/CHE/PHY **	Natural Sciences w/ lab	4
ENG 101**	English Composition I	3
ENG 102**	English Composition II	3
ENG 103	Writing for the Health Care Profession	1
ENG 201, 202, 203, or 204**	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 105	Baptist University Online /Completion Experience	1
HSC 320 / MAT 211	Research for Health Professional/ Statistics	3
MAT 110 / MAT 240**	College Algebra /Elements of Calculus	3
PHI 301	Biomedical Ethics and Values	3
PSY 201**	General Psychology	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		36 Hours

** Natural Science w/lab, ENG 101, ENG 102, Literature Elective, MAT 110/240, and PSY 201 must be completed with a grade of "C" or better prior to major courses.

Major Courses		
Course #	Course Name	Credit hours
RTT 310	Foundations of Radiation Therapy	3
RTT 389	Introduction to Clinical Practicum	3
RTT 392	Clinical Practicum I	4
RTT 393	Clinical Practicum II	4
RTT 394	Oncology Patient Care	3
RTT 395	Patient Care Procedures Lab	1
RTT 421	Radiation Therapy Symposium	3
RTT 424	Principles and Practice of Radiation Therapy I	4
RTT 425	Principles and Practice of Radiation Therapy II	4
RTT 430	Radiation Therapy Physics I	3
RTT 431	Radiation Therapy Physics II	3
RTT 432	Quality Management	2
RTT 434	Radiation Therapy Treatment Planning	3
RTT 486	Digital Imaging	3
RTT 487	CT Instrumentation and Physics	2
RTT 488	CT Procedures and Protocols	2
RTT 492	Clinical Practicum III	4
RTT 493	Clinical Practicum IV	4
RTT 496	MRI Instrumentation & Physics	2
Total		57 Hours
Total Credit Hours Degree Requirement		122 Hours

RADIATION THERAPY COURSE DESCRIPTIONS

RTT 310 Foundations of Radiation Therapy (3)

Course is designed to provide student with an overview of radiation therapy and the practitioner's role in the health care delivery system. Principles, practices, and policies of health care organizations. Professional responsibilities of the radiation therapist will be discussed.

RTT 333 Radiation Physics (2)

This course reviews necessary math and physics, the structure of matter including electron configurations and the nucleus, the x-ray circuit, interactions between ionizing radiation and matter, and the application of principles necessary for the production of x-rays and gamma rays. Cross-listed with RAD 333.

RTT 389 Introduction to Clinical Practicum (3)

Content is designed to provide students with experiential learning experiences for reinforcing concepts and skills learned in Foundations of Radiation Therapy.

RTT 392 Clinical Practicum I (4)

Clinical experience obtained through assigned rotations in various affiliates. Twenty-four hours of clinic per week.

RTT 393 Clinical Practicum II (4)

Continuation of assigned rotations from Clinical Practicum I. Twenty-four hours of clinic per week.

RTT 394 Oncology Patient Care (3)

Content is designed to provide students with concepts and competencies in assessment and evaluation of the patient diagnosed with cancer under treatment. Psychological needs, physical needs, psychosocial considerations, factor affecting treatment outcome, and medical record management will be present and examined.

RTT 395 Patient Care Procedures Lab (1)

This course provides students with hands-on practice of ARRT-required general patient care skills used to assess and evaluate patients diagnosed with cancer and receiving treatment in the Radiation Oncology department. Role-play and simulation will aid in student development of skills to assist patients with physical, psychological and psychosocial needs that affect treatment outcome.

RTT 421 Radiation Therapy Symposium (3)

This course is designed to develop leadership skills essential for the success of the health care professional. The students will review selected procedures with an emphasis on preparation for board exam and will prepare a portfolio.

RTT 424 Principles & Practice of Radiation Therapy I (4)

Content is designed to examine and evaluate the management of neoplastic disease, while promoting critical thinking and ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be discussed relative to histology, anatomical site and patterns of spread.

RTT 425 Principles & Practice of Radiation Therapy II (4)

A continuation of clinical theory as it applies to neoplastic disease and treatment. Includes the advanced skills needed to analyze complex issues of cancer disease and make informed treatment decisions.

RTT 430 Radiation Therapy Physics I (3)

Provides the student with a knowledge of basic radiation therapy physics. Emphasis on atomic structure, radioactivity, properties and production of high energy x-rays, interactions with matter, measurement of beam parameters including QA of linear accelerators. Use of radioisotopes in Brachytherapy and an introduction to external beam treatment planning.

RTT 431 Radiation Therapy Physics II (3)

Continuation of Radiation Therapy Physics I Measurement of absorbed dose, scattering, and other parameters used in external beam treatment planning and its application in common anatomical sites. Physics and dosimetry of electron beams. Emphasis will be on dosage calculations and technical quality assurance in Radiation Therapy.

RTT 432 Quality Management (2)

This course focuses on quality management programs and continuing quality improvements in radiation oncology. To include the need for quality assurance checks in the clinical area; QA evaluations and tests performed on simulators, treatment units, and therapy planning units; legal and regulatory implications for maintaining appropriate QM guidelines.

RTT 434 Radiation Therapy Treatment Planning (3)

Content is designed to establish factors that influence and govern clinical planning of patient treatment. This encompasses isodose descriptions, patient contouring, radiobiologic considerations, dosimetric calculations, compensations and clinical application of treatment beams. Optimal treatment planning is emphasized along with particle beams. Stereotactic and emerging technologies are presented.

RTT 435 Radiation Biology & Protection (3)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-Listed with RAD 432.

RTT 439 Radiation Biology & Protection (2)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-listed with RAD 439.

RTT 486 Digital Imaging (3)

This course examines the study and analysis of radiographic image production and image evaluation from a computed radiography (CR) and digital imaging perspective. Picture archiving communication systems (PACS), radiology information systems (RIS), and hospital information systems (HIS) will be discussed. Cross-Listed with RAD 484.

RTT 487 CT Instrumentation and Physics (2)

Examination of computed tomography (CT) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control. Cross-Listed with RAD 481.

RTT 488 CT Procedures and Protocols (2)

Examination of computed tomography (CT) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures. Cross-listed with RAD 483.

RTT 492 Clinical Practicum III (4)

Continuation of assigned rotations from Clinical Practicum II. Twenty-four hours of clinic per week.

RTT 493 Clinical Practicum IV (4)

Continuation of assigned rotations from Clinical Practicum III. Thirty-two hours of clinic per week.

RTT 496 MR Instrumentation & Physics (2)

Examination of magnetic resonance imaging (MRI) instrumentation and physics to include system operation and components, image processing, artifact recognition, and safety. Cross-listed with RAD 494.

RESPIRATORY CARE

MISSION

The Respiratory Care program of Baptist University will prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). Additionally, the program will prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advanced practice (which may include an area of clinical specialization).

PROGRAM LEARNING OUTCOMES

Upon completion of the Respiratory Care program, graduates will be able to:

- Demonstrate competence in the cognitive, psychomotor, and affective learning domains of respiratory care practice, as performed by registered respiratory therapists.
- Demonstrate competent interpretation of cardiopulmonary diagnostic findings, as obtained through thoracic assessment techniques, pulmonary function testing, radiographic imaging and clinical laboratory studies.
- Administer basic and advanced respiratory care therapeutic interventions, in a variety of health care settings, with the ability to competently and safely treat and evaluate patients' response to the therapies administered.
- Implement plans for patient, family, and staff education initiatives, while giving consideration to culturally competent behaviors in each of the domains of learning.
- Collaborate with intraprofessional and interprofessional teams to provide direction and input into decisions regarding the provision of respiratory care services and resources.

ACCREDITATION OF THE PROGRAM

The Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The contact information for CoARC is 264 Precision Blvd, Telford, TX 37690, 817-283-2835, www.coarc.com. CoARC holds recognition from the Council for Higher Education Accreditation (CHEA).

TECHNICAL STANDARDS FOR RESPIRATORY CARE

The Baptist Health Sciences University Respiratory Care program, offers two degree pathways, as applicable to professional practice. The Commission on Accreditation for Respiratory Care requires the entry-to-practice degree pathway prepare, "graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)." (CoARC Standard, 3:01). As a bachelor-degree conferring program, the CoARC also requires the entry-to-practice program and the degree advancement program to prepare "leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research and advanced clinical practice (which may include an area of clinical specialization)." (CoARC Standard 3:01)

To assure that candidates for selection, matriculation, and graduation are able to complete the degree course of study and participate fully in all aspects of didactic, laboratory, and clinical practicum education and training, with or without reasonable accommodations, candidates and students selected from matriculation are expected to consistently demonstrate essential behaviors, as applicable to the cognitive, psychomotor, and affective domains of learning.

Candidates seeking selection into the program and students matriculating through the program must demonstrate competency in five requisite domains: observation and sensory; communication; motor; cognitive-conceptual; and behavioral and social attributes. Demonstration of identified competencies is intended to facilitate safety of the individual, patients, and others in diverse educational settings to include, but not limited to clinical practicum settings.

The Baptist University Respiratory Care Program is committed to the selection and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability,

creed, or religion. Candidates with disabilities can request reasonable accommodations, if needed to meet defined technical standards by following the University's policies and procedures and contacting Access Services. As applicable, all candidates and students must be able to perform outlined technical standards in an independent manner.

The national board examinations for respiratory therapy may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from Baptist University, under the entry-to practice or the degree advancement pathway will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change during their enrollment in the academic program, it is the student's responsibility to notify the Program Chair and Access Services.

Observation and Sensory

Students enrolled in program-level courses, to include but limited to clinical practicum courses, must be able to acquire a defined level of information in both the clinical and biomedical sciences. Candidates and students must be able to obtain information from demonstrations and experiments in the biomedical and basic sciences. Students must be able to:

- perform physical examinations of patients within the scope of respiratory care practice using inspection, palpation, percussion, and auscultation techniques; and
- evaluate clinical data, to include but not limited to biological specimens, electrocardiographic, ventilator graphic displays, and radiographic images, identifying detail as appropriate to the data.

The observation and information acquisition noted above will require candidates to have functional, assisted or unassisted use of visual, auditory and touch sensations.

Communication

Candidates for selection and students matriculating through the program must be able to:

- use grammar, terminology, affect, and sensitivity appropriately to facilitate verbal, written, and nonverbal communication;
- observe patients and others in order to elicit information, detect and describe changes in behavior to include but not limited to activity, and posture;
- perceive nonverbal communications, as applicable to sensorium and level of consciousness; and
- establish therapeutic relationships with patients, healthcare professionals, and others.

Communication includes speech, reading and writing or the functional equivalent.

Motor

As appropriate to the course of study, students must possess the capacity to:

- perform physical examinations, to include, but limited thoracic exam, using palpation and percussion techniques,
- apply fine motor skills to manipulate needles, syringes, small devices and appliances, as needed to perform airway management procedures and blood gas sampling, as applicable to diagnostic and therapeutic procedures;
- use gross motor skills for activities that require standing and walking for extended periods of time, positioning and transporting patients, lifting and moving equipment weighing greater than 10 pounds, and participating in emergency care to include, but not limited to cardiopulmonary resuscitation;

These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, in addition to balance and equilibrium.

Cognitive - Conceptual

Students matriculating through the program must be able to demonstrate skills that require them to:

- analysis, interpret, and evaluate information drawn from physical exam and clinical findings, to include but not limited

to radiographic imaging and laboratory studies;

- use information to determine reasonable action to include, but not limited to making inferences for decision-making and problem-solve when providing therapeutic and diagnostic-related interventions; and
- apply basic mathematical skills needed to perform calculations, using the data provided;

Technical competencies related to the cognitive-conceptual are also required for comprehending, processing and applying information gained from course materials to include but not limited to textbook content, class discussion, scientific and journal literature, in addition to materials related to laboratory courses and information received through clinical experiences, to include but limited to medical rounds.

Behavioral and Social Attributes

Students matriculating through the program must exercise appropriate judgment and demonstrate professional behaviors to include, but not limited to:

- communicating with patients, healthcare professionals, and others using acceptable verbal and nonverbal language, when conducting patient interviews and instruction, performing physical exams, therapeutic and diagnostic interventions, interacting as part of the healthcare team when rounding, consulting to plan care, and participating in therapeutic and diagnostic intervention, when interacting with family and/or caregivers during therapeutic and diagnostic interventions when family and/or caregivers are present.
- managing emotions when providing care interventions under stressful conditions, to include, but not limited to participating in cardiopulmonary resuscitation and withdrawal of mechanical ventilatory support;
- adapting to acute and rapidly changing conditions, as determined by patient's clinical presentation and needs or the changing clinical needs of multiple patients, as may emergency department and critical care settings;
- demonstrating empathy and compassion, particularly when interacting with patients, family/caregivers, healthcare professionals and others;
- practicing with integrity and veracity when administering and documenting procedures performed; and
- seeking assistance, as needed to ensure patient safety and individual safety, particularly when performing therapeutic and diagnostic interventions in clinical practice and laboratory instructional settings.

Students are also expected to demonstrate the technical competencies related to the behavioral and affective attributes when interacting with faculty and their peers. These behaviors are applicable regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Respiratory Care Program Chair and/or Access Services if reasonable accommodations are required at any point.

APPLYING TO THE PROGRAM

A student is considered to a pre-Respiratory Care student once they are admitted to Baptist University and have declared the Respiratory Care major. To progress from pre- Respiratory Care to the clinical major, the student must complete required

program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work each spring trimester. Class size is limited and the selection process is competitive.

First-time college students are encouraged to begin their college education at Baptist University. If currently enrolled in another college, we strongly recommend that you apply for admission to Baptist University as soon as possible to complete the required pre-program college level courses.

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 24 credit hours of pre-program course work with a C or better, as specified by the Respiratory Care program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Intent to Apply form guarantees consideration into the selection process for the program.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 2.7 or greater.

Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the Respiratory Care program will evaluate all completed Intent to Apply applications. Applicants meeting the following criteria will receive priority consideration for interviews: applicants currently enrolled at Baptist University, applicants with a strong academic background, and applicants completing preprogram courses at institutions with collaborative or articulation agreements with Baptist University. Student selection into the program is competitive; applicants meeting minimum selection criteria are not guaranteed an interview.

Selection to the Respiratory Care program is based on the following factors:

- Academic potential for success based on academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the prerequisite courses for the program.
- Past failures affecting cumulative college GPA and prerequisite courses. **Failure of prerequisite courses for the program may impact selection and progression into the program after selection.**
- Preferences that may be given to qualified applicants completing courses at Baptist University.
- A sample writing assessment and personal interview which will be conducted on campus at Baptist University. For the sample writing assessment, applicants will be required to answer questions using an essay format. These questions will be completed prior to the personal interview and on the same day. Applicants will be given 30 minutes to complete the essay questions.
- Applicants will be evaluated on their written and verbal communication skills, academic performance, and knowledge of the Respiratory Care profession.

Notification of Selection

- Applicants will be notified in writing to communicate the decision regarding selection into the Respiratory Care Program.

PROGRAM PROBATION

A student who earns a final course grade of “D”, “F”, or “WF” in a course in the Respiratory Care program curriculum will be placed on Program Probation.

REMOVAL OF PROGRAM PROBATION

A student’s program probation status may be removed under the following conditions, the student:

- repeats the course that was failed and earns a final course grade of “C” or higher
- satisfies conditions outlined in the student’s signed progression plan
- earns a cumulative GPA equal or greater than 2.70

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Respiratory Care Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those listed on the degree plan as part of the Major Courses.

Students who are dismissed from the Respiratory Care program are not dismissed from Baptist University, unless the student has been formally dismissal from the university.

PROGRAM READMISSION OF FORMER STUDENTS

The Respiratory Care program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- a cumulative GPA equal or greater than 2.70 at the time of reapplying to the program
- earned credit for required science and math courses within 5 years prior to the time of readmission
- participate in the process for selection for readmission into the program, to include:
 - submitting the Intent to Apply
 - participating in the interview process, to include a writing assessment and interpersonal interview
- If selected for readmission, student must agree to participate in an established progression plan, to include:
 - directed-study course to reinforce and evaluate knowledge and skills, as applicable to content from program-level courses previously taken
 - participate in weekly tutoring sessions, upon resuming courses in the major and for each term enrolled
 - participate in bi-weekly academic development activities with the assigned student-success coach during each term enrolled in the program

***Students may not be considered for readmission into the program within 1-year of leaving the program.**

Students in good academic standing who left the program should refer to the Program Chair for readmission criteria.

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN RESPIRATORY CARE

General Education		
Course #	Course Name	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 205	Microbiology	4
CHE 115	General Chemistry I	4
ENG 101*	English Composition I*	3
ENG 102*	English Composition II*	3
ENG 201, 202, 203 or 204	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320 or MAT 211	Research for the Health Professionals or Statistics	3
MAT 110/MAT 240*	College Algebra/Elements of Calculus	3
PHI 301	Biomedical Ethics and Values	3
PSY 201	General Psychology	3
PSY 301	Human Growth and Development	3
REL201, 210, 220, 301, or 302.	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
Total		58 Hours

*To be considered for selection into the Respiratory Care Program, courses marked with an asterisk must be completed as part of the 24 credit hours of required pre-program courses.

Major Courses		
Course #	Course Name	Credit Hours
AHS 390	Clinical Leadership for Health Sciences Professionals	3
RCP 210	Basic Skills of Respiratory Care Practice	2
RCP 299	Introduction to Clinical Practicum	1
RCP 301	Clinical Practicum	4
RCP 303	Foundations of Clinical Practice	2
RCP 308	Pharmacology	2
RCP 309	Principles of Mechanical Ventilation	2
RCP 310	Foundations of Respiratory Care	3
RCP 311	Respiratory Care Theory I	4
RCP 312	Respiratory Care Theory II	4
RCP 313	Advanced Cardiovascular Life Support Provider Prep	1
RCP 314	Critical Care Pharmacology	1
RCP 315	Clinical Practicum II	3
RCP 350	Applied Anatomy and Physiology	3
RCP 357	Diagnostic Techniques	2
RCP 361	Applied Pathophysiology	3
RCP 401	Clinical Practicum III	4
RCP 406	Clinical Practicum IV	3
RCP 413	Respiratory Care Theory III	4
RCP 416	Capstone Competency in Respiratory Care	2
RCP 421	Clinical Internship in Respiratory Care	3
RCP 430	Neonatal Respiratory Care	2
RCP 433	Expanded Clinical Practice in Respiratory Care	2
RCP 434	Pediatric Respiratory Care	2
RCP 435	Community and Public Health for the Respiratory Care Practitioner	2
Total		64 Hours
Total Credit Hours for Degree Requirement		122 Hours

Respiratory care major courses are offered once during the academic year and are specifically sequenced to assist the student with developing progressively complex competencies, by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily with a final course grade of "C" or higher in order to progress to subsequent courses in the degree plan.

RESPIRATORY CARE ACCELERATED PROGRESSION

The Accelerated Progression pathway is designed to provide first-time freshman students with the option to matriculate through program curriculum requirements to earn the Bachelors of Science (BS) degree with a concentration in Respiratory Care within 3 calendar years.

SELECTION PROCESS FOR ACCELERATED PROGRESSION (First-time Freshmen)

To be eligible for consideration of selection into the Respiratory Care Accelerated Progression option, first-time freshman students must meet the following criteria:

- GPA and ACT/SAT Requirements (based on a sliding scale)

ACT/SAT Score	High School GPA
20/1040	3.50
21/1080	3.35
22/1110	3.20

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Submit the Allied Health Intent to Apply Form.

Students enrolled under the Accelerated Progression option will complete major courses in the same sequence as detailed in the curriculum plan. However, in collaboration with the student's academic advisor, general education courses may be resequenced, as needed.

RESPIRATORY CARE PROGRAM ADVANCED PROGRESSION

The Advanced Progression pathway provides students who have earned a high number of transfer credit hours the option to satisfy major course requirements earlier in their academic studies. This option offers the following opportunities:

- Provides students who have been awarded a high number of transfer credit hours to begin taking the major courses prior to completing all required General Education courses. This provides a clinical start date earlier than anticipated.
- Provides students with a re-sequenced Degree Plan that places several General Education courses to be taken during the student's senior year of study.
- Provides students with the opportunity to satisfy major courses prior to completing degree requirements. This option allows students to have an extended period to prepare for the National Board for Respiratory Care (NBRC) credentialing exam. Students will be eligible to apply to take the NBRC-credentialing exam after receiving the Bachelor of Science degree.

SELECTION PROCESS FOR ADVANCED PROGRESSION (Transfer Students)

To be considered for Advanced Progression, transfer students must:

- Possess a cumulative GPA of 3.1 or higher; and
- Agree to the curriculum sequence established prior to beginning Respiratory Care courses.

Advanced Progression is available to students in the Respiratory Care program only. The Advanced Progression option is not applicable to practicing registered respiratory therapists (RRTs). RRTs may pursue selection into the RRT-BS Completion program, which is a degree advancement program.

REGISTERED RESPIRATORY THERAPIST – BACHELOR OF SCIENCE (RRT-BS) RESPIRATORY CARE COMPLETION PROGRAM

This program is designed for registered respiratory therapists (RRTs) seeking to advance their degree by obtaining a Bachelor of Science (BS) in Respiratory Care. RRTs who hold a diploma or associate degree in Respiratory Care are eligible for admission into RRT-BS Completion Program.

Selection

To be considered for selection into the RRT-BS Completion program, applicants must meet the following minimum requirements:

- Meet all Baptist University admission requirements and be accepted to the University;
- Hold an active RRT credential from the National Board for Respiratory Care (NBRC);
- Hold a current license to practice Respiratory Care from the state in which they practice.

Applicants admitted to Baptist University may be simultaneously admitted to the RRT-BS Completion Program after participating in an interview with Respiratory Care Program faculty. Unlike students accepted into the traditional Respiratory Care Program, RRT-BS applicants may start this program with the start of the fall, spring or summer term.

Progression

Upon admission into the RRT-BS Completion Program, students may enroll in:

- Major and required general education/health studies (GEHS) courses any term the course is offered; and
- Major courses and GEHS courses simultaneously; students do not have to complete required general education courses prior to enrolling in major courses.

Students may enroll as a full-time or part-time student; full-time status is not required for RRT-BS Completion students.

DEGREE REQUIREMENTS FOR RRT – BS COMPLETION PROGRAM

Baptist University encourages degree advancement for registered respiratory therapists (RRTs) holding an associate degree or diploma from a Commission on Accreditation for Respiratory Care (CoARC) accredited Respiratory Care program.

Students may receive credit for general education/health studies (GEHS) courses transferred in from other regionally accredited colleges and universities. Additionally, students may have options to be awarded credit-for prior learning (CPL) for GEHS and/or major courses.

The RRT credential is recognized as evidence of advanced competency in the field of Respiratory Care. Applicants who have met the admission criteria for Baptist University and hold a valid RRT credential will receive a block credit of 48 credit hours. Additionally, the completion program requires a total of 56 General Education credit hours and a total of 18 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

Block Credit		
Course #	Course Title	Credit Hours
RCP 210	Basic Skills in Respiratory Care Practice	2
RCP 299	Introduction to Clinical Practicum	1
RCP 301	Clinical Practicum I	4
RCP 303	Foundations of Clinical Practice	2
RCP 308	Pharmacology	2
RCP 309	Principles of Mechanical Ventilation	2
RCP 310	Foundations of Respiratory Care	3
RCP 311	Respiratory Care Theory I	4
RCP 312	Respiratory Care Theory II	4
RCP 313	Advanced Cardiovascular Life Support Provider Prep	1
RCP 314	Critical Care Pharmacology	1
RCP 315	Clinical Practicum II	3
RCP 350	Applied Anatomy and Physiology	3
RCP 357	Diagnostic Techniques	2
RCP 361	Applied Pathophysiology	3
RCP 401	Clinical Practicum III	4
RCP 406	Clinical Practicum IV	3
RCP 413	Respiratory Care Theory III	4
Total		48 Hours

General Education		
Course #	Course Title	Credit Hours
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 205	Microbiology	4
CHE 115	General Chemistry I	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 105	Baptist University Online / Completion Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110/240	College Algebra/Elements of Calculus	3
MAT 211 or HSC 320	Statistics/Research for Health Professionals	3
PHI 301	Biomedical Ethics and Values	3
PSY 201	General Psychology	3
PSY 301	Human Growth and Development	3
REL 201, 210, 301 or 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
Total		56 Hours

Degree Plan Subject to Change.

Major Courses		
Course #	Course Title	Credit Hours
AHS 390	Clinical Leadership for Health Sciences Professionals	3
HCM 303	Professionalism in Healthcare Administration	1
HCM 305	Principles of Health Administration	3
HCM 330	Human Resource Management	3
HCM 446	Business Methods for Health Care Management	1
RCP 421	Clinical Internship in Respiratory Care	3
RCP 433	Expanded Clinical Practice in Respiratory Care	2
RCP 435	Community and Public Health for RCP's	2
Total		18 Hours
*Professional Experience Block Credit		48 Hours
Total Credit Hours for Degree Requirement		122 Hours

RESPIRATORY CARE COURSE DESCRIPTIONS

RCP 210 Basic Skills of Respiratory Care Practice (2)

This course is an introduction of basic skills fundamental to the practices of Respiratory Care. Content includes but is not limited to principles of documentation, patient assessment techniques, patient safety techniques, medical devices use, and AARC clinical practice guidelines. The course consists of 2 hours of lecture and 2 hours of lab per week.

RCP 299 Introduction to Clinical Practicum (1)

This course will introduce students to essential behaviors applicable to clinical practicum courses. Course content will explore requirements related patient safety, scopes of clinical practice, basic patient assessment, and documentation of clinical practicum activities.

RCP 301 Clinical Practicum I (4)

Application of client assessment, treatment, and evaluation in the general care environment of the hospital. Reinforcement of concepts and skills learned in current and prior didactic lab courses will be applied. Competency evaluation of Respiratory Care modalities will be completed.

RCP 303 Foundations of Clinical Practice (2)

Course introduces foundational elements of clinical practice. Practicum emphasizes basic assessment of cardiopulmonary function; collection and interpretation of clinical findings; and documentation of assessment findings and respiratory care therapeutics/intervention.

RCP 308 Pharmacology (2)

Course covers general principles of pharmacology as well as respiratory, anti-infective, and cardiovascular system drugs. Selected central nervous system, autonomic nervous system, corticosteroid, diuretic, and antacid agents as they relate to respiratory and critical care will be discussed.

RCP 309 Principles of Mechanical Ventilation (2)

Course content is a comprehensive study of the physiologic principles and functions relevant to ventilation; impaired ventilation and therapeutic interventions; and indications for mechanical ventilation.

RCP 310 Foundations of Respiratory Care (3)

A study of the fundamental laws and theories of chemistry, physics, and patient care procedures as related to respiratory care. Two hours of lecture and three hours of laboratory per week.

RCP 311 Respiratory Care Theory I (4)

Study of respiratory care modalities, equipment design and operation, up to mechanical ventilatory support. Three hours of lecture and three hours of laboratory per week.

RCP 312 Respiratory Care Theory II (4)

Study of the initiation, implementation, and discontinuation of adult mechanical ventilation. Includes identification and treatment of respiratory failure in the adult. ACLS Certification is included. Three hours of lecture and three hours of laboratory per week.

RCP 313 Advanced Cardiovascular Life Support Provider Prep (1)

This course is an introduction to Advanced Cardiovascular Life Support (ACLS) and provides the basis for responding to a critical care event. Topics covered include patient assessment, airway management, ECG rhythm interpretation, treatment protocols, pharmacological agents, and critical care algorithms. ACLS certification is required and the conclusion of the course.

RCP 314 Critical Care Pharmacology (1)

This course involves the study of pharmacotherapies commonly administered in the care of critically ill or injured patients, with an emphasis on acute care management. Course content includes the clinical application and assessment parameters monitored when neuromuscular, sedative, anesthetic, analgesics, antimicrobials, and resuscitation-related drugs are administered.

RCP 315 Clinical Practicum II (3)

This course involves the application of advanced respiratory care therapeutic and diagnostic interventions commonly performed in critical care settings. Application of knowledge and skills essential to mechanical ventilatory support and airway management are emphasized in this course. Concepts and skills from prior and current didactic, laboratory and clinical practicum courses will be reinforced, as applicable. Competency evaluation of respiratory care modalities will be completed.

RCP 350 Applied Anatomy and Physiology (3)

This course builds on the concepts of Anatomy and Physiology I and II using Human Patient Simulators and case study analysis as the principal methodologies. Learning will focus on multi-system interactions, which will apply how the body systems affects each other and how they perform when disease is present. The knowledge of the functions of each system will be applied to understanding how body processes occur. *Prerequisites: BIO 201, BIO 202.* Cross-listed with BIO 360.

RCP 357 Diagnostic Techniques (2)

This course involves study of diagnostic techniques and interpretation of findings relevant to assessing cardiopulmonary physiology and function. Diagnostic procedures to be explored include: pulmonary function testing, bronchoscopy, electrocardiography, radiography, and arterial sampling.

RCP 361 Applied Pathophysiology (3)

A focus on the underlying principles common to disease processes. This course expands on how alterations of structure and function disrupt the human body as a whole. The course offers students the opportunity to observe various physiological changes of the body and how they manifest impact on various systems by incorporating simulation. *Prerequisites: BIO 201 and BIO 202 or BIO 342 and BIO 345.* Cross-listed with BIO 310.

RCP 401 Clinical Practicum III (4)

Application of advanced respiratory care modalities in the critical care, neonatal intensive care, and home care settings. Reinforcement of concepts and skills learned in current and prior didactic lab courses will be applied. Competency evaluation of respiratory care modalities will be completed.

RCP 406 Clinical Practicum IV (3)

Application of specialty care modalities within and beyond the acute care setting. Reinforcement of concepts and skills learned in current and prior didactic/lab courses will be applied. Competency evaluation of respiratory care modalities will be completed.

RCP 413 Respiratory Care Theory III (4)

Study of adult mechanical ventilation and cardiac/pulmonary monitoring techniques that are used in critical care settings, including hemodynamics as well as fluid and electrolyte balance. Three hours of lecture and one hour of laboratory per week.

RCP 416 Capstone Competency in Respiratory Care (2)

Comprehensive assessment of knowledge-base and skillset requirements essential to clinical practice and workforce readiness; includes student-driven facilitation of current trends and needs in professional practice.

RCP 421 Clinical Internship in Respiratory Care (3)

Provides an opportunity for intensive study and experience in an area of the student's choice. Can include, but is not limited to, research, education, management, business, neonatal care, ECMO, subacute/home care, physician office practice, case management, diagnostics, hyperbaric medicine, or polysomnography.

RCP 430 Neonatal Respiratory Care (2)

This course involves the study of fetal development and transition into an extrauterine environment. Course content will also explore diagnostic evaluation and therapeutic interventions, as applicable to common cardiopulmonary disorders impacting the fetus and neonatal patient, to include stabilization and resuscitation techniques.

RCP 433 Expanded Clinical Practices in Respiratory Care (2)

Course provides an overview of the roles of respiratory care practitioners beyond that of the traditional acute care environment. Content explores roles and responsibilities relative to cardiopulmonary rehabilitation; home and palliative care; primary care; case management; and polysomnography.

RCP 434 Pediatric Respiratory Care (2)

This course involves the study of congenital, acute, and non-accidental disorders impacting the pediatric population. Course content will also explore diagnostic evaluation and therapeutic interventions, to include stabilization and resuscitation techniques.

RCP 435 Community and Public Health for the Respiratory Care Practitioner (2)

Course introduces key aspects relevant to community health and roles of respiratory care practitioners in health maintenance, prevention, mitigation, and promotion. Course content emphasizes: evidence-based disease management; cultural and socioeconomic considerations for community health; emergency management/preparedness models; financial impact of community health and wellness; health services collaborations; and utilization of technology.

SURGICAL TECHNOLOGY PROGRAM

MISSION

The Surgical Technology degree program of Baptist University will prepare students with a solid foundation in surgical technology that will equip them for the dynamic, ever-changing field of surgery.

PROGRAM LEARNING GOAL

To prepare competent entry-level surgical technologist in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to provide ethical care and compassionate care.

PROGRAM LEARNING OUTCOMES

Upon completion of the course of study in Surgical Technology, graduates will:

1. Demonstrate clinical proficiency of surgical technology practices and procedures.
2. Function as a knowledgeable entry-level surgical technologist.
3. Exhibit behavioral skills that reflect professionalism (e.g., effective communication, appropriate surgical setting rationale, time management skills).

CLINICAL CASE REQUIREMENTS

Students must complete a minimum of 120 cases as delineated below:

- A. **General Surgery Cases** Students must complete a minimum of 30 cases in General Surgery; 20 which must be performed in the First Scrub Role. The remaining 10 cases may be performed in either the First or Second Scrub Role.
- B. **Specialty Cases** Students must complete a minimum of 90 cases in various surgical specialties, excluding General Surgery; 60 which must be performed in the First Scrub Role. The additional 30 cases may be performed in either the First or Second Scrub Role.
 - 1) A minimum of 60 surgical specialty cases must be performed in the First Scrub Role and distributed amongst a minimum of four surgical specialties.
 - (a) A minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of four surgical specialties (40 cases total required).
 - (b) The additional 20 cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties.
 - 2) The remaining 30 surgical specialty cases may be performed in any surgical specialty either in the First or Second Scrub Role.
- C. **Optional Surgical Specialties** Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. However, up to 10 diagnostic endoscopic cases and 5 vaginal delivery cases can be counted toward the maximum number of Second Scrub Role cases.
 - 1) Diagnostic endoscopy cases must be documented in the category of "Diagnostic Endoscopy", rather than by specialty.
 - 2) Vaginal delivery cases must be documented in the category of "Labor & Delivery" rather than in the OB/GYN specialty.
- D. Case experience in the Second Scrub Role is **not** mandatory.
- E. Observation cases **must be documented**, but do not count towards the 120 required cases.

These are the requirements of the *Revised Core Curriculum for Surgical Technology*, 6th Ed. Surgical Rotation Case Requirements.

https://arcstsa.org/wp-content/uploads/2020/07/2014_Revised_Core_Curriculum_Surgical_Rotation_Case_Requirements.pdf

TECHNICAL STANDARDS FOR SURGICAL TECHNOLOGY

The Associate of Science in Surgical Technology degree from Baptist Health Sciences University indicates the holder is an entry-level surgical technologist who is prepared to enter a physician-supervised operating room from a Commission on Accreditation of Allied Health Education Programs (CAAHEP) curriculum-based program. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the AS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation can complete the entire course of study and participate fully in all aspects of training, with or without reasonable accommodations.

To be qualified for the AS degree, future training, and subsequent certification, the candidate must demonstrate competency in eight requisite areas: critical thinking/problem solving, communication, interpersonal skills, behavioral skills, emotional stability/coping skills, physical abilities, motor skills (fine & gross) and sensory abilities. Students must demonstrate said competencies to provide safe and effective patient care in a wide variety of clinical/operating room environments.

Baptist University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards in an independent manner.

The national board examinations for surgical technology may have more stringent technical standards than outlined in this document.

Students who accept an admission offer from Baptist University must sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is his/her responsibility to report this to the Program Chair and Access Services.

Critical Thinking/Problem Solving

Candidates must have the ability to measure, calculate, reason, analyze, integrate and synthesize information sufficient for clinical judgment.

Communication

Candidates must have the ability to effectively communicate using English verbal and non-verbal formats with faculty, patients, families, fellow students and all members of the multi-disciplinary team to monitor and assess patient and equipment function.

Interpersonal Skills

Candidates must possess appropriate interpersonal interaction sufficient to work collaboratively with healthcare team, patients and families.

Behavioral Skills

Candidates must present self in a professional manner in clinical and academic settings, demonstrating integrity, accountability and reliability.

Emotional Stability/Coping Skills

Candidates must function effectively and adapt to circumstances including highly stressful or rapidly changing situations.

Physical Abilities

Candidates must possess sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.

Motor Skills (Fine & Gross)

Candidates must possess sufficient motor function to execute movements required to perform duties with the ability to engage in skills requiring the use of gross and fine motor manipulation of arms, hands and fingers.

Sensory Abilities

Candidates must possess sufficient auditory, visual and tactile ability to monitor and assess health needs of the surgical patient.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the program's services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Surgical Technology Program Chair and/or Access Services if reasonable accommodations are required at any point.

APPLYING TO THE PROGRAM

A student is considered to be in the pre-Surgical Technology program once they are admitted to Baptist University and have declared a major. To progress from pre- Surgical Technology to the clinical major, the student must complete 12 credit hours (to include ENG 101 and MAT 110) of required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the spring trimester. Class size is limited, and the selection process is competitive.

First-time college students are encouraged to begin their college education at Baptist University. If currently enrolled in another college, we strongly recommend that you apply for admission to Baptist University as soon as possible to complete the required pre-program college level courses.

Steps for Applying to the Program:

Step 1: Submit an application for admission to Baptist University.

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 12 credit hours (to include ENG 101, and MAT 110) of pre-program course work with a C or better, as specified by the Surgical Technology program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form. To apply to the Surgical Technology major, student must currently be enrolled or have successfully completed AHS 202, ENG 102, and BIO 150.

Submission of the Intent to Apply form guarantees consideration into the selection process for the program.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 2.7 or above.

Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the Surgical Technology program will evaluate all completed applications. Applicants with a strong academic background and currently enrolled in Baptist University, or applicants completing preprogram courses at institutions with collaborative or articulation agreements will receive priority consideration for interviews. Student selection into the program is competitive, and applicants meeting minimum selection criteria are not guaranteed an interview. Some students may choose to indicate interest in more than one program to increase their chances of being accepted during a year of highly competitive applicants.

Selection to the Surgical Technology program is based on the following:

- Academic potential for success from the academic record.

- Academic strength in previous college coursework, with specific attention given to performance in the preprogram courses.
- Past failures affecting cumulative college GPA and preprogram courses may impact selection into the program. Each file will be considered individually.
- Preference may be given to qualified applicants completing courses at Baptist University.
- A personal interview will be required of each applicant. Students will be evaluated on personal strengths and knowledge of the Surgical Technology program and profession.

Notification of Selection:

- Applicants will be notified in writing of selection to the Surgical Technology program.

PROGRAM PROBATION

Any student currently enrolled in core SUR courses who receives a grade of “D”, “F” or “WF” in one SUR course will be placed on program probation.

REMOVAL OF PROGRAM PROBATION

A student in the Surgical Technology Program who is placed on Program Probation is not eligible for removal of the Program Probation status. Students on Program Probation will remain on probation until they graduate or otherwise leave the program.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Surgical Technology Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with a SUR prefix code.

Additionally, any student that does not maintain a cumulative GPA of 2.3 for core SUR courses taken while at Baptist Health Sciences University within the twelve (12)-credit hours taken while on program probation will be dismissed from the program. Program dismissal appeals may be submitted to the Academic Dean as described in the corresponding catalog. The decision of the Academic Dean is final. If the appeal is upheld, the student may continue in the program; however, progression may be delayed.

PROGRAM READMISSION OF FORMER STUDENTS

The Surgical Technology program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Readmission is dependent on the student’s academic and disciplinary records and space availability.
- All SUR courses enrolled in and completed prior to academic dismissal will have to be repeated with a minimum grade of “C”.
- Returning students will adhere to the competitive SUR admissions process.
- Students can reapply 1 year following academic dismissal.
- Students will only have one opportunity to be readmitted into the SUR program after program dismissal.
- Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.
- Students who are administratively dismissed are not eligible for readmission to the SUR program.

Students in good academic standing who left the program should refer to the Program Chair for readmission criteria.

DEGREE REQUIREMENTS FOR ASSOCIATE OF SCIENCE IN SURGICAL TECHNOLOGY

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 150	Foundations of Anatomy and Physiology	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203 or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110*	College Algebra	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
	Total	34 Hours

Major Courses		
Course #	Course Title	Credit Hours
SUR 101	Surgical Technology I	3
SUR 102	Surgical Procedures I	3
SUR 103	Sterile Techniques Lab	3
SUR 104	Clinical Practicum I	1
SUR 201	Surgical Technology II	3
SUR 202	Surgical Procedures II	3
SUR 203	Sterile Techniques Lab II	1
SUR 204	Clinical Practicum II	4
SUR 205	Applied Pharmacology & Anesthesia	2
SUR 206	Clinical Practicum III	4
SUR 207	Clinical Practicum IV	4
SUR 208	Seminar	2
	Total	33 Hours
	Total Credit Hours for Degree Requirement	67 Hours

*These courses must be completed as a part of the 12 hours of required pre-program courses to be considered for selection into the Surgical Technology Program. To apply to the Surgical Technology major, student must currently be enrolled or have successfully completed AHS 202, ENG 102, and BIO 150.

Surgical Technology major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan. Please refer to the Surgical Technology sample degree plan for course sequencing.

SURGICAL TECHNOLOGY COURSE DESCRIPTIONS

SUR 101 Surgical Technology I (3)

This course introduces the student to the profession of surgical technology, including the development of the profession and the various roles within the operating room (OR). Students are introduced to infectious disease control and aseptic technique. Topics discussed include: proper attire for the OR; principles of OR design; surgical techniques; OR emergency preparedness; and OR equipment and supplies. *Pre-requisite: AHS 202, BIO 150, and selection to the surgical technology program*

SUR 102 Surgical Procedures I (3)

Introduction of surgical procedures unique to the following surgical specialties: Surgical techniques and hemostasis, diagnostic procedures, laparoscopic minimally invasive surgery, general surgery, gynecological/obstetric surgery, ophthalmic surgery, otorhinolaryngology surgery, and genitourinary. Students will also learn general surgical techniques applicable to the various specialties. *Pre-requisite: AHS 202, BIO 150, and selection to the Surgical Technology Program*

SUR 103 Sterile Techniques Lab I (3)

This introductory course offers an overview of concepts with a practical application of the skills performed by a surgical technologist. Principles and concepts of aseptic technique, sterilization and disinfection as they relate to the surgical suite will be modeled in a controlled setting in preparation for field experience. Laboratory practice is a required component. Student should anticipate spending 3 hours in lab three days per week. *Pre-requisite: AHS 202, BIO 150, and selection to the Surgical Technology Program*

SUR 104 Clinical Practicum I (1)

Introduction to the clinical setting whereby students will observe the functions of the operating room, including teamwork by a variety of healthcare professionals. Students will learn to observe, analyze, and document surgical cases, as well as be introduced to case planning. Course includes competency evaluation of surgical technology procedures. *Pre-requisite: AHS 202, BIO 150, and selection to the surgical technology program*

SUR 201 Surgical Technology II (3)

This course focuses on developing skills ancillary to the core role of the surgical technologist. These skills include processing of surgical instruments, application of microbiology to the surgical setting and sterile processing; positioning of patients for surgery, as well as basic patient care. Advanced surgical techniques including robotics, minimally invasive surgery, surgical lasers, and medical law and ethics will be taught. *Pre-requisite: SUR 101*

SUR 202 Surgical Procedures II (3)

Surgical procedures in more advanced surgical specialties will be taught. Building on the foundations of surgical procedures I; these specialties include oral/maxillofacial surgery, plastic and reconstructive surgery, orthopedic surgery, cardiothoracic surgery, peripheral vascular surgery, and neurosurgery. *Pre-requisite: SUR 102*

SUR 203 Sterile Techniques Lab II (1)

Continuation of concepts with a practical application of the skills performed by the surgical technologist. Advanced principles and concepts of aseptic technique, sterilization and disinfection as they relate to the surgical suite will continue to be modeled in a controlled setting in preparation for field experience. *Prerequisite: SUR 103*

SUR 204 Clinical Practicum II (4)

Continuation of assigned clinical experience. Students will participate in a variety of surgeries, with the goal of satisfying the required number of surgical cases for the NBSTA (National Board of Surgical Technologists and Surgical Assistants) board exam. Course includes competency evaluation of surgical technology procedures. *Prerequisite: SUR 104*

SUR 205 Applied Pharmacology and Anesthesia (2)

This course introduces the fundamentals of pharmacology as they relate to the surgical setting. This includes the following topics: antibiotics, diuretics, fluids, and various anesthetic agents. In addition, basic concepts of microbiology are presented. Proper medication handling, labeling, and administration are introduced, along with the basics of patient monitoring.

SUR 206 Clinical Practicum III (4)

Continuation of assigned clinical experience. Students will participate in a variety of surgeries with an increased level of responsibility, with the goal of satisfying the required number of surgical cases for the NBSTA (National Board of Surgical Technologists and Surgical Assistants) board exam. Course includes competency evaluation of surgical technology procedures. *Prerequisite: SUR 204*

SUR 207 Clinical Practicum IV (4)

Continuation of assigned clinical experience. Students will participate in surgical cases, performing all of the functions of a surgical technologist. Students will complete all case requirements as prescribed by the ARCSTSA in order to meet eligibility for the NBSTSA CST examination. Course includes competency evaluation of surgical technology procedures. *Prerequisite: SUR 206*

SUR 208 Seminar (2)

This course is designed to develop leadership skills essential to the success of a healthcare provider. Analysis of the *CST Examination Content Online* published by the NBSTSA will be included with an emphasis on preparation for the board exam. *Pre-requisites: Must be taken during last trimester of program. Co-requisites: SUR 207*

