Addendum
Additions and Corrections
May 2021

Academic Catalog 2020-2021
Volume 16, Number 1
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8400 Datapoint Drive
San Antonio, Texas 78229-3234
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GENERAL SCHOOL POLICIES

APPROVALS/ACCREDITATIONS

Page 11 – Revised

Department of Professional Nursing
Master of Science in Nursing with a concentration in Nursing Administration:
  Programmatic Accreditation
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

STATE AUTHORIZATION

Page 12 – Revised

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 offer courses operate. State regulations differ, and different states may allow different programs. Applicants to any program offered online should confirm with the Admissions Department their admissions advisor or Student Services staff as to the regulations in their home states. As of September 2020 in addition to Texas, the school is permitted to operate in Arizona, Florida, Illinois, Louisiana (online only), Mississippi, Nebraska, South Carolina, and Tennessee.

All students, as part of their admissions packet, were required to 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 their admissions advisor or Student Services staff to receive and then submit an official change of address attestation. It should be noted that 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, obtain a credential or license, or gain in-field employment.

**UNDERGRADUATE CATALOG**

**UNDERGRADUATE ADMISSION INFORMATION**

**Criminal Background Checks for Prelicensure Nursing Applicants**

Page 27 – Revised

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 applying for admission to the nursing program and 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. Applicants to the Associate of Applied Science in Nursing and diploma in Vocational Nursing programs must arrange a fingerprint scanning appointment upon receiving fingerprinting instructions from the Texas BON. 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 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 immediately contact Texas BON for a petition for a declaratory, which can be found on the Texas BON website at https://www.bon.texas.gov/forms_declaratory_order.asp 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.

### Entrance Examination

Page 28 – Deleted/Corrected

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 VI). Registration for the test should be completed after submitting the online Application for Admission. TEAS VI 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.atitesting.com. The following minimum scores are required in each category.

**Associate of Applied Science in Nursing:**
* Composite – 238.1
* Reading – 69
* English and Language – 60
* Math – 63.3
* Science – 45.8

**Vocational Nursing:**
* Composite – 213.3
* Reading – 64.3
* Math – 56
* English and Language – 50
* Science – 43

Applicants for the Vocational Nursing program who meet or exceed the composite score but may not have met the minimum in one or more of the tests, not including Reading and English, may be ranked if space is still available.

**The TEAS VI may be attempted two times in a six-month period. A 30-day waiting period is required prior to retesting. The maximum number of attempts is three.** 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.
Transcripts

Page 29 – Revised/New

College

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

E-mail: registrar@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.

High School

Proof of a high school diploma, GED, or equivalent is required of all students. A copy of the diploma, high school transcripts, or GED certificate will be accepted for admission.*

*If the Admissions Department 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. 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.

Advanced Placement

Page 30 – Deleted

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 2.0, 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 the five required general education courses during the first semester of the program before beginning the nursing courses. Licensed vocational nurses from the school’s Vocational Nursing program will receive additional alumni points in the applicant ranking process.

Advanced placement is offered in the Vocational Nursing program to currently licensed Texas Certified Nurse Aides who are in good standing and meet all prerequisite and admission requirements for the Vocational Nursing program.

Advanced placement credit is offered in the Associate of Applied Science in Radiologic Technology program for currently certified Limited Medical Radiologic Technologists (LMRT). Advanced placement is contingent upon successful completion of internal programmatic examination(s) based on individual course requirements. Successfully completed examination credits are awarded (posted to the student transcript) after the student has completed 6 hours of credit in the Associate of Applied Science in Radiologic Technology program.

**Accommodation for Disabilities**

Pages 32-33 – Revised

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 Chief Academic Officer.

The school’s interim Disability Services Officer is:
Bill Drees, Ed.D.
President and Dean
Amy D. Griffin, M.Ed.
Director, Admissions & Student Services
Baptist Health System School of Health Professions
8400 Datapoint Drive
San Antonio, Texas 78229-3234
Office: 210-297-9630 210-297-9123
Email: disabilityservices@bshp.edu

UNDERGRADUATE FINANCIAL INFORMATION

Return to Title IV Policy (R2T4)

Page 36 – Revised

Title IV Refunds

Up through the 60% point in each payment period or period of enrollment, 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 he/she 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.

Financial Aid Satisfactory Academic Progress

Page 40 – New

[The paragraphs under this title on page 40 of the 2020-2021 Academic Catalog are replaced with the following paragraphs.]

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)
* Federal Direct PLUS loans for Graduate Students
* 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% x 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...
Additions/Corrections

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% x 464 = 310.880) AND attend at least 11 weeks (67% x 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.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Maximum Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Applied Science in Diagnostic Medical Sonography</td>
<td>99 credit hours (66 credit hours x 150%)</td>
</tr>
<tr>
<td>Associate of Applied Science in Nursing</td>
<td>90 credit hours (60 credit hours x 150%)</td>
</tr>
<tr>
<td>Associate of Applied Science in Radiologic Technology</td>
<td>90 credit hours (60 credit hours x 150%)</td>
</tr>
<tr>
<td>Associate of Applied Science in Surgical Technology</td>
<td>94 credit hours (63 credit hours x 150%)</td>
</tr>
<tr>
<td>Associate of Applied Science in Surgical Technology – Accelerated Alternate Delivery</td>
<td>94 credit hours (63 credit hours x 150%)</td>
</tr>
<tr>
<td>Bachelor of Science in Healthcare Management</td>
<td>180 credit hours (120 credit hours x 150%)</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (RN to BSN)</td>
<td>180 credit hours (120 credit hours x 150%)</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Diploma/Certificate Program</th>
<th>Maximum Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Certificate in Computed Tomography</td>
<td>48 weeks (32 weeks x 150%)</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>72 weeks (48 weeks x 150%)</td>
</tr>
</tbody>
</table>

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.

**UNDERGRADUATE ACADEMIC REGULATIONS AND POLICIES**

**Leave of Absence**

Page 53 – Revised

Students in good standing and clear of financial holds or charges may request a leave of absence (LOA). The LOA must 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 department 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 interest of the student’s academic success. Upon receipt of all pertinent information, the department 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 department 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 department 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.

**Readmission**

Page 54 – Revised

Students who fail a course and withdraw may be eligible for readmission. 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 student health nurse, education counselor admissions director, and program director.
2. Satisfy any outstanding balances to the school.
3. Provide proof of current CPR card (not applicable to fully online programs).
4. Provide proof of current health insurance (not applicable to fully online programs).
5. If greater than a year since a previous enrollment period, the student is required to authorize an updated criminal background check and complete a substance abuse test (not applicable to fully online programs).
6. Students re-entering must complete the program in 1.5 times the program length as described on page 47-48 under Satisfactory Academic Progress.
7. With the exception of the Associate of Applied Science in Surgical Technology – Accelerated Alternate Delivery program, 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 due to failure or other circumstances (other than sitting out courses that are not available) will follow the academic catalog in force upon readmission. If the program has changed, the student will need to meet the requirements of the revised program.

DEPARTMENT OF MEDICAL IMAGING TECHNOLOGY

Associate of Applied Science in Diagnostic Medical Sonography – Blended Delivery

Pages 81-82 – Corrected

Course Descriptions

COSC 1301: Introduction to Computing
  Overview of computer systems – hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student’s major field of study in business or computer science.
  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.
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.
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.
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

Pages 85-87 – Corrected

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

Overview of computer systems – hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student’s major field of study in business or computer science.
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 healthcare 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 online 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 online 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 complimenting radiography is presented.
(prerequisite: RADR 2401)
Credit hours - 4  Lecture hours - 48 (residential or online 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 online 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 (residential or online 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 online blended)

**DEPARTMENT OF PROFESSIONAL NURSING**

**Associate of Applied Science in Nursing – Blended Delivery**

Pages 105-108 – Corrected

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 (residential or 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.
(prerequisites: RNSG 1343, RNSG 1262; 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.
(prerequisites: RNSG 1343, RNSG 1262; 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, RNSG 2213, RNSG 2260;
corequisites: RNSG 2262, PSY 2314)
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, RNSG 2213, RNSG 2260;
corequisites: RNSG 2201, PSY 2314)
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, RNSG 1301, RNSG 2213, RNSG 2260; 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, RNSG 1301, RNSG 2213, RNSG 2260; 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 (residential 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 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 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

DEPARTMENT OF SURGICAL TECHNOLOGY

Associate of Applied Science in Surgical Technology– Blended Delivery

Pages 113-115 – Corrected

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 (residential or blended)
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 (residential or blended)

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 (residential or blended)

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
Overview of computer systems – hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student’s major field of study in business or computer science.
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 (residential or blended)

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 (residential or blended)
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 (residential or blended)

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
DEPARTMENT OF VOCATIONAL NURSING AND HEALTHCARE MANAGEMENT

Vocational Nursing – Blended Delivery

Pages 137-139 – Corrected

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)
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, VNSG 1162; corequisite: VNSG 1260)
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; corequisite: VNSG 1500)
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, 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)
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, VNSG 1261; corequisite: VNSG 1262)
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
GRADUATE CATALOG

ADMISSION FOR MASTER OF SCIENCE IN NURSING

Transcripts

Page 150 – Revised/New

College

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

E-mail: registrar@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.

High School

Proof of a high school diploma, GED, or equivalent is required of all students. A copy of the diploma, high school transcripts, or GED certificate will be accepted for admission.*

*If the Admissions Department 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. 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.
Accommodation for Disabilities

Pages 151-152 – Revised

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 Chief Academic Officer.
The school’s interim Disability Services Officer is:

Bill Drees, Ed.D.
President and Dean
Amy D. Griffin, M.Ed.
Director, Admissions & Student Services
Baptist Health System School of Health Professions
8400 Datapoint Drive
San Antonio, Texas 78229-3234
Office: 210-297-9630 210-297-9123
Email: disabilityservices@bshp.edu

Course Registration

Page 164 – Deleted

All new graduate students will be registered by the registrar for the first semester. For subsequent courses, students will be offered self-registration in Sonis. During semester registration periods, courses and instructions are posted to the school’s website – www.bshp.edu – under Current Students/Registrar/FAQ to guide students through the registration process. Before a semester begins, the student has the responsibility to review course registration in Sonis and notify the registrar of any changes.

Readmission

Page 167 – Revised

Students who withdraw may be eligible for readmission. Selection and placement of applicants is processed in accordance with admission/eligibility criteria, established classifications for reentry, and space availability.

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 program director.
2. Satisfy any outstanding balances to the school.
3. Provide proof of current CPR card.
4. Provide proof of current health insurance.
5. Students re-entering must complete the program in 1.5 times the program length as described on pages 162-163 under Satisfactory Academic Progress.

Students who withdraw due to failure or other circumstances (other than sitting out courses that are not available) will follow the academic catalog in force upon readmission. If the program has changed, the student will need to meet the requirements of the revised program.
FINANCIAL INFORMATION

Return to Title IV Policy (R2T4)

Page 154 – Revised

Title IV Refunds

Up through the 60% point in each payment period or period of enrollment, 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 he/she 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.

The information contained in this catalog addendum is true and correct to the best of my knowledge.

Bill Drees, Ed.D.
President and Dean
Baptist Health System School of Health Professions