



BAPTIST HEALTH SYSTEM

SCHOOL OF
HEALTH PROFESSIONS

When Caring is Your Calling



ACADEMIC CATALOG 2022-2023

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San Antonio, Texas 78229
main campus

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BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS ACADEMIC CATALOG 2022-2023

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BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS HISTORY

The Baptist Health System School of Health Professions evolved from a private cluster of health science schools sponsored by the Baptist Health System. VHS San Antonio Partners, LLC, dba Baptist Health System, was a subsidiary of Vanguard Health Systems, Inc. In October 2013, the school and Baptist Health System were acquired by Tenet Healthcare Corporation.

The School of Nursing was the first school, chartered in 1903. Surgical Technology followed in 1955, Medical Imaging Technology in 1959, and Vocational Nursing in 1988. In 2009, the first graduates were awarded the Associate of Applied Science in Nursing, ushering in a new era for the school. In 2010, the school was approved to offer the Associate of Applied Science in Radiologic Technology and the Associate of Applied Science in Surgical Technology. In 2011, the fully online program in Advanced Certificate in Computed Tomography was approved. The school was approved at the baccalaureate level to offer the RN to BSN in 2012 and the Bachelor of Science in Healthcare Management in 2013, both of which are fully online. The Vocational Nursing program was approved to offer blended delivery in 2020.

Baptist Health System has a reputation for graduating highly competent and caring health care professionals. Graduates will enter the dynamic health care environment at a time when their knowledge and skills are highly valued.

ABOUT BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions is a baccalaureate and associate degree-granting institution and the premier education component of the Baptist Health System. The Baptist Health System School of Health Professions is comprised of the following academic departments and the Bruce A. Garrett Medical Library:

- * Healthcare Management
- * Medical Imaging Technology
- * Nursing
- * Surgical Technology

MISSION STATEMENT

To develop and promote excellence by providing a solid foundation in health care education (using both traditional and distance learning formats) for future and current practitioners with a competent and compassionate approach to patient care and safety.

OBJECTIVES

1. To provide comprehensive educational programs focused in health care and allied health that guide students through the development of competencies needed to meet licensure, registration, and employment as defined in the objectives of the individual programs.
2. To provide services and support to a diverse student body in pursuit of postsecondary education and training for health care and allied health careers.
3. To provide a solid foundation in health care education through comprehensive courses of instruction that include classroom, laboratory, clinical practicum experiences, and distance learning modalities.
4. To provide a quality foundation in general education studies for all associate and baccalaureate students.
5. To provide students access to highly qualified faculty, practitioners, and staff who embrace the philosophy of a competent and compassionate approach to education and health care delivery.

METHODS OF INSTRUCTIONAL DELIVERY

Instruction is a dynamic, collaborative process that includes many formats for learning. Learning is provided in the traditional classroom, online, in laboratory, and in a variety of clinical and health care settings. Baptist Health System hospitals and other local health care sites provide lab and clinical experiences for students. Baptist Health System School of Health Professions does not provide self-directed study courses.

DESCRIPTION OF SCHOOL BUILDING, FACILITIES, AND EQUIPMENT

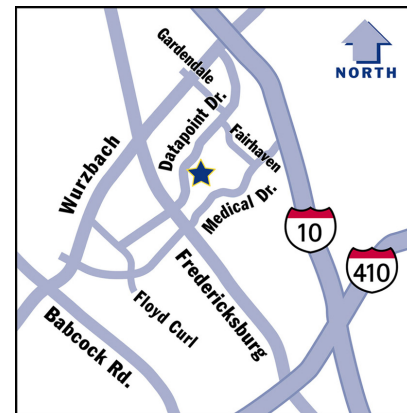
The Baptist Health System School of Health Professions is located in the heart of the South Texas Medical Center at 8400 Datapoint Drive. The school campus is situated on a grassy hill that offers a beautiful view of downtown San Antonio. Classrooms are spacious and designed to meet the needs of the 21st century learning environment.

The school occupies 66,263 square feet and includes 12 classrooms, 57 offices, 8 labs, 4 conference and small meeting rooms, Student Commons, and a medical library. The design of the school provides for a 21-bed nursing lab with simulation rooms on the third floor and surgical and energized radiology and sonography labs on the fourth floor.

Bruce A. Garrett Medical Library

The Bruce A. Garrett Medical Library serves the educational and research needs of the students and faculty of the Baptist Health System School of Health Professions. Alumni of the School of Health Professions are welcome to selected use of library resources.

The library is a quiet place for study and research. Online access via Wi-Fi or remote access is available at all times. At the beginning of each semester, library hours are posted at the library's entrance and online at www.bsHP.edu/current-students/library/



8400 Datapoint Drive, San Antonio, Texas 78229

The library offers a wide range of traditional and digital resources that support the curriculum of each of the programs, as well as supplemental instructional resources for faculty. In addition, subscriptions to numerous medical, nursing, and allied health databases and indexes are provided, many of which provide full-text online access to journal articles, scholarly research, and clinical trial information. A computer lab offers convenient access to online curriculum materials, productivity software, and the Internet. The library's collection of journals, books, and multimedia is carefully selected in collaboration with the faculty to encourage, promote, and enhance learning and research.

Online library orientation is provided for newcomers to the school. Copyright fundamentals, library procedures, and basic information are shared at the session. Faculty arrange for formal information literacy sessions by course as needed by program curriculum. These sessions provide instruction on how to access, evaluate, and utilize data with proper APA-formatted citations from resources provided by the library. This information is also shared with distance education students enrolled in School of Health Professions online courses via the Library Resources page in the Moodle Learning Management System.

Additional services include fee-based printing and photocopying at a cost of \$0.10 for each side of a page. Professional library staff are available for individual consultations. Reference questions can be asked and answered in person, through email, or by telephone. For help identifying and locating library materials and for research assistance, visit the library, submit the Ask Us form at www.bshp.edu/current-students/library, or call 210-297-7639.

Virtual Tour

A virtual campus tour is available on our website at www.bshp.edu/about-us/virtual-tour/

APPROVALS/ACCREDITATIONS

Institutional and Programmatic Accreditation

Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd.
Suite 730
North Bethesda, MD 20852
301-291-7550
www.abhes.org
Level: Bachelor's degree

Licensure and Approval

The Baptist Health System School of Health Professions programs are licensed/approved by the following agencies:

Approved and regulated by the Texas Workforce Commission
Career Schools and Colleges (TWC)

101 E. 15th Street
Austin, TX 78778-0001
512-936-3100

www.twc.state.tx.us/svcs/propschools/career-schools-colleges.html

Authorized to grant degrees by the Texas Higher Education
Coordinating Board (THECB)

1200 E. Anderson Lane, Austin, TX 78752
P.O. Box 12788, Austin, TX 78711-2788
512-427-6101

www.thecb.state.tx.us

**Department of Medical Imaging
Technology**

**Associate of Applied Science in Radiologic
Technology: Programmatic Accreditation**

Joint Review Committee on Education in Radiologic
Technology (JRCERT)

20 N. Wacker Drive, Suite 2850

Chicago, IL 60606-3182

312-704-5300

mail@jrcert.org

www.jrcert.org

The Radiologic Technology Program was awarded accreditation by the JRCERT for 8 years. The Radiologic Technology Program is currently on probationary status with JRCERT due to the rolling 5-year pass rate average.

Department of Nursing

RN to BSN: Programmatic Accreditation

**Associate of Applied Science in Nursing:
Programmatic Accreditation**

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

404-975-5000

www.acenursing.org

**Associate of Applied Science in Nursing:
Programmatic Approval**

Texas Board of Nursing (TBON)

333 Guadalupe, Suite 3-460

Austin, TX 78701-3944

512-305-7400

www.bon.texas.gov

Vocational Nursing: Programmatic Approval

Texas Board of Nursing (TBON)

333 Guadalupe, Suite 3-460

Austin, TX 78701-3944

512-305-7400

www.bon.texas.gov

**Department of Surgical Technology
Associate of Applied Science in Surgical
Technology: Programmatic Accreditation**

Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Blvd.

Suite 730

North Bethesda, MD 20852

301-291-7550

www.abhes.org

Associate of Applied Science in Surgical

Technology: Programmatic Accreditation

Commission on Accreditation of Allied Health Education
Programs (CAAHEP)

9355 - 113th St. N, #7709

Seminole, FL 33775

727-210-2350

www.caahep.org

STATE AUTHORIZATION

The definition of “operating” within a state varies by state, as do licensure and authorization requirements. Some states require approvals of any institution delivering educational programs to students who reside in their state or have official residency in their state, regardless of on-ground presence; other states require approvals based upon on-ground triggers, such as student participation in clinical experiences or of-interest meetings, employment of local faculty, or placing local advertising, among others.

The Baptist Health System School of Health Professions offers full distance education programs outside the state of Texas in states where the school has confirmed it is permitted to operate. State regulations differ, and different states may allow different programs. Applicants to any program offered online should confirm with their admissions advisor or Student Services staff as to the regulations in their home states. If a student, prior to program completion, relocates to a state in which the school has determined it does not have authority to operate, such a move may adversely impact the student’s ability to complete the program or gain in-field employment.

All students, as part of their admissions requirements, submit a copy of their driver license or official state identification. The address listed on their state identification will be used to determine state residence at time of initial enrollment in the school. Military personnel stationed in a state other than their home state may submit a “Change of Personal Contact Information – Attestation” at time of application. After initial enrollment, students are required to notify the school of any address change. To initiate a change of address, the student should contact an admissions advisor or Student Services staff to receive and then submit an official change of address attestation.

ONLINE PROGRAMS AND COURSES

Online course technology is used to supplement and enhance student learning and resources. The Baptist Health System School of Health Professions employs the Moodle Learning Management System to:

1. Supplement residence course materials in a blended delivery.
2. Provide instruction via a blended model. Blended courses are courses in which a portion of the learning activities are delivered virtually in a synchronous format; they are a combination of traditional classroom and e-instruction.
3. Offer fully online programs.

Students registered for online courses are required to complete Student Success and Moodle Orientation. Online courses are designed for student-centered learning and use synchronous learning. See page 24 for additional information on admission to online-only programs.

The following programs and/or courses are offered via online distance education using the Moodle Learning Management System:

- * Bachelor of Science in Healthcare Management - fully online
- * Associate of Applied Science in Diagnostic Medical Sonography - blended
- * Associate of Applied Science in Radiologic Technology - blended
- * Advanced Certificate in Computed Tomography - fully online
- * RN to BSN - fully online
- * Associate of Applied Science in Nursing - blended
- * Diploma in Vocational Nursing - blended
- * General Education courses - fully online

Students registering for online courses are required to be proficient in computer technology, including uploading and downloading files. Students should be familiar with internet use, search engines, research, and applications such as Microsoft Office, Google Docs, Adobe, and media players. Online students are also required

to meet rigorous online attendance criteria and participate with substantive postings for discussion and course work. Online students should review the minimum computer requirements listed as follows to ensure they have the technology necessary to participate online. Success in the online environment requires self-discipline and personal motivation. Students who do not possess proficiency in computer technology or software applications should not attempt online courses or programs until these skills have been remediated.

Computer Requirements for Online and Resident Courses

Recommended PC Hardware Configuration

Windows 10 or 11 Operating System; Chrome OS
104.0.5112.83 or higher

Intel Core i3/i5/i7/i9 processor

8 gigabytes (GB) RAM (64-bit)

Intel Series 3000 graphics card

10 GB free disk space

Monitor with 1024x768 resolution or higher

Internet connection (broadband) 20mbps or higher

Printer, microphone, speakers, web camera

Software – Microsoft Office, Adobe Reader
All students have free access to install Microsoft Office suite on their computers.

Note: Windows 10/11 “S mode” is not a compatible operating system.

Recommended Mac Hardware Configuration

macOS 10.12 to 12.0+ or higher

Intel Core i3/i5/i7/i9 processor

8 gigabytes (GB) RAM (64-bit)

Intel Series 3000 graphics card

10 GB free disk space

Monitor with 1024x768 resolution or higher

Internet connection (broadband) 20mbps or higher

Printer, microphone, speakers, web camera

Software – Microsoft Office, Adobe Reader
All students have free access to install Microsoft Office suite on their computers.

It is recommended students use Mozilla Firefox or Google Chrome as their internet browser when using the Moodle Learning Management System. Students who are registered to take McGraw-Hill-based courses, please note that iPads and Android tablets are not supported. Students who do not possess the recommended computer requirements are not eligible to register for online courses.

Other Equipment

A scientific calculator is highly recommended for algebra and statistics courses.

Faculty:Student Ratio in Online Courses

The faculty:student ratio in online courses will not exceed 1:25.

EQUAL OPPORTUNITY

The Baptist Health System School of Health Professions is committed to the principle of equal opportunity in education. The School of Health Professions complies with all applicable Federal civil rights laws and does not discriminate on the basis of age, race, ethnicity, religion, culture, language, physical or mental disability, socioeconomic status, sex (including pregnancy, childbirth, and related medical conditions), sexual orientation, and gender identity or expression.

The guiding principle of the Baptist Health System School of Health Professions is to ensure that its learners and graduates are among the best prepared health care providers. Applying this principle to campus life, the school has vowed to support and enrich students' collegial experience by recognizing and appreciating differences among students – including age, race, ethnicity, religion, culture, language, physical or mental disability, socioeconomic status, sex (including pregnancy, childbirth, and related medical conditions), sexual orientation, and gender identity or expression.

The school strives to create an environment for students and staff that is welcoming, inclusive, respectful, and free from discrimination, intolerance, and harassment. The school does not permit the use of its facilities (including online classrooms), equipment, or space to produce materials or engage in activities that inflict physical or emotional harm on students, faculty, or staff or that impede the right of individuals to work, learn, and participate in school programs and activities in violation of the United States Constitution, federal or state laws and regulations, Tenet Healthcare policies, Baptist Health System policies, and/or school policies.

Each school community member helps ensure an environment free from prohibited conduct. Prevention is the best tool to eliminate unlawful discrimination, harassment, and retaliation. Students and employees are encouraged to inform the offender directly that the conduct is unwelcome and must stop. Employees and students are expected to fully cooperate with school investigations regarding reported discrimination, harassment, or retaliation as defined by this policy. Full cooperation with an investigation requires participants to maintain confidentiality to respect the privacy and rights of the individuals involved, maintain a harmonious work environment, minimize any risk of retaliation, and preserve the integrity of the investigative process. The school's confidentiality requirement during a school investigative process does not prohibit filing a police report or filing a complaint with a government agency.

Complaints concerning school employees will be investigated under Tenet Healthcare, Baptist Health System, and school policies with the assistance of Human Resources.

Any person who believes discrimination, harassment, or retaliation occurred should promptly report the incident to any program director, Title IX Coordinator, school security personnel, or President.

The school forbids retaliating against any person who submits a complaint. The school also forbids retaliating against anyone who helps investigate such a complaint. A complainant's actual or perceived truth does not excuse retaliatory conduct. Any person who observes retaliation should promptly notify the President.

The school's President is:

Patricia E. Alvoet

President and Dean

Baptist Health System School of Health Professions

8400 Datapoint Drive, Suite 407

San Antonio, Texas 78229-3234

Office: 210-297-9632

Email: pealvoet@bshp.edu

The school's Title IX Coordinator is:
 Diane Tyler
 Administrative Assistant/Safety Officer
 Baptist Health System School of Health Professions
 8400 Datapoint Drive, Suite 407
 San Antonio, Texas 78229-3234
 Office: 210-297-9630
 Email: TitleIXCoordinator@bshp.edu

Inquiries about laws and compliance may also be directed to Office for Civil Rights, U.S. Department of Education. For further information, visit the www.ed.gov for the address and phone number of the office that serves your area, or call 800-421-3481.

Information concerning sex offender registration and registered sex offenders may be found at the Texas Department of Public Safety web site for sex offender registration at <https://publicsite.dps.texas.gov/SexOffenderRegistry>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under any applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- * Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- * Parents or eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his/her view about the contested information.
- * Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 1. School officials with legitimate educational interest;
 2. Other schools to which a student is transferring;
 3. Specified officials for audit or evaluation purposes;
 4. Appropriate parties in connection with financial aid to a student;
 5. Organizations conducting certain studies for or on behalf of the school;
 6. Accrediting organizations;
 7. To comply with a judicial order or lawfully issued subpoena;
 8. Appropriate officials in cases of health and safety emergencies; and
 9. State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, email address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools

must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of each school.

A student may request that all or any part of this information be withheld from the public by making a written request to the Student Services Department during the first 12 days of a fall or spring semester, or the first four class days of a summer term. It is the student’s responsibility to review the request for nondisclosure.

LICENSURE AND CREDENTIALING

The following programs prepare students to sit for licensure, certification, or registry that is required for employment within the state of Texas.

PROGRAM	CREDENTIAL
Associate of Applied Science in Diagnostic Medical Sonography	American Registry for Diagnostic Medical Sonography (ARDMS) <i>or</i> American Registry of Radiologic Technologists in Sonography (ARRT)(S)
Associate of Applied Science in Radiologic Technology	American Registry of Radiologic Technologists (ARRT)
Associate of Applied Science in Nursing	National Council Licensure Examination for Registered Nurses (NCLEX-RN)
Vocational Nursing	National Council Licensure Examination for Practical Nurses (NCLEX-PN)
Associate of Applied Science in Surgical Technology	Certified Surgical Technologist (CST)

Although licensure, certification, or registry is optional for employment within the state of Texas, graduates from the following program may find achieving the credential an advantage in seeking employment or advancement.

PROGRAM	CREDENTIAL
Advanced Certificate in Computed Tomography	American Registry of Radiologic Technologists (ARRT)(CT)

PREREQUISITE COURSES/EXAMPLES

Required Courses	Required Semester Credit Hours	COLLEGES AND UNIVERSITIES IN TEXAS			
		Alamo Colleges	Texas State University	University of the Incarnate Word	University of Texas at San Antonio
Anatomy & Physiology I*	3-4*	BIOL 2401	BIO 2451	BIOL 2321 BIOL 2121 (lab)	BIO 2053 BIO 2051 (lab)
Anatomy & Physiology II*	3-4*	BIOL 2402	BIO 2452	BIOL 2322 BIOL 2122 (lab)	BIO 2063 BIO 2061 (lab)
College Algebra	3	MATH 1314	MATH 1315	MATH 1304	MAT 1023
English	3	ENGL 1301	ENG 1310	ENGL 1311	WRC 1013
Growth and Development	3	PSYC 2314	PSY 3300	PSYC 2356	PSY 2503
Introduction to Psychology	3	PSYC 2301	PSY 1300	PSYC 1301	PSY 1013
Medical Terminology	3	MDCA 1313	HIM 2360	HSCI 2312	KIN 2141
Microbiology (with lab)	3-4*	BIOL 2420 or BIOL 2421	BIOL 2400	BIOL 3471 or BIOL 2474	BIO 1053 or BIO 3713 BIO 1061 (lab) or BIO 3722 (lab)
Physics	3	PHYS 1305	PHYS 1315	PHYS 1301	PHY 1603
Speech/Communication	3	COMM 1311 or SPCH 1311	COMM 1310	COMM 2341 or SPCH 1311	COM 1043 or COM 1053

*Lab course required for admission to the RN to BSN and Associate of Applied Science in Nursing programs.

Prerequisite courses must be completed with a grade of “C” or higher. Developmental courses do not meet prerequisite requirements.

For more information regarding specific courses, call (210) 297-9636. Information subject to change without notice. All requests for course transfer of credit will be assessed on an individual basis. The above table provides examples of courses that are most frequently transferred from other colleges and universities in Texas but is not a comprehensive listing.

ACADEMIC CALENDAR

Full-term courses = 16 weeks

Flex courses = 8 weeks

Mini-flex courses = 4 weeks

Fall 2022

September 6	Semester starts for first flex and full-term courses
October 5	Midterm grades/evaluations for first flex courses
October 7	Last day to withdraw with a “W” for first flex courses
October 30	Completion of first flex courses
October 31	Classes begin for second flex courses
November 2	Midterm grades/evaluations for full-term courses
November 4	Last day to withdraw with a “W” for full-term courses
November 24-25	Thanksgiving Break – school closed
November 30	Midterm grades/evaluations for second flex courses
December 2	Last day to withdraw with a “W” for 2nd flex courses
December 19-25	Finals week
December 25	Semester ends
December 26 – January 2, 2023	Winter Break – no classes

Students enrolled in mini-flex courses may withdraw with a “W” no later than midnight of the second Sunday of the course. See course calendar for other dates.

Spring 2023

January 3	Semester starts for first flex and full-term courses
January 16	Martin Luther King, Jr. Day – school closed
February 1	Midterm grades/evaluations for first flex courses
February 3	Last day to withdraw with a “W” for first flex courses
February 20	President’s Day – school closed
February 26	Completion of first flex courses
February 27	Classes begin for second flex courses
March 1	Midterm grades/evaluations for full-term courses
March 3	Last day to withdraw with a “W” for full-term courses
March 13-19	Spring Break – no classes
April 5	Midterm grades/evaluations for second flex courses
April 7	Last day to withdraw with a “W” for second flex
April 24-30	Finals week
April 28	Fiesta Holiday – school closed
April 30	Semester ends
May 1-7	Semester Break – no classes

Students enrolled in mini-flex courses may withdraw with a “W” no later than midnight of the second Sunday of the course. See course calendar for other dates.

Summer 2023

May 8.....	Semester starts for first flex and full-term courses
May 29.....	Memorial Day – school closed
June 7.....	Midterm grades/evaluations for first flex courses
June 9.....	Last day to withdraw with a “W” for first flex courses
July 2.....	Completion of first flex courses
July 3.....	Classes begin for second flex courses
July 4.....	Independence Day – school closed
July 5.....	Midterm grades/evaluations for full-term courses
July 7.....	Last day to withdraw with a “W” for full-term courses
August 2.....	Midterm grades/evaluations for second flex courses
August 4.....	Last day to withdraw with a “W” for second flex courses
August 21-27.....	Finals week
August 27.....	Semester ends
August 28 – September 4.....	Summer Break – no classes

Students enrolled in mini-flex courses may withdraw with a “W” no later than midnight of the second Sunday of the course. See course calendar for other dates.

Fall 2023

September 5.....	Semester starts for first flex and full-term courses
October 4.....	Midterm grades/evaluations for first flex courses
October 6.....	Last day to withdraw with a “W” for first flex courses
October 29.....	Completion of first flex courses
October 30.....	Classes begin for second flex courses
November 1.....	Midterm grades/evaluations for full-term courses
November 3.....	Last day to withdraw with a “W” for full-term courses
November 23-24.....	Thanksgiving Break – school closed
November 29.....	Midterm grades/evaluations for second flex courses
December 1.....	Last day to withdraw with a “W” for 2nd flex courses
December 18-24.....	Finals week
December 24.....	Semester ends
December 25 – January 7, 2024.....	Winter Break – no classes

Students enrolled in mini-flex courses may withdraw with a “W” no later than midnight of the second Sunday of the course. See course calendar for other dates.

An academic year is equal to a minimum of 900 clock hours and/or 24 semester credit hours and 30 weeks. One semester hour credit is equal to 16 clock hours of lecture or 32 clock hours of lab or 48 clock hours of clinical/externship.

NOTE: The academic calendar and the schedule of classes have been carefully prepared to ensure that all information is accurate and as complete as possible. However, the school reserves the right to make changes that may result in deviation from the information provided in the schedule (e.g., inclement weather or other emergencies; changes in instructors, class locations or delivery method; and class deletions due to insufficient enrollment).

SEMESTER DATES

Fall 2022

September 6 – December 25, 2022

Spring 2023

January 3 – April 30, 2023

Summer 2023

May 8 – August 27, 2023

Fall 2023

September 5 – December 24, 2023

SCHOOL HOLIDAYS — NO CLASSES

Fall 2022

September 5 Labor Day - school closed
 November 24-25 Thanksgiving Break - school closed
 December 26 – January 2, 2023 Winter Break

Spring 2023

January 2 New Year’s Day (observed) - school closed
 January 16 Martin Luther King, Jr. - school closed
 February 20 President’s Day - school closed
 March 13-19 Spring Break
 April 28 Fiesta Holiday - school closed
 May 1-7 Semester Break

Summer 2023

May 29 Memorial Day - school closed
 July 4 Independence Day - school closed
 August 28 – September 3 Summer Break
 September 4 Labor Day - school closed

Fall 2023

November 23-24 Thanksgiving Break - school closed
 December 25 – January 7, 2024 Winter Break

OTHER HOLIDAYS OF MENTION — CLASSES IN SESSION

2022

Constitution Day September 17
 Columbus Day October 10
 Veterans Day November 11

2023

Good Friday April 7
 Juneteenth June 19
 Constitution Day September 17
 Columbus Day October 9
 Veterans Day November 10

ADMISSION INFORMATION

Semester Admission Deadlines

The Baptist Health System School of Health Professions accepts students for the fall, spring, and summer semesters. Semester starts and admissions deadlines vary for each program. Program starts and admissions deadlines are posted on www.bshp.edu.

The school may continue to accept applications after the admissions deadline or extend deadlines for any class where seats may be available. The most up-to-date admissions deadlines are posted on the school's website. Any scheduled class not meeting minimum enrollment is subject to cancellation and applicants will be notified.

Admission Requirements to be Completed Before the Admission Deadline

1. Must be 18 years of age.
2. Complete admissions application online for the Baptist School of Health Professions.
3. Official transcripts received for all college courses completed at time of application.
4. Official transcripts received for high school diploma or recognized equivalent.* (This institution does not enroll ability-to-benefit students.)
5. Complete the TEAS entrance test, if required (see page 20, **Entrance Examination**). Register at www.atitesting.com
5. Complete required prerequisite courses with a grade of "C" or higher. Prerequisite courses may be in progress with one course and still be considered for admission.
6. If applicable, submit the score of the Test of English as a Foreign Language (TOEFL) examination.

Admission to any program may be denied if there are any material circumstances, such as criminal record, ineligibility to sit for licensing examinations, ineligibility for employment, failure to successfully complete drug testing, or other admission criteria that are not met by the applicant.

*If the Admissions Department staff has reason to question the validity of the diploma or whether it was obtained from an entity that provides secondary education, the registrar will consult the NCES database (National Center for Education Statistics) to determine whether the institution is valid. Student self-certification will not be considered sufficient documentation, and there is no appeal process if the registrar is unable to authenticate the high school record. Additionally, home-school high school records will be evaluated by the registrar to determine whether the applicant meets the proof-of-graduation requirement.

Criminal Background Checks for Medical Imaging Technology Applicants

Admissions criteria become especially important if an applicant's past actions produce a positive background check. The review of a positive background check may take months, if not longer, and may delay admission to the program. All medical imaging technology students must resolve any adjudications before program completion to sit for any of the credentialing examinations.

For all programs, results indicating anything other than cleared must be reported to the Baptist Health System Human Resources Department for verification that students are eligible for clinical placement.

Associate of Applied Science in Diagnostic Medical Sonography

Admission for applicants entering with less than a bachelor's degree who must take the American Registry of Radiologic Technologists in Sonography (ARRT)(S) credentialing examination is conditional upon a criminal background check. Any findings will require an additional pre-application ethics clearance completed by ARRT. The applicant will pay the cost of the criminal background check (approximately \$45) and the ARRT pre-application ethics review (approximately \$100) and must provide to the Admissions Department staff a copy of the review results prior to the first day of the semester to ensure acceptance into the program. If the results letter

indicates any status other than cleared, the results will be reviewed by the program director to determine acceptance into the program.

Admission for applicants entering with a bachelor's degree or higher who can take either the ARRT(S) or the American Registry for Diagnostic Medical Sonography (ARDMS) credentialing examination is conditional upon a criminal background check.

1. For ARRT credentialing, any findings will require a pre-application ethics clearance completed by ARRT. The applicant will pay the cost of the criminal background check (approximately \$45) and the ARRT pre-application ethics review (approximately \$100) and must provide to the Admissions Department staff a copy of the pre-ethics review results prior to the first day of the semester to ensure acceptance into the program. If the results letter indicates any status other than cleared, the results will be reviewed by the program director to determine acceptance into the program. OR
2. For ARDMS credentialing, any findings will require a pre-application ethics clearance completed by ARDMS. The applicant will pay the cost of the criminal background check (approximately \$45) and the ARDMS pre-application ethics review (approximately \$125) and must provide to the Admissions Department staff a copy of the pre-ethics review results prior to the first day of the semester to ensure acceptance into the program. If the results letter indicates any status other than cleared, the results will be reviewed by the program director to determine acceptance into the program.

Associate of Applied Science in Radiologic Technology

Admission is conditional upon a clear Identogo criminal history review. Any findings other than clear will require a Texas Medical Board (TMB) criminal history review. Applicants will be required to submit fingerprints to Identogo. The applicant will pay the cost of the fingerprint scanning services (approximately \$45) and the TMB criminal history review (approximately \$100) and must provide to the Admissions Department staff a copy of the TMB criminal history review results prior to the first day of the semester to ensure acceptance into the program. Any findings will require an additional pre-application ethics clearance completed by the American Registry of Radiologic Technologists (ARRT). The applicant will pay the cost of the criminal background check (approximately \$45) and the ARRT pre-application ethics review (approximately \$100) and must provide to the Admissions Department staff a copy of the pre-application ethics review results prior to the first day of the semester to ensure acceptance into the program. If the results letter indicates any status other than cleared, the results will be reviewed by the program director to determine acceptance into the program.

Advanced Certificate in Computed Tomography

Admission for applicants who are not registered radiologic technologists is conditional upon a criminal background check. Any findings will require an additional pre-application ethics clearance completed by ARRT. The applicant will pay the cost of the criminal background check (approximately \$45) and the ARRT pre-application ethics review (approximately \$100) and must provide to the Admissions Department staff a copy of the pre-ethics review results prior to the first day of the semester to ensure acceptance into the program. If the results letter indicates any status other than cleared, the results will be reviewed by the program director to determine acceptance into the program.

Admission to the Computed Tomography program for applicants who are registered radiologic technologists is conditional upon a criminal background check. The applicant will pay the cost of the criminal background check (approximately \$45) and must provide to the Admissions Department staff a copy of the results prior to the first day of the semester to ensure acceptance into the program. If the results letter indicates any status other than cleared, the results will be reviewed by the program director to determine acceptance into the program.

Texas Medical Board criminal history review information: <http://www.tmb.state.tx.us/idl/DA2603DE-CD7F-8A4C-6ACD-BBDF4CC0C431>
ARRT pre-application ethics review information: <https://www.arrt.org/pages/earn-arrt-credentials/initial-requirements/ethics/ethics-review-preapplication>

ARDMS pre-application ethics review information: <https://www.ardms.org/wp-content/uploads/pdf/Pre-application-Criminal-ARDMS.pdf>

Criminal Background Checks for Prelicensure Nursing Applicants

Admission to the Associate of Applied Science in Nursing or Vocational Nursing program is conditional upon a Texas Department of Public Safety/Federal Bureau of Investigations clear background check, which is done through the Texas Board of Nursing (BON). This becomes especially important if the applicant knows there have been issues in the past and the background check may be positive. The review of a positive background check may take months, if not longer, and may hinder admission to the nursing program. Below are excerpts from the Texas BON guidelines for background checks for applicants for licensure. Please read and follow all instructions carefully. Applicants **MUST** arrange for finger printing immediately after being accepted for admission to the nursing program. Additionally, applicants must complete a declaratory order IF the Texas BON requires it.

The school will complete and submit to Texas BON a roster of new applicants. Texas BON staff will confirm receipt of the roster, after which applicants will receive *one* of these three outcomes:

- * Blue Card for those who are eligible,
- * Outcome/approval letter, or
- * Identogo email for those needing to submit/resubmit fingerprints

Applicants required to submit fingerprints (first time or a resubmission) will receive an email from Identogo including a service code and instructions on scheduling an appointment. The Identogo email will be sent to the applicant's email address provided on the school roster. If after 48 hours, the applicant does not receive the Identogo email, the following link may be used to schedule an appointment: <https://uenroll.identogo.com/workflows/119TF2>. Applicants without Social Security Numbers may use <https://uenroll.identogo.com/workflows//11G64G>. The applicant will pay the cost of both the fingerprint scanning services and the background check (approximately \$60). The applicant must provide the receipt of fingerprinting outcome to the Admissions Department staff. To ensure acceptance into the program on a timely basis, applicants who have committed any of the following criminal offenses, including those pending appeal, should contact Texas BON at bon.texas.gov/forms_declaratory_order.asp.html after they have been accepted into the program.

Applicants who have a criminal history in any of the following will be required to go through Texas BON's declaratory order process:

- * Been convicted of a misdemeanor, even as a minor
- * Been convicted of a felony, even as a minor
- * Pled nolo contendere, no contest, or guilty
- * Received deferred adjudication
- * Been placed on community supervision or court-ordered probation, whether or not adjudicated guilty
- * Been sentenced to serve jail or prison time or court-ordered confinement
- * Been granted pre-trial diversion
- * Been arrested or have any pending criminal charges
- * Been cited or charged with any violation of the law
- * Been subject of a court-martial, Article 15 violation, or received any form of military judgment/punishment/action

Only Class C misdemeanor traffic violations may be excluded, as long as a warrant was not issued.

Once Texas BON receives the completed criminal background check, Texas BON will mail Blue Cards directly to those applicants with clear background checks. Any applicant who has a criminal history in the background check will receive a letter requesting the applicant petition for a declaratory order. Any applicant with a rejected fingerprint scan will be requested to submit a reprint.

Associate of Applied Science in Nursing students who do not have the original Blue Card or the original declaratory order letter from Texas BON by Student Success Orientation day will be required to undergo the additional background check through the Admissions Department. The Blue Card or declaratory order letter must be presented by the end of the first semester in order for the student to continue in the program.

Vocational Nursing students must present the original Blue Card or the original declaratory order letter from Texas BON one week prior to the first day of class.

Criminal Background Checks for Applicants to All Other Programs

All other programs require a criminal background check. If the background check reveals any status other than cleared, the results will be reviewed by the program director to determine acceptance to the program. Notification of background issues and resolution will occur accordance with requirements delineated in training affiliation agreements. The Admissions Department staff will not advise on eligibility from verbal descriptions of incidents given by inquirers and applicants.

Denial of Admission due to Criminal Background Check

If denied admission because of information contained in a consumer report, the applicant will receive:

1. A disclosure of the name and address of the consumer reporting agency making such report,
2. Access to the consumer report, either through the Admissions Department or the consumer reporting agency, and
3. A statement of consumer rights.

Criminal background history, to include a history of substance abuse, may adversely affect an individual's ability to obtain employment within the health care industry.

Clinical Site Considerations Related to Criminal Background Checks

Certain clinical experiences within Baptist Health System and facilities outside Baptist Health System are necessary for progression in and graduation from the School of Health Professions. Some clinical facility sites may require additional criminal background checks on students prior to permitting them to be assigned for educational purposes. If a student is denied access to a clinical site as a result and if alternate clinical arrangements cannot be made, the student may be withdrawn from courses; and progression to the next semester will be withheld until documentation confirming the student's eligibility for licensure or registry are received.

Entrance Examination

Applicants to the Associate of Applied Science in Nursing and Vocational Nursing (diploma) programs are required to take the Test of Essential Academic Skills (TEAS) on or before the admission deadline. TEAS is a multiple-choice assessment of basic academic knowledge in reading, mathematics, science, and English language usage. Test registration along with test preparation materials may be found at www.atitest.com. The following minimum scores are required in each category and must be met on a single exam.

Associate of Applied Science in Nursing:

- | | |
|-----------------------------|------------------|
| * Reading - 69 | * Math - 63.3 |
| * English and Language - 60 | * Science - 45.8 |

Vocational Nursing:

- | | |
|-----------------------------|----------------|
| * Reading - 64.3 | * Math - 56 |
| * English and Language - 50 | * Science - 43 |

In the event of all passing scores on a test and a subsequent retest, the highest cumulative score will be used in calculating the applicant's rank. Scores are valid for two years from the testing date.

Designated College Prerequisite Courses

One prerequisite course may be in progress at the admission deadline; all other prerequisite courses must be completed prior to the admission deadline. If an applicant has one prerequisite course in progress, the course must be completed no later than the following schedule and prior to the beginning of the designated program.

- * Programs beginning in the fall: end of the summer semester
- * Programs beginning in the spring: end of the fall semester
- * Programs beginning in the summer: end of the spring semester

Prerequisite college courses and courses considered for transfer credit must appear on transcripts from colleges and universities whose accreditation is recognized by the U.S. Department of Education. Advanced placement may be considered for students with current licenses or college credits in a recognized health care program. Due to the constantly advancing knowledge and technologies in health care, this institution will not accept prerequisite science credits for diploma and associate degree programs that are older than seven years unless the applicant provides documentation of employment in health care. All credits will be assessed for transfer on a case-by-case basis. The school does not provide credit for experiential learning unless it has resulted in recognized health care licensure.

Credit from foreign colleges/universities must be evaluated as equivalent by an approved international consulting agency. Contact the Admissions Department at (210) 297-9636 for a list of approved agencies.

Pass/fail courses will meet the admission requirement and will be recorded with no value in the grade point average. Developmental courses will not meet the prerequisite or transfer credit requirements. College level courses will be considered individually according to their fit in meeting the prerequisite requirements. The table of recommended prerequisite courses on page 13 may be used as a guide. For specific questions about prerequisite courses, contact the Admissions Department at 210-297-9636.

A minimum grade of “C” (2.00 on a 4.00 scale) must be achieved in each required college course in order to be acceptable for admission. The grade point average calculation for selection purposes will be based on the highest grade achieved by the admission deadline.

Transcripts

College

Official transcripts must be sent from all colleges attended. Official transcripts are defined as those received directly from the college/university via electronic delivery or mail.

Email: transcripts@bshp.edu

Mail:

ATTN: Admissions/Registrar
8400 Datapoint Drive
San Antonio, Texas 78229-3234

Transcripts carried or mailed by the student in a college-sealed envelope are considered official. Transcripts marked “issued-to-student” are not acceptable under normal circumstances.

Transcripts must reflect grades for all prerequisite courses completed or in progress at the admission deadline. Official transcripts must be received for all in-progress prerequisites before the start of classes. Transcripts must be requested from each college/university granting prerequisite credit. **It is the applicant’s responsibility to verify with the Admissions Department that the required transcripts have been received before the admission deadline.**

Military/Veterans

U.S. Air Force veterans can request military transcripts at <http://www.credentials-inc.com/cgi-bin/dvcgitp.pgm?ALUMTRO012308>. All other military transcripts can be requested at <https://jst.doded.mil/smart/welcome.do>

High School

A copy of the high school transcript, diploma, or GED certificate is required. If a high school transcript is not available, the applicant must provide an official college transcript to the registrar. The director of admissions will

review transcripts to verify successful completion of college level course work at an accredited college or university, earning a grade of “C” or better in a minimum of 12 hours of college credit course work.

RN to BSN Applicants

Applicants to the RN to BSN program must hold a valid registered nursing license. Applicants completing the Associate of Applied Science in Nursing at the Baptist Health System School of Health Professions who wish to enroll in the RN to BSN program may be provisionally accepted to the RN to BSN program contingent upon successful completion of the NCLEX-RN within the first 8 weeks. Students who are not successful in NCLEX-RN testing will be withdrawn from the RN to BSN program at the end of the first 8-week flex until such time as they meet the requirement of a valid registered nursing license.

Transfer Students

Transfer students requesting consideration for admission and transferring credit must meet all current admission requirements.

A school catalog, course descriptions, and course outlines from previous schools may be required to determine applicable course transfer credit and student standing. Each transfer applicant will be considered on an individual, space-available basis.

Only courses completed with a grade of “C” or higher will be considered for transfer. Courses must have content equivalent to the Baptist Health System School of Health Professions course(s) for which the applicant is requesting credit. Transfer applicants who have been unsuccessful in a previous program may not be eligible for transfer credit.

The transfer applicant must enter at the beginning of the course and must complete a minimum of 25% of coursework at the Baptist Health System School of Health Professions to be eligible to graduate. All requests for transfer credit must be received and approved no later than the start of the senior semester.

Students requesting transfer credit into the Associate of Applied Science in Nursing program must provide a letter of recommendation from the previous school of nursing. Requests for consideration of transfer of pre-licensure nursing credits must be submitted a minimum of six weeks prior to the first day of the semester.

If any transfer credit is granted towards completion of a program in which an applicant is enrolling, the tuition will be prorated to exclude the courses for which the applicant has received credit.

Advanced Placement

Advanced placement is offered in the Associate of Applied Science in Nursing program to applicants who completed a licensed vocational nursing program with a minimum grade point average of 2.00, hold a current unencumbered vocational nursing license (Texas or compact state license required), and meet all the prerequisite course and admission requirements for the program. Students accepted to this program will receive credit for the first semester nursing courses and start in the second semester of the degree program. Accepted advanced placement students will be required to complete three of the five required general education courses during the first semester of the program before beginning the nursing courses. No more than two general education courses may be taken concurrently with nursing courses. General education courses must be completed before entering the last semester of the program.

Admission Decision

Admission to Baptist Health System School of Health Professions programs is competitive. Applicants are advised to check with Admissions Department staff and/or consult the school’s website regarding program-specific admission criteria. Admission is based on space availability and offered to top ranked candidates. Decision letters will be sent via personal email to all qualified candidates as soon as possible after the application deadline. The School of Health Professions reserves the right to offer early decisions on admission.

Admission Requirements to be Completed After Receiving Admission Acceptance

Students admitted to the Baptist Health System School of Health Professions, including those enrolled in fully online programs with clinical hours, must complete the following enrollment conditions. Some exceptions apply to nonclinical online programs. Contact the Admissions Department staff for specific requirements.

1. Provide verification of health care insurance.
2. Provide verification of completion of American Heart Association Basic Life Support for Healthcare Providers or American Red Cross Basic Life Support for Healthcare Providers course.
3. Complete substance abuse test during the required time frame.
4. Verify immunization requirements with the student health nurse.
5. Complete criminal background check (see pages 17-20).

Admission to any program may be rescinded if these enrollment conditions are not met.

Health Care Insurance

All students who are required to complete clinical hours must have current health care insurance. After acceptance is granted, proof of health care insurance is required by the first day of the first clinical semester of the program. Health care insurance coverage is required for the duration of the program.

Basic Cardiac Life Support Course

All students who are required to complete clinical hours must have a current basic cardiac life support certification. The American Heart Association Basic Cardiac Life Support for the Healthcare Provider or the American Red Cross Basic Life Support for Healthcare Providers are the only courses accepted. All courses must include a skills check off. Current certification is required for the duration of the program for students enrolled in programs that require clinical hours.

Substance Abuse Testing

The Baptist Health System School of Health Professions is firmly committed to maintaining an educational and health care environment free of the abuse or unauthorized use of drugs, alcohol, and similar mind-altering substances. For the safety of patients and others in Baptist Health System and other health care facilities and to protect the integrity and efficiency of delivery of service, a substance test is required of students applying for admission to all programs with a clinical experience requirement. Cost of substance abuse testing is the responsibility of the applicant/student.

1. Accepted applicants will submit to a substance test at a designated location.
2. All substance tests must be completed within a scheduled time period, and results must be negative.
3. Alumni applying for a new program will need to complete a new substance test.
4. An applicant who does not complete a substance test may not be allowed to start class that semester. (Completion includes but is not limited to properly filling out all related paperwork, submitting specimen within allotted time frame, completing Medical Review Officer process when necessary, etc.).
5. An applicant whose substance test is non-negative will be ineligible for admission to any program for a full year, at which point another drug screen must be completed.

It should be noted that the School of Health Professions and Baptist Health System hospitals and facilities are non-smoking environments.

Immunization Requirements

The Texas Administrative Code, Title 25 Health Services, requires students enrolled in health-related courses that involve direct patient contact to be compliant with the following before they may engage in course activities.

1. **Hepatitis B series:** A completed series (usually three shots over a 6-month period) OR serologic confirmation of immunity OR two doses of HEPLISAV B vaccine (one month apart)
2. **Measles/mumps/rubella:** Two doses each of live measles and mumps vaccines and at least one dose of live rubella vaccine OR serologic confirmation of immunity to all three (measles, mumps, and rubella)
3. **Chickenpox (varicella):** Documented history of disease on state of Texas form OR serologic confirmation of immunity OR two doses of varicella vaccines at least 28 days apart
4. **Tetanus diphtheria pertussis:** One dose of vaccine within prior 10 years
5. **TB test:** Baseline TB skin test within 3 months prior to in-processing. A second skin test will be required if it has been more than 12 months since the prior skin test. If you are unable to take a TB skin test due to a prior positive reaction or allergy, a negative/normal chest x-ray is required within the preceding 12 months.
6. **Influenza:** Annual immunization against influenza to include the seasonal vaccine as well as any other vaccines as designated by the Centers for Disease Control and Prevention unless there exists a documented medical or religious contraindication
7. **COVID-19 Vaccine:** One dose of Johnson and Johnson, two doses of Pfizer/Moderna, or approved medical or religious exemption. Booster COVID-19 vaccines are recommended but not required as of the time of this publication.
8. Other tests as required by law, standards, or clinical sites.

The Texas Administrative Code, Title 19, Education, requires students enrolled at a Texas higher education institute to show evidence of an initial bacterial meningitis vaccine or booster dose during the five-year period preceding, and at least 10 days prior, to the first day of the first semester in which the student enrolls.

A student is not required to submit evidence of receiving the vaccination against bacterial meningitis if the student meets any of the following criteria:

- * the student is 22 years of age or older by the first day of the start of the semester; or
- * the student is enrolled only in online or other distance education courses; or
- * the student is a member of the U.S. military on active duty.

As part of registration, accepted applicants and returning students will take their immunization records and completed health screening packets to their processing appointment with the student health nurse. Immunizations, TB tests, and lab tests are available at the School of Health Professions. Cost of immunizations/tests is the responsibility of the applicant/student.

Admission to Online-Only Programs

Applicants seeking admission to fully online programs must meet the admissions criteria as applicable and outlined in this chapter. Applicants must also be able to meet the technology requirements and possess the computer skill sets necessary as outlined on pages 8-9.

International Applicants

The Baptist Health System School of Health Professions is not approved to admit international students at this time. For more information or to see if the school's status has changed, please contact the Admissions Department at 210-297-9636.

Accommodation for Disabilities

The Baptist Health System School of Health Professions recognizes and supports the principles set forth in federal and state laws designed to eliminate discrimination against qualified individuals with disabilities. The school believes in equal access to educational opportunities for all individuals. The Disability Services Officer (DSO) serves current and future students with disabilities in a variety of ways, including the provision of reasonable accommodations and auxiliary services to eligible students.

Students with disabilities have the right to an equal opportunity to participate in and benefit from school services, programs, facilities, or activities. Students are responsible for identifying themselves as individuals requesting accommodation based on a qualifying disability each semester. Students shall direct accommodation requests to the school's DSO. While the school accepts accommodation requests throughout each semester, students are strongly urged to submit accommodation requests immediately upon acceptance into a program and at least four weeks before each subsequent semester. The school has a two-step process to reasonably accommodate students with qualifying disabilities. Students must actively participate in this process. The two steps are (a) certifying the student's qualifying disability and (b) determining the student's reasonable accommodation.

Students certified as having a qualifying disability are eligible for accommodation and will engage in a collaborative process with the DSO to determine their reasonable accommodation. An accommodation will not be considered reasonable if it fundamentally alters the nature of a service, program, facility, or activity of the school. The school is not required to lower or substantially modify program standards or codes of conduct. Students using their accommodation shall notify the applicable instructors and program director of the accommodation once determined. Students receiving accommodation shall be evaluated based on their ability, not disability.

Students may appeal denied accommodations or school-proposed accommodations. Students may also request accommodation revision during the semester. Students should appeal accommodation denials or school-proposed accommodations within two weeks. Students requiring accommodation revision anytime during the semester should submit a request as soon as possible. Students may appeal denied accommodations or school-proposed accommodations to the president.

The school's interim Disability Services Officer is:
 Karen Holt
 Director, Bruce A. Garrett Medical Library
 Baptist Health System School of Health Professions
 8400 Datapoint Drive
 San Antonio, Texas 78229-3234
 Office: 210-297-7638
 Email: DisabilityServices@bshp.edu

Service Animals

"Service animal" is defined by the Americans with Disabilities Act (ADA) as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition unless recognized by applicable law. In addition to provisions about service dogs, the ADA recognizes miniature horses who have been trained to do work or perform tasks for people with disabilities. Service animals are working animals, not pets. The work or tasks performed by a service animal must be directly related to the owner's disability. The ADA does not include within the definition of service animals those whose sole function is to be used for emotional support, well-being, comfort, and/or companionship.

Typically, service animals are not permitted in the following hospital areas: food preparation areas, medication storage or preparation areas, clean and sterile supply areas, linen storage areas, surgical suites or any area where an invasive procedure is performed, intensive care units, drug preparation areas, radiology rooms, behavioral health units, or any room where a patient is considered to be immunosuppressed. Therefore, it is highly unlikely a student would be able to have a service animal present during clinical rotations.

New Student Processing/Student Success Orientation

As a new student to the Baptist Health System School of Health Professions, we want your transition to be as smooth as possible and ensure successful navigation of our campus, library resources, policies, and procedures. Each incoming student will be required to complete New Student Processing on the scheduled processing day, which will include completion of admissions forms as well as information on accessing the Moodle Learning Management System. Students completing clinical are required to complete an online hospital orientation as part of online Student Success Orientation. Online students schedule New Student Processing with the Admissions Department staff; instructions are provided by email. Resident and online students must complete the online Student Success Orientation prior to the first day of class. Resident students are required to attend the scheduled Student Success Orientation, which includes meeting with the program director and faculty.

FINANCIAL INFORMATION

Tuition and Fees

The following rates are effective for newly enrolling students for fall 2022, spring 2023, and summer 2023.

Program	Length in Weeks	Clock Hours	Credit Hours	Tuition and Fees (subject to change)		
				Tuition	Fees	Books*
Bachelor of Science in Healthcare Management - online delivery General Education Core (does not include associate degree or 60 credit equivalent courses)	32	336	21	\$8,400.00	\$1,800.00	\$560.00
	48	624	39	\$15,600.00	\$2,700.00	\$1,135.00
	80	960	60	\$24,000.00	\$4,500.00	\$1,695.00
Associate of Applied Science in Diagnostic Medical Sonography - blended delivery	80	1,920	66	\$26,400.00	\$5,475.00	\$930.00
Associate of Applied Science in Radiologic Technology - blended delivery	80	1,680	60	\$24,000.00	\$6,235.00	\$1,254.00
Advanced Certificate in Computed Tomography - online delivery	32	608	22	\$7,040.00	\$1,800.00	\$400.00
RN to BSN - online delivery General Education Core (does not include prerequisites or entry-level nursing courses)	48	672	42	\$16,800.00	\$2,700.00	\$1,120.00
	48	608	30	\$12,000.00	\$2,700.00	\$1,723.00
	96	1,280	72	\$28,800.00	\$5,400.00	\$2,843.00
Associate of Applied Science in Nursing - blended delivery	80	1,520	60	\$24,000.00	\$7,700.00	\$1,380.00
Vocational Nursing - blended delivery	48	1,356	43	\$13,760.00	\$5,075.00	\$150.00
Associate of Applied Science in Surgical Technology - blended delivery	80	1,624	63	\$25,200.00	\$5,550.00	\$1,040.00

*Purchase of textbooks and e-books is the responsibility of the student. Estimates of book costs are provided but are subject to change by vendors.

No fees associated with participation in distance education.

No tool fees.

Tenet Employee and Alumni Discount

Baptist Health System School of Health Professions provides a wide variety of programs at a discount to Tenet employees and School of Health Professions alumni who want to take advantage of educational opportunities available at the school to advance their health care careers at a discounted tuition rate. Not all programs have discounts available. Eligibility for admission and application deadlines vary based on the academic program and can be found at www.bshp.edu. For more information on the tuition discount program, please contact the school's Admissions Department at 210-297-9636.

Payment

Cash, check, money order, credit card (a credit card convenience fee may be charged), and financial aid. Tuition and fees for each semester will be paid in full on or before the first day of each semester unless the student is eligible for financial aid and the Financial Aid staff has given clearance and/or other financial arrangements have been made with the Finance Office. Students are responsible for any financial obligation incurred while attending Baptist Health System School of Health Professions regardless of any anticipated financial aid.

Optional Payment Plan

Students may elect to pay their full or remaining balance of tuition and fees for each semester in three (3) equal payments as follows.

- * First payment due first day of the semester
- * Second payment due two (2) weeks after the first day of the semester
- * Third payment due four (4) weeks after the first day of the semester

Each payment should be 1/3 of the amount due for tuition and fees after deducting financial aid, if any. For example, if a student's charges are \$5,000 and \$2,000 is awarded for financial aid, each required payment would be \$1,000. The calculation is: $\$5,000 - \$2,000 = \$3,000 / 3 = \$1,000$.

A \$150 per semester Payment Plan Fee (included in the table above for Fees amount) applies to any semester in which the student has not paid the full tuition and fees for that semester on or before the first day of the semester.

No interest is charged.

Additional Expenses – All Students

The following expenses are the responsibility of the student and are not covered in the tuition and fees schedule: the cost of books, e-books, uniforms, transportation, clinical site expenses (such as parking and CastleBranch documentation services), immunizations, health insurance, CPR certification, credit card convenience fees, library fines, and parking violation fines. The student is also responsible for optional graduation expenses, such as a graduation cap and gown and nursing pin. The purchase of nursing pins applies only to nursing students who wish to participate in the traditional pinning ceremony at the time of graduation.

The fee for auditing a course (upon program director's approval) is \$50.

Program-specific uniform patches are \$5 each.

The charge to replace the student ID badge is \$20.

School parking permits are \$20 per vehicle registered to park on campus. The charge to replace a lost or destroyed school parking permit is \$20. Hospital and other clinical affiliates set their own fee amounts.

The application fee for the first-time applicant is \$15. Students, former students, or graduates applying for a new program thereafter will incur an application fee of \$10 for each application.

Licensing Board Registry Examination and Certification Fees

Costs associated with examination and licensure are determined by the individual licensing or examination boards and may be subject to change. These costs may or may not be included in the student's program tuition and fees depending on licensure/registry procedures. The cost of any assessment testing retakes is the responsibility of the student.

Collection Practice for Outstanding Balances

The School of Health Professions makes every effort to communicate with students on a weekly basis regarding any balance owed during a semester. The school provides payment plans for any student who needs such and works with all current students to assist them to stay in school and graduate on time. If you withdraw from your program and your balance is not paid in full within 180 days, your balance will be submitted for collection.

Cancellation and Refund Policy – Resident or Synchronous Distance Education Courses and Programs (Texas Workforce Commission)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first three scheduled class days, except that the school may retain not more than \$100 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

Refund Policy

Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled class attendance.

The effective date of termination for refund purposes will be the earliest of the following:

1. The last day of attendance, if the student is terminated by the school;

2. The date of receipt of written notice from the student; or
3. Ten school days following the last date of attendance.

If tuition and fees are collected in advance of entrance, and if after expiration of the 72-hour cancellation privilege the student does not enter school, not more than \$100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.

If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the school or college may retain not more than \$100 in any administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75% or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination. (More simply, the refund is based on the precise number of course time hours the student has paid for, but not yet used, at the point of termination, up to the 75% completion mark, after which no refund is due.)

Refunds for items of extra expense to the student, such as books, tools, or other supplies, should be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books, and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.

A student who withdraws for a reason unrelated to the student's academic status after the 75% completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.

A full refund of all tuition and fees is due and refundable in each of the following cases:

1. If an enrollee is not accepted by the school;
2. If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
3. If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

Refund Policy for Students Called to Active Military Service (Texas Workforce Commission)

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

1. If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;

2. A grade of incomplete with the designation “withdrawn, military” for the courses in the program, other than courses for which the student has previously received a grade on the student’s transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
3. The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
 - a. Satisfactorily completed at least 90% of the required coursework for the program; and
 - b. Demonstrated sufficient mastery of the program material to receive credit for completing the program.

Return To Title IV Policy (R2T4)

In compliance with section 484B of the Higher Education Amendments and 34 CFR 668.22, the Baptist Health System School of Health Professions administers the following refund policy for students in receipt of Title IV funds (i.e., federal financial aid).

Title IV Refunds

Up through the 60% point in each payment period, a calculation is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds the student was scheduled to receive during the period. For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, the school must still determine whether the student is eligible for a post-withdrawal disbursement.

Federal Aid Repayment Calculation

The percentage of Title IV funds earned is equal to the percentage of the payment period completed. The amount of unearned federal aid is the total amount of federal aid less the portion of earned federal aid. For all programs calculated in clock hours, the percentage of the period completed is determined by dividing the number of hours the student was scheduled to complete in the payment period as of the student’s last date of attendance by the total number of clock hours in the period. For programs measured in credit hours, a similar calculation is used based on completed class days and total scheduled class days for the period.

If a student receives less federal financial aid than the amount earned, the school must offer a post-withdrawal disbursement. If a student due a post-withdrawal disbursement of Title IV grant funds has no outstanding charges on his/her account, or if the grant funds remain to be disbursed from a post-withdrawal disbursement after the outstanding charges to the student’s account have been satisfied, the school must notify the student in writing that the grant funds are available. The school must notify a student, or parent for a Parent PLUS loan, in writing prior to making any post-withdrawal disbursement of loan funds whether those funds are to be credited to the student’s account, or parent for a Parent PLUS loan, to make an informed decision as to whether the student or parent would like to accept any disbursement of loan funds. Notifications to the student or parent will be made within 30 days of the student’s last date of attendance. Post-withdrawal disbursements will be made within 120 days of the student’s last date of attendance.

Repayment of Unearned Federal Financial Aid

If a student withdraws from school prior to completing over 60% of a term, the student may be required to repay a portion of the federal financial aid received for that term. A schedule is used to determine the amount of federal student aid funds the student will have earned at the time of withdrawal. Federal aid includes Federal Pell Grants and Federal Direct Loans.

The amount of unearned federal aid is divided into the following two categories:

1. Unearned Federal Aid Attributed to School Charges (Regardless of the order and method in which tuition and fees are paid, unearned federal aid is attributed to school charges first, then to non-school expenses.)
 - Baptist Health System School of Health Professions is required to return all unearned federal aid attributed to school charges. This means a portion of a student's tuition and fees is no longer covered by financial aid, and the student is liable for paying the balance of school charges.
 - All unearned federal aid attributed to school charges is subject to immediate repayment by the student unless the student is eligible for a tuition and fee refund.
2. Unearned Federal Aid Attributed to Non-School Expenses: For unearned aid allocated to the federal loan program that is attributed to non-school expenses, the student is not required to make immediate repayment.
 - The regulation allows repayment to be made in accordance with the regular repayment schedule of the loan.
 - Federal grant repayment is limited to 50% of the initial unearned aid allocation.

Student Official and Unofficial Withdrawal

A student is withdrawn from school if the student makes an official notification of intent to withdraw to the program director and completes the student clearance procedure. Official notification can be either written or oral, and the student's last date of attendance is the official date of withdrawal. The date of determination is the date the program director is officially informed by the student that the student is withdrawing.

A student who leaves school without providing notification to the program director and without completing the clearance procedure is an unofficial withdrawal. Any student absent for 10 school days without notification is considered withdrawn. For the purposes of Title IV refund calculation, the student's last date of attendance in academically related activity, which may include online participation and classroom, lab, or clinical activity, is the date of withdrawal.

All institutionally scheduled breaks of 5 or more consecutive days are excluded from the return calculation as periods of nonattendance and, therefore, do not affect the calculation of the amount of federal student aid earned.

Return of Funds by the School

The school will return Title IV funds to the programs from which the student received aid during the payment period up to the net amount disbursed from each source in the following order:

1. Unsubsidized Direct Stafford loans (other than PLUS loans)
2. Subsidized Direct Stafford loans
3. Direct PLUS loans
4. Federal Pell Grants for which a return is required

If a refund of Title IV aid is due to the student, the refund will occur within 14 days after the school has performed the mandatory R2T4 calculation. Refunds to Title IV aid programs will be made within 30 days of the student's last date of attendance.

Financial Aid Programs

The Financial Aid staff provides information about financial assistance to students who, without such aid, would be unable to enroll. The intention of the Baptist Health System School of Health Professions is to help as many students as possible through a variety of aid programs. Grants, loans, and scholarships may be available through federal and private funding sources. Not all students are eligible for financial aid. Students who are only auditing courses are not eligible for financial aid.

Once the student has been accepted, the financial aid will be awarded based on the established criteria of the U.S. Department of Education. For consideration, students seeking aid must submit the appropriate application

including financial information concerning themselves and, if dependent by the U.S. Department of Education rules and regulations, their parents. In an attempt to assist all students with obtaining the maximum financial assistance, students are encouraged to complete the FAFSA application (see **Application Procedures** on page 37).

Title IV Student Eligibility Criteria

Title IV aid (i.e., federal financial aid) may be available to students who qualify and who are:

- * United States citizen or national;
- * United States permanent resident or other eligible noncitizen; or
- * A citizen of the Freely Associated States: the Federated States of Micronesia and the Republics of Palau and the Marshall Islands.
- * NOT be in default on any federal student loan(s) and/or owe a refund on federal student grant

In addition, a Title IV (i.e., federal financial aid) student must be admitted and enrolled as a regular student in a Title IV eligible program in order to receive federal student aid funds. Basic student eligibility issues are:

- * must be enrolled as a regular student in an eligible program
- * cannot also be enrolled in elementary or secondary school
- * must have a high school diploma or equivalent
- * must make satisfactory progress
- * must meet enrollment status requirements
- * must have resolved any drug conviction issue

Title IV Eligible Programs of Study

In compliance with U.S. Department of Education Title IV program requirements for financial aid, the following programs of study are approved for Title IV eligibility:

- * Bachelor of Science in Healthcare Management
- * Associate of Applied Science in Diagnostic Medical Sonography
- * Associate of Applied Science in Radiologic Technology
- * Advanced Certificate in Computed Tomography
- * Bachelor of Science in Nursing (RN to BSN)
- * Associate of Applied Science in Nursing
- * Vocational Nursing
- * Associate of Applied Science in Surgical Technology

Financial Aid Recipient Rights and Responsibilities

Students who receive federal, state, local government, and/or private financial aid acknowledge the following rights and responsibilities:

Rights

- * The types of financial assistance programs available
- * The procedures and deadlines for the submission of all application materials
- * The cost of attendance at the Baptist Health System School of Health Professions and applicable refund policies
- * The source of each type of aid offered
- * How financial aid is disbursed or applied to your account
- * The appeal procedures for financial aid decisions
- * Be granted a reasonable amount of time in which to consider the award offered before accepting or declining (as indicated on the return date on the financial aid offer)

- * Confidentiality regarding all information submitted to us
- * To review your financial aid file by submitting a written request and allowing two business days for a reply from the Financial Aid Office to arrange a time and date agreeable to both the student and the Financial Aid Office personnel

The student also has the right to seek help to resolve disputes and solve other problems with federal student loans after exhausting options with his/her student loan servicer/holder. Contact options are:

Mail: U.S. Department of Education
FSA Ombudsman Group
P. O. Box 1843
Monticello, Kentucky 42633

Phone Toll Free: 877-557-2575

Fax: 202-275-0549

Website: <https://studentaid.gov/feedback-center/>

Responsibilities

- * Complete all application forms accurately and thoroughly.
- * Know and comply with all priority dates established by the Financial Aid Office.
- * Understand and cooperate with the school's withdrawal and applicable refund policies.
- * Read and understand all information sent to you regarding your financial aid and keep copies for your records.
- * Understand and accept responsibility for all agreements signed.
- * Understand that formal communication from the Financial Aid Office will be to your school-issued email address.
- * Use financial aid funds solely for educational purposes.
- * Understand that you must report changes in enrollment status, housing status, or other financial aid received and that the Financial Aid Office may have to make adjustments to financial aid awards.
- * Repay all loans according to the terms agreed upon at the time the loan was accepted and the promissory note signed or risk going into default and jeopardizing your future.
- * Report any changes in financial circumstances to the Financial Aid Office.
- * Understand and comply with the standards of satisfactory academic progress as established by the school and the federal government.
- * Report all outside assistance to the Financial Aid Office as soon as possible (scholarships, grants, military benefits, etc.).
- * Promptly return all corrections, documentation, or additional information requested by the Financial Aid Office or any agency with whom you have applied or risk your losing your financial aid.

Financial Aid Satisfactory Academic Progress

The Higher Education Amendment Act of 1965, as amended, mandates institutions of higher education to establish a minimum standard of "Satisfactory Academic Progress" (i.e., SAP) for students receiving financial aid. In addition, SAP is necessary to become a Baptist Health System School of Health Professions graduate.

Financial aid programs governed by this policy include:

- * Federal Pell Grant
- * Federal Direct Subsidized Loan
- * Federal Direct Unsubsidized Loan

- * Federal Direct Parent Loan for Undergraduate Students (PLUS)
- * Private Alternative/Education Loan Programs (non-federal)

Financial aid recipients are expected to make SAP to obtain a degree or certificate as a condition to receive financial aid. A student's academic history at the Baptist Health System School of Health Professions includes transfer credits and all attempted and completed courses applicable to the current program of study. Satisfactory academic progress will be reviewed at the end of each semester (i.e., scheduled completion) to ensure timely progression toward graduation. If a student has never been a financial aid recipient at the Baptist Health System School of Health Professions and seeks to apply for financial aid, the student's academic history specific to the current program of study will be reviewed to ensure SAP compliance.

Satisfactory academic progress requires financial aid recipients to meet the following three (3) criteria:

1. The financial aid recipient must meet a minimum qualitative measure. The financial aid recipient must maintain a cumulative grade point average (GPA) minimum requirement as determined at the end of each semester (i.e., payment period) for all hours attempted. Undergraduate students must have a minimum 2.00 cumulative GPA; graduate students must have a minimum 3.00 cumulative GPA. If the cumulative GPA drops below the minimum requirement, the student may no longer be eligible for financial aid.

Final assigned grade values used to determine GPA are "A," "B," "C," "D," "F," and "WF." Grades that do not factor into GPA calculation are "P," "W," "WP," "IP," and "AU."

2. The financial aid recipient must meet a quantitative (or pace) measure. The financial aid recipient enrolled in a credit hour program must satisfactorily complete at least 67% of cumulative hours attempted. Attempted hours include all registered hours per semester whether or not the student earns a passing grade. The calculation is based on completed hours (which includes all courses for which the student earns a final passing grade of "A," "B," "C," or "P") divided by attempted hours (which includes all courses regardless of the final grade).

Examples:

- * If a degree-seeking student attempts 12 credit hours in a semester, the student must successfully complete a minimum of 9 credit hours ($67\% \times 12 = 8.040$) to make SAP for the semester. (NOTE: All partial credit hours will be rounded up to the nearest hour.)
- * If at the end of the first year, a degree-seeking student has attempted 24 credit hours and successfully completed 20 credit hours, the student is at a completion rate of 83% ($20/24 = 83.3\%$) and is meeting the quantitative/pace measure. (NOTE: There is no rounding up for the percentage of the completion rate.)

Financial aid recipients enrolled in certificate or diploma programs measured in clock hours must complete at least 67% of both the scheduled hours in the payment period and scheduled weeks.

- * A student enrolls in a certificate or diploma program measured in clock hours and attempts 464 clock hours in a 16-week payment period (i.e., $464/16 = 29$ hours per week). The student must successfully complete a minimum of 311 clock hours ($67\% \times 464 = 310.880$) AND attend at least 11 weeks ($67\% \times 16$).

Repeated courses and grades within the same program of study will be counted in both the qualitative and quantitative/pace measures (see items 1 and 2 above). Baptist Health System School of Health Professions does not offer remedial coursework; therefore, it is not a factor in the SAP review.

Change of program: Courses and grades earned in one program of study at Baptist Health System School of Health Professions will not count in the SAP review of a new program of study at Baptist Health System School of Health Professions except for those successfully completed courses and grades that are directly transferable to the new program of study and will be included in the qualitative and quantitative/pace calculations.

Course withdrawals (with the exception of an assigned grade of “WF”) do not affect a student’s GPA during the qualitative review. However, course withdrawals that appear on a student’s program transcript will be included during the quantitative/pace review as attempted courses.

3. The financial aid recipient must complete the degree and/or certificate or diploma program within the maximum published timeframe. Maximum timeframe is equal to 1.5 (i.e., 150%) times the published length of the program.

For degree programs measured in credit hours, a maximum timeframe is no longer than 150% of the published length of the program measured in credit hours.

Degree Program	Maximum Timeframe
Bachelor of Science in Healthcare Management	180 credit hours (120 credit hours X 150%)
Associate of Applied Science in Diagnostic Medical Sonography	99 credit hours (66 credit hours X 150%)
Associate of Applied Science in Radiologic Technology	90 credit hours (60 credit hours X 150%)
Bachelor of Science in Nursing (RN to BSN)	180 credit hours (120 credit hours X 150%)
Associate of Applied Science in Nursing	90 credit hours (60 credit hours X 150%)
Associate of Applied Science in Surgical Technology	94 credit hours (63 credit hours X 150%)

For diploma and certificate programs measured in clock hours, a maximum timeframe is no longer than 150% of the published length of the program (i.e., weeks of completion).

Diploma/Certificate Program	Maximum Timeframe
Advanced Certificate in Computed Tomography	48 weeks (32 weeks X 150%)
Vocational Nursing	72 weeks (48 weeks X 150%)

NOTE: Days granted for an approved leave of absence (not to exceed 180 calendar days) will be included in the maximum timeframe for diploma/certificate programs.

Financial Aid Warning and Probation

Satisfactory academic progress is monitored at the end of each semester. A student who does not maintain SAP, as defined in this policy, will receive a “financial aid warning” email notification at the conclusion of the reviewed semester when the financial aid recipient is not meeting the SAP policy requirements. The student may continue to receive financial aid in the subsequent semester (referred to as the warning period). The email notification will advise the student of the specific deficiency(s) in meeting the policy and what is required in the subsequent semester to rectify academic progress so financial aid eligibility can continue. If the student meets the SAP requirements at the end of the warning period, the student will be removed from the “financial aid warning”

status moving forward. However, the SAP will continue to be reviewed at the end of each semester to monitor satisfactory academic progress.

A financial aid recipient who does not meet the SAP policy after the “financial aid warning” period will receive an email notification stating the student is no longer eligible to receive financial aid. However, the student has the opportunity to submit a signed letter of appeal and any supporting documentation within five (5) calendar days of being notified of financial aid ineligibility. Failure to submit a signed letter of appeal within five (5) calendar days will result in the loss of Title IV eligibility until such time that the student meets the SAP requirements.

The signed letter of appeal must be addressed to the Financial Aid Department and disclose any extenuating circumstances the student believes may have contributed to the performance. The appeal and supporting documentation may be submitted via email (financialaid@bshp.edu), fax (210-297-0075), hand-delivered to the Financial Aid Department staff, or mailed. The Financial Aid Department may waive interim satisfactory progress standards for extenuating circumstances that may include but are not limited to poor health, a family crisis, or other significant occurrence outside the control of the student. The extenuating circumstances must be documented and show they have had an adverse impact on the student’s satisfactory progress in the program. The letter of appeal must also include any changes the student will make to meet the SAP criteria.

If the appeal is approved, the student will be notified via email. The student will be placed on financial aid probation for one semester with the condition of meeting with the academic program director to discuss and formalize a degree plan beneficial to the student’s success in the program of study. The degree plan must be able to demonstrate the student will meet SAP at a specified time and ensure timely graduation within the maximum timeframe. Satisfactory academic progress will be reviewed at the end of the probation period to verify the student is following the degree plan and SAP is met to continue financial aid eligibility. Any deviation from the degree plan without the consent of the academic program director and the Financial Aid Department will result in the disqualification of financial aid.

A student who does not meet the conditions of the approved probation period will lose the ability to appeal until such time that the student meets the SAP requirements, if eligible.

The submission of a letter of appeal is no guarantee for approval, and denied letters of appeal are final.

How to Re-Establish Financial Aid Eligibility

In the situation where a student has not succeeded in meeting SAP, the student may continue enrollment. However, the student will pay for tuition and expenses at the student’s own expense. If the student believes academic deficiencies have been rectified to meet the SAP requirements, the student should contact the Financial Aid Department to be reconsidered for financial aid eligibility.

FERPA and Financial Aid Information

In compliance with federal regulations, financial aid information is only released to the student. The release of financial aid information to a person other than the student will only occur if the student has designated in writing the name of the individual(s) directly to the Financial Aid Office and/or on the FERPA release form submitted to the Student Services Department.

Federal Financial Aid

The Baptist Health System School of Health Professions participates in the following Title IV programs:

- * Federal Pell Grant – Pell grants are need-based and awarded to students who have not earned a bachelor’s or professional degree. The Pell Grant does not have to be repaid at the completion of a program of study. Award amounts are directly affected by hours of enrollment.

- * William D. Ford Direct Loan – The federal direct loan program is a loan that must be repaid and is composed of both subsidized and unsubsidized components.
 - “Subsidized” means the federal government pays for the interest (4.99%) for students from July 1, 2022, to June 30, 2023, while the student is enrolled at least half time. Note: The U.S. Department of Education has implemented new regulations that may limit and/or disqualify a student from subsidized federal student loan eligibility. The Financial Aid staff must review additional documentation to make the final decision.
 - “Unsubsidized” means the student is responsible for the interest (4.99% from July 1, 2022, to June 30, 2023) and can either pay the interest while in school or postpone until repayment. Repayment for these loans begins 6 months after the student ceases enrollment on at least a half-time basis or graduates. There is no penalty for prepayment and eligibility is subject to a review of previous federal student loan borrowing. Students must be enrolled at least half time to qualify.
- * William D. Ford Direct PLUS Loan – The Parent Loan for Undergraduate Students (PLUS) Loan is available for parents of undergraduate students to help cover the cost of attendance. Approval is subject to a credit check with the interest rate 7.54% (for loans disbursed July 1, 2022, through June 30, 2023). Repayment begins either 60 days after the loan is fully disbursed, or the borrower can wait until 6 months after the dependent student on whose behalf the parent borrowed ceases to be enrolled on at least a half-time basis.

Note: Interest rates are subject to change.

Application Procedures

Students applying for Title IV federal financial assistance must:

1. If enrolling for fall 2022 and/or spring 2023, complete and submit the 2022-2023 Free Application for Federal Student Aid (FAFSA).
 - Complete the FAFSA at <https://studentaid.gov/h/apply-for-aid/fafsa>
 - List our federal school code of 014956
 - NOTE: If you are applying for admission beyond spring 2023, please visit the Financial Aid section of the school’s website (www.bshp.edu) for more information.
2. Complete a Master Promissory Note (MPN) and complete entrance counseling under the “COMPLETE AID PROCESS” tab at <http://www.studentaid.gov>

Please note that financial aid awards are subject to change at any time due to verification or changes in student financial or academic status. The school reserves the right to make necessary adjustments to comply with federal aid regulations.

Be advised that the U.S. Department of Education has implemented new regulations that limit a student’s Federal Pell Grant. Therefore, although your initial FAFSA submission may indicate federal grant eligibility, the school has the final determination based on a required review of additional documentation as required by the U.S. Department of Education.

Verification

A student may be selected for verification by either the school or by the U.S. Department of Education. The school is required to validate the information the student and/or the student’s family may have provided upon application. If selected, the student may be asked to verify data pertaining to:

- * Adjusted gross income
- * Federal income tax paid
- * Household size
- * Number of family members enrolled in postsecondary education at least half-time

- * Any conflicting information, discrepancies, or inconsistencies must be resolved.
- * Additional information will be requested as required by the U.S. Department of Education.

Students are required to report any changes in their family size and financial status, including the receipt of scholarships, VA benefits, or other funding. Students who drop below half-time or fail to make academic progress may become ineligible for funding.

Disbursement of Federal Title IV Financial Aid Funds

For recipients of the Federal Direct Subsidized and/or Unsubsidized Loan program, federal regulations dictate a minimum of two disbursements for the loan period that includes two semesters. For example, if a loan is processed for fall and spring, the student borrower can expect the student loan proceeds to be applied against the student account (i.e., tuition and fees) at the beginning of each semester. If the loan is processed for spring and summer, the student borrower can expect loan disbursements to the school account in January and May.

For all approximate disbursement dates, please refer to your disclosure statement. The “disbursement date” is the earliest date the school can request the funds – NOT the date the funds will be received by the school.

Prior to all disbursement of federal Title IV financial aid, the school must verify:

- * The student is enrolled for the correct number of hours the aid was based on,
- * Whether additional grants and/or scholarships received AFTER the original aid was determined requires an adjustment or refund to the U.S. Department of Education, and
- * Whether the student is making satisfactory academic progress.

Therefore, the school reserves the right to make any necessary adjustments to a student’s financial aid in order to maintain the integrity of the financial aid programs and maintain administrative capability as required by the U.S. Department of Education.

Refund of Federal Title IV Financial Aid Funds

When the disbursement of federal Title IV funds (i.e., federal Pell grant and/or federal direct loan) creates a credit in the student’s school account (i.e., aid exceeds tuition and fees), the Finance/Business Office will initiate a direct deposit (via electronic funds transfer) to the student’s financial institution. The student must have completed the direct deposit authorization form with accompanying documentation to verify the student’s routing and account number information. It is the responsibility of the student to contact the Finance/Business Office (finance@bshp.edu) to report to change to financial information (i.e., new bank and/or account).

VA Benefits

Eligible VA educational benefits are processed through the Financial Aid Office. Educational benefits approved by the U.S. Department of Veterans Affairs (VA) for use at the Baptist Health System School of Health Professions are:

- * Chapter 30 – Montgomery GI Bill® – Active Duty Educational Assistance Program
- * Chapter 31 – Vocational Rehabilitation
- * Chapter 32 – VEAP
- * Chapter 33 – Post 9/11 Veterans Educational Assistance Act of 2008
- * Chapter 35 – Dependents’ Educational Assistance Program
- * Non-Contributory VEAP (Section 903)
- * Chapter 1606 – Montgomery GI Bill® – Selective Reserve Educational Assistance Program

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>

The admitted VA-eligible student must submit the following items:

- * DD-214
- * Certificate of Eligibility (for Chapters 30, 33, 35, or 1606)
- * Voucher from your VOC Rehab Counselor (Chapter 31)
- * Form 22-1990 (if this is the first time you are applying for VA benefits)
- * Form 22-1995 (Request for Change of Program or Place of Training)
- * U.S. Air Force veterans can request military transcripts at
<http://www.credentials-inc.com/cgi-bin/dvcgitp.pgm?ALUMTRO012308>
- * All other military transcripts can be requested at <https://jst.doded.mil/smart/welcome.do>

The VA student utilizing Chapter 31 or Chapter 33 (Post-9/11 eligible at 100%) can register and attend courses; however, the above-required documents must be submitted no later than the first day of the semester for which the student seeks to use the benefit to avoid late payment fees. All other VA-eligible students must also submit proof of eligibility as soon as possible and make the necessary payment arrangements with the Finance Department (finance@bshp.edu) IF the VA benefit will not cover 100% of tuition and fees in any given semester.

As of the date of this printing, the following Baptist Health System School of Health Professions educational programs are approved for VA eligibility:

- * Bachelor of Science in Healthcare Management
- * Associate of Applied Science in Diagnostic Medical Sonography
- * Associate of Applied Science in Radiologic Technology
- * Advanced Certificate in Computed Tomography
- * Bachelor of Science in Nursing (RN to BSN)
- * Associate of Applied Science in Nursing
- * Vocational Nursing
- * Associate of Applied Science in Surgical Technology

After the VA-eligible student has been admitted and all of the (above) documentation has been received and verified by the Financial Aid Office, the VA Certification of Enrollment Form will be submitted by the Certifying School Official.

NOTE: In accordance with U.S. Department of Veterans Affairs regulations, be advised your course curriculum may require multiple certifications in a semester. This is due to the fact that some courses do not run the entire length of the 16-week semester and thus must be submitted as separate certifications if the course is less than 16 weeks in length. Therefore, if your educational benefit provides a monthly Basic Allowance for Housing (BAH), your benefit will fluctuate from month to month during a semester as your enrollment also fluctuates based on when your courses end and begin during a semester. Your monthly BAH will also fluctuate during the spring semester since we must also report this information for those courses that overlap with the scheduled spring break.

The school will notify the VA of any enrollment changes (such as graduation, withdrawal, adding and/or dropping courses) within 30 days per U.S. Department of Veterans Affairs regulations.

Scholarships

The Baptist Health Foundation of San Antonio, established in 2004 and not a part of the Baptist Health System, provides need-based scholarships to qualified applicants. Scholarship amounts are dependent upon Foundation funding levels and the number of qualified applicants.

Students must reside in AND be a high school graduate from one of the eight Texas counties listed below:

- * Atascosa
- * Bandera
- * Bexar

- * Comal
- * Guadalupe
- * Kendall
- * Medina
- * Wilson

In addition, students must be enrolled in one of the following programs of study to apply:

- * Associate of Applied Science in Diagnostic Medical Sonography
- * Associate of Applied Science in Radiologic Technology
- * Bachelor of Science in Nursing (RN to BSN)
- * Associate of Applied Science in Nursing
- * Vocational Nursing
- * Associate of Applied Science in Surgical Technology

Students will be notified when new applications will be accepted.

Information on other scholarship opportunities will be posted as it becomes available.

Financial Aid Academic Year Definitions

As per approval from the school’s accrediting agencies and the U.S. Department of Education, Title IV-eligible programs are measured in either clock hours or credit hours. The table below determines when a student advances from one academic year to the next, which will typically coincide with the student’s successful completion of every two semesters as described in this catalog.

Program	Clock Hours*	Credit Hours	AY1	AY2	AY3	AY4	AY5	Hours Required to Graduate**
Bachelor of Science in Healthcare Management		X			48 - 72	73 - 96	97 - 120	120 credit hours
Associate of Applied Science in Diagnostic Medical Sonography		X	1 - 24	25 - 48	49 - 66			66 credit hours
Associate of Applied Science in Radiologic Technology		X	1 - 24	25 - 48	49 - 60			60 credit hours
Advanced Certificate in Computed Tomography	X		1 - 608					608 clock hours
Bachelor of Science in Nursing (RN to BSN)		X			48 - 72	73 - 96	97 - 120	120 credit hours
Associate of Applied Science in Nursing		X	1 - 24	25 - 48	49 - 60			60 credit hours
Vocational Nursing	X		1 - 928	929 - 1,356				1,356 clock hours
Associate of Applied Science in Surgical Technology		X	1 - 24	25 - 48	49 - 63			63 credit hours

AY = Academic Year

* For clock hour programs, the student must successfully complete and earn the required hours in the prior academic year of the program to be eligible for and receive Title IV aid for each subsequent academic year.

** Baptist Health System School of Health Professions hours plus accepted transfer coursework

Transfer-In Students

Students who transfer to the Baptist Health System School of Health Professions must make sure to formally withdraw from the most recently attended college and/or university. For example, if the student begins a Baptist Health System School of Health Professions program in January and attended another school the previous December, the student must withdraw from the previous school prior to enrolling at this school. Students who do not formally withdraw from their previous schools will encounter financial aid problems due to not withdrawing and will experience delays in receiving their federal financial aid, if any eligibility remains.

Federal aid received at the most recently attended college and/or university can and will affect a student’s federal financial aid eligibility at the Baptist Health System School of Health Professions.

ACADEMIC REGULATIONS AND POLICIES

Attendance Policy

In order to achieve the objectives of the curriculum and demonstrate student success, the Baptist Health System School of Health Professions monitors and records student attendance as described by course activities in the course syllabus.

Resident Courses

Each hour is considered to be critical to the student's attainment of those objectives and the student's subsequent progression and/or graduation. Absences interfere with the student's ability to meet the course objectives. Missing any combination of two class or lab activities (which need not be consecutive) in a course requires a meeting with the faculty member to determine methods for the student to meet the course objectives.

Absences totaling more than 20% of the total clock hours in any program may result in withdrawal from the course. Absences totaling 10 consecutive school days in any program will result in withdrawal from the course.

Tardiness is considered unprofessional conduct and may result in disciplinary action.

Procedure for Notification of Absence

The student must notify the instructor at least one hour prior to class, clinical, or the scheduled activity unless unanticipated extenuating circumstances prevent notification. If the absence is due to a suspected contagious/reportable illness, such as respiratory or gastrointestinal infection, COVID-19, influenza, hepatitis, shingles, etc., the student must disclose such at the time of call in. The instructor will direct the student to notify the Student Health Nurse. The instructor will collaborate with the Student Health Nurse to determine when the student may return to class/clinical.

If a student is injured during class, lab, or clinical time, the student will notify the instructor and complete an occurrence report on the Baptist Health System intranet. The student who anticipates being absent due to extraordinary circumstances must schedule a meeting with the instructor to discuss methods for meeting course objectives.

Religious Observances

Projected absences should be discussed with faculty as far in advance as possible, preferably at the start of the semester. Faculty will make every effort to adjust scheduling, with a goal of accommodating student requests and ensuring absence doesn't impact academic success. Extended absence may not be possible; students are encouraged to discuss individual circumstances with faculty.

Clearance Procedure

The student is responsible for obtaining written medical clearance for returning to class, clinical, or lab after surgery, after a major medical procedure, if absent for three days or longer, if there are limitations/restrictions on activities or environments, or as requested by the student health nurse. Each situation where accommodations are requested is reviewed by faculty, the student health nurse, and/or the Disability Services Officer.

Missed Course and Clinical Work

Clinical absences and missed examinations/quizzes are addressed in the course syllabus.

Online Courses

Student attendance in online courses is defined as **active** course participation as outlined in the course syllabus and is demonstrated by weekly activities that include but are not limited to the submission of an assignment, discussion posting or reply, and/or participation in computer-assisted instruction. A login- and/or course review is **not** considered participation.

Absences totaling more than 20% of the total clock hours in any program may result in withdrawal from the course. Absences totaling 10 consecutive school days in any program will result in withdrawal from the course.

Methods of participation include but are not limited to the following examples:

- * Student submission of an academic assignment
- * Student submission of an examination
- * Documented student participation in an interactive tutorial or computer-assisted instruction
- * A posting by the student showing the student's participation in an online study group that is assigned by the institution
- * A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- * An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course

Attendance Policy for VA Students

Students using veterans' benefits to attend the School of Health Professions will have attendance monitored until the time the student drops, graduates, or completes the program. Unsatisfactory attendance will be reported to the U.S. Department of Veterans Affairs (VA) even if the student has completed the required number of hours to complete the program and no refund is due the student and/or refund sources. Therefore, the attendance policy (20% of the total program and/or being absent 10 consecutive days) will apply throughout the student's stay in school. All violations of the attendance policy will be reported to the VA on Form 22-1999b within 30 days of such time the student exceeds the allowed number of absences.

Full-Time Status

For purposes other than financial aid, academic full-time status is defined as a minimum of 9 credit hours per semester due to substantial clinical hour requirements. For financial aid purposes, the U.S. Department of Education defines full time as a minimum of 12 credit hours during a period of enrollment. A period of enrollment at the School of Health Professions is equal to one semester.

Satisfactory Academic Progress

Satisfactory academic progress is necessary in order to become a Baptist Health System School of Health Professions graduate. The following applies to all students enrolled.

1. Maximum timeframe is a period equal to 1.5 times the standard length of the program.
 - a. For degree programs measured in credit hours, a period is no longer than 150% of the published length of the program measured in credit hours.
 - b. For diploma and certificate programs measured in clock hours, a period is no longer than 150% of the published length of the program measured in clock hours.
2. Satisfactory progress is measured in semester increments and is reviewed at progress evaluation points, which are either the midpoint of the semester or for flex classes at the midpoint of each 4- or 8-week flex course.
3. Students must have a minimum grade of "C" in classroom performance and passing (for pass/fail courses) clinical performance at the completion of each semester for progression to the next semester. Students in non-degree programs must have completed a minimum of 80% of scheduled clock hours.
4. Financial aid probation is a status assigned to a student who is receiving federal funds (i.e., Title IV funding) and fails to make satisfactory academic progress and has appealed and had his/her eligibility reinstated.

- Financial aid warning is a status assigned to a student who is receiving federal funds (i.e., Title IV funding) and fails to make satisfactory academic progress at the end of a payment period and/or semester, whichever occurs first.

A student placed on financial aid probation or financial aid warning may receive federal funds for the payment period and/or semester following the payment period in which the student did not make satisfactory progress.

A student on financial aid warning or probation may not receive federal funds for any subsequent period in which the student is not making satisfactory progress.

Title IV eligibility may be reinstated once specific outlined conditions are understood, accepted, and met by the affected student and/or the cumulative grade point average is 2.0 or better.

Program	Incremental Evaluation Point	Minimum GPA	Minimum Successful Clock Hour Completion %	Maximum Timeframe Basis
Bachelor of Science in Healthcare Management	16 weeks	2.00	NA	credits
Associate of Applied Science in Diagnostic Medical Sonography	16 weeks	2.00	NA	credits
Associate of Applied Science in Radiologic Technology	16 weeks	2.00	NA	credits
Advanced Certificate in Computed Tomography	16 weeks	2.00	80%	clock hours
RN to BSN	16 weeks	2.00	NA	credits
Associate of Applied Science in Nursing	16 weeks	2.00	NA	credits
Vocational Nursing	16 weeks	2.00	80%	clock hours
Associate of Applied Science in Surgical Technology	16 weeks	2.00	NA	credits

Mitigating Circumstances

The program director may waive interim satisfactory progress standards for circumstances of poor health, family crisis, or other significant occurrence outside the control of the student. The circumstances must be documented and show they have had an adverse impact on the student’s satisfactory progress in the program. No waivers will be provided for the requirement of graduation within maximum timeframe.

Satisfactory Academic Progress Appeal

A student who wishes to appeal a determination that the student is not meeting satisfactory progress standards must submit a letter to the program director within five (5) school days of notification of the determination. The letter must describe the circumstances the student feels deserve consideration. A committee consisting of the program director, president or designee, and a faculty member will make an appeal decision. This committee will provide a written decision within five (5) school days.

Academic Probation

Probation is a temporary condition or status of progression that results from an inadequate level of student performance. Unsatisfactory performance means the student has earned one or more failing course grades (“D,” “F,” “WF”). A student failing any course at a progress evaluation period will be placed on probation. A student who achieves satisfactory progress at the next progress evaluation point but is not making overall satisfactory progress for the program may be continued on academic probation for one more progress evaluation point.

Any student placed on academic probation is required to attend academic advisement before returning to class. A student who is dismissed or withdraws in a status of probation and requests readmission may be readmitted in a probationary status. Any failure to make satisfactory progress at the first progress evaluation point following readmission will result in student dismissal. A student who is on probation but is making satisfactory progress at the next progress evaluation period will be removed from probation.

Academic Dismissal

If a student on academic probation or satisfactory academic progress probation fails to achieve satisfactory progress for the first probationary progress evaluation period (midpoint of semester or 8-week flex course) and:

1. Has a cumulative grade point average less than 2.00, the student will be ineligible to continue in the program and will be dismissed.
2. Has a cumulative grade point average greater than or equal to 2.00, the student is eligible to continue for one more progress evaluation period.

Repeat program courses:

1. A failed program course (whether general education or core) may be repeated only one time. Failure of the same program course for a second time will make the student ineligible to continue in the program. The student will be dismissed immediately from the program. A student may repeat one general education course and one core course in the same program. Dismissal for two course failures is not eligible for the grievance process.
2. Failure (“D,” “F,” “WF”) in any two program courses will make the student ineligible to continue in the program. The student will be dismissed from the program.
3. If the student enters the last 16-week semester with one prior failure and fails a course in the final semester, the student may be given one additional opportunity to retake the second failed program course. If the student is unsuccessful on the retake, the student will be dismissed. Dismissal for two course failures in the last semester is not eligible for the grievance process.
4. The program director may take into consideration significant mitigating circumstances that could allow the student to continue in the program.

The student will be dismissed if it is determined the student would not be able to complete the program within 150% of the normal program time.

Students who have been dismissed are not eligible for readmission to that program. Dismissal is effective immediately. A student who fails one core course and must withdraw until such time as the course is being offered again for the student to repeat is not considered a dismissal.

Grading System (Scale)

Final grades are recorded only at the end of the semester. Grades are determined from assigned values. All programs require a student to maintain a minimum of a “C” average in all courses. Grade reports will be available online to students through Sonis. The grades used are as follows:

A = Excellent	W (withdrawn before drop date)
B = Above Average	WP (withdrawn passing)
C = Average	WF (withdrawn failing)
D = Below Average*	IP (in progress)
F = Failure	AU (audit)
P/F = Pass/Fail**	

If a student officially drops from a course before the published withdrawal date of any semester, the course is recorded on the student’s record but not calculated in the GPA. Official recording dates for “W” grades are listed in the academic calendar.

*A grade of “D” will not allow a student to progress. See program-specific requirements and course syllabi for additional information.

**A grade of “P” (passing) achieved in a course under the “P/F” option will not be used in calculating the grade point average (GPA). A grade of “F” (failing) achieved in a course taken under the “P/F” option will be used in calculating GPA.

How to Calculate Your Grade Point Average

Your grade point average is calculated by dividing the total number of quality points earned by the total number of credit hours attempted. Prerequisite and transfer courses are not calculated into the GPA. Your GPA may range from 0.00 to 4.00.

A	= 4 grade points
B	= 3 grade points
C	= 2 grade points
D	= 1 grade point
F	= 0 grade points
WF	= 0 grade points

“P,” “W,” “WP,” “IP,” and “AU” grades do not receive grade points and do not have an effect on the GPA.

Grade points multiplied by course credit hours = quality points.

Quality points divided by total credit hours attempted = GPA.

For the purposes of student recognition for Honors at Commencement and the President’s List, the GPA used is the GPA on the transcript available in Sonis.

Outside Preparation

Associate and baccalaureate degree courses adhere to standard academic course measurement/conversion of clock to credit hour. Each lecture hour requires a minimum of 2 hours of student outside preparation. Example: A 3-credit course offered over 16 weeks requires 3 hours of in-class lecture weekly; for each hour of class, at least 2 hours of outside preparation are expected.

Course Numbering

Degree program courses numbered 1000 and 2000 are lower level courses. Courses numbered 3000 and 4000 are considered upper division courses.

Course Registration

All new students will be registered by the registrar. Students in good standing may be offered self-registration in subsequent semesters using express registration in Sonis. Students who have been unsuccessful in any course or who have withdrawn and readmitted will be registered by the registrar. Students may not register for more than 15 semester credits in any semester without written permission from the program director. Students enrolled in associate degree programs must complete all general education credits before entering the last semester of the program. The student has the responsibility before a semester begins to review course registration in Sonis and review any changes with the registrar.

Financial and Record Holds

The School of Health Professions will place a hold on a student’s records if the student fails to meet certain obligations. While on hold, the student will not be able to register for courses, view grades, receive transcripts, use library resources, or graduate. A hold may be placed on records for a variety of reasons, including but not limited to:

- * Failure to file required documents
- * Failure to pay tuition and fees
- * Failure to return items to the library or pay library fines
- * Failure to return items to the academic department or pay academic department fines
- * Failure to pay parking fines

Students will be notified in writing if placed on hold, but it is the student's responsibility to contact the registrar, Finance/Business Office staff, or Financial Aid Office staff to resolve the issue causing the hold. The hold will be removed once the student's financial obligation or enrollment requirement has been met.

Transfer Credit by Examination

School of Health Professions students may earn credit by examination or receive advanced placement credit through several programs, including College Board Advanced Placement (AP) or International Baccalaureate (IB) examinations taken while in high school and College Level Examination Program (CLEP), or Defense Subject Standardized Tests (DSST). The School of Health Professions awards credit for AP to students who submit a score of "3" or higher. CLEP and DSST examinations are awarded if the score is at or above the minimum score recommended by the American Council on Education. Minimum scores are reflected on the student's examination record along with the score achieved and are posted below:

- * CLEP minimum score - 50
- * DSST minimum score - 400

Accepted credit by examination appears on the transcript as "P" (passing credit). No credit by examination will be accepted if the student is in withdrawn status.

Credit by examination or advanced placement credit does not count toward honors calculations or affect the student's grade point average. All advanced placement coursework appears on the transcript as "P" (passing credit).

Transfer Credits from Other Institutions

Courses or current health care licenses accepted by the school for transfer credit will be reflected on the student's transcript. The program length is shortened to reflect the transferred courses, and the maximum timeframe for satisfactory progress is recalculated. The transferred credit hours and grades are not calculated in the cumulative grade point average.

Only courses completed at institutions accredited by an accrediting agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) will be considered for transfer. To be eligible for transfer, courses must have been successfully completed with a "C" or higher and must be reasonably similar in content to courses at the Baptist Health System School of Health Professions. Courses must have equivalent semester credit, quarter credit, or clock hours. Any medical or allied health courses for which the student is requesting transfer credit will be reviewed on a case-by-case basis. Baptist Health System School of Health Professions reserves the right to accept or deny transfer of credit.

General education transfer credits will be applied for both associate and bachelor degree programs through the semester preceding the final semester in which the student will graduate. Students may not enter the final semester without all general education credits completed. Students are responsible for checking their transcripts in SONIS to ensure all transfer credit has been applied and all transcripts have been received. Students who have not completed general education courses will be withdrawn from school. Upon successful completion of the general education requirement, the student may enter the final semester when the courses needed to graduate are next offered. No transfer credits will be accepted when a student is in withdrawn status.

Honor Graduates

Students completing baccalaureate and associates degree programs who have earned a cumulative grade point average of 3.50 (no rounding) or above will graduate with honors, as follows:

- * 3.50 to 3.66 Cum Laude
- * 3.67 to 3.84 Magna Cum Laude
- * 3.85 to 4.00 Summa Cum Laude

Students completing diploma and certificate programs who have earned a cumulative grade point average of 3.50 (no rounding) or above will graduate with honors.

Grades from prerequisite and/or transfer courses are not included in honors determination.

Incomplete

A grade designation of “In Progress” (indicated using a symbol of “IP”) is applied in limited circumstances. An instructor may recommend an “IP” when there are limited numbers of evaluation criteria that cannot be met in the regular timeframe scheduled for course completion. In negotiating the time extension for work due the student must sign the IP contract, stating the following: (1) the reason the student was unable to complete required course work, (2) a description of the work remaining to be completed, and (3) an exact date the work will be submitted for final grading. The date for submission of the work must not extend beyond 30 calendar days from the last scheduled meeting day of the course. Failure of the student to submit promised work on the date indicated in his/her petition will result in a change from a status of incomplete in the course to grade-to-date for the course. Even though the student may have registered for subsequent course work in the program and be attending classes, unsatisfactory resolution of the incomplete grade status from a previous course will result in withdrawal from the current course(s).

Withdrawn, Military – Incomplete, IP

Any student who withdraws as a result of being called to active duty in a military service of the United States or the Texas National Guard will be given a grade of incomplete with the designation “withdrawn, military” for program courses in progress. The student shall have the right to re-enroll in the program no later than the first anniversary of the date the student is discharged from active military duty. The student will not be subject to any additional tuition, fees, or other charges other than any previously unpaid balance.

Repeated and Withdrawn Courses

Courses in which a student received a grade of “D,” “F,” “W,” “WP,” or “WF” may be repeated only once and only if the student does not exceed maximum timeframe. The transcript will reflect all course attempts. Grade replacement is not used. Courses that a student starts and then withdraws from count toward cumulative credits attempted. It should be noted that withdrawing before the published withdraw date of any full or flex semester and receiving a “W” means the course is recorded on the student’s record but not calculated in the grade point average.

Dropped Courses

Dropped courses are those for which course registration is canceled before starting the course. These courses do not count toward cumulative credits attempted. If a student is registered for a course that the student will be taking at another institution, the student is responsible for contacting the program director and completing an Add/Drop Form.

New Online Students

The course drop/non-attempt period for a **new incoming** student begins on the first day of the start of the students’ assigned course(s), as designated in the Academic Calendar, and ends at 11:59 p.m. Central time on the first Sunday following the start of the flex unless approved by the program director.

Online students who fail to log in to and participate in their assigned courses by Sunday at 11:59 p.m. Central time of the first week of a flex are considered a “non-attempt” and will be terminated from the program.

Participation is defined as the submission of an assignment, discussion posting or reply, and/or participation in computer-assisted instruction on a weekly basis. A log in and/or course view is **not** considered participation.

Auditing a Course

Students admitted to a program who wish to audit a course must request permission from the program director. Permission is never granted to audit a course prior to enrolling in a course to earn a grade. Permission to audit is usually given when a student/graduate has previously earned a final passing grade for a course with similar content but elects to attend classes for review purposes or for licensure/credentialing examination preparation. The student/graduate attends classes, but attendance will not be recorded. No tests or homework will be graded, and the student/graduate does not receive an evaluation. Skills and clinical labs may be audited on a space-available basis. Graduates must meet clinical clearance requirements. Online courses are not eligible for audit.

An audit fee (\$50) will be charged and is due prior to the first day of the course. The course will not be included in calculation of the grade point average. Audited courses are not eligible for calculation toward the student's enrollment and are not eligible for federal financial aid. The designator "AU" will be entered on the student's academic record.

Leave of Absence

Students in good standing and clear of financial holds or charges may request a leave of absence (LOA). The LOA must be requested in advance unless unforeseen circumstances prevent the student from doing so. A valid LOA request must include the following:

- * The request must be in writing, signed by the student, and submitted to the program director;
- * The request must be dated; and
- * The request must provide the specific reason for the LOA.

The School of Health Professions reserves the right to request additional information to ensure the LOA is in the best interests of the student's academic success. Upon receipt of all pertinent information, the program director will review the documentation and notify the student in writing (including but not limited to email notification and/or mailed letter) within 2 school days. A copy of the final determination for the requested LOA will be maintained in the student's academic file.

If approved, the LOA is considered a temporary interruption in a student's program and may be granted for a period not to exceed 60 calendar days and with a specific date of return. A student who fails to return to school on the specified date shall be considered withdrawn as of the student's last actual date of attendance. The original LOA and any additional LOA(s) may not exceed 180 calendar days in any 12-month period. An approved LOA allows a student to return to school in the same status held before taking the LOA. The granting of an LOA shall be at the discretion of the program director.

Pregnant students are covered under Title IX regulations and shall be allowed to take time off school for pregnancy, childbirth, miscarriage, or related pregnancy conditions for as long as the physician states it is medically necessary. If the LOA would extend beyond the initial 60 calendar days, the student shall be granted an extended LOA. Extended leaves for medically related conditions may be treated differently and may require a refund calculation for purposes of Title IV financial aid. Therefore, before starting an LOA, a student who is receiving Title IV federal financial aid (i.e., Pell Grant or Direct Loan) should consult with the Financial Aid staff to determine the effect that failure to return from an approved LOA may have on the student's loan repayment terms including the expiration of the student's grace period.

The student whose health status necessitates an LOA is required to provide evidence of good health status and the ability to perform all expected duties (if necessary, with requested accommodations) in patient care settings prior to return to the School of Health Professions. A student's approval to return from an LOA must be obtained from the program director and student health nurse, if necessary.

If the student taking an approved LOA is the recipient of VA benefits, the School of Health Professions is required to inform the U.S. Department of Veterans Affairs of the student's change in enrollment status.

Make-Up Work

Make-up work is guided by the department and program director.

Clinical Probation

A student may be placed on clinical probation if the student does not satisfactorily meet the requirements of the clinical assignments. Clinical probation will be lifted if the student consistently satisfies the requirements of the clinical assignment as reflected by a passing grade for a given clinical course. A student who does not satisfactorily meet the requirements of clinical assignments may be dismissed.

Withdrawal and Clearance Procedure

Students may exit the school due to withdrawal, dismissal, or graduation. A clearance form is initiated by the program director as soon as it is determined that a student is withdrawing or has withdrawn for reasons other than graduation. The student should contact the program director to set an appointment for an exit interview and to initiate the clearance process. The clearance form, student badge, and parking permit (if the student will not be returning to school) are submitted to the registrar. A refund calculation will be performed within 45 calendar days of determining the student's last day of attendance. The last date of attendance is the last date that a resident student sat in class, confirmed by the instructor's attendance record in Sonis. For students in an online course, the last date of attendance is the last date the student logged into the course and demonstrated participation through discussions, assignment uploads, or forums. The withdrawn student will be contacted if either a credit balance exists on his/her account or a balance is due the school. Clearance for graduation requires settlement of all financial obligations. (In addition, please see page 31, *Student Official and Unofficial Withdrawal*.)

The school will not release transcripts until the clearance process is completed and satisfactory settlement has been made for all obligations.

Readmission

Students who fail a course and withdraw may be eligible for readmission within two years of their last date of attendance. Students who return after a significant period of time have likely forgotten a significant portion of core content; therefore, when the last date of attendance exceeds three consecutive semesters, the program director will assess the student's readiness to return and develop an individualized plan that may include such activities as testing, skills demonstration, and/or auditing prior courses. The student who demonstrates readiness to return in the program director's opinion may apply for readmission to the program and must meet any additional admissions criteria.

Selection and placement of applicants is processed in accordance with admission/eligibility criteria, established classifications for reentry, and space availability. The failure of one or more courses may declare a student ineligible for continuation in that program if by repeating the courses the student would exceed the maximum timeframe or exceed the number of retakes allowed by department policy.

All required readmission data/documentation must be completed and on file by established deadlines.

Readmission applicants must comply with the following criteria:

1. Meet with the registrar to receive the readmission form and instructions.
2. Meet with the program director, admissions director, and student health nurse.
3. Meet with the Financial Aid staff to determine future eligibility.
4. Satisfy any outstanding balances to the school.
5. Provide proof of current American Heart Association Basic Life Support for Healthcare Providers or American Red Cross Life Support for Healthcare Providers course (not applicable to fully online nonclinical programs).
6. Provide proof of current health insurance (not applicable to fully online nonclinical programs).

7. If greater than a year since a previous enrollment period, the student is required to sign a new enrollment agreement and abide by any changes to policy, procedures, tuition, and/or fees that have taken place since the previous enrollment. Additionally, the student completes an **updated criminal background check** and a substance abuse test per programmatic/clinical requirements.
8. Students re-entering must complete the program in 1.5 times the program length as described on pages 42-43 under **Satisfactory Academic Progress**.
9. Students in associate degree programs must have all general education credits complete before readmitting to the senior semester.

Leaves of absence or any period during which the student was withdrawn do not count against the maximum timeframe.

Students who withdraw will follow the academic catalog in force upon readmission. If the program requirements have changed, the student will need to meet the requirements of the revised program.

Graduation

Students must submit an application to graduate in accordance with established deadlines. Candidates for graduation must have satisfactorily completed the work of the prescribed course of study, achieved a passing grade in all courses, and fulfilled all obligations to the school. Graduates who have fulfilled academic requirements but have outstanding obligations to the school will not be able to participate in Commencement exercises. Graduates who are unsuccessful in passing their final semester course(s), but have applied for graduation, will not be able to attend Commencement. Degrees/diplomas/certificates are conferred when all graduation requirements are met.

Commencement Exercises

Commencement exercises recognize the achievements of school graduates and require full cap and gown regalia. Commencement exercises are generally held twice per year after the fall and spring semesters. Dates, times, and venues are dependent upon the number of graduates and will be announced during the school year. Students who have completed graduation requirements may request to participate in the next available Commencement exercises. Additionally, students who will be entering their final semester in their program of study during the summer term will be eligible to participate in Commencement exercises either prior to the completion of their final summer semester or at the next available Commencement exercise post-graduation. Application for graduation will be required for all graduates.

Academic Transcripts

In accordance with FERPA, transcripts are issued only at the request of the student. Transcripts will not be issued for anyone who is delinquent in their financial obligations to the Baptist Health System School of Health Professions. Baptist Health System School of Health Professions has authorized the National Student Clearinghouse to provide transcript ordering via their secure website. Transcript requests are available on the school's website at www.bshp.edu.

Transfer of Credit

Baptist Health System School of Health Professions does not guarantee transfer of credit to other institutions. Any transfer of credit is solely at the discretion of the receiving institution and transferability of credit may be limited. Students may check with the registrar for information on any institutions with which Baptist Health System School of Health Professions has an articulation agreement.

Dress Code

Good grooming and clean, appropriate attire are part of the image of the health care professional. Baptist Health System School of Health Professions students are representatives of various health care professions;

therefore, the appearance of our students reflects upon individuals, our school, and students' future professions. Any attire considered contrary to good hygiene, distracting or disruptive in appearance, or detrimental to the educational environment or the public image of the school will not be permitted. All clothing/uniforms should be neat, clean, and professional looking and not compromise student, staff, or patient safety.

Online Students

The dress code for online students will be determined per individual program and practicum site guidelines.

Classroom

Resident students will wear solid navy blue scrubs attire with the appropriate program patch on the upper left sleeve when attending class and clinical lab on campus. Program directors will provide guidance related to the wearing of school- and BHS-sponsored T-shirts in place of the scrub top during class. Hair may be worn down during classroom time but must be restrained as required in clinical areas. Flip-flops are not allowed.

Clinical/Lab Areas

Students must wear the solid blue navy scrub uniform with the appropriate program patch on the upper left sleeve at all times. A white or navy T-shirt, either long- or short-sleeved, may be worn under the scrub uniform. A navy scrub jacket with the appropriate program patch may be worn over scrubs. Scrub pants must be clear of the floor.

Shoes and Footwear

Shoes must be solid black or white with closed-in heel and toe. Athletic shoes in a solid black or white are permitted. Crocs are not allowed.

Photo Identification Badge

All resident students are provided with a photo identification badge at the beginning of their program. The school badge is required to be worn at all times when on campus or in hospital areas, including during all class, lab, and clinical hours. **The badge is to be worn at collar level where it is clearly visible.** Alternately, students may utilize a lanyard to display the badge. No added decorations on the badge are permitted.

Should a badge be misplaced or lost, it must be replaced within one week. The cost of replacement is the responsibility of the student. Badges may be purchased in the Student Services Department.

Students who are not routinely called by their legal first name and who prefer to use a legal middle name on the photo identification badge may request this at New Student Processing. Only the legal first or middle name may be used. No contractions or nicknames are allowed.

Jewelry

The only jewelry allowed when in patient care areas is listed below:

- * Visible pierced body jewelry – limited to two small earrings in each earlobe.
- * Rings, one to each hand, not dangling or high domed, are permitted. Engagement and wedding rings count as one.
- * One necklace is permitted if worn under the uniform without creating a safety problem.
- * One watch may be worn. It must have a second hand.
- * Bracelets are prohibited.

Appearance and Grooming

- * Hairstyles – Keep in mind that in a hospital setting infections are a prime concern; hair should be kept clean and neat, not falling over the face. Hair should not exceed collar length. Hair longer than collar length must be pulled away from the face and secured in the back. Hair accessories must be in moderation as befitting a health care professional image.

- * Mustaches should be kept trimmed and within reason. Beards are acceptable if they are kept short, neat, clean, and well trimmed. Facial hair cannot interfere with fit-tested respirators.
- * Make-up should be light and in good taste to promote a professional image. Cologne or perfume should be very mild or preferably not used.
- * Chewing gum is prohibited in the clinical areas.
- * Fingernails should be neatly manicured and of reasonable length, up to 1/4" beyond fingertip. The wearing of artificial fingernails/nail enhancements is not allowed.
- * No facial or body piercing, tongue, chin, eyebrow, etc. is permitted. One stud is permitted in the nose. Spacers may be worn in other areas that are clear or matching skin tone. Gauges that are larger than 1/4 inch in diameter must have a clear or skin toned spacer.
- * Tattoos may be visible provided they are not extreme, indecent, vulgar, hate-charged, gang-affiliated, sexist, racist, or excessive. If there is doubt, program directors will serve as the final authority as to whether the tattoo(s) should be covered.

Religious Preferences

If for religious, medical, or cultural reasons there is a need to deviate from this policy, the student must:

- * Make a request in writing.
- * Be willing to provide required documentation.
- * Have written approval from his/her program director.

Dress Code – Cooperating Agencies

In addition to clinical experiences in the Baptist Health System facilities, students may spend clinical time at outside agencies and various field trip placements. Students must follow the guidelines for attire that have been specified by the agency.

Email Policy

Email accounts are provided to students by the Baptist Health System School of Health Professions. Management of these accounts is in accord with the Tenet email policy. A copy of the addendum to the Tenet policy is distributed to students in the admissions packet to be signed prior to the first class day.

A Baptist Health System School of Health Professions email account shall be the official means of communication with all students. Students are responsible for checking school email daily.

Any communications utilizing the Baptist Health System School of Health Professions student email system must conform to the Health Insurance Portability and Accountability Act (HIPAA) Privacy and Security Standards adopted by Baptist Health System and the Family Educational Rights and Privacy Act (FERPA).

Student Cellular or Wireless Communication Devices

When used responsibly, technology is an essential part of today's learning environment. When used inappropriately, technology may degrade the learning environment. This policy covers the use of when and how wireless communication devices may be used by students when on the school's campus or in any clinical settings.

Communication devices include, but are not limited to, cell phones, smart watches, media players, tablets, and laptop computers. Any breach of HIPAA regulations may result in the student's termination from school.

Use of Wireless Communication Devices in Classroom and Clinical Settings

Students may carry cell phones or other wireless communication devices while on campus according to the following guidelines:

- * Class/lab – All cell phones or other wireless communication devices will be placed in "silent" or "vibrate" mode upon entering the classroom/lab to prevent disruption of faculty and fellow students. Texting will be regulated by the instructor per the course syllabus. Calls are to be restricted to

emergencies only. If an emergency call must be taken during a class/lab period, the student is expected to leave the room quietly to take the call.

- * Examination/quiz periods – To maintain academic integrity during these periods, the course syllabus will describe acceptable use of electronic devices. Students in violation of this requirement could be subject to sanctions under the academic integrity and/or professional conduct guidelines and policies.
- * Clinical settings – All cell phones or other wireless communication devices will be placed in the “silent” mode upon entering the clinical area to prevent disruption of care for patients. Students may text faculty, only, if requested by the faculty member. Cell phone use is prohibited in all patient care areas unless approved by faculty.
- * Camera features – To maintain academic integrity and privacy of patients, camera features may not be used in the classroom or in any clinical setting.
- * Bluetooth devices must be removed before entering all classroom and clinical settings.
- * The activation of mobile device hotspots while connected to the school wireless network is prohibited.

Use of Laptop/Tablet Computers

It is recognized that use of laptop/tablet computers assists and supports student learning. Laptop/tablet computers may be used in the classroom setting within the following guidelines:

- * Class lecture/presentation – Use of the laptop/tablet to take notes or access faculty notes or handouts is permitted. Any non-classroom-related use is strictly prohibited. Students observed to be accessing nonacademic-related websites will be asked to turn their computers off.
- * On-campus examination/quiz periods – Laptop/tablet computers will be turned off and placed at the front of the room unless approved by faculty. Students in violation of this requirement could be subject to sanctions under the academic integrity and/or professional conduct guidelines and policies.
- * Clinical settings – Laptop/tablet computers are not permitted in the clinical setting unless approved by the clinical instructor.

Emerging Technology

Any new devices not addressed in this section must be approved by faculty prior to use in classroom/lab/clinical settings.

Personal Contact Information

Emergency Situations During School Hours

If students need to be contacted for a family emergency during class or clinical hours, the Student Services Department should be contacted at 210-297-9636 or toll-free 888-726-0410.

Change of Home Address and/or Telephone Number

Students must keep their telephone numbers and addresses up to date with the Student Services Department. The school must know at all times where it may contact students’ families in case of an emergency. Students must have access to telephone messages.

Change of Name

Students must notify the Student Services Department in writing immediately of any name change. Students must provide proof of new name by presenting a legal document, such as marriage license, divorce decree, etc., and a corresponding driver license or social security card with new name. Students will then be issued an updated photo identification badge.

Jury Duty

Students receiving a summons for jury duty should request statutory exemption from serving, as jury duty may inhibit the student’s ability to complete the program as planned. A letter of full-time student status will be

furnished to the student upon request from the Student Services Department. Students not receiving an exempt status will have their situation considered individually.

Smoking

All Baptist Health System facilities, campuses, and parking areas are tobacco free. This includes the School of Health Professions building, campus, and parking areas and includes e-cigarettes (vaping) as well as tobacco products. Students must comply with rules and regulations relating to smoke-free environments in which they are assigned or visiting.

Recording

Student recording of lectures and discussion is allowed, generally as instructed by faculty. However, when a guest lecturer is involved, students are expected to request permission from that individual prior to recording all or any portion of the class.

Babies, Children, and Pets

Students may not bring babies, minor children, or pets to school unless there is a sponsored event that includes “family members” and an invitation for pets. Because of health and safety matters, minor children should never be left alone in any of the system facilities or parking lots, including the facilities of the Baptist Health System School of Health Professions.

Infectious Disease

Students must notify Student Health Services as soon as an exposure or diagnosis is made of any of the following infections. Please note: This is not an exhaustive list. Any known communicable infection should be reported.

Chickenpox (varicella)	Human Immunodeficiency Virus (HIV)	Rubella (German or 3-day measles)
Cholera	Measles (rubeola)	Salmonellosis
Conjunctivitis	Meningococcal infections (invasive)	Scabies
COVID-19	MRSA/VRE	Shigellosis
Cytomegalovirus	Mumps	Shingles (Herpes zoster)
Diarrheal illness	Pediculosis	Smallpox (or recently received vaccine)
Diphtheria	Pertussis (whooping cough)	Streptococcal infection, group A
Enteroviral infections	Plague	Tuberculosis
Haemophilus influenza infections (invasive)	Rabies	Viral respiratory infections, acute febrile
Hepatitis (viral)	Rash of unknown origin	Wound/lesion that is draining, oozing
Herpes simplex		

Prior to returning to any clinical setting, students must receive clearance from the student health nurse.

Whether diagnosed with these or other conditions, the student should stay home when ill to both recover and protect patients/staff. Signs and symptoms that might indicate an infectious state include but are not limited to fever greater than 100.4 degrees Fahrenheit, vomiting, diarrhea, uncontrollable coughing, upper respiratory infection with fever, persistent sore throat lasting longer than three days and/or with fever, any condition that affects ability to wash hands, or any condition that affects ability to perform the physical demands of course assignment.

If in doubt, the student should contact the Student Health Nurse at 210-297-9163.

Pregnancy

Baptist Health System and the School of Health Professions are committed to providing the safest and healthiest environment possible for all students, patients, visitors, and health care workers. Pregnant students are

at no greater risk of acquiring infectious diseases than are their non-pregnant peers. Exposure to certain diseases, however, can result in serious harm to the fetus (e.g., cytomegalovirus, hepatitis, herpes simplex, HIV, rubella, varicella) whether the infection is acquired in occupational or non-occupational environments. Like all health care workers at risk, pregnant students and students of childbearing age are expected to practice standard/transmission-based precautions for all appropriate tasks and all patients; therefore, pregnant students or students with intent on becoming pregnant will not be routinely excluded from the care of patients with particular infections that have potential to harm the fetus, unless specified in the following table.

Infectious Diseases	Recommendations for Health Care Workers Exposed to/Recovering from the Disease	Pregnant Health Care Workers
Chickenpox (varicella)	Active infection: Exclude from duty until lesions have dried and crusted. Post-exposure (susceptible staff): Exclude from duty from the 10th day after 1st exposure through 21st day or must wear a mask from the 9th to 21st day post-exposure. If disease symptoms develop, individual cannot work until all symptoms resolve and vesicles have dried and crusted.	Non-immune pregnant students should not care for patients with infectious varicella.
Cytomegalovirus	No restrictions	Strict adherence to standard precautions. Practice good hand hygiene/hand washing.
Measles (rubeola)	Active infection: Exclude from duty until 7 days after rash appears. Post-exposure (non-immune staff): Exclude from duty from the 5th day after 1st exposure through the 21st day after last exposure and/or 4 days after rash appears.	Non-immune pregnant students should not care for rubeola-infected patients.
Mumps	Active infection: Exclude from duty until 9 days after onset of mumps. Post-exposure (non-immune staff): Exclude from duty from the 12th day after 1st exposure through 26th day after last exposure or until 9 days after onset of mumps.	Non-immune pregnant students should not care for mumps-infected patients.
Rubella (German or 3-day measles)	Active infection: Exclude from duty until 5 days after rash appears. Post-exposure (non-immune staff): Exclude from duty from 7th day after 1st exposure through 21st day after last exposure.	Non-immune pregnant students should not care for rubella-infected patients.
Shingles (Herpes zoster)	Localized shingles in healthy person: If located in unexposed area, cover lesions, restrict from care of high-risk patients and/or services (oncology, surgery, intensive care, etc.). If located in an exposed area, cannot return to work until all of outbreak area has dried and crusted. Generalized or localized in immunosuppressed person: Restrict from patient contact until all lesions have dried and crusted. Post-exposure (susceptible staff): Restrict from patient contact from the 10th day after 1st exposure through 21st day or must wear a mask from the 9th to 21st day post-exposure, after last exposure or, if varicella occurs, until all lesions have dried and crusted. Direct contact to open lesions of a patient with shingles is an exposure for those identified as non-immune.	Non-immune pregnant students should not care for patients with shingles.

Students who become pregnant have the option to voluntarily declare or not declare the pregnancy and have the right to withdraw a pregnancy declaration. The school assumes no responsibility for any fetal damage that may occur during a pregnancy. Department-specific precautions related to pregnancy will be discussed prior to clinical experiences.

Academic Integrity

The Baptist Health System School of Health Professions expects all students to uphold high standards of honesty and professional conduct. Any form of academic dishonesty, whether in the classroom, clinical, or online environment, is a serious offense for which disciplinary penalties, up to and including assessment of an “F” in the course, dismissal from the program, permanent expulsion from the Baptist Health System School of Health Professions, and withdrawal of a degree previously awarded, may be imposed. For remote testing, students are expected to follow faculty instruction on such things as an environmental scan, use of reference material (generally prohibited), and location. Students are strongly discouraged from taking exams at their place of employment. Students found to have engaged in acts of academic dishonesty may also discover such misconduct negatively affects future scholastic, employment, and career opportunities, as well as professional reputation.

Academic dishonesty includes cheating, plagiarism, fabrication, or otherwise obtaining grades under false pretenses. Any work turned in for individual credit must be entirely the work of the student submitting the work. Cheating is defined as an individual or group act of dishonesty for the purpose of gaining an advantage. Examples of cheating include, but are not limited to:

1. Obtaining or providing unauthorized information during an examination, test, or assignment through verbal, visual, or unauthorized use of books, notes, texts, electronic devices, other student examinations, and other materials;
2. Colluding with one or more people to prepare and/or produce course work that is then presented as the student's own work or the work of another student.
3. Taking an examination or test for another student or arranging for another person to take an examination in one's place;
4. Altering or changing test answers after submittal for grading, altering or changing grades after grades have been awarded, or altering or changing other academic records once they are official.
5. Taking a remote exam in an inappropriate location; for example, an environment that is not conducive to privacy.

Fabrication is the presentation of invented or fictitious information. Fabrication includes, but is not limited to, submission of clinical patient information for which care was not rendered by the student and/or creation of fictitious citations or references in a bibliography.

Plagiarism is defined as any attempt to represent the language, ideas, thoughts, or work of another as one's own. Plagiarism includes copying and pasting information from another source and using this as one's own original work without properly citing the reference. The original source might be an internet source, a written work, or words spoken by another person. Plagiarism includes having someone else complete a written assignment for which the student takes credit, calling it his own work. It also includes closely paraphrasing someone else's work without giving credit. Any student assisting in the act of plagiarism by allowing his/her work to be submitted by another may be subject to disciplinary procedures. Using the intellectual property of someone else, without giving proper credit is considered a form of theft.

Testing Policy

Where possible, all testing will be conducted on campus or at a designated location with a proctor. In situations where this is not possible, remote testing will be authorized. Safeguards will be in place to ensure academic integrity. Most electronic proctoring will require an environmental scan with a webcam and recording of the student during the exam. This enables faculty to verify identity and ensure there is no evidence of suspicious behavior suggestive of cheating. The student must select a private area conducive to testing. In all cases, guidance from faculty and direction provided in course syllabi and/or student handbooks must be followed.

Social Media

The emerging availability of social networks represents a powerful new tool for communications, marketing, work collaboration, and customer interaction. Baptist Health System is built around innovation in the delivery of health and health care. As an innovator, open exchange among each other, with our patients, and between our physicians, staff, and students can catalyze and inspire change and motivate invention. At the same time, it is important we all share an understanding of the basic "rules of the road" for their use, the manners and mores of social media sites, and some special considerations based on our role as health care providers.

Nine Rules

1. Always protect patient privacy. Never reveal any information that would directly or indirectly identify a patient. Always abide by all policies, rules and regulations.

2. Think of the consequences. Your comments on a social media site become permanent and an indisputable record of what you wrote. And your comments can be instantaneously sent to anyone. There is no right to privacy once you have put information into a social media network.
3. You do not speak for Baptist Health System unless authorized to do so. You must make it clear that you are speaking for yourself and not on behalf of Baptist Health System. Use a disclaimer, such as “The views expressed on this site are my own and do not reflect the views of my employer.”
4. Always identify yourself. Use of pseudonyms and anonymity undermines trust, encourages irresponsibility and facilitates unethical behavior.
5. Use a personal email address (not your bshp.edu or school or hospital email address) as your means of identification or communication with respect to the social media site unless you are engaging in professional activity on behalf of Baptist Health System. Just as you would not use Baptist Health System or School of Health Professions letterhead for a letter expressing your personal views, you should not use your school or hospital email address for personal social media purposes.
6. Respect all copyright, privacy, fair use, and financial disclosure laws.
7. Alert the school’s Administration Office if someone from the media or press contacts you about any posting or statements you make related to Baptist Health System in any way.
8. Be mindful that inappropriate, unethical, or illegal personal behavior on the Internet, whether you identify yourself as Baptist Health System staff or a School of Health Professions student, or not, can negatively affect your career. A list of prohibited conduct is defined in this policy.
9. Be polite. When communicating through new media, imagine you are having a face-to-face conversation.

Prohibited Subjects/Actions on Social Media

In order to maintain Baptist Health System’s reputation and legal standing, the following actions and subjects may not be discussed by employees/students in any form of social media. Note: This is not an exhaustive list.

- * Health information or information of any kind relating to a patient or Baptist Health System employee/student or contractor;
- * Information about patient safety errors and/or serious medical events;
- * Disparagement of any patient, family member, or friend of a patient;
- * Baptist Health System confidential or proprietary information;
- * Confidential or proprietary information of clients, partners, vendors, or suppliers;
- * Baptist Health System intellectual property;
- * Disparagement of Baptist Health System or competitors’ services, products, executive leadership, employees, strategy, and business prospects;
- * Explicit sexual references;
- * Reference to illegal drugs or illegal possession of narcotics;
- * Obscenity or profanity;
- * Disparagement of any race, religion, gender, sexual orientation, age, disability, genetic information, or national origin;
- * Practice of medicine or offering clinical advice without Baptist Health System authorization (if you have any questions about whether you are offering clinical advice, please contact your clinical faculty or program director);
- * Referral of any individual to a physician, especially those affiliated with Baptist Health System (if you have any questions about whether something you discuss could be treated as a referral, please contact your clinical faculty or program director);
- * Use of copyrighted information without appropriate permission or identification, as required;

- * Material and non-public information that can be considered as engaging in insider trading if disclosed to others; and
- * Information that can be consider as violating state and federal anti-trust laws.

School of Health Professions students who violate the social media policy may face disciplinary action, up to and including termination/academic dismissal.

Bullying/Cyberbullying

The School of Health Professions strives to provide a safe, positive learning climate for students. Therefore, it shall be the policy of the school to maintain an educational environment in which bullying and cyberbullying in any form are not tolerated.

Bullying shall mean unwelcome verbal, written, or physical conduct directed at a student or faculty/staff member. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or a faculty/staff member by way of a technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs), which has the effect of:

1. Physically, emotionally, or mentally harming a student or faculty/staff member;
2. Placing a student or faculty/staff member in reasonable fear of physical, emotional, or mental harm;
3. Placing a student or faculty/staff member in reasonable fear of damage to or loss of personal property;
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

All forms of bullying and cyberbullying by students are hereby prohibited. Anyone who engages in bullying or cyberbullying shall be subject to appropriate discipline. Students/faculty/staff who have been bullied or cyberbullied or who are aware of bullying or cyberbullying shall promptly report such incidents to any School of Health Professions faculty or staff member. Complaints of bullying or cyberbullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified.

Neither student nor employee who, in good faith, reports conduct in violation or who otherwise participates in any investigation will be subject to retaliation.

Copyright Information

The duplication of copyrighted material is not allowed except as provided by the U.S. Copyright Law's Fair Use Standards. Unauthorized peer-to-peer file sharing and unauthorized use of the school's technology system will not be tolerated. All students view the Copyright Basics video as part of the online Student Success Orientation. This video is available 24/7 through the Moodle Learning Management System. Library staff may also be consulted if copyright questions need to be addressed. Students who violate policies may be subject to disciplinary action and/or termination from the school.

Safe, Ethical, Professional Conduct

Faculty plan student clinical rotations to provide experiential learning opportunities that will best meet student learning needs. Students are expected to enter the clinical setting fully prepared to provide care for their assigned patients. All clinical procedures are to be performed safely, in accord with standards and standardized procedures, and within the student's scope of practice.

Unprofessional conduct within the patient care/clinical areas includes, but is not limited to:

1. Verbal or physical abuse of patients;
2. Intentional performance of an act that will injure or cause undue distress to a patient;
3. Falsification, fabrication, or misrepresentation of any information recorded in a patient's medical record;

4. Falsification, fabrication, or misrepresentation of any information concerning a patient's health status reported to faculty, any of the nursing staff members, the attending physicians, the patient, or the patient's family;
5. Violation of a patient's right to privacy or confidentiality as defined by the Health Insurance Portability and Accountability Act (HIPAA). Formal discussions of patient cases for learning purposes will be presented in clinical and classroom areas with considerations incorporated to protect the patient's rights.
6. Taking any drug that has been prescribed and charged to a patient for the student's own use or the use of others;
7. Misuse of any equipment or property of the hospital or patient;
8. Being in the clinical area while under the influence of alcohol or any drug including prescribed medication that will have detrimental effects on the student's behavior or ability to reason;
9. Unsafe clinical practice as designated by each department's specific policies and procedures.

Non-Academic Student Misconduct

The school shall maintain safety, order, and integrity by enforcing professional conduct standards. Non-academic misconduct can subject students to disciplinary actions. The school shall respect each person's dignity and rights throughout the discipline process. When possible, members of the school community should try to resolve minor allegations of non-academic misconduct informally. This policy does not apply to matters addressed by the sexual misconduct policy.

Anyone may report non-academic misconduct in writing to a department director or the president. Reports shall include all known relevant facts, including dates, times, and places. The reporter shall supply available evidence and shall commit to participate in the investigation or hearing. False reports are non-academic misconduct.

After receiving a written report alleging non-academic misconduct, the program director or president shall investigate the allegations, including interviewing the student(s) and any witnesses, and issue a written decision either dismissing the allegations or finding the student responsible for non-academic misconduct and impose sanctions. If sanctions include suspension or expulsion, the program director will make such recommendation to the president for affirmation. The student(s) may appeal any findings or sanctions to the president in writing. The student(s) will have five business days to appeal or the decision by the program director is final. If the sanctions are less than suspension or expulsion, the decision of the president is final. If the president determines or affirms a decision to impose a suspension or expulsion, the student(s) may request a Professional Discipline Committee hearing.

The student(s) must submit a request within two business days in writing to the president to hold a Professional Discipline Committee hearing. If a request is not received within two business days, the president's decision is final. When a request is properly made for a hearing, the school shall give the student effective notice of the date, time, and place of the Professional Discipline Committee hearing. Notices shall set forth specific allegations, list all evidence of non-academic misconduct including all witnesses who may testify against the student, and provide copies of all documents to be used against the student. The school must prove non-academic misconduct to the Professional Discipline Committee by a preponderance of the evidence. Accused students shall have the right to confront and question their accusers during the hearing unless a legally recognized exception to this right applies. After the hearing, the Professional Discipline Committee will issue a written majority decision directly to the president either dismissing the matter or finding the student responsible for non-academic misconduct. A decision finding a student or students responsible for non-academic misconduct shall explain the specific non-academic misconduct and evidence thereof and recommend sanctions. The school may hold a joint hearing for two or more students alleged to have participated in the same incident(s) of non-academic misconduct. The decision of the Professional Discipline Committee is final.

Academic Appeal

The school recognizes a student's right to consistent and relevant forms of assessment. An academic appeal is a formal request brought by a student to change a grade or to challenge a penalty imposed for violation of the academic integrity standards, such as plagiarism or cheating. A grade or penalty imposed for violation of the academic integrity standards may only be changed by the instructor of record, the program director, or the Academic Appeals Committee. An academic appeal must be made within six (6) months of the original award of a grade or penalty imposed for violation of the academic integrity standards. If the student makes an immediate appeal, the student may remain in the program until the conclusion of the appeal process. Strict timelines will be enforced at each step in the process. The president, after consultation with the program director, has the right to set restrictions on the student's participation in any areas of the program, including the clinical environment during the appeal.

An academic appeal will be considered if there is evidence that one or more of the following conditions exist: (1) error in calculation of grade; (2) deviation from the syllabus, program handbook (if one exists), or the school's Academic Catalog; (3) disparate academic treatment of a student that is not addressed by EEO processes (e.g., race, color, sex, etc.); or (4) inappropriate penalties imposed for an academic integrity violation. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for an academic appeal.

Before a student brings an academic appeal, he or she should first meet with the instructor to request that a change be made. If the student is not satisfied with the outcome, the student will state specifically the basis of the appeal in writing to the program director within two (2) business days after meeting with the faculty. The program director will schedule a meeting with the student within two (2) business days. After meeting with the student and if the program director determines the appeal does not meet the appropriate conditions, the program director shall communicate this in writing to the student. If the program director determines the appeal is appropriate under this policy, the program director will begin an investigation. The program director will have five (5) business days to investigate and submit a written decision to the student.

If resolution is not reached and the student desires to pursue the appeal, the student will state specifically the basis of the appeal in writing to the president within two (2) business days. If the president determines the appeal does not meet the conditions, the president will communicate this in writing to the student. If the president determines the appeal is appropriate, the president will convene an Academic Appeals Committee to consider the complaint within five (5) business days. The president will notify the student regarding the Academic Appeals Committee meeting date, the student's rights, and next steps in the process. The decision of the Academic Appeals Committee is final.

Exhaustion of Procedures for Complaints or Grievances

Students should utilize all school policies and procedures including the academic appeal, non academic appeal, discrimination complaint, harassment complaint, or sexual misconduct reporting. If a complaint or grievance cannot be resolved after exhausting the school's procedures, a student may file a complaint with the appropriate federal and/or state agencies.

U.S. Department of Education

Inquiries about laws and compliance may also be directed to Office for Civil Rights, U.S. Department of Education. For further information, visit www.ed.gov for the address and telephone number of the office that serves your area or call 1-800-421-3481.

Texas Higher Education Coordinating Board

Students enrolled in associate or baccalaureate degree programs with unresolved complaints or grievances may contact the Texas Higher Education Coordinating Board at <http://www.thecb.state.tx.us/studentcomplaints> for a description of the complaint procedure and related forms. Rules governing student complaints – Title 19 of the Texas Administrative Code, Sections 1.110-1.120 – are accessible at

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTac?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTac?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

Texas Workforce Commission

Unresolved complaints/grievances must be referred to the Texas Workforce Commission, Career Schools and Colleges, Room 226T, 101 East 15th Street, Austin, Texas 78778-0001; phone 512-936-3100;

www.texasworkforce.org/careerschoolstudents

Radiologic Technology Students

Radiologic Technology students with unresolved complaints/grievances related to allegations of noncompliance with JRCERT standards may contact the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182; telephone number 312-704-5300;

www.jrcert.org

CAMPUS SAFETY

Campus Safety

Safety regulations apply to the campus of the Baptist Health System School of Health Professions and other Baptist Health System sites and properties.

Safety should never be taken for granted. To ensure a safe environment, each student should be aware of the policies and procedures of the school and clinical departments. The school offers education materials on such topics as alcohol and drug addiction, identity theft, sexual assault, auto theft, and fire safety. In addition, each student must be familiar with his/her personal safety responsibilities. Students must notify a faculty member or program director of any potentially hazardous or unsafe condition as soon as possible. The school has a security officer available around the clock. In addition, surveillance cameras record corridors, entrances, and exits.

Any student who may be concerned about personal safety is encouraged to talk with the program director or seek assistance from the security officer. Community members, students, faculty, staff, and guests are encouraged to report all crimes and public safety-related incidents to the security officer, school administrative staff, and/or the San Antonio Police Department in a timely manner. Every effort is made to keep all students and employees safe and to maintain confidentiality.

Daily Crime Log

A daily crime log listing crimes committed on campus as well as within the Baptist Health System hospitals is maintained in the administration office. Anyone wishing to view the log may contact the Safety Officer during office hours (see page 11).

Confidential Reporting

Any student who is a victim of a crime on campus may choose to not pursue action within the Baptist Health System, School of Health Professions, or the criminal justice system. The student may still want to consider making a confidential report to the school. With the student's permission, the president or designee can file a report on the details of the incident without revealing the student's identity. The purpose of a confidential report is to comply with the student's wish to keep the matter private, while taking steps to ensure the safety of the student and others.

Timely Warning

In the event of an immediate emergency situation other than fire on campus, students will be notified by a faculty or staff member or security officer of the situation and whether to shelter in place or evacuate. When appropriate or necessary, students may also be notified via email or text message of such emergency situations. In the case of an ongoing or long-term situation, information may be disseminated via school email or postings on school bulletin boards.

Emergency Notification and Evacuation

Campus emergencies and/or threats will be handled as specified by safety training. The president or designee will determine how the campus community will be notified of the emergency or threat. All students will receive information/training on safe campus evacuation. In the event of an incident that would require the larger community to be notified, information will be disseminated with the assistance of the Baptist Health System director of communications.

The emergency evacuation plan is discussed with incoming students at student success and/or hospital orientation and with new employees during orientation to their departments. Emergency evacuation drills are conducted at least annually. The campus results report will be kept on record and made available upon request.

Contact information for currently enrolled students is automatically entered at specified intervals into the campus alert system using information from Sonis. Students are expected to ensure all contact information is kept up to date.

Bad Weather Information

When severe weather is anticipated, a text or message will be available on the Baptist Health System School of Health Professions “weather line” – 210-297-RAIN (7246) – stating that school is “open” or “closed” on the day in question. The message will be in place by 5:00 a.m. and updated as needed so students can call to find out the open or closed status. Students may also check local news programs’ tickers for a message regarding the closure of Baptist Health System School of Health Professions.

When the Baptist Health System School of Health Professions is designated as closed or opening at a later hour by the president’s office, absenteeism will not be counted against students. The program will plan to make up the missed day(s), if necessary.

A student who is also an employee of the Baptist Health System must follow his/her department’s plan for work hours.

PLEASE NOTE: The overriding consideration is the safety of each individual when deciding to attend class during hazardous conditions.

Parking

Students will purchase parking decals that will serve as parking permits for the school campus. Decals are to be affixed on the vehicle’s windshield above the state inspection decal. Students who operate motorcycles or other two- or three-wheeled vehicles will be issued a “Student” decal that is to be affixed to the front of the vehicle. Faculty will instruct students where to park at the clinical setting. There may be costs associated with parking.

At all times, students are expected to park in designated student parking and maintain up-to-date vehicle information on file. Failure to do so may result in violation tickets and fines. Students are responsible for keeping track of parking permits and will be required to return all parking permits upon completion of the program of study or, in the case of withdrawal from the program, if the student will not be returning to school. Loss of the permit or failure to return the permit upon clearance will result in a replacement charge per permit.

Please refer to additional parking information distributed at student success and/or hospital orientation and at the clinical sites assigned.

Gun Law

Possession of handguns in hospitals is prohibited by law. As such, it is a violation of Baptist Health System policy to possess any firearm or other deadly weapon on hospital property.

Pursuant to Section 30.05, Penal Code (criminal trespass), a person may not enter school property with a firearm. Pursuant to Section 30.06, Penal Code (trespass by license holder with a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (handgun licensing law), may not enter school property with a concealed handgun. Pursuant to Section 30.07, Penal Code (trespass by license holder with an openly carried handgun), a person licensed under Subchapter H, Chapter 411, Government Code (handgun licensing law), may not enter school property with a handgun that is carried openly.

These prohibitions include vehicles parked on school or hospital property.

Violence Against Women Reauthorization Act

The Violence Against Women Reauthorization Act (VAWA) of 2013 amended the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), which requires institutions of higher education to comply with certain campus safety- and security-related requirements as a condition of participation in U.S. Department of Education Title IV financial aid programs. The school is committed to maintaining a safe

and secure work and academic environment free of any form of sexual misconduct including domestic violence, dating violence, sexual assault, stalking, and sexual harassment. A violation of VAWA shall constitute grounds for disciplinary action up to and including dismissal from school.

Definitions

1. Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following:
 - * Unwelcome conduct determined by a reasonable person to be so severe, pervasive, or objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity.
 - * An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual’s participation in unwelcome sexual conduct (*quid pro quo*)
 - * Sexual assault – A forcible or nonforcible sex offense that meets the definition of rape, fondling, incest, or statutory rape.
 - * Dating Violence – Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the (a) length of the relationship, (b) type of relationship, and (c) frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
 - * Domestic Violence – A felony or misdemeanor crime of violence committed by (a) a current or former spouse or intimate partner of the victim, (b) a person with whom the victim shares a child in common, (c) a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, (d) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or (e) any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.
 - * Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person’s safety or the safety of others or suffer substantial emotional distress. Course of conduct is two or more acts including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person’s property. A reasonable person is one under similar circumstances and with similar identities to the victim. Substantial emotional distress is significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
2. Consent – Sexual activity requires mutual consent. Consent is a voluntary and positive agreement between the participants to engage in sexual activity. It is the responsibility of the person initiating a sexual activity to ensure consent of the other(s) in each instance of sexual activity before the person initiates the activity. One should presume that consent has not been given in the absence of a clear, positive agreement between the participants. Consent must be clear and unambiguous for each participant at every stage of a sexual encounter and may be withdrawn at any time. Consent cannot occur in the setting of force, coercion, or incapacitation. A prior relationship does not indicate consent to future activity. A person who is mentally or physically incapacitated, either through the effect of drugs or alcohol or for any other reason, is not capable of giving valid consent.

The first priority for any student who is the victim of sexual harassment, sexual assault, domestic violence, dating violence or stalking is to get to a place of safety. The school administration strongly advocates that the student report the incident in a timely manner as time is a critical factor for evidence collection and preservation. The student may report an assault that occurs on campus to the security officer, school administration, Student Health Services, or the San Antonio Police Department (SAPD). If the student has not contacted SAPD, the

president or designee will do so on the student's behalf. In addition, a representative of the Baptist Health System Human Resources Department may be notified. The victim will be guided through available options for assistance, support, and/or counseling as needed or desired.

Bystander Intervention

Safe and positive options may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of sexual harassment. Bystander intervention includes: recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

Retaliation

The school prohibits any school employee or student from retaliating against anyone reporting or submitting a sexual harassment complaint. The school also forbids retaliation against anyone who helps in the investigation of a sexual harassment complaint. Retaliation is regarded as a basis for a separate complaint and can lead to further review and disciplinary action.

Sanctions

An employee or student found guilty of sexual misconduct, including sexual harassment, could be criminally prosecuted in the state courts and may be terminated from employment or suspended or expelled from the school for the first offense. The school is obligated to offer supportive measures to involved parties before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures will restore or preserve equal access without placing an unreasonable burden on either party or compromising the safety of the education environment while deterring further incidents. The president, along with the student's program director, will be responsible for decisions related to changes in academic situations.

Sex Offender Registration

Information concerning sex offender registration and registered sex offenders may be found at the Texas Department of Public Safety web site for sex offender registration at <https://publicsite.dps.texas.gov/SexOffenderRegistry>

Substance Abuse Policy

The Baptist Health System School of Health Professions prohibits being under the influence, distribution, possession, or promotion of illicit drugs or alcohol by all students and employees on its campus or property or during any of its sponsored activities. Furthermore, the Baptist Health System School of Health Professions prohibits visits by any of its students' friends, family, or any other visitors while individual(s) are in the possession of, using, or under the influence of any illicit drugs or alcohol.

Failure to comply with this policy may include, but is not limited to, denial of consideration for application to the school, dismissal from school, termination from employment (hospital employment of students), and removal from Baptist Health System or school facilities and property.

To promote a drug-free environment the program director, with authorization from the school's president, reserves the right to require substance abuse testing. A student may be required to submit to substance testing whenever reasonable cause exists to believe that a violation of the drug-free campus policy has occurred.

Legal Sanctions

Students found violating any local, state, or federal law regarding the use, possession, or distribution of alcohol or other drugs (as defined by the Texas Health and Safety Code, Subtitle C. Substance Abuse Regulations and Crimes) will receive the full legal penalty in addition to any appropriate Baptist Health System School of Health Professions disciplinary actions. Penalties for drug possession in Texas are governed by the Texas Health and Safety Code, Subtitle C.

Health Risks

Drug and alcohol use, misuse, and abuse are complex behaviors with many factors at both the cultural and individual levels. Awareness of the untoward effects of any drug/alcohol is necessary for an individual’s wellbeing or survival.

Negative Consequences of Physical/Psychological Dependence

Physical dependence is the body’s learned requirement of a drug for functioning. Abuse of alcohol or any other drug, whether legal or otherwise, may result in marginal to severe and temporary to permanent physical and/or psychological damage and possibly death. Since many illegal drugs are manufactured and sold illegally, their content varies and may contain harmful substances or deadly amounts.

Psychological dependence is defined as the experiencing of persistent craving for the drug and/or a feeling that alcohol or other drugs is a requirement for functioning.

Dependence on alcohol and/or other drugs alters the user’s psychological functioning. Obtaining these substances becomes the primary focus of the drug-dependent individual and often results in reduced job performance and jeopardizes family and other interpersonal relationships. Criminal behavior is frequently the means for financing a drug habit. Behavior patterns often include violence and assault as the individual becomes increasingly drug/alcohol dependent. Social and psychological detachment and medical problems increase as the individual becomes entrapped in drug/alcohol dependence.

Drug and alcohol abuse information is available to students and their families by contacting Student Health Services at 210-297-9163 and/or the Texas Peer Assistance Program for Nurses (TPAPN) at 800-288-5528. A chaplain may be contacted at 210- 297-7750 or 210-297-5750 for crisis counseling and brief pastoral counseling.

Additional information on counseling resources is available at the following locations.

Al-Anon (for the family) (8:00 a.m.-10:00 a.m.).....	210-829-1392	Narcotics Anonymous.....	210-434-0665
Alcoholics Anonymous.....	210-828-6235	Poison Center.....	800-222-1222
The Center for Health Care Services.....	800-316-9241	Rape Crisis Center (24-hour hotline).....	210-349-7273
· Substance Abuse Crisis.....	210-731-1320	San Antonio Council on Alcohol and Drug Abuse.....	210-225-4741
· Mental Health Crisis.....	210-225-5481	Right Step Addiction Treatment Center.....	844-675-1753
Ella Austin Community Center.....	210-224-2351	La Hacienda Outreach Center.....	210-692-0001
Family Violence Prevention Services - The Battered Women and Children’s Shelter.....	210-733-8810	Methodist Healthcare Department of Psychiatry.....	210-575-0355
National Suicide Prevention Lifeline.....	800-273-8255	United Way Help Line (24-hour).....	211 or 877-541-7905

SERVICES

Vending Services

Vending machines, microwaves, and refrigerators are available on campus. The school is unable to provide a cafeteria or other forms of food preparation due to licensing constraints. Cafeterias are available at many clinical sites.

Spiritual Curriculum

The faculty of the school and staff of the Department of Pastoral Care and Clinical Pastoral Education Program integrate spiritual aspects of health care throughout the program. Students are also encouraged to participate in religious activities according to their preferences.

Pastoral Care and Counseling

The Baptist Health System Department of Pastoral Care provides both pastoral care and counseling. Contact for spiritual care or counseling can be made through the Department of Pastoral Care. Pastoral Care can assist in spiritual growth, serve as a source of support, and provide crisis ministry in times of need for employees, students, and family members. Referrals for visits to patients and families are also welcome.

Education Counseling

Life in college is a time of great change and personal growth. It is exciting, satisfying, and sometimes challenging. For many students, there are times when all the demands and excitement may feel overwhelming. The School of Health Professions understands that students need many kinds of support to help them succeed. Students in need of counseling services will be provided with the following services:

- * Educational support and learning strategy information
- * Community referrals

Available Services for Online Students

Students enrolled in online courses or programs may receive the following services by email, telephone, audio/video conference, or in person:

- * Academic advising and educational support and learning strategy information
- * Financial aid assistance
- * Employment assistance, as needed

Healthlink

Healthlink is a state-of-the-art fitness center available at a nominal fee to employees and students.

Placement Assistance

The Baptist Health System School of Health Professions through Student Services and academic departments provides information and assistance to students seeking employment. Employer inquiries and position information are made available to assist students in placement after graduation. Graduation from the Baptist Health System School of Health Professions does not constitute a guarantee of employment. The school does not assume responsibility for a student's ability to take and pass licensure examinations that may affect a student's employability. No guarantee of wages or employability is made or implied by this institution.

STUDENT RESPONSIBILITIES AND OBLIGATIONS

Bill of Rights

The Baptist Health System School of Health Professions will not discriminate in its admission policy against any individual regardless of race, religion, sex (including pregnancy, childbirth, and related medical conditions), gender, gender identification, age, marital status, national origin, or disability (if able to meet all objectives).

- * During the educational process of becoming entry-level health professionals, students have the right and obligation to experience independent and self-motivated learning.
- * With the student's right of freedom to learn also comes the responsibility to use this information for the benefit of others through teaching and practice, in accordance with the Health Insurance Portability and Accountability Act (HIPAA).
- * Students have input into courses through confidential course evaluations.
- * Students' permanent educational record information and the conditions of disclosure are covered by the Family Educational Rights and Privacy Act (FERPA).
- * Students have the right to privacy and respect of their personal lives as long as behavior is in keeping with professional roles.
- * Students are responsible for abiding by the rules regarding safety.
- * Students will receive academic counseling regarding class or clinical performance. These sessions will be documented.

Witnessing Signatures on Documents

According to the Baptist Health System School of Health Professions' policy, students may not sign as witness of signatures for patients and/or their families.

Students in Clinical Assignments

Students are responsible for their own transportation to and from clinical sites and for any parking fees associated with the facility. Baptist Health System has five hospitals in the San Antonio area and one in New Braunfels. The distance from the school to the furthest BHS clinical site in San Antonio and surrounding area is approximately 80 miles.

The health and safety of patients, students, and faculty associated with educational activities of the students must be adequately safeguarded. All activities required in the program must be educational and students must not be substituted for staff.

STUDENT INVOLVEMENT

Student Organizations/Associations

As of the publication of this catalog, the only active student organization is the Baptist School of Health Professions (BSHP) Student Nurses' Association (SNA). BSHP-SNA is a separate entity. Organizational management, to include management of resources, will generally be dictated by the parent entity (National Student Nurses' Association). While the school supports this organization, in all decision making the BSHP-SNA is viewed as a separate and distinct organization. Thus, Baptist Health System and Baptist School of Health Professions are not approval authorities or associated with organizational activities. However, when operating on campus, BSHP-SNA must comply with Tenet/Baptist Health System/School of Health Professions policies.

Student nurses are encouraged to attend meetings and be involved in the Student Nurses' Association.

Professional Organizations

Each profession represented in the school has professional organizations in the community. Students are encouraged to attend meetings and be involved in these organizations at an entry level.

Volunteering

Volunteering services to the community is part of the professional role. Students are encouraged to volunteer both in the Baptist Health System and within the community.



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BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS ACADEMIC CATALOG 2022-2023

DEPARTMENT OF HEALTHCARE MANAGEMENT

BACHELOR'S DEGREE:

* BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT

SAMPLE DEGREE PLAN – BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT

Components	Courses	Semester Credit Hours
Prerequisites – must be completed prior to admission and equal at least 60 semester credit hours	15 semester credit hours of general education courses 45 semester credit hours in allied health or business-related discipline	60
General Education Credits	Electives to include any combination of courses from the sciences, humanities, English, math, social sciences, and arts*	21
Healthcare Management Core Courses	300-400 level	39
Total Program Course Credits – Bachelor of Science in Healthcare Management		120

*A minimum of 6 semester credit hours of General Education credits must be upper division (junior or senior) level courses.

BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT – ONLINE DELIVERY

The Bachelor of Science in Healthcare Management is a fully online baccalaureate completion degree. The program is designed to offer students with an associate's degree or an equivalent number of credits, including general education, business, allied health, or nursing, the opportunity to study the management of healthcare systems within a highly regulated and evolving environment. Courses focus on the integrated managerial responsibilities within organizational systems, healthcare access, quality, information technology, community, and containment of cost. Students are expected to have basic mastery of computer systems to be successful in the core Healthcare Management courses. An Introduction to Computing general education course is available to students and is recommended for students who need to master entry-level computer systems proficiency.

ADMISSIONS POLICY

Applicant with AA, AS, or AAS Degree

Applicants applying for admission to the Bachelor of Science in Healthcare Management must hold either an Associate of Arts, Associate of Science, or Associate of Applied Science degree from an educational institution whose accreditation is recognized by the U.S. Department of Education.

The applicant with an associate's degree in business or a business-related field must have a minimum of fifteen (15) semester credits of college level general education studies to include math and English and a variety of courses from the sciences, arts, humanities, or social sciences. Core degree courses must comprise a minimum of forty-five (45) semester credits and be directly related to business, including but not limited to such areas as information technology, finance, accounting, economics, and management.

The applicant with an associate's degree in nursing and/or an allied health field, such as radiologic technology, surgical technology, kinesiology, or sports medicine, must have a minimum of fifteen (15) semester credits of college level courses from the sciences, humanities, arts, or social sciences to include English and math. Core degree courses must comprise a minimum of forty-five (45) semester credits and relate to the specific allied health or nursing degree field. All general education courses in the associate's degree must be at the 100 level or above for college courses. Remedial courses are not acceptable.

Applicant with Equivalent Number of Credits

Applicants without an associate's degree but who have, through pursuit of a bachelor's degree at another institution accumulated at least sixty (60) semester credits may be eligible for admission. The applicant must have a minimum of fifteen (15) semester credits of college level courses from the sciences, humanities, arts, or social sciences to include English and math. A minimum of forty-five (45) semester credits must have been completed in the applicant's major in business, nursing, or allied health. Courses may be at the 100-400 levels. Remedial courses are not acceptable.

Transfer Credits

Transfer students requesting consideration for admission and transfer credit must meet all current admissions requirements. A school catalog, course descriptions, and course outlines from previous schools may be required to determine the applicable course transfer credit and to ensure that courses considered for transfer do not duplicate general education courses offered within the curriculum. Only courses completed with a grade of "C" or higher will be considered for transfer.

PREREQUISITES

Applicants to the Bachelor of Science in Healthcare Management program must have completed a minimum of 45 semester credit hours in a business or business-related discipline (e.g., Accounting) or a technology, nursing, or allied health field and a minimum of 15 semester credits of college level general education studies.

GENERAL EDUCATION

The goal of the General Education department is to provide students with a curriculum that will enable them to think critically and be adept at bringing their knowledge and problem-solving skills into new settings to complement their chosen program. Students will be able to communicate effectively and understand the diversity of the human experience as well as understand both personal and social responsibilities. General education courses, such as psychology or sociology, as well as courses in medical law and ethics, as required in professional degree programs, prepare students to understand the relevance of the humanities and social sciences to health care and contemporary local and world conditions. All courses at Baptist Health System School of Health Professions aim to encourage students to be dedicated to life-long learning and committed to making positive contributions to society by exploring their own talents, experiencing personal growth, and increasing their ability to be of value to their community.

The General Education department is the cornerstone of the School of Health Professions undergraduate curriculum and draws on the expertise of faculty and staff located across the country. The courses in General Education are taught online and offered throughout the academic year.

General Education Credits

To be awarded the Bachelor of Science in Healthcare Management, the student must have completed a minimum of 36 general education semester credit hours to include the 21 general education semester credit hours above, six of which must be upper division (junior or senior level) courses effective with spring 2018 enrollment, plus 15 general education semester credit hours included among the 60 semester credit hours taken as a part of the associate's degree or equivalent.

All general education credits, with the exception of the minimum 6 semester credits of upper division general education credits, must be completed before starting the Healthcare Management core courses. Courses are offered in 8-week sessions. Transfer credit will be considered for all general education requirements on a case-by-case basis.

Curriculum Objectives

The school's General Education courses are designed to enable students to:

1. Acquire knowledge through critical information gathering, including reading and listening, computer-assisted searching, and scientific experimentation and observation.
2. Analyze and evaluate, where appropriate in a quantitative manner, the acquired knowledge.
3. Integrate knowledge from a variety of sources and fields.
4. Make critical judgments in a logical and rational manner.
5. Develop the skills to maintain health and understand the factors that impinge upon it.
6. Communicate effectively, both in writing and orally, using the accepted methods for presentation, organization, and discussion particular to their disciplines.
7. Seek and share knowledge independently and in collaboration with others.
8. Gain understanding of global cultural diversity and develop consideration for values, lifestyles, and traditions that may differ from their own.
9. Comprehend the role of aesthetic and creative activities expressing both imagination and experience.

Course Descriptions

ANTH 2351: Cultural Anthropology

The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.

Credit hours - 3 Lecture hours - 48 (fully online)

BUSI 1301: Business Principles

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life.

Credit hours - 3 Lecture hours - 48 (fully online)

BUSI 1307: Personal Finance

Personal and family accounts, budgets and budgetary control, bank accounts, charge accounts, borrowing, investing, insurance, standards of living, renting or home ownership, and wills and trust plans.

Credit hours - 3 Lecture hours - 48 (fully online)

COMM 3310: Intercultural Communication

This course focuses on the importance of culture in our everyday lives, by examining the ways in which culture interrelates with those who we come in contact with in relationship to the overall communication processes. Students will study a critical analysis of intercultural communication theories and applications. This course is designed to lead students through an examination of their own cultural identities and interactions with others. By addressing how cultural indicators manifest through communication and how this affects various cultural nuances the use of communication in variety of manners will be investigated with an emphasis on health care.

Credit hours - 3 Lecture hours - 48 (fully online)

COSC 1301: Introduction to Computing

This course introduces computer concepts, including fundamental functions and operations of the computer.

Topics include identification of hardware and software components, basic computer operations, Internet security, networks, and software applications. The student is provided experience with application software including use documents, spreadsheets, presentations, and databases. Upon completion, students should be able to demonstrate an understanding of the role and function of computers.

Credit hours - 3 Lecture hours - 48 (fully online)

ECON 2301: Principles of Macroeconomics

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 1301: Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 2311: Technical & Business Writing

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 2351: Mexican American Literature

A survey of Mexican American/Chicanx literature from Mesoamerica to the present. Students will study literary works of fiction, poetry, drama, essays, and memoirs in relation to their historical, linguistic, political, regional, gendered, and cultural contexts. Texts will be selected from a diverse group of authors, literary movements, and media forms. Topics and themes may include the literary performance of identity and culture, aesthetic mediation of racialization, struggle and protest, and artistic activism.

(prerequisite: ENGL 1301)

Credit hours - 3 Lecture hours - 48 (fully online)

GOVT 2305: Federal Government

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Credit hours - 3 Lecture hours - 48 (fully online)

HPRS 2321: Medical Law and Ethics for Health Professionals

Principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and health care professionals. Includes current ethical issues related to the various healthcare professions and patient confidentiality.

Credit hours - 3 Lecture hours - 48 (fully online)

MGMT 3320: Principles of Management

This course will study of the basic managerial functions of planning, organizing, staffing, directing, and controlling resources to accomplish organizational goals. The systems concept of management and the role of the manager at each level of the organization are emphasized. In addition, this course emphasizes through application and case studies to understand the skills that are necessary for a manager to be effective. Course topics include: decision making, effective communication, ethics, managing diversity, global environment, conflict management, human resource and performance management.

Credit hours - 3 Lecture hours - 48 (fully online)

MATH 1314: College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Credit hours - 3 Lecture hours - 48 (fully online)

MATH 1342: Elementary Statistical Methods

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

Credit hours - 3 Lecture hours - 48 (fully online)

PHED 1304: Personal/Community Health

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

Credit hours - 3 Lecture hours - 48 (fully online)

PHIL 1301: Introduction to Philosophy

A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.

Credit hours - 3 Lecture hours - 48 (fully online)

PHIL 1304: Introduction to World Religions

This course introduces the major religions of the world with attention to origin, history, beliefs, and practices. This course will survey the major religions of the world through a scholarly lens, including Hinduism, Buddhism, Islam, Judaism, and Christianity providing a balanced consideration of both Eastern and Western religions.

Credit hours - 3 Lecture hours - 48 (fully online)

PSYC 2314: Lifespan Growth & Development

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Credit hours - 3 Lecture hours - 48 (fully online)

SOCI 1301: Introduction to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Credit hours - 3 Lecture hours - 48 (fully online)

SOCI 3050: Drugs in Society

This course examines the major categories of drugs – stimulants, depressants, hallucinogens, and narcotics. This course investigates drug related topics and events such as the use of steroids and inhalants, the abuse of over-the-counter drugs, dependency and addiction; and intervention topics. This course includes critical thinking about the drug culture, and emphasis is placed on a cross-culture perspective. Integrating the viewpoints of other disciplines and professions about the drug culture is also a goal of this course.

Credit hours - 3 Lecture hours - 48 (fully online)

SPCH 1318: Interpersonal Communication

Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

Credit hours - 3 Lecture hours - 48 (fully online)

CORE HEALTHCARE MANAGEMENT COURSES

The purpose of the Bachelor of Science in Healthcare Management completion degree is to prepare graduates to function effectively and efficiently in management positions within healthcare organizations. The program builds on courses in business, allied health or nursing, the arts, humanities, and social and natural sciences to prepare graduates for management in healthcare organizations that are changing and evolving as they prepare to meet the quality of care and cost-containment challenges of health care in the 21st century.

Student Learning Outcomes

1. Synthesize knowledge from healthcare management, business, allied health, the sciences, and the humanities to meet the operational and interdisciplinary demands of management of a diverse group of stakeholders that function within a highly technological, specialized, and regulated healthcare institution.
2. Demonstrate the appropriate application of management tools and processes to lead diverse and interdisciplinary groups toward accomplishment of the desired goals of the healthcare organization in support of the institution’s mission.
3. Apply current and innovative strategies toward planning, organizing, staffing, and directing the healthcare institution’s resources for the purpose of performance and process improvement.
4. Use information management technology and information systems to enhance decision making and project outcomes and enhance the deployment of resources efficiently and cost effectively.
5. Promote community wellness and employee health in support of prevention of illness, cost containment, increased productivity, and increased quality of life.

Core Curriculum Plan

	Credit Hours	Clock Hours – Lecture	Clock Hours – Online	Clock Hours – Lab	Clock Hours – Practicum
Semester I (16 weeks)					
HM 3310: Introduction to Healthcare Operations Management.....	3	48	0	0	0
HM 3320: Healthcare Management.....	3	48	0	0	0
HM 3330: Healthcare Human Resources	3	48	0	0	0
HM 3340: Legal and Regulatory Aspects of Health Care	3	48	0	0	0
HM 3150: Leadership and Management Case Study	1	16	0	0	0
<i>Subtotal</i>	<i>13</i>	<i>208</i>	<i>0</i>	<i>0</i>	<i>0</i>
Semester II (16 weeks)					
HM 4310: Healthcare Marketing	3	48	0	0	0
HM 4320: Community Health and Cultural Diversity	3	48	0	0	0
HM 4330: Accounting Fundamentals for Healthcare Managers	3	48	0	0	0
HM 4340: Information Systems in Health Care.....	3	48	0	0	0
HM 4150: Systems Case Study.....	1	16	0	0	0
<i>Subtotal</i>	<i>13</i>	<i>208</i>	<i>0</i>	<i>0</i>	<i>0</i>
Semester III (16 weeks)					
HM 4350: Healthcare Performance and Process Improvement.....	3	48	0	0	0
HM 4360: Healthcare Finance and Economics	3	48	0	0	0
HM 4370: Organizational Development.....	3	48	0	0	0
HM 4380: Clinical Systems Management	3	48	0	0	0
HM 4170: Capstone Project.....	1	16	0	0	0
<i>Subtotal</i>	<i>13</i>	<i>208</i>	<i>0</i>	<i>0</i>	<i>0</i>
Total Hours	39	624	0	0	0
Total Number of Weeks = 48	Total Number of Hours = 624				

Typical Class Schedule – online delivery:

Online courses typically run Monday through Sunday.

Students are required to actively participate in weekly course assignments as outlined in the course syllabus.

Program Office Hours: 8:00 a.m. – 5:00 p.m. Central time

Course Descriptions

HM 3310: Introduction to Healthcare Operations Management

This course provides a solid introduction to the field of healthcare operations management. Students are presented with the basic information pertinent to the field. The topics discussed include: an overview of the United States healthcare system, the Affordable Care Act, current trends in healthcare management, system processes – outpatient and primary care, inpatient services, managed care, and the future of healthcare delivery.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 3320: Healthcare Management

This course provides a solid introduction to the field of healthcare management and supervisory roles. The topics discussed include: an overview of healthcare management, the role of the manager, leadership, management and motivation, organizational behavior, healthcare financing and insurance, management and teamwork, cultural understanding, and fraud and abuse.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 3330: Healthcare Human Resources

This course provides a solid introduction to the field of healthcare human resources management. Students are presented with all the basic information pertinent to the field. The topics discussed include: introduction to healthcare human resources; legal and ethical issues in the healthcare workplace; healthcare staffing, talent assessment, and acquisition; workforce planning, recruitment, and training; employee relations and retention; and current trends in healthcare human resources management.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 3340: Legal and Regulatory Aspects of Health Care

This course provides a solid introduction to the field of legal and regulatory oversight of healthcare institutions. The topics covered include: laws, policies, and guidelines in healthcare operations; HIPAA, informed consent, and anti-trust; organizational structures, such as PO, PHO, and ITA; risk management and sentinel events; and working with legal documents and contracts.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 3150: Leadership and Management Case Study

The course presents a leadership and management case study. Students analyze the material presented in the case study and provide an evaluation of the outcomes as presented in the case study.

Credit hours - 1 Lecture hours - 16 (fully online)

HM 4310: Healthcare Marketing

This course provides a solid introduction to the field of healthcare marketing. The topics discussed include: branding, marketing communications, marketing strategies, consumer behavior, and competitive assessment.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4320: Community Health and Cultural Diversity

This course provides a solid introduction to the field of community health and wellness and the impacts of geographical and cultural diversity. The topics discussed include: community health, cultural differences in populations, cultural understanding of wellness and illness, healthcare sensitivity, and healing and diversity.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4330: Accounting Fundamentals for Healthcare Managers

This course provides a solid introduction to the field of accounting fundamentals for healthcare managers. The topics discussed include: electronic spreadsheets, accounting concepts and key statements, financial benchmarks, reimbursement, investment analysis, cost-containment strategies, budget development, and ratios analysis and capital investment.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4340: Information Systems in Health Care

This course provides a solid introduction to the field of healthcare information systems. The topics discussed include: healthcare information systems, health information processing, system quality, and future role.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4150: Systems Case Study

The systems case study provides the student the opportunity to compare and contrast different healthcare systems around the world to that in the United States. The course will evaluate any differences in patient access and cost between systems.

Credit hours - 1 Lecture hours - 16 (fully online)

HM 4350: Healthcare Performance and Process Improvement

This course provides a solid introduction to the field of healthcare performance and process improvement. The topics discussed include: organizational performance measures, assessment of quality, risk management, credentialing, oversight agencies, improvement processes, and Lean and Six Sigma.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4360: Healthcare Finance and Economics

This course provides a solid introduction to the field of healthcare finance and economics. The topics discussed include: financial operations of public and private healthcare institutions, revenue stream management, budgeting, resource allocation, and key financial issues in healthcare institutions.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4370: Organizational Development

This course provides a solid introduction to the field of healthcare organizational development. Topics will include: opportunities and challenges involved in human dynamics, intervention techniques, change management, organizational development, and transformation. This course looks at behavioral science theory and practice.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4380: Clinical Systems Management

This course provides a solid introduction to the field of clinical systems management. The topics discussed include: an overview of clinical and patient information systems, emerging clinical technologies, managing change in clinical systems, employee engagement, cost-benefit analysis, return on investment, and decision making.

Credit hours - 3 Lecture hours - 48 (fully online)

HM 4170: Capstone Project

This course focuses on presentation of one or more healthcare challenges and the process of problem identification, process development, and solution. The student will analyze and synthesize material from the program and, focusing on a single challenge, present a well developed analysis, synthesis, and evaluation.

Credit hours - 1 Lecture hours - 16 (fully online)

BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS ACADEMIC CATALOG 2022-2023

DEPARTMENT OF MEDICAL IMAGING TECHNOLOGY

ASSOCIATE'S DEGREE:

- * ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY
- * ASSOCIATE OF APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY

CERTIFICATE:

- * ADVANCED CERTIFICATE IN COMPUTED TOMOGRAPHY

OVERVIEW OF PROGRAMS

Program	Length Weeks	Clock Hours	Credit Hours	Entrance Requirements SCH = Semester Credit Hours	Credentialing Examination
Associate of Applied Science in Diagnostic Medical Sonography 5 semesters, 80 weeks, 66 semester credits, 1920 clock hours	16 16 16 16 16	240 192 288 600 600	15 12 14 12.5 12.5	<ul style="list-style-type: none"> Prerequisites: <ul style="list-style-type: none"> Anatomy & Physiology I 3 SCH Anatomy & Physiology II..... 3 SCH College Algebra 3 SCH Speech/Communications 3 SCH Physics 3 SCH 	American Registry for Diagnostic Medical Sonography (ARDMS) <i>or</i> American Registry of Radiologic Technologists in Sonography (ARRT)(S)
Associate of Applied Science in Radiologic Technology 5 semesters, 80 weeks, 60 semester credits, 1680 clock hours	16 16 16 16 16	240 240 304 432 464	15 13 12 9 11	<ul style="list-style-type: none"> Prerequisites: <ul style="list-style-type: none"> Anatomy & Physiology 3 SCH College Algebra..... 3 SCH Medical Terminology 1 SCH 	American Registry of Radiologic Technologists (ARRT)
Advanced Certificate in Computed Tomography 2 semesters, 32 weeks, 22 semester credits, 608 clock hours	16 16	272 336	13 9	<ul style="list-style-type: none"> Registered Radiologic Technologist <i>or</i> Registered Nuclear Medicine Technologist <p>Must maintain credentials required for admittance throughout the program</p>	American Registry of Radiologic Technologists (ARRT)(CT)

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY – BLENDED DELIVERY

The Department of Medical Imaging Technology offers an Associate of Applied Science in Diagnostic Medical Sonography. Upon successful completion of the program, graduates are eligible to sit for the credentialing examinations for the American Registry of Radiologic Technologist (ARRT) in Sonography or the American Registry of Diagnostic Medical Sonographers (ARDMS) physics, obstetrics and gynecology, or abdomen specialty examinations. The diagnostic medical sonographer is able to practice in a variety of sonographic settings after graduation to include hospitals and imaging centers. The Department of Medical Imaging Technology is committed to quality education using the guidelines set forth by the code of ethics for the profession of diagnostic medical sonographer.

Mission

The mission of the Associate of Applied Science in Diagnostic Medical Sonography program is to prepare the professional health care provider for the role of sonographer through the clinical application of theory and utilization of patient safety principles.

Goals

1. Students will communicate effectively.
2. Students will use critical thinking and problem-solving skills.
3. Students will demonstrate individual professional proficiency in skills and patient care.

Curriculum Objectives

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

1. Identify and respond to the patient's concerns and questions.
2. Protect the privacy and confidentiality of patient's situations of history and examination outcome.
3. Utilize principles of sonographic physics and scanning techniques to aid in the diagnosis and treatment of disease.
4. Obtain pertinent patient history and patient consent as needed.
5. Apply all principles for the code of ethics in the profession of diagnostic medical sonography.

CURRICULUM PLAN

First Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester I (16 weeks)				
COSC 1301: Introduction to Computing* (equivalent to COSC 1300)	3	48	0	0
ENGL 1301: Composition I*	3	48	0	0
MATH 1342: Elementary Statistical Methods*	3	48	0	0
PSYC 2314: Lifespan Growth & Development*	3	48	0	0
HPRS 2321: Medical Law and Ethics for Health Professionals* (equivalent to HPRS 1105)	3	48	0	0
<i>Subtotal</i>	15	240	0	0
Semester II (16 weeks)				
IMG 1301: Introduction to Imaging and Patient Care**	3	48	0	0
US 1311: Physics and Instrumentation I	3	48	0	0
US 1321: Abdominal Sonography I	3	48	0	0
US 1331: OB/GYN Sonography I	3	48	0	0
<i>Subtotal</i>	12	192	0	0
Semester III (16 weeks)				
US 1312: Physics and Instrumentation II	3	48	0	0
US 1322: Abdominal Sonography II	3	48	0	0
US 1332: OB/GYN Sonography II	3	48	0	0
US 1541: Sonography Skills with Laboratory	5	16	128	0
<i>Subtotal</i>	14	160	128	0

Second Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester IV (16 weeks)				
US 2951: Sonography Clinical Practicum I	12.5	0	0	600
<i>Subtotal</i>	12.5	0	0	600
Semester V (16 weeks)				
US 2952: Sonography Clinical Practicum II	12.5	0	0	600
<i>Subtotal</i>	12.5	0	0	600
Total Hours	66	592	128	1,200
Total Number of Weeks = 80	Total Number of Hours = 1,920			

*General Education Online Courses
 **Offered online only

A successful GPA accomplishes progress to the next semester. The curriculum may be altered or changed through evaluation and assessment of outcomes.

Typical Class Schedule – residential delivery:

Monday – Friday
 Class: 8:00 a.m. – 5:00 p.m. Central time
 Scheduled breaks are 10 minutes to the hour.
 Scheduled lunch: Class – 50 minutes; clinical – 30 minutes
 Clinical: Schedule will vary by clinical site. Students are required to complete clinical hours in a 16-week period. Hours may be completed during normal business hours, which may include days, evenings, or weekends. Scheduled breaks vary depending upon the environment.
 Program Office Hours: 8:00 a.m. – 5:00 p.m. Central time

Typical Class Schedule – online delivery:

Online courses typically run Monday through Sunday.
 Students are required to actively participate in weekly course assignments as outlined in the course syllabus.
 Program Office Hours: 8:00 a.m. – 5:00 p.m. Central time

PREREQUISITES

Anatomy & Physiology I	3 semester credit hours
Anatomy & Physiology II	3 semester credit hours
College Algebra.....	3 semester credit hours
Speech/Communications.....	3 semester credit hours
Physics	3 semester credit hours

COURSE DESCRIPTIONS

COSC 1301: Introduction to Computing

This course introduces computer concepts, including fundamental functions and operations of the computer.

Topics include identification of hardware and software components, basic computer operations, Internet security, networks, and software applications. The student is provided experience with application software including use documents, spreadsheets, presentations, and databases. Upon completion, students should be able to demonstrate an understanding of the role and function of computers.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 1301: Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Credit hours - 3 Lecture hours - 48 (fully online)

MATH 1342: Elementary Statistical Methods

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

Credit hours - 3 Lecture hours - 48 (fully online)

PSYC 2314: Lifespan Growth & Development

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Credit hours - 3 Lecture hours - 48 (fully online)

HPRS 2321: Medical Law and Ethics for Health Professionals

Principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and health care professionals. Includes current ethical issues related to the various healthcare professions and patient confidentiality.

Credit hours - 3 Lecture hours - 48 (fully online)

IMG 1301: Introduction to Imaging and Patient Care

This course includes the historical development of radiography and medical imaging technology, basic radiation protection, an introduction to medical terminology, ethical and legal issues for health care professionals, and an orientation to the program and to the health care system.

Patient assessment, infection control procedures, emergency and safety procedures, communication and patient interaction skills, and basic pharmacology are also included.

(corequisite: US 1221)

Credit hours - 3 Lecture hours - 48 (fully online)

US 1311: Physics and Instrumentation I

Students will receive instruction in the principles of ultrasound physics. Topics include: basic principles and wave analysis, principles of pulse echo imaging, sound beam intensities, propagation of acoustic waves through tissues, sonographic transducers, and axial and lateral resolution.

(corequisites: IMG 1301, US 1321, US 1331)

Credit hours - 3 Lecture hours - 48 (residential or blended)

US 1321: Abdominal Sonography I

Students will receive knowledge of relational anatomy, physiology, pathophysiology, sonographic technique, and appearances of the following topics: abdominal cavity, abdominal vasculature, liver, GB and biliary tree, pancreas, and spleen. The student will determine normal from artifactual or pathologic conditions and prioritize differential diagnoses through didactic learning.

(corequisites: IMG 1301, US 1311, US 1331)

Credit hours - 3 Lecture hours - 48 (residential or blended)

US 1331: OB/GYN Sonography I

Students will receive knowledge on accurate assessment and performance of gynecological and obstetrical sonograms as well as comprehensive knowledge of the development and sonographic appearance of the fetal and extra-fetal anatomy throughout the gestational period. Topics include: anatomy, pathology and physiology of the female pelvis, pediatric and neonatal pelvis, normal and complications of first trimester pregnancies, normal second and third trimester pregnancies, OB measurements, fetal growth assessment, high risk pregnancy, congenital anomalies, the placenta and umbilical cord, and amniotic fluid, fetal membranes, and hydrops.

(corequisites: IMG 1301, US 1311, US 1321)

Credit hours - 3 Lecture hours - 48 (residential or blended)

US 1312: Physics and Instrumentation II

Students will receive instruction in the principles of ultrasound physics. Topics include: real time imaging, pulse echo instrumentation, display and image processing, dynamic range, harmonics and contrast agents, hemodynamics, Doppler, Doppler optimization, artifacts, quality assurance, clinical setting, and bioeffects.

(prerequisite: US 1311; corequisites: US 1322, US 1332, US 1541)

Credit hours - 3 Lecture hours - 48 (residential or blended)

US 1322: Abdominal Sonography II

Students will continue the study of the anatomy, physiology, and pathophysiology of the abdomen and small parts. Topics will include: the urinary system, retroperitoneal and peritoneal cavities, thyroid, breast, testicular, gastrointestinal tract, pediatric abdomen, and peripheral venous system as well as ultrasound guided interventional techniques, contrast agents, understanding of other imaging modalities, and the musculoskeletal system. The student will determine normal from artifactual or pathologic conditions, and prioritize differential diagnoses through didactic learning.

(prerequisite: US 1321; corequisites: US 1312, US 1332, US 1541)

Credit hours - 3 Lecture hours - 48 (residential or blended)

US 1332: OB/GYN Sonography II

Students will continue the study of the anatomy, physiology, and pathology of pregnancy. Topics will include the fetal face and neck, fetal neural axis, fetal thorax, fetal abdomen and abdominal wall, fetal urogenital system, fetal skeleton, fetal echocardiography and congenital heart disease, and neonatal hip, spine, and brain.

(prerequisite: US 1331; corequisite: US 1312, US 1322, US 1541)

Credit hours - 3 Lecture hours - 48 (residential or blended)

US 1541: Sonography Skills with Laboratory

Students will receive scanning knowledge of normal anatomy, relational anatomy, sonographic protocols and technique of the following topics: abdominal vasculature, pancreas, spleen, kidneys, liver, GB and biliary tree, thyroid, scrotum, breast, female pelvis, OB, peripheral venous and arterial, and carotid. The student will determine normal from artifactual or pathologic conditions, modify or extend the scope of the examination as necessary, and prioritize differential diagnoses through scanning protocols.

(corequisites: US 1312, US 1322, US 1332)

Credit hours - 5 Lecture hours - 16 Lab hours - 128 (residential)

US 2951: Sonography Clinical Practicum I

Students will receive a health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

(prerequisite: US 1541)

Credit hours - 12.5 Clinical hours - 600

US 2952: Sonography Clinical Practicum II

This course is a continuation of Sonography Clinical Practicum I as students will receive a health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

(prerequisite: US 2951)

Credit hours - 12.5 Clinical hours - 600

ASSOCIATE OF APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY – BLENDED DELIVERY

The Department of Medical Imaging Technology offers an Associate of Applied Science in Radiologic Technology. Upon successful completion of the program, graduates are eligible to sit for the credentialing examinations for the American Registry of Radiologic Technologists (ARRT). The radiologic technologist is able to practice in a variety of radiologic settings after graduation to include hospitals and imaging centers. The Department of Medical Imaging Technology is committed to quality education using the guidelines set forth by the code of ethics for the profession of radiologic technologist.

Mission

The mission of the Associate of Applied Science in Radiologic Technology program is to prepare the professional health care provider for the role as a radiologic technologist through the clinical application of theory and utilization of patient safety principles.

Goals

1. The program will prepare clinically competent entry-level registry-eligible radiologic technologists.
2. Students will communicate effectively.
3. Students will demonstrate critical thinking.
4. Students will model professionalism.

Curriculum Objectives

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

1. Identify and respond to the patient's concerns and questions.
2. Protect the privacy and confidentiality of patient's situations of history and examination outcome.
3. Utilize principles of radiation physics and scanning techniques to aid in the diagnosis and treatment of disease.
4. Obtain pertinent patient history and patient consent as needed.
5. Apply all principles for the code of ethics in the profession of radiologic technology.

CURRICULUM PLAN

First Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester I (16 weeks)				
SOCI 1301: Introduction to Sociology*	3	48	0	0
COSC 1301: Introduction to Computing* (equivalent to COSC 1300)	3	48	0	0
ENGL 1301: Composition I*	3	48	0	0
HPRS 2321: Medical Law and Ethics for Health Professionals* (equivalent to HPRS 1105)	3	48	0	0
PSYC 2314: Lifespan Growth & Development*	3	48	0	0
<i>Subtotal</i>	15	240	0	0
Semester II (16 weeks)				
IMG 1301: Introduction to Imaging and Patient Care**	3	48	0	0
RADR 1311: Basic Radiographic Procedures	3	32	32	0
RADR 2401: Intermediate Radiographic Procedures	4	48	32	0
RADR 2308: Imaging Equipment	3	48	0	0
<i>Subtotal</i>	13	176	64	0
Semester III (16 weeks)				
RADR 2431: Advanced Radiographic Procedures	4	48	32	0
RADR 2305: Radiographic Imaging	3	48	0	0
RADR 2213: Radiation Biology and Protection	2	32	0	0
RADR 2361: Clinical Practicum I	3	0	0	144
<i>Subtotal</i>	12	128	32	144

Second Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester IV (16 weeks)				
RADR 2962: Clinical Practicum II	9	0	0	432
<i>Subtotal</i>	9	0	0	432
Semester V (16 weeks)				
RADR 2963: Clinical Practicum III	9	0	0	432
RADR 2235: Radiologic Technology Seminar	2	32	0	0
<i>Subtotal</i>	11	32	0	432
Total Hours	60	576	96	1,008
Total Number of Weeks = 80	Total Number of Hours = 1,680			

*General Education Online Courses
 **Offered online only

A successful GPA accomplishes progress to the next semester. The curriculum may be altered or changed through evaluation and assessment of outcomes.

Typical Class Schedule – residential delivery:

Monday – Friday
 Class: 8:00 a.m. – 5:00 p.m. Central time
 Scheduled breaks are 10 minutes to the hour.
 Scheduled lunch: Class – 50 minutes; clinical – 30 minutes
 Clinical: Schedule will vary by clinical site. Students are required to complete clinical hours in a 16-week period. Hours may be completed during normal business hours Monday through Friday, 5:00 a.m. – 7:00 p.m. Central time.
 Scheduled breaks vary depending upon the environment.
 Program Office Hours: 8:00 a.m. – 5:00 p.m. Central time

Typical Class Schedule – online delivery:

Online courses typically run Monday through Sunday.
 Students are required to actively participate in weekly course assignments as outlined in the course syllabus.
 Program Office Hours: 8:00 a.m. – 5:00 p.m. Central time

PREREQUISITES

Anatomy & Physiology	3 semester credit hours
College Algebra.....	3 semester credit hours
Medical Terminology	1 semester credit hour

COURSE DESCRIPTIONS

SOCI 1301: Introduction to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Credit hours - 3 Lecture hours - 48 (fully online)

COSC 1301: Introduction to Computing

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware and software components, basic computer operations, Internet security, networks, and software applications. The student is provided experience with application software including use documents, spreadsheets, presentations, and databases. Upon completion, students should be able to demonstrate an understanding of the role and function of computers.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 1301: Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Credit hours - 3 Lecture hours - 48 (fully online)

HPRS 2321: Medical Law and Ethics for Health Professionals

Principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and health care professionals. Includes current ethical issues related to the various healthcare professions and patient confidentiality.

Credit hours - 3 Lecture hours - 48 (fully online)

PSYC 2314: Lifespan Growth & Development

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Credit hours - 3 Lecture hours - 48 (fully online)

IMG 1301: Introduction to Imaging and Patient Care

This course includes the historical development of radiography and medical imaging technology, basic radiation protection, an introduction to medical terminology, ethical and legal issues for health care professionals, and an orientation to the program and to the health care system. Patient assessment, infection control procedures, emergency and safety procedures, communication and patient interaction skills, and basic pharmacology are also included.

Credit hours - 3 Lecture hours - 48 (fully online)

RADR 1311: Basic Radiographic Procedures

An introduction to radiographic positioning terminology, the proper manipulation of equipment, positioning and alignment of the anatomical structure and equipment, and evaluation of images for proper demonstration of basic anatomy.
(corequisites: IMG 1301, RADR 1460)

Credit hours - 3 Lecture hours - 32 (residential or blended) Lab hours - 32 (residential)

RADR 2401: Intermediate Radiographic Procedures

An intermediate course including the proper manipulation of equipment, positioning and alignment of the anatomical structure and equipment, and evaluation of images for proper demonstration of advanced anatomy and related pathology.
(prerequisite: RADR 1311)

Credit hours - 4 Lecture hours - 48 (residential or blended) Lab hours - 32 (residential)

RADR 2308: Imaging Equipment

Equipment and physics of x-ray production. Includes basic x-ray circuits. Also examines the relationship of conventional and digital equipment components of the imaging process. A study of the equipment and physics of x-ray production, basic x-ray circuits, and the relationship of equipment components to the imaging process.

Credit hours - 3 Lecture hours - 48 (residential or blended)

RADR 2431: Advanced Radiographic Procedures

An advanced course including the proper manipulation of equipment, positioning and alignment of the anatomical structure and equipment, and evaluation of images for proper demonstration of advanced anatomy and related pathology. An overview of advanced modalities complementing radiography is presented.
(prerequisite: RADR 2401)

Credit hours - 4 Lecture hours - 48 (residential or blended) Lab hours - 32 (residential)

RADR 2305: Radiographic Imaging

An in-depth exploration of the imaging processes for radiography. Topics include exposure variables, quality, exposure systems, and digital imaging instrumentation.

Credit hours - 3 Lecture hours - 48 (residential or blended)

RADR 2213: Radiation Biology and Protection

A study of the effects of radiation exposure on biological systems, typical medical exposure levels, methods for measuring and monitoring radiation, and methods for protecting personnel and patients from excessive exposure.

Credit hours - 2 Lecture hours - 32 (blended)

RADR 2361: Clinical Practicum I

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. This course takes place in the clinical area. The student is exposed to actual patient contact. The student continues to rotate through clinical areas of general radiology and will begin to master the basic skills necessary to function in a radiographic room. The student will also begin to learn to master basic radiographic examinations under the direct supervision of a technologist.

Credit hours - 3 Clinical hours - 144

RADR 2962: Clinical Practicum II

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. This course takes place in the clinical area. The student is exposed to actual patient contact. The student continues to rotate through clinical areas of general radiology and will begin to master the basic skills necessary to function in a radiographic room. The student will also begin to learn to master basic radiographic examinations under the direct supervision of a technologist.

(prerequisite: RADR 2361)

Credit hours - 9 Clinical hours - 432

RADR 2963: Clinical Practical III

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. This course takes place in the clinical area. The student is exposed to actual patient contact. The student continues to rotate through clinical areas of general radiology and will begin to master the basic skills necessary to function in a radiographic room. The student will also begin to learn to master basic radiographic examinations under the direct supervision of a technologist.

(prerequisite: RADR 2963)

Credit hours - 9 Clinical hours - 432

RADR 2235: Radiologic Technology Seminar

This is a capstone course focusing on the synthesis of professional knowledge, skills, and attitudes in preparation for professional employment and lifelong learning. This course helps prepare the student for the national registry examination for Radiographer by the ARRT.

Credit hours - 2 Lecture hours - 32 (residential or blended)

ADVANCED CERTIFICATE IN COMPUTED TOMOGRAPHY – ONLINE DELIVERY

The Department of Medical Imaging Technology offers an Advanced Certificate in Computed Tomography for ARRT-certified Radiologic Technologists. The Advanced Certificate in Computed Tomography program is designed to provide the working radiologic technologist with the theoretical background and documented clinical experience necessary to sit for the Computed Tomography registry examination offered by the American Registry of Radiologic Technologists (ARRT). The program is comprised of distance education course work in computer applications, CT physics, and cross-sectional anatomy. The program uses a blended delivery of asynchronous online courses and clinical courses.

The Computed Tomography Technologist is a registered radiologic technologist with the additional Computed Tomography registry modality. The CT Technologist uses specialized CT equipment to create images of structures inside the human body. The CT Technologist is able to practice in a variety of radiologic settings after graduation to include hospitals and imaging centers. This course is designed to prepare the radiologic technologist to perform clinical CT examinations of the human body with special consideration to image production, quality control, and radiation protection.

Mission

The mission of the Computed Tomography program is to prepare CT technologists who are competent and knowledgeable in providing quality images in a safe patient environment.

Goals

1. Students will be clinically competent.
2. Students will use effective clinical thinking.
3. Students will model professionalism.
4. Students will demonstrate appropriate communication skills.

Curriculum Objectives

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

1. Provide for the safety of patients and personnel in the conduct of the CT examination.
2. Prepare and position patients for a wide variety of CT examinations as defined in the record of clinical experience.
3. Operate the CT scanner and its accessory equipment.
4. Operate image processing and recording equipment.
5. Manipulate and evaluate CT images and communicate images electronically if required.
6. Perform selected quality control tests for CT imaging system performance.
7. Demonstrate professional conduct and attitudes.
8. Work as a member of the CT imaging team.

Admissions Policy

Applicants for admission to the Advanced Certificate in Computed Tomography must hold a current registry with the American Registry of Radiologic Technologists in radiography or nuclear medicine. A provisional acceptance will be given to unregistered applicants who have recently graduated from an accredited radiologic technology program. However, all students in the program must hold a registry before the end of the first week of the CT program curriculum.

CURRICULUM PLAN

	Credit Hours	Clock Hours – Lecture Online	Clock Hours – Lab	Clock Hours – Clinical
Semester I (16 weeks)				
CT 3411: Fundamentals of Computed Tomography Physics & Instrumentation.....	4	64	0	0
IMG 3221: Sectional Anatomy for Advanced Imaging I.....	2	32	0	0
CT 3431: Computed Tomography Procedures and Pathology	4	64	0	0
IMG 3141: Pharmacology for Advanced Imaging	1	16	0	0
CT 3251: Clinical Practicum I.....	2	0	0	96
<i>Subtotal</i>	<i>13</i>	<i>176</i>	<i>0</i>	<i>96</i>
Semester II (16 weeks)				
IMG 3222: Sectional Anatomy for Advanced Imaging II	2	32	0	0
CT 3162: CT Seminar.....	1	16	0	0
CT 3652: Clinical Practicum II.....	6	0	0	288
<i>Subtotal</i>	<i>9</i>	<i>48</i>	<i>0</i>	<i>288</i>
Total Hours	22	224	0	384
Total Number of Weeks = 32	Total Number of Hours = 608			

The curriculum may be altered or changed through evaluation and assessment outcomes.

Typical Class Schedule – online delivery:

Online courses typically run Monday through Sunday.

Students are required to actively participate in weekly course assignments as outlined in the course syllabus.

Clinical: Schedule will vary by clinical site.

Students are required to complete clinical hours in an 8-week or 16-week period, depending upon the semester.

Hours may be completed Monday through Sunday 7:00 a.m. – 10:00 p.m. Scheduled breaks vary depending upon the environment.

Program Office Hours: 8:00 a.m. – 5:00 p.m. Central time

COURSE DESCRIPTIONS

CT 3411: Fundamentals of Computed Tomography Physics & Instrumentation

This course explores the physics and instrumentation used to obtain computed tomography images. Topics include information on data acquisition and processing, image formation, and the principles behind the storage of information. The hardware, software, and technical parameters are also discussed in relation to a single slice, helical, or multi-slice scanner.

(corequisites: IMG 3221, CT 3431, IMG 3141, CT 3251)

Credit hours - 4 Lecture hours - 64 (fully online)

IMG 3221: Sectional Anatomy for Advanced Imaging I

This course is designed to provide the student with anatomy as viewed in sections. The units will include instruction of transverse, sagittal, and coronal views of various anatomical structures and systems of the body. The knowledge of how the organs relate to each other and the technical factors necessary to image them appropriately.

(corequisites: CT 3411, CT 3431, IMG 3141, CT 3251)

Credit hours - 2 Lecture hours - 32 (fully online)

CT 3431: Computed Tomography Procedures and Pathology

This course will cover basic CT procedures performed. These procedures include the central nervous system, chest, and spine. The understanding of standard protocol, sequencing, and pathological considerations is an important aspect of the imaging procedures. The student will reinforce this information with the clinical practicum.

(corequisites: CT 3411, IMG 3221, IMG 3141, CT 3251)

Credit hours - 4 Lecture hours - 64 (fully online)

IMG 3141: Pharmacology for Advanced Imaging

This course is designed to give the student an overview of the safety issues related to computerized tomography. Knowledge of high power injectors, contrast issues, and radiation safety are some of the topics covered. Knowledge of the contrast agents used and the dosing of emergency medications are also essential for the CT technologist.

(corequisites: CT 3411, IMG 3221, CT 3431, CT 3251)

Credit hours - 1 Lecture hours - 16 (fully online)

CT 3251: Clinical Practicum I

The clinical education component allows the student the opportunity to learn skills for obtaining diagnostic CT images. The student has the opportunity to integrate knowledge and review concepts through technical evaluations along with practicing the full range of exams required of the CT technologist. Competencies for the advanced ARRT exam can be obtained in the clinical setting.

(corequisites: CT 3411, IMG 3221, CT 3431, IMG 3141)

Credit hours - 2 Clinical hours - 96

IMG 3222: Sectional Anatomy for Advanced Imaging II

A continuation of CT 3221, this course is to provide the student with anatomy as viewed in sections. The units will include instruction of transverse, sagittal, and coronal views of various anatomical structures and systems of the body. The knowledge of how the organs relate to each other and the technical factors necessary to image them appropriately.

(prerequisites: CT 3411, IMG 3221, CT 3431, IMG 3141, CT 3251; corequisites: CT 3162, CT 3652)

Credit hours - 2 Lecture hours - 32 (fully online)

CT 3162: CT Seminar

This course functions as a review of concepts in preparation for the ARRT CT Registry Exam.

(prerequisites: CT 3411, IMG 3221, CT 3431, IMG 3141, CT 3251; corequisites: IMG 3222, CT 3652)

Credit hours - 1 Lecture hours - 16 (fully online)

CT 3652: Clinical Practicum II

This course is a continuation of Clinical Practicum I as students continue to learn the various aspects of the CT department to involve clinical participation under direct and indirect supervision of procedures taught in Computed Tomography Procedures and Pathology and to continue the advancement of basic patient care skills. Competencies for the advanced ARRT exam can be obtained in the clinical setting.

(prerequisites: CT 3411, IMG 3221, CT 3431, IMG 3141, CT 3251; corequisites: IMG 3222, CT 3162)

Credit hours - 6 Clinical hours - 288

BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS ACADEMIC CATALOG 2022-2023

DEPARTMENT OF NURSING

BACHELOR'S DEGREE:

- * RN TO BSN

ASSOCIATE'S DEGREE:

- * ASSOCIATE OF APPLIED SCIENCE IN NURSING

DIPLOMA:

- * VOCATIONAL NURSING

SAMPLE DEGREE PLAN – RN TO BSN

Components	Courses	Semester Credit Hours
Prerequisites – Must be completed prior to admission and equal at least 18 semester credit hours. Science courses meet natural science program requirements.	Anatomy & Physiology I with lab	4
	Anatomy & Physiology II with lab	4
	Microbiology with lab	3-4
	Introduction to Psychology	3
	Science/Humanities	3-4
		18
General Education Credits	English	6
	Math	3
	Statistics	3
	Social Sciences/Humanities	12
	Electives*	18
		42
Registered Nursing Licensure	Nursing 100-200 level	30
RN to BSN Core Nursing Courses	Nursing 300-400 level	30
Total Program Course Credits – RN to BSN		120

*A minimum of 6 semester credit hours of General Education credits must be upper division (junior or senior) level courses.

RN TO BSN – ONLINE DELIVERY

The RN to BSN curriculum is designed to offer associate degree- and diploma-prepared registered nurses a baccalaureate nursing degree in a fully online format. The intent of the RN to BSN program is to build upon the student’s competencies attained in previous general and nursing education. A total of 90 semester credit hours that includes 30 nursing credits awarded for previous nursing education leading to RN licensure and completion of the core nursing courses are needed to complete the baccalaureate degree.

PREREQUISITES

Registered nurse applicants seeking admission to the RN to BSN must have completed the following prerequisites:

Anatomy & Physiology I with lab.....	4 semester credit hours
Anatomy & Physiology II with lab.....	4 semester credit hours
Microbiology.....	3-4 semester credit hours
Introduction to Psychology.....	3 semester credit hours
Science/Humanities.....	3-4 semester credit hours

These courses will be considered for transfer credit with a grade of “C” or better when completed at an accredited school recognized by the U.S. Department of Education. Remedial courses are not acceptable toward transfer credit.

NEW NURSING GRADUATES FROM THE ASSOCIATE OF APPLIED SCIENCE IN NURSING

New graduates from the Associate of Applied Science in Nursing program at the Baptist Health System School of Health Professions who are interested in continuing their studies in the RN to BSN program may be provisionally accepted to the RN to BSN program contingent upon successful completion of the NCLEX-RN within the first 8 weeks of the program.

GENERAL EDUCATION

The goal of the General Education department is to provide students with a curriculum that will enable them to think critically and be adept at bringing their knowledge and problem-solving skills into new settings to complement their chosen program. Students will be able to communicate effectively and understand the diversity of the human experience as well as understand both personal and social responsibilities. General education courses, such as psychology or sociology, as well as courses in medical law and ethics, as required in professional degree programs, prepare students to understand the relevance of the humanities and social sciences to health care and contemporary local and world conditions. All courses at Baptist Health System School of Health Professions aim to encourage students to be dedicated to life-long learning and committed to making positive contributions to society by exploring their own talents, experiencing personal growth, and increasing their ability to be of value to their community.

The General Education department is the cornerstone of the School of Health Professions undergraduate curriculum and draws on the expertise of faculty and staff located across the country. The courses in General Education are taught online and offered throughout the academic year.

General Education Credits

In addition to the prerequisites, RN to BSN students will be required to satisfactorily complete a minimum of 42 additional general education credits. Effective with spring 2018 enrollment, six of those credits must be upper division (junior or senior level) courses. To graduate with a baccalaureate degree, the student must satisfactorily complete with a “C” or better the following:

English.....	6 semester credit hours
Math.....	3 semester credit hours
Statistics.....	3 semester credit hours
Social Sciences/Humanities.....	12 semester credit hours
Electives (Social Sciences, Natural Sciences, Humanities, Fine Arts, Performing Arts).....	12 lower division and 6 upper division semester credit hours

All general education credits, with the exception of the minimum 6 semester credits of upper division general education credits, must be completed before starting the nursing core courses. Courses are offered in 8-week sessions. Transfer credit will be considered for all general education requirements on a case-by-case basis.

Curriculum Objectives

The school's General Education courses are designed to enable students to:

1. Acquire knowledge through critical information gathering, including reading and listening, computer-assisted searching, and scientific experimentation and observation.
2. Analyze and evaluate, where appropriate in a quantitative manner, the acquired knowledge.
3. Integrate knowledge from a variety of sources and fields.
4. Make critical judgments in a logical and rational manner.
5. Develop the skills to maintain health and understand the factors that impinge upon it.
6. Communicate effectively, both in writing and orally, using the accepted methods for presentation, organization, and discussion particular to their disciplines.
7. Seek and share knowledge independently and in collaboration with others.
8. Gain understanding of global cultural diversity and develop consideration for values, lifestyles, and traditions that may differ from their own.
9. Comprehend the role of aesthetic and creative activities expressing both imagination and experience.

Course Descriptions

ANTH 2351: Cultural Anthropology

The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.

Credit hours - 3 Lecture hours - 48 (fully online)

BUSI 1301: Business Principles

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life.

Credit hours - 3 Lecture hours - 48 (fully online)

BUSI 1307: Personal Finance

Personal and family accounts, budgets and budgetary control, bank accounts, charge accounts, borrowing, investing, insurance, standards of living, renting or home ownership, and wills and trust plans.

Credit hours - 3 Lecture hours - 48 (fully online)

COMM 3310: Intercultural Communication

This course focuses on the importance of culture in our everyday lives, by examining the ways in which culture interrelates with those who we come in contact with in relationship to the overall communication processes. Students will study a critical analysis of intercultural communication theories and applications. This course is designed to lead students through an examination of their own cultural identities and interactions with others. By addressing how cultural indicators manifest through communication and how this affects various cultural nuances the use of communication in variety of manners will be investigated with an emphasis on health care.

Credit hours - 3 Lecture hours - 48 (fully online)

COSC 1301: Introduction to Computing

This course introduces computer concepts, including fundamental functions and operations of the computer.

Topics include identification of hardware and software components, basic computer operations, Internet security, networks, and software applications. The student is provided experience with application software including use documents, spreadsheets, presentations, and databases. Upon completion, students should be able to demonstrate an understanding of the role and function of computers.

Credit hours - 3 Lecture hours - 48 (fully online)

ECON 2301: Principles of Macroeconomics

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 1301: Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 2311: Technical & Business Writing

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Credit hours - 3 Lecture hours - 48 (fully online)

ENGL 2351: Mexican American Literature

A survey of Mexican American/Chicanx literature from Mesoamerica to the present. Students will study literary works of fiction, poetry, drama, essays, and memoirs in relation to their historical, linguistic, political, regional, gendered, and cultural contexts. Texts will be selected from a diverse group of authors, literary movements, and media forms. Topics and themes may include the literary performance of identity and culture, aesthetic mediation of racialization, struggle and protest, and artistic activism.

(prerequisite: ENGL 1301)

Credit hours - 3 Lecture hours - 48 (fully online)

GOVT 2305: Federal Government

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Credit hours - 3 Lecture hours - 48 (fully online)

HPRS 2321: Medical Law and Ethics for Health Professionals

Principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and health care professionals. Includes current ethical issues related to the various healthcare professions and patient confidentiality.

Credit hours - 3 Lecture hours - 48 (fully online)

MGMT 3320: Principles of Management

This course will study of the basic managerial functions of planning, organizing, staffing, directing, and controlling resources to accomplish organizational goals. The systems concept of management and the role of the manager at each level of the organization are emphasized. In addition, this course emphasizes through application and case studies to understand the skills that are necessary for a manager to be effective. Course topics include: decision making, effective communication, ethics, managing diversity, global environment, conflict management, human resource and performance management.

Credit hours - 3 Lecture hours - 48 (fully online)

MATH 1314: College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Credit hours - 3 Lecture hours - 48 (fully online)

MATH 1342: Elementary Statistical Methods

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

Credit hours - 3 Lecture hours - 48 (fully online)

PHED 1304: Personal/Community Health

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

Credit hours - 3 Lecture hours - 48 (fully online)

PHIL 1301: Introduction to Philosophy

A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.

Credit hours - 3 Lecture hours - 48 (fully online)

PHIL 1304: Introduction to World Religions

This course introduces the major religions of the world with attention to origin, history, beliefs, and practices. This course will survey the major religions of the world through a scholarly lens, including Hinduism, Buddhism, Islam, Judaism, and Christianity providing a balanced consideration of both Eastern and Western religions.

Credit hours - 3 Lecture hours - 48 (fully online)

PSYC 2314: Lifespan Growth & Development

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Credit hours - 3 Lecture hours - 48 (fully online)

SOCI 1301: Introduction to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Credit hours - 3 Lecture hours - 48 (fully online)

SOCI 3050: Drugs in Society

This course examines the major categories of drugs – stimulants, depressants, hallucinogens, and narcotics. This course investigates drug related topics and events such as the use of steroids and inhalants, the abuse of over-the-counter drugs, dependency and addiction; and intervention topics. This course includes critical thinking about the drug culture, and emphasis is placed on a cross-culture perspective. Integrating the viewpoints of other disciplines and professions about the drug culture is also a goal of this course.

Credit hours - 3 Lecture hours - 48 (fully online)

SPCH 1318: Interpersonal Communication

Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

Credit hours - 3 Lecture hours - 48 (fully online)

CORE NURSING COURSES

The RN to BSN curriculum is guided by the nursing department's philosophy, the Texas Board of Nursing's Differentiated Essential Competencies for a Baccalaureate Degree, and the program's student learning outcomes, which are based on the American Association of Colleges of Nursing's The Essentials of Baccalaureate Education for Professional Nursing Practice. The combination of these professional standards and competencies ensures the curriculum will provide the associate degree- and diploma-prepared registered nurse the knowledge and skills to function at a baccalaureate level of competency and the ability to undertake a more active role in the profession of nursing, ultimately improving the quality of health care in society. The curriculum also reflects the professional nursing standards of the American Nurses Association and strictly adheres to the Texas Board of Nursing's Rules and Regulations Relating to Nurse Education, Licensure, and Practice.

Statement of Purpose

The purpose of the RN to BSN program at Baptist Health System School of Health Professions is to provide associate degree- and diploma-prepared licensed registered professional nurses with the opportunity to achieve a baccalaureate degree in nursing so that they are prepared to care for clients, families, communities, and populations. The program builds on courses in nursing, the humanities, and social and natural sciences to prepare graduates to provide leadership in professional and health care organizations, pursue graduate education, and advance their nursing careers.

Student Learning Outcomes

1. Synthesize knowledge from nursing, the sciences, and humanities to meet the physiological, psychological, socio-cultural, developmental, and spiritual needs of individuals, families, groups, and communities.
2. Demonstrate leadership, professional identity, and values within an ethical and legal framework in promoting safe, high quality, evidence-based care with a focus on continuous evaluation and improvement within a variety of organizations and settings.
3. Apply current evidence identified in information management technology and information systems to nursing practice related to disease prevention, health promotion, illness care, and restoration of health.
4. Evaluate ethical, legal, economic, and political factors that affect the shaping of health care policy and the management of health care for individuals, families, communities, and populations.
5. Promote intra- and inter-professional partnerships characterized by teamwork, collaboration, and communication to deliver safe, high quality nursing care in a variety of settings.
6. Apply principles and methods of health promotion and health education to the nursing care of individuals, families, groups, communities, and populations.

Core Curriculum Plan

	Credit Hours	Clock Hours – Lecture Online	Clock Hours – Lab Online	Clock Hours – Practicum Online
Semester I (16 weeks)				
NUR 3410: Health Assessment in Professional Nursing	4	64	0	0
NUR 4310: Pathophysiology for Nurses	3	48	0	0
NUR 3321: Health Promotion	3	48	0	0
NUR 4340: Professional Nursing Issues and the Health Care Delivery System	3	48	0	0
<i>Subtotal</i>	13	208	0	0
Semester II (16 weeks)				
NUR 3332: Nursing Research	3	48	0	0
NUR 3420: Community Health Nursing	4	64	0	0
NUR 3221: Community Health Nursing Practicum*.....	2	0	0	96
<i>Subtotal</i>	9	112	0	96
Semester III (16 weeks)				
NUR 4320: Evidence-Based Nursing Practice and Information Management	3	48	0	0
NUR 4330: Nursing Leadership and Management	3	48	0	0
NUR 4231: Nursing Leadership and Management Practicum*.....	2	0	0	96
<i>Subtotal</i>	8	96	0	96
Total Hours	30	416	0	192
Total Number of Weeks = 48	Total Number of Hours = 608			

*The nursing core courses include two virtual practicums.

Typical Class Schedule – online delivery:

Online courses typically run Monday through Sunday.

Students are required to actively participate in weekly course assignments as outlined in the course syllabus.

Program Office Hours: 8:00 a.m. – 5:00 p.m. Central time

Course Descriptions

NUR 3410: Health Assessment in Professional Nursing

This course prepares students to refine assessment skills to care for a diverse population of clients in various settings. The focus of the course is comprehensive health assessment and the promotion of health and well-being across the life span.

Credit hours - 4 Lecture hours - 64 (fully online)

NUR 4310: Pathophysiology for Nurses

This course is designed to promote the understanding and application of fundamental disease processes to client care. General pathophysiology concepts include cell injury, inflammation, wound healing, genetic control of cellular function, and neoplasia. Concepts of disease including etiology, pathogenesis, and clinical significance are applied in a systems-oriented approach to specific disease processes of various systems. Understanding the mechanisms of disease is essential to the role of the professional nurse in determining the appropriate nursing management of the client.

Credit hours - 3 Lecture hours - 48 (fully online)

NUR 3321: Health Promotion

This course provides a foundation for health promotion across the life span with a focus on wellness. Biological, psychological, social, and environmental perspectives of wellness will be examined related to the identification and care of vulnerable populations. Content includes health promotion and health literacy for the individual across the life span as well as principles of health promotion for the family, community, and populations.

Credit hours - 3 Lecture hours - 48 (fully online)

NUR 4340: Professional Nursing Issues and the Health Care Delivery System

This course is designed to orient the student to complex issues in today's health care environment. The student uses principles of health care finance, power and politics, and social justice to identify disparities in health care delivery and advocate for vulnerable populations. The advantages of participating in professional organizations as a means of analyzing and influencing health care policy are emphasized.

Credit hours - 3 Lecture hours - 48 (fully online)

NUR 3332: Nursing Research

This course prepares the student to explore the research process and critically examine published studies with emphasis on research critique, interpretation of statistical results, and the relationship between research and evidence-based practice.

Credit hours - 3 Lecture hours - 48 (fully online)

NUR 3420: Community Health Nursing

The course prepares the student to use various health data systems, information sources, and the research process to critically examine community health and disease studies, health statistics, and health information with emphasis on research critique, interpretation of statistical results, and the relationship between research and evidence-based community health practice.

Credit hours - 4 Lecture hours - 64 (fully online)

NUR 3221: Community Health Nursing Practicum

The practicum experience is a faculty-guided experience using a preceptor model of learning in a health care delivery setting that builds on the student's past nursing experience and applies the concepts of evidence-based community health nursing to practice in selected community health nursing roles. The student will apply the principles of community health as they relate to the nursing care of groups of clients, their families, and diverse populations. The faculty member retains the responsibility for assigning grades in the course in consultation with the preceptors.

(prerequisite: NUR 3420)

Credit hours - 2 Practicum hours - 96 (fully online)

NUR 4320: Evidence-Based Nursing Practice and Information Management

The course focuses on the process of information acquisition, analysis, and synthesis in order to implement evidence-based nursing practice. The course includes the elements of evidence-based nursing practice: student selection of a clinical nursing problem, exploration and critique of relevant evidence via scientific databases, critical appraisal and synthesis of evidence, plus integration of clinical expertise and patient preferences to achieve optimal patient outcomes. The course expands on foundational concepts of nursing research as a framework for improving practice and client outcomes.

(prerequisite: NUR 3332)

Credit hours - 3 Lecture hours - 48 (fully online)

NUR 4330: Nursing Leadership and Management

This course prepares the student to demonstrate nursing leadership and management with a focus on processes used to attain and maintain safe quality client care, regulatory and legal requirements, risk management processes, and multi-disciplinary collaboration. Principles of time management, financial responsibilities of the nurse leader at the unit and facility levels, and human resource functions such as staff recruitment, turnover, and performance evaluation are examined. This course explores elements of leadership accountability and the application of conflict resolution and change management strategies.

Credit hours - 3 Lecture hours - 48 (fully online)

NUR 4231: Nursing Leadership and Management Practicum

The course provides students with an opportunity to apply leadership and management principles in diverse settings with an emphasis on the nurse leader's role in promoting patient safety and quality patient outcomes.

(prerequisite: NUR 4330)

Credit hours - 2 Practicum hours - 96 (fully online)

OVERVIEW OF PROGRAMS

Program	Length Weeks	Clock Hours	Credit Hours	Entrance Requirements SCH = Semester Credit Hours	Credentialing Examination
Associate of Applied Science in Nursing 5 semesters, 80 weeks, 60 semester credits, 1520 clock hours	16	320	11	<ul style="list-style-type: none"> • Prerequisites: Anatomy & Physiology I with lab 4 SCH Anatomy & Physiology II with lab 4 SCH Microbiology with lab 4 SCH 	National Council Licensure Examination for Registered Nurses (NCLEX-RN)
	16	328	12		
	16	192	12		
	16	368	14		
Vocational Nursing 3 semesters, 48 weeks, 43 semester credits, 1356 clock hours*	16	480	18	<ul style="list-style-type: none"> • Prerequisites: Anatomy & Physiology I3-4 SCH Anatomy & Physiology II3-4 SCH Growth and Development 3 SCH 	National Council Licensure Examination for Practical Nurses (NCLEX-PN)
	16	448	16		
	16	428	9		

*These clock hours in addition to prerequisite hours meet the Texas Board of Nursing minimum criteria of 1398 hours (840 hours clinical practice and 558 classroom instruction).

ASSOCIATE OF APPLIED SCIENCE IN NURSING – BLENDED DELIVERY

The Department of Nursing was established in 1903 and celebrated 100 years of continuous operation in 2003.

The nursing program is a private, hospital-based registered nursing program. As a hospital-based program, the Department of Nursing offers unique advantages. Emphasis is on substantial clinical experience in which opportunities exist to apply classroom theory to clinical practice. Students spend time in each of the major specialty divisions, such as inpatient perioperative areas, emergency departments, critical care units, psychiatry, pediatrics, and obstetrics, as well as in adult medical-surgical areas and community-based settings. Students work closely with faculty members and nursing staff in the clinical settings. Through many learning formats, students acquire knowledge and skills. Some of these formats include focused self-directed study, evaluation, cooperative group activities, faculty presentations, active class interaction, innovative internet activities, online courses, and clinical skills laboratories.

At the completion of the program, graduates receive an Associate of Applied Science and are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Philosophy

The Baptist Health System Department of Nursing faculty believes that nursing and health are a necessary and integral part of our society. Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; and alleviation of suffering through the diagnosis and treatment of human response and advocacy in the care of individuals, families, communities, and populations (2004). Society is comprised of health-seeking clients, both individuals and families, who represent a multitude of ethnic, economic, cultural, political, and social backgrounds. Due to a diverse and ever-changing environment, the health care needs of a society evolve. Health is viewed as holistic and encapsulates the physical, psychosocial, and spiritual needs of clients and families. Health-illness is a continuum across the life span; and the state of health is dependent upon disease processes, human responses, and clients' perceptions of their conditions.

Nursing becomes the conduit between health and society. The goal of nursing is to serve the public by addressing the health needs of society. Diagnosing and treating the actual and potential health problems of clients and their families positively influence the health of society. Nurses collaborate with clients experiencing health care needs to promote, maintain, and restore health or achieve peaceful death.

The art and the science of nursing are derived from both the humanities and the sciences. The melding of these underpinnings into an applied science makes the discipline of nursing unique. Nursing knowledge is conveyed through the teaching-learning process, and recipients of that knowledge include both nursing students and health care clients and their families.

Teaching is a dynamic, collaborative process that includes many formats for learning. Focused self-directed study, evaluation, cooperative group activities, faculty presentations, active class interaction, innovative internet activities, clinical skills laboratories, and diverse clinical experiences represent a few of the strategies used to facilitate the acquisition of nursing knowledge and skills. The faculty provides a teaching-learning environment that fosters mutual respect; therefore, self-expression, values clarification, divergent opinions, and risk-taking behaviors are encouraged. Topics such as ethical/legal issues, the political and environmental influences on health, and cultural diversity are discussed. The development of critical-thinking skills is a major focus in the curriculum, preparing students to make clinical judgments based on knowledge and problem-solving abilities. The faculty models the professional role, maintains fiscal responsibility, shares clinical expertise, and sets high standards of practice for students to emulate.

Learning is a dynamic, continuous, lifelong growth process that affects the cognitive, affective, and psychomotor domains. Students are accountable for their own learning and are expected to communicate their learning needs to and collaborate with the faculty. The faculty, in turn, will counsel, direct, refer, and coach

students to identify learning problems and offer individualized, corrective solutions. The faculty believes that learning must be a lifelong process and that current professional journals and research contribute to sound clinical judgments and safe nursing practice.

The faculty believes that the goals of nursing education are to produce graduates who can provide and coordinate nursing care in a variety of settings and to ensure future articulation for higher education. The roles that our graduates are expected to assume include provider of direct care, coordinator of care, and member of the profession. The faculty also believes in transitional learning by providing an advanced placement option for LVNs.

Competencies required as a provider of care include the assessment of health status and health needs; the formulation of client goals derived from nursing diagnoses; the implementation of care plans and teaching plans; the evaluation of clients' responses and outcomes to interventions; the demonstration of therapeutic communication skills; the provision and delegation of care through direct and indirect assignments; and the use of critical thinking in analyzing client data, while applying current literature to promote evidenced-based practice. Competencies required as a coordinator of care include collaborating with clients, families, and the interdisciplinary health care team in planning and delivering care; coordinating human and material resources for providing care; referring clients and their families to appropriate resources; and functioning within the organization of various health care settings. Competencies required as a member of the profession include assuming accountability and responsibility for the quality of nursing care provided, advocating for clients and their families, and participating in activities that promote the profession.

In summary, the Baptist Health System Department of Nursing faculty is committed to meeting the health care needs of society by graduating dedicated professional nurses who engage in safe, quality nursing practice.

Goals

The Department of Nursing provides an outstanding program of study that prepares its graduates to practice as entry-level professionals who provide safe, competent, quality nursing care. Our graduates have incorporated the concepts of health, nursing, and society as their practice focus; therefore, their competencies are based on knowledge of the discipline, clinical skills, societal health needs, and quality nursing care. Throughout the program, a focus on critical thinking, therapeutic communication, and sound clinical judgments enables our graduates to care for a diverse group of clients and families who may be experiencing predictable and/or unpredictable health-related needs in a variety of structured settings (e.g., acute, intermediate, long-term, community). The ultimate goal of the faculty is to meet the health needs of society for clients and their families by health promotion, maintenance, and/or restoration through the nursing care provided by our graduates.

Curriculum Objectives

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

1. Perform the role of the nurse using knowledge, judgment, and skills in providing health care for clients and families.
2. Participate in activities that promote the development and practice of professional nursing.
3. Utilize critical thinking to provide safe, quality, comprehensive nursing care to multiple clients and their families across the life span through consistent use of assessment, nursing diagnosis, planning, intervention, evaluation, and sound clinical judgments.
4. Utilize effective communication techniques when providing, coordinating, and advocating for quality health care with clients, their families, and the health care team.
5. Integrate the concepts of health, illness, and the teaching-learning process to meet the health promotion, maintenance, and/or restoration needs of clients and their families throughout the life cycle.
6. Collaborate with clients and their families within diverse communities and the interdisciplinary health care team for the provision of quality health care.

7. Coordinate resources and manage environmental factors within society when providing holistic health care for multiple clients and their families.
8. Assume accountability and responsibility for provision, coordination, documentation, and delegation of health care for multiple clients and their families within the legal and ethical nursing framework.

LVN-to-RN Advanced Placement Policy

Advanced placement is offered only to qualified licensed vocational nurses who have completed the required college courses and admission requirements for entry into the Associate of Applied Science in Nursing program. Accepted advanced placement students will be required to complete three of the five required general education courses during the first semester of the program before beginning the nursing courses. No more than two general education courses may be taken concurrently with core nursing courses. General education courses must be completed before entering the last semester of the program.

Purpose

- * To eliminate the time and cost to the student of repeating course work already completed.
- * To recognize LVN educational course work completed.
- * To provide opportunity and access for the LVN to transition to professional nursing.

CURRICULUM PLAN

First Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester I (16 weeks)				
RNSG 1413: Foundations for Nursing Practice.....	4	56	16	0
RNSG 1260: Foundations Clinical.....	2	0	0	96
RNSG 1341: Common Concepts of Adult Health.....	3	40	16	0
RNSG 1261: Common Concepts Clinical.....	2	0	0	96
<i>Subtotal</i>	11	96	32	192
Semester II (16 weeks)				
RNSG 1343: Complex Concepts of Adult Health.....	3	40	16	0
RNSG 1262: Complex Adult Clinical.....	2	0	0	96
RNSG 1301: Pharmacology*.....	3	48	0	0
RNSG 2213: Mental Health Nursing.....	2	32	0	0
RNSG 2260: Mental Health Clinical.....	2	0	0	96
<i>Subtotal</i>	12	120	16	192
Float Semester (16 weeks)				
ENGL 1301: Composition I**.....	3	48	0	0
MATH 1314: College Algebra**.....	3	48	0	0
SOCI 1301: Introduction to Sociology**.....	3	48	0	0
HPRS 2321: Medical Law and Ethics for Health Professionals** (equivalent to HPRS 1105).....	3	48	0	0
<i>Subtotal</i>	12	192	0	0

Second Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester IV (16 weeks)				
PSYC 2314: Lifespan Growth & Development**.....	3	48	0	0
RNSG 2201: Care of Children and Families.....	2.5	32	16	0
RNSG 2262: Care of Children and Families Clinical.....	2	0	0	96
RNSG 2208: Maternal/Newborn Nursing and Women's Health.....	2.5	32	16	0
RNSG 2263: Maternal/Newborn Nursing and Women's Health Clinical.....	2	0	0	96
RNSG 2207: Adaptation to Role of the Professional Nurse*.....	2	32	0	0
<i>Subtotal</i>	14	144	32	192
Semester V (16 weeks)				
RNSG 2331: Advanced Concepts of Adult Health.....	3	40	16	0
RNSG 2261: Advanced Concepts Clinical.....	2	0	0	96
RNSG 2230: Professional Nursing Review and Licensure Preparation.....	2	32	0	0
RNSG 2221: Management of Client Care (Capstone).....	2	32	0	0
RNSG 2264: Management Clinical.....	2	0	0	96
<i>Subtotal</i>	11	104	16	192
Total Hours	60	656	96	768
Total Number of Weeks = 80	Total Number of Hours = 1,520			

* Offered online only

**General Education Online Courses

Not all core courses are available in the evening every semester.

Corequisite theory and clinical courses should be taken concurrently.

The Baptist Health System School of Health Professions Department of Nursing reserves the right to revise the curriculum whenever it is deemed necessary or advisable.

Typical Class Schedule: San Antonio Day

Class Monday through Friday: Hours vary between 8:00 a.m. and 5:00 p.m. Central time
 Clinical: Hours vary between 6:30 a.m. and 7:15 p.m. Central time; Saturday or Sunday may be required
 Scheduled breaks are 10 minutes to the hour.
 Scheduled lunch is 30 minutes.
 Office Hours: 7:30 a.m. to 4:30 p.m. Central time

Typical Class Schedule: San Antonio Evening

Class Monday through Thursday: Hours vary between 4:30 p.m. and 9:30 p.m. Central time
 Clinical may be any day, but usually Friday/Saturday/Sunday: Hours vary between 6:30 a.m. and 11:30 p.m. Central time
 Scheduled breaks are 10 minutes to the hour.
 Scheduled lunch is 30 minutes.
 Office Hours: 7:30 a.m. to 4:30 p.m. Central time

Typical Class Schedule: Rio Grande Valley

Online courses run Monday through Friday; exams proctored on site
 Lab: One/two days every 8 weeks at San Antonio campus
 Clinical may be any day but usually Friday/Saturday/Sunday: Hours vary between 6:30 a.m. and 10:30 p.m. Central time
 Scheduled breaks are 10 minutes to the hour.
 Scheduled lunch is 30 minutes.
 Office Hours: 7:30 a.m. to 4:30 p.m. Central time

PREREQUISITES

Anatomy & Physiology I with lab..... 4 semester credit hours
 Anatomy & Physiology II with lab..... 4 semester credit hours
 Microbiology with lab 4 semester credit hours

COURSE DESCRIPTIONS

RNSG 1413: Foundations for Nursing Practice

This course is an introduction to the role of the professional nurse as a provider of care, coordinator of care, and member of the profession. Topics include but are not limited to the fundamental concepts of nursing practice, history of professional nursing, a systematic framework for decision making, health assessment techniques, medication administration, mechanisms of disease, the needs and problems that nurses help patients manage, and basic psychomotor skills. Emphasis is on knowledge, judgment, skills, and professional values within a legal and ethical framework. The student will describe the roles of the nurse in the delivery of health care, demonstrate competence in the performance of basic nursing skills, and begin critical thinking in a systematic problem-solving process.
 (corequisite: RNSG 1260)

Credit hours - 4 Lecture hours - 56 Lab hours - 16 (residential or blended)

RNSG 1260: Foundations Clinical

This course is a basic professional nursing work-based instruction that helps students synthesize new knowledge, apply previous knowledge, or gain experience in managing the workflow. Practical experience is simultaneously related to theory. The clinical faculty in a clinical setting provides close and/or direct supervision. Clinical education is an unpaid learning experience. Clinical experiences are provided in an acute care and in community settings. The student will apply theory, concepts, and skills involving procedures, laws, and interactions among multiple health care disciplines while providing basic health care for adult clients.
 (corequisite: RNSG 1413)

Credit hours - 2 Clinical hours - 96

RNSG 1341: Common Concepts of Adult Health

This course is a study of the general principles of caring for adult clients and families in structured settings with common medical-surgical health care needs related to each body system. The student will demonstrate an understanding of knowledge, judgment, skills, and professional values for adults with common health care problems within a legal/ethical framework. The student will use critical thinking skills and a systematic problem-solving process as a framework for providing care for adults and families with common health needs.
 (prerequisites: RNSG 1413, RNSG 1260; corequisite: RNSG 1261)

Credit hours - 3 Lecture hours - 40 Lab hours - 16 (residential or blended)

RNSG 1261: Common Concepts Clinical

This course is an intermediate professional nursing work-based instruction in which the student will demonstrate the ability to synthesize new knowledge, apply previous knowledge, and gain experience in managing the workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical faculty in a clinical setting. Clinical education is an unpaid learning experience. Clinical experiences are provided in acute care medical-surgical units and in community settings. The student will apply theory, concepts, and skills involving specialized equipment, procedures, laws, and interactions among multiple interdisciplinary team members while providing nursing care for adults and families with common health needs.
 (prerequisites: RNSG 1413, RNSG 1260; corequisite: RNSG 1341)

Credit hours - 2 Clinical hours - 96

RNSG 1343: Complex Concepts of Adult Health

The course provides an integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, coordinator of care, patient safety advocate, member of a profession, and member of the health care team in the care of adult clients and families in structured health care settings with complex medical-surgical health care needs associated with each body system. The student will demonstrate an understanding of the knowledge, judgments, skills, and professional values within a legal/ethical framework for the care of adults with complex medical-surgical health care needs. The student will use critical thinking skills and a systematic problem-solving process as a framework for providing care for adults and families with complex health needs.

(prerequisites: RNSG 1341, RNSG 1261; corequisite: RNSG 1262)

Credit hours - 3 Lecture hours - 40 Lab hours - 16 (residential or blended)

RNSG 1262: Complex Adult Clinical

This course is an intermediate professional nursing work-based instruction in which the student will demonstrate an ability to synthesize new knowledge, apply previous knowledge, and gain experience in managing the workflow. Practical experience is simultaneously related to theory. The faculty provides close and/or direct supervision in a clinical setting. Clinical education is an unpaid learning experience. Clinical experiences are provided in medical-surgical and oncology acute care facilities and in community settings. The student will apply theory, concepts, and skills involving specialized equipment, procedures, laws, and interactions among multiple interdisciplinary team members while providing nursing care for adult clients with complex medical-surgical health care needs and their families.

(prerequisites: RNSG 1341, RNSG 1261; corequisite: RNSG 1343)

Credit hours - 2 Clinical hours - 96

RNSG 1301: Pharmacology

This course provides an introduction to the science of pharmacology with emphasis on the actions, interactions, adverse effects, and nursing implications of each drug classification. Topics include the roles and responsibilities of the nurse in safe administration of medications within a legal/ethical framework. The students will identify the roles and responsibilities of the nurse in administering pharmacological agents; and utilize knowledge of pharmacology to demonstrate safe administration of medications.

Credit hours - 3 Lecture hours - 48 (fully online)

RNSG 2213: Mental Health Nursing

This course introduces the student to principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. The student will use therapeutic communication, critical thinking skills, and systematic problem-solving process as a framework for providing care to adult clients and families experiencing mental health problems. The course incorporates the study of the professional nurse as a provider of patient-centered care, coordinator of care, patient safety advocate, member of a profession, and member of the health care team for patients and families with psychiatric mental health needs. The student will demonstrate an understanding of the knowledge, judgments, skills, and professional values within a legal/ethical framework for the care of adults with mental health needs.

(corequisite: RNSG 2260)

Credit hours - 2 Lecture hours - 32 (residential or blended)

RNSG 2260: Mental Health Clinical

This course is a professional nursing work-based instruction that helps students synthesize new mental health knowledge, apply previous knowledge, or gain experience in managing the workflow. Clinical experience is simultaneously related to theory. The clinical faculty provides close and/or direct supervision. Clinical education is an unpaid learning experience. Clinical experiences are provided in acute care and community mental health facilities. The student will apply theory, concepts, and skills involving specialized procedures, laws, and interactions among multiple interdisciplinary team members while providing for the mental health needs of clients and their families.

(corequisite: RNSG 2213)

Credit hours - 2 Clinical hours - 96

ENGL 1301: Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Credit hours - 3 Lecture hours - 48 (fully online)

MATH 1314: College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Credit hours - 3 Lecture hours - 48 (fully online)

SOCI 1301: Introduction to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Credit hours - 3 Lecture hours - 48 (fully online)

HPRS 2321: Medical Law and Ethics for Health Professionals

Principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and health care professionals. Includes current ethical issues related to the various healthcare professions and patient confidentiality.

Credit hours - 3 Lecture hours - 48 (fully online)

PSYC 2314: Lifespan Growth & Development

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Credit hours - 3 Lecture hours - 48 (fully online)

RNSG 2201: Care of Children and Families

The study of concepts related to the provision of nursing care for children and their families, emphasizing judgment and professional values within a legal/ethical framework. This course lends itself to a blocked approach. The student will examine the roles of the professional nurse and utilize a systematic problem-solving approach and critical thinking skills when providing nursing care in the pediatric care setting.

(prerequisites: RNSG 1343, RNSG 1262, RNSG 1301; corequisites: PSY 2314, RNSG 2262)

Credit hours - 2.5 Lecture hours - 32 Lab hours - 16 (residential or blended)

RNSG 2262: Care of Children and Families Clinical

This course is an intermediate professional nursing work-based instruction that helps students synthesize new knowledge, apply previous knowledge, or gain experience in managing the workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical faculty in a clinical setting. Clinical education is an unpaid learning experience. Clinical experiences are provided in pediatric acute care and community settings. The student will apply theory, concepts, and skills involving specialized equipment, procedures, laws, and interactions among multiple interdisciplinary team members while providing nursing care for infants and children.

(prerequisites: RNSG 1343, RNSG 1262, RNSG 1301; corequisites: PSY 2314, RNSG 2201)

Credit hours - 2 Clinical hours - 96

RNSG 2208: Maternal/Newborn Nursing and Women's Health

Concepts related to nursing care for childbearing families and women's health issues. Content includes knowledge, judgment, skill, and professional values within a legal/ethical framework. This course lends itself to a blocked approach. This course includes the study and application of the concepts and critical thinking skills related to the provision of nursing care for women with a reproductive health alteration across the lifespan. The student will examine the roles of the professional nurse and utilize a systematic problem-solving approach and critical thinking skills when providing nursing care in the obstetric and women's health care setting.

(prerequisites: RNSG 1343, RNSG 1262; corequisites: RNSG 2263, PSY 2314)

Credit hours - 2.5 Lecture hours - 32 Lab hours - 16 (residential or blended)

RNSG 2263: Maternal/Newborn Nursing and Women's Health Clinical

This course is an intermediate professional nursing work-based instruction that helps students synthesize new knowledge, apply previous knowledge, or gain experience in managing the workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical faculty in a clinical setting. Clinical education is an unpaid learning experience. Clinical experiences are provided in obstetrical and pediatric acute care and community settings. The student will apply theory, concepts, and skills involving specialized equipment, procedures, laws, and interactions among multiple interdisciplinary team members while providing nursing care for childbearing clients, infants, and women with reproductive health care problems.

(prerequisites: RNSG 1343, RNSG 1262; corequisites: RNSG 2208, PSY 2314)

Credit hours - 2 Clinical hours - 96

RNSG 2207: Adaptation to Role of the Professional Nurse

This course is an introduction to selected concepts related to the role of the professional nurse. Trends and issues impacting nursing and health care today and in the future are reviewed. Topics include knowledge, judgment, skill, and professional values within a legal/ethical framework. The student will explain the roles of the professional nurse, examine multifaceted factors impacting nursing and health care, and analyze behaviors and attitudes that facilitate adaptation to a changing health care environment.

(prerequisites: RNSG 1341, RNSG 1261; corequisites: none)

Credit hours - 2 Lecture hours – 32 (fully online)

RNSG 2331: Advanced Concepts of Adult Health

This course focuses on application of advanced concepts and skills for the development of the professional nurse's roles in complex nursing situations with adult clients and their families with advanced health needs involving multiple body systems in intermediate and critical care settings. The student will demonstrate an understanding of knowledge, judgment, skills, and professional values within a legal/ethical framework for clients with advanced and critical health problems and their families. The student will use critical thinking skills and a systematic problem-solving approach as a framework for providing care for adult clients with advanced multi-system health care needs in intermediate and advanced care (intensive care and emergency care) settings.

(prerequisites: RNSG 1301, RNSG 2213, RNSG 2260, RNSG 2201, RNSG 2262, RNSG 2208, RNSG 2263; corequisite: RNSG 2261)

Credit hours - 3 Lecture hours - 40 Lab hours - 16 (residential or blended)

RNSG 2261: Advanced Concepts Clinical

This course is an advanced type of health professions work-based instruction in which students demonstrate an ability to synthesize new knowledge, apply previous knowledge, and gain experience in managing the workflow. Practical experience is simultaneously related to theory. Clinical education is an unpaid learning experience. Clinical experiences are provided in acute care units of monitored beds, intensive care units, and emergency departments as well as community facilities. A clinical professional generally in a clinical setting provides close and/or direct supervision. The student will apply theory, concepts, and skills involving specialized equipment, procedures, laws, and interactions among multiple interdisciplinary team members while providing nursing care for adult clients with advanced multi-system health care needs.

(prerequisites: RNSG 1301, RNSG 2213, RNSG 2260, RNSG 2201, RNSG 2262, RNSG 2208, RNSG 2263; corequisite: RNSG 2331)

Credit hours - 2 Clinical hours - 96

RNSG 2230: Professional Nursing Review and Licensure Preparation

This course provides a review of concepts required for licensure examination and entry into the practice of professional nursing. Includes application of National Council Licensure Examination for Registered Nurse (NCLEX-RN) test plan, assessment of knowledge deficits, and remediation.

(prerequisites: RNSG 2331, RNSG 2261)

Credit hours - 2 Lecture hours - 32 (residential or blended)

RNSG 2221: Management of Client Care (Capstone)

This course is an exploration of leadership and management principles applicable to the role of the nurse as a provider of care, coordinator of care, and member of the profession. The student will demonstrate application of knowledge, judgment, skills, and professional values within a legal/ethical framework utilizing leadership and management principles. This is the Capstone course of the nursing curriculum. The student will examine health care delivery within a collaborative, ethical, and legal framework and use principles of management and leadership skills, a systematic problem-solving process, and critical thinking skills to plan care for clients and their families.

(prerequisites: RNSG 2331, RNSG 2261; corequisite: RNSG 2264)

Credit hours - 2 Lecture hours - 32 (residential or blended)

RNSG 2264: Management Clinical

This course is an intermediate (Capstone) professional nursing work-based instruction in which the student demonstrates abilities to synthesize new knowledge, apply previous knowledge, and gain experience in managing the workflow. Practical experience is simultaneously related to theory. The faculty provides close and/or preceptor supervision in a clinical setting. Clinical education is an unpaid learning experience. Clinical experiences are provided in acute care and various community facilities. The student applies the principles of leadership and management skills in the provision of care for groups of clients and their families.

(prerequisites: RNSG 2331, RNSG 2261; corequisite: RNSG 2221)

Credit hours - 2 Clinical hours - 96

VOCATIONAL NURSING – BLENDED DELIVERY

The Vocational Nursing program prepares students with entry-level skills for the practice of vocational nursing in the care of patients across the life span with commonly occurring predictable health needs in a variety of health care settings. Some of these settings are: acute care hospital, long-term care, freestanding clinics, home health, and doctor's office. Upon successful program completion, the graduate vocational nurse will receive a diploma of vocational nursing. After meeting the Texas Board of Nursing (BON) criteria, the graduate will be eligible to take the NCLEX-PN and, upon passing, will be granted a license of vocational nursing.

Philosophy

The Vocational Nursing program is based on the philosophy grounding linked with the worth and dignity of all people. Human beings have biological, psychological, social, and spiritual needs that are necessary to their self-fulfillment and independence throughout their life span.

Vocational nursing is a service occupation. The vocational nurse provides this service for patients who are in a dependent care system and need assistance with their activities of daily living. Provision of care is guided by knowledge of health/illness and related care, the nursing process, legal/ethical standards, scientific problem-solving approaches, and teaching/learning principles. The vocational nurse uses effective communication and organizational skills to contribute to the coordination of care and effective interpersonal skills in working with patients and health care team members. The vocational nurse demonstrates accountability for his/her practice and participates in activities that promote quality health care and the development of the practice of vocational nursing.

“The assisting character of nursing and the general technologies of assisting people are fundamental to nursing practice and hence to education of persons for nursing practice. A person who lacks understanding and ability in the effective use of these general methods of assisting others is not prepared to practice nursing regardless of technical competence in performing specific personal care measures for people. The vocational nurse should be prepared to function in the role of the occupation of vocational nursing by performing specific work operations which include perceptual motor skills, manipulative skills, verbal skills, and reasoning skills.”¹

The needs of the learner are based on the knowledge and skills required to function according to the Texas BON standards of care, including the Differentiated Essential Competencies, under a supervised practice for patient predictable needs. Learning is dependent on readiness, is goal directed, and is the responsibility of the individual student. It progresses from the known to the unknown, and the learner must be actively involved. Learning requires time and application. The knowledge and skills to be learned are structured. Assessment Technologies Institute (ATI) testing is incorporated throughout the curriculum.

The Vocational Nursing curriculum incorporates the concepts of nursing theorists Patricia Benner, Dorothea Orem, and Jean Watson. These nursing theories assist in guiding the student from novice to expert, learning the fundamentals of self-care, self-care deficit, and the nursing system while incorporating holistic caring. These theories/concepts assist in the students' development of safe patient care and clinical decision making.

Student's interest, motivation, previous knowledge, and life and work experiences are important factors and affect learning ability. Persons who desire to become vocational nurses should consider their own physical, psychological, emotional, and intellectual readiness for vocational nursing and be able to meet the program objectives.

The faculty believes that nursing education can be provided in a continuum with efforts aimed toward supporting educational mobility of graduates. The Baptist Health System School of Health Professions works with other academic institutions to support flexibility, access, and educational mobility for its students and graduates.

¹ Dorothea E. Orem, R.N., GUIDES FOR DEVELOPING CURRICULA FOR THE EDUCATION OF PRACTICAL NURSES, U.S. Dept. of Health, Education and Welfare, United States Government Printing Office, Washington, D. C. 1059, pp 18.

The Vocational Nursing curriculum is designed to prevent unnecessary repetition of the general support courses for vocational nursing and maintain necessary experiences within clinical nursing courses.

Nursing is an art with a broad and deep scientific foundation. The roles of the vocational nurse should be in accord with the scientific complexity of nursing situations incorporating and building upon basic vocational educational preparation.

Mission

Prepare the graduate with vocational nursing entry-level skills to work collaboratively with the health care team in the delivery of safe patient care in our community.

Goals

The goals of the program are to prepare the vocational nurse graduate for eligibility to write the NCLEX-PN and upon passing be granted a license to practice vocational nursing.

Curriculum Objectives

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

1. Assist in promoting an environment conducive to the optimal achievement of patient-centered self-care and function.
2. Apply the scientific principles from the biological, psychological, and sociological sciences when participating in planning and providing nursing care to individuals.
3. Utilize the nursing process to assist in the identification of patient needs, perform focused nursing assessments, participate in planning nursing care, participate in modification of the care plan, implement appropriate aspects of care, and assist in the evaluation of patient responses.
4. Provide direct basic care to patients with predictable needs in structured settings.
5. Reinforce the teaching of specific information to patients and significant others that will help prevent illness and/or complications, maintain appropriate health status, and promote established rehabilitative measures.
6. Utilize the problem-solving approach to make appropriate judgments/decisions in nursing care situations that are safe and effective for patients, significant others, health care agencies, and self.
7. Utilize communication techniques for making observations, reporting and recording, and interacting with patients, significant others, and health care team members.
8. Assist in the coordination of care through effective use of organizational skills and identification of appropriate sources for referral.
9. Participate in activities that support improvement, safety, and cost effectiveness in health care settings.
10. Demonstrate accountability for actions in providing nursing care within limits of nursing knowledge, experience, ethical/legal guidelines, and standards of nursing practice.
11. Participate in activities that as a member of the profession promote quality health care and the development of vocational nursing practice.

Disabled Candidates

A graduate with a disability or impairment may petition the Texas BON for modifications of the standard NCLEX testing procedures. The disability or impairment must be professionally diagnosed and documented. The requested testing modifications must be outlined for and consistent with the identified disability or impairment. Students who anticipate requesting NCLEX test modifications are encouraged to discuss such needs and intentions with the program director. The student is responsible for requesting Special Accommodations for the NCLEX through the Texas BON. The documentation should be submitted “as early in the application process as possible, preferably before submitting the registration to the testing service, to facilitate review,” per the Texas BON. Further information and forms can be found on the Texas Board of Nursing’s website at <http://www.bon.state.tx.us/>

CURRICULUM PLAN

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester I (16 weeks)				
NURA 1301: Nurse Aide for Health Care Organizations I*	3	56	8	0
VNSG 1160: Clinical - Vocational Nurse I*	1	0	0	80
VNSG 1402: Foundations of Nursing	4	72	8	0
VNSG 1161: Clinical - Vocational Nurse II	2	0	0	96
VNSG 1231: Pharmacology	2	32	0	0
VNSG 1227: Essentials of Medication Administration	2	16	32	0
VNSG 1413: Applied Nursing Skills II	4	72	8	0
<i>Subtotal</i>	<i>18</i>	<i>248</i>	<i>56</i>	<i>176</i>
Semester II (16 weeks)				
VNSG 1162: Clinical - Vocational Nurse III	2	0	0	96
VNSG 1500: Nursing in Health & Illness I	5	80	0	0
VNSG 1260: Clinical - Vocational Nurse IV	4	0	0	192
VNSG 1509: Nursing in Health & Illness II	5	80	0	0
<i>Subtotal</i>	<i>16</i>	<i>160</i>	<i>0</i>	<i>288</i>
Semester III (16 weeks)				
VNSG 1261: Clinical - Vocational Nurse V	4	0	0	192
VNSG 1214: Applied Nursing Skills III**	2	32	16	0
VNSG 1262: Clinical - Vocational Nurse VI	3	0	0	188
<i>Subtotal</i>	<i>9</i>	<i>32</i>	<i>16</i>	<i>380</i>
Total Hours	43	440	72	844
Total Number of Weeks = 48	Total Number of Hours = 1,356			

*Refer to Advanced Placement Policy above. Prerequisite theory clock hour credit = 144

**Offered online only

Typical Class Schedule:

Lecture and lab Monday through Friday: 7:30 a.m. – 5:30 p.m. Central time
 Clinical varies and may be between 6:30 a.m. – 10:30 p.m. Central time and Sunday through Saturday
 Scheduled breaks are 10 minutes to the hour, except during examination periods.
 Computer lab and patient clinical selection assignments may occur after 3:00 p.m.
 Scheduled breaks in clinical vary depending upon the environment.
 Scheduled lunch: Class – 50 minutes; clinical – 30 minutes
 Program Office Hours: 7:30 a.m. – 4:30 p.m. Central time

PREREQUISITES

Anatomy & Physiology I (lab recommended).....	3 semester credit hours
Anatomy & Physiology II (lab recommended).....	3 semester credit hours
Growth and Development	3 semester credit hours

COURSE DESCRIPTIONS

NURA 1301: Nurse Aide for Health Care Organizations I

Preparations for entry-level nursing assistants to achieve a level of knowledge, skills, and abilities essential to provide basic care to residents of long-term care facilities. Students will learn residents' rights, communication, safety, observation, reporting and assisting residents in maintaining basic comfort and safety. Emphasis on effective interaction with members of the health care team. Entry-level nursing assistants is inclusive of vocational/practical nursing education.

(corequisite: VNSG 1160)

Credit hours - 3 Lecture hours - 56 Lab hours - 8 (residential or blended)

VNSG 1160: Clinical – Vocational Nurse I

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the clinical professional to clients/residents in long-term care, acute care, ambulatory setting, and home health. The student will learn and perform basic nursing skills and procedures directed at providing safety, comfort, and hygiene for individuals needing assistance with their activities of daily living. Ethical and legal guidelines and beginning organizational skills are included.

(corequisite: NURA 1301)

Credit hours - 1 Clinical hours - 80

VNSG 1402: Foundations of Nursing

Introduction to and application of primary nursing skills. Student will learn the utilization of the nursing process and related scientific principles.

(prerequisites: NURA 1301, VNSG 1160; corequisite: VNSG 1161)

Credit hours - 4 Lecture hours - 72 Lab hours - 8 (residential or blended)

VNSG 1161: Clinical – Vocational Nurse II

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. The clinical professional provides direct supervision. The student will learn and demonstrate skills in basic client care, therapeutic communication, documentation, and data collection regarding the patient's basic human needs. Focus is on identifying and meeting the adult and older adult client's needs based upon an understanding of health/wellness and Maslow's hierarchy of human needs. This course introduces roles and concepts of vocational nursing, health/wellness, health care delivery systems legal/ethical guidelines, nursing process, teaching/learning principles, and the use of the problem-solving process. Clinical experiences which promote direct patient care as well as assisting in the coordination of care are provided in a variety of health care settings.

(prerequisites: NURA 1301, VNSG 1160; corequisite: VNSG 1402)

Credit hours - 2 Clinical hours - 96

VNSG 1231: Pharmacology

Introduction to the science of pharmacology with emphasis on the actions, interactions, adverse effects, and nursing implication of each drug classification. Student will learn the roles and responsibilities of the nurse in safe administration of medications within a legal/ethical framework for the vocational nurse.

(prerequisites: NURA 1301, VNSG 1160; corequisite: VNSG 1227)

Credit hours - 2 Lecture hours - 32 (residential or blended)

VNSG 1227: Essentials of Medication Administration

This course introduces students to the general principles of safety and medication administration including determination of dosage, preparation, safe administration, and documentation of multiple forms of drugs. Instruction includes various systems of measurement.

(prerequisites: NURA 1301, VNSG 1160; corequisite: VNSG 1231)

Credit hours - 2 Lecture hours - 16 Lab hours - 32 (residential or blended)

VNSG 1413: Applied Nursing Skills II

Student will learn the application of nursing skills to meet more complex client needs utilizing the nursing process and related scientific principles.

(prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161)

Credit hours - 4 Lecture hours - 72 Lab hours - 8 (residential or blended)

VNSG 1162: Clinical – Vocational Nurse III

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. The clinical professional provides direct supervision. This course introduces the vocational nursing student to advanced nursing skills for medical-surgical and maternal-child nursing. The student will learn to recognize deviations from normal structure and function, problem-solving, applying the nursing process, and utilizing the Denver Developmental Screening Test. The course includes medication administration, documentation, and beginning organizational skills. Clinical experiences are provided in laboratory and various hospital/health care/community settings. The student acts in the role of provider of direct care with application of various concepts of vocational nursing.

(prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161, VNSG 1231, VNSG 1227, VNSG 1413; corequisite: VNSG 1500)

Credit hours - 2 Clinical hours - 96

VNSG 1500: Nursing in Health & Illness I

Student will learn the general principles of growth and development, primary health care needs of the client across the life span, and therapeutic nursing interventions.

(prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161, VNSG 1231, VNSG 1227, VNSG 1413; corequisites: VNSG 1260, VNSG 1162)

Credit hours - 5 Lecture hours - 80 (residential or blended)

VNSG 1260: Clinical – Vocational Nurse IV

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. The clinical professional provides direct supervision. The student will learn disease processes and nursing care for clients across the lifespan with disorders/conditions in the following areas: respiratory, cardiovascular, endocrine, urinary, reproductive, and maternity/infant. The focus is on assessment, medication administration, setting priorities and use of the nursing process and direct client care as well as assisting in coordination of care. Clinical experiences, in the care of the adult medical-surgical, maternity, and pediatric patients are provided in various hospital/community settings.

(prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161, VNSG 1231, VNSG 1227, VNSG 1413, VNSG 1162; corequisites: VNSG 1500, VNSG 1509)

Credit hours - 4 Clinical hours - 192

VNSG 1509: Nursing in Health & Illness II

Student will learn common health problems requiring medical and surgical interventions.

(prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161, VNSG 1231, VNSG 1227, VNSG 1413, VNSG 1162, VNSG 1500; corequisite: VNSG 1260)

Credit hours - 5 Lecture hours - 80 (residential or blended)

VNSG 1261: Clinical – Vocational Nurse V

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. The clinical professional provides direct supervision. The student will learn disease processes and nursing care for clients across the life span with disorders/conditions in the following areas: dermatological, neurological, sensory, gastrointestinal, musculoskeletal, oncology, and mental health. The focus is on assessment, medication administration, setting priorities, problem-solving, and use of the nursing process in direct care as well as assisting in coordination of care. Clinical experiences in the care of adult medical-surgical, maternity, and pediatric patients, are provided in various hospital/community settings.

(prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161, VNSG 1231, VNSG 1227, VNSG 1413, VNSG 1162, VNSG 1500, VNSG 1260, VNSG 1509; corequisite: VNSG 1214)

Credit hours - 4 Clinical hours - 192

VNSG 1214: Applied Nursing Skills III

Student will learn the application of nursing skills to meet complex client needs utilizing the nursing process and related scientific principles.

(prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161, VNSG 1231, VNSG 1227, VNSG 1413, VNSG 1162, VNSG 1500, VNSG 1260, VNSG 1509; corequisites: VNSG 1262, VNSG 1261)

Credit hours - 2 Lecture hours - 32 Lab hours - 16 (fully online)

VNSG 1262: Clinical – Vocational Nurse VI

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. The clinical professional may provide direct supervision. Student will learn to expand on the roles and concepts of vocational nursing and promote transition from student to graduate. Focus is on preparation of the vocational nurse as a beginning licensed practitioner, coordinator of care, and member of the profession. It includes trends of practice in a variety of settings, emergency care, issues of legalities, continuing education, and application of theory to practice. Clinical experiences are provided in acute care and community health settings. The student acts as provider of direct care and assists in the coordination of care for groups of adult/older adult patients and administers immunizations to children. (prerequisites: NURA 1301, VNSG 1160, VNSG 1402, VNSG 1161, VNSG 1231, VNSG 1227, VNSG 1413, VNSG 1162, VNSG 1500, VNSG 1260, VNSG 1509, VNSG 1261; corequisite: VNSG 1214)

Credit hours - 3 Clinical hours - 188

BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS ACADEMIC CATALOG 2022-2023

DEPARTMENT OF SURGICAL TECHNOLOGY

ASSOCIATE'S DEGREE:

* ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY

OVERVIEW OF PROGRAM

Program	Length Weeks	Clock Hours	Credit Hours	Entrance Requirements SCH = Semester Credit Hours	Credentialing Examination
Associate of Applied Science in Surgical Technology	16	256	14	<ul style="list-style-type: none"> Prerequisite: English 3 SCH 	Certified Surgical Technologist Exam (CST)
5 semesters, 80 weeks,	16	288	12		
63 semester credits,	16	392	14		
1624 clock hours	16	400	15		
	16	288	8		

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY – BLENDED DELIVERY

The Surgical Technology program is a five-semester curriculum where students will learn to prepare the operating room and the instruments, equipment, and supplies that are needed; positioning and preparing the patients for surgery; and passing instruments, sponges, and sutures to the surgeon. The surgical technologist is able to practice in a variety of settings after graduation. Some of these settings include inpatient surgery, outpatient surgery, ambulatory surgery, labor and delivery, and doctors' offices. At completion of the program, graduates receive an Associate of Applied Science degree and are eligible to write the National Certification Examination for Surgical Technologist.

Mission

The mission of the Surgical Technology program is to prepare competent entry-level surgical technologists to practice in the perioperative setting providing care to patients across the life span.

Goal

The goal of the program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Curriculum Objectives

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

1. Identify the etiology, pathophysiology, diagnostic tests, and therapeutic measures of specified surgical conditions.
2. Apply scientific principles in providing quality patient care.
3. Correlate physician's preference card to therapeutic patient care and treatment of the surgical patient.
4. Utilize effective communication techniques in establishing therapeutic relationships with the patient, family, and other members of the health care team.
5. Utilize the principles of pharmacology in the preparation of pharmaceutical agents used in the surgical procedure.
6. Apply principles of legal and ethical conduct in his/her professional life.
7. Identify psychosocial and spiritual aspects relating to the surgical patient and his/her family.
8. Exercise critical analysis of the patient's surgical environment and promote optimal health of the patient with specific surgical conditions.

Student Work Policy

The clinical component of the program shall be educational in nature. The student shall not be substituted for paid staff personnel during the clinical component of the program.

Academic Dismissal

Students who have been academically dismissed from the Associate of Applied Science in Surgical Technology program are not eligible for readmission without meeting with and gaining approval from the program director. Readmission after academic dismissal is not guaranteed and is at the discretion of the program director.

Surgical Case Requirements

Students must complete a minimum of 120 cases in various surgical specialities to complete the program. Specifics are provided during clinical courses.

CURRICULUM PLAN

First Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester I (16 weeks)				
SGT 1201: Medical Terminology.....	2	32	0	0
SGT 1210: Surgical Pharmacology and Anesthesia	2	32	0	0
BIOL 2401: Anatomy & Physiology I*	4	48	32	0
SGT 1305: Introduction to Surgical Technology	3	32	32	0
COSC 1301: Introduction to Computing* (equivalent to COSC 1300).....	3	48	0	0
<i>Subtotal</i>	14	192	64	0
Semester II (16 weeks)				
SGT 1212: Microbiology for the Surgical Technologist	2	32	0	0
SGT 1211: Surgical Pathophysiology	2	32	0	0
SGT 1309: Fundamentals of Perioperative Technique	3	16	64	0
BIOL 2402: Anatomy & Physiology II.....	4	48	32	0
SGT 1160: Clinical I	1	0	0	64
<i>Subtotal</i>	12	128	96	64

Second Year

	Credit Hours	Clock Hours – Lecture	Clock Hours – Lab	Clock Hours – Clinical
Semester III (16 weeks)				
SGT 1244: Technological Sciences.....	2	32	8	0
SGT 1441: Surgical Procedures I	4	64	0	0
SGT 1560: Clinical II.....	5	0	0	240
SOCI 1301: Introduction to Sociology*	3	48	0	0
<i>Subtotal</i>	14	144	8	240
Semester IV (16 weeks)				
SGT 1442: Surgical Procedures II.....	4	64	0	0
SGT 1561: Clinical III	5	0	0	240
HPRS 2321: Medical Law and Ethics for Health Professionals* (equivalent to HPRS 1105).....	3	48	0	0
PSYC 2314: Lifespan Growth & Development*	3	48	0	0
<i>Subtotal</i>	15	160	0	240
Semester V (16 weeks)				
CAP 3000: Capstone – CST Review	3	48	0	0
SGT 2560: Clinical IV	5	0	0	240
<i>Subtotal</i>	8	48	0	240
Total Hours	63	672	168	784
Total Number of Weeks = 80	Total Number of Hours = 1,624			

*General Education Online Courses

Must score at least 85% (“B”) on the Instrument Examination in SGT 1305 to successfully complete the course and progress to the following semester. Must score a minimum of 80% (“B”) on the Final Exam in CAP 3000 to successfully complete the course and graduate.

Typical Class Schedule:

Monday – Friday
 Lectures: 7:30 a.m. – 4:30 p.m. Central time
 Clinical: 6:30 a.m. – 3:00 p.m. Central time
 Scheduled breaks are 10 minutes to the hour.
 Scheduled lunch: Class – 60 minutes; clinical – 30 minutes
 Program Office Hours: 8:00 a.m. – 4:00 p.m. Central time

PREREQUISITES

English.....3 semester credit hours (any college English, speech, communication)

COURSE DESCRIPTIONS

SGT 1201: Medical Terminology

This course provides an introduction to medical terminology and its use in the health care and surgical setting. Lessons include the study of suffixes, prefixes, stems, abbreviations, and definitions. Practical exercises will enable students to differentiate terms used in the operating room setting.

Credit hours - 2 Lecture hours - 32 (fully online)

SGT 1210: Surgical Pharmacology and Anesthesia

This course provides an introduction to medications and anesthetic agents used in the surgical setting as well as the practice of anesthesia. This course also provides a basic mathematics review and drug calculations pertinent to the surgical setting.

Credit hours - 2 Lecture hours - 32 (fully online)

BIOL 2401: Anatomy & Physiology I

Anatomy and Physiology I is the first part of a two course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

Credit hours - 4 Lecture hours - 48 Lab hours - 32 (fully online)

SGT 1305: Introduction to Surgical Technology

This course provides students with an overview to surgical theory, the surgical environment and design, patient care concepts, roles of the surgical team members, legal and ethical aspects of the operating room, and preoperative case management.

Credit hours - 3 Lecture hours - 32 Lab hours - 32 (residential or blended)

COSC 1301: Introduction to Computing

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware and software components, basic computer operations, Internet security, networks, and software applications. The student is provided experience with application software including use documents, spreadsheets, presentations, and databases. Upon completion, students should be able to demonstrate an understanding of the role and function of computers.

Credit hours - 3 Class hours - 48 (fully online)

SGT 1212: Microbiology for the Surgical Technologist

This course provides an introduction to microorganisms and their relationship to the surgical environment. This course also provides a basic overview of microscope use and the immune response.

(prerequisites: SGT 1201, SGT 1210, BIOL 2401, SGT 1305)

Credit hours - 2 Lecture hours - 32 (fully online)

SGT 1211: Surgical Pathophysiology

This course provides an introduction to pathophysiology and its relationship to the surgical environment. This course also provides a basic overview of the relationship between pathology, disease, and intervention.

(prerequisites: SGT 1201, SGT 1210, BIOL 2401, SGT 1305)

Credit hours - 2 Lecture hours - 32 (fully online)

SGT 1309: Fundamentals of Perioperative Technique

This course provides students with an in-depth coverage of perioperative concepts such as aseptic technique, wound classification and healing, creation and maintenance of the sterile field, surgical scrubbing, gowning and gloving, surgical instrumentation, sterilization processes, and intraoperative case management.

(prerequisites: SGT 1201, SGT 1210, BIOL 2401, SGT 1305)

Credit hours - 3 Lecture hours - 16 Lab hours - 64 (residential or blended)

BIOL 2402: Anatomy & Physiology II

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

(prerequisite: BIOL 2401)

Credit hours - 4 Lecture hours - 48 Lab hours - 32 (fully online)

SGT 1160: Clinical I

This course provides students with an opportunity to participate in a health-related work-based learning experience and apply specialized occupational theory, skills, and concepts in a direct patient care environment. Student will work with assistance.

(prerequisites: SGT 1201, SGT 1210, BIOL 2401, SGT 1305)

Credit hours - 1 Clinical hours - 64

SGT 1244: Technological Sciences

This course will provide students with an in-depth coverage of specialized surgical modalities. Areas covered include therapeutic surgical energies, endoscopy, tourniquets, implants and prosthetics, fluid and specimen management, patient positioning, suture and wound closure products, skin preparation, counts, hemostasis, documentation draping, robotics, and postoperative case management.

(prerequisites: SGT 1212, SGT 1211, SGT 1309, BIOL 2402, SGT 1160)

Credit hours - 2 Lecture hours - 32 Lab hours - 8 (residential or blended)

SGT 1441: Surgical Procedures I

This course will provide the student with an introduction to surgical pathology and its relationship to surgical procedures. Emphasis will be on incorporating instruments, equipment, and supplies required for safe patient care related to general surgery, obstetrics and gynecological surgery, genitourinary surgery, otorhinolaryngological surgery, and orthopedic surgery.

(prerequisites: SGT 1212, SGT 1211, SGT 1309, BIOL 2402, SGT 1160)

Credit hours - 4 Lecture hours - 64 (residential or blended)

SGT 1560: Clinical II

This course provides students with an opportunity to participate in a health-related work-based learning experience that enables them to apply specialized occupational theory, skills, and concepts in a direct patient care environment. Students will work with assistance from staff.

(prerequisites: SGT 1212, SGT 1211, SGT 1309, BIOL 2402, SGT 1160)

Credit hours - 5 Clinical hours - 240

SOCI 1301: Introduction to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Credit hours - 3 Lecture hours - 48 (fully online)

SGT 1442: Surgical Procedures II

This course will provide the student with an introduction to surgical pathology and its relationship to surgical procedures. Emphasis will be on incorporating instruments, equipment, and supplies required for safe patient care related to cardiothoracic surgery, peripheral vascular surgery, plastic and reconstructive surgery, ophthalmic surgery, neurosurgery, oral and maxillofacial surgery, and special populations patients.

(prerequisites: SGT 1244, SGT 1441, SGT 1560)

Credit hours - 4 Lecture hours - 64 (residential or blended)

SGT 1561: Clinical III

This course provides students with an opportunity to participate in a health-related work-based learning experience that enables them to apply specialized occupational theory, skills, and concepts in a direct patient care environment. Students will work with assistance from staff.

(prerequisites: SGT 1244, SGT 1441, SGT 1560)

Credit hours - 5 Clinical hours - 240

HPRS 2321: Medical Law and Ethics for Health Professionals

Principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and health care professionals. Includes current ethical issues related to the various healthcare professions and patient confidentiality.

Credit hours - 3 Lecture hours - 48 (fully online)

PSYC 2314: Lifespan Growth & Development

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Credit hours - 3 Lecture hours - 48 (fully online)

CAP 3000: Capstone – CST Review

This course provides students with a review of concepts and situations faced as a surgical technologist. Topics will include job seeking skills and written professional portfolios as well as preparation for the national certification examination and entry into practice as a professional surgical technologist, including application of the National Board of Surgical Technology and Surgical Assisting (NBSTSA) test plan, assessment of knowledge deficits, and remediation.

(prerequisites: SGT 1442, SGT 1561)

Credit hours - 3 Lecture hours - 48 (residential or blended)

SGT 2560: Clinical IV

This course provides students with an opportunity to participate in a health-related work-based learning experience that enables them to apply specialized occupational theory, skills, and concepts in a direct patient care environment. Students will work independently or with minimal assistance from staff.

(prerequisites: SGT 1442, SGT 1561)

Credit hours - 5 Clinical hours - 240



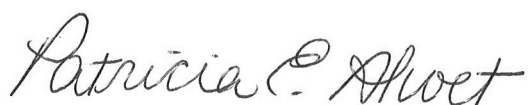
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BAPTIST HEALTH SYSTEM SCHOOL OF HEALTH PROFESSIONS 2022-2023

This catalog has been prepared carefully to assure that all information is as accurate and complete as possible.

The policies, procedures, and information included in this catalog require continual review, evaluation, and approval. Therefore, the faculty and administration of the Baptist Health System School of Health Professions reserve the right to change policies, procedures, and general information at any time without prior notice. For administrative reasons, some programs listed may not be offered as announced. The most current edition of this catalog and addenda are located online at www.bshp.edu/current-students/academics/academic-catalog.

The information contained in this catalog is true and correct to the best of my knowledge.



Patricia E. Alvoet, EdD, MSN, RN, NPD-BC
President and Dean
Baptist Health System School of Health Professions



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