

ACADEMIC CATALOG UNDERGRADUATE AND GRADUATE 2025-2026 EDITION



Baptist Health Sciences University

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Publication Date: July 2024

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UNDERGRADUATE ACADEMIC CALENDARS

2025 - 2026

Fall Trimester, 2025

Date	Event
September 2, 2025	Tuition and Fee Payment Deadline
September 3, 2025	Late Tuition and Fee Payment Assessment
September 4, 2025	Fall Trimester begins. M1 Term begins.
September 8, 2025	Convocation
September 11, 2025	Last Day to Add/Drop a Course (Trimester, M1 Term)
September 19, 2025	Last Day to Withdraw from a M1 Term course with a Grade of "W"
October 2, 2025	Last Day to Remove the Grade of "I" from prior Summer.
October 6, 2025	Last Day to Withdraw from a Trimester course with Grade of "W"
October 10, 2025	Last Day to Withdraw from a M1 Term course with a Grade of "WP"
October 22, 2025	M1 Term ends
October 22, 2025	MIDTERM
October 23, 2025	M2 Term begins
October 24, 2025	Trimester Midterm and M1 Term grades due to the Registrar
Oct 27 - Nov 8, 2025	Advising for Spring Term Registration
October 30, 2025	Last Day to Add/Drop a M2 Term course
November 7, 2025	Last Day to Withdraw from a M2 Term course with a Grade of "W"
November 10, 2025	Registration for Spring Term Begins
November 11, 2025	Last Day to Withdraw from a Trimester course with Grade of "WP"
November 27 - 29, 2025	Thanksgiving Recess. No classes.
December 2, 2025	Last Day to Withdraw from a M2 course with a Grade of "WP"
December 6, 2025	Last Day of New Course Content
December 8 - 13, 2025	Final Exams
December 4, 2025	Graduating Final Grades Due
December 11, 2025	Commencement Ceremony
December 13, 2025	Fall Trimester ends. M2 Term ends. Degree conferral date for reporting/diploma.
December 16, 2025	Final Grades Due to the Registrar

Spring Trimester, 2026

Date	Event
December 31, 2025	Tuition and Fee Payment Deadline
January 2, 2026	Late Tuition and Fee Payment Assessment
January 5, 2026	Spring Trimester begins. M1 Term begins.
January 12, 2026	Last Day to Add/Drop a Course (Trimester, M1 Term)
January 19, 2026	Martin Luther King Day. No Classes.
January 21, 2026	Last Day to Withdraw from a M1 Term course with a Grade of “W”
February 3, 2026	Last Day to Remove the Grade of “I” from prior Fall.
February 6, 2026	Last Day to Withdraw from a Trimester course with Grade of “W”
February 11, 2026	Last Day to Withdraw from a M1 Term course with a Grade of “WP”
February 23, 2026	M1 Term ends
February 23, 2026	MIDTERM
February 24, 2026	M2 Term begins
February 25, 2026	Trimester Midterm and M1 Term grades due to the Registrar
March 2 - 14, 2026	Advising for Summer Term Registration
March 2, 2026	Faculty and Staff Honors Convocation
March 3, 2026	Last Day to Add/Drop a M2 Term course
March 11, 2026	Last Day to Withdraw from a M2 Term course with a Grade of “W”
March 16, 2026	Registration for Summer Term Begins
March 20, 2026	Last Day to Withdraw from a Trimester course with Grade of “WP”
April 1, 2026	Last Day to Withdraw from a M2 course with a Grade of “WP”
April 3 - 4, 2026	Good Friday (and Saturday). No Classes.
April 8, 2026	Last Day of New Course Content
April 9 - 15, 2026	Final Exams
April 9, 2026	Graduating Final Grades Due
April 15, 2026	Spring Trimester ends. M2 Term ends. Degree conferral date for reporting/diploma.
April 16, 2026	Commencement Ceremony
April 17, 2026	Final Grades Due to the Registrar

Summer Trimester, 2026

Date	Event
April 27, 2026	Tuition and Fee Payment Deadline
April 28, 2026	Late Tuition and Fee Payment Assessment
April 29, 2026	Summer Trimester begins. M1 Term begins.
May 7, 2026	Last Day to Add/Drop a Course (Trimester, M1 Term)
May 15, 2026	Last Day to Withdraw from a M1 Term course with a Grade of “W”
May 25, 2026	Memorial Day. No Classes.
May 27, 2026	Last Day to Remove the Grade of “I” from prior Spring
June 2, 2026	Last Day to Withdraw from a Trimester course with Grade of “W”
June 8, 2026	Last Day to Withdraw from a M1 Term course with a Grade of “WP”
June 18, 2026	M1 Term ends
June 18, 2026	MIDTERM
June 19, 2026	M2 Term begins
June 20, 2026	Trimester Midterm and M1 Term grades due to the Registrar
June 22 - July 11, 2026	Advising for Fall Term. (No advising during Summer Recess)
June 26, 2026	Last Day to Add/Drop a M2 Term course
June 29 - July 4, 2026	Summer Recess. No Classes.
July 13, 2026	Last Day to Withdraw from a M2 Term course with a Grade of “W”
July 13, 2026	Registration for Fall Term Begins
July 21, 2026	Last Day to Withdraw from a Trimester course with Grade of “WP”
August 3, 2026	Last Day to Withdraw from a M2 course with a Grade of “WP”
August 6, 2026	Last Day of New Course Content
August 6, 2026	Graduating Final Grades Due
August 7 - 13, 2026	Final Exams
August 13, 2026	Summer Trimester ends. M2 Term ends. Degree conferral date for reporting/diploma.
August 13, 2026	Commencement Ceremony
August 15, 2026	Final Grades Due to the Registrar

GENERAL INFORMATION

2025 Rose Temple Distinguished Faculty Award



Dr. Christina Davis embodies the Christian mission of the University through her unwavering dedication to student success, mentorship, collaboration, and service. Her compassion during personal and professional hardships, combined with her steadfast support for both students and colleagues, highlights her as a true role model. She contributes significantly to the University through service on multiple committees, involvement in faith-based and community outreach, and professional organizations. Colleagues praise her as approachable, collaborative, and dependable, while students consistently note her clarity, organization, and engagement in the classroom. Whether helping new faculty acclimate, stepping up to teach unfamiliar subjects, or supporting student research, Dr. Davis continually demonstrates exceptional creativity, teamwork, and leadership, making her a truly distinguished member of Baptist Health Sciences University.

2025 Rose Temple Distinguished Adjunct Award



2025 Distinguished Adjunct Dr. William Tuttle Adjunct Instructor, Former Assistant Professor

Dr. William Tuttle was recognized for his exceptional mentorship, innovative teaching, and deep commitment to both students and faculty development. He has transformed courses with creative, real-world learning experiences, supported curriculum redesign aligned with accreditation standards, and actively advocated for the program through professional leadership and community service. His dedication exemplifies the University's mission, inspiring students, colleagues, and the broader healthcare administration field. Beyond the classroom, Dr. Tuttle's leadership in national professional organizations and his scholarly contributions have significantly advanced the profession, making him an invaluable asset to Baptist Health Sciences University.

MISSION

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

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

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

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

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

VISION

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

VALUES

The shared values of our learning community are:

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

NON-DISCRIMINATION POLICY

The Baptist Health Sciences University at 1003 Monroe Avenue, Memphis, TN 38104 maintains an academic and work environment free of discrimination, including harassment. Discrimination, harassment and retaliation based on race, color, religion, national origin, pregnancy, sex/gender, sexual orientation, gender identity, age, handicap, disability (physical, mental, or visual), creed, marital status, veteran status, genetic information, or any other category protected by federal, state or local laws are prohibited in the University's programs and activities.

If you believe you are the victim of discrimination, harassment and/or retaliation you may contact the Human Resources Director, Jessie Fowler, or file a complaint using the University's grievance procedures.

- Jessy may be contacted at 901-572-2445 or at Jessy.Fowler@baptistu.edu. Jessy's office is located at 20 Dudley Street, Memphis, TN 38103, Collaboration Building, Room 918.
- Information on the grievance procedures can be found in both the Student Handbook and the Faculty & Staff Handbook.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

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

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

CONSUMER PROTECTION

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

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

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

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

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

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

ADMISSIONS

Admissions Staff

Name	Title
Allison Flynn	Director of Admissions
Denny Bardos	Admissions Officer
David Halford	Admissions Officer
Nick Owens	Admissions Officer
VACANT	Admissions Officer
VACANT	Admissions Data Specialist
VACANT	Secretary

UNDERGRADUATE ADMISSION TO THE UNIVERSITY

Baptist University seeks academically well prepared, highly motivated students who are interested in careers in health sciences.

Admission is based on a variety of criteria including grade point averages and standardized test scores.

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

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

DEADLINES

Fall Deadlines

March 1: Priority Admissions Deadline.

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

Spring Deadlines

September 1: Priority Admissions Deadline.

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

Summer Deadlines

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

Freshmen Applicants (0-29 Hours)

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

1. Graduate from an accredited high school.
2. Submit the high school transcript.
3. Complete the following high school courses with a grade of "C" (2.0 on a 4.0 grade-point scale) or above in each course:
 - English: 4 credits required
 - College Preparatory Math (algebra, geometry, calculus, or trigonometry): 2 credits required
 - Laboratory Science (from biology, chemistry, or anatomy & physiology): 2 credits required

4. Submit an application for admission with a \$25.00 non-refundable application fee.
5. Submit ACT and/or SAT scores. The Baptist University ACT code is 3949 and SAT code is 6548.
6. Earn a high school GPA and ACT composite score or SAT total score acceptable for admission to the university. This will be determined by a combination of test scores and high school GPA.

Sliding Scale for ACT/SAT and High School GPA:

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

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

Transfer Applicants (30+ Hours)

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

1. Submit transcripts from all colleges attended.
 - Transcripts from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators).
2. Earn a cumulative grade point average of 2.70 (4.0 grade-point scale) on all college work (not just transfer hours accepted) from a regionally accredited college or university. Applicants must be in good standing and eligible to return to any institution previously attended. Additionally, if applying to a like program, students transferring from another nursing or allied health program must submit a letter of good standing from the dean or director of that professional program.
3. Submit an application for admission with a \$25.00 non-refundable application fee.
4. Submit final college transcripts verifying final grades from the semester currently attending.
5. Comply with the citizenship/residency requirement for all applicants. (Refer to the section Citizenship/Residency Requirement).
6. Upon acceptance to Baptist University:
 - Submit a \$100.00 non-refundable enrollment fee when registering for new student orientation.
 - Submit a background check prior to registration for classes. For more information, see the section on Criminal Background Checks.
 - Attend new student orientation. Dates for orientation will be sent upon acceptance to the University.
 - Submit the student health form provided by Baptist University upon acceptance to the University. This form includes all required immunizations.

CITIZENSHIP/RESIDENCY REQUIREMENT

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

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

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

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

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

EARLY ADMISSION

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

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

The requirements for admission are:

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

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

HEALTH ADMINISTRATION COMPLETION PROGRAM

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

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

- Attend orientation. Dates for orientation will be sent upon acceptance to the University.
- Submit the student health form provided by Baptist University upon acceptance to the University. This form includes all required immunizations.

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

The Medical Laboratory Science (MLS) applicant must:

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

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

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

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

CREDIT FOR PRIOR LEARNING/EXPERIENTIAL LEARNING

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

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

TRANSFER CREDIT

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

- Only transcripts that are submitted as part of the admissions process will be officially evaluated. Credit for transfer will be considered with an official transcript from a regionally accredited college. Additional material such as the course description, syllabus, outline and/or textbook(s) may be requested in order to assure similar curriculum objectives.
- Credit received from regionally accredited colleges for specific required courses in General Education Studies and Health Studies must satisfactorily parallel with courses offered by Baptist University. Equivalent courses (excluding specific required science courses) with grades of "C" or above may be accepted from other regionally accredited colleges regardless of the year completed. If an equivalent course was repeated at one of the regionally accredited colleges, only the most recent grade will be considered for transfer credit.
- Earned credit for courses equivalent to specific required science courses completed at a regionally accredited college with a grade of "C" or above will be subject to review according to specific program timeframes. If an equivalent course was repeated at one of the regionally accredited colleges, only the most recent grade will be considered for transfer credit.
 - Earned credit for specific required science courses five years old or less will be reviewed for applicants to all University programs.
 - Earned credit for specific required science courses over five years old will be reviewed for applicants to General Education and Health Studies (GEHS) and Allied Health (AH) programs by the GEHS Dean and AH Dean/Program Chair.
 - Earned credit for specific required science courses, regardless of year completed, will be reviewed for currently licensed health care professionals, Health Administration, and Population Health majors.
- Applicants with earned credit for specific courses taken at a two year regionally accredited college as part of the Tennessee Transfer Pathways will receive block credit for a designated series of courses required at Baptist University. Time/age limits for acceptance of earned credit for specific required science courses will vary per program. A grade of "C" or better must be earned in each course taken at the two-year college.
- Earned credit received for Advanced Placement courses will be considered for transfer based on verification and achievement of acceptable pre-determined examination scores.
- Program-specific courses completed at regionally accredited colleges will be reviewed on a case-by-case basis by the dean/chair of that program for consideration of transfer credit. For nursing, this review will occur only after a student has been admitted to the program. Additional material such as the course description, syllabus, outline and/or textbook(s) may be requested in order to assure similar curriculum objectives.

- Credit toward program-specific courses earned via other means, including but not limited to work experience, professional training, military training, may be considered on a case-by-case basis by the specific academic dean or designee according to the Credit for Prior Learning Policy.
- Transfer credit for courses from non-regionally accredited colleges and universities may be considered by the appropriate dean after he/she reviews all materials submitted.
- Transfer credit for courses from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Services) or ECE (Educational Credential Evaluators). Credit will be considered by the appropriate dean after he/she reviews the evaluation materials submitted.
- Students have a right to appeal transfer credit during their first year of attendance.
- Transfer of course/degree credit from Baptist University to another college is determined by the receiving institution.

Procedure:

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

1. Official transcripts are evaluated by the Registrar's Office when applicants meet admissions criteria.
2. The Registrar's Office approves courses with established transfer credit guidelines from colleges.
3. The Dean of General Education & Health Studies and approves courses when there are no transfer guidelines available for use by the Registrar's Office.
4. Academic Deans will use the ACE Manual in determining transfer credit for military courses on a case-by-case basis.
5. Applicants are notified of transfer credit decisions.
 - Results of transfer credit evaluations are provided to applicants electronically (university issued email).
 - Transfer credits are posted in the student information system when applicants are accepted to Baptist University.
 - As final transcripts are received, transfer credit evaluations are updated and posted in the student information system by the Registrar's Office. Students and advisors are notified to review the degree plan for additional transfer credits accepted into their program.
6. Students may submit an appeal for transfer credit within a specific timeframe.
 - Applicants/students who wish to appeal transfer credit have 1 year (12 months) from the date of enrollment into Baptist University to complete the "transfer credit appeal" form on the web and provide necessary documentation for review of course content.
 - The General Education and Health Studies Dean in consultation with the appropriate Program Dean (or designated Chair) will consider and act on the appeal of the original decision.
 - Any recommended change of credits that are not agreed to by all parties involved (evaluating GEHS Dean and professional program Dean or designated Chair), will be forwarded to the Provost for final determination.
 - The Registrar's Office will notify applicants/students of the transfer credit appeal decision, including explanation for denied appeals, via email (academic advisor, if assigned, is copied on email communication).

READMISSION

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

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

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

1. The former student meets the applicable admission criteria, and,
 - The former student left Baptist University in good academic standing and is in good academic standing at any other colleges attended, if applicable, OR
 - The former student was academically dismissed from Baptist University when previously enrolled, and after leaving Baptist University, has earned a credential from an accredited clinical program or regionally accredited college or university.
2. A former student dismissed from a program is eligible to apply in the same program that he/she meets all readmission criteria for that program.

3. Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.
4. **Students who are administratively dismissed are not eligible for readmission to Baptist University.**

ADVANCED PLACEMENT AND CREDIT BY EXAMINATION

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

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

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

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

SPECIAL (NON-DEGREE) STUDENTS

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

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

ADMISSION AS A SPECIAL (NON-DEGREE) STUDENT

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

Admission Criteria - Audit:

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

Admissions Criteria - Dual Enrollment:

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

admission for the term to be dually enrolled.

Admissions Criteria - Non-Degree Seeking:

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

Admissions Criteria - Transient:

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

ENROLLMENT AS A SPECIAL (NON-DEGREE) STUDENT

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

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

CRIMINAL BACKGROUND CHECK

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

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

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

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

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

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

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

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

- Any felony, whether listed below or not;

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

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

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

FINANCIAL AND BUSINESS SERVICES - FINANCIAL INFORMATION

Financial and Business Services Staff

Name	Title
Leanne Smith	Vice President, Financial and Business Services
April Tyson	Senior Director, Financial and Business Services
Jessica Oliver	Accountant
Patrice Livingston	Finance Specialist
Jesseca Buford	Analyst, University Accounts Receivable
Theresy Yosef	Director, Financial Aid
Latrisia Allen-Wallace	Associate Director, Financial Aid
Vacant	Financial Aid Officer
Vacant	Financial Aid Officer

UNDERGRADUATE TUITION AND FEES – 2025-2026	
Tuition - All Courses (per credit hour, excl. Surgical Technology)	\$519.00
Tuition – Surgical Technology (per credit hour)	\$327.00
Tuition – Registered Sonographer Education (per course)	\$1,557.00
Audit Tuition – All Courses (50% of current tuition rate per credit hour, excl. Surgical Technology)	\$259.50
Audit Tuition – Surgical Technology (50% of current tuition rate per credit hour)	\$163.50
Application Fee (all programs)	\$25.00
Assessment Fees (additional learning resources needed for student success in the course):	
Allied Health	
DMS 300	\$36.00
DMS 310	\$45.00
DMS 392	\$246.50
MLS 327, MLS 331, RAD 351	\$35.00
MLS 302, MLS 315, RCP 416	\$70.00
MLS 331	\$105.00
MLS 340, NDT 290	\$150.00
MLS 411	\$134.00
MLS 417	\$89.00
NDT 101, NDT 201	\$58.00
NDT 292, RCP 299	\$167.00
NDT 293	\$237.00
NMT 396	\$187.50
NMT 497	\$37.50
RAD 200, RTT 492	\$52.00
RAD 390	\$402.00
RCP 315, SUR 208	\$50.00
RCP 312	\$139.00
RCP 313	\$165.00
RCP 421	\$189.50
RTT 310, RTT 424	\$350.00
RTT 389	\$202.00
SUR 104	\$192.00
SUR 201	\$247.00
SUR 204, SUR 206	\$40.00
General Education and Health Studies	
HCM 303, HCM 485	\$50.00

Nursing	
NSG 311	\$1,050.00
NSG 314, NSG 316, NSG 326	\$325.00
NSG 318	\$395.00
NSG 319	\$400.00
NSG 335, and NSG 345 (Traditional Programs only), NSG 415	\$205.00
NSG 340, NSG 341, NSG 351, NSG 409, NSG 442	\$245.00
NSG 360, NSG 361	\$220.00
NSG 400	\$830.00
NSG 404, NSG 407	\$330.00
NSG 432	\$305.00
NSG 445	\$355.00
NSG 453, NSG 463	\$50.00
Access Follett Book Program (per credit hour for General Education and select Allied Health courses only)	\$37.50
Challenge Exams (NSG 304, 306, RN-BSN) \$60 exam fee, \$15 recording fee	\$75.00
Clinical Make-up Fee (per clinical)	\$100.00
CPR Fees: DMS 392, NDT 290, NMT 311, NSG 319, RAD 200, RCP 299, RTT 389, SUR 104	\$95.00
Credit for Prior Learning Examination (25% of current per credit hour rate per course credit hour)	
Credit for Prior Learning Workshop	\$275.00
Credit for Prior Learning Reassessment Fee	\$50.00
Credit for Prior Learning Transcript fee per credit hour	\$25.00
Enrollment Fee or Deposit	\$100.00
Graduation Fee - payable when registering for final Trimester	\$75.00
Health Services Fee (per Trimester)	\$70.00
ID Card or Parking Decal - Replacement (original - no charge)	\$10.00
Laboratory-based courses, per course	
General Education and Health Studies Labs	\$40.00
All Other Labs	\$50.00
Late Installment Payment Plan Fee	\$25.00
Late Registration Fee*	\$100.00
Parking Fees (per Trimester):	
Lot A (Campus Hub Lot, 1003 Monroe)	\$75.00
Lot A (Campus Hub Lot, 1003 Monroe) - residence hall students	\$25.00
Lots B,C,& D (Union Ave) (Madison/Pauline) (Health Sciences Bldg), (Collaboration Bldg), unrestricted parking	\$25.00
Parking Violations (per incident)	\$25.00
Preclinical Drug Testing (DMS 392, MLS 302, NSG 401, NSG 453, NDT 290, NMT 396, RAD 390, RCP 299, RTT 389, SUR 104)	\$55.00
Printing (250 additional pages)	\$12.50
Professional Liability Insurance (per term when enrolled in clinical courses)	\$7.00
Repeat ATI	\$65.00
Registration Change Fee (drop/add) per course dropped or added	\$5.00
Returned Check Fee (or Credit Card Chargeback Fee)	\$25.00
Student Activity Fee (per credit hour, all courses)	\$10.00
Technology Fee (per credit hour, all courses)	\$50.00
Transcript Fee, per official transcript	\$10.00
HOUSING FEES **	
Housing, double occupancy, <u>if available</u> , per trimester	\$1785.00
Housing, single occupancy, <u>if available</u> , per trimester	\$2905.00
Food Services (per Trimester, if applicable)	\$500.00
Housing Application Fee (non-refundable)	\$100.00
Housing Deposit (refundable)	\$250.00

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

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

OTHER COSTS

PROFESSIONAL LIABILITY INSURANCE

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

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

MISCELLANEOUS COSTS

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

PAYMENT AND REFUND POLICIES

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

PAYMENT OF TUITION AND FEES

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

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

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

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

REFUND OF TUITION AND FEES

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

- A student who withdraws from a course on or before the published tuition and fee payment date for the term in which they are enrolled will receive 100% tuition and course fee refund.
- A student who withdraws from a course after the published tuition and fee payment date for the term in which the student is enrolled through the change/add period specified for the course in which the student is enrolled will

receive a **100% tuition refund only**.

- No tuition or fee refund will be processed after the change/add period specified for each course. Course fees are non-refundable after the published tuition and fee payment date for the term.
- A schedule of specific refund dates for each term will be published on the Baptist University website, distributed to all students via email each trimester and via course syllabi.
- All fees not related to a course are non-refundable.
- All refunds will be processed electronically or mailed.
- All other fees are non-refundable.

Return of Title IV (Federal Financial Aid Funds):

The Higher Education Amendments of 1998 specifies that financial aid must be earned through class attendance. A student has not earned 100% of his/her financial aid until he/she has attended more than 60% of the term. If a financial aid recipient totally withdraws from school or drops all remaining courses, on or before the 60% point of the term, there is a portion of the financial aid that has not been earned. This unearned portion is repaid by both the student and the school based on a federal formula.

The amount each student owes must be calculated based on the date of withdrawal or drop and the amount of financial aid received. Any unearned amounts are to be returned to Title IV financial aid programs in the appropriate order.

Any amount remaining after the applicable programs have been fully repaid is returned to the student. Additionally, students who earn all failing grades must have “earned” the grades through attendance and poor performance. The Financial Aid office will reach out to all instructors to determine if the failing grades were earned or if the student stopped attending. If the failing grades were earned, there will not be a Return of Title IV Aid. If the failing grades were the result of attendance, the confirmed last date of attendance or the 50% date of the term will be used in the Return of Title IV calculation.

FINANCIAL AID

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

Federal Aid Programs

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

Pell Grant

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

Supplemental Educational Opportunity Grant (FSEOG)

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

Direct Subsidized Loan

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

Direct Unsubsidized Loan

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

Direct Parent Loan for Undergraduate Students (PLUS)

A credit-based loan option for the parent of a dependent undergraduate student enrolled at least half-time. The yearly limit is limited to the student’s cost of attendance minus any other financial assistance expected or received. The interest rate is fixed for the life of the loan, but the rate changes every July 1st for new loans. There is no grace period for these loans, but payments may be deferred until the student graduates or ceases to enroll at least half-time. Interest begins to accumulate at the time the

first disbursement is made. For PLUS borrowers who do not choose to defer, repayment of both principal and interest will begin 60 days after the full loan amount has been disbursed.

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

State Aid Programs

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

Tennessee Student Assistance Award

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

Tennessee Educational Lottery Scholarship Programs (TELS)

Hope Lottery Scholarship

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

Hope Aspire

Awarded to a student in pursuit of an associate or baccalaureate degree at an eligible post-secondary institution. Student must qualify for the Tennessee Hope Scholarship and must have parents' or independent student's and spouse's adjusted gross income of \$36,000 or less on the eligible year's IRS tax return. The initial amount of the award is based on full-time status but will be adjusted and disbursed based on actual hours enrolled.

Hope General Assembly Merit

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

Hope Non-Traditional

Awarded to students who are determined to be independent on the FAFSA and enrolled in an eligible postsecondary institution. Students cannot have earned a baccalaureate degree and their adjusted gross income cannot exceed \$36,000 per year. Students must maintain continuous enrollment in Fall and Spring and must have a minimum cumulative GPA of 2.75 after attempting 12 trimester hours.

Tennessee Promise and Tennessee Reconnect

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

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

Student Employment

Federal Work Study

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

Institutional Work Study

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

Grants and Scholarships

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

TUITION DEFERRAL PROGRAM

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

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

OTHER FINANCIAL ASSISTANCE

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

BAPTIST EMPLOYEE TUITION DISCOUNT

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

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

VETERAN EDUCATION BENEFITS

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

ACADEMIC INFORMATION & POLICIES

Academic Affairs Staff

Name	Title
Anuja Ghorpade	Provost/Vice-President of Academic Affairs and Professor
Alyssa Alvarado	Administrative Assistant, Provost/Vice President's Office
Elizabeth Williams	Dean and Professor, College of Health Professions
Cathy Stepter	Dean and Professor, College of Nursing
Patricia Waggener	Interim Dean and Associate Professor, College of Sciences and General Studies
Cheryl Scott	IPE Simulation, Director
Jaime Bissa	Center for Learning and Innovative Pedagogy, Director
Laurie Brooks	ADA Coordinator

Enrollment Management Staff

Name	Title
Tad Wingo	Vice President, Enrollment Management and Student Affairs
Lisa Borden	Administrative Assistant
Dawn Carpenter	Director of Records/Registrar
Vacant	Academic Records Specialist
Rosie Holland	Academic Records Evaluator

DEGREES OFFERED

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

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

A student may earn one Associate of Science degree, one Bachelor of Science in Nursing degree, one Bachelor of Health Sciences, and one Bachelor of Science degree from Baptist University. A student pursuing a second degree must earn at Baptist University a minimum of 30 additional credit hours for a Bachelor's degree, and a minimum of 15 additional credit hours for an Associate degree beyond the requirements of the first degree. Specific courses taken in completion of the requirements of the first degree, including general education courses, may be applied to the second degree. Specific courses taken in completion of the requirements of the first degree, including general education courses, may be applied to the second degree only if those courses have been taken within five (5) years of the completion date of the first degree. Students completing the requirements for two (2) degrees will receive two diplomas, are eligible to obtain honors in both degrees, and will be listed under both degrees at Commencement.

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

Admission to a second major is based on individual program selection criteria and space availability.

MINORS

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

Minors require a minimum of 15 credit hours and no more than 9 credit hours of a student's primary degree requirements may also be applied to a minor requirement, unless indicated by the specific minor in the catalog in the year the student declared the minor. More than 50% of the credit hours required must be earned at Baptist Health Sciences University.

Courses for credit in the minor require a "C" grade or better. A student can declare and earn multiple minors but a minor cannot be earned within the same major. A minor will not be officially awarded without the completion of a degree at Baptist Health Sciences University. A student must submit the Minor Declaration Form to the Registrar's Office.

DIRECTED STUDY COURSES

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

The course can be offered as:

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

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

EXPERIMENTAL COURSES

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

UNIT OF CREDIT

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

Learning Activity	Clock Hours per Trimester
Classroom (Undergraduate)	1:1
General Education and Health Studies Lab Lower Division (Undergraduate)	2:1
General Education and Health Studies Lab Upper Division (Undergraduate)	3:1
Undergraduate Nursing Lab	3.6:1

Undergraduate Nursing Clinical	3.6:1
Undergraduate Allied Health Lab	3:1
Allied Health Clinical (non-Respiratory Care)	6:1
Respiratory Care Clinical	4:1
Undergraduate Internships	3.2:1

GRADING

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

The following are the grades with their corresponding quality points:

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

*No quality points awarded. Does not impact GPA.

WF Withdrew Failing

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

D, F

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

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

I Incomplete

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

IP In Progress

If a student takes a course extending over more than one term and evaluation of performance is deferred until the end of the final

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term, provisional grades of IP (In Progress) are assigned in the intervening term(s). The provisional grades are replaced by one final grade when the full sequence is completed.

W Withdrew

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

WP Withdrew Passing

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

AU Audit

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

NR Not Recorded

This symbol indicates that the grade has not been recorded.

P Pass

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

S Satisfactory

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

U Unsatisfactory

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

CX Credit by Examination

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

CP Credit by Portfolio

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

CA Credit by Competency- Based Behavioral Assessment

This symbol indicates Credit by Competency-Based Behavioral Assessment option whereby students may earn course credit by successfully completing a competency assessment related to specific course learning outcomes.

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

FINAL GRADE APPEAL

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

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

A final grade appeal shall deal with charges that the grade was impermissibly or arbitrarily assigned. It is recognized that there are varied standards and individual approaches to grading which are valid. Only a final course grade may be appealed.

The final grade appeal may not involve a challenge of an instructor's grading standard, another faculty member's grading policy, the difficulty of a course, or other comparable matters. The decision of the Academic Dean is final.

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

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

Process to appeal a final grade:

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

CUMULATIVE GRADE POINT AVERAGE (GPA)

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

GRADE REPORTS

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

TRANSCRIPTS

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

CLASSIFICATION OF STUDENTS

Full-Time/Part-Time

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

Class Standing

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

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

APPLICATION FOR CONSIDERATION OF CHANGE OF MAJOR

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

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

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

UNDECLARED MAJOR

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

ACADEMIC ADVISEMENT

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

TRIMESTER LOAD

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

DISTANCE EDUCATION

Online courses and blended courses are considered distance education courses at Baptist University. Types of online courses include total online courses and modified online courses. In a total online course, all instructional content is delivered exclusively through distance education where students and instructors are not in the same physical location. In a modified online course, the majority of the interaction between students and instructors and among students occurs through electronic means with some exceptions. Exceptions include; Full-term courses in which the instructor and students physically meet together for no more than

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

ONLINE PROGRAMS

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

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

WITHDRAWAL FROM A COURSE

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

REGISTRATION

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

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

REQUEST FOR CONSIDERATION OF TAKING COURSE AT ANOTHER COLLEGE/UNIVERSITY

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

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

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

ATTENDANCE

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

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

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

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

PRESIDENT'S LIST

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

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

DEAN'S LIST

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

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

BAPTIST UNIVERSITY HONORS PROGRAM

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

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

Admissions Criteria:

- Freshmen - Who score a minimum score of 25 or higher on the ACT or its equivalent on other tests, and have a minimum 3.50 (4.0 scale) high school grade point average (GPA).
- Current Baptist University Freshmen - who meet the following criteria: 12-29 hours earned with a cumulative GPA of 3.5 or higher.
- Newly admitted transfer students with a cumulative career GPA of 3.5 or higher and at least two general education courses to be completed and honored at Baptist University, in addition to the gateway orientation course (such as HSC 104).
- Students are retained in the Honors Program by the following criteria: Students are considered in good standing in the Baptist University Honors Program if a local 3.0 or greater grade point average (GPA) is maintained. If a student's GPA drops below 2.5 and 2.999, the student will be placed on Honors Program Probation and will have a maximum of two terms to raise their local GPA to 3.0 to remain in the Honors Program. If the student is unable to raise their local GPA to 3.0 within that timeframe, the student will be dismissed from the Honors Program. If a student is placed

on any type of probation (such as academic, Honor Code Violation, Disciplinary Probation, Programmatic Probation, etc.) the student is placed on Honors Program Probation. Reinstatement will follow the criteria of the applicable policy (e.g., Undergraduate Standards of Satisfactory Academic Progress Policy or Violations of University Policies or Standards of Student Conduct Disciplinary Process and Sanctions Policy) to be removed from Probation, thereby being removed from Honors Program Probation. If there is no resolution, then the student will be dismissed from the Honors Program. Any students whose local GPA drops below 2.5 will be dismissed from the Honors Program.

Any student dismissed from the Honors Program can reapply if they raise their local GPA to 3.0 within two terms of active enrollment after dismissal.

Students progress through the Honors Program by successfully completing the following criteria:

Students who begin enrollment at Baptist University as "First-time" Freshmen (never attended another college, with the exception of high school dual enrollment):

Successful completion of the Honors gateway course - HSC 104 Honors (1 hour). Earn the Honors designation in at least three (3) General Education courses (a minimum of 3 credit hours per course). Earn the Honors designation in at least two (2) Program level courses (a minimum of 3 credit hours per course). Successful completion of the Honors Capstone Experience.

Students who transfer to Baptist University: Successful completion of the gateway course (HSC 104 or HSC 104 Honors). Earn the Honors designation in at least two (2) General Education courses (a minimum of 3 credit hours per course). Earn the Honors designation in at least two (2) Program level courses (a minimum of 3 credit hours per course). Successful completion of the Honors Capstone Experience.

Current Baptist University students with 12-29 credit hours earned: Earn the Honors designation in at least two (2) General Education courses (a minimum of 3 credit hours per course). Earn the Honors designation in at least two (2) Program level courses (a minimum of 3 credit hours per course). Successful completion of the Honors Capstone Experience.

The specific course requirements are included in the student's degree plan. No additional courses are required to graduate as an honors student.

Minimum GPA Requirements To Remain In The Honors Program:

- An honors student with a GPA less than 3.0 will be placed on probation and will be granted a maximum of two terms to raise their GPA to 3.0. Students dismissed from the Honors Program (not University or Academic Program) can reapply if they raise their GPA to 3.0 within two terms after dismissal from the Honors Program.

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

The Honors Program is not applicable to completion programs and Associate Degrees.

ACADEMIC INTEGRITY

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

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

Sanctions may include but are not limited to;

- Course Failure

- Program Probation
- Program Dismissal
- Recommendation for University Dismissal

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

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

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

HONOR CODE

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

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

UNDERGRADUATE STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Good Academic Standing

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

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

Academic Progression in General Education

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

Academic Progression in a Program

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

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

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

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

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

Academic Probation

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

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

Program Probation

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

Academic Dismissal

Dismissal from Baptist University occurs when:

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

Program Dismissal

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

Student Appeal Process

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

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

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

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

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

PROGRESSION INTERRUPTION DUE TO MILITARY SERVICE

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

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

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

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

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

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

WITHDRAWAL FROM UNIVERSITY

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

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

LEAVE OF ABSENCE

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

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

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

RESIDENCY REQUIREMENTS

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

- **Baccalaureate Degree Program**

For undergraduate degrees, at least 25% of the credit hours must be completed at Baptist University to earn the degree. The last twelve hours (12) immediately preceding graduation must be earned at Baptist University.

- **Associate Degree Program**

At least 25% of the credit hours must be completed at Baptist University to earn the degree. The twelve hours immediately preceding graduation must be earned at Baptist University.

- **Completion Degree Programs**

For undergraduate completion degrees, twenty-five (25%) of the degree credits must be completed at Baptist University for

graduation. The last twelve hours (12) immediately preceding graduation must be earned at Baptist University.

AWARDING BACCALAUREATE & ASSOCIATE DEGREES

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

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

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

COMMENCEMENT REQUIREMENTS

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

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

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

GRADUATION WITH HONORS

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

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

FAITH AND SERVICE

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

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

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

REQUEST FOR CHANGE IN FINAL EXAM TIME

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

BLUE HEALER STUDENT SUCCESS CENTER (BHSSC)

Blue Healer Student Success Center Staff

Name	Title
Dr. Kimberly Cunningham	Dean, Blue Healer Student Success Center
Mary Margaret Freeman	Academic Success Coaching Supervisor
Vacant	Academic Success Coach
Antonio Arnett	Academic Success Coach
Claudette Partee	Academic Success Coach
Flower White-Hunter	Academic Success Coach
Quiana Jenkins	Academic Success Coach
DeAundre Williams	Student Support Services Supervisor
Lynn Anderson	Secretary

BHSSC MISSION

We will:

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

ACADEMIC SUCCESS COACHING

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

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

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

CENTER FOR LEARNING AND INNOVATIVE PEDAGOGY (CLIP)

The Center for Learning and Innovative Pedagogy (CLIP) serves as the university's hub for academic innovation, instructional excellence, and faculty development. While its primary mission is to support faculty and staff through professional learning, course design, teaching strategies, and artificial intelligence integration, the CLIP also provides a growing range of student-facing services that enhance learning, access, and success.

The CLIP includes oversight of the following areas:

- Library Services – Access to print and digital resources, research consultations, and study tools.
- Simulation and Clinical Learning – High-fidelity simulation experiences that support hands-on skill development in health sciences.
- Interprofessional Education (IPE) – Programming that prepares students for collaborative, team-based health care environments.
- Access Services – Ensures equitable access and accommodations for all students with documented needs.

CLIP-AFFILIATED STAFF SUPPORTING STUDENT SUCCESS

Name	Title
Vivi Britton	Library Supervisor
Lisa McMahon	Librarian
Lynn Anderson	Secretary
Dr. Jaime Bissa	Director of the CLIP
Dr. Cheryl Scott	Director of IPE and Simulation
Laurie Brooks	ADA Coordinator

HEALTH SCIENCES LIBRARY

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

Online resources, such as the library's catalog, access to subject specific LibGuides, e-books, streaming video collections, and 46 online databases are also available for searching professional and academic information resources. Resources are accessible via links posted on MyCampus, Baptistu.edu, and Canvas. Students may also borrow print resources with the presentation of a student ID badge. Physical resources such as academic and professional books and journals may be checked out for two weeks, unless stated otherwise. Course reserves and reference books are not circulated but are available for use within the library.

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

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

TRANSITION AND RETENTION PROGRAMMING

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

TUTORING SERVICES

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

Types of Tutoring Services: Peer and Professional

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

COLLEGE OF SCIENCES & GENERAL STUDIES

Administration

Name	Title
Patricia Waggener	Interim Dean, Chair of General Studies, & Associate Professor, English
Mark Stutz	Chair and Professor, Biomedical Sciences
Paul Criss	Associate Professor and Coordinator of Honors Program
Vacant	Science Laboratories Supervisor
Natassah Chipman	Academic Operations Coordinator

Faculty

Name	Title
Hazel Aberdeen	Assistant Professor, Biology
Michelle Alexander	Assistant Professor, Biology
Ramazan Aydogdu	Assistant Professor, Sociology
Christopher Church	Professor, Philosophy & Religion
Frank Daniels	Associate Professor, Mathematics
Richard Ewool	Assistant Professor, Mathematics
Yahia Hamada	Professor, Chemistry
Lindsay Heckle	Lab Instructor, Biology
Abby Johnston	Assistant Professor, Sociology
Yadav Pandit	Associate Professor, Physics
Eunyoung Park	Assistant Professor, English
Dallas Pitts	Associate Professor, Religion
Koushik Roy	Assistant Professor, Biology
Andria Wilson	Assistant Professor, Psychology, Counseling, & Communications

GENERAL EDUCATION MISSION

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

GENERAL EDUCATION LEARNING OUTCOMES

Communication and Connections

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

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

Critical and Analytical Reasoning

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

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

Inclusion and Collaboration

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

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

Faith and Values

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

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

IMMUNIZATION REQUIREMENTS (GEHS MAJORS)

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

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

GENERAL EDUCATION CORE COURSES (31 CREDIT HOURS)

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

Humanities/Fine Arts (18 credit hours)

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

Social/Behavior Sciences (6 credit hours)

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

Natural Sciences/Mathematics (7 credit hours)

Natural Sciences ¹ BIO 110, BIO 150, BIO 201, CHE 115, or PHY 200	4
Mathematics – MAT 110 or MAT 240	3

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

BAPTIST UNIVERSITY REQUIRED COURSES (4 CREDIT HOURS)

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

Baptist University Required Courses (4 credit hours)

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

SCIENCES AND GENERAL STUDIES COURSE DESCRIPTIONS

BIO 110 General Biology I (4)

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

BIO 120 General Biology II (4)

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

Prerequisite: BIO 110.

BIO 150 Foundations in Anatomy and Physiology (4)

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

BIO 201 Anatomy and Physiology I (4)

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

BIO 202 Anatomy and Physiology II (4)

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

Prerequisite: BIO 201.

BIO 205 Microbiology (4)

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

BIO 301 Pathophysiology (3)

The physiologic pathology of selected diseases and dysfunctions observed in humans. Development of a knowledge base of current concepts and common conditions observed in health care settings. *Prerequisites: BIO 202 or BIO345.*

BIO 310 Applied Pathophysiology (3)

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

BIO 315 Applied and Environmental Microbiology (3)

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

BIO 320 Cross Sectional Anatomy (2)

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

Prerequisite: BIO 201 or BIO 342.

BIO 340 Histology (4)

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

BIO 342 Human Anatomy (4)

Students will study the human body from an overview of cellular processes and tissue classifications that will then be

integrated in the learning of the body systems from a gross and microscopic anatomical perspective. Three hours of lecture and three hours of lab per week. *Prerequisites-* BIO 110, CHE 115.

BIO 345 Human Physiology (4)

Students will study the functions of the human body's cells, tissues, organs, and organ systems and the integrated functions of the body. Three hours of lecture and three hours of lab per week. *Prerequisites:* BIO 342, CHE 115

BIO 350 Genetics (3)

This is a study of the fundamental principles of heredity including the molecular mechanisms by which cellular processes impact eukaryotic cells. Topics include introduction to molecular genetic techniques and genomics, in depth study of structures and chromosomes, the regulation of gene expression, and abnormal regulatory processes that lead to disease. *Prerequisites:* BIO 110 or BIO 201, CHE 115.

BIO 360 Applied Anatomy and Physiology (3)

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

BIO 380 Physiological Psychology (3)

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

BIO 390 Immunology (3)

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

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

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

BIO 410 Molecular Cell Biology (4)

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

BIO 420 Endocrinology (3)

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

BIO 460 Cancer Biology (3)

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

BUS 101 Introduction to Business (3)

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

CHE 115 General Chemistry I (4)

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

CHE 120 Chemistry for Health Professions (4)

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

CHE 125 General Chemistry II (4)

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

CHE 210 Organic Chemistry I (4)

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

CHE 220 Organic Chemistry II (4)

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

CHE 310 Biochemistry (4)

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

CHE 330 Molecular Pharmacology (3)

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

COM 211 Speech Fundamentals (3)

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

COM 220 Intercultural Communication (3)

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

ECO 205 Health Economics (3)

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

ENG 101 English Composition I (3)

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

ENG 102 English Composition II (3)

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

Prerequisite: ENG 101.

ENG 103 Writing for the Health Care Profession (1)

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

ENG 104 Medical Writing (1)

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

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

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

ENG 201 Perspectives in World Literature (3)

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

ENG 202 Perspectives in American Literature (3)

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

ENG 203 Literature and Medicine (3)

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

ENG 204 Multi-cultural American Literature (3)

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

ENG 301 Narrative Medicine (3)

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

HIS 101 World Civilization (3)

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

HIS 102 American History (3)

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

HIS 401 History of Medicine (3)

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

HPE 101 Health and Wellness (1)

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

*HPE 104 Aerobics (1)**HPE 105 Swimming (1)*

HPE 108 Basic Strength Fitness (1)

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

HPE 109 Physical Activities (1)

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

HSC 104 Baptist University Experience (1)

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

HSC 105 Baptist University Online/Completion Experience (1)

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

HSC 210 Career Planning in Health Sciences (1)

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

HSC 212 Pathways for Healthcare Careers (3)

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

HSC 300 Multicultural Perspectives in Health and Healthcare (3)

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

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

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

HSC 305 Practicum in Clinical Research (3)

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

HSC 306 Practicum in Bench Research (3)

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

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

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

HSC 315 Breasts Objects or Biology (3)

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

HSC 320 Research for Health Professionals (3)

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

HSC 350 Perspectives in Epidemiology (3)

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

Prerequisites: ENG 101, MAT 211, SOC 201

HSC 360 Interdisciplinary Seminar (1)

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

HSC 410 Professional Health Care Roles (3)

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

HSC 460 Undergraduate Research (1)

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

HSC 461 Bio-techniques Seminar (2)

Laboratory bio-techniques used commonly in research, industry, and medical clinical settings will be systematically reviewed and discussed through the use of primary scientific literature and required readings. Students' present peer reviewed scientific papers utilizing the biotechniques in class. *Prerequisite: BIO 110, CHE 125.*

HUM 101 Introduction to Medical and Health Humanities (3)

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

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

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

MAT 110 College Algebra (3)

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

MAT 211 Statistics (3)

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

MAT 240 Elements of Calculus (3)

Introductory study of selected topics of calculus, including limits, differential and integral calculus, and their applications.

Prerequisite: MAT 110 or ACT mathematics score of 22 or higher.

MAT 310 Biostatistics (3)

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

Prerequisite: MAT 211

NUT 101 Fundamentals of Nutrition (3)

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

PHI 201 Classical Issues in Philosophy (3)

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

PHI 202 Critical Thinking (3)

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

PHI 301 Biomedical Ethics and Values (3)

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

PHY 200 Physics I (4)

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

Prerequisite: MAT 110.

PHY 205 Physics II (4)

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

PSY 201 General Psychology (3)

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

PSY 301 Human Growth and Development (3)

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

PSY 311 Marriage and Family (3)

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

PSY 320 Psychopathology (3)

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

PSY 330 Health Psychology (3)

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

REL 201 World Religions (3)

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

REL 210 Old Testament Survey (3)

A survey of the Old Testament from Genesis to Malachi.

REL 220 New Testament Survey (3)

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

REL 301 Literature of the Bible (3)

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

REL 302 Spiritual Aspects of Care (3)

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

SOC 110 Introduction to Sociology (3)

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

SOC 201 Medical Sociology (3)

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

SOC 310 Sociology of Aging (3)

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

SPA 201 Spanish I (3)

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

SPA 202 Spanish II (3)

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

SPA 210 Spanish for Healthcare (3)

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

BIOMEDICAL SCIENCES PROGRAM

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

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

MISSION

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

PROGRAM LEARNING OUTCOMES

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

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

BIOMEDICAL SCIENCES (BMD) PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

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

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

Program Process once a student has been put on Program Probation

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

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

Removal of Program Probation

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

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

Program Dismissal

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

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

Program Dismissal Appeal

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

DEGREE REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BIOMEDICAL SCIENCES

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

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

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

MINOR IN RESEARCH

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

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

PRE-HEALTH STUDIES PROGRAM

MISSION

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

PROGRAM LEARNING OUTCOMES

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

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

PRE-HEALTH STUDIES PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

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

Removal of Program Probation

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

Program Dismissal

Dismissal from a Program occurs when:

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

Program Dismissal Appeal

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

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

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

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

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

UNDECLARED MAJOR

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

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

MINOR IN INTERDISCIPLINARY STUDIES

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

Requirements

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

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

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

MINOR IN MEDICAL AND HEALTH HUMANITIES

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

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

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

Minor Learning Outcomes

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

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

COLLEGE OF NURSING

Administration

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

Faculty

Name	Title
Ivy Anderson	Assistant Professor
Christie Cavallo	Assistant Professor
Takeitha Chambers	Assistant Professor
Angie Crow	Assistant Professor
Shannon Davenport	Assistant Professor
Alexander Davis	Associate Professor
Cherie Didier	Assistant Professor
Marilyn Dillard	Assistant Professor
Danielle Gunter	Associate Professor
Christina Hillhouse	Assistant Professor
Brandi Lambert	Assistant Professor
Seraphine Lambert	Associate Professor
Sharon Markham	Assistant Professor
Demetric Osborn	Assistant Professor
Renee Parker	Associate Professor
Kathryn Porter	Assistant Professor
Amanda Riley	Assistant Professor
Allyson Smith	Assistant Professor
Laritha Sweet	Associate Professor
Rita West	Associate Professor
Stephanie White	Assistant Professor
William Wood	Assistant Professor

PROGRAM MISSION

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

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

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

VISION

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

CORE VALUES

The shared values of the learning community are:

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

GOALS

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

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

PROGRAM LEARNING OUTCOMES

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

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

ACCREDITATION AND APPROVAL

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

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

PROGRESSION IN BACHELOR OF SCIENCE IN NURSING

Progression in the Nursing Program – Minimum Criteria

The following criteria must be met to progress in the nursing curriculum:

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

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

Pre-requisite courses to progress to NSG courses:

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

Total: 30 hours

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

Students must successfully complete all pre-requisite courses in general education as described in the nursing course descriptions to continue nursing progression.

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

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

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

TECHNICAL STANDARDS FOR BACCALAUREATE NURSING PROGRESSION, RETENTION, AND GRADUATION

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

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

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

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

Requisite Competency Areas

I. Observation and Sensory

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

II. Communication

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

III. Motor

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

IV. Intellectual - Conceptual

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

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

V. Behavioral and Social Attributes

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

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

PROGRAM ACADEMIC GUIDELINES

CPR CERTIFICATION

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

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

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

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

IMMUNIZATION AND EDUCATIONAL REQUIREMENTS

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

Immunization requirements for enrollment:

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

Immunization requirements prior to the start of clinical courses:

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

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

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

Educational requirements prior to the start of clinical courses:

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

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

BAPTIST UNIVERSITY HONORS PROGRAM

Students in the Baptist University Honors Program progressing in Nursing must earn the Honors designation in at least two (2) designated program level courses. Successful completion of the Honors Capstone Experience is required to earn the Honors Scholar designation on the graduation transcript. Students having completed at least two designated program level courses, but who opted not to complete the Honors Capstone Experience, will receive the Honors student designation on the graduation transcript.

The following nursing courses may be honored by Honors Program nursing students: (Fall 2024 and after)

- NSG 311 – Introduction to Professional Nursing
- NSG 324 – Evidence-based Practice and Quality Improvement for the Professional Nurse
- NSG 406 – Management of Complex Health Alterations II

Additional information about the Honors Program can be found in the Baptist University Honors Program section of this catalog.

TRANSPORTATION

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

LICENSURE

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

DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING

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

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

PROGRESSION IN THE RN to BSN COMPLETION PROGRAM

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

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

READMISSION OF FORMER NURSING STUDENTS

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

NURSING PROGRAM PROBATION AND PROGRAM DISMISSAL

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

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

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

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

Nursing Program Dismissal

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

Nursing Directed Study Requirements

Clinical Progression Directed Study-1 Course

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

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

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

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

- NSG 308 Foundational Concepts of Nursing
- NSG 341 Adult Health Concepts I
- NSG 351 Adult Health Concepts II
- NSG 340 Psychiatric Mental-Health Nursing
- NSG 361 Pediatric Nursing
- NSG 360 Population Health Nursing
- NSG 409 Maternal Newborn Nursing
- NSG 442 Senior Nursing Capstone

Clinical Progression Directed Study-2 Course

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

Assessment Technologies Institute (ATI) Progression Directed Study

- Students who fail to attain a Level 2 score on the RN Fundamental Assessment Technologies Institute (ATI) and RN Adult Medical Surgical ATI exams prior to progression to Pediatric Nursing will be placed on Program Probation and will be required to complete a directed study. The content and credit hours of the directed study are designed on a case-by-case basis to address identified learning deficiencies specific to that student and to provide the best opportunity for successful acquisition of expected graduate competencies. A Level 2 score must be achieved in order to progress to Pediatric Nursing and 400 level courses.
- Students who fail to attain a Level 2 on the RN Leadership ATI exam will be required to remediate and demonstrate achievement of learning at the level 2 score prior to taking the Comprehensive Predictor exam in Senior Seminar (NSG 445).
- Students who fail to attain the score of 95% predictability on the Comprehensive Predictor Exam will be placed on a remediation plan until repeated performance of score attainment is successfully achieved in accordance with expectations outlined in the course syllabus.
 - Students will be allowed to retake NSG 445 one time if needed.

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

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

1. The first unsuccessful attempt in any nursing (NSG) course will result in the student being placed on nursing program probation. Upon successful completion of the failed nursing course, the student's program probation will be removed if the student has not incurred another nursing course failure. See details below regarding Progression Directed Study course and Competency Performance and Progression.
2. Failure to attain a Level 2 score or higher on the Assessment Technologies Institute (ATI) RN Fundamentals exam, ATI RN Adult Medical-Surgical exam, and the ATI RN Leadership Exam. An ATI Progression Directed Study course will be required. See details below regarding ATI Progression Directed Study course.

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

Nursing Program Dismissal will result:

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

Nursing courses may only be repeated one time.

Progression Directed Study Course

Progression Directed Study-1

1. A student who earns a failing grade (D or F) in a nursing course listed below will be required to complete a Progression Directed Study-1 course. The course repeat may be taken along with the Progression Directed Study-1 course if the student is otherwise eligible to progress in the nursing program. The content and credit hours of the directed study is designed on a case-by-case basis to address individual identified learning deficiencies and to provide the best opportunity for successful acquisition of expected graduate competencies.
2. If a student with no previous nursing course failure, fails two of the courses listed below in the same trimester, the student will be required to complete two Progression Directed Study-1 courses. The course repeats may be taken along with the Progression Directed Study-1 courses. The student must successfully pass both repeated failed courses on next attempt, as well as both Progression Directed Study-1 courses to remain in the program.
3. Progression Directed Study-1 course enrollment is allowed only twice during the student's program enrollment, based on the student's overall progression, i.e., previous nursing course failures.
4. A minimum grade of 77% (no rounding) is required for passing all Progression Directed Study-1 courses. Failure to achieve a minimum grade of 77% will count as a nursing course failure and a repeat option will not be offered.
5. A Progression Directed Study-1 course failure counts as a nursing course failure and may not be repeated.

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

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

Progression Directed Study-2

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

Competency Course Performance and Progression

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

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

Assessment Technologies Institute (ATI) Progression Directed Study

A level 2 score is required on the ATI RN Fundamentals exam, ATI RN Adult Medical-Surgical exam, and the ATI RN Leadership Exam. Students who fail to attain a level 2 score on these exams will be placed on program probation and required to complete an ATI Progression Directed Study before they can advance to the next term of nursing courses. The content and credit hours of the directed study are designed on a case-by-case basis to address identified learning deficiencies specific to that student and to provide the best opportunity for successful acquisition of expected graduate competencies. A level 2 score or higher must be achieved in order to progress to the next level/ term of nursing courses. Students who fail to attain the score of 95% predictability on the Comprehensive Predictor Exam will be placed on a remediation plan until repeated performance of score attainment is successfully achieved in accordance with expectations outlined in the course syllabus. Students will be allowed to retake NSG 434 one time if needed.

Program Dismissal Appeal

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

NURSING COURSE DESCRIPTIONS

NSG 303 Transition to Professional Nursing (3)

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

NSG 304 Pharmacology (3) (RN to BSN Completion program only)

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

NSG 306 Health Assessment (3) (RN to BSN Completion program only)

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

NSG 309 Introduction to Nursing Informatics (1)

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

NSG 311 Introduction to Professional Nursing (3)

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

NSG 312 Medical Language and Academic Preparation for Nursing (2)

This Level 1 course focuses on principles of medical word building to develop the necessary medical vocabulary used in health care settings and introduces essential skills required for success in the nursing profession. Students will study, analyze, and interpret root words, prefixes, and suffixes with an emphasis on pronouncing, spelling, and defining accepted medical terms. A nursing academic readiness program and test taking strategies seminar are integrated. Corequisite: NSG 311, NSG 313

NSG 313 Nursing Competency I (1)

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

NSG 314 Health Assessment Across the Lifespan (3)

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

NSG 315 Health Assessment Across the Lifespan Clinical Lab (1)

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

NSG 316 Nursing Pharmacology I (2)

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

NSG 317 Nursing Competency II (1)

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

NSG 318 Fundamental Concepts of Nursing (4)

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

NSG 319 Fundamental Concepts of Nursing Clinical Lab (2)

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

NSG 324 Evidence-based Practice and Quality Improvement for the Professional Nurse (2)

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

NSG 326 Nursing Pharmacology II (2)

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

NSG 327 Nursing Competency III (1)

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

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

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

NSG 340 Psychiatric/Mental Health Nursing (5)

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

NSG 345 Perspectives on Healthy Aging (2)

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

NSG 351 Adult Health Concepts II (7)

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

NSG 360 Population Health (5)

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

NSG 361 Pediatric Nursing (4)

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

NSG 400 Management of Common Health Alterations (5)

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

NSG 401 Management of Common Health Alterations Practicum (4)

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

NSG 402 Management of Common Health Alterations Competency (1)

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

NSG 403 Management of Complex Health Alterations I (5)

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

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

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

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

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

NSG 406 Management of Complex Health Alterations II (4)

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

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

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

NSG 408 Management of Complex Health Alterations II Competency (1)

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

NSG 409 Maternal Newborn Nursing (4)

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

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

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

NSG 432 Integrated Nursing Concepts Internship (3)

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

NSG 433 Integrated Nursing Concepts Competency (1)

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

NSG 434 Professional Practice Seminar (1)

This Level 3 course focuses on leadership and management-related concepts necessary to provide care to clients across healthcare systems, as well as transitioning from student to entry-level professional nurse. Attendance at an NCLEX-RN review

course is an integral component of this course. Passage of a comprehensive exit examination is required for successful course completion. Prerequisites: NSG 432; Corequisite: NSG 435, NSG 436.

NSG 435 Professional Practice Internship (3)

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

NSG 436 Professional Practice Competency (1)

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

NSG 441 Capstone (3)

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

NSG 442 Senior Nursing Capstone (7)

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

NSG 445 Senior Seminar (1)

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

NSG 452 Population Health (3)

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

NSG 453 Population Health Clinical Practicum (2)

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

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

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

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

Provides students with clinical experiences in coordinating care for individuals and families within and across levels of care. The student works with leaders to understand the importance of health policy, finance, and regulatory environments, and how these influence professional nursing practice. Two credit hours clinical. This course must be taken concurrently with NSG462. This course is for the RN-BSN student only.

COLLEGE OF HEALTH PROFESSIONS

Administration

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

Faculty

Name	Title
Antionette Beckley	Assistant Professor, Respiratory Care
Lauren Brown	Instructor, Radiation Therapy
Michael Bunyard	Associate Professor of Practice, Health Administration
Katie Cody	Assistant Professor, Diagnostic Medical Sonography
Vacant	Instructor (MP), Medical Radiography
Leah Greene	Assistant Professor, Health Administration
Parker Harris	Assistant Professor of Practice, Health Administration
Jan Hill	Assistant Professor, Health Administration
Abby Kurtz	Associate Professor, Diagnostic Medical Sonography
Lia Lanksy	Assistant Professor of Practice, Health Administration
Rashari Mitchell	Instructor, Surgical Technology
Jared Moses	Assistant Professor of Practice, Health Administration
Elizabeth Pickens	Instructor, Medical Radiography
Nikki Robinson	Instructor, Nuclear Medicine Technology
Vernita Thornton	Associate Professor of Practice, Health Administration
William Tuttle	Associate Professor of Practice, Health Administration
Ann Marie Wallace	Assistant Professor of Practice, Health Administration
Mallory Weichel	Instructor (AS), Neurodiagnostic Technology
Dana Wiley	Assistant Professor, Medical Laboratory Science

PHILOSOPHY

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

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

GOAL

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

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

PROFESSIONAL CREDENTIALS

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

Diagnostic Medical Sonography Professional Credentials

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

Medical Laboratory Science Professional Credentials

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

Medical Radiography Professional Credentials

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

Neurodiagnostic Technology Professional Credentials

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

Nuclear Medicine Technology Professional Credentials

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

Radiation Therapy Professional Credentials

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

Respiratory Care Professional Credentials

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

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

Surgical Technology Professional Credentials

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

CLINICAL ASSIGNMENTS INFORMATION

CPR CERTIFICATION

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

CRIMINAL BACKGROUND CHECK

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

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

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

IMMUNIZATION AND EDUCATIONAL REQUIREMENTS

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

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

PROFESSIONAL ATTIRE

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

TRANSPORTATION

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

ALLIED HEALTH SCIENCE COURSE DESCRIPTIONS

ALLIED HEALTH SCIENCE

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

COURSE DESCRIPTIONS

AHS 202 Medical Terminology for the Health Sciences (2)

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

AHS 205 Collaboration for Quality in Interprofessional Care (1)

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

AHS 310 Medical Informatics (1)

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

AHS 390 Clinical Leadership for Health Sciences Professionals (3)

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

INTERDISCIPLINARY COURSES

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

COURSE DESCRIPTIONS

IDC 410 Applied Clinical Research (6)

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

DIAGNOSTIC MEDICAL SONOGRAPHY

MISSION

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

PROGRAM LEARNING OUTCOMES

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

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

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

ACCREDITATION OF THE PROGRAM

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

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

TECHNICAL STANDARDS FOR DIAGNOSTIC MEDICAL SONOGRAPHY

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

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

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

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

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

Analytical Skills / Critical Thinking

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

Intellectual-Conceptual

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

Communication

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

Hearing and Vision

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

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

Fine Motor Skills

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

Tactile

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

Behavioral and Social Attributes

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

Mobility

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

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

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

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

MINIMUM CRITERIA TO APPLY

The minimum criteria to apply to the DMS Program are:

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

APPLYING TO THE PROGRAM

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

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

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

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

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

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

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

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program. To be competitive in the selection process, applicants should maintain a cumulative college GPA of 3.50 or above and earn a B or better in all program prerequisite courses.

PROGRAM SELECTION PROCESS

The DMS Selection Committee will evaluate all applications submitted prior to the published deadline. All applicants who meet the minimum criteria to apply to the DMS Program will be extended a selection interview offer. To be competitive in the

selection process, applicants should maintain a cumulative college GPA of 3.5 or above and earn a B in all program prerequisite courses. Class size is limited, and the selection process is competitive. **Student selection into the program occurs during the summer term between the freshman and sophomore academic year.**

Selection to the DMS program is based on the following:

- Academic potential for success from the academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the program prerequisite courses.
- Past failures affecting cumulative college GPA and cumulative program prerequisite course GPA may impact selection into the program. Each file will be considered individually.
- Preference may be given to qualified applicants completing courses at Baptist University.
- A personal interview will be required of each applicant. Students will be evaluated on their educational experience, academic potential, personal characteristics, and professional goals and knowledge of the DMS profession.

The applicant's academic records (i.e., transcripts) will be reviewed to determine the applicant's cumulative college GPA and cumulative program prerequisite GPA. There will be no rounding in the calculation of the GPAs. Pass and satisfactory grades will not be included in the calculation of the GPAs. In-progress or pending courses will not be included in the calculation of the GPAs.

Program prerequisite courses are the general education and health studies course listed in the DMS program sample degree plan. Students are required to complete a minimum of 24 hours of program prerequisite courses, which must include the courses marked with an asterisk on the DMS program sample degree plan. Students are not required to complete all program prerequisite courses prior to applying to the DMS program.

The Academic Score accounts for 67% of the selection score.

- Cumulative college GPA score and cumulative program prerequisite course GPA score will be combined for a final academic score.
- The maximum final academic score is 16 points.

The Interview Score accounts for 33% of the selection score.

- Applicants will be interviewed for approximately 20 – 30 minutes.
- Applicants will be evaluated on educational experience, academic potential, personal characteristics, professional goals, knowledge of the profession, and overall impression.
- A rubric will be used to score the personal interview.
- The maximum final interview score is 8 points.

Final Selection Score

- The sum of the final academic score and the final interview score = the final selection score
- The final selection score may be adjusted based on the following:
 - Students who complete program prerequisite courses at Baptist University will receive additional points to the selection score. The additional points are based on the following scale:
 - 1 point = ≥ 21 credit hours
 - 0.5 points = 12 – 20 credit hours
 - 0.25 points = 1 – 11 credit hours
 - Students who demonstrate course failures in previous college work will receive deductions from the selection score. The deduction of points is based on the following scale:

1 point per course failure occurrence within the past 5 years

Notification of Selection:

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

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

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

PROGRAM PROBATION

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

REMOVAL OF PROGRAM PROBATION

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

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Diagnostic Medical Sonography Program or fails on the second attempt of the same professional level course will be dismissed from the program.

Professional-level courses are those identified on the degree plan or on a student's delayed progression plan with a DMS prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

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

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

DEGREE REQUIREMENTS FOR BACHELOR OF HEALTH SCIENCES IN DIAGNOSTIC MEDICAL SONOGRAPHY

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

Degree Plan Subject to Change.

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

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

DIAGNOSTIC MEDICAL SONOGRAPHY COURSE DESCRIPTIONS

DMS 300 Introduction to Sonography and Patient Care (3)

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

DMS 310 Foundations of Diagnostic Medical Sonography (3)

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

DMS 320 Sonographic Research I (1)

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

DMS 321 Sonographic Research II (1)

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

DMS 353 General Sonography I (3)

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

DMS 354 General Sonography II (3)

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

DMS 355 General Sonography III (3)

Study and application of diagnostic medical Sonography with a focus on pediatric examinations. Topics to include anatomy, physiology, pathology, examination techniques, clinical symptoms, and sonographic appearance of various pediatric examinations. Gastrointestinal tract, neonatal head and spine, and pediatric hip will be covered. Three hours lecture per week. *Prerequisite: DMS 353 General Sonography I.*

DMS 380 Vascular Sonography I (3)

Study and application of diagnostic medical sonography with a focus on cardiovascular hemodynamics and the peripheral venous systems. Topics to include anatomy, physiology, pathology, clinical symptoms, risk factors, examination techniques, sonographic appearance, the diagnosis and treatment of vascular disorders, correlative imaging, and quality assurance. Two hours lecture, three hours lab per week. *Prerequisite: DMS 310 Foundations of Diagnostic Medical Sonography.*

DMS 381 Vascular Sonography II (3)

Continuation of Vascular Sonography I with a focus on abdominal vasculature and the cerebrovascular system. Topics to include anatomy, physiology, pathology, clinical symptoms, risk factors, examination techniques, sonographic appearance, and the diagnosis and treatment of vascular disorders. Two hours lecture, three hours lab per week. *Prerequisite: DMS 380 Vascular Sonography I.*

DMS 382 Vascular Sonography III (3)

Continuation of Vascular Sonography II with a focus on the peripheral arterial systems. Topics to include anatomy, physiology, pathology, clinical symptoms, risk factors, duplex and physiologic examination techniques, sonographic appearance, and diagnosis and treatment of vascular disorders. Two hours lecture, three hours lab per week. *Prerequisite: DMS 381 Vascular Sonography II.*

DMS 392 Introduction to Clinical Practice (3)

Introduction to clinical experience in assigned clinical settings. Students will obtain clinical experience through active participation in the clinical setting with exposure to a variety of sonographic examinations and patient populations. Sixteen hours of clinic per week. *Prerequisite: BIO 320 Cross Sectional Anatomy, DMS 300 Introduction to Sonography and Patient Care.*

DMS 393 Clinical Practicum I (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Prerequisite: DMS 392 Introduction to Clinical Practice.*

DMS 400 Capstone Seminar (1)

A senior capstone course that focuses on development of a career portfolio, presentation of research, and professional development. One hour of lecture per week. Four (4) hours of clinical research per week. *Prerequisite: DMS 321 Sonographic Research II.*

DMS 436 Physical Principles of Ultrasound and Instrumentation I (3)

Designed to provide the theoretical and practical concepts of ultrasound and Doppler instrumentation. The course focuses on ultrasound terminology, sound wave concepts, knobology, transducers, ultrasound imaging systems, beam patterns, and tissue mechanics. Two hours lecture, three hours lab per week. *Prerequisite: DMS 300 Introduction to Sonography and Patient Care, PHY 200 Physics I.*

DMS 437 Physical Principles of Ultrasound and Instrumentation II (3)

Continuation of Physical Principles of Ultrasound and Instrumentation I. The course focuses on beam and image artifacts, arterial and venous hemodynamics, Doppler effects, system performance testing, bioeffects, and advanced concepts. Emphasizes the different uses of sonography in the clinical setting and operation of equipment. Two hours lecture, three hours lab per week. *Prerequisite: DMS 436 Physical Principles of Ultrasound and Instrumentation I.*

DMS 462 Obstetrical and Gynecological Sonography I (3)

The study and application of diagnostic medical sonography related to the reproductive organs of the female and first trimester obstetrical sonography. Topics to include anatomy, pathology, image production and interpretation, examination techniques, and differential diagnosis. Two hours lecture, three hours lab per week. *Prerequisite: DMS 355 General Sonography III.*

DMS 463 Obstetrical and Gynecological Sonography II (3)

Continuation of Obstetrical and Gynecological Sonography I with emphasis on second trimester, third trimester, maternal, and fetal complications involved in obstetrical sonography. The course will include specific indications for obstetrical ultrasound examinations, interpretation of lab values, pathophysiology, image analysis, and differential diagnosis. Two hours lecture, three hours lab per week. *Prerequisite: DMS 462 Obstetrical and Gynecological Sonography I.*

DMS 474 Cardiovascular Hemodynamics and Physiology (1)

The study and application of diagnostic medical sonography related to the cardiovascular system. The course focuses on cardiovascular anatomy, sonographic appearance, physiology, hemodynamics, indications, systolic and diastolic function, coronary artery disease, and EKG. One hour lecture per week.

DMS 475 Cardiac Sonography I (3)

The study and application of diagnostic medical sonography related to adult echocardiography. Topics will include native and prosthetic heart valve diseases, endocarditis, pericardial diseases, cardiac masses, aortic diseases, cardiomyopathy, systemic diseases, transplant, cardiac devices, sonographic appearance, and performing a transthoracic echocardiogram. Two hours lecture, three hours lab per week. *Prerequisite: DMS 474 Cardiovascular Hemodynamics and Physiology.*

DMS 476 Cardiac Sonography II (3)

Continuation of Cardiac Sonography I with a focus on embryology, congenital defects, quality assurance and lab accreditation, athletic and pregnancy heart, echocardiography guided procedures, advanced techniques, strain, contrast, stress, transesophageal, and 3D/4D echocardiography, correlative imaging, electrocardiography and radionuclide stress testing, lab testing, sonographic appearance, and performing a transthoracic echocardiogram. Two hours lecture, three hours lab per week. *Prerequisite: DMS 475 Cardiac Sonography I.*

DMS 495 Clinical Practicum II (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Prerequisite: DMS 393 Clinical Practicum I.*

DMS 496 Clinical Practicum III (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Prerequisite: DMS 495 Clinical Practicum II.*

DMS 497 Clinical Practicum IV (4)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Prerequisite: DMS 496 Clinical Practicum III.*

DMS 498 Clinical Practicum V (5)

Continuation of clinical experience through active participation in the clinical setting. Students will engage in and perform a variety of sonographic examinations. Required clinical competencies will be completed. Twenty-four hours of clinic per week. *Prerequisite: DMS 497 Clinical Practicum IV.*

Baptist University offers online ultrasound courses to registered sonographers who want to build their skills and knowledge in additional ultrasound specialties.

ONLINE ULTRASOUND COURSE DESCRIPTIONS

ULT 400 Ultrasound Physics (3)

Exploration of physical principles essential to diagnostic medical sonography. Topics to include theoretical and practical concepts of ultrasound and Doppler instrumentation, with an emphasis on sound waves, ultrasound transducers, imaging systems, image optimization, artifacts, Doppler and hemodynamic principles, bioeffects, and quality assurance. Three hours lecture per week.

ULT 401 Vascular Technology I (3)

Study and application of vascular sonography principles with a focus on cardiovascular hemodynamics, abdominal vasculature, and the cerebrovascular system. Topics to include anatomy, physiology, pathology, examination techniques, the diagnosis and treatment of vascular disorders, correlative imaging, and quality assurance. Three hours lecture per week.

ULT 402 Vascular Technology II (3)

Continuation of Vascular Technology I with a focus on the peripheral venous and arterial systems. Topics to include anatomy, physiology, pathology, duplex and physiologic examination techniques, and the diagnosis and treatment of vascular disorders. Three hours lecture per week. *Prerequisite: ULT 401 Vascular Technology I.*

ULT 405 Adult Echocardiography I (3)

Study and application of cardiac sonography principles and techniques with a focus on adult echocardiography. Topics to include anatomy, hemodynamics and physiology, valve assessment, pathology, clinical symptoms, examination techniques, and sonographic appearance. Three hours lecture per week.

ULT 406 Adult Echocardiography II (3)

Continuation of Echocardiography I. Topics to include evaluation of cardiac pathologies and congenital defects, sonographic appearance, clinical indications, correlative imaging and specialized echocardiography applications. Three hours lecture per week. *Prerequisite:* ULT 405 Adult Echocardiography I.

ULT 410 Fetal Echocardiography (3)

Study and application of cardiac sonography principles and techniques with a focus on fetal echocardiography. Topics to include cardiac embryology, fetal circulation, anatomy and physiology, congenital and acquired pathology, hemodynamics, sonographic appearance, and examination techniques. Three hours lecture per week.

ULT 415 Abdominal Extended Sonography I (3)

Study and application of diagnostic medical sonography with a focus on abdominal and retroperitoneal structures. Topics to include anatomy, physiology, pathology, examination techniques, clinical symptoms, risk factors, and sonographic appearances. Three hours lecture per week.

ULT 416 Abdominal Extended Sonography II (3)

Study and application of diagnostic medical sonography with a focus on soft tissues, superficial structures of the neck, male reproductive organs, the GI tract, and other abdominal extended applications. Topics to include anatomy, physiology, pathology, examination techniques, clinical symptoms, risk factors, and sonographic appearances. Three hours lecture per week.

ULT 420 Pediatric Sonography I (3)

Study and application of pediatric sonography with a focus on neonatal head, neonatal spine, pediatric hip and pediatric bowel. Topics to include anatomy, physiology, pathology, congenital variants, clinical symptoms, sonographic appearances and examination techniques. Three hours lecture per week.

ULT 421 Pediatric Sonography II (3)

Study and application of pediatric sonography with a focus on abdominal organs and structures, genitourinary systems, thyroid, neck, and chest. Topics to include anatomy, physiology, pathology, congenital variants, clinical symptoms, sonographic appearances and examination techniques. Three hours lecture per week.

ULT 425 Breast Sonography (3)

Study and application of breast sonography. Topics to include anatomy, physiology, pathology, clinical assessment, correlative imaging, scanning techniques, emerging technologies, interventional procedures, and treatment options. Three hours lecture per week.

ULT 430 Musculoskeletal Sonography I (3)

Study and application of musculoskeletal sonography, with a focus on the connective tissues, muscles, and nerves of the upper extremity. Topics to include an overview of musculoskeletal ultrasound as well as the anatomy, physiology, scanning techniques, and pathology of the shoulder, elbow, wrist, and hand. Three hours lecture per week.

ULT 431 Musculoskeletal Sonography II (3)

Continuation of Musculoskeletal Sonography I, with a focus on the connective tissues, muscles, and nerves of the lower extremity. Topics to include the anatomy, physiology, scanning techniques, and pathology of the hip, groin, pelvis, knee, ankle, foot, abdominal wall, and chest wall. Ultrasound-guided interventional procedures will also be covered. Three hours lecture per week. *Prerequisite:* ULT 430 Musculoskeletal Sonography I

HEALTH ADMINISTRATION PROGRAM

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

MISSION

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

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

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

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

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

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

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

Excellence – Strives to achieve their fullest potential and to foster the same ability in others as individuals and in teams. **Skill** – Holds oneself accountable for developing the behavioral and technical skills required for professionals in healthcare administration.

PROGRAM LEARNING OUTCOMES

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

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

HEALTH ADMINISTRATION PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

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

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

Program Process once a student has been put on Program Probation

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

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

Removal of Program Probation

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

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

Program Dismissal

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

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

Program Dismissal Appeal

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

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN HEALTH ADMINISTRATION

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

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

Health Administration Major Courses

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

MINORS IN HEALTH ADMINISTRATION

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

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

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

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

HEALTH ADMINISTRATION COURSE DESCRIPTIONS

ACC 101 Principles of Accounting (3)

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

HCM 303 Professionalism for Healthcare Administrators (1)

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

HCM 305 Principles of Health Administration (3)

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

HCM 325 Health Care Marketing (3)

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

HCM 330 Human Resource Management (3)

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

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

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

HCM 350 Organizational Behavior and Development (3)

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

HCM 355 Information Systems Project Management (3)

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

HCM 359 Health Care Data Analysis (3)

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

HCM 360 Quality Improvement in Health Care (3)

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

HCM 365 The Ethics of Health Informatics (3)

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

HCM 369 Health Informatics and Information Management (3)

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

HCM 370 Health Care Finance (3)

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

HCM 395 Internship (3)

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

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

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

HCM 405 Health Care Data Mining (3)

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

HCM 425 Health Administration Information Systems (3)

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

HCM 440 Law and Policy in Health Care (3)

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

HCM 445 Quantitative Methods for Health Care Management (3)

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

HCM 446 Business Methods for Health Care Management (1)

Students will utilize electronic tools including spreadsheet and database software/apps to demonstrate statistical, financial, economic, and analytic analysis techniques used in managerial and administrative decision making. *Prerequisites:*

Undergraduate Statistics (e.g. MAT 211) and HCM 305. *Pre or co-requisites:* HCM 370 and HCM 425.

HCM 450 Strategic Management (3)

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

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

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

HCM 475 Operations Management in Health Care (3)

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

HCM 480 Strategic Management and Leadership (4)

The course applies previously learned principles from across the curriculum to formulate strategic responses to issues healthcare administrators face. Topics include strategic management principles, mission integration in strategic planning, leadership, crisis communication, organizational capability analysis, and the development and implementation of business plans. Students will work in a team to prepare and present a capstone project that addresses a comprehensive case study and/or proposal for a new business venture that incorporates strategies and techniques learned throughout the curriculum.

Prerequisites: Senior standing and completion of all HCM/POH program required courses except HCM 395 Internship and HCM 485 Senior Seminar. *Co-requisite:* HCM 496 Capstone.

HCM 485 Senior Seminar (1)

This course provides students with an opportunity to reflect on their managerial internship experience at a healthcare setting and to contextualize their experiences within the larger healthcare field. Students will work in small groups to help one another problem solve issues that occur during their internship experience by applying course work knowledge and skills.

Students will discuss the potential impact of current trends in healthcare practice on their current experience and on future experiences beyond their college experience. Students will prepare their program portfolio and will participate in mock experiences to prepare them for post-graduation work. *Pre-requisites:* Senior standing and completion of all HCM/POH program required courses except HCM 480 Strategic Management and Leadership and HCM 496 Capstone. *Co-requisites:* HCM 395 Internship.

HCM 495 Capstone Directed Study Intensive (3)

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

Prerequisite: HCM 445

HCM 496 Capstone (1)

This course serves as a culminating capstone experience in which students are expected to apply knowledge and skills gained from their undergraduate experience as a whole and from the program specifically to solve a current healthcare management problem. This course provides students with the opportunity to demonstrate their ability to think critically, to synthesize information from multiple areas of healthcare practice, to integrate content across the multiple skills and practices areas expected of healthcare managers, to work in a team, and to transition from student to practicing professional.

Prerequisite: Senior standing and completion of all HCM/POH program required courses except HCM 395 Internship and HCM 485 Senior Seminar. *Co-requisite:* HCM 480 Strategic Management and Leadership.

MEDICAL IMAGING SCIENCES

MISSION

The mission of the Medical Imaging Sciences baccalaureate completion program is to provide a pathway for career advancement opportunities in the field of radiological sciences.

PROGRAM LEARNING OUTCOMES

Graduates/Students of the program will:

- Develop the knowledge necessary for advancement in a health care career.
- Demonstrate problem solving and critical thinking skills.
- Exhibit professionalism.

TECHNICAL STANDARDS FOR MEDICAL IMAGING SCIENCES

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

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

To qualify for the BHS – MIS degree (medical imaging concentration), future training, and subsequent credentialing, the candidate must demonstrate competency in ten requisites areas: communication; analytical skills/critical thinking; hearing; vision; smell; motor skills; behavioral; environmental tolerance; professional attitudes and interpersonal skills; and technological. Students are required to demonstrate said competencies to provide safe and effective medical radiographic examinations in a wide variety of clinical environments.

The national board examination for computed tomography and magnetic resonance imaging may have more stringent technical standards than outlined in this document.

To qualify for the BHS-MIS degree (leadership concentration) and future training, the candidate must demonstrate competency in ten requisites areas: communication; analytical skills/critical thinking; hearing; vision; smell; motor; behavioral; environmental tolerance; professional attitudes and interpersonal skills; and technological. Students are required to demonstrate said competencies to provide safe and effective leadership in a wide variety of clinical environments.

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

BHS MEDICAL IMAGING SCIENCES, WITH A CONCENTRATION IN IMAGING SCIENCES, TECHNICAL STANDARDS

Communication

Ability to communicate with a diverse population and the ability to be easily understood. Reading, writing, and documenting patient information accurately is required.

- Communicate with clear dictation and in a concise manner to patients, visitors, and other healthcare professionals.
- Read, type, and write appropriate instructions and documentations in patients' medical records accurately.
- Elicit information and cooperation in order to obtain patient history, give breathing instructions.
- Describe changes in a patient's mood, activity, and posture.
- Perceive nonverbal communication such as pain, lack of comprehension.
- Recognize and report critical patient information to other caregivers.

Analytical Skills/Critical Thinking

Analytical skills sufficient to process information, to transfer knowledge from one situation to another, and to prioritize tasks. Critical thinking ability sufficient for safe, clinical judgment.

- Organize and accurately perform in proper sequence the steps required for radiographic procedures.
- Ability to quickly assess patients' conditions and other emergent situations, determine appropriate courses of action, request assistance or delegate responsibilities to coworkers, and/or respond as needed.
- Understand the spatial relationship of anatomic structures and comprehend three-dimensional relationship in order to perform radiographic procedures.
- Critical Thinking/ability sufficient for clinical judgement such as modification of radiographic procedures and/or technical factors to accommodate patient age/or condition.

Hearing

Auditory ability sufficient to monitor and assess patient needs, to detect and respond to alarms, emergency signals, and cries for help.

- Ability to understand, and respond appropriately to comments, questions, and instructions given in person, over the phone, or from a distance including those given when personnel are wearing surgical masks.
- Ability to hear various equipment and background sounds during equipment operations.
- Hear normal speaking level sounds, auscultatory sounds, and auditory alarms such as monitors, fire alarms, call bells, emergency signals, and cries for help.

Vision

Visual ability sufficient for observation and assessment necessary for the care of patients and operation of equipment.

- Visually monitor patients in low levels of light.
- View anatomy and appropriate imaging techniques on radiographic images displayed on within a low light environment.
- Observe and evaluate patient's body habitus, image receptor sizes and selection of appropriate radiographic exposure factors.
- Observe the results of certain stimuli such as medication reaction or patient's skin color changes such as cyanosis or pallor.
- Distinguish between different shades of gray on radiographs.
- Read patient identification and medical records on computer screens.

Smell

Olfactory ability sufficient to detect significant environmental and patient odors.

- Detect odors from patient (foul smelling drainage, alcohol breath).
- Detect burning and/or smoke.

Motor Skills

Motor abilities required for radiography include fine muscular movements, equilibrium, strength, and functional use of all combined senses for the safe handling of patients, self, and equipment.

- Regularly reach up to six (6) feet off the floor in order to manipulate radiographic equipment.
- Push, pull, or lift fifty (50) pounds of weight.
- Transfer immobile patients from stretcher to radiographic table with some assistance from other personnel.
- Push standard and oversized patient wheelchairs, as well as mobile x-ray equipment to and from various areas.
- Standing for extended periods of time along with frequent bending and kneeling.
- Wearing a five (5) pound lead apron for extended periods of time.
- Manual dexterity for patient positioning and with accessory devices and equipment controls.

Behavioral

Emotional and mental health sufficient to establish interpersonal boundaries, to perform multiple tasks concurrently, to handle strong emotions, and accept responsibility/accountability for actions.

- Deliver unbiased patient care.
- Establish rapport with patients, healthcare workers, instructors and peers.
- Ability to calmly and respectfully cope in stressful situations, emergency situations, or in situations involving other personnel.
- Accept constructive and professional criticism.
- Follow all program, university, and clinical site policies.
- Ability to maintain confidentiality at all times.

Environmental Tolerance

Radiography students may be exposed to communicable diseases and/or blood and body fluids, toxic substances, medical preparations, latex, and ionizing radiation.

- May care for patients with a communicable disease and shall provide all care using universal precautions.
- Possible exposure to chemicals, irritants, and latex and follow safety and health protection guidelines.
- May be exposed to ionizing radiation and shall follow radiation protection guidelines at all times.
- Ability to work in a noisy environment with frequent interruptions.

Professional Attitudes and Interpersonal Skills

Present with professional appearance and demeanor; follow instructions and safety protocols and maintain a positive attitude. Demonstrate honesty and integrity.

- Possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds.
- Maintain professional boundaries.
- Display flexibility and adaption while working with diverse populations.
- Effectively work within a team and workgroups.
- Exhibit ethical behaviors and exercise good judgement.

Technological

Adaptability and skills to utilize current electronic, digital, and medical technologies.

- Utilize keyboard or touchscreens for selection and inputting of clinical data into consoles, computers and charts.
- Adapt to changing technology within the medical field.

BHS MEDICAL IMAGING SCIENCES, WITH A CONCENTRATION IN LEADERSHIP, TECHNICAL STANDARDS

Communication

Ability to communicate with a diverse population and the ability to be easily understood. Reading, writing, and documenting patient information accurately is required.

- Communicate with clear dictation and in a concise manner to patients, visitors, and other healthcare professionals.
- Read, type, and write appropriate instructions and documentations in patients' medical records accurately.
- Elicit information and cooperation in order to obtain patient history, give breathing instructions.
- Describe changes in a patient's mood, activity, and posture.
- Perceive nonverbal communication such as pain, lack of comprehension.
- Recognize and report critical patient information to other caregivers.

Analytical Skills/Critical Thinking

Analytical skills sufficient to process information, to transfer knowledge from one situation to another, and to prioritize tasks. Critical thinking ability sufficient for safe, clinical judgment.

- Organize and accurately perform in proper sequence the steps required for radiographic procedures.
- Ability to quickly assess patients' conditions and other emergent situations, determine appropriate courses of action, request assistance or delegate responsibilities to coworkers, and/or respond as needed.
- Understand the spatial relationship of anatomic structures and comprehend three-dimensional relationships in order to perform radiographic procedures.
- Critical Thinking/ability sufficient for clinical judgement such as modification of radiographic procedures and/or technical factors to accommodate patient age/or condition.

Hearing

Auditory ability sufficient to monitor and assess patient needs, to detect and respond to alarms, emergency signals, and cries for help.

- Ability to understand, and respond appropriately to comments, questions, and instructions given in person, over the phone, or from a distance including those given when personnel are wearing surgical masks.
- Ability to hear various equipment and background sounds during equipment operations.
- Hear normal speaking level sounds, auscultatory sounds, and auditory alarms such as monitors, fire alarms, call bells, emergency signals, and cries for help.

Vision

Visual ability sufficient for observation and assessment necessary for the care of patients and operation of equipment.

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Smell

Olfactory ability sufficient to detect significant environmental and patient odors.

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- Display flexibility and adaption while working with diverse populations.
- Effectively work within a team and workgroups.
- Exhibit ethical behaviors and exercise good judgement.

Technological

Adaptability and skills to utilize current electronic, digital, and medical technologies.

- Utilize keyboard or touchscreens for selection and inputting of clinical data into consoles, computers and charts.
- Adapt to changing technology within the medical field.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

PROGRAM PROBATION

A student who fails to perform satisfactorily in a professional-level course in the Medical Imaging Sciences Program will be placed on Program Probation. Professional-level courses are those listed on the degree plan as part of the Major Courses.

REMOVAL OF PROGRAM PROBATION

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

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Medical Imaging Sciences Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those listed on the degree plan as part of the Major Courses.

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN MEDICAL IMAGING SCIENCES (MIS) COMPLETION PROGRAM

Applicants who meet the admission criteria for Baptist University and who hold a valid RT(R) ARRT credential or a valid RT(N)ARRT or CNMT(NMTCB) credential will receive block credit of 54 credit hours. Additionally, the completion program requires a total of 52 General Education credit hours and a total of 15 credit hours in Medical Imaging Concentration or Leadership Concentration. A list of the block credit, the General Education, and the major courses are listed below:

*Block Credit for (RT)ARRT		
Course #	Course Title	Credit Hours
BIO 201	Anatomy & Physiology I	4
BIO 202	Anatomy & Physiology II	4
RAD 200	Introduction to Medical Radiography Clinical Practicum	2
RAD 210	Patient Care in Radiologic Sciences	2
RAD 249	X-Ray Production	3
RAD 221	Radiographic Procedures I & Lab	2
RAD 320	Radiographic Procedures II & Lab	2
RAD 322	Radiographic Procedures III & Lab	2
RAD 333	Radiation Physics	2
RAD 350	Image Acquisition & Lab	2
RAD 351	Image Analysis & Lab	2
RAD 390	Clinical Practicum I	4
RAD 393	Clinical Practicum II	4
RAD 394	Clinical Practicum III	4
RAD 439	Radiation Biology and Protection	2
RAD 454	Comparative Pathology	3
RAD 472	Radiologic Technology Symposium	3
RAD 484	Digital Imaging	3
RAD 490	Clinical Practicum IV	4
Total		54

*Block Credit for RT(N)ARRT or CNMT(NMTCB)		
Course #	Course Title	Credit Hours
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
CHE 115	General Chemistry	4
NMT 311	Patient Care in Nuclear Medicine	2
NMT 314	Foundations of Nuclear Medicine	3
NMT 322	Clinical Procedures I	2
NMT 334	Nuclear Medicine Physics and Instrumentation	3
NMT 393	Clinical Practicum I	4
NMT 425	Clinical Procedures II	2
NMT 442	Clinical Procedures III	2
NMT 451	Nuclear Cardiology	3
NMT 452	Advanced Cardiology	1
NMT 453	PET Instrumentation and Protocols	3
NMT 454	Nuclear Pharmacy	2
NMT 455	Radionuclide Therapies	1
NMT 490	Clinical Practicum II	5
NMT 496	Clinical Practicum IV	5
NMT 497	Clinical Practicum III	4
Total		54

*Must be RT(R)ARRT or RT(N)ARRT or CNMT(NMTCB) certified no later than start of concentration course.

General Education		
Course #	Course Title	Credit Hours
BIO 301	Pathophysiology	3
BIO/CHE/PHY	Natural Science Elective	4
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
HSC 105	Baptist University Online/Completion Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320	Research for Health Professionals	3
MAT 110/ MAT 240	College Algebra/Elements of Calculus	3
MAT 211	Statistics	3
PHI 201, 202, or 301	Philosophy Elective	3
PHY 200	Physics I	4
PHY 205	Physics II	4
PSY 201	General Psychology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		52

Major Courses CT/MRI Concentration		
Medical Imaging Concentration		
Course #	Course Title	Credit Hours
IDC 410	Applied Clinical Research	6
RAD 481	CT Instrumentation Physics	2
RAD 483	CT Procedures and Protocols	2
RAD 494	MR Instrumentation & Physics	2
RAD 495	MRI Procedures and Protocols	3
Total		15
Total Credit Hours		121

Major Courses Leadership Concentration		
Course #	Course Title	Credit Hours
HCM 305	Principles of Health Administration	3
HCM 360	Quality Improvement in Health Care	3
HCM or IDC	Must take 9 hours of electives – see listing	9
Total		15
Total Credit Hours		121

Electives for Leadership Concentration		
Course #	Course Title	Credit Hours
HCM 350	Organizational Behavior and Development	3
HCM 355	Information Systems Project Management	3
HCM 369	Health Informatics and Information Management	3
HCM 400	Health Care Information Systems and Health Policy	3
HCM 440	Law and Policy in Health Care	3
HCM 480	Strategic Management and Leadership	4
IDC 410	Applied Clinical Research	6

MEDICAL LABORATORY SCIENCE

MISSION

The mission of the Baptist University Medical Laboratory Science (MLS) program is in alignment with the mission of the University.

The MLS program mission is to provide:

- Exemplary laboratory education.
- Instruction necessary to educate individuals to become skilled, caring healthcare practitioners who value lifelong learning.

In accordance with the mission of the University, educational experiences in the MLS program reflect the importance of a strong general educational foundation and include opportunities for critical thinking, use of technology, effective communication skills and the ability to work effectively with others.

EDUCATION GOALS

1. Maintain a nationally accredited program in medical laboratory science.
2. Implement and promote the rules and regulations of the State of Tennessee Medical Laboratory Board for training programs for medical laboratory personnel.
3. Design and implement a curriculum whereby upon completion of the program the students demonstrate the entry level competencies to gain employment in the MLS or related laboratory field.
4. Provide a program to prepare well trained laboratory professionals who will be eligible to sit for the national certification examinations.
5. Display a commitment to the role and the development of the medical laboratory professional.
6. Develop in the students the necessary interpersonal and communication skills to professionally interact with patients, patients' families, physicians, and other members of the health care team.

MLS PROGRAM LEARNING OUTCOMES

Upon completion of their course of study, graduates of the Medical Laboratory Science program will:

- Perform the full range of clinical laboratory tests in the diagnostic areas appropriate for entry level practice.
- Demonstrate appropriate communication skills, education techniques and a commitment to professionalism.
- Evaluate validity of laboratory test results and take appropriate corrective action.
- Demonstrate an understanding of safety regulations and standard precautions.

CAREER ENTRY LEVEL COMPETENCIES

The graduates of the MLS program will be able to:

1. Perform the full range of clinical laboratory tests in hematology, immunohematology, clinical chemistry, microbiology, serology/immunology, coagulation/hemostasis, urinalysis, molecular, and other emerging diagnostics appropriate for entry level practice.
2. Determine specimen collection, processing and testing priorities, and organize workload according to laboratory priority classifications.
3. Integrate patient data for evaluation of validity of laboratory test results to include: confirm abnormal test results; correlate findings to disease processes; recognize discrepancies in patient results and quality control results and take appropriate corrective action; verify quality control procedures.
4. Evaluate test systems, laboratory procedures, and equipment using basic knowledge and skills in financial, operations, marketing, and human resource management of the clinical laboratory to enable cost effective, high quality, value-added laboratory services.
5. Evaluate published laboratory studies with sufficient knowledge of research design and practice.
6. Implement basic knowledge and skills in information management to enable effective, timely, accurate, and cost-effective reporting of laboratory generated information.

7. Exhibit personal and professional conduct consistent with the Code of Ethics of the American Society of Clinical Laboratory Science.
8. Comply with safety regulations and standard precautions and evaluate quality assurance assessments.
9. Demonstrate appropriate interpersonal and communication skills to professionally interact with patients, patients' families, physicians, and other members of the health care team.
10. Demonstrate education techniques and terminology sufficient to train/educate users and providers of laboratory services.
11. Demonstrate a commitment to the principles and applications of professionalism to address ongoing professional career development and performance improvement.

ACCREDITATION

The MLS program at Baptist University is accredited by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS contact information is 5600 North River Road, Suite 720, Rosemont, Illinois 60018, phone, 773-714-8880, or web address, www.naacls.org.

The granting of the BHS degree in MLS is not contingent upon passing an external certification or licensure exam.

TENNESSEE STATE LICENSURE REQUIREMENT

All medical laboratory personnel and special analysts in Tennessee must hold current Tennessee licensure, unless specifically exempt by statute or rules promulgated by the Tennessee Medical Laboratory Board.

The MLS program at Baptist University has been granted a certificate by the Tennessee Department of Health to conduct and maintain a school for training medical laboratory personnel in the specialty of medical laboratory technologist, general. Tennessee Medical Laboratory Board contact information is Metro Center Complex, 665 Mainstream Drive, Nashville, TN 37423; phone, 615-532-3202, or web address, www.tennessee.gov.

TECHNICAL STANDARDS FOR MEDICAL LABORATORY SCIENCE

The Bachelor of Health Sciences (BHS) degree with a major in Medical Laboratory Science (MLS) from the Baptist Health Science University Allied Health Division indicates the holder is a medical laboratory scientist professional who meets the MLS career entry level competencies. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the BHS-MLS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of clinical practicum training, with or without reasonable accommodations.

The candidate must demonstrate competency in the requisite areas. Students are required to demonstrate said competencies to perform entry level diagnostic tests in the clinical laboratory in a variety of health care facilities. Baptist University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards/essential functions by following the University's policies and procedures and contacting Access Services. A candidate must be able to perform these outlined technical standards/essential functions in an independent manner.

The national board examinations for medical laboratory science may have more stringent technical standards than outlined in this document.

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

Cognitive

Ability to add, subtract, multiply and divide whole numbers and fractions, calculate time, use metric system for measurements, calculate percentages, solve for one variable, set-up and solve ratio and proportion problems, interpret simple statistical data. Ability to comprehend manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings. Ability to synthesize, coordinate, and analyze data standards. Ability to deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret instructions furnished in oral, written, diagrammatic, or schedule form.

Communication

Ability to verbally communicate understandably in English and to understand English when spoken in person or via the telephone. Ability to compose English sentences; write reports using prescribed format and conforming to rules of punctuation, spelling, grammar, diction and style. Ability to follow oral and written instruction to correctly perform laboratory procedures. Ability to listen accurately and have a fine discrimination in sounds.

Environmental

Ability to work indoors, be around moving machinery; factors: fumes, gases, odors, irritating particles, possible exposure to toxic or caustic chemicals, blood and body fluids, noise, radiation or electrical energy, vibration; work in confined spaces, use a computer monitor; work alone, with others, or around others. Lift and move objects weighing up to 20-50 pounds.

Mobility

Ability to maneuver in the laboratory, around instruments, in confined spaces, and in patient rooms. Movement includes utilizing shoulders, arms, and neck; bending; twisting the body; standing; reaching and grasping overhead, in front of the body, and down. Ability to manipulate small objects with fingertips or control adaptive devices. Eye/hand and eye/hand/foot coordination.

Perception

Ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures, and widths and lengths of line; to comprehend forms in space and understand relationships of plane and solid objects; the ability to visualize objects of two or three dimensions.

Personal Traits

Ability to comprehend and follow instruction; perform simple and repetitive tasks; maintain a work pace appropriate to a given work load; relate to other people; perform complex or varied tasks; make generalizations, evaluations or decisions without immediate supervision; accept and carry out responsibility for directions, control and planning. Perform all duties with honesty, integrity, and confidentiality.

Vision

Natural or corrected to 20/20, ability to distinguish red, yellow, and blue colors, distinguish clear from cloudy, and distinguish objects in the range of 1 micron through the microscope.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

APPLYING TO THE PROGRAM

A student is considered to be in the pre-Medical Laboratory Science program once they are admitted to Baptist University and have declared a major. To progress from pre-Medical Laboratory Science to the clinical major, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the fall trimester. Class size is limited and the selection process is competitive.

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

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 22 credit hours of pre-program course work with a C or better, as specified by the Medical Laboratory Science program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program. The selection process to the program is outlined in the Baptist University Catalog.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 2.7 or above. Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the MLS program will evaluate all completed applications beginning in October and until March each year. Applicants with a strong academic background and currently enrolled in Baptist University, or completing preprogram courses at institutions with collaborative or articulation agreements, will be given priority for interviews. Student selection into the program is competitive, and applicants meeting minimum selection criteria are not guaranteed an interview.

Selection to the MLS program is based on the following:

- Academic potential for success.
- Academic strength in previous college coursework, with specific attention given to performance in the preprogram courses.
- Past failures affecting cumulative college GPA and preprogram courses may impact selection into the program. Each file will be considered individually.
- A personal interview will be required of each applicant. Students will be evaluated on personal strengths and knowledge of Medical Laboratory Science program and profession.

Notification of Selection

- Applicants will be notified in writing of selection to the MLS program.

PROGRAM PROBATION

A student who fails to perform satisfactorily (i.e., final course grade of “D”, “F”, or “WF”) in a professional-level course in the Medical Laboratory Science Program will be placed on Program Probation. Professional-level courses are those identified on the degree plan with an MLS prefix code.

REMOVAL OF PROGRAM PROBATION

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

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Medical Laboratory Science Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with an MLS prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

The Medical Laboratory Sciences program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Readmission is dependent on the student's academic and disciplinary records and space availability.
- All MLS courses enrolled in and completed prior to academic dismissal will have to be repeated with a minimum grade of "C".
- Returning students will adhere to the competitive MLS admissions process.
- Students can reapply 1 year following academic dismissal.
- Students will only have one opportunity to be readmitted into the MLS program after program dismissal.
- Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.
- Students who are administratively dismissed are not eligible for readmission to the MLS program.

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

TENNESSEE TRANSFER PATHWAY (TTP)

The TTPs constitute an agreement between community colleges and four-year colleges/ universities confirming that community college courses meet major preparation requirements. Baptist Health Sciences University offers the pathway in PRE-CLINICAL LABORATORY SCIENCES (Medical Technology, Medical Laboratory Sciences).

DEGREE REQUIREMENTS FOR BACHELOR OF HEALTH SCIENCES IN MEDICAL LABORATORY SCIENCE

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 205	Microbiology	4
BIO 110, 120, 201, or 202*	Anatomy and Physiology I and II or General Biology I and II	8
BIO 390	Immunology	3
BIO 401	Special Topics in Biology	1
CHE 115*	General Chemistry I	4
CHE 125*	General Chemistry II	4
CHE 210	Organic Chemistry I	4
CHE 220	Organic Chemistry II or higher level of chemistry	4
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, 204	Literature Elective	3
MAT 110/240*	College Algebra/Elements of Calculus	3
PHI 201, 202, 301	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
HSC 104	Baptist University Experience	1
COM 211/220	Speech Fundamentals/Intercultural Communication	3
HSC 301	U.S. Health Care Systems	3
SOC 201	Medical Sociology	3
	Total	65 Hours
Major Courses		
Course #	Course Title	Credit Hours
MLS 302	Urinalysis	3
MLS 307	Clinical Immunology	3
MLS 322	Clinical Laboratory Techniques	2
MLS 310	Coagulation	3
MLS 315	Hematology I	3
MLS 327	Clinical Microbiology	6
MLS 331	Hematology II	4
MLS 335	Immunohematology	6
MLS 340	Introduction to Clinical Practicum	3
MLS 400	Molecular Diagnostics	2
MLS 405	Clinical Chemistry	6
MLS 411	Clinical Practicum I	3
MLS 417	Senior Seminar	2
MLS 427	Laboratory Research/Management/Education	3
MLS 431	Clinical Practicum II	3
MLS 437	Clinical Parasitology/Mycology/Virology	3
	Total	55 Hours
	Total Credit Hours for Degree Requirement	120 Hours

NOTES: * Indicates courses that must be completed in order to apply for the major. All General Education courses except HSC 104, HSC 301, and SOC 201 are required to be completed prior to beginning MLS major courses.

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

MLT-BHS COMPLETION DEGREE SELECTION PROCESS

A sequence of study for the associate degree medical laboratory technician is available to qualified students who wish to pursue a Bachelor of Health Sciences in Medical Laboratory Science. Documentation of an active, unencumbered MLT certification from a national certification agency recognized by the Tennessee Medical Laboratory Board must be submitted as part of the application process.

Completion degree applicants must meet the admission requirements for Baptist University and apply to the Medical Laboratory Science program upon completion of program admission requirements. The MLT to BHS completion degree begins in the spring trimester.

Applicants who meet the admission criteria for Baptist University and hold a valid national MLT certification credential will receive block credit of 20 credit hours. Additionally, the completion degree requires a total of 65 General Education credit hours and a total of 35 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

DEGREE REQUIREMENTS FOR THE MLT-BHS COMPLETION DEGREE

Block Credit		
Course #	Course Title	Credit Hours
MLS 302	Urinalysis	3
MLS 322	CLN Lab Tech	2
MLS 310	Coagulation	3
MLS 307	Clinical Immunology	3
MLS 315	Hematology I	3
MLS 340	Intro to CLN Practicum	3
MLS 411	Clinical Practicum I	3
	Total	20 hours

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 205	Microbiology	4
BIO 110, 120, 201, or 202	Anatomy and Physiology I and II or General Biology I and II	8
BIO 401	Special Topics in Biology	1
BIO 390	Immunology	3
CHE 115	General Chemistry I	4
CHE 125	General Chemistry II	4
CHE 210	Organic Chemistry I	4
CHE 220	Organic Chemistry II or higher	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
MAT 110/240	College Algebra/Elements of Calculus	3
PHI 201, 202, 301	Philosophy Elective	3
PSY 201	General Psychology	3
SOC 201	Medical Sociology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
COM 211	Speech Fundamentals	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Scare Systems	3
Total		65 Hours

Major Courses		
Course #	Course Title	Credit Hours
MLS 327	Clinical Microbiology	6
MLS 331	Hematology II	4
MLS 335	Immunohematology	6
MLS 400	Molecular Diagnostics	2
MLS 405	Clinical Chemistry	6
MLS 417	Senior Seminar	2
MLS 427	Lab Research/Management/Education	3
MLS 431	Clinical Practicum II	3
MLS 437	Clinical Parasitology/Mycology/Virology	3
Total Major Requirements		35 Hours
Degree Requirement		120 Hours

MEDICAL LABORATORY SCIENCE COURSE DESCRIPTIONS

MLS 302 Urinalysis (3)

This course is a study of the physiologic mechanisms of the kidney along with the importance of the kidney in homeostasis and other body fluids commonly encountered in the clinical laboratory. Laboratory practice is a required component.

Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.

MLS 307 Clinical Immunology (3)

This course is a study of the human immune system in health and disease and the theory, practical application and evaluation of immunologically related disorders. *Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 310 Coagulation (3)

This course is a study of the content related to the theory, laboratory procedures, and disorders of the coagulation and fibrinolytic systems. Laboratory practice is a required component. *Prerequisites: Admission into the MLS program; Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 315 Hematology I (3)

This course is a study of the origin and maturation of red cells, white cells, and platelets. Content includes normal and abnormal red cell morphology of human blood and the theory and application of routine hematology tests, specimen collection and processing, and basic phlebotomy techniques. Content will include the introduction of anemias. Laboratory practice is a required component. *Prerequisite: Admission into the MLS program; Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 322 Clinical Laboratory Techniques (2)

This course is an overview of issues and skills necessary in a modern laboratory environment to include relevant clinical laboratory techniques/procedures, quality assurance, laboratory safety, pre-analytical processes, and laboratory operations. *Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 327 Clinical Microbiology (6)

This course is a study of the theory, practical application, technical performance, and evaluation of procedures in bacteriology. Topics include various procedures and techniques for isolation, identification, and susceptibility testing of normal and pathogenic organisms. Laboratory practice is a required component. *Prerequisites: General/College microbiology and must enroll in all MLS courses offered in the trimester, admission into the MLS program, successful completion of all MLS courses in the fall term. Co-requisite: Must enroll in all MLS courses offered in the semester.*

MLS 331 Hematology II (4)

This course is a study of the formation and identification of abnormal formed elements in human blood with correlations to disease processes, white cell disorders, anemias, and the theory and application of special hematology tests. Laboratory practice is a required component. *Prerequisite: Admission into the MLS program; MLS 315; successful completion of all MLS courses in the fall term. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 335 Immunohematology (6)

This course is a study of the basic principles of blood banking in relation to blood grouping, typing, compatibility testing, and antibody identification. Also included are topics on donor processing, preparation of components and component therapy, transplant medicine, pre-transfusion problem solving, adverse transfusion reactions, hemolytic disease of the newborn, immune hemolytic disorders, parentage testing, regulatory and accreditation requirements. Laboratory practice is a required component. *Prerequisites: MLS 307; MLS 311; successful completion of all MLS courses in the fall term. Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 340 Introduction to Clinical Practicum (3)

This course is a selected clinical experience in the assigned clinical laboratories. The clinical practicum will provide students an opportunity to develop competencies in the assigned clinical lab areas upon successful completion of the didactic component/s. Students will train under the supervision of medical laboratory scientists. *Prerequisites: Admission into the MLS program and completion of all prior MLS courses. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 400 Molecular Diagnostics (2)

This course is a study of the principles of molecular methods and their application in the diagnosis of disease. Topics include the anatomy of a gene, the roles and components of DNA and RNA in a cell, nucleic acid structure, and molecular techniques in a

clinical laboratory. *Prerequisites: General Chemistry 1 and General Chemistry 2, Organic Chemistry I and II or higher level, successful completion of all MLS courses in the fall and spring terms, and admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 405 Clinical Chemistry (6)

This course is a study of the theory, techniques and procedures to identify and quantitate chemical analytes in blood and body fluids and the correlation of these analytes to human disease. Laboratory practice is a required component.

Prerequisites: General Chemistry 1 and General Chemistry 2, Organic Chemistry I and II or higher level, successful completion of all MLS courses in the fall and spring terms, and admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.

MLS 411 Clinical Practicum I (3)

This course is a selected clinical experience in the assigned clinical laboratories. The clinical practicum will provide students an opportunity to develop competencies in the assigned clinical lab areas upon successful completion of the didactic component/s. Students will train under the supervision of medical laboratory scientists. *Prerequisites: Admission into the MLS program. Completion of all MLS courses prior to the term the course is offered. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 417 Senior Seminar (2)

This course is designed for students to review educational materials in the areas of Medical Laboratory Science to prepare for a simulation of the national certification examination for Medical Laboratory Science. *Prerequisite: Admission into the MLS program. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 427 Laboratory Research/ Management/Education (3)

This course is a study of the principles of laboratory administration and operating a clinical laboratory. This course is also designed to prepare the students for career planning and employment. Educational methodologies used to train/educate users will be included. Topics include human resource management, HIPAA, ethics, professionalism, team building, operations management, governmental regulations, standards, decision making, users and research design/practice for the supervisor and laboratory manager. *Prerequisites: Admission into the MLS program and successful completion of all MLS courses in the fall, spring, summer trimesters. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 431 Clinical Practicum II (3)

This course is a selected clinical experience in the assigned clinical laboratories. The clinical practicum will provide students an opportunity to develop competencies in the assigned clinical lab areas upon successful completion of the didactic component/s. Students will train under the supervision of medical laboratory scientists. *Prerequisites: Admission into MLS program. Completion of all MLS courses prior to the term the course is offered. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MLS 437 Clinical Parasitology/Mycology/Virology (3)

The course is a study of the theory, practical application, technical performance, and evaluation of procedures in parasitology, mycology and virology. Topics include various procedures and techniques for isolation, identification and testing for ova, parasites, fungi, and viral cultures. *Prerequisites: Admission into the MLS program and successful completion of all MLS courses fall and spring trimesters. Co-requisite: Must enroll in all MLS courses offered in the trimester.*

MEDICAL RADIOGRAPHY

MISSION

The mission of the Medical Radiography program is to provide quality education in a Christian atmosphere to prepare graduates to be competent, entry level radiographers.

PROGRAM LEARNING OUTCOMES

Graduates/students of the Medical Radiography program will:

- Show clinical competency
- Demonstrate communication skills
- Develop critical thinking skills
- Model professionalism
- Meet outcomes consistent with JRCERT Standards

ACCREDITATION OF THE PROGRAM

The Medical Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The contact information for JRCERT is 20 North Wacker Drive, Suite 2850, Chicago, IL 60606- 3182, www.jrcert.org or call (312) 704-5300.

TECHNICAL STANDARDS FOR MEDICAL RADIOGRAPHY

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

To be qualified for the BS – RAD degree, future training, and subsequent credentialing, the candidate must demonstrate competency in ten requisite areas: communication; analytical skills/critical thinking; hearing; vision; smell; motor skills; behavioral; environmental tolerance; professional attitudes and interpersonal skills; and technological. Students are required to demonstrate said competencies to provide safe and effective medical radiographic examinations in a wide variety of clinical environments.

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

The national board examinations for medical radiography may have more stringent technical standards than outlined in this document.

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

The following technical standards outline reasonable expectations of a student enrolled in the Medical Radiography program for the performance of common clinical functions.

Communication

Ability to communicate with a diverse population and the ability to be easily understood. Reading, writing, and documenting patient information accurately is required.

- Communicate with clear dictation and in a concise manner to patients, visitors, and other healthcare professionals.
- Read, type, and write appropriate instructions and documentations in patients' medical records accurately.
- Elicit information and cooperation in order to obtain patient history, give breathing instructions.
- Describe changes in a patient's mood, activity, and posture.
- Perceive nonverbal communication such as pain, lack of comprehension.
- Recognize and report critical patient information to other caregivers.

Analytical Skills/Critical Thinking

Analytical skills sufficient to process information, to transfer knowledge from one situation to another, and to prioritize tasks. Critical thinking ability sufficient for safe, clinical judgment.

- Organize and accurately perform in proper sequence the steps required for radiographic procedures.
- Ability to quickly assess patients' conditions and other emergent situations, determine appropriate courses of action, request assistance or delegate responsibilities to coworkers, and/or respond as needed.
- Understand the spatial relationship of anatomic structures and comprehend three-dimensional relationship in order to perform radiographic procedures.
- Critical Thinking/ability sufficient for clinical judgement such as modification of radiographic procedures and/or technical factors to accommodate patient age/or condition.

Hearing

Auditory ability sufficient to monitor and assess patient needs, to detect and respond to alarms, emergency signals, and cries for help.

- Ability to understand, and respond appropriately to comments, questions, and instructions given in person, over the phone, or from a distance including those given when personnel are wearing surgical masks.
- Ability to hear various equipment and background sounds during equipment operations.
- Hear normal speaking level sounds, auscultatory sounds, and auditory alarms such as monitors, fire alarms, call bells, emergency signals, and cries for help.

Vision

Visual ability sufficient for observation and assessment necessary for the care of patients and operation of equipment.

- Visually monitor patients in low levels of light.
- View anatomy and appropriate imaging techniques on radiographic images displayed on within a low light environment.
- Observe and evaluate patient's body habitus, image receptor sizes and selection of appropriate radiographic exposure factors.
- Observe the results of certain stimuli such as medication reaction or patient's skin color changes such as cyanosis or pallor.
- Distinguish between different shades of gray on radiographs.
- Read patient identification and medical records on computer screens.

Smell

Olfactory ability sufficient to detect significant environmental and patient odors.

- Detect odors from patient (foul smelling drainage, alcohol breath).
- Detect burning and/or smoke.

Motor Skills

Motor abilities required for radiography include fine muscular movements, equilibrium, strength, and functional use of all combined senses for the safe handling of patients, self, and equipment.

- Regularly reach up to six (6) feet off the floor in order to manipulate radiographic equipment.
- Push, pull, or lift fifty (50) pounds of weight.
- Transfer immobile patients from stretcher to radiographic table with some assistance from other personnel.
- Push standard and oversized patient wheelchairs, as well as mobile x-ray equipment to and from various areas.
- Standing for extended periods of time along with frequent bending and kneeling.
- Wearing a five (5) pound lead apron for extended periods of time.
- Manual dexterity for patient positioning and with accessory devices and equipment controls.

Behavioral

Emotional and mental health sufficient to establish interpersonal boundaries, to perform multiple tasks concurrently, to handle strong emotions, and accept responsibility/accountability for actions.

- Deliver unbiased patient care.
- Establish rapport with patients, healthcare workers, instructors and peers.
- Ability to calmly and respectfully cope in stressful situations, emergency situations, or in situations involving other personnel.
- Accept constructive and professional criticism.
- Follow all program, university, and clinical site policies.
- Ability to maintain confidentiality at all times.

Environmental Tolerance

Radiography students may be exposed to communicable diseases and/or blood and body fluids, toxic substances, medical preparations, latex, and ionizing radiation.

- May care for patients with a communicable disease and shall provide all care using universal precautions.
- Possible exposure to chemicals, irritants, and latex and follow safety and health protection guidelines.
- May be exposed to ionizing radiation and shall follow radiation protection guidelines at all times.
- Ability to work in a noisy environment with frequent interruptions.

Professional Attitudes and Interpersonal Skills

Present with professional appearance and demeanor; follow instructions and safety protocols and maintain a positive attitude. Demonstrate honesty and integrity.

- Possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds.
- Maintain professional boundaries.
- Display flexibility and adaption while working with diverse populations.
- Effectively work within a team and workgroups.
- Exhibit ethical behaviors and exercise good judgement.

Technological

Adaptability and skills to utilize current electronic, digital, and medical technologies.

- Utilize keyboard or touchscreens for selection and inputting of clinical data into consoles, computers and charts.
- Adapt to changing technology within the medical field.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

APPLYING TO THE PROGRAM

Students are considered to be in the pre-Medical Radiography program once they are admitted to Baptist University and have declared a major. To progress from pre-Medical Radiography to the clinical program, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the summer trimester. Class size is limited, and the selection process is competitive.

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

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 24 credit hours of pre-program course work with a C or better, as specified by the Medical Radiography program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program for all qualified applicants. A student must have a 2.7 GPA and have completed 24 college credit hours, including Anatomy and Physiology I and II and English Comp I and II, to be considered a qualified candidate. To be competitive in the selection process, applicants should maintain a cumulative college GPA of 3.0 or above.

PROGRAM SELECTION PROCESS

A selection committee for the Medical Radiography program will evaluate all completed applications. Applicants with a strong academic background and currently enrolled in Baptist University, or completing preprogram courses at institutions with collaborative or articulation agreements, will be given priority for interviews. Student selection into the program is competitive, and applicants meeting minimum selection criteria are not guaranteed an interview. Some students may choose to indicate interest in more than one program to increase their chances of being accepted to a program during a year of highly competitive applicants.

Selection to the Medical Radiography program is based on the following:

- Academic potential for success from the academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the preprogram courses.
- Past failures affecting cumulative college GPA and preprogram courses may impact selection into the program. Each file will be considered individually.
- Preference may be given to qualified applicants completing courses at Baptist University.
- A written essay and/or personal interview may be required of each applicant.

Notification of Selection

- Applicants will be notified in writing of selection to the Medical Radiography program.

If selected, in order to remain in the cohort for which the students were selected, medical radiography prerequisite courses must be completed with a grade of C or better. If students are not successful in completing the prerequisite courses, as noted below, students will no longer be able to remain in the cohort for which they were selected. However, they will be able to re-apply to the medical radiography program in the future.

PROGRAM PROBATION

A student who earns a grade of "D", "F", or "WF" in a program level course in the Medical Radiography Program will be placed on Program Probation. In the case of program probation in a program, the Program Chair and/or Academic Dean may develop individual delayed progression plans for the student. These plans will be designed on a case-by-case basis to address identified learning deficiencies specific to that student and provide the best opportunity for successful acquisition of expected graduate competencies. Delayed progression plans may include repeating a course the next time it is regularly scheduled at Baptist University. All revised progression plans will be developed, based upon the individual student's learning needs, professional competencies to be addressed, and the division's available resources to implement the plan.

REMOVAL OF PROGRAM PROBATION

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

PROGRAM DISMISSAL

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

PROGRAM READMISSION OF FORMER STUDENTS

The Medical Radiography program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Students can request re-admission to the radiography program one time. The student desiring to reapply to the program must do so within six months of leaving the program and is re-evaluated for program placement based on individual circumstances and program requirements.
- Any student wishing to return to the Medical Radiography Program must be eligible to do so based on policies and procedures governing enrollment, academics, and re-admission established by the University.
- Acceptance is contingent upon meeting the current GPA requirements in effect at the time of re-admission and availability of space.
- If a student has been dismissed due to unacceptable behavior re-admission into the program is not allowed.
- If a student has been dismissed due to a confirmed violation of the college's academic integrity policy, readmission into the program is not allowed.
- If the applicant is unsuccessful during his/her second attempt in the program, readmission into the program is not allowed.
- The Medical Radiography Program Chair, Clinical Coordinator and faculty will meet and review the readmission request. The Program Chair will make the final decision on readmission.
- Students who re-enter must register and attend all cohort courses of the re-entry semester, regardless of prior passing grade.
- A comprehensive didactic examination will be given to a student who wishes to re-enter the program. The material on the examination will test the student's knowledge of all the course work prior to the semester the student returns. Therefore, if a student fails the spring trimester of their first year, they will be responsible and tested on all material in the fall trimester RAD courses. The student must score a 77 or higher on the written exam.
- The student will also be given a clinical competency exam. The information on the competency exam will be all inclusive of the material and objectives from previous semesters. The student must score an 85% or higher on the clinical competency exam. If a student scores a 77 or higher on the didactic exam and 85 or higher on the clinical competency exam then they can re-enter the next semester.

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

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN MEDICAL RADIOGRAPHY

General Education		
Course #	Course Title	Credit Hours
AHS 202**	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 301**	Pathophysiology	3
BIO 320**	Cross Sectional Anatomy	2
ENG 101*	English Composition I	3
ENG 102*	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
HCM 305	Principles of Health Administration	3
HSC 104**	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320	Research for Health Professionals	3
MAT 110/ MAT 240*	College Algebra/Elements of Calculus	3
MAT 211**	Statistics	3
PHI 201, 202, or 301	Philosophy Elective	3
PHY 200**	Physics I	4
PHY 205**	Physics II	4
PSY 201	General Psychology	3
REL 201, 220, 210, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220**	Speech Fundamentals/Intercultural Communication	3
	Total	63 Hours
Major Courses		
Course #	Course Title	Credit Hours
RAD 200	Introduction to Medical Radiography Clinical Practicum	2
RAD 210	Patient Care in Radiologic Sciences	2
RAD 249	X-Ray Production	3
RAD 221	Radiographic Procedures I & Lab	2
RAD 320	Radiographic Procedures II & Lab	2
RAD 322	Radiographic Procedures III & Lab	2
RAD 333	Radiation Physics	2
RAD 350	Image Acquisition & Lab	2
RAD 351	Image Analysis & Lab	2
RAD 390	Clinical Practicum I	4
RAD 393	Clinical Practicum II	4
RAD 394	Clinical Practicum III	4
RAD 439	Radiation Biology and Protection	2
RAD 454	Comparative Pathology	3
RAD 472	Radiologic Technology Symposium	3
RAD 481	CT Instrumentation Physics	2
RAD 483	CT Procedures and Protocols	2
RAD 484	Digital Imaging	3
RAD 490	Clinical Practicum IV	4
RAD 494	MRI Instrumentation & Physics	2
RAD 495	MRI Procedures and Protocols	3
RAD 496	Clinical Practicum V	4
	Total	59
	Total Credit Hours	122

Degree Plan Subject to Change.

*These courses must be completed as a part of the 24 hours of required pre-program courses to be considered for selection into the Medical Radiography program.

** Medical Radiography students are encouraged to complete all prerequisite courses prior to beginning the major. However, these courses must be completed with a grade of "C" or better prior to beginning the first clinical course in the Medical Radiography major.

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

MEDICAL RADIOGRAPHY COURSE DESCRIPTIONS

RAD 200 Introduction to Medical Radiography Clinical Practicum (2)

Introduction to the basic aspects of radiologic technology including HIPAA, program handbook, radiation protection and safety, and radiology terminology, related to all expected clinical behaviors. Clinical education component with basic instructions for chest, abdomen, and hand procedures. This course includes a laboratory component. This course must be taken in the summer prior to starting the clinical rotations in the fall term.

RAD 210 Patient Care in Radiologic Sciences (2)

This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified. This course includes a laboratory component.

RAD 221 Radiographic Procedures I & Lab (2)

Proper positioning of the client for demonstration of suspect pathology of the chest, abdomen, and the contents of each. Closely correlated with anatomy and physiology. Laboratory practice is a required component.

RAD 249 X-Ray Production (3)

Study of atomic structure, electricity, and electromagnetism. The student will gain knowledge of radiation-producing equipment, and production of radiation. Concepts of radiation safety and protection will be discussed.

RAD 320 Radiographic Procedures II & Lab (2)

This course introduces radiography of the vertebral column, upper and lower GI studies, and the urinary system. It also includes information for dealing with specific radiographic situations such as trauma and mobile radiography. Laboratory practice is a required component.

RAD 322 Radiographic Procedures III & Lab (2)

This course introduces radiography of the skull, sinuses, and facial bones. It also includes information related to specialized procedures such as interventional radiography, bone densitometry, and contrast arthrography. Laboratory practice is a required component.

RAD 333 Radiation Physics (2)

Review of necessary math and physics, the structure of matter including electron configurations and the nucleus, the x-ray circuit, interactions between ionizing radiation and matter, and the application of principles necessary for the production of x-rays and gamma rays.

RAD 350 Image Acquisition & Lab (2)

Study of radiation interactions with matter, image receptors and image acquisition. Laboratory practice is a required component.

RAD 351 Image Analysis & Lab (2)

Provides a basis for analyzing radiographic images. Included are the importance of optimal imaging standards and the factors that can affect image quality.

RAD 390 Clinical Practicum I (4)

Skills development in basic radiographic procedures. Topics include effective communication, operation of equipment, client care, and technical skills development. Twenty-four hours of clinic per week.

RAD 393 Clinical Practicum II (4)

Applications of concepts in a clinical setting. Emphasis on progression from the role of observer, to assistant, then to relative independence under the supervision of qualified clinical instructors, radiographers, and faculty. Twenty-four hours of clinic per week.

RAD 394 Clinical Practicum III (4)

Clinical course emphasizing progression from the role of assistant to greater independence under the supervision of qualified instructors, radiographers, and faculty. Clinical experiences progress in level of difficulty. Twenty-four hours of clinic per week.

RAD 432 Radiation Biology and Protection (3)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose.

RAD 439 Radiation Biology and Protection (2)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose.

RAD 454 Comparative Pathology (3)

This course is designed to provide the student with the knowledge of human disease or trauma and how these processes are depicted by various imaging technologies.

RAD 472 Radiologic Technology Symposium (3)

The study and analysis of selected examinations/procedures and digital imaging topics form the basis of this course with an emphasis on preparation for the board examination.

RAD 481 CT Instrumentation and Physics (2)

Examination of computed tomography (CT) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control.

RAD 483 CT Procedures and Protocols (2)

Examination of computed tomography (CT) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures.

RAD 484 Digital Imaging (3)

This course examines the study and analysis of radiographic image production and image evaluation from a computed radiography (CR) and digital imaging perspective. Picture archiving communication systems (PACS), radiology information systems (RIS), and hospital information systems (HIS) will be discussed.

RAD 490 Clinical Practicum IV (4)

Moves the student towards full independence. Provides opportunities to refine skills through independent practice. Twenty-four hours of clinic per week.

RAD 494 MRI Instrumentation and Physics (2)

Examination of magnetic resonance imaging (MRI) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control.

RAD 495 MRI Procedures and Protocols (3)

Examination of magnetic resonance imaging (MRI) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures.

RAD 496 Clinical Practicum V (4)

Clinical course emphasizing the student's move to full independence in the clinical setting. Provides opportunities to refine skills through independent practice and explore advanced modalities such as CT, MRI, Interventional Radiology, Cardiac Cath Lab, and Mammography. Twenty-four hours of clinic per week.

NEURODIAGNOSTIC TECHNOLOGY

MISSION

The mission of the Baptist University Neurodiagnostic Technology (NDT) program is to prepare competent entry-level neurodiagnostic technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

ASSOCIATE PROGRAM LEARNING OUTCOMES

Upon completion of the Neurodiagnostic Technology associate of science degree program, the graduate will:

- Function as a knowledgeable entry-level neurodiagnostic technologist.
- Demonstrate proficiency in performing basic neurodiagnostic testing.
- Exhibit behavior/skills that reflect professionalism, appropriate clinical reasoning, effective communication and time management skills.
- Recognize the importance of maintaining current practices based on relevant neurodiagnostic research, standards and guidelines.

BACHELOR PROGRAM LEARNING OUTCOMES

Upon completion of the Neurodiagnostic Technology bachelor of health sciences degree program, the graduate will:

- Function as a knowledgeable advanced-level neurodiagnostic professional.
- Integrate advanced neurodiagnostic practice within healthcare systems.
- Exhibit behavior skills that reflect professionalism, appropriate clinical reasoning, effective communication and time management skills.
- Recognize the importance of maintaining current practices based on relevant neurodiagnostic research, standards and guidelines.

ACCREDITATION OF THE PROGRAM

The program is accredited by the Commission on Accreditation of Allied Health Education Programs ([CAAHEP](http://www.caahep.org)) on recommendation by the Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT).

- CAAHEP (9355-113th St. N., #7709 Seminole, FL 33775, 727-210-2350, www.caahep.org)
- CoA-NDT (1449 Hill Street Whitinsville, MA 01588, 978-338-6300, www.coa-ndt.org)

TECHNICAL STANDARDS FOR NEURODIAGNOSTIC TECHNOLOGY

The Neurodiagnostic Technology Associate and Bachelor's degree from the Baptist Health Sciences University indicates the holder is a technologist who is prepared to enter into supervised practice in neurodiagnostic technology. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the AS or BHS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of training, with or without reasonable accommodations.

To be qualified for the performance of neurodiagnostic technology, future training, and subsequent credentialing exams, the candidate must demonstrate competency in five requisite areas: observation and sensory; communication; motor; intellectual-conceptual; and behavioral and social attributes. Students are required to demonstrate said competencies to provide safe and effective neurodiagnostic care in outpatient clinic and hospital environments.

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

The national board examinations for neurodiagnostic technology may have more stringent technical standards than outlined in this document.

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

Observation and Sensory

Candidates must be able to acquire a defined level of clinical skills and information in neurodiagnostic science. Candidates and students must be able to obtain information from online course content, intensive laboratory practice and clinical site experiential learning. Students must be able to plan and perform basic neurodiagnostic procedures, troubleshoot technical issues, identify and eliminate artifactual data, identify patterns, provide assistance to the patient when needed, communicate and collaborate with other medical professionals. The observation and information acquisition noted above will require candidates to have functional use of visual, auditory and touch sensations or the functional equivalent. Students must be able to perform visual assessment of neurodiagnostic data.

Communication

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

Motor

Candidates must, after a reasonable period of training, possess the capacity to assist patient in positioning (lifting or transferring patients), apply appropriately placed recording or stimulating electrodes, operate neurodiagnostic instruments appropriately, perform necessary clean up and system maintenance. They must be able to respond to clinical situations in a timely manner, communicate with emergency responders, and initiate BLS/CPR if needed. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, equilibrium, and functional use of the senses of touch and vision or the functional equivalent.

Intellectual - Conceptual

Candidates must possess proficient measurement, calculation, reasoning, problem solving, and analysis skills. They must have the intellectual capability to increase their fund of information and knowledge base through various media as well as from online course materials, recorded lectures, current literature and journals; and to make use of clinical experiential learning during their clinical site rotations. Neurodiagnostic technologists must demonstrate professional integrity, compassion, interpersonal skills, and a commitment to strict adherence to ABRET standards and ACNS guidelines.

Behavioral and Social Attributes

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

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

APPLYING TO THE PROGRAM (BOTH FOR THE ASSOCIATE OF SCIENCE DEGREE AND THE BACHELOR OF HEALTH SCIENCES DEGREE)

A student is considered to be in the pre-Neurodiagnostic Technology program once they are admitted to Baptist University and have declared a major. To progress from pre- Neurodiagnostic Technology to the clinical major, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts starting associate level courses begin the program course work in the fall trimester. Class size is limited and the selection process is competitive. Enrollment into junior and senior level bachelor's degree courses in NDT is ongoing and can begin at the start of any term in the year.

First-time college students are encouraged to begin their college education at Baptist University. If students are currently enrolled in another college, it is strongly recommended that they apply for admission to Baptist University as soon as possible to complete the required pre-program college level courses.

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 12 credit hours of pre-program course work with a C or better, as specified by the Neurodiagnostic Technology program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Intent to Apply form guarantees consideration into the selection process for the program. The selection process to the program is outlined in the Baptist University Catalog.

To be considered in the selection process, applicants should maintain a cumulative college GPA of 2.7 or above. Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the Neurodiagnostic program will evaluate all completed applications. Applicants with a strong academic background and currently enrolled in Baptist University, or applicants completing pre-program courses at institutions with collaborative or articulation agreements will receive priority consideration for interviews.

Student selection into the program is competitive; applicants meeting minimum selection criteria are not guaranteed an interview.

Selection to the Neurodiagnostic Technology program is based on the following:

- Academic potential for success from the academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the pre-program courses.
- Past failures affecting cumulative college GPA and pre-program courses may impact selection into the program. Each file will be considered individually.

- Preference may be given to qualified applicants completing courses at Baptist University.
- A personal interview will be required of each applicant. Students will be evaluated on personal strengths and knowledge of the Neurodiagnostic Technology program and profession.

Notification of students:

- Applicants will be notified in writing of selection to the program.

Students enrolling to the Bachelor of Health Sciences Degree in Neurodiagnostic Technology and who have one or more of the following credentials listed here below, will receive block credit for specific course(s).

ABRET: R. EEG T.

ABRET: R. EP T.

AAET: R. NCST or AANEM: CNCT ABRET: CLTM

ABRET: CMEG ABRET: CAP

Students applying who have a current **R. EEG T.** will receive block credit for:

NDT 101 Introduction to Neurodiagnostics

NDT 201 Patient Prep and Instrumentation w/Lab NDT

202 Application of Neuroscience Concepts

NDT 203 Normal Developmental, Pediatric and Adult EEG NDT

204 Seizures and Neurological Disorders

NDT 290 Clinical Practicum I NDT

292 Clinical Practicum II NDT 293

Clinical Practicum III

Students who have a current **R. EP T.** will receive block credit for:

NDT 205 Basic EP and Neuromonitoring w/Lab

Students who have a current **R. NCST or CNCT** will receive block credit for:

NDT 206 Nerve Conduction Studies

Students who have a current **CLTM** will receive block credit for:

NDT 302 Long-term Monitoring and Continuous EEG NDT

403 LTM in Epilepsy Surgery

Students who have a current **CMEG** will receive block credit for:

NDT 401 Introduction to Magnetoencephalography

Students who have a current **CAP** will receive block credit for:

NDT 402 Autonomic Disorders and Testing

PROGRAM PROBATION

A student in the NDT program will be placed on program probation if they fail one of the required NDT courses. Professional-level courses are those identified on the degree plan with an NDT prefix code.

REMOVAL OF PROGRAM PROBATION

A student may be removed from program probation by repeating the failed required NDT course with a passing grade.

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Neurodiagnostic Technology Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with an NDT prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

The Neurodiagnostic Technology program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- The former student still meets eligibility criteria. Exceptions may be made by the Program Chair, with approval of the Academic Dean, on a case-by-case basis, OR
- The former student, after leaving Baptist University, has earned a credential in neurodiagnostic or has completed another accredited NDT training program.
- Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.

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

DEGREE REQUIREMENTS FOR ASSOCIATE OF SCIENCE IN NEURODIAGNOSTIC TECHNOLOGY

General Education		
Course #	Course Title	Credit Hours
AHS 202*	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203 or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110/ 240*	College Algebra/Elements of Calculus	3
PHI	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
	Total	37 Hours

Major Courses		
Course #	Course Title	Credit Hours
NDT 101	Introduction to Neurodiagnostics	3
NDT 201	Patient Preparation and Instrumentation	3
NDT 202	Application of Neuroscience Concepts	3
NDT 203	Normal Developmental, Pediatric and Adult Electroencephalography	3
NDT 204	Seizures and Neurological Disorders	3
NDT 205	Basic Evoked Potentials and Intraoperative Neuromonitoring	3
NDT 206	Nerve Conduction Studies	3
NDT 290	Clinical Practicum I	1
NDT 292	Clinical Practicum II	3
NDT 293	Clinical Practicum III	3
	Total	28 Hours
	Total Credit Hours for Degree Requirement	65 Hours

Degree Plan Subject to Change.

*These courses must be completed as a part of the 12 hours of required pre-program courses to be considered for selection into the Neurodiagnostic Technology Program.

Neurodiagnostic Technology (NDT) associate degree program courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All NDT courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan.

DEGREE REQUIREMENTS FOR BACHELOR OF HEALTH SCIENCES IN NEURODIAGNOSTIC TECHNOLOGY

General Education		
Course #	Course Title	Credit Hours
AHS 202*	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203 or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110/ 240*	College Algebra/Elements of Calculus	3
PHI	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
BIO 202	Anatomy and Physiology II	4
PHY 200	Physics I	4
BIO 301	Pathophysiology	3
HCM 440	Law and Policy in Health Care	3
PHY 205	Physics II	4
BIO 320	Cross Sectional Anatomy	2
MAT 211/HSC 320	Statistics or Research elective	3
	Total	60 Hours
Major Courses		
Course #	Course Title	Credit Hours
NDT 101	Introduction to Neurodiagnostics	3
NDT 201	Patient Preparation and Instrumentation	3
NDT 202	Application of Neuroscience Concepts	3
NDT 203	Normal Developmental, Pediatric and Adult Electroencephalography	3
NDT 204	Seizures and Neurological Disorders	3
NDT 205	Basic Evoked Potentials and Intraoperative Neuromonitoring	3
NDT 206	Nerve Conduction Studies	3
NDT 290	Clinical Practicum I	1
NDT 292	Clinical Practicum II	3
NDT 293	Clinical Practicum III	3
NDT 302	Long-term & Continuous EEG Monitoring	3
NDT 308	Neuroanatomy for Neurodiagnostics I	3
NDT 311	Neuroanatomy for Neurodiagnostics II	3
NDT 401	Introduction to Magnetoencephalography	3
NDT 402	Autonomic Disorders and Testing	3
NDT 403	LTM in Epilepsy Surgery	3
NDT 404	Case Studies in Neurodiagnostics	3
NDT 405	Neuroimaging for Neurodiagnostics	3
NDT 406	Neuropsychology and Assessments	3
NDT 410	Capstone Scholarly Project	6
	Total	61 Hours
	Total Credit Hours for Degree Requirement	121 Hours

Degree Plan Subject to Change.

*These courses must be completed as a part of the 12 hours of required pre-program courses to be considered for selection into the Neurodiagnostic Technology Program.

Neurodiagnostic Technology (NDT) bachelor degree program will accept students every term.

NEURODIAGNOSTIC TECHNOLOGY BACHELOR OF HEALTH SCIENCES DEGREE

COURSE DESCRIPTIONS

NDT 101 Introduction to Neurodiagnostics (3)

This course provides an overview of the different neurodiagnostic testing and monitoring modalities. The course introduces and identifies the responsibilities, knowledge, skills, and behaviors of technologists performing these modalities.

NDT 201 Patient Preparation and Instrumentation (3)

This course provides instruction in electrode placement and basic neurodiagnostic instrumentation for EEG, EP and NCS. The emphasis is on the electrical signals and responses generated by the nervous system as recorded using neurodiagnostic technology. Two hours lecture, three hours lab per week (intensive).

NDT 202 Application of Neuroscience Concepts (3)

This course provides instruction in neurophysiological science concepts as these apply to clinical neurodiagnostic testing. The course includes neurochemical basis of nerve function, overview of neuroanatomical structures and systems such as the visual, auditory, vestibular, olfactory, motor, limbic, and somatosensory.

NDT 203 Normal Developmental, Pediatric and Adult Electroencephalography (3)

This course begins with the distinctive changes in the neonatal brain as it develops both before and after birth and landmarks in development as the neonate matures. Pediatric stages of development and normal adult patterns are introduced. Normal sleep, waking, and normal variant patterns are also described

NDT 204 Seizures and Neurological Disorders (3)

This course is a study of electroencephalographic abnormalities associated with epilepsy, cerebrovascular disorders, neoplasms, infections, neurological disorders, disease processes and syndromes.

NDT 205 Basic Evoked Potentials and Intraoperative Neuromonitoring (3)

This course provides instruction in evoked potential testing including visual, brainstem auditory and somatosensory evoked potentials. Clinical utility is discussed and intraoperative uses of evoked potentials are introduced. Two hours lecture, three hours lab per week (intensive).

NDT 206 Nerve Conduction Studies (3)

This course describes basic nerve conduction procedures including standard peripheral nerve testing, late responses, blink reflex, repetitive stimulation, anomalous innervations, artifacts and normal control distributions. The clinical utility of NCS in neuropathy, motor neuron disease, radiculopathy, plexopathies and disorders of the neuromuscular junction are described. Two hours lecture, three hours lab per week (intensive).

NDT 290 Clinical Practicum I (1)

Introduction to the clinical setting in which students will participate in experiential learning activities in neurodiagnostic technology. Cognitive, psychomotor, and behavioral skills will be evaluated. One day of clinical experience per week.

NDT 292 Clinical Practicum II (3)

During this clinical practicum students will be exposed to the daily workings of a neurodiagnostic laboratory. Students will watch EEG recordings done by staff. While under the supervision of preceptors, students will measure and apply EEG electrodes and run EEG recordings. Students will observe the policies and procedures and infection control protocol while participating in their clinical practicums. During this course, the student will add to their clinical hours for a total of 250 hours of clinical experience. This course will be followed by NDT 293 during which the student will complete an additional 250 hours, plus engage in credentialing board preparation practice exams and exercises.

NDT 293 Clinical Practicum III (3)

During this clinical practicum students will be exposed to the daily workings of a neurodiagnostic laboratory. While under the supervision of preceptors, students will measure and apply EEG electrodes and run EEG recordings. Students will observe the policies and procedures and infection control protocol while participating in their clinical practicums. During this course, the student will add to their clinical hours for a total of 500 hours of clinical experience. This course also contains review materials and practice exams that help prepare the student for their credentialing board exams.

NDT 302 Long-term & Continuous EEG Monitoring (3)

This course provides instruction in long-term monitoring as it is performed in the Intensive Care Unit, Neurotelemetry Unit or the Epilepsy Monitoring Unit.

NDT 308 Neuroanatomy for Neurodiagnostics I (3)

This course uses clinical case-based learning to extend knowledge of the human nervous system and relate the impact of neurological disorders, diseases and injuries. Usefulness of neurological exam, investigative testing, and interventional treatments are illustrated in clinical case presentations.

NDT 311 Neuroanatomy for Neurodiagnostics II (3)

This course continues clinical case-based learning involving deeper brain structures extending knowledge of the human nervous system and relating the impact of neurological disorders, diseases and injuries. *Prerequisite: NDT 308 Neuroanatomy for Neurodiagnostics I.*

NDT 401 Introduction to Magnetoencephalography (3)

This course provides a didactic overview of magnetoencephalography. The course will include, but is not limited to, basic concepts, the origin of signals, recording spontaneous activity, evoked magnetic fields and uses in investigations of epilepsy.

NDT 402 Autonomic Disorders and Testing (3)

This course provides didactic instruction in autonomic testing methods and an overview of autonomic disorders, their signs and symptoms.

NDT 403 LTM in Epilepsy Surgery (3)

This course provides instruction in the neurodiagnostic technologist's role in preparing patients for epilepsy surgery including monitoring during the placement of grids, strips and depth electrodes by a neurosurgeon. The course includes phase II long-term monitoring and cortical stimulation during surgery. *Prerequisite: NDT 302 Long-term & Continuous EEG Monitoring.*

NDT 404 Case Studies in Neurodiagnostics (3)

This course provides experiential learning through published case studies in which neurodiagnostics played an important role. Students will read case studies, participate in online discussion of the cases and compile a portfolio of case studies including, but not limited to, neurological disorders and epilepsy.

NDT 405 Neuroimaging for NDT (3)

This course is an overview of neuroimaging techniques including, but not limited to, computed axial tomography, magnetic resonance imaging, magnetoencephalography, functional magnetic resonance imaging, positron emission tomography, single-photon emission computed tomography and the integration of these imaging methods with neurodiagnostic testing. The course will also include case studies where neuroimaging is an integral part of the diagnosis.

NDT 406 Neuropsychology and Assessments (3)

This course introduces the use of neuropsychology in the assessment of patients and neuropsychological comorbidities of neurological disorders. This course will provide instruction for technologists to work in interprofessional collaboration with a neuropsychologist in a clinical setting, epilepsy monitoring or surgical cases.

NDT 410 Capstone Scholarly Project (6)

This course enhances the student's clinical or administrative, analytical and problem-solving skills through the completion of a project under the supervision and guidance of a faculty member. *Prerequisites: either MAT/HSC/AHS Statistics or Research elective.*

NUCLEAR MEDICINE TECHNOLOGY

MISSION

The Nuclear Medicine Technology (NMT) degree program of Baptist University will prepare competent entry-level nuclear medicine technologists to provide responsive, quality care and service.

PROGRAM LEARNING OUTCOMES

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

- Function as a knowledgeable entry-level nuclear medicine technologist.
- Exercise independent judgment and critical thinking skills in the technical performance of nuclear medicine procedures.
- Model attitudes reflecting professionalism, including effective communication skills, ethical care, and compassionate care.

ACCREDITATION OF THE PROGRAM

The NMT program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). The contact information for the JRCNMT is 820 W. Danforth Rd. #B1, Edmond, OK, 73003, (405) 285-0546, www.jrcnmt.org. The JRCNMT holds recognition from the Council for Higher Education Accreditation (CHEA).

TECHNICAL STANDARDS FOR NUCLEAR MEDICINE TECHNOLOGY

The Bachelor of Science (BS) degree with a major in Nuclear Medicine Technology (NMT) from Baptist Health Sciences University (BHSU) indicates the holder is prepared to function as a competent entry-level nuclear medicine technologist. All applicants and matriculated students possess certain essential abilities and characteristics required for completion of the Nuclear Medicine Technology (NMT) program that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of nuclear medicine technology training, with or without reasonable accommodations. The NMT program has established technical standards, which outline the essential abilities and characteristics required for the completion of the program.

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

The national board examinations for nuclear medicine technology may have more stringent technical standards than outlined in this document.

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

Motor Skills

Student must be able to perform gross motor skills such as help lift or transfer patients, manipulate and/or move heavy nuclear medicine equipment, and perform delicate, detailed, and difficult manipulative tasks such as venipuncture.

Mobility

Student must be able to stand or sit for extended periods of time. Student must be able to move from room to room and maneuver in small areas. Students must be able to reach and manipulate equipment to its highest point (6 feet).

Vision

Student vision must be sufficient for observation and assessment necessary for the care of patients and operation of equipment. Student must be able to see and distinguish black, white, and various color combinations on display devices and recorded images, allowing them to distinguish subtle changes in image detail.

Hearing

Student auditory ability should allow for detection of audible alarms and background sounds during procedures to ensure patient/staff safety. Student auditory capabilities should allow them to hear patient requests, monitoring devices, and instructions from staff or physicians made in a normal voice.

Communication

Student must be able to express, comprehend, and exchange information in English through written and verbal communication.

Intellectual

Student must have the ability to make clinical judgement using critical thinking. Student must be able to utilize electronic technology in didactic, laboratory, and clinical environment.

Behavioral and Social

Student must have the emotional maturity and stability to approach a highly stressful human situation in a calm and rational manner. Students are expected to exhibit integrity, honesty, professionalism, compassion, and display a spirit of cooperation and teamwork.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

APPLYING TO THE PROGRAM

A student is considered to be in the pre-Nuclear Medicine Technology program once they are admitted to Baptist University and have declared pre-Nuclear Medicine Technology as a major. To progress from pre- Nuclear Medicine Technology to the clinical major, the student must complete required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the fall term. Class size is limited and the selection process is competitive.

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

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 24 credit hours of pre-program course work with a C or better, as specified by the Nuclear Medicine Technology program degree requirements.

Step 5: Hold a program prerequisite GPA of 2.7 or higher on a 4.0 scale.

Step 6: Submit the Allied Health Intent to Apply Form.

Submission of the Allied Health Intent to Apply form guarantees consideration into the selection process for the program.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 3.0 or above and earn a B or better in all pre-program courses.

PROGRAM SELECTION PROCESS

A selection committee for the NMT program will evaluate all completed applications. An interview is required of every applicant who wishes to be accepted in the program. Student selection into the program is competitive; applicants meeting minimum selection criteria are not guaranteed an interview. Applicants meeting the following criteria will receive priority consideration for interviews: current enrollees at Baptist University, applicants with a strong academic background, and applicants able to successfully complete all program prerequisite courses by the Fall cohort start date. In addition, applicants completing pre-program courses at institutions with collaborative or articulation agreements with Baptist University will receive priority consideration for interviews.

Selection to the NMT program is based on the following:

- Academic potential for success from the academic record. The academic record will include the applicant's cumulative program prerequisite GPA and science/ math GPA.
- Applicant's potential for success in the program. A personal interview will be required of each applicant. Applicants may be required to write an essay that will be completed on the campus of Baptist University prior to the personal interview. Students will be evaluated on personal strengths and knowledge of Nuclear Medicine Technology.

Additional points will be added to the final selection score based on the following:

- Pre-program credit hours completed at Baptist University. Points will be awarded based on the number of credit hours successfully completed at Baptist University.
- Earned RT(R)ARRT credential. An earned RT(R)ARRT credential is not required for selection to the NMT program but does indicate potential for success in the program.

Notification of Selection

- Applicants will be notified in writing of selection to the NMT program. Selection decision letters are sent to the applicant's Baptist University email account during the same term of the interview.

PROGRAM PROBATION

A student who fails to perform satisfactorily (i.e., final course grade of "D", "F", or "WF") in a professional-level course in the Nuclear Medicine Technology Program will be placed on Program Probation. Professional-level courses are those identified on the degree plan with a NMT prefix code. The Program Chair and/or Academic Dean may develop an individual delayed progression plan for the student. Delayed progression plans may include repeating a course as scheduled, completing a course by directed study, and/or auditing a course. No academic credits are awarded for audited courses. To successfully complete an audited course, the student on program probation must receive the equivalent of a passing grade to receive the audit credit (AU grade) and move forward in the program.

REMOVAL OF PROGRAM PROBATION

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

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Nuclear Medicine Technology Program or fails on the second attempt of the same professional level course will be dismissed from the program.

Professional-level courses are those identified on the degree plan with a NMT prefix code.

PROGRAM READMISSION OF FORMER STUDENTS

The Nuclear Medicine Technology program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Student must show evidence of proven academic and clinical performance since academic dismissal by earning an associate degree or higher from an accredited medical radiography program. Applicant must be RT(R) eligible and admitted to Baptist University at the time of reapplying to the NMT program.
- Major courses within the NMT program must be completed in sequence with no credit given for prior courses completed within the major.
- A student is eligible for readmission to the NMT program once.
- Readmission is not guaranteed and is contingent on available space. Students readmitted must comply with current program policies.
- The Program Chair reserves the right to deny readmission to students whose past academic and/or clinical performance does not meet program standards.

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

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY

Nuclear Medicine Technology (NMT) major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan. Please refer to the NMT sample degree plan for course sequencing.

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
BIO/CHE/PHY	Natural Sciences w/ lab	4
CHE 115 or CHE 120 [†]	General Chemistry I or Chemistry for Health Professions	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102*	English Composition II	3
ENG 104	Medical Writing	1
ENG 201, 202, 203, or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3

HSC 320 or MAT 211	Research for Health Professionals or Statistics	3
MAT 110 or MAT 240 *	College Algebra or Elements of Calculus	3
PHI 201, 202, or 301	Philosophy Elective	3
PHY 200	Physics I	4
PSY 201	General Psychology	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		62 Hours

Major Courses		
Course #	Course Title	Credit Hours
NMT 311	Patient Care in Nuclear Medicine	2
NMT 314	Foundations of Nuclear Medicine Technology	3
NMT 322	Clinical Procedures I	2
NMT 333	Radiation Physics	2
NMT 334	Nuclear Physics and Instrumentation	3
NMT 352	Applied Pharmacology	1
NMT 393	Clinical Practicum I	4
NMT 396	Introduction to Clinical Practice	4
NMT 425	Clinical Procedures II	2
NMT 439	Radiation Biology and Protection	2
NMT 442	Clinical Procedures III	2
NMT 451	Nuclear Cardiology	3
NMT 452	Advanced Cardiology	1
NMT 453	PET Instrumentation and Procedures	3

Major Courses		
NMT 454	Nuclear Pharmacy	2
NMT 455	Radionuclide Therapies	1
NMT 463	Research Methods I	1
NMT 464	Research Methods II	1
NMT 472	Nuclear Medicine Symposium	3
NMT 482	CT Instrumentation and Physics	2
NMT 483	CT Procedures and Protocols	2
NMT 484	MRI Instrumentation and Physics	2
NMT 490	Clinical Practicum II	5
NMT 496	Clinical Practicum IV	5
NMT 497	Clinical Practicum III	4
Total		62 Hours
Total Hours for Degree Requirement		124 Hours

Degree Plan Subject to Change.

***These general education courses must be completed as a part of the 24 hours of required preprogram courses to be considered for selection into the Nuclear Medicine Technology Program.**

¹CHE 120 may not be transferrable to another institution. Students interested in pursuing advanced degrees are advised to take CHE 115.

REGISTERED TECHNOLOGIST RADIOGRAPHY RT(R)-BACHELOR OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY ADMISSIONS PATHWAY

Credentialed medical radiographers may apply for the Bachelor of Science in Nuclear Medicine Technology. Applicants who meet the admission criteria for Baptist University and hold a valid R.T.(R) ARRT credential will receive block credit of 23 credit hours. Additionally, the admissions pathway requires a total of 45 General Education credit hours and a total of 56 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

Block Credit*		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
COM 211	Speech Fundamentals	3
HSC 301	U.S. Health Care Systems	3
PHY 200	Physics I	4
NMT 311	Patient Care in Nuclear Medicine	2
NMT 333	Radiation Physics	2
NMT 439	Radiation Biology and Protection	2
BIO/CHE/PHY	Natural Science Elective	4
Total		27 Hours

*Total block credit hours for R.T. (R)(ARRT) will be awarded upon successful completion of NMT 314 Foundations of Nuclear Medicine Technology. The R.T. (R)(ARRT) certification must be verified no later than the start of the major courses.

General Education		
Course #	Course Title	Credit Hours
BIO 201**	Anatomy and Physiology I	4
BIO 202**	Anatomy and Physiology II	4
CHE 115 or CHE 120**†	General Chemistry I or Chemistry for Health Professions	4
ENG 101**	English Composition I	3
ENG 102**	English Composition II	3
ENG 104	Medical Writing	1
ENG 201, 202, 203, or 204	Literature Elective	3
HSC 105	Baptist University Online /Completion Experience	1
HSC 320 or MAT 211	Research for the Health Professionals or Statistics	3
MAT 110 or MAT 240 **	College Algebra or Elements of Calculus	3
PHI 201, 202, or 301	Philosophy Elective	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		41 Hours

**BIO 201, BIO 202, CHE 115/120, ENG 201, ENG 102, and MAT 110/240 must be completed with “C” or better prior to start of first Spring term in the Nuclear Medicine Technology Program.

†CHE 120 may not be transferrable to another institution. Students interested in pursuing advanced degrees are advised to take CHE 115.

Major Courses		
Course #	Course Title	Credit Hours
NMT 314	Foundations of Nuclear Medicine Technology	3
NMT 322	Clinical Procedures I	2
NMT 334	Nuclear Physics and Instrumentation	3
NMT 352	Applied Pharmacology	1
NMT 393	Clinical Practicum I	4
NMT 396	Introduction to Clinical Practice	4
NMT 425	Clinical Procedures II	2
NMT 442	Clinical Procedures III	2
NMT 451	Nuclear Cardiology	3
NMT 452	Advanced Cardiology	1
NMT 453	PET Instrumentation and Procedures	3
NMT 454	Nuclear Pharmacy	2
NMT 455	Radionuclide Therapies	1
NMT 463	Research Methods I	1
NMT 464	Research Methods II	1
NMT 472	Nuclear Medicine Symposium	3
NMT 482	CT Instrumentation and Physics	2
NMT 483	CT Procedures and Protocols	2
NMT 484	MRI Instrumentation and Physics	2
NMT 490	Clinical Practicum II	5
NMT 496	Clinical Practicum IV	5
NMT 497	Clinical Practicum III	4
	Total	56 Hours
	Total Hours for Degree Requirement	124 Hours

TENNESSEE TRANSFER PATHWAY (TTP)

The TTP constitutes an agreement between community colleges and four-year colleges/universities confirming that community college courses meet major preparation requirements. Baptist University accepts 51 block credit hours for the A.A.S. Imaging Sciences pathway into the Nuclear Medicine Technology curriculum.

NUCLEAR MEDICINE TECHNOLOGY COURSE DESCRIPTIONS

NMT 311 Patient Care in Nuclear Medicine (2)

Focus on the development of clinical skills necessary to safely and effectively care for Nuclear Medicine patients. Emphasis placed on developing compassionate and ethical care including effective communication, infection control, dose administration, patient support, and patient transport. Course includes one credit hour theory, one credit hour lab. *Prerequisite: Acceptance into the NMT program.*

NMT 314 Foundations of Nuclear Medicine Technology (3)

Introduction to the basic principles and practice of nuclear medicine technology. Course will also include an introduction to professional organizations, professional issues, and medical ethics/law. *Successful completion of program pre-professional courses or permission of the program chair.*

NMT 322 Clinical Procedures I (2)

Study of the clinical theory as it applies to routine nuclear medicine procedures. Includes development of skills in image analysis, data collection, and case presentations.

NMT 333 Radiation Physics (2)

Review of necessary math and physics, the structure of matter including electron configurations and the nucleus, the x-ray circuit, interactions between ionizing radiation and matter, and the application of principles necessary for the production of x-rays and gamma rays. Cross-listed with RAD 333.

NMT 334 Nuclear Physics and Instrumentation (3)

Study of nuclear physics including radionuclide production. Study of the components and performance characteristics of nuclear detectors including statistics of counting, energy spectrum analysis, and theory of processing images, and performance criteria including quality control procedures. Course includes two credit hours theory and one credit hour lab.

NMT 352 Applied Pharmacology (1)

Study of adjunct medications used in nuclear medicine procedures during an in-vitro, diagnostic imaging, or therapeutic procedure to include preparation, dosage, dose administration, mechanism of action, side effects and patient monitoring. Also included are the preparation and administration of oral and IV contrasts used in the performance of imaging studies.

NMT 393 Clinical Practicum I (4)

Clinical experience obtained through assigned clinical rotations in routine and specialty areas. Twenty-four hours of clinical experience per week.

NMT 396 Introduction to Clinical Practice (4)

An introduction to the basic principles of clinical education. Course will include medical informatics and radiation safety regulations aspects including radiation monitoring, detection devices, and adherence to ALARA. Also included is the development of skills in venipuncture and administration of radioactive and non-radioactive agents. Course includes one credit hour theory, one credit hour lab, and two credit hours supervised clinical experience.

NMT 425 Clinical Procedures II (2)

Continuation of the study of clinical theory as it applies to nuclear medicine procedures including development of skills in image analysis, data collection, and case presentations.

NMT 438 Radiation Biology and Protection (3)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-listed with RAD 432.

NMT 439 Radiation Biology and Protection (2)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-listed with RAD 432.

NMT 442 Clinical Procedures III (2)

Continuation of the study of clinical theory as it applies to nuclear medicine procedures including development of skills in image analysis, data collection, and case presentations.

NMT 451 Nuclear Cardiology (3)

Study of the cardiac system with emphasis on nuclear imaging, quantification, and functional analysis. This course provides further development of clinical skills with emphasis on tomographic imaging.

NMT 452 Advanced Cardiology (1)

Study and application of nuclear cardiology with a focus on the cardiac stress test. Topics covered include patient assessment, stress testing techniques, ECG lead placement, ECG rhythm interpretation, emergency cardiac medications, and advanced life support.

NMT 453 PET Instrumentation and Procedures (3)

Study of radionuclides and instrumentation used in positron emission tomography (PET) imaging. The basic protocols for PET and PET/CT imaging will be discussed including biomarkers used in molecular imaging.

NMT 454 Nuclear Pharmacy (2)

Study of the chemical and biological aspects of radiopharmaceuticals with emphasis on production of radionuclides, preparation and quality control of radiopharmaceuticals, and dose calculations.

NMT 455 Radionuclide Therapies (1)

Study of clinical theory as it applies to therapeutic nuclear medicine procedures. Includes development of skills in therapeutic radiopharmaceutical administration and radiation safety standards.

NMT 463 Research Methods I (1)

Application of research methods with emphasis on performing a project including data collection, statistical analysis, and developing an abstract represented by a scientific poster. Four (4) hours of clinical research per week.

NMT 464 Research Methods II (1)

A continuation of the research process introduced in NMT 463 with emphasis on completion of a final research project. Four (4) hours of clinical research per week.

NMT 472 Nuclear Medicine Symposium (3)

This course is designed to develop leadership skills essential for the success of the health care professional including completion of a research project. Analysis of the Components of Preparedness published by the Nuclear Medicine Technology Certification Board (NMTCB) and Content Specifications for the NMT exam published by the American Registry of Radiologic Technology (ARRT) will be included.

NMT 482 CT Instrumentation and Physics (2)

Examination of computed tomography (CT) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control. Cross-listed with RAD 481.

NMT 483 CT Procedures and Protocols (2)

Examination of computed tomography (CT) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures. Cross-listed with RAD 483.

NMT 484 MRI Instrumentation and Physics (2)

Examination of magnetic resonance imaging (MRI) instrumentation and physics to include system operation and components, image processing, artifact recognition, and safety. Cross-listed with RAD 494.

NMT 490 Clinical Practicum II (5)

Continuation of assigned rotations from Clinical Practicum I. Thirty-two hours of clinical experience per week.

NMT 497 Clinical Practicum III (4)

Continuation of assigned rotations from Clinical Practicum II. Twenty-four hours of clinical experience per week.

NMT 496 Clinical Practicum IV (5)

Continuation of assigned clinical rotations from Clinical Practicum III. Thirty-two hours of clinical experience per week.

PUBLIC HEALTH PROGRAM

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

MISSION

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

PROGRAM LEARNING OUTCOMES

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

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

PUBLIC HEALTH PROGRAM PROBATION AND DISMISSAL POLICY

Program Probation

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

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

Program Process once a student has been put on Program Probation

Students will be advised of their probationary status by letter with the copy distributed to their assigned academic advisor.

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

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

Removal of Program Probation

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

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

Program Dismissal

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

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

Program Dismissal Appeal

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

DEGREE REQUIREMENTS FOR A BACHELOR OF HEALTH SCIENCES IN PUBLIC HEALTH

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

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

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

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

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

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

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

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

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

Health Humanities		
HUM 101	Introduction to Health Humanities	3
ANY	Elective Selected with Advisor	3
	Choose 2 from:	6
ENG 301	Narrative Medicine	3

PSY 330	Health Psychology	3
REL 302	Spiritual Aspects of Care	3
ENG 203	Literature and Medicine	3

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

MINOR IN PUBLIC HEALTH

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

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

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

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

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

PUBLIC HEALTH COURSE DESCRIPTIONS

POH 301 Public Health Foundation (3)

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

POH 315 Social and Behavioral Determinants of Health (3)

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

POH 320 Global Health Perspectives (3)

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

POH 330 Aspects of Environmental Health (3)

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

POH 340 Promoting Positive Youth Development (3)

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

POH 370 Global Chronic Diseases (3)

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

POH 375 Global Infectious Diseases (3)

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

POH 401 Public Health Education and Promotion (3)

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

POH 410 Public Health Program Planning (4)

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

POH 415 Global Ethics and Justice (3)

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

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

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

POH 430 Public Health Profession (3)

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

POH 442 Principles of Public Health and Epidemiology (3)

This course explores the social determinants of health, as well as the public health vs. clinical approaches to managing the health of communities. This course introduces students to epidemiological methods and the community health assessment process. It emphasizes the need and utility of a data driven approach to decision making in order to improve population health, whole community health planning, and explores the causes and consequences of health disparities. *Pre-requisites: Undergraduate Statistics (e.g. MAT 211)*

POH 450 Population Health Capstone (7)

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

POH 451 Public Health Capstone (3)

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

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

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

POH 485 Senior Seminar (1)

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

RADIATION THERAPY

MISSION

The Radiation Therapy program will graduate competent, entry-level radiation therapists to become members of a multidisciplinary healthcare team, providing empathic care and therapeutic treatment to those who have been diagnosed with cancer.

PROGRAM LEARNING OUTCOMES

Graduates/students of the radiation therapy program will:

- Display clinical competence.
- Communicate effectively.
- Problem solve and think critically.
- Demonstrate professional behavior.
- Meet outcomes consistent with JRCERT Standards of program effectiveness.

ACCREDITATION OF THE PROGRAM

The Radiation Therapy program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The contact information for the JRCERT is 20 North Wacker Drive, Suite 2850, Chicago, IL, 60606-3182, www.jrcert.org, mail@jrcert.org or call (312) 704-5300.

TECHNICAL STANDARDS FOR RADIATION THERAPY

The Bachelor of Science (B S) degree, with a major in Radiation Therapy (RT) from the Baptist Health Sciences University indicates the holder is prepared to sit for the American Registry of Radiologic Technologists (ARRT) Radiation Therapy (T) certification examination. Additional requirements for licensure may be required by the state in which a graduate practices. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the B. S. degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training, with or without reasonable accommodations.

To be qualified for the BS degree, subsequent certification, state licensure (where applicable), and employment as a Radiologic Technologist in Therapy (Radiation Therapist) the candidate must demonstrate competency in five requisite areas: observation and sensory; communication; motor; intellectual-conceptual; and behavioral and social attributes. Students are required to demonstrate said competencies to provide safe and effective medical care in a wide variety of clinical environments.

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

The national board examinations for radiation therapy may have more stringent technical standards than outlined in this document.

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

Observation and Sensory

Candidates must be able to acquire a defined level of information in both the clinical and didactic settings. Candidates and students must be able to obtain information from demonstrations and experiments in the biomedical and basic sciences. Students must be able to assess a patient and evaluate findings accurately. Radiation treatment equipment requires the student has the ability to see the visual display and the manual dexterity to align the patient and set equipment position for the delivery of therapeutic radiation. The student must be able to perform in the low-light setting of the clinical treatment room. Students must have the auditory ability to detect and respond to alarms, emergency signals, and cries for help from

the patient. The student must be able to monitor the patient visually and auditorily from the closed circuit monitor outside the treatment room. The observation and information acquisition noted above will require candidates to have functional use of visual, auditory and touch sensations or the functional equivalent.

Communication

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

Motor

Candidates must, after a reasonable period of training, possess the physical ability, flexibility, strength and stamina sufficient to provide safe and effective care. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. Students continuously engage in standing, walking, carrying objects, pushing/pulling, twisting, bending, reaching forward and overhead, and wrist position deviation. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision or the functional equivalent.

Intellectual - Conceptual

Candidates must possess proficient measurement, calculation, reasoning, and analysis skills. Problem solving, the critical skill demanded of healthcare professionals, requires all of these intellectual abilities. In addition, candidates and students must be able to comprehend three dimensional relationships, to understand and be able to work within the spatial relationships of structures. They must have the intellectual capability to increase their fund of information and knowledge base through various media as well as from course materials, scheduled conferences, lectures, lab practicum, current literature and journals; and to make appropriate evaluations of clinical circumstances. Analytical problem-solving skills are critical in medicine and candidates must be able to perform in a timely manner, tasks utilizing such skills. The practice of radiation therapy implies the protection and safety of patients, not just the ability to pass preparatory examinations. Healthcare professionals are responsible for those in their care and must demonstrate the ability to rapidly process information, make decisions, and perform the appropriate interventions. Certain personal characteristics are expected of a healthcare professional. These include integrity, compassion, interpersonal skills, and motivation.

Behavioral and Social Attributes

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

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

APPLYING TO THE PROGRAM

All applicants to the Radiation Therapy program must be enrolled as undergraduate students at Baptist Health Sciences University and be assigned a student identification number (S*****). The student identification number allows access to the University's Canvas course, "Allied Health Intent to Apply Process".

RADIATION THERAPY PROGRAM APPLICATION CRITERIA

Qualified Applicants must meet the stated RT Program Application Criteria:

- Cumulative GPA of 2.7 or higher - (Calculated from courses completed at Baptist Health Sciences University and Baptist Health Sciences University-approved transfer courses)
- Completed 24 credit hours, or more, specific to the RT Program Pre-Requisite Curriculum
- Current Enrollment in OR Successful Completion of:
 - BIO 301: Pathophysiology (Prerequisites: BIO 201, BIO 202)
 And
 - PHY 200: Physics I (Prerequisite: MAT 110)

"INTENT TO APPLY" SUBMISSION & INTERVIEWING

Qualified applicants submit the RTT Program Intent to Apply form during the published acceptance period(s). The Radiation Therapy program accepts Intent to Apply submissions during the academic year with two deadlines, October 1st (Fall term) and March 1st (Spring term). For each of the deadlines, the program faculty review all Intent to Apply submissions for the RT program.

Each applicant's transcript is reviewed to verify Pre-Application criteria are met and the applicant is qualified to interview for the program. All qualified applicants are contacted via their Baptist Health Sciences University email account and scheduled for an individual interview during the month of the deadline (October or March).

- Qualified applicants have the right to accept or decline an interview for the RT program.
- Qualified applicants who have previously applied for the RT program, and were not selected, may reattempt the process during the next deadline period.
- All qualified applicants will be interviewed without regard to previous application status.

At the time of interview scheduling, the applicant will receive a copy of the Technical Standards for Matriculation, Retention, and Graduation for Radiation Therapy. It is the responsibility of the student to read this policy. This policy is also available in the University Catalog and on the University's website.

INTERVIEW PROCESS

All qualified applicants are interviewed for selection to the program. A team of program faculty members conduct an interview with each individual applicant. The interview evaluates the applicant's oral communication skills, knowledge of the profession, affective aptitude for clinical practice, and establishes a cognitive baseline. Each applicant is scored based on performance in the oral interview, cognitive assessment and average GPA earned in the completed prerequisite curriculum, not the cumulative GPA.

PROGRAM SELECTION PROCESS

The composite interview scores of all applicants are ranked from highest to lowest. The program capacity allows for seven (7) students in each cohort. During the Fall term interviewing period, the four (4) top ranked applicants are selected for the cohort. During the Spring interviewing period, the three (3) top ranked applicants are selected for the cohort. If the program is unable to fill the designated spaces during Fall term, remaining spaces will be filled during the Spring term as applicants are available.

These seven (7) selected applicants form the student cohort that will begin RT program course work in the next Fall term. It is ideal to have a full cohort of seven (7) students identified prior to the start of the Summer term so that students can complete all prerequisite coursework prior to the Fall term of their cohort start date.

SELECTION NOTIFICATION

Each applicant interviewed for the program receives a notification letter via Baptist Health Sciences University email. The notification letter clearly states whether the student was, or was not, selected to the program for that cohort.

For applicants selected to the program, the letter contains an offer to join the designated RT student cohort. The letter details the contact method and deadline to accept or decline the offer. The applicant has the right to accept or decline the acceptance offer. Only applicants who accept the offer by the deadline are added to the designated cohort. It is imperative that the

applicant read the letter carefully and follow its instructions to accept the offer to join the RT program. Failure to properly respond by the stated deadline will result in forfeiture of the offer.

For applicants not selected to the program, the letter contains important information about the next opportunity to reapply to the program. The student has the right to pursue other academic programs at the University or to stay with the RT program and reattempt the application process.

The notification letter is copied to the Dean of the Allied Health Division, the RT Program Clinical Coordinator, and the University Registrar.

Students will be reassigned an academic faculty advisor from the Radiation Therapy program if they do not already have one. Students will be reassigned to the RTT major in the term prior to the start of the program coursework.

APPLICANT ACCOUNTABILITY

It is the responsibility of the student to successfully complete all remaining RT program prerequisite courses with a grade of C or better. A student who is unable to complete these courses successfully prior to the start of program courses will be removed from the cohort for which they were selected. A student removed from a cohort for failure to complete the prerequisite courses may reapply to the RT program for the next available cohort.

APPLICANT SELECTION RECORD RETENTION

Applicant selection records contain scored interview rubrics and transcript evaluations. All records for applicants who were and were not selected for the program are retained by the RT Program Chair for a period of eight years. After that time, the records are destroyed. Due to the sensitive nature of the information contained within, these records are stored in a locked file cabinet, which is located in the Program Chair's locked office. Only the Program Chair has access to the files. These files are kept for accreditation purposes only.

PROGRAM PROBATION

Students earning unsatisfactory academic performance in the Radiation Therapy program are placed on program probation. Unsatisfactory academic performance is evidenced by failure of one (1) RTT major course. A final grade of "D", "F", or "WF" denotes the failure of a course. The current University Catalog defines these final grade abbreviations within the Baptist Health Sciences University Grading Policy. A student may submit an appeal as described in the Grade Appeal Policy to the Academic Dean. The decision of the Academic Dean is final.

REMOVAL OF PROGRAM PROBATION

A student on RTT program probation must follow a prescriptive delayed progression plan to move forward within the major. Voluntary separation by the student from the RTT program is an alternative to the proposed delayed progression plan.

A student's refusal to follow the delayed progression plan results in program dismissal.

The Program Chair is responsible for design of the delayed progression plan. Each delayed progression plan is specific to the individual needs of the student. The delayed progression plan may include, but is not limited to course auditing, student-directed study, separation from clinical courses, re-certification of CPR, and additional payment of time-sensitive course fees as necessary.

The RTT program removes a student from program probation upon the successful completion of the failed course on second attempt. However, the student is required to complete the delayed progression plan through graduation. Repeated failure of the course or any additional course failures will result in RTT program dismissal.

PROGRAM DISMISSAL

Failure to perform satisfactorily in two (2) professional-level courses in the Radiation Therapy program or failure of the same professional level course on the second attempt will result in the program dismissal of the student. Professional-level courses are those in the degree plan with a RTT prefix code. Such course failures may occur concurrently, consecutively or non-consecutively. A final grade of "D", "F", or "WF" denotes the failure of a course. The current University Catalog defines these final grade abbreviations within the Baptist Health Sciences University Grading Policy.

Failure to follow and/or complete the student's agreed-upon delayed progression plan will result in program dismissal. Additionally, dismissal may occur when the student fails to maintain a cumulative GPA of 2.0.

A student may submit an appeal as described in the Grade Appeal Policy to the Academic Dean concerning final grade(s) that led to the program dismissal. The decision of the Academic Dean is final.

PROGRAM READMISSION OF FORMER STUDENTS

Students who were accepted into the Radiation Therapy program, began courses within the major, and who were then academically dismissed are not eligible for readmission to the program.

Students in good academic standing who left the program may reattempt the program application process.

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN RADIATION THERAPY

General Education		
Course #	Course Name	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
ENG 101*	English Composition I	3
ENG 102*	English Composition II	3
ENG 103	Writing for the Health Care Profession	1
ENG 201, 202, 203, and 204	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320 /MAT 211	Research for Health Professionals / Statistics	3
MAT 110/MAT 240*	College Algebra/Elements of Calculus	3
PHI 301	Biomedical Ethics and Values	3
PHY 200	Physics I	4
PHY 205	Physics II	4
PSY 201	General Psychology	3
REL 201, 210, 220, 301 or 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
Total		61 Hours

*These courses must be completed as a part of the 24 hours of required preprogram courses to be considered for selection into the Radiation Therapy program.

Major Courses		
Course #	Course Name	Credit hours
RTT 310	Foundations of Radiation Therapy	3
RTT 333	Radiation Physics	2
RTT 389	Introduction to Clinical Practicum	3
RTT 392	Clinical Practicum I	4
RTT 393	Clinical Practicum II	4
RTT 394	Oncology Patient Care	3
RTT 395	Patient Care Procedure Lab	1
RTT 421	Radiation Therapy Symposium	3
RTT 424	Principles and Practice of Radiation Therapy I	4
RTT 425	Principles and Practice of Radiation Therapy II	4
RTT 430	Radiation Therapy Physics I	3

RTT 431	Radiation Therapy Physics II	3
RTT 432	Quality Management	2
RTT 434	Radiation Therapy Treatment Planning	3
RTT 439	Radiation Biology & Protection	2
RTT 486	Digital Imaging	3
RTT 487	CT Instrumentation and Physics	2
RTT 488	CT Procedures and Protocols	2
RTT 492	Clinical Practicum III	4
RTT 493	Clinical Practicum IV	4
RTT 496	MR Instrumentation & Physics	2
Total		61 Hours
Total Credit Hours Degree Requirement		122 Hours

Degree Plan Subject to Change. Radiation Therapy major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan.

REGISTERED TECHNOLOGIST RADIOGRAPHY RT(R)-BACHELOR OF SCIENCE IN RADIATION THERAPY ADMISSIONS PATHWAY

Credentialed medical radiographers may apply for the Bachelor of Science in Radiation Therapy. Applicants who meet the admission criteria for Baptist University and hold a valid R.T.(R) ARRT credential will receive block credit of 31 credit hours. Additionally, the admissions pathway requires a total of 36 General Education credit hours and a total of 55 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

Block Credit*		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 301	Pathophysiology	3
BIO 320	Cross Sectional Anatomy	2
COM 211	Speech Fundamentals	3
HSC 301	U.S. Health Care Systems	3
PHY 200	Physics I	4
RTT 333	Radiation Physics	2
RTT 439	Radiation Biology and Protection	2
Total		29 Hours

*Total block credit hours for R.T. (R)(ARRT) will be awarded upon successful completion of RTT 310 Foundations of Radiation Therapy. The R.T. (R)(ARRT) certification must be verified no later than the start of the junior year.

General Education		
Course #	Course Title	Credit Hours
BIO/CHE/PHY **	Natural Sciences w/ lab	4
ENG 101**	English Composition I	3
ENG 102**	English Composition II	3
ENG 103	Writing for the Health Care Profession	1
ENG 201, 202, 203, or 204**	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 105	Baptist University Online /Completion Experience	1
HSC 320 / MAT 211	Research for Health Professional/ Statistics	3
MAT 110 / MAT 240**	College Algebra /Elements of Calculus	3

PHI 301	Biomedical Ethics and Values	3
PSY 201**	General Psychology	3
REL 201, 210, 220, 301, 302	Religion Elective	3
SOC 201	Medical Sociology	3
Total		36 Hours

** Natural Science w/lab, ENG 101, ENG 102, Literature Elective, MAT 110/240, and PSY 201 must be completed with a grade of "C" or better prior to major courses.

Major Courses		
Course #	Course Name	Credit hours
RTT 310	Foundations of Radiation Therapy	3
RTT 389	Introduction to Clinical Practicum	3
RTT 392	Clinical Practicum I	4
RTT 393	Clinical Practicum II	4
RTT 394	Oncology Patient Care	3
RTT 395	Patient Care Procedures Lab	1
RTT 421	Radiation Therapy Symposium	3
RTT 424	Principles and Practice of Radiation Therapy I	4
RTT 425	Principles and Practice of Radiation Therapy II	4
RTT 430	Radiation Therapy Physics I	3
RTT 431	Radiation Therapy Physics II	3
RTT 432	Quality Management	2
RTT 434	Radiation Therapy Treatment Planning	3
RTT 486	Digital Imaging	3
RTT 487	CT Instrumentation and Physics	2
RTT 488	CT Procedures and Protocols	2
RTT 492	Clinical Practicum III	4
RTT 493	Clinical Practicum IV	4
RTT 496	MRI Instrumentation & Physics	2
Total		57 Hours
Total Credit Hours Degree Requirement		122 Hours

RADIATION THERAPY COURSE DESCRIPTIONS

RTT 310 Foundations of Radiation Therapy (3)

Course is designed to provide student with an overview of radiation therapy and the practitioner's role in the health care delivery system. Principles, practices, and policies of health care organizations. Professional responsibilities of the radiation therapist will be discussed.

RTT 333 Radiation Physics (2)

This course reviews necessary math and physics, the structure of matter including electron configurations and the nucleus, the x-ray circuit, interactions between ionizing radiation and matter, and the application of principles necessary for the production of x-rays and gamma rays. Cross-listed with RAD 333.

RTT 389 Introduction to Clinical Practicum (3)

Content is designed to provide students with experiential learning experiences for reinforcing concepts and skills learned in Foundations of Radiation Therapy.

RTT 392 Clinical Practicum I (4)

Clinical experience obtained through assigned rotations in various affiliates. Twenty-four hours of clinic per week.

RTT 393 Clinical Practicum II (4)

Continuation of assigned rotations from Clinical Practicum I. Twenty-four hours of clinic per week.

RTT 394 Oncology Patient Care (3)

Content is designed to provide students with concepts and competencies in assessment and evaluation of the patient diagnosed with cancer under treatment. Psychological needs, physical needs, psychosocial considerations, factor affecting treatment outcome, and medical record management will be present and examined.

RTT 395 Patient Care Procedures Lab (1)

This course provides students with hands-on practice of ARRT-required general patient care skills used to assess and evaluate patients diagnosed with cancer and receiving treatment in the Radiation Oncology department. Role-play and simulation will aid in student development of skills to assist patients with physical, psychological and psychosocial needs that affect treatment outcome.

RTT 421 Radiation Therapy Symposium (3)

This course is designed to develop leadership skills essential for the success of the health care professional. The students will review selected procedures with an emphasis on preparation for board exam and will prepare a portfolio.

RTT 424 Principles & Practice of Radiation Therapy I (4)

Content is designed to examine and evaluate the management of neoplastic disease, while promoting critical thinking and ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be discussed relative to histology, anatomical site and patterns of spread.

RTT 425 Principles & Practice of Radiation Therapy II (4)

A continuation of clinical theory as it applies to neoplastic disease and treatment. Includes the advanced skills needed to analyze complex issues of cancer disease and make informed treatment decisions.

RTT 430 Radiation Therapy Physics I (3)

Provides the student with a knowledge of basic radiation therapy physics. Emphasis on atomic structure, radioactivity, properties and production of high energy x-rays, interactions with matter, measurement of beam parameters including QA of linear accelerators. Use of radioisotopes in Brachytherapy and an introduction to external beam treatment planning.

RTT 431 Radiation Therapy Physics II (3)

Continuation of Radiation Therapy Physics I Measurement of absorbed dose, scattering, and other parameters used in external beam treatment planning and its application in common anatomical sites. Physics and dosimetry of electron beams. Emphasis will be on dosage calculations and technical quality assurance in Radiation Therapy.

RTT 432 Quality Management (2)

This course focuses on quality management programs and continuing quality improvements in radiation oncology. To include the need for quality assurance checks in the clinical area; QA evaluations and tests performed on simulators, treatment units, and therapy planning units; legal and regulatory implications for maintaining appropriate QM guidelines.

RTT 434 Radiation Therapy Treatment Planning (3)

Content is designed to establish factors that influence and govern clinical planning of patient treatment. This encompasses isodose descriptions, patient contouring, radiobiologic considerations, dosimetric calculations, compensations and clinical application of treatment beams. Optimal treatment planning is emphasized along with particle beams. Stereotactic and emerging technologies are presented.

RTT 435 Radiation Biology & Protection (3)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-Listed with RAD 432.

RTT 439 Radiation Biology & Protection (2)

An emphasis on radiation safety and radiobiology in the clinical area to include patient and occupational dose. Cross-listed with RAD 439.

RTT 486 Digital Imaging (3)

This course examines the study and analysis of radiographic image production and image evaluation from a computed radiography (CR) and digital imaging perspective. Picture archiving communication systems (PACS), radiology information systems (RIS), and hospital information systems (HIS) will be discussed. Cross-Listed with RAD 484.

RTT 487 CT Instrumentation and Physics (2)

Examination of computed tomography (CT) instrumentation and physics to include system operation and components, image processing and display, image quality, artifact recognition, and quality control. Cross-Listed with RAD 481.

RTT 488 CT Procedures and Protocols (2)

Examination of computed tomography (CT) procedures and protocols to include positioning, acquisition methods, parameter selection, and special procedures. Cross-listed with RAD 483.

RTT 492 Clinical Practicum III (4)

Continuation of assigned rotations from Clinical Practicum II. Twenty-four hours of clinic per week.

RTT 493 Clinical Practicum IV (4)

Continuation of assigned rotations from Clinical Practicum III. Thirty-two hours of clinic per week.

RTT 496 MR Instrumentation & Physics (2)

Examination of magnetic resonance imaging (MRI) instrumentation and physics to include system operation and components, image processing, artifact recognition, and safety. Cross-listed with RAD 494.

RESPIRATORY CARE

MISSION

The Respiratory Care program of Baptist University will prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). Additionally, the program will prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advanced practice (which may include an area of clinical specialization).

PROGRAM LEARNING OUTCOMES

Upon completion of the Respiratory Care program, graduates will be able to:

- Demonstrate competence in the cognitive, psychomotor, and affective learning domains of respiratory care practice, as performed by registered respiratory therapists.
- Demonstrate competent interpretation of cardiopulmonary diagnostic findings, as obtained through thoracic assessment techniques, pulmonary function testing, radiographic imaging and clinical laboratory studies.
- Administer basic and advanced respiratory care therapeutic interventions, in a variety of health care settings, with the ability to competently and safely treat and evaluate patients' response to the therapies administered.
- Implement plans for patient, family, and staff education initiatives, while giving consideration to culturally competent behaviors in each of the domains of learning.
- Collaborate with intraprofessional and interprofessional teams to provide direction and input into decisions regarding the provision of respiratory care services and resources.

ACCREDITATION OF THE PROGRAM

The Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The contact information for CoARC is 264 Precision Blvd, Telford, TX 37690, 817-283-2835, www.coarc.com. CoARC holds recognition from the Council for Higher Education Accreditation (CHEA).

TECHNICAL STANDARDS FOR RESPIRATORY CARE

The Baptist Health Sciences University Respiratory Care program, offers two degree pathways, as applicable to professional practice. The Commission on Accreditation for Respiratory Care requires the entry-to-practice degree pathway prepare, "graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)." (CoARC Standard, 3:01). As a bachelor-degree conferring program, the CoARC also requires the entry-to-practice program and the degree advancement program to prepare "leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research and advanced clinical practice (which may include an area of clinical specialization)." (CoARC Standard 3:01)

To assure that candidates for selection, matriculation, and graduation are able to complete the degree course of study and participate fully in all aspects of didactic, laboratory, and clinical practicum education and training, with or without reasonable accommodations, candidates and students selected from matriculation are expected to consistently demonstrate essential behaviors, as applicable to the cognitive, psychomotor, and affective domains of learning.

Candidates seeking selection into the program and students matriculating through the program must demonstrate competency in five requisite domains: observation and sensory; communication; motor; cognitive-conceptual; and behavioral and social attributes. Demonstration of identified competencies is intended to facilitate safety of the individual, patients, and others in diverse educational settings to include, but not limited to clinical practicum settings.

The Baptist University Respiratory Care Program is committed to the selection and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability,

creed, or religion. Candidates with disabilities can request reasonable accommodations, if needed to meet defined technical standards by following the University's policies and procedures and contacting Access Services. As applicable, all candidates and students must be able to perform outlined technical standards in an independent manner.

The national board examinations for respiratory care may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from Baptist University, under the entry-to practice or the degree advancement pathway will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change during their enrollment in the academic program, it is the student's responsibility to notify the Program Chair and/or Access Services.

Observation and Sensory

Students enrolled in program-level courses, to include but limited to clinical practicum courses, must be able to acquire a defined level of information in both the clinical and biomedical sciences. Candidates and students must be able to obtain information from demonstrations and experiments in the biomedical and basic sciences. Students must be able to:

- perform physical examinations of patients within the scope of respiratory care practice using inspection, palpation, percussion, and auscultation techniques; and
- evaluate clinical data, to include but not limited to biological specimens, electrocardiographic, ventilator graphic displays, and radiographic images, identifying detail as appropriate to the data.

The observation and information acquisition noted above will require candidates to have functional, assisted or unassisted use of visual, auditory and touch sensations.

Communication

Candidates for selection and students matriculating through the program must be able to:

- use grammar, terminology, affect, and sensitivity appropriately to facilitate verbal, written, and nonverbal communication;
- observe patients and others in order to elicit information, detect and describe changes in behavior to include but not limited to activity, and posture;
- perceive nonverbal communications, as applicable to sensorium and level of consciousness; and
- establish therapeutic relationships with patients, healthcare professionals, and others.

Communication includes speech, reading and writing or the functional equivalent.

Motor

As appropriate to the course of study, students must possess the capacity to:

- perform physical examinations, to include, but limited thoracic exam, using palpation and percussion techniques,
- apply fine motor skills to manipulate needles, syringes, small devices and appliances, as needed to perform airway management procedures and blood gas sampling, as applicable to diagnostic and therapeutic procedures;
- use gross motor skills for activities that require standing and walking for extended periods of time, positioning and transporting patients, lifting and moving equipment weighing greater than 10 pounds, and participating in emergency care to include, but not limited to cardiopulmonary resuscitation;

These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, in addition to balance and equilibrium.

Cognitive - Conceptual

Students matriculating through the program must be able to demonstrate skills that require them to:

- analysis, interpret, and evaluate information drawn from physical exam and clinical findings, to include but not limited

to radiographic imaging and laboratory studies;

- use information to determine reasonable action to include, but not limited to making inferences for decision-making and problem-solve when providing therapeutic and diagnostic-related interventions; and
- apply basic mathematical skills needed to perform calculations, using the data provided;

Technical competencies related to the cognitive-conceptual are also required for comprehending, processing and applying information gained from course materials to include but not limited to textbook content, class discussion, scientific and journal literature, in addition to materials related to laboratory courses and information received through clinical experiences, to include but limited to medical rounds.

Behavioral and Social Attributes

Students matriculating through the program must exercise appropriate judgment and demonstrate professional behaviors to include, but not limited to:

- communicating with patients, healthcare professionals, and others using acceptable verbal and nonverbal language, when conducting patient interviews and instruction, performing physical exams, therapeutic and diagnostic interventions, interacting as part of the healthcare team when rounding, consulting to plan care, and participating in therapeutic and diagnostic intervention, when interacting with family and/or caregivers during therapeutic and diagnostic interventions when family and/or caregivers are present.
- managing emotions when providing care interventions under stressful conditions, to include, but not limited to participating in cardiopulmonary resuscitation and withdrawal of mechanical ventilatory support;
- adapting to acute and rapidly changing conditions, as determined by patient's clinical presentation and needs or the changing clinical needs of multiple patients, as may occur in emergency department and critical care settings;
- demonstrating empathy and compassion, particularly when interacting with patients, family/caregivers, healthcare professionals and others;
- practicing with integrity and veracity when administering and documenting procedures performed; and
- seeking assistance, as needed to ensure patient safety and individual safety, particularly when performing therapeutic and diagnostic interventions in clinical practice and laboratory instructional settings.

Students are also expected to demonstrate the technical competencies related to the behavioral and affective attributes when interacting with faculty and their peers. These behaviors are applicable regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

APPLYING TO THE PROGRAM

A student is considered to a pre-Respiratory Care student once they are admitted to Baptist University and have declared the Respiratory Care major. To progress from pre- Respiratory Care to the clinical major, the student must complete required

program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work each spring term. Class size is limited, and the selection process is competitive.

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

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 24 credit hours of pre-program course work with a C or better, as specified by the Respiratory Care program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form.

Submission of the Intent to Apply form guarantees consideration into the selection process for the program.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 2.7 or greater.

Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the Respiratory Care program will evaluate all completed Intent to Apply applications. Applicants meeting the following criteria will receive priority consideration for interviews: applicants currently enrolled at Baptist University, applicants with a strong academic background, and applicants completing pre-program courses at institutions with collaborative or articulation agreements with Baptist University. Student selection into the program is competitive; applicants meeting minimum selection criteria are not guaranteed an interview.

Selection to the Respiratory Care program is based on the following factors:

- Academic potential for success based on academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the prerequisite courses for the program.
- Past failures affecting cumulative college GPA and prerequisite courses. **Failure of prerequisite courses for the program may impact selection and progression into the program after selection.**
- Preferences that may be given to qualified applicants completing courses at Baptist University.
- A sample writing assessment and personal interview which will be conducted on campus at Baptist University. For the sample writing assessment, applicants will be required to answer questions using an essay format. These questions will be completed prior to the personal interview and on the same day. Applicants will be given 30 minutes to complete the essay questions.
- Applicants will be evaluated on their written and verbal communication skills, academic performance, and knowledge of the Respiratory Care profession.

Notification of Selection

- Applicants will be notified in writing via Baptist Health Sciences University email to communicate the decision regarding selection into the Respiratory Care Program.

PROGRAM PROBATION

A student who earns a final course grade of "D", "F", or "WF" in a course in the Respiratory Care program curriculum will be placed on Program Probation.

REMOVAL OF PROGRAM PROBATION

A student's program probation status may be removed under the following conditions, the student:

- repeats the course that was failed and earns a final course grade of “C” or higher
- satisfies conditions outlined in the student’s signed progression plan
- earns a cumulative GPA equal or greater than 2.70

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Respiratory Care program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those listed on the degree plan as part of the Major Courses.

Students who are dismissed from the Respiratory Care program are not dismissed from Baptist University, unless the student has been formally dismissed from the university.

PROGRAM READMISSION OF FORMER STUDENTS

The Respiratory Care program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- a cumulative GPA equal or greater than 2.70 at the time of reapplying to the program
- earned credit for required science and math courses within 5 years prior to the time of readmission
- participate in the process for selection for readmission into the program, to include:
 - submitting the Intent to Apply
 - participating in the interview process, to include a writing assessment and interpersonal interview
- If selected for readmission, student must agree to participate in an established progression plan, to include:
 - directed-study course to reinforce and evaluate knowledge and skills, as applicable to content from program-level courses previously taken
 - participate in weekly tutoring sessions, upon resuming courses in the major and for each term enrolled
 - participate in bi-weekly academic development activities with the assigned student-success coach during each term enrolled in the program

***Students may not be considered for readmission into the program within 1-year of leaving the program.**

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

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN RESPIRATORY CARE

General Education		
Course #	Course Name	Credit Hours
AHS 202	Medical Terminology for the Health Sciences	2
BIO 201*	Anatomy and Physiology I	4
BIO 202*	Anatomy and Physiology II	4
BIO 205	Microbiology	4
CHE 115 or CHE 120	General Chemistry I or Chemistry for the Health Professions	4
ENG 101*	English Composition I*	3
ENG 102*	English Composition II*	3
ENG 201, 202, 203 or 204	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
HSC 320 or MAT 211	Research for the Health Professionals or Statistics	3
MAT 110/MAT 240*	College Algebra/Elements of Calculus	3
PHI 301	Biomedical Ethics and Values	3
PSY 201	General Psychology	3
PSY 301	Human Growth and Development	3
REL201, 210, 220, 301, or 302.	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
Total		58 Hours

*To be considered for selection into the Respiratory Care Program, courses marked with an asterisk must be completed as part of the 24 credit hours of required pre-program courses.

Major Courses		
Course #	Course Name	Credit Hours
AHS 390	Clinical Leadership for Health Sciences Professionals	3
RCP 210	Basic Skills in Respiratory Care Practice	2
RCP 299	Introduction to Clinical Practicum	1
RCP 301	Clinical Practicum	4
RCP 303	Foundations of Clinical Practice	2
RCP 308	Pharmacology	2
RCP 309	Principles of Mechanical Ventilation	2
RCP 310	Foundations of Respiratory Care	3
RCP 311	Respiratory Care Theory I	4
RCP 312	Respiratory Care Theory II	4
RCP 313	Advanced Cardiovascular Life Support Provider Prep	1
RCP 314	Critical Care Pharmacology	1
RCP 315	Clinical Practicum II	3
RCP 350	Applied Anatomy and Physiology	3
RCP 357	Diagnostic Techniques	2
RCP 361	Applied Pathophysiology	3
RCP 401	Clinical Practicum III	4
RCP 406	Clinical Practicum IV	3
RCP 413	Respiratory Care Theory III	4
RCP 416	Capstone Competency in Respiratory Care	2
RCP 421	Clinical Internship in Respiratory Care	3
RCP 430	Neonatal Respiratory Care	2
RCP 433	Expanded Clinical Practice in Respiratory Care	2
RCP 434	Pediatric Respiratory Care	2
RCP 435	Community and Public Health for the Respiratory Care Practitioner	2

	Total	64 Hours
Total Credit Hours for Degree Requirement		122 Hours

Respiratory Care major courses are offered once during the academic year and are specifically sequenced to assist the student with developing progressively complex competencies, by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily with a final course grade of "C" or higher in order to progress to subsequent courses in the degree plan.

RESPIRATORY CARE ACCELERATED PROGRESSION

The Accelerated Progression pathway is designed to provide first-time freshman students with the option to matriculate through program curriculum requirements to earn the Bachelor of Science (BS) degree with a concentration in Respiratory Care within 3 calendar years.

SELECTION PROCESS FOR ACCELERATED PROGRESSION (First-time Freshmen)

To be eligible for consideration of selection into the Respiratory Care Accelerated Progression option, first-time freshman students must meet the following criteria:

- GPA and ACT/SAT Requirements (based on a sliding scale)

ACT/SAT Score	High School GPA
20/1040	3.50
21/1080	3.35
22/1110	3.20

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Submit the Allied Health Intent to Apply Form.

Students enrolled under the Accelerated Progression option will complete major courses in the same sequence as detailed in the curriculum plan. However, in collaboration with the student's academic advisor, General Education courses may be re-sequenced, as needed.

RESPIRATORY CARE PROGRAM ADVANCED PROGRESSION

The Advanced Progression pathway provides students who have earned a high number of transfer credit hours the option to satisfy major course requirements earlier in their academic studies. This option offers the following opportunities:

- Provides students who have been awarded a high number of transfer credit hours to begin taking the major courses prior to completing all required General Education courses. This provides a clinical start date earlier than anticipated.
- Provides students with a re-sequenced Curriculum Plan that places several General Education courses to be taken during the student's senior year of study.
- Provides students with the opportunity to satisfy major courses prior to completing degree requirements. This option allows students to have an extended period to prepare for the National Board for Respiratory Care (NBRC) credentialing exam. Students will be eligible to apply to take the NBRC-credentialing exam after receiving the Bachelor of Science degree.

SELECTION PROCESS FOR ADVANCED PROGRESSION (Transfer Students)

To be considered for Advanced Progression, transfer students must:

- Possess a cumulative GPA of 3.1 or higher; and
- Agree to the curriculum sequence established prior to beginning Respiratory Care courses.

Advanced Progression is available to students in the Respiratory Care program only. The Advanced Progression option is not applicable to practicing registered respiratory therapists (RRTs). RRTs may pursue selection into the RRT-BS Completion program, which is a degree advancement program.

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

This program is designed for registered respiratory therapists (RRTs) seeking to advance their degree by obtaining a Bachelor of Science (BS) in Respiratory Care. RRTs who hold a diploma or associate degree in Respiratory Care are eligible for admission into RRT-BS Completion Program.

Selection

To be considered for selection into the RRT-BS Completion Program, applicants must meet the following minimum requirements:

- Meet all Baptist University admission requirements and be accepted to the University;
- Hold an active RRT credential from the National Board for Respiratory Care (NBRC);
- Hold a current license to practice Respiratory Care from the state in which they practice.

Applicants admitted to Baptist University may be simultaneously admitted to the RRT-BS Completion Program after participating in an interview with Respiratory Care Program faculty. Unlike students accepted into the traditional Respiratory Care Program, RRT-BS applicants may start this program with the start of the fall, spring or summer terms.

Progression

Upon admission into the RRT-BS Completion Program, students may enroll in:

- Major and required General Education/Health Studies (GEHS) courses any term the course is offered; and
- Major courses and GEHS courses simultaneously; students do not have to complete required General Education courses prior to enrolling in major courses.

Students may enroll as a full-time or part-time student; full-time status is not required for RRT-BS Completion students.

DEGREE REQUIREMENTS FOR RRT – BS COMPLETION PROGRAM

Baptist University encourages degree advancement for registered respiratory therapists (RRTs) holding an associate degree or diploma from a Commission on Accreditation for Respiratory Care (CoARC) accredited Respiratory Care program.

Students may receive credit for General Education/Health Studies (GEHS) courses transferred in from other regionally accredited colleges and universities. Additionally, students may have options to be awarded credit-for prior learning (CPL) for GEHS and/or major courses.

The RRT credential is recognized as evidence of advanced competency in the field of Respiratory Care. Applicants who have met the admission criteria for Baptist University and hold a valid RRT credential will receive a block credit of 48 credit hours. Additionally, the completion program requires a total of 56 General Education credit hours and a total of 18 credit hours within the major. A list of the block credit, the General Education, and the major courses are listed below:

Block Credit		
Course #	Course Title	Credit Hours
RCP 210	Basic Skills in Respiratory Care Practice	2
RCP 299	Introduction to Clinical Practicum	1
RCP 301	Clinical Practicum I	4
RCP 303	Foundations of Clinical Practice	2
RCP 308	Pharmacology	2
RCP 309	Principles of Mechanical Ventilation	2
RCP 310	Foundations of Respiratory Care	3
RCP 311	Respiratory Care Theory I	4
RCP 312	Respiratory Care Theory II	4
RCP 313	Advanced Cardiovascular Life Support Provider Prep	1
RCP 314	Critical Care Pharmacology	1
RCP 315	Clinical Practicum II	3
RCP 350	Applied Anatomy and Physiology	3
RCP 357	Diagnostic Techniques	2
RCP 361	Applied Pathophysiology	3
RCP 401	Clinical Practicum III	4
RCP 406	Clinical Practicum IV	3
RCP 413	Respiratory Care Theory III	4
Total		48 Hours

General Education		
Course #	Course Title	Credit Hours
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 205	Microbiology	4
CHE 115 or CHE 120	General Chemistry I or Chemistry for the Health Professions	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203, or 204	Literature Elective	3
HCM 440	Law and Policy in Health Care	3
HSC 105	Baptist University Online / Completion Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110/240	College Algebra/Elements of Calculus	3
MAT 211 or HSC 320	Statistics/Research for Health Professionals	3
PHI 301	Biomedical Ethics and Values	3
PSY 201	General Psychology	3
PSY 301	Human Growth and Development	3
REL 201, 210, 301 or 302	Religion Elective	3
SOC 201	Medical Sociology	3
COM 211/COM 220	Speech Fundamentals/Intercultural Communication	3
Total		56 Hours

Major Courses		
Course #	Course Title	Credit Hours
AHS 390	Clinical Leadership for Health Sciences Professionals	3
HCM 303	Professionalism in Healthcare Administration	1
HCM 305	Principles of Health Administration	3
HCM 330	Human Resource Management	3
HCM 446	Business Methods for Health Care Management	1
RCP 421	Clinical Internship in Respiratory Care	3
RCP 433	Expanded Clinical Practice in Respiratory Care	2
RCP 435	Community and Public Health for RCP's	2
Total		18 Hours
*Professional Experience Block Credit		48 Hours
Total Credit Hours for Degree Requirement		122 Hours

RESPIRATORY CARE COURSE DESCRIPTIONS

RCP 210 Basic Skills in Respiratory Care Practice (2)

This course is an introduction of basic skills fundamental to the practices of Respiratory Care. Content includes but is not limited to principles of documentation, patient assessment techniques, patient safety techniques, medical devices use, and AARC clinical practice guidelines. The course consists of 2 hours of lecture and 2 hours of lab per week.

RCP 299 Introduction to Clinical Practicum (1)

This course will introduce students to essential behaviors applicable to clinical practicum courses. Course content will explore requirements related patient safety, scopes of clinical practice, basic patient assessment, and documentation of clinical practicum activities.

RCP 301 Clinical Practicum I (4)

Application of client assessment, treatment, and evaluation in the general care environment of the hospital. Reinforcement of concepts and skills learned in current and prior didactic lab courses will be applied.

Competency evaluation of Respiratory Care modalities will be completed.

RCP 303 Foundations of Clinical Practice (2)

Course introduces foundational elements of clinical practice. Practicum emphasizes basic assessment of cardiopulmonary function; collection and interpretation of clinical findings; and documentation of assessment findings and respiratory care therapeutics/intervention.

RCP 308 Pharmacology (2)

Course covers general principles of pharmacology as well as respiratory, anti-infective, and cardiovascular system drugs. Selected central nervous system, autonomic nervous system, corticosteroid, diuretic, and antacid agents as they relate to respiratory and critical care will be discussed.

RCP 309 Principles of Mechanical Ventilation (2)

Course content is a comprehensive study of the physiologic principles and functions relevant to ventilation; impaired ventilation and therapeutic interventions; and indications for mechanical ventilation.

RCP 310 Foundations of Respiratory Care (3)

A study of the fundamental laws and theories of chemistry, physics, and patient care procedures as related to respiratory care. Two hours of lecture and three hours of laboratory per week.

RCP 311 Respiratory Care Theory I (4)

Study of respiratory care modalities, equipment design and operation, up to mechanical ventilatory support. Three hours of lecture and three hours of laboratory per week.

RCP 312 Respiratory Care Theory II (4)

Study of the initiation, implementation, and discontinuation of adult mechanical ventilation. Includes identification and treatment of respiratory failure in the adult. ACLS Certification is included. Three hours of lecture and three hours of laboratory per week.

RCP 313 Advanced Cardiovascular Life Support Provider Prep (1)

This course is an introduction to Advanced Cardiovascular Life Support (ACLS) and provides the basis for responding to a critical care event. Topics covered include patient assessment, airway management, ECG rhythm interpretation, treatment protocols, pharmacological agents, and critical care algorithms. ACLS certification is required and the conclusion of the course.

RCP 314 Critical Care Pharmacology (1)

This course involves the study of pharmacotherapies commonly administered in the care of critically ill or injured patients, with an emphasis on acute care management. Course content includes the clinical application and assessment parameters monitored when neuromuscular, sedative, anesthetic, analgesics, antimicrobials, and resuscitation-related drugs are administered.

RCP 315 Clinical Practicum II (3)

This course involves the application of advanced respiratory care therapeutic and diagnostic interventions commonly performed in critical care settings. Application of knowledge and skills essential to mechanical ventilatory support and airway management are emphasized in this course. Concepts and skills from prior and current didactic, laboratory and clinical practicum courses will be reinforced, as applicable. Competency evaluation of respiratory care modalities will be completed.

RCP 350 Applied Anatomy and Physiology (3)

This course builds on the concepts of Anatomy and Physiology I and II using Human Patient Simulators and case study analysis as the principal methodologies. Learning will focus on multi-system interactions, which will apply how the body systems affects each other and how they perform when disease is present. The knowledge of the functions of each system will be applied to understanding how body processes occur. *Prerequisites: BIO 201, BIO 202.* Cross-listed with BIO 360.

RCP 357 Diagnostic Techniques (2)

This course involves study of diagnostic techniques and interpretation of findings relevant to assessing cardiopulmonary physiology and function. Diagnostic procedures to be explored include: pulmonary function testing, bronchoscopy, electrocardiography, radiography, and arterial sampling.

RCP 361 Applied Pathophysiology (3)

A focus on the underlying principles common to disease processes. This course expands on how alterations of structure and function disrupt the human body as a whole. The course offers students the opportunity to observe various physiological changes of the body and how they manifest impact on various systems by incorporating simulation. *Prerequisites: BIO 201 and BIO 202 or BIO 342 and BIO 345.* Cross-listed with BIO 310.

RCP 401 Clinical Practicum III (4)

Application of advanced respiratory care modalities in the critical care, neonatal intensive care, and home care settings. Reinforcement of concepts and skills learned in current and prior didactic lab courses will be applied. Competency evaluation of respiratory care modalities will be completed.

RCP 406 Clinical Practicum IV (3)

Application of specialty care modalities within and beyond the acute care setting. Reinforcement of concepts and skills learned in current and prior didactic/lab courses will be applied. Competency evaluation of respiratory care modalities will be completed.

RCP 413 Respiratory Care Theory III (4)

Study of adult mechanical ventilation and cardiac/pulmonary monitoring techniques that are used in critical care settings, including hemodynamics as well as fluid and electrolyte balance. Three hours of lecture and one hour of laboratory per week.

RCP 416 Capstone Competency in Respiratory Care (2)

Comprehensive assessment of knowledge-base and skillset requirements essential to clinical practice and workforce readiness; includes student-driven facilitation of current trends and needs in professional practice.

RCP 421 Clinical Internship in Respiratory Care (3)

Provides an opportunity for intensive study and experience in an area of the student's choice. Can include, but is not limited to, research, education, management, business, neonatal care, ECMO, subacute/home care, physician office practice, case management, diagnostics, hyperbaric medicine, or polysomnography.

RCP 430 Neonatal Respiratory Care (2)

This course involves the study of fetal development and transition into an extrauterine environment. Course content will also explore diagnostic evaluation and therapeutic interventions, as applicable to common cardiopulmonary disorders impacting the fetus and neonatal patient, to include stabilization and resuscitation techniques.

RCP 433 Expanded Clinical Practices in Respiratory Care (2)

Course provides an overview of the roles of respiratory care practitioners beyond that of the traditional acute care environment. Content explores roles and responsibilities relative to cardiopulmonary rehabilitation; home and palliative care; primary care; case management; and polysomnography.

RCP 434 Pediatric Respiratory Care (2)

This course involves the study of congenital, acute, and non-accidental disorders impacting the pediatric population. Course content will also explore diagnostic evaluation and therapeutic interventions, to include stabilization and resuscitation techniques.

RCP 435 Community and Public Health for the Respiratory Care Practitioner (2)

Course introduces key aspects relevant to community health and roles of respiratory care practitioners in health maintenance, prevention, mitigation, and promotion. Course content emphasizes evidence-based disease management; cultural and socioeconomic considerations for community health; emergency management/preparedness models; financial impact of community health and wellness; health services collaborations; and utilization of technology.

SURGICAL TECHNOLOGY PROGRAM

MISSION

The Surgical Technology degree program of Baptist University will prepare students with a solid foundation in surgical technology that will equip them for the dynamic, ever-changing field of surgery.

PROGRAM LEARNING GOAL

To prepare competent entry-level surgical technologist in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to provide ethical care and compassionate care.

PROGRAM LEARNING OUTCOMES

Upon completion of the course of study in Surgical Technology, graduates will:

1. Demonstrate clinical proficiency of surgical technology practices and procedures.
2. Function as a knowledgeable entry-level surgical technologist.
3. Exhibit behavioral skills that reflect professionalism (e.g., effective communication, appropriate surgical setting rationale, time management skills).

CLINICAL CASE REQUIREMENTS

Students must complete a minimum of 120 cases as delineated below:

- A. **General Surgery Cases** Students must complete a minimum of 30 cases in General Surgery; 20 which must be performed in the First Scrub Role. The remaining 10 cases may be performed in either the First or Second Scrub Role.
- B. **Specialty Cases** Students must complete a minimum of 90 cases in various surgical specialties, excluding General Surgery; 60 which must be performed in the First Scrub Role. The additional 30 cases may be performed in either the First or Second Scrub Role.
 - 1) A minimum of 60 surgical specialty cases must be performed in the First Scrub Role and distributed amongst a minimum of four surgical specialties.
 - (a) A minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of four surgical specialties (40 cases total required).
 - (b) The additional 20 cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties.
 - 2) The remaining 30 surgical specialty cases may be performed in any surgical specialty either in the First or Second Scrub Role.
- C. **Optional Surgical Specialties** Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. However, up to 10 diagnostic endoscopic cases and 5 vaginal delivery cases can be counted toward the maximum number of Second Scrub Role cases.
 - 1) Diagnostic endoscopy cases must be documented in the category of "Diagnostic Endoscopy", rather than by specialty.
 - 2) Vaginal delivery cases must be documented in the category of "Labor & Delivery" rather than in the OB/GYN specialty.
- D. Case experience in the Second Scrub Role is **not** mandatory.
- E. Observation cases **must be documented**, but do not count towards the 120 required cases.

These are the requirements of the *Revised Core Curriculum for Surgical Technology*, 6th Ed. Surgical Rotation Case Requirements.

https://arcstsa.org/wp-content/uploads/2022/03/Core_Curriculum_for_Surgical_Technology_7ed_3-18-22.pdf

TECHNICAL STANDARDS FOR SURGICAL TECHNOLOGY

The Associate of Science (AS) in Surgical Technology (ST) degree from Baptist Health Sciences University indicates the holder is an entry-level surgical technologist who is prepared to enter a physician-supervised operating room from a Commission on Accreditation of Allied Health Education Programs (CAAHEP) curriculum-based program. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the AS degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation can complete the entire course of study and participate fully in all aspects of training, with or without reasonable accommodations.

To be qualified for the AS degree, future training, and subsequent certification, the candidate must demonstrate competency in eight requisite areas: critical thinking/problem solving, communication, interpersonal skills, behavioral skills, emotional stability/coping skills, physical abilities, motor skills (fine & gross) and sensory abilities. Students must demonstrate said competencies to provide safe and effective patient care in a wide variety of clinical/operating room environments.

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

The national board examinations for surgical technology may have more stringent technical standards than outlined in this document.

Students who accept an admission offer from Baptist University must sign an attestation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is his/her responsibility to report this to the Program Chair and Access Services.

Critical Thinking/Problem Solving

Candidates must have the ability to measure, calculate, reason, analyze, integrate and synthesize Information sufficient for clinical judgement.

Communication

Candidates must have the ability to effectively communicate using English verbal and non-verbal formats with faculty, patients, families, fellow students and all members of the multi-disciplinary team to monitor and assess patient and equipment function.

Interpersonal Skills

Candidates must possess appropriate interpersonal interaction sufficient to work collaboratively with healthcare team, patients and families.

Behavioral Skills

Candidates must present self in a professional manner in clinical and academic settings, demonstrating integrity, accountability and reliability.

Emotional Stability/Coping Skills

Candidates must function effectively and adapt to circumstances including highly stressful or rapidly changing situations.

Physical Abilities

Candidates must possess sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.

Motor Skills (Fine & Gross)

Candidates must possess sufficient motor function to execute movements required to perform duties with the ability to engage in skills requiring the use of gross and fine motor manipulation of arms, hands and fingers.

Sensory Abilities

Candidates must possess sufficient auditory, visual and tactile ability to monitor and assess health needs of the surgical patient.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

APPLYING TO THE PROGRAM

A student is considered to be in the pre-Surgical Technology program once they are admitted to Baptist University and have declared a major. To progress from pre-Surgical Technology to the clinical major, the student must complete 12 credit hours (to include ENG 101 and MAT 110) of required program prerequisites, apply for selection into the program, and be selected to the program. Cohorts begin the program course work in the spring term. Class size is limited, and the selection process is competitive.

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

Steps for Applying to the Program:

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

Step 2: Submit all required admission documentation.

Step 3: Accept offer to attend Baptist University.

Step 4: Complete and/or transfer 12 credit hours (to include ENG 101, and MAT 110) of pre-program course work with a C or better, as specified by the Surgical Technology program degree requirements.

Step 5: Submit the Allied Health Intent to Apply Form. To apply to the Surgical Technology major, student must currently be enrolled or have successfully completed AHS 202, ENG 102, and BIO 150.

Submission of the Intent to Apply form guarantees consideration into the selection process for the program.

To be competitive in the selection process, applicants should maintain a cumulative college GPA of 2.7 or above.

Applicants should earn a B or better in all pre-program courses, to be competitive.

PROGRAM SELECTION PROCESS

A selection committee for the Surgical Technology program will evaluate all completed applications. Applicants with a strong academic background and currently enrolled in Baptist University, or applicants completing pre-program courses at institutions with collaborative or articulation agreements will receive priority consideration for interviews. Student selection into the program is competitive, and applicants meeting minimum selection criteria are not guaranteed an interview. Some students may choose to indicate interest in more than one program to increase their chances of being accepted during a year of highly competitive applicants.

Selection to the Surgical Technology program is based on the following:

- Academic potential for success from the academic record.
- Academic strength in previous college coursework, with specific attention given to performance in the pre-program courses.
- Past failures affecting cumulative college GPA and pre-program courses may impact selection into the program. Each file will be considered individually.

- Preference may be given to qualified applicants completing courses at Baptist University.
- A personal interview will be required of each applicant. Students will be evaluated on personal strengths and knowledge of the Surgical Technology program and profession.

Notification of Selection:

- Applicants will be notified in writing via Baptist Health Sciences University email of selection to the Surgical Technology program.

PROGRAM PROBATION

Any student currently enrolled in core SUR courses who receives a grade of “D”, “F” or “WF” in one SUR course will be placed on program probation.

REMOVAL OF PROGRAM PROBATION

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

PROGRAM DISMISSAL

A student who fails to perform satisfactorily in two (2) professional-level courses in the Surgical Technology Program or fails on the second attempt of the same professional level course will be dismissed from the program. Professional-level courses are those identified on the degree plan with a SUR prefix code.

Additionally, any student that does not maintain a cumulative GPA of 2.3 for core SUR courses taken while at Baptist Health Sciences University within the twelve (12) credit hours taken while on program probation will be dismissed from the program. A student may submit an appeal as described in the Grade Appeal Policy to the Academic Dean concerning final grade(s) that led to the program dismissal. The decision of the Academic Dean is final. If the appeal is upheld, the student may continue in the program; however, progression may be delayed.

PROGRAM READMISSION OF FORMER STUDENTS

The Surgical Technology program readmission policy applies to students who were accepted into the program, began courses within the major, and were then academically dismissed. Under this policy, students may reapply for readmission to the program based on the following criteria:

- Readmission is dependent on the student’s academic and disciplinary records and space availability.
- All SUR courses enrolled in and completed prior to academic dismissal will have to be repeated with a minimum grade of “C”.
- Returning students will adhere to the competitive SUR admissions process.
- Students can reapply 1 year following academic dismissal.
- Students will only have one opportunity to be readmitted into the SUR program after program dismissal.
- Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.
- Students who are administratively dismissed are not eligible for readmission to the SUR program.

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

DEGREE REQUIREMENTS FOR ASSOCIATE OF SCIENCE IN SURGICAL TECHNOLOGY

General Education		
Course #	Course Title	Credit Hours
AHS 202	Medical Terminology	2
BIO 150	Foundations of Anatomy and Physiology	4
COM 211/220	Speech Fundamentals/Intercultural Communication	3
ENG 101*	English Composition I	3
ENG 102	English Composition II	3
ENG 201, 202, 203 or 204	Literature Elective	3
HSC 104	Baptist University Experience	1
HSC 301	U.S. Health Care Systems	3
MAT 110*	College Algebra	3
PSY 201	General Psychology	3
REL 201, 210, 220, 301, or 302	Religion Elective	3
SOC 201	Medical Sociology	3
	Total	34 Hours

Major Courses		
Course #	Course Title	Credit Hours
SUR 101	Surgical Technology I	3
SUR 102	Surgical Procedures I	3
SUR 103	Sterile Techniques Lab	3
SUR 104	Clinical Practicum I	1
SUR 201	Surgical Technology II	3
SUR 202	Surgical Procedures II	3
SUR 203	Sterile Techniques Lab II	1
SUR 204	Clinical Practicum II	4
SUR 205	Applied Pharmacology & Anesthesia	2
SUR 206	Clinical Practicum III	4
SUR 207	Clinical Practicum IV	4
SUR 208	Seminar	2
	Total	33 Hours
	Total Credit Hours for Degree Requirement	67 Hours

*These courses must be completed as a part of the 12 hours of required pre-program courses to be considered for selection into the Surgical Technology Program. To apply to the Surgical Technology major, student must currently be enrolled or have successfully completed AHS 202, ENG 102, and BIO 150.

Surgical Technology major courses are offered once a year and specifically sequenced to develop progressively complex competencies by building upon previous courses and experiences. All major courses in an academic term must be completed satisfactorily in order to progress to subsequent courses in the degree plan. Please refer to the Surgical Technology sample degree plan for course sequencing.

SURGICAL TECHNOLOGY COURSE DESCRIPTIONS

SUR 101 Surgical Technology I (3)

This course introduces the student to the profession of surgical technology, including the development of the profession and the various roles within the operating room (OR). Students are introduced to infectious disease control and aseptic technique. Topics discussed include: proper attire for the OR; principles of OR design; surgical techniques; OR emergency preparedness; and OR equipment and supplies. *Prerequisites: AHS 202, BIO 150, and selection to the Surgical Technology Program*

SUR 102 Surgical Procedures I (3)

Introduction of surgical procedures unique to the following surgical specialties: Surgical techniques and hemostasis, diagnostic procedures, laparoscopic minimally invasive surgery, general surgery, gynecological/obstetric surgery, ophthalmic surgery, otorhinolaryngology surgery, and genitourinary. Students will also learn general surgical techniques applicable to the various specialties. *Prerequisites: AHS 202, BIO 150, and selection to the Surgical Technology Program*

SUR 103 Sterile Techniques Lab I (3)

This introductory course offers an overview of concepts with a practical application of the skills performed by a surgical technologist. Principles and concepts of aseptic technique, sterilization and disinfection as they relate to the surgical suite will be modeled in a controlled setting in preparation for field experience. Laboratory practice is a required component. Student should anticipate spending 3 hours in lab three days per week. *Prerequisites: AHS 202, BIO 150, and selection to the Surgical Technology Program*

SUR 104 Clinical Practicum I (1)

Introduction to the clinical setting whereby students will observe the functions of the operating room, including teamwork by a variety of healthcare professionals. Students will learn to observe, analyze, and document surgical cases, as well as be introduced to case planning. Course includes competency evaluation of surgical technology procedures. *Prerequisites: AHS 202, BIO 150, and selection to the Surgical Technology Program*

SUR 201 Surgical Technology II (3)

This course focuses on developing skills ancillary to the core role of the surgical technologist. These skills include processing of surgical instruments, application of microbiology to the surgical setting and sterile processing; positioning of patients for surgery, as well as basic patient care. Advanced surgical techniques including robotics, minimally invasive surgery, surgical lasers, and medical law and ethics will be taught. *Prerequisite: SUR 101 Surgical Technology I*

SUR 202 Surgical Procedures II (3)

Surgical procedures in more advanced surgical specialties will be taught. Building on the foundations of surgical procedures I; these specialties include oral/maxillofacial surgery, plastic and reconstructive surgery, orthopedic surgery, cardiothoracic surgery, peripheral vascular surgery, and neurosurgery. *Prerequisite: SUR 102 Surgical Procedures I*

SUR 203 Sterile Techniques Lab II (1)

Continuation of concepts with a practical application of the skills performed by the surgical technologist. Advanced principles and concepts of aseptic technique, sterilization and disinfection as they relate to the surgical suite will continue to be modeled in a controlled setting in preparation for field experience. *Prerequisite: SUR 103 Sterile Techniques Lab I*

SUR 204 Clinical Practicum II (4)

Continuation of assigned clinical experience. Students will participate in a variety of surgeries, with the goal of satisfying the required number of surgical cases for the NBSTA (National Board of Surgical Technologists and Surgical Assistants) board exam. Course includes competency evaluation of surgical technology procedures. *Prerequisite: SUR 104 Clinical Practicum I*

SUR 205 Applied Pharmacology and Anesthesia (2)

This course introduces the fundamentals of pharmacology as they relate to the surgical setting. This includes the following topics: antibiotics, diuretics, fluids, and various anesthetic agents. In addition, basic concepts of microbiology are presented. Proper medication handling, labeling, and administration are introduced, along with the basics of patient monitoring.

SUR 206 Clinical Practicum III (4)

Continuation of assigned clinical experience. Students will participate in a variety of surgeries with an increased level of responsibility, with the goal of satisfying the required number of surgical cases for the NBSTA (National Board of Surgical Technologists and Surgical Assistants) board exam. Course includes competency evaluation of surgical technology procedures.

Prerequisite: SUR 204 Clinical Practicum II

SUR 207 Clinical Practicum IV (4)

Continuation of assigned clinical experience. Students will participate in surgical cases, performing all of the functions of a surgical technologist. Students will complete all case requirements as prescribed by the ARCSTSA in order to meet eligibility for the NBSTSA CST examination. Course includes competency evaluation of surgical technology procedures. *Prerequisite: SUR 206 Clinical Practicum III*

SUR 208 Seminar (2)

This course is designed to develop leadership skills essential to the success of a healthcare provider. Analysis of the *CST Examination Content Online* published by the NBSTSA will be included with an emphasis on preparation for the board exam. *Pre-requisites: Must be taken during last term of the program. Co-requisites: SUR 207 Clinical Practicum.*

College of Osteopathic Medicine Academic Catalog

2025-2026 EDITION



GREETING FROM THE BUCOM DEAN



Welcome to Baptist University College of Osteopathic Medicine. Our faculty, staff, and students welcome all those who possess a servant's heart, a scientist's curiosity, an owner's mind, and the desire to improve the lives of others through the practice of osteopathic medicine.

The faculty, staff, and administration of Baptist University College of Osteopathic Medicine are committed to honoring and advancing the culture of Baptist Health Sciences University as a faith-based institution as well as the philosophy and heritage of the osteopathic profession. We believe in the body's inherent ability for wellness, a patient-centered approach to the practice of medicine, and a philosophy of medical care that embraces the body, mind, and spirit. Our primary goal is to train physicians who exhibit the compassion, devotion and excellence that we feel is best personified by the Great Physician, Jesus Christ.

As educators and medical professionals, we strive to advance medical knowledge, the practice of medicine, the health and wellness of our patients, equitable access to quality medical care by all individuals, and the promotion of health policy that advances healthcare in our nation and throughout the world. We strive to train physicians who will emphasize preventive medicine, wellness, primary care, and community-based practice, but who will be prepared to succeed in any discipline or graduate medical education program. We designed our curriculum to provide our students with the skills required to remain lifelong learners, the desire to contribute to the advancement of medical knowledge, and the passion to serve their patients throughout their professional careers.

Recognizing the needs of underserved populations in the Mid-South region, the United States and around the globe, we recruit students who put the patient first and then design local outreach events and international medical opportunities to kindle a passion for disadvantaged patients and give them the experience of reaching these people with needed medical care.

The task of becoming an osteopathic physician is educationally and personally demanding. At your core, if you have a servant's heart, if you possess a strong commitment and passion to enhance the lives of others, and if you have the motivation, work ethic, and personal responsibility that the curriculum and profession demand, the personal and professional rewards that you experience will far exceed the cost. If you share the qualities that we seek, you will find kindred spirits and lifelong partners here at Baptist University College of Osteopathic Medicine.

Peter A. Bell, DO
Peter A. Bell, DO, MBA, HPF, FACOEP-dist, FACEP
Vice Provost and Dean

BUCOM ACADEMIC CALENDAR 2025-2026

FALL SEMESTER 2025 OMS-1 and OMS-2

Date	Event
Jul 25, 2025	Tuition and Fee Payment Deadline
July 28, 2025	Late Tuition and Fee Payment Assessment
July 28, 2025	Orientation Week (OMS-1)
August 4, 2025	Fall COM Semester begins
August 11, 2025	Last Day to Add/Drop for the Semester
September 1, 2025	Labor Day: NO CLASSES
September 8, 2025	Convocation
October 10, 2025	Last Day to Withdraw from COM Semester with grade of "W"
October 13-17, 2025	Fall Break: NO CLASSES
November 7, 2025	Last Day to Withdraw from COM Semester with grade of "WP"
November 26-28, 2025	Thanksgiving Break. ½ day Wednesday; Thursday/Friday: NO CLASSES
December 19, 2025	Fall COM Semester ends.
December 21, 2025	Final Grades Due to Registrar

SPRING SEMESTER 2026 OMS-1 and OMS-2

Date	Event
December 31, 2025	Tuition and Fee Payment Deadline
January 2, 2026	Late Tuition and Fee Payment Assessment
January 5, 2026	Spring COM Semester begins
January 12, 2026	Last Day to Add/Drop for the COM Semester
January 19, 2026	Dr. Martin Luther King Jr. Day: NO CLASSES
March 2, 2026	Last Day to Remove the grade of "I" from prior Fall
March 2, 2026	Faculty and Staff Honors Convocation
March 13, 2026	Last Day to Withdraw from COM Semester with grade of "W"
March 16-20, 2026	Spring break for COM Semester. NO CLASSES
April 3, 2026	Good Friday: NO CLASSES.
April 10, 2026	Last Day to Withdraw from COM Semester with grade of "WP"
May 22, 2026	COM Spring Semester ends.
May 26, 2026	Final Grades Due to Registrar.

SUMMER TERM 2026 OMS-1 and OMS-2

Date	Event
June 4, 2026	Tuition and Fee Payment Deadline
June 5, 2026	Late Tuition and Fee Payment Assessment
June 8, 2026	Summer term begins (Remediation; Summer research)
June 11, 2026	Last Day to Add/Drop for the Summer Term
June 26, 2026	Last Day to Withdraw from Summer Term with grade of “W”
July 6, 2026	Last Day to Withdraw from Summer Term with grade of “WP”
July 17, 2026	COM Summer Term ends
July 20, 2026	COM Summer Final Grades Due to Registrar
July 31, 2026	Last Day to Remove the Grade of “I” from prior Spring.
July 31, 2026	Last Day to Remove the Grade of “NR” from prior Fall/Spring

GENERAL INFORMATION

TERMS AND DEFINITIONS FOR THE ACADEMIC CATALOG

The terms “student” or “learner” refer to a person enrolled in any course offered by BUCOM.

1. The terms “professor”, “faculty”, or “instructor” refer to any person authorized by the University to hold and teach a BUCOM-sponsored class or precept a student during either on- or off-campus clinical practice experiences.
2. As used in this Catalog, the term “University” means “Baptist Health Sciences University (BHSU)”. The term “College” refers to the Baptist University College of Osteopathic Medicine (BUCOM).
3. The word “day(s)” refers to official school/business days not inclusive of holidays or weekends. The exception to this is in regard to days identified in the policies regarding Leave of Absence, Withdrawal, Suspension, and Grievance, in which case “days” refer to calendar days, not school/business days. This distinction is clarified in the corresponding sections by utilizing the term “calendar” days.

CATALOG CHANGES AND REVISIONS

This Catalog is not intended to be a contract or part of any contractual agreement between BUCOM and students. The University or College administration may make changes to the content of the Catalog at any time. Wherever possible, notice of anticipated changes will be given to the students in advance of implementation. Each new addition of the Catalog supersedes all previous versions, documents, and directives where they may be in conflict. Neglecting to read the Catalog and to be familiar with the rules, policies, and procedures contained within does not excuse students from complying with established guidelines.

Students entering BUCOM are identified through a Catalog year, whereby matriculation in any year is linked with that year’s catalog. Students are responsible for the degree requirements for the academic year in which they enter the University. Any student whose continuous enrollment at the University is interrupted by a semester or more shall be subject to the graduation requirements in the Catalog/Student Handbook in effect at the time of readmission. The BUCOM Dean, in consultation with the University Registrar, must approve any exception to this policy.

COMMON ABBREVIATIONS

BCRI	Baptist Clinical Research Institute
BHSU	Baptist Health Sciences University

BUCOM	Baptist University College of Osteopathic Medicine
COM	College of Osteopathic Medicine
COMLEX-USA	Comprehensive Osteopathic Medical Licensing Examination
COMSAE	Comprehensive Osteopathic Medicine Self-Assessment Examination
MSPE	Medical Student Performance Evaluation (i.e., Dean's Letter)
OMM/OPP	Osteopathic Manipulative Medicine/Osteopathic Philosophy and Principles
OMS-1	Osteopathic Medical Student First Year
OMS-2	Osteopathic Medical Student Second Year
OMS-3	Osteopathic Medical Student Third Year
OMS-4	Osteopathic Medical Student Fourth Year
PCM	Principles of Clinical Medicine
VPMSA	Vice President for Enrollment Management and Student Affairs
PCC	Physician Core Competencies
ST	Special Topics
IS	Integrated Sciences
RP	Research Principles
OS	Organ Systems

SECTION 1: BACKGROUND

HISTORY OF BAPTIST HEALTH SCIENCE UNIVERSITY (BHSU)

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

Grounded in Christian principles and building on the legacy of education since 1912, Baptist University is a private, specialized institution focusing on health science education. The University seeks to attract a diverse student population who share commitments to Christian values and ethics, academic excellence, and lifelong professional development. Learning takes place not just in the classroom setting, but in some of the finest medical facilities available. Our curriculum includes both general and health studies, as well as major-specific coursework in order to prepare competent and caring health care professionals.

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

We believe our graduates have tremendous opportunities to extend Christ's work of compassionate healing, as noted with the words "Higher Education with a Higher Purpose" on our college seal. If you would like to make a difference in the lives of others, Baptist Health Sciences University is here to help you achieve your dreams.

UNIVERSITY MISSION

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

Revised May 2016

UNIVERSITY VISION

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

HISTORY OF BAPTIST UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE (BUCOM)

BUCOM was founded in 2021 by BHSU to bring osteopathic medicine training to West Tennessee and our contiguous regions. The goal is to train caring, competent, holistic osteopathic physicians who wish to practice in hospitals and communities that make up the Baptist catchment area. We have a goal of training physicians from rural and underserved areas, bringing a healthcare workforce to places that may not have benefitted from this in the past. Leveraging the significant resources of both the Baptist Memorial Healthcare System and BHSU, BUCOM's goal is to improve the health

of our community while developing a pipeline for future primary care specialists through comprehensive and learner-centered education.

BUCOM MISSION

The mission of the Baptist Health Sciences University College of Osteopathic Medicine (BUCOM) is to provide an exemplary model of education that prepares physicians who integrate the art and science of healing with their faith, calling, and pursuit of excellence.

BUCOM prepares future physicians and scientists who are committed to improving the health of the diverse populations in the Mid-South Region of Tennessee, Arkansas, and Mississippi, with a special emphasis on primary care in underserved urban, and rural areas. To advance this mission, BUCOM will develop clinically skilled, compassionate, and culturally competent physicians from diverse backgrounds who are grounded in osteopathic philosophy and practices, and who are ready to meet the future healthcare workforce needs. BUCOM will advance research, innovation, and discovery to improve health and solve current and future medical challenges.

BUCOM VISION

The vision of BUCOM is to be distinguished regionally, nationally, and globally for excellence and innovation in osteopathic medical health education, which prepares graduates to transform health care through exceptional patient-centered care.

SHARED UNIVERSITY and BUCOM VALUES

The shared values of our learning community are:

Integrity: We model high ethical standards in all aspects of learning, teaching, service, and business.

Professionalism: We provide an environment that promotes the competence, character, and commitment of faculty, staff, and students to their careers and vocations.

Service as an expression of Christian values: We foster a Christian environment where servant leadership is modeled in all aspects of learning, teaching, service, and business.

Continuous Improvement: We strive to be innovative and promote ongoing assessment to achieve organizational and personal excellence.

BUCOM's mission, vision, values approved March 15, 2022

OSTEOPATHIC MEDICINE

M.D. and D.O. physicians have unrestricted licenses, which permit them to practice in all 50 US states. Both physician types are extensively trained in biomedical sciences and evidence-based patient care. The focus of osteopathic training goes beyond this, however, to emphasize holistic care that centers on wellness, disease prevention, and promoting health. Osteopathic physicians embrace the relationship between physical structure and function, with the body representing an interdependent unit rather than simply a collection of organ systems.

While D.O.s represent all medical and surgical specialties within the medical profession, there is a special focus on primary care. Training primary care, community-based physicians, and a desire to extend opportunities to rural, minority, geriatric, and indigent populations make both osteopathic medicine and BUCOM (Baptist Health Sciences University College of Osteopathic Medicine) unique. BUCOM's aim is to produce residency-ready graduates with a desire to serve rural and underserved communities in the Mid-South. Improving both educational opportunities and improved, holistic health for our region is the goal.

AMERICAN OSTEOPATHIC ASSOCIATION

The American Osteopathic Association (AOA) is the professional organization representing the more than 150,000 D.O. and osteopathic medical students in the United States. AOA serves as the primary certification path for D.O.s, accredits osteopathic medical schools through the Commission on Osteopathic College Accreditation (COCA), and has federal authority to accredit hospitals and other health care facilities. The AOA endorses these shared goals (<https://osteopathic.org/>):

- Promote and protect the rights of osteopathic physicians
- Support efforts for D.O.s to provide quality and cost-effective care to all Americans
- Emphasize the distinctiveness of osteopathic principles and the diversity of the profession
- Collaborate with others to advance osteopathic medicine
- Enhance the value of AOA membership

AOA CODE OF ETHICS

The American Osteopathic Association (AOA) has authored a Code of Ethics to help guide osteopathic physicians and students. Standards elaborate an osteopathic physician's ethical and professional responsibilities to patients and society, to the AOA, and to all people involved in the healthcare system.

SECTION 1. The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

SECTION 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

SECTION 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available.

SECTION 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

SECTION 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

SECTION 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

SECTION 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

SECTION 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his professional degree in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

SECTION 9. A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

SECTION 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

SECTION 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

SECTION 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

SECTION 13. A physician shall respect the law. When necessary, a physician shall attempt to help formulate the law by all proper means in order to improve patient care and public health.

SECTION 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

SECTION 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

SECTION 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

SECTION 17. From time to time, the industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

SECTION 18. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

SECTION 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation as either examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

OSTEOPATHIC OATH

The AOA formally adopted their osteopathic oath in 1954 (<https://osteopathic.org/about/leadership/aoa-governance-documents/osteopathic-oath/>).

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, and not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

PROGRAM ACCREDITATION

Osteopathic medical schools are accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (COCA), recognized to accredit osteopathic medical education by the U.S. Department of Education. BUCOM has met the standards set in place by COCA and currently has pre-accreditation status.

Contact information for COCA:
 Commission on Osteopathic College Accreditation
 142 East Ontario Street
 Chicago, IL 60611-2864
predoc@osteopathic.org
 Department of Accreditation: (312) 202-8124

INSTITUTIONAL ACCREDITATION: SACSCOC

Baptist Health Sciences University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and doctorate degrees. Questions about the accreditation of Baptist Health Sciences University may be directed to the Southern Association of Colleges and Schools Commission on Colleges. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office.

Contact information for the SACSCOC:
 Southern Association of Colleges and Schools Commission on Colleges
 1866 Southern Lane
 Decatur, GA 30033-4097
 Phone: (404) 679-4500
www.sacscoc.org

STATE ACCREDITATION

The Tennessee Code Ann. §49-7-202(d) permits the Tennessee Higher Education Commission (THEC) to “establish and ensure that all postsecondary institutions in this state cooperatively provide for an integrated system of postsecondary education.” The Postsecondary Education Authorization Act of 1974, as provided in Tenn. Code Ann. §49-7-2002, authorizes “the granting of degrees, diplomas, certificates or other educational credentials by postsecondary educational institutions and prohibiting the granting of false or misleading educational credentials.” As Baptist Health Sciences University has been domiciled in the state for over 10 consecutive years and meets Tennessee Independent Colleges and Universities Association (TICUA) financial standards for continued accreditation, statutory requirements for it to operate exempt from the Commission’s regulatory oversight were met June 11, 2011. Baptist Health Sciences University retains authorization to operate and offer degrees as an exempt postsecondary institution in Tennessee so long as it continues to meet Tenn. Code Ann. §49-7-2004(a)(6).

CONTINUING MEDICAL EDUCATION ACCREDITATION

BUCOM will work in conjunction with the Baptist Memorial Health System Graduate Medical Education (GME) program for accrediting continuing medical education programs. This department has been reviewed by the Accreditation Council for Continuing Medical Education (ACGME) and is awarded accreditation as a provider of continuing medical education (CME) for physicians. BUCOM is working with the Baptist Memorial GME department to seek accreditation with the AOA’s Accreditation Council for Continuing Medical Education (ACCME) to cover all Baptist clinical educational activities.

NON-DISCRIMINATION POLICY

It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. Discrimination, harassment and retaliation based on race, color, national origin, ethnicity, sex, sexual orientation, gender identity, disability, religion or age are prohibited in the University’s programs and activities. If you

believe, you are a victim of discrimination, harassment and/or retaliation you may contact [Jessy Fowler](#), Director of Human Resources, Collaboration Bldg., Room 918, 901-572-2445, jessy.fowler@baptistu.edu; or James Knox, Director of Safety & Organizational Compliance, 901-572-2510, james.knox@baptistu.edu and/or file a complaint using the University's grievance procedures. Information on the grievance procedures can be found in the Student Handbook, Faculty & Staff Handbook, and on the University website at <https://www.baptistu.edu/campus-life/student-policies>.

BUCOM also weighs personal history and fitness to practice medicine in its admissions and retention decisions. Specifically, the BUCOM requires compliance with its Technical Standards (listed under Admissions in this catalog) to be qualified for educational programs. Qualified students have the opportunity to request accommodations. Decisions based on failure to meet its standards may be appealed.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

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

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

CONSUMER PROTECTION

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

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

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

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

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

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

ACCREDITATION COMPLAINT POLICY AND PROCEDURE FOR COMMISSION OF OSTEOPATHIC COLLEGE ACCREDITATION (COCA)

COCA is committed to ensuring that member institutions maintain appropriate grievance procedures and standards of procedural fairness and that these are applied appropriately and consistently. BUCOM has a published policy and procedure that addresses its confidential accreditation standard complaint resolution process. The policy includes how complaints can be filed, how complaints are investigated and resolved using a standardized adjudication process, how

retaliation is not tolerated, and how records are retained. The established accreditation standard complaint filing process includes a system for filing confidential complaints with the COCA and provides contact information. Complaints will be resolved through a fair adjudication process, will be treated confidentially, and without any retaliation to the complainant. All records will be maintained for a period of seven years. The procedures set forth below apply only to complaints directly involving BUCOM educational program(s) and non-compliance with relevant accreditation standards. It neither addresses nor precludes complaints under other Baptist Health Sciences University policies or procedures (e.g., the Honor Code, the Code of Conduct, the Sexual Assault Policy, the Policy against Sexual Harassment and Discrimination, etc.). The Dean may consult with legal counsel as needed based on the nature of the complaint. Complaints not directly implicating non-compliance with accreditation standard(s) or not governed by other policies listed above should be addressed to:

- The Director of Admissions and Student Affairs if the complaint involves student behavior;
- The department chair, director, senior associate dean or dean if the complaint involves a faculty member; or
- The appropriate supervisor if the complaint involves behavior of a staff member.

For students wishing to file a complaint, the Assistant Dean Academic Affairs, is available to provide counsel and direction. For employees wishing to file a complaint, the HR department is available to help. If an individual has an accreditation-related concern and wishes to file a formal complaint regarding non-compliance of the COM's educational program, the individual should submit the complaint in writing to the dean. If the complaint directly involves the dean, the complaint may be submitted to Baptist Health Sciences University (BHSU) Provost. A written complaint may be submitted to the appropriate office in person, sent by registered U.S. mail, or e-mailed from the employee or student's official BHSU account.

Employees and students also have the option to file a complaint regarding a COCA accreditation standard directly to the COCA. The written complaint should name the specific accrediting agency and list the specific accreditation standard(s) which is in suspected non-compliance. It should describe in detail the circumstances of the matter and explain how BUCOM is not adhering to the accreditation standard(s). The complainant must provide their name and official email address to allow further communication about the complaint. If the complaint is sent by registered U.S. mail, it must also include the student or employee's local mailing address. All written complaints must be dated and signed. A complaint submitted by e-mail is deemed to be signed by the employee from whose e-mail account the complaint is submitted. BUCOM will protect the integrity and validity of the accreditation complaint review process by maintaining appropriate confidentiality and approaching the investigation from a context of impartial discovery.

Process of Adjudication and Resolution

The dean to whom the complaint is submitted will acknowledge receipt within five (5) business days of receipt of the written complaint. That acknowledgement will be made via email sent to the complainant's official BHSU account. The dean may delegate responsibility for investigating the complaint, responding to the complaint, or resolving the matter to a designated administrator, faculty, or staff member. Once the initial complaint has been formally acknowledged by email, the dean or their designee will respond to the complainant no later than ten (10) business days after acknowledged receipt of the complaint. The written response involve a substantive response to the complaint, information about what steps are being taken to address the complaint, or planned further investigation of the complaint. If further investigation is needed, the complainant will be informed of the steps being taken. Upon completion of the investigation, a written response will be provided to the complainant within ten (10) business days through their BHSU official email.

Appeal Process

The individual filing the complaint may appeal the decision of the dean within ten (10) business days of when the response is issued. The appeal shall be to the Provost of BHSU. The appeal must be in writing, directly addressed to the Provost, signed by the individual, and thoroughly explain the basis for the appeal. All evidentiary documents must be provided. The Provost or designee will acknowledge receipt of the appeal within five (5) business days via email. The Provost will adjudicate the appeal and send a response by email within fifteen (15) business days after acknowledged receipt of the appeal. The Provost may request additional information and/or an interview which must be conducted within five (5) business days. The decision of the BHSU Provost shall be final.

Retention of Records

A record of each complaint and its resolution, including any decision on appeal, shall be retained by the office of the BHSU President for a period of seven years.

Non-Retaliation

BHSU/BUCOM adheres to a non-retaliation policy that protects any individual making a complaint. BHSU/BUCOM will not permit any employee or student to retaliate in any manner. Any form of retaliation or retribution by a student or employee towards a complainant or other involved party is strictly prohibited.

Filing a Complaint to the Accrediting Agency

If the complaint resolution process is not handled appropriately by BUCOM, or if the outcome of the complaint(s) is not satisfactory, the complainant has the option to file a confidential complaint directly to the accrediting agency. Complaints should: (1) be against an accredited educational program or program in candidacy status; (2) relate to a specific accreditation standard(s); (3) include documentation showing that the institutional complaint process was completed; and (4) provide explicit reasons why the institutional complaint process was unsatisfactory. All complaints must be submitted in writing and sent to the appropriate accrediting agency listed below. The complainant's name and contact information must be included. [COCA-Complaint-Form.pdf](https://osteopathic.org/COCA-Complaint-Form.pdf) (osteopathic.org)

Contact information for COCA:
Commission on Osteopathic College Accreditation
142 East Ontario Street
Chicago, IL 60611-2864
Toll-free phone: (800) 621-1773
Department of Accreditation: (312) 202-8124
Department of Accreditation Fax: (312) 202-8424

SECTION 2: ADMISSIONS

ADMISSION REQUIREMENTS

BUCOM seeks academically well-prepared, highly motivated graduate students who are committed to improving the health of the diverse populations in the Mid-South Delta Region of Western Tennessee, Eastern Arkansas, and Northern Mississippi with special emphasis on primary care in urban, underserved, and rural areas. The number of applicants admitted to the DO program at BUCOM during any academic year are limited. Thus, the admission and selection process is competitive. The criteria outlined are minimum criteria for consideration of an applicant, but in no way guarantee admission. Students must meet the minimum criteria and provide all required paperwork by the published deadlines. Preference may be given to students from rural and/or underserved environments that are more likely to advance the mission and goals of BUCOM, especially those from Arkansas, Mississippi, Tennessee and other Mississippi Delta regions.

CRITERIA FOR ADMISSION

In support of the educational mission of BUCOM, applicants must meet the following admission criteria:

Residency requirements: Applicants must be either a United States citizen or a Permanent Resident.

Degree: An earned bachelor's degree or higher or a minimum of completion of 75% of the credits needed for a baccalaureate degree, at a college or university accredited by an agency recognized by the United States Department of Education.

GPA: Total cumulative and prerequisite GPAs of 3.0 (4.0 grade-point scale) on all collegiate course work. A preferred cumulative GPA of 3.4 or higher demonstrates a greater likelihood for success.

MCAT score: A preferred MCAT score ≥ 504 with no individual section score < 125 suggests greater likelihood of success. MCAT scores must be earned within three years of application to the DO program.

Evidence of proficiency with spoken and written English language: Evidence of English proficiency is a mandatory part of the application process. All Baptist University applicants whose native language is not English will be required to submit a TOEFL score as part of their admissions requirement, the test of English as a Foreign Language (TOEFL) score

of 550 or above. For Graduate applicants whose native language is not English and who have completed a post-secondary degree in the United States, the TOEFL will not be required.

To confirm the countries whose native language is English, the following website will be used by Baptist University admissions officers to determine the native language. Click on the link, select the appropriate country, then select people and society (<https://www.cia.gov/the-world-factbook/>). If an applicant has extenuating circumstances regarding this requirement, a request for review must be submitted to the BUCOM Director of Admissions. The Test of English as a Foreign Language (TOEFL) measures the ability of students whose native language is not English as it is spoken, written, and heard in college/university settings. Students who have TOEFL scores over a year old will be required to submit new scores. The TOEFL is provided by the Educational Testing Service (ETS).

UNDERGRADUATE COURSE REQUIREMENTS

An earned total cumulative GPA of 3.0 (4.0 grade-point scale) is required for all the following undergraduate coursework. A preferred cumulative GPA of 3.4 or higher demonstrates a greater opportunity for success.

- English composition – 6 semester credit hours
- Biological Sciences – 8 semester credit hours with lab, including a general biology or zoology course.
- Biochemistry – 3 semester credit hours
- Inorganic Chemistry – 8 semester credit hours with lab (8 hours of general/college chemistry will fulfill this requirement)
- Organic Chemistry – 8 semester credit hours with lab
- Physics – 8 semester credit hours with lab
- Additional science course work – 4 semester credit hours with lab. Recommended courses to enhance student success include, but are not limited to, Anatomy, Physiology, Immunology, Cellular Biology, Microbiology, or Genetics.
- Statistics: A course in statistics is highly recommended.

Applicants must meet the Technical Standards for admission and continued enrollment, including affirming that they personally meet the standards. Any falsification or misinformation regarding the ability to meet technical standards is grounds for dismissal.

Applicants must submit all required paperwork by the established deadline. If paperwork is not submitted as required, the offer of admission may be retracted.

TECHNICAL STANDARDS FOR MATRICULATION, RETENTION, AND GRADUATION

The Doctor of Osteopathic Medicine degree from the Baptist University College of Osteopathic Medicine indicates the holder is a physician who is prepared to enter into supervised practice in a Graduate Medical Education Training Program. Therefore, all applicants and matriculated students possess certain essential abilities and characteristics required for completion of the D.O. degree that consist of certain minimum physical and cognitive abilities and emotional characteristics to assure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training, with or without reasonable accommodations.

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

Baptist University College of Osteopathic Medicine is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion.

Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University policies and procedures and contacting Access Service (formerly the Office for Disability Services) as outlined at the end of this document. A candidate must be able to perform these outlined technical standards in an independent manner.

National Board of Osteopathic Examiners technical requirements may have more stringent standards than outlined in this document.

Students who accept an offer of admission from BUCOM will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is his/her responsibility to report this to the BUCOM Director of Admission and Student Affairs.

Requisite Competency Areas

I. Observation and Sensory

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

II. Communication

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

III. Motor

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

IV. Intellectual

Candidates must possess proficient measurement, calculation, reasoning, and analysis skills. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates and students must be able to comprehend three dimensional relationships and to understand and be able to work within the spatial relationships of structures. They must have the intellectual capability to increase their fund of information and knowledge base through various media as well as from course materials, scheduled conferences, lectures, rounds, current literature and journals; and to make appropriate evaluations of clinical circumstances. Analytical problem-solving skills are critical in medicine and candidates must be able to perform in a timely manner, tasks utilizing such skills.

The practice of medicine infers the protection and safety of patients, not just the ability to pass preparatory examinations. Physicians are responsible for those who place themselves into their care and must demonstrate the ability to rapidly process information, make decisions, and perform the appropriate interventions. Certain personal characteristics are expected of a physician. These include integrity, compassion, interpersonal skills, and motivation.

V. Behavioral and Social Attributes

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, attend to the diagnosis and care of patients while maintaining mature, sensitive, and effective relationships with patients. Students must be able to function effectively under stressful conditions, adapt to changing environments, and function in the face of the uncertainties inherent in the clinical care of patients. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process. Candidates and students must display flexibility and a spirit of cooperation with faculty, classmates, and colleagues. Candidates must be

able serve (in an appropriate manner) all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

Participation in Osteopathic Principles and Practice Laboratory and Principles of Clinical Medicine Laboratory Sessions

Full and active participation in Osteopathic Principles and Practice (OPP) and Principles of Clinical Medicine (PCM) Laboratories is a course requirement. During OPP and PCM Laboratories, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The examination and treatment must be conducted in a respectful and professional manner.

The development of Palpatory skills used for diagnosis and treatment is significant and required in osteopathic medical schools. Stedman's Medical Dictionary defines "palpation" as examination with the hands and fingers, touching, feeling, or perceiving by the sense of touch. Palpation in the osteopathic educational context is the use of touch to examine the body. Palpatory skills are used in all areas of osteopathic medical practice and are especially important in the evaluation and treatment of the Neuromusculoskeletal system.

The development of Palpatory skills and ability to perform osteopathic treatments are initiated in the first- and second-year labs. This learning requires active participation in all laboratory sessions where students palpate, and will experience palpation by their peers of both sexes and instructors of both sexes to enhance the development of their own Palpatory skills. Each student will palpate a variety of people with different body types to simulate the diversity of patients expected in a practice setting. Good personal hygiene is essential including fingernails which must be trimmed so as not to impair palpation or cause discomfort to the person being palpated.

The osteopathic medical profession uses a variety of treatment models through which the student will learn the art, science and skills of osteopathic manipulative treatment. Psychomotor skills are developed by repetition and reinforcement. Reading and observation, while helpful in understanding the didactic concepts, do not develop the skills required to perform Palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development sessions.

Dress code in Osteopathic Principles and Practice Laboratories and Principles of Clinical Medicine Laboratories

The dress requirement in clinical skills training sessions is designed to promote learning by providing optimal exposure of the body region being studied for diagnostic observation and Palpatory experience. (Note: body regions typically covered by undergarments will not be exposed or palpated in the OPP and PCM lab setting). Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment.

Appropriate attire must be clean and includes:

- Approved shorts with compression short liner which are several inches above the knee - (no jean shorts, cut-offs, cargo, thick-seamed shorts, spandex, short shorts or knee length shorts)
- Approved T-shirts - both genders will be asked to remove t-shirts while acting as patients.
- Sports bra for women - these should allow exposure of the spine and ribs (not wide T-back/racer back styles).
- It is expected that undergarments will be worn under clothing at all times.
- Students may wear scrubs or BUCOM sweat shirt/pants over the laboratory attire when not in the role of the patient. Alternatively, a thin material, loose fitting long sleeve t-shirt and leggings may be worn for modesty, but must be loose enough to allow exposure of the arm to above the elbow and the leg to above the knee. (When body areas, such as arms, legs, and abdomen are being studied, the area(s) will need to be exposed when in the patient role. T-shirt, scrubs, BUCOM sweat shirt/pants can be replaced when not in the role of the patient.)
- No shoes may be worn during lab when sitting or lying on the treatment tables. (Belt buckles and shoes may tear the table upholstery)

- Hats or head coverings (other than for religious purposes) are not permitted in lab.
- While acting as patients, religious head coverings must be modified or modifiable when necessary to allow observation and palpation when they would obscure the immediate area to be examined or treated (e.g., head, neck, upper back). Modifications can include: adjustment of the covering permitting unobstructed palpation beneath the covering; or substitution of a thinner material that allows for adequate evaluation and treatment through the material.
- Each student must be appropriately attired before class begins. Failure to be appropriately attired for class impedes the educational process and will not be tolerated.
- The wearing of street clothes or other types of clothing not specified herein, is not permitted.
- A dedicated set of scrubs must be used for OMM labs and these cannot be the same ones used for anatomy lab.

Acute Injury or Illness

Any student with an acute injury or illness that may preclude examination and/or treatment in an OMM or PCM laboratory is required to submit a written request for limitation and/or exclusion following the established COM accommodations policy.

Reasonable Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist University College of Osteopathic Medicine provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the college's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. Additional information about BUCOM Access Services may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Office of Student Affairs at the BUCOM and/or Access Services if reasonable accommodations are required at any point. BUCOM has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care.

BUCOM APPLICATION PROCESS AND AACOMAS

BUCOM uses American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS), a centralized application processing service. To initiate the application process, applicants must apply directly to AACOMAS. An application may be submitted online by visiting the [AACOMAS website](#).

Students should contact AACOMAS directly for questions about its application:

AACOMAS

(617) 612-2889 (Hours of operation: Monday–Friday, 9am–5pm ET)

aacominfo@liaisoncas.com

APPLICATION CYCLE

The official AACOMAS application is available [online](#). Applications will be accepted annually beginning in May of each year. Submitting a complete application prior to the end of October is optimal if one is seeking a position in the upcoming academic class. The application deadline is March 1st, although this may change on an annual basis. BUCOM reserves the right to alter application deadline dates based on factors such as class capacity and availability of seats.

LETTERS OF RECOMMENDATION

A minimum of one and no more than six letters of recommendation may be uploaded into the AACOMAS system. All letters of recommendation must be originals, signed by the evaluator and submitted electronically through the AACOMAS system via Letters by Liaison™. Letters may not be written by a relative (by blood or through marriage) and are required to complete the application for admission. The best letters evidence commitment to service consistent with the

BUCOM mission as evidenced by action and involvement in outreach, service, and professional activities.

Recommendations best include:

1. Pre-health committee / composite letter (Preferred) or
2. Two individual faculty letters (at least one from science) who have taught the applicant;
3. One letter from a supervisor (including from significant shadowing experiences) summarizing work, service, research or clinical experience;
4. A letter from a DO/MD (Strongly recommended)

SUPPLEMENTAL APPLICATION

Applicants who meet all admission requirements (via the AACOMAS application process) will be invited to submit a Supplemental Application with supporting documents. The last day for applicants to submit a Supplemental Application and supporting materials is March 15th (for a planned August matriculation).

The Supplemental Application is made available only after the AACOMAS application is screened to assure all minimum standards are met. Prospective students ideally possess academic, professional and volunteer experiences that both advance their medical education and interweave with the mission, vision and goals of BUCOM.

Applicants who meet the standards and mission of BUCOM receive an email containing login information for the Supplemental Application. The Secondary Application is returned electronically along with a non-refundable \$50 application fee.

Candidates will be required to acknowledge by signature their ability and willingness to comply with the College's technical standards, attendance policies, professional attire expectations, requirements for participation in osteopathic teaching and education, BUCOM student professional and academic conduct and policies, and the University code of behavioral conduct.

INTERVIEW SELECTION PROCESS

To be considered for an interview, all parts of the AACOMAS and Supplemental Applications must be appropriately submitted. The applicant must meet all admissions requirements for admission and have a complete file. A form/letter from a pre-medical or pre-health committee is highly recommended. All admissions processing fees must be paid.

Once the Office of Admissions & Student Affairs receives these materials, the applicant's file is reviewed to determine interview eligibility based on Admissions Committee criteria. If an applicant is found to meet the standards and mission of the COM, an invitation may be extended to interview. Please note that submission of a Supplemental Application does not guarantee an interview.

Each applicant who interviews with BUCOM is reviewed by the Admissions Committee. An interview is not a guarantee of medical school admission. Admission decisions are based on academic performance, professional experience, and interview. Responses to applicants will generally be provided within 21 days of the interview date.

Intentional misrepresentation or omission of information on any form relevant to admissions or records may result in retraction of the admission offer or dismissal from the university. BUCOM reserves the right to deny admission to any applicant for any reason it deems sufficient.

Matriculation will be denied to applicants who fail to maintain a record of acceptable scholastic performance and/or record of appropriate personal conduct between the time of acceptance and matriculation at BUCOM.

At the conclusion of an interview, the interviewers forward their recommendation to the Admissions Committee. The Admissions Committee may make any of the following recommendations to the Dean: accept the applicant, to deny admission, or to place the applicant on an alternate/wait list.

All offers of admission are conditional until such time as the applicant has undergone or provided all required information for matriculation. This includes but is not limited to a criminal background check, drug screening, immunization records

and/or titers, and submission of final official transcripts from any college or university that has been attended.

ADMISSION DEPOSIT

Once a student is offered a position at BUCOM, payment of a \$2,000 admission deposit is required. All confirmation deposits are non-refundable and are applied to first-semester tuition and fees. BUCOM reserves the right to redact any entry of forfeited deposits at its discretion.

MATRICULATION PROCESS

Accepted applicants must fulfill the conditions set forth in the matriculation agreement. The agreement is based upon the date of acceptance and includes the following:

1. Initial Deposit (\$2000)
2. Background Check
3. Vaccination record
4. Student Authorization to Release information to Clinical Agencies
5. Financial Aid Check-in
6. Applicants must submit official final transcripts from any colleges/universities attended if not previously submitted and verified through AACOMAS. Any coursework completed at a foreign university requires that an official detailed course by course evaluation be completed through an approved agency. These agencies include:
 - a. World Education Services, Inc. (212)966-6311; <http://www.wes.org>
 - b. AACRAO (202)296-3359; <http://www.acrao.org/credential/individual.htm>
 - c. Educational Credential Evaluators, Inc. (414)289-3400; www.ece.org
 - d. Josef Silny & Associates, Inc. (305)273-1616; <http://www.jsilny.com>
7. Proof of Health Insurance
8. Any other requirements set forth in the matriculation agreement.

BUCOM reserves the right to rescind the admission of any student or learner if between the times of their letter of acceptance and the start of classes if:

1. A change occurs in the condition or status of any information provided by the applicant that, if known at the time of application, would have been the basis for denial of admission.
2. Application information provided by an applicant is found to be untrue at the time of submission.

REQUEST FOR DEFERRAL OF ADMISSION

In certain compelling situations, accepted applicants may request a one-year deferment. To request a deferment candidates must submit the Deferment Request Form to the Director of Admissions & Student Affairs via email and have paid their seat deposit (\$2,000) for consideration of a deferment. Requests to defer are submitted to the Admissions Committee by the Director for review and a decision.

Deferments are granted to those candidates who have a compelling reason including but not limited to serious illness, pregnancy, recent death of an immediate family member, military requirements, and other non-academic crisis that may impact the student's ability to succeed as a medical student. Candidates who defer are subject to the curriculum, degree completion plan, handbook, catalog and other policies in force for the academic year in which they matriculate.

STUDENT TRANSFERS

BUCOM accepts transfer applicants in rare circumstances only from students who are transferring from a LCME- or COCA-accredited college of medicine. Transfer students must demonstrate competence with Osteopathic Manipulative Medicine and Osteopathic Philosophy and Practice (OMM/OPP) prior to graduation. Students seeking transfer credit must have successfully passed all subjects in their medical school curriculum up until the time of transfer. The student must be in good academic standing with their current college of medicine and not been found guilty of any disciplinary charge. Transfer applicants must be eligible for continuing or for readmission at their current college of medicine. Transfer applicants who have been out of school for more than a year are considered to be ineligible for transfer to BUCOM unless otherwise specified by the Dean.

Transfer applicants who meet these qualifications must submit the following documentation to the BUCOM Associate Registrar:

- A written statement outlining the reasons for the request for transfer.
- A letter of recommendation from the Dean of the present/previously attended college of medicine.
- Official transcripts from all colleges attended, including undergraduate, graduate, and medical schools.
- Official MCAT results.
- Catalog course descriptions from the college of medicine/university in which the course was originally credited.

A request for transfer is considered on a case-by-case basis. Decisions regarding transfer are made by the Senior Associate Dean of Academic Affairs, in collaboration with the course directors. Approval of transfer credit(s) for pre-clinical coursework from student applicants with previous doctoral-level degree coursework will be decided by the Senior Associate Dean of Academic Affairs or a designee who is academically qualified to make the necessary judgments. The student may need to provide course syllabi from the college/university in which the course was originally credited to provide BUCOM sufficient information to decide if the course in question is equivalent to that offered in the Doctor of Osteopathic Medicine curriculum at BUCOM. Once admitted, the transfer student must follow all matriculation requirements as outlined in the BUCOM Doctor of Osteopathic Medicine Admission Policy.

Students awarded transfer must complete the last two years of training at BUCOM and successfully fulfill all curricular requirements, including demonstration of competency in the philosophy and application of osteopathic principles and practice, and be recommended for graduation. BUCOM transcripts will reflect the cumulative credit hours transferred from the previous college of medicine. Students who transfer into BUCOM will not receive a class rank.

SECTION 3: TUITION, FEES AND FINANCIAL AID

Financial and Business Services Staff	
Name	Title
Leanne Smith	Vice President, Financial and Business Services
April Tyson	Senior Director, Financial and Business Services
Nikki Hardman	BUCOM Finance Manager
Angela Brown	BUCOM Accounts Receivable Analyst
Latrisia Wallace	BUCOM Assistant Director of Financial Aid

2025-2026 BUCOM Tuition and Fees	
Tuition (per semester)	\$26,780.00
Course Repeat/Remediation	\$13,390.00
Application Fee	\$198.00
Supplemental Application Fee	\$50.00
Enrollment Deposit (non-refundable)	\$2,000.00
Deferment Deposit, if applicable (non-refundable)	\$2,000.00
Semester Fees	
Health Services Fee	\$145.00
Parking Fee	\$37.00
Student Activities Fee	\$175.00
Technology Fee (Printing, IT Support, Simulation, etc.)	\$848.00
Café Food Services Fee	\$300.00

Health Insurance, if applicable (per academic year)	
- OMS I	\$3,536.00
- OMS II	\$3,816.00
Incidental Fees	
ID Card or Parking Decal Replacement	\$10.00
Late Registration Fee	\$100.00
Late Installment Payment Plan Fee	\$25.00
Parking Violation Fee (per incident)	\$25.00
Returned Check or Credit Card Chargeback Fee	\$25.00
Transcript Fee	\$10.00
Housing Fees	
Housing, double occupancy, if available, per semester	\$2,415.00
Housing, single occupancy, if available, per semester	\$3,935.00
Housing, double occupancy, if available, summer	\$705.00
Housing, single occupancy, if available, summer	\$1,140.00
Housing Application Fee (non-refundable)	\$100.00
Housing Deposit (refundable)	\$250.00
Food Services Meal Plan (per semester)	\$300.00
Details regarding housing assignments and policies are in the Residence Handbook	

TUITION & FEES

Tuition and fees are set each year by the Baptist Health Sciences University (BHSU) and are subject to change. BHSU reserves the right to make changes in costs at the beginning of any term by publication of the new rates for tuition, fees, and room rent three months in advance of the effective date.

Annual tuition of \$53,560.00 is divided evenly between BUCOM's two semesters. Students on altered degree plans (off-cycle) who are required to repeat courses or return to complete a semester for which they have already paid 50% or more of the tuition will be charged 50% of the full-time block rate for the future semester in which they are returning. All other students will be subject to the full-time block rate for the term.

Changes in other charges, fees or policies may be made by an announcement one month in advance of the effective date of the change.

PROFESSIONAL LIABILITY INSURANCE

Students are required to participate in various clinical learning experiences as a prerequisite to successful completion of programs of study. The clinical facilities where these learning experiences take place will only accept students who are covered by professional liability insurance. BUCOM has arranged to provide coverage meeting the required coverage standards for all enrolled BUCOM students.

MISCELLANEOUS COSTS

In addition to the expenses noted above, students are also responsible for the cost of books, supplies, scrubs, mandatory attire for OMM/anatomy labs, personal transportation and meals, as well as health insurance, health/drug screenings and immunization expenses, assessment fees, criminal background checks, and licensing/certification fees (COMLEX-USA 1 and 2).

TUITION PAYMENT

All tuition, housing, and other fees must be paid in full during the designated registration days for each semester before a student will be officially enrolled in classes. Payments may be made in cash, check, money order, or debit or credit cards.

Registration is not complete for financial aid recipients until aid has been awarded and applied to all fees and all debt has

been paid in full. BHSU will not impose any penalty on covered individuals, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from Veteran Affairs under chapter 31 or 33, Title IV, state, and/or institutional aid. A late fee may be assessed on covered individuals receiving Title IV, state, and/or institutional aid if delayed disbursement is due to a student not fulfilling aid requirements timely. Students with delinquent accounts will be denied registration. Students must complete a financial responsibility agreement prior to registering each term.

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

- The installment payment plan is reserved for students based on the following:
- Good financial standing (Business Office)
- Good academic standing (Registrar's Office)
- No federal financial aid funds available (Direct Loans included)
- No eligibility for Parent PLUS Loan
- \$250.00 minimum balance

TUITION REFUND POLICY

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

A student who withdraws from a course on or before the published tuition and fee payment date for the term in which they are enrolled will receive a 100% tuition and course fee refund. A student who withdraws from a course after the published tuition and fee payment date for the term in which the student is enrolled through the change/add period specified for the course in which the student is enrolled will receive only a 100% tuition only refund. No tuition or fee refund will be processed after the change/add period specified for each course. Course fees are non-refundable after the published tuition and fee payment date for the term.

A schedule of specific refund dates for each term is published on the University website. It is distributed to all students via email and course syllabi each term. All refunds will be processed electronically or mailed. All other fees are non-refundable.

Return of Title IV (Federal Financial Aid Funds)

The Higher Education Amendments of 1998 specifies that financial aid must be earned through class attendance. A student has not earned 100% of his/her financial aid until he/she has attended more than 60% of the term.

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

FINANCIAL AID

Financial Aid aims to help as many qualified students as possible complete their medical education. As a participant in the Title IV, US Department of Education (USDE) federally guaranteed loan programs, BUCOM works with students to meet the cost of their medical education. Students may finance their education using scholarships, federal loans, private student loans, military health profession scholarships, or other federal and state programs. Students may also apply for loan forgiveness programs available through a variety of government and non-profit agencies once they begin their medical

education or practice.

It is the responsibility of the applicant to comply with all policies regulating any financial aid for which he or she may qualify. Contact the Financial Aid Office for specific guidelines on each financial aid source. All applicants must complete a Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov. If you have any questions about your eligibility, please contact the Financial Aid Office.

FEDERAL DIRECT UNSUBSIDIZED LOAN

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

FEDERAL DIRECT PLUS LOAN FOR GRADUATE STUDENTS

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

PRIVATE EDUCATIONAL LOANS

Private educational loans, also known as Alternative Educational Loans, help bridge the gap between the actual cost of your education and any other assistance you may receive. These loans are credit based and can be borrowed from banks, credit unions, or online lending institutions. The bank or lender will set the interest rate, aggregate loan limit, terms and conditions of private loans.

VETERAN EDUCATIONAL BENEFITS

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

All new students receiving any form of financial aid must meet with a financial aid counselor or attend a meeting provided by the Office of Financial Aid within sixty days of the beginning of their first semester. Students must attend an annual financial aid meeting or meet individually with a financial aid counselor yearly. All students with any form of financial aid must meet with Financial Aid in the three-month period prior to graduation.

Financial aid is not disbursed until a student is fully admitted, all admission requirements are met, and the administration approves.

BHSU, as permitted by federal regulation [34 CFR 668.41], electronically disseminates consumer information, including the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act information. The institution will provide a free paper copy upon request. Anyone signing or processing financial aid forms or seeking information or assistance at BHSU must read, understand, and comply with the requirements disclosed, which are available 24 hours a day at <https://www.baptistu.edu/campus-life/campus-safety-security/safety-reports>.

SECTION 4: STUDENT HEALTH, INSURANCE AND LIABILITY INFORMATION

HEALTH INSURANCE

All BUCOM students are required to maintain continuous active medical insurance sponsored by a domestic health insurance plan. Every student is required to enroll in the BUCOM provider insurance plans unless an acceptable waiver is provided in a timely manner.

BUCOM's medical plan may be waived only in the following situations:

- The student is covered under a parent's employer's group insurance.
- The student is covered under a spouse's employer's group insurance.
- The student is covered by Medicaid for the entire academic year. (Medicaid will not be waived for third and

fourth year students unless the student's clerkships are in the state where the Medicaid is issued.)

- The student is covered by the military or VA.

Individually purchased Affordable Care Act-compliant plans are permitted for first- and second-year students as long as all of these additional requirements are met:

- The plan deductible must not be more than \$1,500.
- The plan out-of-pocket maximum must not be more than \$6,350.

Individually purchased medical, Affordable Care Act, and/or COBRA plans are not acceptable for students in Years 3 and 4.

All students must complete a beneficiary form (to insure proper information for the insurance company and to specify a chosen beneficiary) even if refusing Baptist medical coverage. Incoming students must complete either an electronic enrollment submission or waiver with the insurance vendor no later than the first day of orientation.

If a change in insurance status for the student or their dependent occurs, (i.e., no longer covered by the insurance indicated on your waiver; marriage, the birth of a child, etc.), students must complete the appropriate online request with the insurance vendor or forms within 30 days of the date of change.

Premiums for medical insurance are automatically deducted from a student's university account. Charges for medical insurance are removed once a waiver is submitted and the vendor verifies that coverage is active and meets BUCOM requirements.

Waiver information will be verified several times throughout the year. A current waiver with active insurance coverage must be on file with the vendor at all times. Failure to maintain health insurance may result in disciplinary action for the student up to and including dismissal from BUCOM. Any medical costs incurred by students while in training are the sole responsibility of the student and their health insurance carrier.

IMMUNIZATION REQUIREMENTS

Baptist Health Sciences University (University) is committed to education and practices that contribute to preventing illness and maintenance of health.

As a result, immunizations may be required for enrollment and participation in clinical experiences. The requirements below may be changed at any time based on community health guidelines. All students are required to provide up-to-date immunization data verified by a licensed physician, nurse or physician assistant for the following immunizations for initial matriculation and continued enrollment:

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

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

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

Immunization exemption requests:

Students may request an exemption based on a documented medical condition or sincerely held religious beliefs. Exemptions must be approved prior to class start to meet the initial enrollment requirement. Medical exemption requests will be reviewed and determined on a case-by-case basis upon review of a bona fide medical condition, medical contraindications, or temporary medical contraindications documented by a licensed health care provider. Religious exemption requests based on the sincerely held religious beliefs the student has will be reviewed and determined on a case-by-case basis.

Students who receive an approved exemption in writing will not be required to meet the immunization requirements; however, Baptist University reserves the right to implement additional safety requirements and infection control and prevention measures. Students not receiving immunizations may affect the student's ability to be placed at clinical sites as clinical affiliates may impose additional restrictions, require additional documentation, or refuse placement of a non-immunized student. As a result, the student's ability to complete their academic program may be hindered.

BACKGROUND CHECKS

Students accepted to BUCOM are required to complete a criminal background check using BUCOM's preferred vendor. The cost of this process will be borne by the applicant. Results must be released to BUCOM prior to matriculating into the class. BUCOM reserves the right to revoke an admission offer based upon information found in the criminal background check. Criminal background checks may be repeated for all students prior to the start of clinical rotations or for specific program participation. Students must meet assigned deadlines for completing any assigned background check. Students also consent to BUCOM sharing background check information in full with respective clinical site(s).

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

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

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

Students who are not enrolled for more than one academic term will be considered withdrawn, and must apply for readmission to the University. Students must submit a background check prior to registration for classes.

At the time of admission to the University, all incoming students as part of enrollment requirements must complete a full background check as per instructions provided by Admissions. These criminal background screens must be completed by the student's Orientation. Students entering their clinical years (OMS-3 and OMS-4) must complete a mandatory update prior to initial placement. Students are notified the semester before the start of rotations and provided full instructions on updating their background screen. Pre-clinical background checks must be completed before the first day of rotations.

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

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

Any felony, whether listed below or not;

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

In the event of an adverse action prior to initial enrollment, BUCOM will notify the applicant to make an appointment with the Dean to review the results of the background screening. In the event of an adverse action prior to entering clinical

rotations, BUCOM will notify the student to schedule an appointment with the Provost or designee to review the results of the background screen. The student must bring a copy of the report to the appointment. The Dean or Provost (or designee) will review the results of the report and in consultation with any appropriate parties; determine if the student is eligible for enrollment or clinical placement.

BUCOM applicants and students are required to self-disclose any “offenses” with the understanding that non-disclosure/falsification of any previous or pending offense may result in the revocation of an admission offer or possible sanctions up to and including BUCOM dismissal if enrolled. “Offenses” includes but is not limited to charges, arrests, or convictions including misdemeanors, felonies, deferred adjunctions, traffic violations, military non-judicial punishment, courts martial, and general or less than honorable discharge from the military. Offenses, which occur during a student’s enrollment at BUCOM, will be referred to Student Progress Committee and documented on the student’s MSPE.

New offenses must be reported to the Dean within 72 hours of the incident. It is the responsibility of the student to report any offenses, including those pending final adjudication.

BUCOM has no control over the content of third party background checks, which may include charges that have been reduced or dismissed. Background checks revealing prior offenses, even those that may have been dismissed by the courts, could result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities.

A student with any offenses is encouraged to contact the licensure boards in the state where they wish to practice to evaluate whether their ability to obtain a medical license after graduation might be impacted.

DRUG SCREENING

The illegal use or abuse of drugs and/or alcohol has a clear and adverse effect on the educational environment. BUCOM students are required to perform urine drug screening prior to matriculation and again prior to beginning clinical education. The screening must be done using BUCOM’s preferred vendor. The cost of screening is borne by the student. Students must follow assigned deadlines and complete their drug screen in a timely fashion.

A positive drug screen (i.e. evidence of a controlled substance) or one which shows other abnormalities, will be reviewed by a medical review officer and reported to the Dean.

As a condition of BUCOM enrollment, all students agree to abide by the Code of Conduct, including the policies on alcohol and drug use and the impaired student policy. Under this policy, students identified abusing alcohol, legal or illegal substances are subject to dismissal. Students may also be referred to the state Impaired Physician Program. By signing the Code of Conduct, each student at BUCOM states that they are not currently using, and that they will not use while a BUCOM student, any products or substances that are illegal in Tennessee.

Any substance-related incident which occurs after matriculation, including, but not limited to charges/arrests for driving while intoxicated (DWI), must be reported by the student to the Dean within 72 hours of the occurrence. Following review, disciplinary action may be instituted, up to and including dismissal from BUCOM.

Drug screens may be repeated at BUCOM’s discretion at any time for reasonable suspicion or cause. The student agrees that BUCOM will share drug screen information in full with any respective clinical site(s).

SECTION 5: ACADEMIC PROGRAM

ACADEMIC CREDIT

Students earn academic credit for courses at BUCOM which are successfully completed. All credit hours assigned to courses by Baptist University comply with the federally described definitions of credit hours in terms of appropriate time spent per credit hour established in the SACSCOC Policy on Credit Hours. Academic credit hours are modeled on the following calculations:

- One hour of classroom contact is equivalent to one hour of academic effort

- Two hours of laboratory, small group or simulation contact is equivalent to one hour of academic effort
- Ten hours of clinical is equivalent to one hour of academic effort

GRADING FOR FIRST AND SECOND YEAR OSTEOPATHIC MEDICAL STUDENTS (OMS-1 and OMS-2)

Performance in the pre-clinical years (OMS-1 and -2) is graded with letter grades of A, B, C or F, linked with the numeric values 4, 3, 2, and 0, used for calculating the grade point average (GPA). The cumulative GPA is calculated to two decimal places of the points earned to the points possible. Scores are not rounded up. Other letter grades are used to designate student status in specific situations in the BUCOM Grading System section.

Faculty or clinicians who provide health services, including psychiatric/psychological counseling, to students or who have a familial, personal, or financial relationship with a student, may not participate in the assessment or promotion of that student.

Pre-clinical course directors are charged with assigning grades in the first and second years. Grades should be submitted via the official grading portal to the registrar by the established deadline listed in the BUCOM Academic Calendar. Students may appeal a final grade if they feel it was assigned inappropriately and not in accordance with the course syllabus or rotation statement of policy.

The course director will list the total points available as well as how points will be allotted. This will be listed in the course syllabus and discussed with the class at orientation at the beginning of each semester. All concerns regarding evaluation criteria, examination questions, event scores, or final grades should be directed to the course director for that course. Changes for total points available to calculate grades may be made at the discretion of the course director, but changes must be communicated to the class via in writing/by email at the time the adjustment occurs.

Integrated, computer graded examinations using multiple-choice questions are given at set intervals during the first and second years. Students are expected to take examinations as scheduled. If students are unable to take an exam due to acute illness or other emergency, they must notify by email and then call the Assistant Dean for OMS-1 and 2.

The Senior Associate Dean for Academic Affairs should be copied on the email. Course directors are responsible for reporting the names of any students who receive <70% on an integrated assessment to the Assistant Dean of OMS 1 and 2 so that academic resources can be offered early for that learner.

Laboratory practical, laboratory performance, team-based learning scores, participation in small groups, special projects, or other scores may be assigned depending on the course and course director.

Scores are recorded in the learning management system (LMS) gradebook in order that students have ready access to gauge their performance. Final, official grades are submitted via the grading portal by the established deadline per the Academic Calendar.

GRADING IN OMS-3 and OMS-4

Student grades may be based on COMAT testing in the clerkships or other suitable activities, including but not limited to, history and physical exam skills, patient progress notes or oral presentations, fund of knowledge, problem solving, clinical application, professionalism, improvement, adaptability, and interpersonal interactions.

All students receive formative written and oral feedback at the midpoint in a rotation. The form must be signed by the attending/resident and student and returned to the rotation coordinator to enter into the student record.

Students must complete all clinical experiences, including submission of work hour logs, by the end of the rotation. Students will be notified of any delinquencies by the rotation coordinator. Failure to complete all clinical experiences and submit work hour logs by the end of the rotation will result in an automatic 1-letter grade reduction for the rotation. If a student fails to complete all requirements by 6 weeks, the student is assigned an "F." If the student is unable to complete the rotation for reasons other than failure to complete required clinical experiences or procedure logs, an "I - Incomplete" is assigned until the deficits are made up. Any "I" not converted to a final grade within 8 weeks of when the incomplete was received will automatically revert to an "F."

Students who fail the COMAT but otherwise pass the clinical portion of a core clerkship will be assigned a grade of “NR” and attempt the exam once. The repeat exam should be taken either during winter break (if “NR” occurred from July to December) or during an elective block (if “NR” was earned from December to June). Students with two “NR” grades during the third and fourth year will step out of rotations and use elective rotation time until both “NRs” are remediated. A second failing score or not taking the repeat exam at the scheduled time results in a grade of “F” and having to retake the specific rotation again. The highest grade possible when remediating an “NR” is a grade of “C”, regardless of performance on the repeat test.

A student may appeal a final grade if they feel it was assigned incorrectly or not in accordance with the course syllabus or clerkship policy (Please see BUCOM policy on filing of grievances and appeals).

The deadline for grade submission for rotations in years 3 and 4 is six (6) weeks after the rotation ends (and preferably earlier).

BUCOM GRADING SYSTEM

Grade	Percentage Score	Descriptor	Quality points
A	90-100	Exceeds expectations	4
B	80-89.999	Meets expectations	3
C	70-79.999	Needs improvement	2
NR (Pre-clinical years)	<70.000	Not Recorded due to remediation need	N/a
NR (Clinical)	¥	Not Recorded due to remediation need	N/a
F	<70	Fail	0
P	N/a	Pass	N/a
W	N/a	Withdrew prior to evaluation	N/a
WP	N/a	Passing at withdrawal	N/a
WF	N/a	Failing at withdrawal	0
I	N/a	Incomplete	N/a

“I” (Incomplete): indicates that the student, for nonacademic reasons beyond their control, was unable to meet the full requirements of the course. Arrangements are made between the course director and the student to complete the requirement, after which the “I” is replaced by the grade the student earns. The student must complete the remaining work within 8 weeks of when the incomplete was received. Otherwise, the “I” will be converted to an “F” in the permanent record.

“NR” (Not recorded): indicates that the grade has not yet been recorded. For COM students, it is considered a temporary grade based on the student’s need to remediate a course. Students who earn a final score between <70.000 will be given an “NR” pending confirmation of eligibility for remediation based on the Student Progress Policy. If the student successfully remediates the course, this “NR” will be converted to a “C.” If the student fails to pass remediation, this grade will be converted to an “F.” The transcript will formally denote any class that required remediation.

“W” (Withdraw): applied if the student withdraws from classes before the midpoint of the semester.

Withdrawal after the midpoint but prior to 70% of the semester being completed results in a grade of “WP” (withdrawn passing) or “WF” (withdrawn failing) based on cumulative performance. Deadline dates are posted in the BHSU Academic Calendar for each semester. Students withdrawing after this point earn a zero for any remaining evaluations/tests, which factor into the GPA. After withdrawal, the student must repeat that course.

¥ An “NR” in years 3 and 4 indicates a student who fails to pass the COMAT subject exam but otherwise successfully completes the rotation. The “NR” indicates that the student must retake and pass the exam in order to receive a grade.

FINAL GRADE APPEAL

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

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

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

The grade assigned by the faculty will stand as the grade of record until the appeal is either resolved or finalized. Students may progress academically while the appeal is pending.

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

Procedure

Pre-clinical: Students who wish to file a grade appeal have 30 days after the start of the next term to file an appeal. Appeals are to be sent to the course director of record via email.

The course director will have ten (10) business days in which to respond to the student during a live or remote meeting or via email. The course director will notify the student either personally or by email with their answer to the appeal. Students who wish to appeal this answer can elevate the appeal within 5 business days to the Assistant Dean for OMS 1 and 2. The student may opt for a live or remote meeting or simply appeal via email. The Assistant Dean for OMS 1 and 2 will render an answer within ten (10) business days.

If the student wishes to appeal this decision, additional sequential appeals may be made in writing to the Senior Associate Dean for Academic Affairs. Requests for review must be made within five (5) business days of the receipt of the prior recommendation of the assistant dean. The senior associate dean will have ten (10) business days to consider the appeal and communicate with the student. The decision of the senior associate dean is final.

Clinical (Years 3 and 4) rotations: Appeals for any third and fourth year rotation must be sent in writing (email) to the rotation director within 4 weeks of the grade being submitted.

The rotation director will have ten (10) business days in which to respond to the student during a live or remote meeting or via email. The course director will notify the student either personally or by email with their answer to the appeal.

Students who wish to appeal this answer can elevate the appeal within 5 business days to the respective Assistant Dean for Year 3 or 4. The student may opt for a live or remote meeting or simply appeal via email. The assistant dean will render an answer within ten (10) business days.

If the student wishes to appeal this decision, additional sequential appeals may be made in writing to the Senior Associate Dean for Clinical Affairs. Requests for review must be made within five (5) business days of the receipt of the prior recommendation of the assistant dean. The senior associate dean will have ten (10) business days to consider the appeal

and communicate with the student. The decision of the senior associate dean is final.

COMLEX-USA, COMSAE & COMAT

Various standardized exams, including COMLEX-USA, COMSAE, and COMAT, administered by the NBOME will be used throughout the curriculum to assess student progress and to meet national licensure and accreditation requirements. All students must receive a passing score on COMLEX-USA level 1 before beginning clinical rotations.

Students will have a maximum of 3 months after receiving a failing score on COMLEX-USA level 1 or 2-CE to retake the failed exam. If they fail the examination a second time, they are required to retake the examination a third time within 6 months of receiving the initial failing grade unless they are ineligible due to having received 4 cumulative failures on COMLEX-USA Levels 1 and 2-CE. Students who fail to retake an examination in the prescribed timeframe or fail to retake an examination resulting in a passing score after 6 months from an initial failure are referred to the student progress committee to evaluate dismissal from the COM.

Students who fail a single level of COMLEX-USA a third time will be referred to the student progress committee to evaluate dismissal from the COM. Students who receive a fourth failure on COMLEX-USA levels 1 and 2-CE combined are referred to the student progress committee to evaluate dismissal from the COM.

Students are encouraged to take COMAT FBS Comprehensive Exams after major areas of study corresponding to the subject areas of the exams are completed to assess their knowledge and prepare for COMLEX-USA Level 1.

COMAT Clinical Exams are administered at the end of each clinical rotation in the third year and may be administered at the end of selected clinical rotations in the fourth year to assess the student's knowledge in the relevant clinical area and to prepare the student to take COMLEX-USA Level 2.

Students are required to achieve a minimum score on COMSAE Phase 1 as established by the administrative leadership of BUCOM to be released to take COMLEX-USA Level 1. Currently, the minimum required score is 450. This score is subject to revision based on evaluation of student performance on COMSAE relative to achieving a passing grade on COMLEX-USA Level 1.

The final course of the second year is a monitored comprehensive board review and clinical rotation preparation.

COMSAE Phase 1 is administered by BUCOM to all second-year students at the beginning of this course to assess their knowledge base and guide board preparation. COMSAE Phase 1 is again administered by BUCOM to all students after they have successfully completed the course. If a student receives a minimum score of 450 on either of the COMSAE Phase 1 exams administered by BUCOM and are in good academic standing, having completed and passed all courses in the first 2 years, they are released to take COMLEX-USA Level 1. Students are required to take COMLEX-USA Level 1 by a date determined each year by the Department of Clinical Affairs to facilitate starting clinical rotations on schedule. Students must pass COMLEX-USA Level 1 prior to starting clinical rotations. BUCOM will pay for two COMSAE Phase 1 exams for each student. Payment for any subsequent COMSAE exams and all COMLEX-USA exams are the responsibility of the student.

Students failing to achieve the score required to be released to take COMLEX-USA Level 1 on either of the two COMSAE Phase 1 exams administered by BUCOM are required to meet with an academic counselor and the Assistant Dean for years 1 and 2 to develop a monitored plan of study for board preparation. The student must sit for COMSAE Phase 1 within 3 months of their previous examination. If the student fails to sit for the examination within 3 months of the previous examination, they are referred to the student progress committee to evaluate dismissal from BUCOM.

If the student fails to achieve the required score on their third COMSAE Phase 1 exam, they are required to meet with an academic counselor and the Assistant Dean for years 1 and 2. They are required to attend an immersion course for board preparation at their own expense. The student will be released to take COMLEX-USA Level 1 after successful

completion of the immersion course. If the student fails to complete the immersion course and take COMLEX-USA level 1 within 6 months of the test administered after completion of the board preparation course, they are referred to the student progress committee to evaluate dismissal from BUCOM.

Although not required, students are encouraged to utilize COMSAE Phases 2 and 3 in preparation for COMLEX-USA Levels 2-CE and 3.

Students must pass COMLEX-USA Level 1 prior to starting clinical rotations. If a student receives a failing grade on their first attempt at COMLEX-USA Level 1, they are required to meet with an academic counselor and the Assistant Dean for years 1 and 2. They are required to take an immersion course at their own expense and retake the examination within 3 months of receiving the failing grade. A student failing to retake the examination within 3 months of receiving the failing grade is referred to the student progress committee to evaluate dismissal from BUCOM. If a student receives a failing grade on their second attempt at COMLEX-USA Level 1, they are required to meet with an academic counselor and the Assistant Dean for years 1 and 2. They will develop a monitored study plan for board preparation. They are required to take their third examination within 6 months of receiving the initial failing grade. Any student failing to sit for their third attempt at COMLEX-USA Level 1 within 6 months of receiving their initial failing grade or receiving a failing score on their third attempt is referred to the student progress committee to evaluate dismissal from BUCOM.

COMLEX-USA Level 2-CE: Students on a standard degree completion plan must take COMLEX-USA Level 2-CE prior to October 1st of their 4th year. Students on an alternative degree completion plan will be assigned a date by which they must take COMLEX-USA Level 2-CE by the Clinical Affairs Office.

If a student receives a failing grade on their first or second attempt at COMLEX-USA Level 2-CE, they are required to meet with an academic counselor and the Assistant Dean for year 3. They will develop a monitored study plan for board preparation. They are required to take their second examination within 3 months of receiving the initial failing grade, and their third examination, if needed, within 6 months of receiving the initial failing grade. Any student failing to meet the deadlines to retake their second or third exam, or who has 3 failures on COMLEX-USA Level 2-CE, or who has 4 cumulative failures on COMLEX-USA Levels 1 and 2-CE combined, is referred to the student progress committee to evaluate dismissal from BUCOM.

COMLEX-USA Level 3: is administered during the first year of post-graduate medical education. Student performance on COMLEX-USA Level 3 is evaluated by the COM as part of its overall curriculum evaluation and improvement plan and published on BUCOM's website as required by COCA. BUCOM graduates are expected to participate in the reporting of accurate data to assure compliance with accreditation standards.

REQUESTS FOR TRANSCRIPTS

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

CLASSIFICATION OF STUDENTS

Students at BUCOM are enrolled as full-time students. Part-time attendance is not available.

WITHDRAWAL

As the BUCOM pre-clinical curriculum runs longitudinally over a two year period, students are not able to formally withdraw from individual classes because classes are offered only once a year. Any student considering withdrawal must

meet with the Senior Associate Dean for Academic Affairs for academic advising. During the clinical years, requests for withdrawal from a rotation must be discussed with and approved by the Senior Associate Dean for Clinical Affairs during a formal academic advising meeting.

ATTENDANCE

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

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

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

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

PRECLINICAL YEARS (OMS-1 AND OMS-2)

Socialization into the medical profession is an important aspect of medical education. This is learned through interactions with peers, faculty and staff beginning early in the educational process. As such, students are strongly encouraged to attend all live educational sessions in person unless class is pre-recorded or offered remotely through an online platform (e.g., Teams™ or Zoom™). Due to the number of mandatory learning activities during the pre-clinical years, students are strongly encouraged to live within a 20-mile radius of the BUCOM facility.

Students should generally plan to be available between the hours of 8AM and 6PM Monday through Friday. The attendance policy for each course is specified in the course syllabus. Questions should be addressed to that specific course director. Students are expected to take all integrated course assessments and laboratory practical as scheduled. When BUCOM is officially closed for holidays or specified breaks, students are not expected to be on campus. In situations of inclement weather, if Baptist Health Sciences University is closed, BUCOM is also closed for pre-clinical activities. If students know of an upcoming significant life event that may impact their training, they are encouraged to discuss this well in advance with the Assistant Dean of OMS 1 and 2 or the Senior Associate Dean for Academic Affairs to see if any arrangement is possible. As the first two years offer limited flexibility in terms of repeating or making up courses, substantial life events may necessitate taking a leave of absence and returning the following year. Excused absence includes, but is not limited, to:

- Personal illness or healthcare appointment that cannot be scheduled at another time; doctor's note is required for any mandatory learning activity/event missed;
- Serious illness in immediate family member (parent, sibling, child, grandparent);
- Death in immediate family (parent, sibling, child, grandparent, aunt, uncle, first-cousin); or
- Invited research presentation for student's original research.

Students should notify the involved course director and include the Assistant Dean for OMS 1 and 2 on the communication if they are absent from a mandatory learning event. If the absence is determined to be excused, the student is responsible for arranging make-up work through the course director.

Make-up work must be completed and turned in as specified by the course director, but no later than 2 weeks following the absence. If make-up work is not completed by that time, the student will receive a zero on the assignment. In the case that work cannot be made up for an excused absence, the student's final grade will be tallied without including the points for that assignment. It is the student's responsibility to check back with the course director at the end of the term to ensure that the denominator recalculation is correctly done.

Students are expected to attend all exams or lab practicals at the time they are scheduled. In the rare case that a student must miss an assessment due to an emergency, an email should be sent to the Assistant Dean for OMS 1 and 2 and cc: to the Senior Associate Dean for Academic Affairs. This should be followed up with a phone call to discuss the emergency.

and plans for making up the assessment.

CLINICAL YEARS (OMS-3 AND OMS-4)

Students on clinical rotations work as assigned by the course director. Students are generally expected to be available Monday through Friday 7AM-7PM unless the rotation involves specified shifts. In this case, students are responsible to be present and actively participating during all assigned shifts.

Students should discuss any weekend, call, or holiday assignments with the course director at the start of the rotation. As many inpatient clinical services run 24/7, students should not automatically assume they are off for any holiday or have the same schedule as the pre-clinical students. This should be discussed with the course director. In situations of inclement weather, students should contact their course director for instructions regarding work. Students will adhere to the BUCOM duty hours policy while on clinical rotations. During the fourth year, students may be given a specified number of days for official residency interviews. Students are responsible for clearing any planned absence with the rotation director as soon as they are invited for that interview. Last minute requests may not be able to be honored.

Students should try to schedule their rotations in consideration of significant life events (e.g., wedding). If students have a significant life event, they are encouraged to discuss this with the appropriate third- or fourth-year assistant dean well in advance. Reasons for excused absence are listed above. Requests for time away for interviews must be cleared with the specific course director of that rotation using the appropriate request form. Students are expected to attend all standardized testing for end of clerkship exams (COMAT) as scheduled. In the rare circumstance that an emergency precludes a student taking an exam, the student must email the appropriate third or fourth year dean and include the Senior Associate Dean for Clinical Affairs on the communication. The email should also be followed up by a phone call to discuss the specifics of the emergency. The exam must be made up as soon as practically possible.

PRESENTATION OF RESEARCH

Students may have the opportunity to present their original research as a paper or oral presentation at a local, national, or international meeting. The student must be listed as a formal presenter in the official conference program and not just attending the conference. Requests to attend a meeting to present a student's original research should be made no later than ninety (90) days prior to the conference. A formal written request should be sent to the Assistant Dean of OMS 1 and 2 for the preclinical years or the Assistant Dean for Years 3 and 4 in the clinical years. The Senior Associate Deans (Academic and Clinical) will be kept informed through reports from their respective assistant deans.

Students are excused for one day to present their research. Depending on the location of the conference, one day may be granted for travel to the venue with a second day permitted for travel back from the conference. The number of days granted will be determined by BUCOM once a formal request to attend the meeting is submitted. The student is responsible for working with any course director whose activities may be missed regarding make-up work. Make-up activities must be completed following the course director's instructions, but no later than 2 weeks following the event.

Requests to attend a meeting to present a student's original research should be made no later than ninety (90) days prior to the conference. A formal written request should be sent to the Assistant Dean of OMS 1 and 2 for the preclinical years or the Assistant Deans in the third and fourth year.

Students are excused for one day to present their research. Depending on the location of the conference, one day may be permitted for travel to and one day allowed for travel back from the conference. This will be determined by BUCOM once the original request to attend the meeting is submitted. The student is responsible for working with any course director whose activities may be missed regarding make-up work. Make-up assignments must be completed no later than 2 weeks following the missed event.

LEAVE OF ABSENCE

A leave of absence (LOA) is a temporary interruption in a student's program of study for a period of time greater than fifteen (15) consecutive days of scheduled academic activities.

A student may request a LOA for any of the following reasons:

- Required health care;
- Finances;
- Family leave;
- Active military deployment;
- Engagement in advanced study, research and/or creative scholarship;
- Other exceptional situations considered on a case-case basis.

The student must be currently enrolled, or enrolled in the previous semester and meet the minimum academic standards (good academic standing) with no current disciplinary actions. The Senior Associate Dean of Academic Affairs (OMS I and 2) or Senior Associate Dean of Clinical Affairs (OMS 3 and 4) reviews the appropriate documentation and completes the LOA Request form to approve the LOA.

If a student does not meet the minimum standards or have current disciplinary actions they must meet with the Student Progress Committee (SPC) who will review the request and make a decision on granting the LOA.

The leave must not exceed twelve months and does not extend the maximum of six years from matriculation to completion of all requirements for graduation. Exceptions in extenuating circumstances will be reviewed and may be granted by the SPC.

The student may be allowed to begin their LOA at a point after the start of a semester, but will not be eligible to make up incomplete class work, remediate any examinations, take the COMSAE, or COMLEX Level 1 or Level 2 CE or PE examinations, unless specifically granted that ability by the applicable Senior Associate Dean. Currently enrolled courses will receive a W, WP, or WF depending on the student's current course performance and the date of the LOA.

If the student goes on LOA during the semester, after the initial drop date, they are responsible for the tuition and fees for the entire semester.

The student will not be allowed to return in the middle of a course or semester.

Request Procedure

1. The student or legal representative contacts the appropriate Senior Associate Dean or designee to validate the student's current academic and professional standing and provide guidance as to the required documentation and process to complete the form requesting the LOA.
 - a. If the student must be reviewed by SPC, the Senior Associate Dean or designee will notify the SPC Chair.
2. The request must be made prior to the start date of the leave, unless unforeseen circumstances prevent the submission.
3. The student or legal representative must meet with the Financial Aid Office to discuss the implications of the LOA on their student loans and future financial aid eligibility.
4. The appropriate Senior Associate Dean or designee, or SPC committee, as applicable, make the decision regarding the LOA request and work with the student to complete the LOA form and submit to the Registrar's Office.
5. The appropriate Senior Associate Dean or designee, or SPC committee provides the student a formal letter of decision and if approved, the required process and documentation for return.
 - a. The appropriate Senior Associate Dean or designee, or SPC committee notifies the Dean of the LOA decision.
 - b. Any student who is on an approved LOA for active military deployment or engagement in advanced study, research, and/or creative scholarship may be permitted to participate in student interest groups or BHSU/COM sponsored activities. Students on all other approved LOA's will not be permitted to participate in student student interest groups and/or BHSU/COM sponsored activities activities.

Return Procedure

1. At least thirty (30) days prior to returning the student submits the Return of Leave of Absence form and all required documentation to the appropriate Senior Associate Dean or designee, who reviews and approves the return.
 - a. The appropriate Senior Associate Dean or designee will determine the parameters required for the student's return. This may include a repeat or remediation of prior semester's content, or other actions to ensure the student is prepared to progress.
2. The appropriate Senior Associate Dean or designee Dean's Office will submit the form to the Registrar, contact the Financial Aid Office to notify them of the of the student's return, and contact the student's mentor and other academic support staff so they can provide guidance for the student's successful return.
3. The student must adhere to college curriculum requirements policies in effect at the time of their return.
4. Upon return, the student must meet financial obligations in effect at the time of their return.
5. A student on a leave of absence who fails to return from the leave of absence without notice will be considered as withdrawing from the College.

ACADEMIC INTEGRITY

Academic integrity is a commitment, even in the face of adversity, to the five basic principles: Honesty, Trust, Fairness, Respect, and Responsibility. Academic integrity is defined as implicit and explicit behaviors that exemplify honesty and

truthfulness when presenting one's academic work. Academic integrity is further defined as constructive and ethical behaviors that are reflected in one's academic work. A student is expected to demonstrate academic integrity, respect for others and civility to remain in good standing with the University. BUCOM/BHSU recognizes that lack of academic integrity may include, but is not limited to, cheating, plagiarism, collusion, falsifying data, personation, and ghosting.

The faculty member is responsible for maintaining an environment that is conducive to learning. When academic integrity is not upheld, the learning environment is disrupted. Faculty members have the authority to determine grading penalties for lack of academic integrity in their own courses; penalties and consequences pertaining to the final course grade will be outlined in the course section of the syllabus. Faculty members are responsible for reporting all incidents associated with academic integrity to the Senior Associate Dean for Academic Affairs (OMS-1 and OMS-2) or Senior Associate Dean for Clinical Affairs (OMS-3 and OMS-4).

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

BHSU HONOR CODE

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

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

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS- DOCTOR OF OSTEOPATHIC MEDICINE

The academic standards for student promotion for Baptist Health Sciences University (BHSU) College of Osteopathic Medicine (COM) students across the curricular timeline is based on course completion, overall GPA, national exam scores, and other qualitative requirements.

The classifications and guidelines for minimum academic standards for each year and the process for those who do not meet those standards.

Minimum academic standards (aka Good Academic Standing) for student promotion to the subsequent year of the curriculum and requirements for graduation are set by the College.

No student may be promoted to the next year of the curriculum or certified for graduation without meeting all of the minimum academic standards.

Minimum standards - First Year

Obtain a passing grade in each course ("C" or higher).

Achieve a grade point average (GPA) of 2.0 on a 4.0 scale.

Minimum standards - Second Year

Obtain a passing grade in each course ("C" or higher).

Achieve a grade point average (GPA) of 2.0 on a 4.0 scale.

Take and pass the COMLEX-USA Level 1 at the national standard to be officially allowed to schedule clinical rotations.

Minimum standards - Third Year

Obtain a passing grade in each core clerkship ("C" or higher).

Obtain a passing standard on COMAT subject exams, as applicable to the specific rotation.

Minimum standards - Fourth Year

Obtain a passing grade ("C" or higher) in each rotation, including any selective or elective.

Achieve a passing score at the national standard on the COMLEX-USA Level 2 exam.

Students who do not meet the minimum academic standards are classified into the following categories:

Academic Warning: the student has earned a grade of “NR” in a single course/clerkship exam and has been granted the opportunity to remediate the course/retake the exam.

Academic Probation: the student has earned a final grade of “F” in one or more courses/clerkships and is required to repeat a semester or entire academic year.

Academic Suspension: the student has continued poor academic performance or violation of academic regulations (e.g. violation of the University Honor Code) and may be placed on a mandatory, temporary leave from the University which is determined by the decision of the SPC.

Academic Dismissal: the student has earned a grade of “F” in multiple courses/clerkships or fails to meet the requirements of an academic suspension may be dismissed which is determined by the decision of the SPC.

Students who do not meet minimum academic standards will lose eligibility to hold a leadership or committee position in any student organization or BUCOM committee, attend conferences and/or local, regional, or national meetings of organizations, or participate in non-curricular research.

All single degree Doctorate of Osteopathic Medicine students must complete all elements of the Doctorate of Osteopathic Medicine curriculum within 150% of the standard allotted time (six years from the date of matriculation). Students failing to meet this requirement are dismissed from the College of Osteopathic Medicine. The Student Progress Committee (SPC) will consider exceptions to this policy in cases where:

1. The National Board of Osteopathic Medical Examiners (NBOME) is unable to administer COMLEX-USA Level 1 and Level 2CE within the required timeframe;
2. The COM is unable to deliver the curriculum within the required timeframe; or
3. The student is granted a leave of absence which prevents them from completing the curriculum within the specified timeframe.

Students must maintain satisfactory academic progress to receive federal financial aid.

The Student Progress Committee (SPC) is charged by the Dean of BUCOM with the responsibility of reviewing the totality of students' academic and professional performance. The SPC will review student academic performance and make decisions aligned with the parameters set forth in this policy. The SPC policy, ACA.6074 provides the details on the scope of the committee's responsibility and potential decisions.

The procedure for students who do not meet minimum standards:

First Year

For any student not meeting these criteria, the Student Progress Committee (SPC) will consider all available information regarding student academic performance to date for course(s) failure and make a decision regarding the appropriate action.

Second Year

For any student not meeting the established criteria, the SPC will consider all available information regarding student academic performance to date for course(s) failure and make a decision regarding the appropriate action.

Any student failing to submit a passing score on their first COMLEX-USA Level 1 will not be scheduled for third year rotations until a passing score is obtained.

Students who receive a non-passing score will follow the process delineated in COMBOD.1006 COMLEX-USA, COMSAE and COMAT Testing.

Third Year

Any student who fails the COMAT subject exam on a clerkship will receive a “NR” on the transcript until the exam is retaken and passed.

Failure of the retaken exam or not taking the exam by the designated deadline will result in a grade of “F” for that

rotation.

Any student who earns “NR’s” in two or more rotations, or an “F” in any clerkship, will be referred to the SPC, who, after consideration of all available information including academic performance makes decision regarding the appropriate action.

Students who receive a non-passing score will follow the process delineated in COMBOD.1006 COMLEX-USA, COMSAE and COMAT Testing.

Fourth Year

Any student who earns an “F” in any clerkship will be referred to the SPC, who, after consideration of all available information including academic performance makes decision regarding the appropriate action.

Students who receive a non-passing score will follow the process delineated in COMBOD.1006 COMLEX-USA, COMSAE and COMAT Testing.

Process for Academic Warning

Academic Warning is tracked through the Student Progress Committee documents and the appropriate Senior Dean’s office.

The student must complete the process to remove the “NR” grade no later than the end of the subsequent academic year.

Process for Academic Probation

Academic Probation is noted on the official transcript.

The student must successfully complete the failed course(s) no later than the end of the subsequent academic year.

Students placed on Academic Probation will continue to have their status monitored by the SPC and must attend all classes/course assignments (required and optional), unless an excused absence is approved.

Process for Academic Suspension

Academic Suspension is noted on the official transcript.

Potential reinstatement may be allowed only if the student achieves all criteria set forth in the official Academic Suspension letter.

Students who are reinstated following Academic Suspension will be on Academic probation for the entire year following reinstatement and are subject to all restrictions that apply to Academic Probation status.

Students who do not meet the criteria set form in the official Academic Suspension letter will be Academically Dismissed.

Process for Academic Dismissal

The student’s record is reviewed by SPC and a decision is made and shared with the appropriate senior associate dean for management of the dismissal process.

GRADUATION REQUIREMENTS

Graduation requirements for the Doctor of Osteopathic Medicine (D.O.) degree at BUCOM requires that the student:

1. Satisfactorily completes all curricular and rotation requirements at a COCA-accredited college of osteopathic medicine, including completion of the last two years of education at BUCOM.
2. Completes all academic requirements in no more than six years from the date of matriculation.
3. Complies with all the curricular, legal, and financial requirements of the university.
4. Passed the National Board of Osteopathic Medical Examiners’ COMLEX-USA Levels 1 and 2 examinations.
5. Demonstrates ethical, personal, and professional characteristics deemed necessary for success in osteopathic medicine based on the evaluation of the BUCOM faculty and administration.
6. Demonstrates suitability for the practice of osteopathic medicine based on conduct, ethical and professional behavior, demonstrations of medical knowledge and skills, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities as recognized and endorsed by the BUCOM Faculty Council and Board of Directors.

Degrees are not awarded solely upon the completion of a prescribed number of courses, credits, or passing specified examinations. BUCOM faculty must additionally endorse that the student has attained sufficient maturity of thought, ethics, and professional proficiency to effectively serve the public as an osteopathic physician. Matriculation and enrollment, per se, do not guarantee graduation without satisfactorily meeting curricular and degree requirements. While

in rare cases students may be permitted to walk in the graduation ceremony, a diploma will not be issued until all degree and financial requirements are fulfilled. Students must complete all degree requirements by April 1 to be allowed to participate in the May Commencement activities of that same calendar year.

FAMILY INVOLVEMENT IN HOODING CEREMONY

The BUCOM graduation hooding ceremony is a crowning achievement for our graduates. Students are hooded by representatives of the BUCOM faculty and administration. As medicine is a vocation that often spans generations of families, the ceremony is enhanced when immediate family members who are physicians are able to welcome their graduate into the medical profession. Eligible family members are invited and encouraged to participate in this special ceremony with their graduate. Graduates must complete a BUCOM Hooding Request Form to request this opportunity well in advance of graduation. The physician family member is responsible for arranging and paying for rental of regalia if needed. Family members eligible to participate include:

- Physicians who hold a D.O. or M.D. medical degree
- Immediate physician family member to include a grandparent, parent, sibling, spouse, or child

SECTION 6: EDUCATIONAL AND LEARNING OBJECTIVES

Baptist Health Sciences University College of Osteopathic Medicine (BUCOM) is committed to delivering a curriculum that educates and assesses students in each of its' nine (9) Programmatic Level Educational Objectives (PLOs), including the seven (7) American Osteopathic Association (AOA) core competencies. Through the curriculum map, BUCOM will define event, session, course, and program year learning objectives and map them to these overarching PLOs. Mapping allows a granular look at whether all topics needed to prepare students to successfully enter graduate medical education are covered in the BUCOM curriculum. BUCOM plans to use the AAMC Curriculum Inventory for the curriculum mapping process (<https://www.aamc.org/about-us/mission-areas/medical-education/curriculum-inventory>).

The BUCOM curriculum is proficiency-based, where each student must satisfactorily pass a variety of assessments, including but not limited to, computerized integrated assessment, objective standardized clinical encounters (OSCEs), laboratory practicals, and nationally normed testing (COMLEX-USA 1 and 2). Faculty-developed assessments allow students to demonstrate proficiency with knowledge and skills learned to date. Students are required to maintain academic performance across courses and training years to ensure they are advancing appropriately to ultimately receive the DO degree. Students will be required to complete key assessments pertaining to each competency demonstrating acquired knowledge and skills in each area.

Each curricular area identifies proficiencies that are taught and assessed across both academic year and the overall program to ensure a comprehensive educational experience for each graduate. The curricular map is maintained and updated as curricular outcomes are assessed. Course content is modified as part of the quality assessment/ improvement process.

Once the BUCOM curriculum map is fully built out, it will link all event, session, course, rotation and year learning objectives back to the Programmatic Level Educational Objectives (PLOs) listed below:

BUCOM PROGRAMMATIC LEVEL EDUCATIONAL OBJECTIVES

1. **OSTEOPATHIC PHILOSOPHY/OSTEOPATHIC MANIPULATIVE MEDICINE:** Demonstrate and correctly apply appropriate osteopathic manipulative treatment to patients. Evaluate the medical evidence regarding the use of osteopathic manipulative medicine. Endorse the process of continuous learning and incorporate principles of OMM and osteopathic philosophy into one's continued professional practice.
2. **MEDICAL KNOWLEDGE:** Demonstrate and correctly apply knowledge of accepted community and evidence-based standards in clinical medicine; Remain abreast of new scientific developments and incorporate them into practice through conscientious life-long learning.
3. **PATIENT CARE:** Demonstrate the ability to effectively treat patients using a biopsychosocial approach that incorporates osteopathic philosophy, patient-centered care, preventive medicine/health promotion, and behavioral health.
4. **INTERPERSONAL AND COMMUNICATION SKILLS:** Demonstrate interpersonal and communication skills to

successfully engage and develop professional relationships with patients, families, and colleagues; Work effectively with other health professionals as a member of or leader of a health care team.

5. **PROFESSIONALISM:** Promote advocacy of patient welfare, adhere to ethical principles, responsibly collaborate with other health care providers, endorse continuous learning, and maintain sensitivity to the needs of patients from varied and diverse populations; Maintain awareness of personal physical, mental, and spiritual health to safely serve patients.

6. **PRACTICE-BASED LEARNING AND IMPROVEMENT:** Demonstrate facility in applying evidence-based medical principles to practice; describe how to critically evaluate the medical literature and incorporate it into a continuous learning plan.

7. **SYSTEMS-BASED PRACTICE:** Demonstrate knowledge of how various health care systems, professional societies, and care delivery systems influence resource utilization and access to care.

8. **CULTURAL AND SPIRITUAL AWARENESS:** Demonstrate an awareness of the scope of culture and the elements that form and define it; Demonstrate familiarity with basic religious and cultural beliefs that impact patients' understanding of their illness and the efficacy of proposed treatments; Participate in local, regional or international service projects that embrace the threefold mission of Baptist Memorial Health Care: healing, preaching and teaching.

9. **PERSONAL WELLNESS AND RESILIENCE:** Participate in structured educational programming about health, wellness, physical fitness and nutrition to increase personal wellness and resilience; Participate in educational opportunities to learn holistic approaches to ensure personal wellness; effectively counsel patients and peers about wellness strategies.

AOA CORE COMPETENCIES

OSTEOPATHIC PHILOSOPHY AND MANIPULATIVE MEDICINE

This course focuses on the cognitive and psychomotor skills needed to obtain competence in specific osteopathic manipulative medicine (OMM) techniques. Instruction consists of both didactic, large and small group presentations, and team-based learning as well as regular laboratory time during which skills discussed in class are practiced and applied. Osteopathic philosophy and incorporation of holistic practices. Material presented is closely intertwined with what is introduced in the sequenced Principles of Clinical Medicine (PCM), Physician Core Competency and Anatomy I and II courses. In the fall, learners work on basic OMM techniques for the back, arms and legs to coincide with the dissections of the back, neck and extremities. The principles of structure and function, the clinical osteopathic examination, the diagnosis and treatment of somatic dysfunction, viscerosomatic, and somatovisceral dysfunction are integrated throughout the curriculum through this coordination. Knowledge and skills are assessed through integrated written examinations during years one and two, observation and evaluation of performance by faculty during laboratory sessions, and structured evaluations of diagnostic and treatment knowledge and skills over the sequential OMM courses. Clinical competence in OMM is evaluated by faculty at core rotation sites during years three and four in addition to performance in hands-on labs, symposia, and evaluations at the end of each core rotation. Assessment in the pre-clinical years occurs through written assessment and standardized patient encounters.

Passage of COMLEX 1 and 2 further supports mastery of this competency.

MEDICAL KNOWLEDGE

Medical knowledge is assessed in each pre-clinical course. Topics for inclusion are compiled based on AACOMAS objectives, recommendations of the curriculum committee, and curricular mapping to guarantee adequate coverage of topics and minimization of redundancies and overlap. Written integrated assessment, team-based learning IRAT/GRATs, small group discussions, and performance during Standardized Patient encounter oral and written presentations. Overall, pre-clinical medical knowledge is directly assessed by COMLEX 1 performance. Medical knowledge on the clerkships and fourth year rotations is based on assigned case modules, performance on rounds and in patient care, and through national, standardized exams like the COMAS assessment and COMLEX 2. 360-degree evaluations will also be provided for clinical students to be able to self-assess their strengths and weaknesses.

PATIENT CARE

Patient care in the first two years is presented in multiple formats, including through learning the history and physical exam, examining and performing OMM on Standardized Patients, in laboratory setting and anatomy where the cadaver is the first patient, and through preceptor encounters. Students have the opportunity for annual international mission trips. Written and oral presentations during Standardized Patient exams will be used to assess clinical decision making and patient care acumen. Case studies and assessments will be used to assess choices. Clinical rotation patient care knowledge will be assessed during practical examinations in clinical and osteopathic skills laboratories, through end-of-rotation examinations with core clinical rotations, performance on the various stages of COMLEX and/or USMLE and through direct faculty interaction. Students also complete formal case write-ups and peer education requirements and oral presentations during clinical rotations.

INTERPERSONAL AND COMMUNICATION SKILLS

The pre-clinical curriculum offers a wide variety of training venues for enhancing both interpersonal and communication skills. Both PCC and PCM train students as how to obtain a patient-centered history and physical and improve both verbal and non-verbal communication. Learners are trained through Standardized Patient encounters on how to best manage emotionally raw patients as well as give unexpected news. Small and large group discussions, case studies, and team-based learning sessions also focus on the critical importance of communication.

Students hone interpersonal skills in small and large group discussion, team-based learning and service learning inter-professional events which delve into how social determinants of health impact patients' and society's wellbeing.

In the clinical years of the curriculum, students' interpersonal communication skills are assessed through direct feedback from faculty, residents and staff as well as patients. Communication strategies learned in the pre-clinical curriculum will be reinforced using didactics, role-play and simulation. Students will have annual opportunities for international service-based learning to explore other cultures, languages, and societies.

PROFESSIONALISM

Professionalism and ethics are presented during Patient Centered Medicine Courses, during small group educational sessions that are a component of the curriculum, as a component of clinical laboratories, simulation and Standardized Patient encounters.

While the competency is evaluated through written examinations including Standardized Patient and simulation scenario's, it is evaluated more importantly through the action of the student in active learning environments such as small groups and team-based learning events, by their compliance with the policies and procedures of the institution, the students' involvement in COM and University activities and organizations and professional organizations and associations.

Further assessment is made through the students' contributions for the benefit of other students, demonstrations of their leadership, their actions and interactions with other professionals, students, staff, and faculty all are important assessments of the student's competency in this domain. Each student is observed by the faculty and evaluated by their peers during clinical laboratory, simulation, small group, team-based learning, and outreach experiences beginning in year 1 and continuing into the core clinical rotations. OSCEs, and/or other standardized patient encounters, are conducted utilizing standardized patients and low and high-fidelity simulation which are recorded for both formative and subjective evaluation as well as self-improvement on the part of the student.

Instruction regarding professionalism and ethics is provided by clinical faculty and other educators during OMS-3 and OMS-4 clinical rotations. The competency is further assessed by COMLEX Level 2-PE, during the summative high stakes Standardized Patient exams/Clinical Skills checkoffs at the end of the second year. All of these above-mentioned learning and assessment events contribute to the instruction and assessment of professionalism.

PRACTICE BASED LEARNING AND IMPROVEMENT

BUCOM students benefit from a longitudinal research curriculum that promotes critical decision making and knowledge application. Students learn about the basics of research infrastructure, data analysis, and exploration of the literature.

Small group, case-based, and case studies in the PCM and PCC curriculum and written examinations measure practice based learning and quality improvement. Students are introduced to health systems and US insurance policies during their longitudinal PCC courses and through their experiences in the 3rd and 4th years.

During the OMS-3 and OMS-4 years, clinical rotations provide exposure to outcome-based, evidence-based practice. Students rotate both in hospital and outpatient settings. Quality of care reviews, patient safety programs, patient registries, and standards of care requirements are introduced. Feedback is provided through student evaluations, case presentations, and documentation during clinical rotations. Electronic assessment tools and calculators for clinical decision-making are reviewed. The COMSAE subject exams will be used to evaluate student performance, along with COMLEX II.

SYSTEMS-BASED PRACTICE

Students learn about both US and global health in a variety of ways. PCM and PCC emphasize how individuals engage the health system, insurance and policies that influence how we receive healthcare, and how global healthcare impact health. Students have the opportunity to participate in inter-professional service based learning through international mission trips, which are offered annually at BHSU. Small and large group discussion, team-based learning, inter-professional service learning, and simulation are leveraged to help teach system-based practice to pre-clinical learners. The research curriculum also explores options for information retrieval and literature searches using on-line resources such as the Cochrane Database, Triptych, MEDLINE, and other evidence-based references.

SECTION 7: ORGANIZATION OF CURRICULUM

Baptist Health Sciences University College of Osteopathic Medicine (BUCOM) is committed to delivering a robust, vertically- and horizontally-integrated curriculum that fully prepares students to enter graduate medical education. Pre-clinical years (OMS-1 and -2) are mostly spent on the BUCOM campus. Multiple learning modalities are employed, discussed in the Teaching Methods section below. Our nine Programmatic Level Educational Objectives are introduced and spiraled through the curriculum. New skills build on prior knowledge. Students participate in longitudinal threads for point-of-care ultrasound, nutrition/exercise as medication, inter-professional and service-learning events. Computer-based integrated course exams assess learning during the pre-clinical coursework. Laboratory practical exams, objective standardized clinical encounters (OSCE), simulation, team-based learning group performance, and participation may also be used for formative and/or summative assessment. Time for independent study is built into the OMS-1 and -2 curriculum to assure adequate time for reflection. Self-directed learning events are incorporated into several of the longitudinal courses. Using a standardized process, students are provided narrative feedback from faculty, peers, and standardized patients to evaluate non-cognitive skills. Students must complete the Comprehensive Osteopathic Medicine Self-Assessment Examination (COMSAE) and pass the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA Step 1) to enter third year training.

The first two years of the BUCOM curriculum are arranged as semesters (fall and spring) followed by a summer term after OMS-1. The fall OMS-1 semester begins in August and runs through mid-December (19-20 weeks). The spring semester starts in early January and runs through May (20 weeks). The summer term between the OMS-1 and OMS-2 years can be used for research projects, remediation, service learning, military training obligations, or mission trips. OMS-2 begins in early to mid-August and runs through mid-December (19-20 weeks). Spring OM- 2 begins in early January and runs through the end of April (19-20 weeks). Students then have dedicated study time to prepare for COMLEX USA-1, which should be taken in early June. The pre-clinical years at BUCOM are completed in residence. It is recommended that students live within a 20-mile radius of the school.

OMS-3 clerkships begin in August with a 2-week orientation and continue through July of the following year. OMS-4 elective and selectives begin in August and run through mid-May. In-person participation is mandatory for all clinical rotations. Graduation is planned for mid-May, allowing a 6-week transition period for graduates to move to residency training.

CURRICULAR ORGANIZATION BY LEARNING YEAR

The pre-clinical years (OMS-1 and -2) are arranged in a longitudinal format that scaffolds new learning onto what is already mastered. Horizontal and vertical curricular integration is emphasized. The basic sciences portion of the first year

curriculum is presented as integrated topical areas. The fall OMS-1 semester covers biochemistry, genetics, physiology, and microbiology. It focuses on normal function and homeostasis, giving students a comprehensive review of healthy function. The spring integrated sciences course covers immunology, pathology/histology, and pharmacology. Students begin learning about organ systems and thus can better apply knowledge about disease states. Organ systems begin in the spring OMS-1 semester. Anatomy runs the entire OMS-1 year, aligning and integrating this subject and what is being covered in both Osteopathic Manipulative Medicine (OMM) and Principles of Clinical Medicine (PCM). OMS-1 OMM and anatomy alignment permit an entire semester being devoted to spine, upper and lower extremities and how anatomy juxtaposes with OMM principles.

The remainder of the OMS-1 and -2 courses run longitudinally, with newer knowledge building on what is previously known. OMM, PCM, Physician Core Competencies (PCC), Research, and Special Topics all run concurrently each semester OMS-1 and -2. Course descriptions for the OMS-1 and -2 classes are found below. Clinical year OMS-3 runs using a traditional clerkship model. OMS 4 uses a combination of student chosen electives and selectives.

PRE-CLINICAL TRAINING (OMS-1)

Fall Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice I	OME 701	3
Principles of Clinical Medicine I	OME 703	3
Physician Core Competencies I	OME 705	1
Research Principles I	OME 707	1
Special Topics I	OME 709	2
Anatomy I	OME 711	4
Integrated Sciences I	OME 713	8
TOTAL CREDIT HOURS		22

Spring Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice II	OME 702	2
Principles of Clinical Medicine II	OME 704	3
Physician Core Competencies II	OME 706	1
Research Principles II	OME 708	1
Special Topics II	OME 710	2
Anatomy II	OME 712	4
Integrated Sciences II	OME 714	2
Organ Systems I	OME 716	9
TOTAL CREDIT HOURS		24

PRE-CLINICAL TRAINING (OMS-2)

Fall Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice III	OME 751	2
Principles of Clinical Medicine III	OME 753	3
Physician Core Competencies III	OME 755	1
Research Principles III	OME 757	2
Special Topics III	OME 759	2

Organ Systems II	OME 765	14
TOTAL CREDIT HOURS		24

Spring Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice IV	OME 752	2
Principles of Clinical Medicine IV	OME 754	3
Physician Core Competencies IV	OME 756	1
Research Principles IV	OME 758	2
Special Topics IV	OME 760	2
Organ Systems III	OME 766	14
TOTAL CREDIT HOURS		24

CLINICAL (OMS-3)

Clerkship/Rotation	Course Number	Credit Hours	Core	Elective/Selective
Introduction to Clinical Rotations	OME 800	2		
Osteopathic Neuromusculoskeletal Medicine I	OME 801	2	X	
Community Based Family Medicine	OME 810	4	X	
Emergency Medicine	OME 811	4	X	
General Surgery	OME 812	4	X	
Internal Medicine I	OME 813	4	X	
Internal Medicine II	OME 814	4	X	
OB/GYN/Women's Health	OME 815	4	X	
Pediatrics	OME 816	4	X	
Psychiatry/Behavioral Health	OME 817	4	X	
Underserved Care	OME 818	4	X	
Med-Surg Selective	OME 820	2		X
TOTAL CREDIT HOURS		42		

CLINICAL (OMS-4)

Clerkship/Rotation	Course Number	Credit Hours	Core	Elective/Selective
Osteopathic Neuromusculoskeletal Medicine II (ONMM)	OME 851	2	X	
Geriatrics	OME 860	4	X	
Med-Surg Selective	OME 870	4		X
Medicine Selective	OME 871	4		X
Primary Care Selective	OME 872	4		X
Surgical Selective	OME 873	4		X
Elective I	OME 880	4		X
Elective II	OME 881	4		X
Elective III	OME 882	4		X
Elective IV	OME 883	4		X
TOTAL CREDIT HOURS		38		
TOTAL CREDIT HOURS FOR DEGREE REQUIREMENT				174

SECTION 8: COURSE DESCRIPTIONS

OME 701 Osteopathic Principles & Practice I (3)

Introduction to the principles and practices unique to osteopathic medicine. Exploration of the contextual framework and basic skills necessary for providing osteopathic patient care. Critical evaluation of osteopathic history and philosophy and initial formation of professional identity as an osteopathic physician. Osteopathic examination and techniques of the back and extremities are applied. 2 credit hours theory and 1 credit hour laboratory

OME 702 Osteopathic Principles & Practice II (2)

Exploration of osteopathic principles and practices with required application to various clinical topics. Investigate osteopathic concepts of mind-body-spirit principles.
1 credit hours theory and 1 credit hour laboratory

OME 703 Principles of Clinical Medicine I (3)

Exploration of foundational skills and knowledge pertinent to becoming an osteopathic physician: learn to perform a comprehensive history; deliver patient- centered care; and incorporate effective verbal and non- verbal communication. Development of clinical skills necessary to obtain and interpret normal and abnormal vital signs. Integration of routine osteopathic physical examination skills of the musculoskeletal system.

Inclusion of small group and interactive techniques involving standardized patients, simulation, peer-to-peer instruction and role-play as the primary learning methods. 2 credit hours theory and 2 credit hours laboratory

OME 704 Principles of Clinical Medicine II (3)

Integration of routine osteopathic physical examination skills to include vital signs and general appearance, HEENT, neurologic special sensory, peripheral vascular, cardiopulmonary, and abdominal organ exams leading to mastery of a comprehensive physical examination. Integration of patient-centered communication and interviewing skills. Clinical decision-making introduced and tied to standardized patient cases. Guided inclusion of OPP (Osteopathic Principles and Practices) and OMT (Osteopathic Manipulative Techniques) in the evaluation and treatment plans will be part of Simulation technology used in selected scenarios to teach auscultation skills. Small group and interactive techniques involving standardized patients, peer-to-peer instruction and role-play are used as the main learning methods. Formative standardized patient encounters (SPED) are incorporated into this course monthly, on average, to assess student knowledge and skills development. The term ends with a summative standardized patient encounter and Objective Structured Clinical Examinations (OSCEs) to assess readiness to move to the OMS-2 year.

OME 705 Physician Core Competencies I (1)

Development of the professional identity as an osteopathic physician. Instruction regarding appropriate patient / physician boundaries, boundary violations, ethics, professionalism, and self-care. Introduction to social determinants of health.

Learners will work effectively with other students as a member or leader of a learning team, including group interactions with other health care professions in order to learn the importance of teamwork and inter professional collaboration. Introduction to the concept of self-directed learning. Modules will be included in the course to address burnout and fatigue mitigation.

1 credit hour theory

OME 706 Physician Core Competencies II (1)

Learners will participate in further exploration of topics relating to professional well-being, cultural competence, and motivational interviewing. Learners will be introduced to the health consequences of smoking and the importance of smoking prevention and cessation. Learners will understand proper attention to disability and will develop skills for working with challenging patients. Learners will interact with individuals with cardiovascular, pulmonary, or gastrointestinal conditions in order to develop empathy and compassion.

1 credit hour theory (1 contact hour)

OME 707 Research Principles I (1)

Introduction to the scientific method, research study design, scholarly activity requirements, and basic human subjects' protection in research. Completion of assigned modules for the Belmont Report and CITI training. Exploration of potential research mentors and initial research project ideas.

OME 708 Research Principles II (1)

Introduction to basic biostatistical principles and evaluation of scientific literature. Integration of Journal clubs pertinent to topics in the organ systems and Osteopathic Manipulative Medicine courses. Students work with their research mentors on developing plans for a research proposal or other scholarly activity

OME 709 Special Topics I (2)

Introduction to the Nutrition and Exercise as Medicine modules and completion of assigned modules during the term. Emphasis placed on vitamins and minerals to integrate with topics offered in the Integrated Science course. Introduction to the BUCOM longitudinal ultrasound track, basic ultrasound physics, ALARA principle, and basic musculoskeletal scanning. Implementation of self-directed learning projects.

2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 710 Special Topics II (2)

Modules from Nutrition and Exercise as Medicine are completed. Basic tenets of nutrition and the impact of GI dysfunction on nutritional status. Evaluation of the impact of food and diet, including micro and macronutrients, on health and disease prevention. Discussion of therapeutic diets and nutrition for specific disorders as well as tube feeding, IV alimentation, application of Osteopathic philosophy, OMT, medical and surgical interventions. Specific ultrasound principles involving imaging the vasculature, heart, lung, and abdomen and with structured imaging time taught. Inter-professional contact with students from the Sonography program for after-hours imaging practice. Self-directed learning projects may be used.

2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 711 Anatomy I (4)

Exploration of gross and developmental anatomy of the musculoskeletal system of the back and extremities. Studies include anatomical features of the back, spine, shoulder, hip, and upper and lower extremities. Laboratory cadaveric dissection, radiological and three-dimensional imaging, and models are all employed requiring the application of knowledge in anatomical sciences to solve clinical problems.

3 credit hours theory; 1 credit hour laboratory

OME 712 Anatomy II (4)

Exploration of gross anatomy, developmental anatomy, and special sensory organs. Anatomical coverage of HEENT, special sensory organs, cardiopulmonary, gastrointestinal and genitourinary areas. Laboratory cadaveric dissection, radiological and three-dimensional imaging, and models used. Application of the knowledge of anatomical sciences to solving clinical problems.

3 credit hours theory; 1 credit hour laboratory

OME 713 Integrated Sciences I (8)

Integration of foundational science principles in biochemistry, genetics, histology, microbiology, physiology, pharmacology, and general pathology. Considers processes of normal function, homeostasis, and basis for disease. Application of knowledge will be assessed using active learning during lectures, team-based learning, peer-instruction, and integrated assessments.

8 credit hours theory

OME 714 Integrated Sciences II (2)

Integration of topics learned in OMED 713 and other fall OMS-1 courses with immunology, pathology/histology, pharmacology, microbiology, and organ systems. The instructional process moves from healthy homeostasis to both health and disease states. Introduction to the principles of trauma, inflammatory disorders, infections, and cancers as they relate to the immune system. Topical studies in immune responses to infections, immune deficiencies, hypersensitivity, tumor, transplantation rejection or others.

2 credit hours theory

OME 716 Organ Systems I (9)

This is the first of three clinical courses arranged in organ systems blocks. Each organ system segment integrates developmental anatomy, immunology, microbiology, pathophysiology, pathology, pharmacology, physiology, infectious diseases and oncology to introduce both health and disease processes. The course focuses on the most common diseases and those that best illuminate basic principles. Clinical management presented illustrates the importance of basic science principles:

- **HEENT:** Review of processes involving vision, hearing, olfaction, taste, speech, and cranial nerves. This coincides with instruction about the exam of the head, eyes, ears, nose, throat (HEENT) and neck in the Principles of Clinical Medicine (PCM) course, mastering osteopathic maneuvers in the OMM course, and in anatomy. Topics may include anatomy, developmental anatomy, histology, microbiology, physiology, and contemporary therapeutic approaches. Introduction to the structure and organization of the integrated organ systems courses during this first segment.
- **Cardiovascular:** Concepts related to the cardiovascular system in health and disease. Students analyze environmental and socio-cultural aspects of the system influencing the normal function. Topics may include anatomy, histology, and developmental anatomy, microbiology, physiology, pharmacology, pathology and contemporary therapeutic approaches. Integration of basic and clinical sciences in the context of Osteopathic philosophy with clinical scenarios.
- **Respiratory System:** Concepts related to the respiratory system in health and disease. Analysis of environmental and socio-cultural impacts influencing the normal function. Topics may include anatomy, histology, microbiology, pharmacology, physiology, pathology, or contemporary therapeutic approaches. Students integrate basic and clinical sciences in the context of Osteopathic philosophy with clinical scenarios. Offers an inter-professional community-based service-learning event scheduled with other BHSU healthcare programs around tobacco cessation.
- **GI System:** Structure and function of the gastrointestinal (GI) and hepatobiliary systems examined in both health and disease. Topics may include anatomy, histology, microbiology, pharmacology, physiology, pathology, or contemporary therapeutic approaches. Basic tenets of nutrition and the impact of GI dysfunction on nutritional status discussed. Evaluation of the impact of food and diet, including micro and macronutrients, on health and disease prevention. Topics may include therapeutic diets and nutrition for specific disorders as well as tube feeding, IV alimentation, osteopathic, medical and surgical interventions.

OME 751 Osteopathic Principles & Practice III (2)

Expansion of osteopathic principles and practices needed for advanced application to the renal, reproductive, endocrine and hematologic systems. Instruction on new osteopathic exams and techniques.

1 credit hour theory and 1 credit hour lab

OME 752 Osteopathic Principles & Practice IV (2)

Continuation of osteopathic principles and practices as they apply to various clinical topics and patient populations. The focus of this semester is consolidation of physical exam skills and somatic dysfunction diagnosis in a primary care setting to ensure preparation for clinical rotations.

1 credit hour theory and 1 credit hour laboratory

OME 753 Principles of Clinical Medicine III (3)

Introduction of clinical skills focusing on the targeted history and physical examination. Incorporation of examination skills and viscerosomatic findings related to the renal, endocrine, genitourinary, and hematologic systems into the physical examination sequence. Breast, pelvic and male genitourinary exams taught using task trainers as well as Clinical Breast and Genitourinary Teaching Associates. Small group and interactive techniques involving standardized patients, peer-to-peer instruction and role-play are used as the main learning methods. Standardized patient encounters (SPED) are incorporated into this course monthly, on average, to assess student knowledge and skills development, based on the targeted examination format. The term ends with a summative standardized patient encounter to assess readiness to move to the spring OMS-2 term.

OME 754 Principles of Clinical Medicine IV (3)

Demonstration of targeted history and physical examination skills, oral presentation of findings, appropriate documentation of findings, clinical decision-making, and application of Osteopathic Manipulative Techniques. Small group and interactive techniques involving standardized patients, peer-to-peer instruction and role-play are used as the main learning methods. Continuation of standardized patient encounters monthly to assess student knowledge and skills development.

OME 755 Physician Core Competencies III (1)

Application of the physician competency of inter-professional collaboration and communication skills for effective exchange of information and collaboration with patients, their families, and health professionals. Introduction to public health, medical jurisprudence and population/global health.

OME 756 Physician Core Competencies IV (1)

Introduction to end-of-life care and bio-ethics. Introduction to health systems science (HSS) focusing on the principles, methods and practice of improving quality, outcomes and costs of health care delivery for patients and populations within systems of medical care.

Covers topics such as leadership, root-cause analysis, working in teams, care coordination, care transitions, the social and economic determinants of health, error disclosure and using health information technology, electronic health records, and insurance.

OME 757 Research Principles III (2)

Expands upon previously learned research principles, biostatistics, and evidence-based medicine. Continued work with mentor(s) on research project or other scholarly activity.

OME 758 Research Principles IV (2)

Cumulative review of biostatistics, evidence-based medicine, clinical-decision making, and research design in preparation for COMLEX USA Level-1 examination. Continued work with research mentors to hone the project plan for working towards disseminating individual research/scholarly activity. The course culminates in a proposal presentation.

OME 759 Special Topics III (2)

Correlation of Nutrition and Exercise Medicine modules with the organ systems. Application of ultrasound techniques for organ systems. Hands-on ultrasound scanning opportunities.

2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 760 Special Topics IV (2)

Completion of Nutrition and Exercise as Medicine modules that related to neuroscience, skin, rheumatologic conditions or behavioral health. Continued ultrasound skills practice using didactic instruction and hands-on scanning opportunities.

2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 765 Organ Systems II (14)

The second of three clinical courses arranged in organ systems blocks. Each system incorporates developmental anatomy, biochemistry, immunology, microbiology, pathophysiology, pathology, pharmacology, physiology, infectious diseases and oncology in an integrated fashion. The course focuses on the most common diseases and those that best illuminate basic principles. Clinical management presented to illustrate the importance of basic principles:

- Renal: Integration of anatomy and physiology of the renal and urinary system. Assess and interpret biochemical markers, signs, symptoms and viscerosomatic findings of renal and hematopoietic pathologies. Design comprehensive pharmacologic, non-pharmacologic and manual medicine treatment plans and develop an understanding of the ethical, legal, and social aspects related to disease treatment, including dialysis and transplant. Case studies, team-based learning and other active learning modalities employed through organ system blocks.
- Reproductive: Integration of core biomedical sciences in the identification, differentiation, diagnosis, and management of the normal and abnormal states of the reproductive system. Exploration of musculoskeletal contribution to conditions of pregnancy, the role of hormones and their impact during pregnancy, organ development, organ function, and metabolism. Discussions relevant to historical and current medical and surgical

topics with this system.

- **Endocrine:** Identification, differentiation, diagnosis, and management of the normal and abnormal states of the endocrine system. Exploration of the role of hormones and their impact on organ development, organ function, and on metabolism, including discussions relevant to historical and current medical and surgical interventions for localized and systemic diseases for these systems.
- **Hematology:** Application of learning from prior organ systems courses. Focus on normal and abnormal blood and leukemoid cell production, transplantation, and other related topics including disease processes involving this system.

OME 766 Organ Systems III (14)

The third of three clinical courses arranged as organ systems blocks. Each system covers developmental anatomy, histology, anatomy, immunology, microbiology, pathophysiology, pathology, physiology, pharmacology, infectious diseases and oncology in an integrated manner. The course focuses on the most common diseases and those that best illuminate basic principles. Clinical management presented to illustrate the importance of basic science principles:

- **Neuroscience:** Exploration of anatomy and physiology of the nervous system in both health and disease, correctly performing the neurologic examination, and integrating osteopathic findings, imaging techniques, and biochemical markers to objectively assess the nervous system. Identification of signs, symptoms, and consequences of nervous system pathologies resulting from trauma, ischemia, stroke, infection, toxins, autoimmune, and epigenetic and genetic conditions. Participation in inter-professional case-based learning session with inter-professional learners from other colleges at Baptist Health Sciences University.
- **Behavioral:** Introduction to an overview of mental health issues, including developmental disorders, adaptive and maladaptive behaviors, mood disorders, stress-induced behavior, fear and anxiety disorders, substance abuse, somatoform disorders, and psychoses. Examination of ethical, legal, and social aspects related to neuroscience and behavioral pathologies.
- **Rheumatology/dermatology** Investigation of normal and abnormal structure and function of the integumentary, musculoskeletal, and motor systems. Emphasis on the cellular, tissue, and organ system level, as well as states of disease and dysfunction.
- **Systems Integration:** Integration and application of biomedical and clinical concepts previously presented throughout the first two years of the undergraduate osteopathic medical curriculum. Mastery of foundational biomedical and clinical concepts assessed. Completion of the Comprehensive Osteopathic Medical Self-Assessment Examination Phase 1 (COMSAE phase 1) to assess readiness to sit COMLEX-USA Level 1 examination. Development of a personalized study plan in preparation for the COMLEX-USA Level 1 examination, required prior to beginning BUCOM's clinical curriculum (OMS-3). Summative assessment of comprehensive and targeted examination skills, interviewing and communication skills, and osteopathic clinical skills.

OME 800 Introduction to Clinical Rotations (2)

This two-week course is designed to familiarize the student with necessary information and skills to be successful on clinical rotations during the third and fourth years of the curriculum. All students will complete certification in BLS and ACLS. Students are instructed in standard operating procedures common to inpatient services as well as outpatient clinics. Expectations for professional appearance and conduct is reviewed. Training is conducted relative to HIPAA regulations and requirements, health and safety policies and procedures, availability of healthcare and mental health resources at rotation sites, infection control, blood and airborne exposure protocols, and preparing for the residency match, including letters of recommendation. Additional training is conducted utilizing simulation and task trainers in common procedures. Standards and expectations concerning evaluations and grading are reviewed.

OME 801 Osteopathic Neuromusculoskeletal Medicine I (2)

The Osteopathic Neuromusculoskeletal Medicine I (ONMM) rotation is composed of a 2-week course of study that will introduce you to the multifaceted care of patients commonly seen in ONMM practice. This rotation will incorporate an introductory knowledge of medical conditions commonly encountered in an ONMM practice: indications, disease processes, and the technical components of ONMM procedures, including the benefits and alternatives to ONMM approaches. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in conferences and grand rounds.

During this clinical course, students will engage in the care of patients presenting with a variety of clinical problems routinely seen on the ONMM service.

During this required Osteopathic Neuromusculoskeletal Medicine (ONMM) I clerkship rotation, students will utilize their patient centered primary clinical skills and osteopathic Neuromusculoskeletal structural examination skills to assess patients for the medical diagnosis of somatic dysfunction. Under directly supervised encounters from the BUCOM faculty, the student will accurately demonstrate the appropriate osteopathic manipulative treatment (OMT) technique(s), as indicated, in clinical and educational settings.

OME 810 Community Based Family Medicine (4)

The Family Medicine rotation is a composed of a 4-week course of study that will introduce you to the wide variety of patients encountered by Family Physicians. This rotation will incorporate an introductory knowledge of patients and medical conditions commonly encountered in general practice: cradle to grave care including infants, children, adults, geriatrics and maternity care. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, and participation in didactic conferences.

OME 811 Emergency Medicine (4)

The Emergency Medicine rotation is a composed of a 4-week course of study that will introduce you to the multifaceted care of patients commonly seen in the emergency department. This rotation will incorporate an introductory knowledge of surgical, medical, and mental health conditions commonly encountered in an emergency medicine practice: triage of patients, evaluation, diagnosis, and indications for treatment of a wide variety of medical, surgical, and mental health problems, and incorporate technical components of common emergency department procedures, including the benefits and alternatives to aggressive approaches. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in pathology conferences, mortality and morbidity conferences, and grand rounds.

During this clinical course, students will engage in the care of patients presenting with a variety of clinical problems routinely seen on the emergency medicine service. Students will engage in evaluation and treatment of patients and the application of osteopathic principles and practices to speed healing, decrease complications, and advance recovery. In the emergency department, learners will have the opportunity to practice some common emergency procedures, learn emergency department protocols and formulate appropriate disposition linked to continuity of care beyond the emergency department visit.

OME 812 General Surgery (4)

The Surgery rotation is a composed of a 4-week course of study that will introduce you to the multifaceted care of patients commonly seen in surgical practice. This rotation will incorporate an introductory knowledge of medical conditions commonly encountered in a general surgery practice: indications, surgical disease processes, and the technical components of surgical procedures, including the benefits and alternatives to surgical approaches. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in pathology conferences, mortality and morbidity conferences, and grand rounds.

During this clinical course, students will engage in the care of patients presenting with a variety of clinical problems routinely seen on the surgical service. Students will engage in preoperative evaluation and treatment, intraoperative, and postoperative management of the patient and the application of osteopathic principles and practices to speed healing, decrease complications and advance recovery. In the operating room, learners will have the opportunity to practice aseptic technique, learn operating room protocols and common surgical instruments, and assist in surgery.

OME 813 Internal Medicine I (4)

During this four-week rotation, students will participate in the care of adult patients in inpatient settings. Students will work with internal medicine physicians to provide comprehensive acute and chronic medical care to adult patients. Students will expand history and physical diagnosis skills, gain an understanding of the indications and applications of differing diagnostic techniques, develop the ability to prioritize patient problems and treatments, generate a differential diagnosis, and implement patient management strategies for the patients on the inpatient service.

OME 814 Internal Medicine II (4)

This four-week rotation gives students additional education and training in clinical internal medicine and internal medicine subspecialties. Students will work alongside physicians who provide inpatient and/or outpatient medical care for adult patients. Emphasis is placed on determining normal from abnormal history and physical findings, using diagnostic tests, logical selection and defense of differentials, accurate reporting of data, beginning development of management plans, health education of patients and families, and referrals.

OME 815 OB/GYN/Women's Health (4)

This four-week rotation provides students with clinical experiences caring for women in all stages of life from adolescence to menopause. Students will participate in the care of patients with a variety of obstetrical and gynecologic conditions in inpatient and outpatient settings under the supervision of OBGYN physicians. Students will advance their knowledge and skills in the care of women including wellness, preventive and pregnancy care.

OME 816 Pediatrics (4)

The four-week rotation provides third-year medical students with knowledge and experience in ambulatory pediatrics and some hospital and newborn nursery pediatric educational experiences. Students will develop knowledge and skills related to normal and abnormal growth and development of infants, children and adolescents. Students will apply their knowledge of the pathophysiologic basis of disease to common illnesses and disorders of children and adolescents.

OME 817 Psychiatry/Behavioral Health (4)

This four-week rotation is designed for students to learn and practice interviewing, diagnostic, and interpersonal skills necessary for working with patients who present with mental health concerns. Under supervision, students will learn to perform psychiatric evaluation, mental status examination, identification of psychiatric symptoms, and differential diagnoses. The student will also learn how psychiatric illness may be present in patients with co-morbid medical disorders, how to manage psychiatric emergencies, and make informed medical and treatment decisions.

OME 818 Underserved Care (4)

This four-week rotation serves to introduce the student to the healthcare needs that are unique to the underserved population in rural, urban, and suburban settings. It will demonstrate the critical role the primary care physician plays in the care provided to the underserved population, and will provide learning opportunities that allow students to understand the concepts of social determinants of health, health equity, and health equality and their impact on health outcomes. Often, achieving health equity requires reaching beyond the clinic and into communities. Learning opportunities will challenge the student to begin to examine their own implicit biases it relates to patient care. It will teach a primary care approach to the evaluation and management of a variety of disease presentations (acute, chronic disease, wellness/prevention) in the office setting for the underserved population. It will also provide instruction on the following essential skills: history taking, physical exam skills, management planning, and clinical reasoning.

OME 820 Med-Surg Selective (2)

This two-week selective is performed in a medical or surgical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific responsibilities.

OME 851 Osteopathic Neuromusculoskeletal Medicine II (2)

The Osteopathic Neuromusculoskeletal Medicine II (ONMM) rotation is composed of a 2-week course of study that will introduce students to the multifaceted care of patients commonly seen in ONMM practice and will occur in the 4th year after successful completion of ONMM I. This rotation will incorporate an introductory knowledge of medical conditions commonly encountered in an ONMM practice: indications, disease processes, and the technical components of ONMM procedures, including the benefits and alternatives to ONMM approaches.

During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in pathology conferences, mortality and morbidity conferences, and grand rounds.

OME 860 Geriatrics (4)

This four-week rotation gives students additional education and training in geriatrics. Students will work alongside physicians who provide inpatient and/or outpatient medical care for geriatric patients. Students will determine normal from abnormal history and physical findings, use diagnostic tests, logical selection and defense of differentials, accurately report data, begin developing management plans, participate in health education of patients and families, and learn when and how to make appropriate referrals. Special emphasis is placed on the anatomy and physiology of the normal aging process and pathological processes that commonly affect the geriatric population. End-of-life issues are covered and applied to patients as appropriate.

OME 870 Med-Surg Selective (4)

This four-week selective is performed in a medical or surgical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific responsibilities.

OME 871 Medicine Selective (4)

This four-week selective is performed in a medical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.

OME 872 Primary Care Selective (4)

This four-week selective is performed in a primary care specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.

OME 873 Surgical Selective (4)

This four-week selective is performed in a surgical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.

OME 880/881/882/883 Elective (4 each)

This four-week elective is performed in a specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and work with patients in an outpatient setting, etc., at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.

GRADUATE
DOCTOR OF NURSING PRACTICE
ACADEMIC CATALOG 2025-2026 EDITION



DNP SEMESTER CALENDARS, 2025-2026

Fall 2025

Date	Event
August 14, 2025	Tuition and Fee Payment Deadline.
August 15, 2025	Late Tuition and Fee Payment Assessment.
August 18, 2025	Fall Semester begins.
August 25, 2025	Last Day to Add/Drop a Semester Course.
September 1, 2025	Labor Day. No Classes.
September 8, 2025	Convocation.
September 16, 2025	Last Day to Remove the Grade of "I" from prior Summer.
September 24, 2025	Last Day to Withdraw from a Semester course with Grade of "W".
October 13, 2025	MIDTERM.
October 15, 2025	Semester Midterm grades due to the Registrar.
Oct 27 - Nov 7, 2025	Advising for Spring Term Registration.
November 10, 2025	Registration for Spring Term Begins.
November 11, 2025	Last Day to Withdraw from a Semester course with Grade of "WP".
Nov 24 - 28, 2025	Thanksgiving Recess. No Classes.
December 4, 2025	Graduating Student grades due to the Registrar.
December 8, 2025	Last Day of New Course Content.
Dec 9 - 15, 2025	Final Exams.
December 11, 2025	Commencement Ceremony.
December 15, 2025	Fall Semester ends. Degree conferral date for reporting/diploma.
December 17, 2025	Final Grades Due to the Registrar.

Spring 2026

Date	Event
December 31, 2025	Tuition and Fee Payment Deadline.
January 2, 2026	Late Tuition and Fee Payment Assessment.
January 5, 2026	Spring Semester begins.
January 12, 2026	Last Day to Add/Drop a Semester Course.
January 19, 2026	Martin Luther King Day. No Classes.
February 3, 2026	Last Day to Remove the Grade of "I" from prior Fall.
February 11, 2026	Last Day to Withdraw from a Semester course with Grade of "W".
March 2 - 6, 2026	Spring Break. No Classes. No Advising.
March 2, 2026	Faculty and Staff Honors Convocation.
Feb 23-March 13, 2026	Advising for Summer Term Registration. (No advising during Spring Break).
March 9, 2026	MIDTERM.
March 11, 2026	Semester Midterm grades due to the Registrar.
March 16, 2026	Registration for Summer Term Begins.
April 3, 2026	Good Friday. No Classes.
April 8, 2026	Last Day to Withdraw from a Semester course with Grade of "WP".
April 28, 2026	Last Day of New Course Content.
April 29-May 5, 2026	Final Exams.

May 5, 2026	Spring Semester ends. Degree conferral date for reporting/diploma.
May 7, 2026	Final Grades Due to the Registrar.

Summer 2026

Date	Event
May 18, 2026	Tuition and Fee Payment Deadline.
May 19, 2026	Late Tuition and Fee Payment Assessment.
May 20, 2026	Summer term begins.
May 25, 2026	Memorial Day. No Classes.
May 29, 2026	Last Day to Add/Drop a Summer term course.
June 11, 2026	Last Day to Withdraw from a Summer term course with Grade of "W".
June 17, 2026	Last Day to Remove the Grade of "I" from prior Spring.
June 23, 2026	MIDTERM.
June 25, 2026	Summer Midterm grades due to the Registrar.
June 29 - July 17, 2026	Advising for Fall Semester. (No advising during Summer Recess).
July 6 - 10, 2026	Summer Recess. No Classes.
July 17, 2026	Last Day to Withdraw from a Summer term course with Grade of "WP".
July 20, 2026	Registration for Fall Semester Begins.
July 29, 2026	Last Day of New Course Content.
July 30-Aug 3, 2026	Final Exams.
August 3, 2026	Summer term ends. Degree conferral date for reporting/diploma.
August 5, 2026	Final Grades Due to the Registrar.

ADMISSIONS

Admissions Staff

Name	Title
Allison Flynn	Director of Admissions
Denny Bardos	Admissions Officer
David Halford	Admissions Officer
Nick Owens	Admissions Officer
VACANT	Admissions Officer
VACANT	Admissions Data Specialist
VACANT	Secretary

NURSING GRADUATE ADMISSION TO THE UNIVERSITY AND PROGRAM

Baptist University seeks academically well prepared, highly motivated graduate students who are interested in advanced practice careers in nursing. Special attention is given to the academic performance of the applicant's most recently completed degree program in nursing. The GPA calculation for the most recently completed nursing program will be based only on those grades earned at the degree-granting institution. The performance in the basic sciences and math will also be considered in the selection process.

Admission to the University and Program: The number of applicants admitted to the DNP program at Baptist University during any academic year may be limited. Thus, the admission/selection process is competitive. The criteria outlined are

minimum for consideration of an applicant, but in no way guarantees admission.

DEADLINES

Final Admissions Deadlines:

October 1:

Applicants who meet the admission criteria by the final admission deadline will be considered for admission based on available openings.

Nursing Graduate Applicants (DNP)

In support of the educational mission of Baptist University, applicants who meet the following criteria may be considered for admission:

1. Have earned an entry-level degree culminating in either a Baccalaureate in Science of Nursing or a Master of Science in Nursing from a regionally accredited college or university or have earned an advanced practice Master of Science in Nursing Degree from a regionally accredited college or university.
2. A total cumulative GPA of 3.0 (4.0 grade-point scale) on all collegiate course work is preferred.
 - Holistic admission practices will factor into the decision for admission acceptance. These holistic practices include an admission essay, a candidate interview, non-academic criteria and work experience.
 - Holistic admissions evaluation will also include, but not be limited to, activities such as; civic activities, research interests, professional development activities, and membership in professional organizations.
 - A minimum of three months recent prior work experience in an acute care setting within the last 2 years will be a consideration for selection to the Adult-Gerontology Acute Care Nurse Practitioner concentration as verified by job description and employment agency.
3. Submit a current resume'/curriculum vitae outlining professional nursing accomplishments.
4. Submit a written essay outlining the applicant's professional goals, expectations and desired achievements from the program.
5. Complete a graduate faculty panel interview (may be done in person or virtually).
6. Submit final official transcripts from all colleges attended.
7. Be in good standing and eligible to return to any institution previously attended.
8. Applicants must submit a letter of good program standing from any prior graduate nursing programs attended, and be eligible to return to all previously attended prior to admission.
9. Hold an unencumbered Tennessee RN nursing license or have unencumbered authority to practice as an RN via multi-state privilege at the time of application. Accepted students must maintain an unencumbered RN license for the duration of the program of study.
10. Advanced Practice Registered Nurse applicants must hold an unencumbered advanced practice nursing license at the time of application. Accepted students must maintain an unencumbered advanced practice license for the duration of the program of study.
11. Must comply with the citizenship/residency requirement for all Baptist University applicants. (Refer to the Citizenship/Residency Requirement section).
12. The Committee on Advanced Practice Programs faculty will review all applicants and make recommendations for admission.
13. Upon acceptance to Baptist University, the applicant must submit the following:
 - A guaranteed enrollment deposit. The enrollment deposit, a nonrefundable deposit, is due within 30 days of acceptance and is held in escrow and applied to the student's first enrolled term.
 - Drug screen clearance.
 - Criminal background check clearance.
 - Required immunizations.
 - Proof of Basic Life Support Certification for healthcare providers. Students are expected to maintain current certification throughout their enrollment.

All DNP students are expected to attend a new student/program orientation. Dates for orientation will be sent by postal mail and email upon acceptance to the University.

CITIZENSHIP/RESIDENCY REQUIREMENT

Applicants to Baptist University must comply with the citizenship/residency requirements. Applicants must either be a United States citizen or a Permanent Resident. All Baptist University applicants whose native tongue is not English will be required to submit a TOEFL score as part of their admissions requirement, the test of English as a Foreign Language (TOEFL) score of 550 or above. Students who have TOEFL scores over a year old will be required to submit new scores. The TOEFL is provided by the Educational Testing Service (ETS). For Graduate applicants whose native tongue is not English and who have completed a post-secondary degree in the United States, the TOEFL will not be required.

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

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

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

TRANSFER CREDIT

Baptist University reserves the right to decline transfer credit on any courses submitted. Transfer course work is evaluated on an individual basis by the graduate faculty and Program Chair/Dean. Up to 15% of the degree credits may be accepted for transfer into the graduate program. Only courses assigned a grade of “B” or better will be transferred; and students must be in good academic standing at the time of transfer.

The following criteria and process are followed when reviewing previous course work:

1. Students seeking credit at Baptist University for coursework from previous colleges should submit an official request to the DNP Program Chair/Dean, prior to their first semester enrolled.
2. Official transcripts from a regionally accredited college that are submitted as part of the admission process will be evaluated.
3. Additional material such as the course description, syllabus, outline and/or textbook(s) may be requested in order to assure comparable curriculum objectives.
4. Credit received from other regionally accredited colleges for specific required courses in the graduate program must meet current standards and satisfactorily parallel with courses offered by Baptist University.
5. Equivalent courses with grades of “B” or above may be accepted from other regionally accredited colleges. If an equivalent course was repeated at one of the regionally accredited colleges, only the most recent grade will be considered for transfer credit.
6. Transfer credit for courses from colleges/universities outside of the United States must be accompanied by an official evaluation by WES (World Education Service) or ECE (Educational Credential Evaluators). Credit will be considered by the appropriate dean after he/she reviews the evaluation materials submitted.
7. Applicants are notified of transfer credit decisions. Results of transfer credit evaluations are provided to applicants electronically by university issued email. Transfer credits are posted in the student information system when applicants are accepted to Baptist University. As final transcripts are received, transfer credit evaluations will be updated and posted in the student information system by the Registrar’s Office. Students and advisors are notified to review the degree plan for additional transfer credits accepted into their programs.
8. Students may submit an appeal for transfer credit during their first term in attendance. Applicants/students who wish to appeal transfer credit evaluation must submit their request during the student’s first term of attendance and complete the “transfer credit appeal” form, available in the student portal, and provide necessary documentation for review of course content. The Dean of Nursing in consultation with the DNP Chair will consider and act on the appeal of the original decision and notify the Registrar’s Office with their final decision. The Registrar’s Office will notify applicants/students of the transfer credit appeal decision, via email (academic advisor, if assigned, is copied on email communication). The Dean and DNP Program Chair will be copied on the email and the student will be directed to them for any follow up questions from the student regarding the decision.

READMISSION OF FORMER GRADUATE STUDENTS-DOCTOR OF NURSING PRACTICE

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

Readmission is dependent on the student's academic and disciplinary records and space availability. Former DNP graduate students may apply for readmission to Baptist University, which may be granted based on the criteria outlined below:

Readmission may be granted based on the following criteria:

- The former student meets the admission criteria and
- The former student has left Baptist University/Program in good standing (3.0 GPA) and is in good standing at any other colleges attended, if applicable, or
- The former student has earned a credential (master or doctorate degree) from an accredited clinical program or regionally accredited college or university, or
- An Exception has been made by the Program Chair, with the approval of the Academic Dean.
 - The former DNP student who was academically dismissed from Baptist University and provides evidence of a change in circumstances that would optimally align with graduate program success may be considered for review by the Committee on Advanced Practice Program faculty on a case-by-case basis.
 - Academically dismissed students deemed appropriate for readmission will be admitted with a holistic admission process as defined in the Nursing Graduate Admissions Policy outlined above.

DNP students who were administratively dismissed are not eligible for readmission to the nursing graduate program.

Students granted readmission will enroll under the policies, procedures, and curriculum in place at the time of readmission.

AUDITING

Regularly, enrolled Baptist University students may audit courses. No academic credit will be awarded to students enrolled on this basis. Students must have the approval of the appropriate Academic Dean to audit a course.

Students auditing a course are not required to prepare assignments or papers or take examinations and do not participate in laboratory sessions.

A student may not change from a credit basis to audit or from audit to credit basis after the last day of registration. Fees for auditing will be assessed per credit hour for all courses. Courses taken as AUDIT will not be retroactively applied as credit courses.

CRIMINAL BACKGROUND CHECK

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

Students applying to completion programs who are practicing in the field in which they are applying and hold an unencumbered license are required to complete a full background check prior to entering clinical sites. A private company approved by Baptist University will conduct the initial and pre-clinical background checks. The cost of the background check will be the responsibility of the student.

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

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

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

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

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

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

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

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

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

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

FINANCIAL AND BUSINESS SERVICES - FINANCIAL INFORMATION

Financial and Business Services Staff

Name	Title
Leanne Smith	Vice President, Financial Operations
April Tyson	Senior Director, Financial and Business Services
Jessica Oliver	Accountant
Patrice Livingston	Finance Specialist
Jessica Buford	Analyst, University Accounts Receivable
Theresy Yosef	Director, Financial Aid
Latrisia Allen-Wallace	Assistant Director, Financial Aid
Vacant	Financial Aid Officer
Vacant	Financial Aid Officer

GRADUATE TUITION AND FEES – 2025-2026	
Tuition - All Courses (per credit hour)	\$686.00
Audit Tuition – All Courses (50% of current tuition rate per credit hour)	\$343.00
Application Fee (all programs)	\$25.00
Assessment Fees (additional learning resources needed for student success in the course):	
Nursing	
DNP Program Fee (per semester)	\$450.00
Advanced Cardiac/ACLS Life Support (CPR) Fee:	
NSG 812	\$135.00
Enrollment Deposit	\$100.00
Graduation Fee - payable when registering for final semester	\$75.00
Health Services Fee (per semester)	\$70.00
ID Card or Parking Decal - Replacement (original - no charge)	\$10.00
Late Installment Payment Plan Fee	\$25.00
Late Registration Fee*	\$100.00
Parking Fees (per Semester):	
Lot A (Campus Hub Lot, 1003 Monroe)	\$75.00
Lot A (Campus Hub Lot, 1003 Monroe) - residence hall students	\$25.00
Lots B,C,& D (Union Ave) (Madison/Pauline) (Health Sciences Bldg), (Collaboration Bldg), unrestricted parking	\$25.00
Parking Violations (per incident)	\$25.00
Preclinical Drug Testing (NSG 823, NSG 837)	\$55.00

GRADUATE TUITION AND FEES – 2025-2026	
Printing (250 additional pages)	\$12.50
Professional Liability Insurance (per term when enrolled in clinical courses)	\$7.00
Registration Change Fee (drop/change) per course dropped or changed	\$5.00
Returned Check Fee (or Credit Card Chargeback Fee)	\$25.00
Student Activity Fee (per credit hour, all courses)	\$10.00
Technology Fee (per credit hour, all courses)	\$50.00
Transcript Fee, per official transcript	\$10.00
Housing Fees **	
Housing, double occupancy, if available, per semester (fall and spring)	\$2090.00
Housing, single occupancy, if available, per semester (fall and spring)	\$3365.00
Housing, double occupancy, if available, per semester (summer)	\$1375.00
Housing, single occupancy, if available, per semester (summer)	\$2245.00
Food Services (per semester, if applicable)	\$500.00
Housing Application Fee (non-refundable)	\$100.00
Housing Deposit (refundable)	\$250.00

*The late registration fee is charged if registration and payment are not completed on or before the tuition and fee payment deadlines published in the Academic Calendar.

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

OTHER COSTS

PROFESSIONAL LIABILITY INSURANCE

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

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

MISCELLANEOUS COSTS

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

DNP students are required to complete a drug screen as a requirement for enrollment and a mandatory update prior to initial placement in a clinical course. Students are responsible for the drug screen fee.

PAYMENT AND REFUND POLICIES

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

PAYMENT OF TUITION AND FEES

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

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

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

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

REFUND OF TUITION AND COURSE FEES

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

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

Return of Title IV (Federal Financial Aid) Funds:

The Higher Education Amendments of 1998 specifies that financial aid must be earned through class attendance. A student has not earned 100% of his/her financial aid until he/she has attended more than 60% of the term. If a financial aid recipient totally withdraws from school or drops all remaining courses, on or before the 60% point of the term, there is a portion of the financial aid that has not been earned. This unearned portion is repaid by both the student and the school based on a federal formula. The amount each student owes must be calculated based on the date of withdrawal or drop and the amount of financial aid received. Any unearned amounts are to be returned to Title IV financial aid programs in the appropriate order.

Any amount remaining after the applicable programs have been fully repaid is returned to the student. Additionally, students who earn all failing grades must have "earned" the grades through attendance and poor performance. The Financial Aid office will reach out to all instructors to determine if the failing grades were earned or if the student stopped attending. If the failing grades were earned, there will not be a Return of Title IV Aid. If the failing grades were the result of attendance, the confirmed last date of attendance or the 50% date of the term will be used in the Return of Title IV calculation.

FINANCIAL AID

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

Federal Direct Unsubsidized Loan

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

Federal Direct PLUS Loan for Graduate Students

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

SCHOLARSHIPS

Dr. Rose Temple Scholarship

The Dr. Rose Temple Scholarships were established in 2018 for RN-BSN and DNP students. Dr. Temple has a true passion for education and served as one of the founders of the Baptist Health Sciences University. Serving over 20 years in different capacities of the Baptist Memorial Health Care system, she retired in 2005 as the President of the University.

Nursing Alumni Scholarship

This scholarship was established by alumni of the Baptist Memorial Hospital School of Nursing and continues to be funded by donations from alumni and friends of the Baptist Health Sciences University nursing program.

St. Joseph Hospital Nursing Scholarship

The St. Joseph Hospital Scholarships were established by the Sisters of St. Francis Health Services, Inc. in honor of the St. Joseph Hospital School of Nursing alumni. St. Joseph Hospital had trained more than 2,000 nurses from 1918 to 1998, when it closed its doors as part of a merger between St. Joseph Hospital and the Baptist Memorial Health Care system.

Susan Ferguson Scholarship

This scholarship was established by Ms. Ferguson who is the Vice President and System Chief Nurse Executive at Baptist Memorial Health Care.

PRIVATE EDUCATION LOANS

Private educational loans, also known as Alternative Educational Loans, help bridge the gap between the actual cost of your education and any other assistance you may receive. These loans are credit based and can be borrowed from banks, credit unions, or online lending institutions. The bank or lender will set the interest rate, aggregate loan limit, terms and conditions of private loans.

TUITION DEFERRAL PROGRAM

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

For those students selected, Baptist University will defer tuition as specified in applicable agreements. Following graduation and

licensure, Baptist Memorial Health Care Corporation (BMHCC) will hire program participants as full-time employees upon successful completion of the employment process. The agreement specifies that each participant will agree to work for Baptist while earning forgiveness each month of work during this work period. The tuition to be deferred and the corresponding work period may vary by major.

BAPTIST EMPLOYEE TUITION DISCOUNT

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

- 25% discount on undergraduate tuition only
- 10% discount on graduate tuition only

VETERAN EDUCATION BENEFITS

Veteran Education Benefits provide veterans, service members, or their qualified family member with funding to assist with all or some of the costs for school. Amounts of benefits vary with eligibility and enrollment status. A VA Enrollment Authorization Form must be submitted to the Financial Aid office each semester to initiate enrollment certification with VA.

ACADEMIC INFORMATION & POLICIES

Academic Affairs Staff

Name	Title
Hampton Hopkins	Interim Provost
Melissa Mosher	Administrative Assistant, Provost's Office
Peter Bell	Vice Provost, Dean and Professor, College of Osteopathic Medicine
Patti Waggener	Interim Dean, Division of General Education and Health Studies
Cathy Stepter	Dean and Professor, Division of Nursing
Elizabeth Williams	Dean and Professor, Division of Allied Health
Jaime Bissa	Director, Center for Learning and Innovative Pedagogy
Cheryl Scott	Director and Assistant Professor, IPE and Simulation
Laurie Brooks	ADA Coordinator

Enrollment Management Staff

Name	Title
Tad Wingo	Vice President, Enrollment Management and Student Affairs
Lisa Borden	Administrative Assistant
Dawn Carpenter	Director of Records/Registrar
Vacant	Academic Records Specialist
Rosie Holland	Academic Records Evaluator

DEGREE OFFERED

Baptist University offers a graduate program of study that leads to the Doctor of Nursing Practice degree with concentrations in Adult-Gerontology, Acute Care Nurse Practitioner, and Adult-Gerontology, Primary Care Nurse Practitioner.

DIRECTED STUDY COURSES

A directed study course is defined as a course that involves a learning contract between a faculty or program chair and a student for outcome achievement. All directed study courses must be approved by the dean of the division where the degree plan resides and dean of the division where the course resides.

The course can be offered as:

- A substitute for a course that is not offered in the desired term. The learning outcomes are the same as in the traditional course but may allow the student to work more independently and at a customized pace.
- A course designated for further study/research beyond what is offered in the regular curriculum. It provides the student with an opportunity to pursue/research a subject in more depth and in a more independent manner than would be possible in a regular course with the student's selected program of study. This may or may not count toward the major degree plan.
- A course designed as part of a delayed progression plan, to address specific learning objectives, but does not require a full repeat of a previously completed course or courses.
 - This course is not designated as part of the original degree plan and does not count toward the major, but is deemed necessary as part of a delayed progression plan.

Approval of any directed study course will be based upon whether the intended learning outcomes can be achieved through directed study and the availability of University resources to offer the course to an individual student. A directed study course may be initiated by program faculty as a part of a delayed progression plan and must be approved by the appropriate dean(s). The directed study must be done during a regularly scheduled academic term.

EXPERIMENTAL COURSES

An experimental course is defined as a new course designed by a faculty member and offered on a trial basis for a period of time not to exceed one academic year. Goals and learning outcomes of the experimental course are clearly defined and delineated in course syllabi.

UNIT OF CREDIT

Baptist University operates on a trimester calendar. The semester hour is the unit of credit. All credit hours assigned to courses by Baptist University comply with the federally described definitions of credit hours in terms of appropriate time spent per credit hour established in the SACSCOC Standard 4.9 Policy on Credit Hours. One semester hour for credit is earned for various types of learning activities, according to the following table:

Learning Activity	Clock Hours per Trimester
Classroom (Graduate)	1:1
Graduate Nursing Lab	5:1
Graduate Nursing Clinical	5:1

GRADING

A 4.0 quality-point system is employed at Baptist University. Grades are translated into quality points at the end of each trimester and used to determine the level of proficiency and rate of academic growth which characterizes each student's progress.

The following are the grades with their corresponding quality points:

Grade	Quality Points
A	4.0 pts
B	3.0 pts
C	2.0 pts
D	1.0 pts
F	0.0 pts
WF	0.0 pts
W*	
WP*	
I*	
IP*	
AU*	
P*	
S*	
U*	
NR*	

WF Withdraw Failing For courses offered during a full trimester, this symbol indicates that a student was making below passing ("B" for clinical/practicum/lab courses and "C" for non-clinical/practicum/lab courses) when he or she withdrew from a course after the 28th day of the trimester. A "WF" is considered a failure of the course. (Check the University's Academic Calendar for specific dates.) Any student who withdraws from a course after the 64th day of the trimester will automatically receive a "WF" for the course. For all other courses offered during academic terms of varying lengths, please refer to the course syllabus for withdrawal information.

D, F This grade indicates unsatisfactory completion of the course and results in program dismissal.

***The following symbols are approved for use in the cases indicated, but will not be included in determination of the grade point average:**

I Incomplete This symbol indicates that the student, for nonacademic reasons beyond his/her control, was unable to meet the full requirements of the course. All "I" grades must be removed within four weeks from the start of classes in the next trimester. Students with several "I" grades may be required to carry a reduced class load for the following trimester. "I" grades will be changed to "F" if they are not removed on schedule. Courses must then be repeated in order to earn credit. Incomplete grades should be initiated by the student and require approval from the instructor and Dean via the INCOMPLETE GRADE REQUEST FORM.

IP In Progress If a student takes a course extending over more than one term and evaluation of performance is deferred until the end of the final term, provisional grades of IP (In Progress) are assigned in the intervening term(s). The provisional grades are replaced by one final grade when the full sequence is completed. Can only be used for course HSC 460.

W Withdraw For courses offered during a full trimester, this symbol indicates that a student withdrew from a course after the sixth day of the trimester and prior to the 28th day of the trimester. For all other courses offered during academic terms of varying lengths, please refer to the course syllabus for withdrawal information.

WP Withdraw Passing For courses offered during a full trimester, this symbol indicates that a student was passing the course ("B" for clinical/practicum/lab courses and "C" for non-clinical/practicum/lab courses) when she or he withdrew from a course dropped after the 28th day of the trimester and prior to the 64th day of the trimester. (Check the University's Academic Calendar for specific dates.) For all other courses offered during academic terms of varying lengths, please refer to the course syllabus for withdrawal information.

AU Audit This symbol indicates that a student was given permission to audit this course. After the last day of registration, students may not transfer from audit to credit or vice versa.

NR Not Recorded This symbol indicates that the grade has not yet been recorded.

P Pass This symbol indicates that a student was awarded credit by CEEB, CLEP, correspondence course or approved challenge exam with a "P" (pass) determination. In addition, this symbol is used to indicate that block credit has been awarded for completion degrees once a student has successfully completed the requirements indicated in the individual program policies. No quality points are awarded nor is the "P" credit included in GPA calculations.

S Satisfactory This symbol indicates that credit has been given for completion of degree requirements for a clinical course or other designated course.

U Unsatisfactory This symbol indicates unsatisfactory performance in an attempt to complete degree requirements for a clinical course or other designated course.

Each attempt of a course is reflected on the student's transcript.

CUMULATIVE GRADE POINT AVERAGE (GPA)

A student's cumulative grade point average, based only on the courses attempted at Baptist University, is determined by dividing the quality points by the hours for which the student has registered, excluding courses taken for no credit (AU), repeated courses, those from which the student has officially withdrawn while passing (WP), and those that were completed with the grades of P, S, U, or I. The most recent grade assigned in a course is the grade used in the calculation of grade point average.

GRADE REPORTS

Official grade reports are available via a secure student web portal at the end of every trimester and grades are posted on the student's permanent record approximately one week after the final examination period. Grades will not be available to students who have a non-approved financial indebtedness to Baptist University.

TRANSCRIPTS

A transcript is a copy of the academic record of all courses for which a student has registered. All transcript requests must be made through the National Student Clearinghouse at www.nationalstudentclearinghouse.com. There is a fee for each official transcript. Official transcripts bearing the Baptist University seal and signature of the Registrar can be sent to an employing agency or another educational institution. Unofficial copies of transcripts are only available to current students through the student web portal. Students may receive official copies of transcripts if requested, however, not all educational institutions will consider receipt of these transcripts as official. The Registrar's Office cannot issue transcripts from other colleges or institutions. No transcript will be issued for a student who has not met his/her financial obligation to Baptist University.

CLASSIFICATION OF STUDENTS

Full-Time/Part-Time. Students registering for 8 or more credit hours during an academic term are considered full-time. Students registering for 4-7 credit hours in an academic term are considered part-time. Students registering for 1-3 credit hours in an academic term are considered less than part-time.

ACADEMIC ADVISEMENT

The purpose of the academic advisement program is to provide academic guidance and support throughout the graduate experience. Once admitted to Baptist University, each graduate student will be assigned to a faculty advisor. A faculty advisor will guide the student in his/her academic progress until graduation. Students may request a change in faculty by contacting the Registrar's Office.

Students must schedule appointments with their faculty advisors to discuss courses before registration. DNP students may meet by phone, online, through email communication, or face-to-face with their advisor. Faculty availability will be communicated by each individual advisor.

DISTANCE EDUCATION

Online courses and blended courses are considered distance education courses at Baptist University. Types of online courses include total online courses and modified online courses. In a total online course, all instructional content is delivered exclusively through distance education where students and instructors are not in the same physical location. In a modified online course, the majority of the interaction between students and instructors and among students occurs through electronic means with some exceptions. Exceptions include; Full-term courses in which the instructor and students physically meet together for no more than two meetings, totaling less than six hours. Experiential learning opportunities, such as clinical, practicum, residency, or internship, provided that Baptist University has already obtained all the necessary professional and licensure approvals necessary (if any) to conduct the learning opportunity in the state, and No more than 10 students in the same academic program from each institution are physically present simultaneously at a single placement site unless a higher number is approved by the host state's portal agency. In blended courses, the majority of the interaction between students and instructors and among students occurs when students and instructors are not in the same place. Instruction and assessments may occur online, on campus, or in the clinical setting. Flex courses are not considered distance education courses. In a flex course, the majority of the interaction between students and instructors and among students occurs when students and instructors are in the same place. Total online, modified online, and blended courses will be assessed an online course fee per credit hour as appropriate and published in the University Catalog.

WITHDRAWAL FROM A COURSE

Students wishing to drop a class must formally withdraw from the class by following the procedure outlined by the Registrar's Office. Students must begin the process with the faculty advisor. A student discontinuing class attendance does not constitute a formal withdrawal. Without completing the process for dropping the course, the student will receive an "F" in the course.

REGISTRATION

An open registration period is scheduled before the beginning of each trimester. A student will be authorized to register only after meeting with their academic advisor. Fees must be collected according to the Payment of Tuition and Fees policy. A late fee is assessed for students not completing registration during open registration.

Changes in Registration. All changes in registration after the end of drop/add must have the approval of the Academic Advisor, Financial Aid Office, the Business Office, and be processed through the Registrar's Office. Students should consult the University's

Academic Calendar for dates for adding or dropping classes. There is a fee for changes in registration after the end of drop/add period.

ATTENDANCE

Students are expected to be punctual and attend all planned learning experiences, both classroom and clinical. The student has professional accountability for meeting this expectation. Financial Aid eligibility may be affected by nonattendance in all scheduled courses.

Course-specific standards related to attendance are explained in each course syllabus in keeping with the standards and policies of Baptist University. Attendance may be included as a factor in calculating a student's final grade.

Regardless of the reason(s) for absence, the student is responsible for all work covered by the instructor during the absence, including timely submission of assignments. The instructor has the discretion to allow students to make up missed work in circumstances of reasonable absence.

Faculty are expected to participate in student attendance verification for financial aid purposes.

ACADEMIC INTEGRITY

Academic integrity is a commitment, even in the face of adversity, to the five basic principles: Honesty, Trust, Fairness, Respect, and Responsibility. Academic integrity is defined as implicit and explicit behaviors that exemplify honesty and truthfulness when presenting one's academic work. Academic integrity is further defined as constructive and ethical behaviors that are reflected in one's academic work. A student is expected to demonstrate academic integrity, respect for others and civility to remain in good standing with the University. Baptist University recognizes that lack of academic integrity may include, but is not limited to, cheating, plagiarism, collusion, falsifying data, personation, and ghostwriting, and inappropriate use of artificial intelligence.

Academic Integrity violation consequences are outlined in the applicable the course syllabus and respective Division section of the catalog. Faculty members have the authority to determine grading penalties for lack of academic integrity in their own courses; penalties and consequences pertaining to the final course grade are outlined in the course section of the syllabus. Faculty members are responsible for reporting all incidents associated with academic integrity to the Academic Dean of their Division. Academic Deans have the responsibility for determining appropriate academic sanctions in consultation with the faculty, and/or other involved parties.

Sanctions may include but are not limited to;

- Course Failure
- Program Probation
- Program Dismissal
- Recommendation for University Dismissal

Students have the right to appeal the Academic Dean's decision to the Provost. The Provost's decision is final. The appeal must be submitted no later than the end of the subsequent term. The Provost must render a decision within five (5) business days after the receipt of the appeal.

Academic Deans will determine, based upon on the egregiousness of the violation of academic integrity, if notification to the Dean of Students is required to address Violations of College Policies or Standards of Student Conduct.

Students witnessing a lack of academic integrity are responsible for reporting all incidents to the appropriate faculty member in adherence with the University Honor Code. Students demonstrating a lack of academic integrity in any classroom, clinical work, or program progression requirements are subject to disciplinary action up to and including dismissal from the University. All students are expected to uphold the Honor Code of Baptist University

HONOR CODE

"In support of the Christian mission of Baptist University, I commit myself to honesty and integrity. I will not cheat, lie or commit plagiarism, and I will hold others accountable to these standards."

All students are expected to uphold the Honor Code of Baptist University and will be required to electronically accept the Honor Code Pledge during the online registration process.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS-DOCTOR OF NURSING PRACTICE

Good Academic Standing

- A student is considered in good academic standing in the DNP program as long as a cumulative grade point average (GPA) of 3.0 or better is maintained.
- A former DNP student remains in good academic standing if they have maintained a cumulative grade point average (GPA) of 3.0 or better, and they were not academically or administratively dismissed from the program.

Grading System

- The Baptist University Doctor DNP faculty evaluate academic achievement and acquisition of skills and attitudes using the following grading scale A, B, C, D, F.
- Official grades for a DNP graduate student at Baptist University are recorded in the Office of the Registrar, in accordance with the University's grading/quality point system. Grades of "D" and "F" are non-passing grades.
- The grade point average (GPA) is calculated based on required courses completed at Baptist University. Grades earned in courses that are repeated are included in the calculation of the student's Baptist University GPA and reflected on the student's transcript. Grades in courses earned at another University will not be computed in the cumulative GPA.

Minimum standards for student promotion within and between levels of the curriculum are as follows:

- A student must maintain a "C" or higher in all courses that do not have a laboratory, clinical, or practicum component and a "B" or higher in all clinical courses/practicums and labs.
- Registered nurses must maintain an unencumbered Tennessee RN license or have unencumbered authority to practice as an RN via the multi-state privilege for the duration of the program. Individuals who are admitted to the DNP program based on licensure as an advanced practice nurse must maintain this licensure for the duration of the program. Failure to maintain licensure requirements will impact progression through the program.
 - Students must complete required clinical hours and meet clinical outcomes for courses to progress in the program. If a student changes his or her state of residency, Baptist University may not be able to arrange appropriate clinical experiences. Delay of progression may result and could necessitate students take a leave of absence or withdraw from the program if clinical experiences cannot be arranged.
 - RN Licensure, and APRN license if applicable, must be reinstated before continuing in the program courses and clinical course work.
- A student must demonstrate satisfactory behavior in professional areas deemed by faculty as being necessary for academic success and competency in clinical practice. Such areas may include ability to establish rapport with clients, ability to work effectively with members of the healthcare team, dependability, judgment, integrity, initiative, and interest.

Measures for addressing students who fail to meet the above stated minimum standards:

- All student must maintain a "C" or higher in all courses that do not have a laboratory, clinical, or practicum component and a "B" or higher in all clinical courses/practicums and labs, or will be required to repeat these courses. The second grade will be counted as part of the graduate grade point average.
- All clinical hours and clinical outcomes must be met before progression to next course.
- All students must demonstrate professional behavior in the clinical practice area at the defined competency level. Failure to meet these expectations could result in a non-passing grade.
 - Delayed progression plans must be approved by the program chair and/or academic dean for satisfactory student promotion and retention.

Completion Time for DNP Graduate Study

- All students must complete all elements of the DNP curriculum within 150% of the standard allotted time (six years from the matriculation). Certain coursework may be required to be repeated in order to meet testing criteria for advanced practice certification. Students failing to meet this requirement will be academically dismissed.

Leave of Absence

- Students may be required to repeat courses previously taken when in the Student Competency Committee (SCC) judgement, the time between course completion and reentry into the program could jeopardize student progression or success on licensing or certification exam.

Academic Probation

- A student will be placed on academic probation when a student earns a cumulative grade point average that falls below a 3.0 or a grade of "WF." Faculty on the Student Competency Committee (SCC) will review students who meet these criteria.
- A student placed on academic probation will be allowed 9 credit hours to raise the GPA to a 3.0 or higher. If the GPA is below 3.0 following these 9 credit hours, the student will be dismissed from the program. Academic probation serves as a notice to the DNP student that his/her continued enrollment in the DNP program is subject to the remedy of a GPA below 3.0.
- Students will be advised of their probationary status by letter with a copy distributed to their assigned academic advisor.
- A student on academic probation is not considered to be in good academic standing.

Removal of Academic Probation Status

- A student placed on academic probation for failure to achieve a cumulative GPA of 3.0 must achieve a cumulative GPA of 3.0 or better within the next 9 credit hours to remove the academic probation.
- A student placed on academic probation for earning a grade of "WF" must achieve a passing grade of "C" or higher in courses that do not have a laboratory, clinical or practicum component and a "B" or higher in clinical courses/practicums and labs to remove the academic probation.

Academic Dismissal

- Dismissal will result when a DNP student earns a grade of "D" or "F" in any course; or two "WFs" during the course of their studies in the DNP program.
- Dismissal will result when academic performance warrants a second course repeat.
- Dismissal will result when a DNP student fails to remove academic probation status.
- A student will be academically dismissed if it is determined that progression through the program will exceed 150% of the standard allotted time (six years from the date of matriculation).
- A student who is academically dismissed is no longer in good academic standing.

Administrative Dismissal

- At the discretion of the administrative officials of the University, a student may be administratively dismissed for cause including, but not limited to, violations of the Standards of Student Conduct, refusal to follow a directive from a University official, refusal to submit to drug testing, consistently refusing to abide by University procedures or acting in opposition to the Christian mission of the University.
- The University transcript will reflect that the student received an Administrative Dismissal, and a grade of "WP" or "WF" will be issued for each course according to the grade earned at the time of dismissal. The student is ineligible for readmission to the University.

A student who is administratively dismissed is no longer in good academic standing.

Retention

The Chair will reach out to a student who:

- Obtains a grade of < 80% at midterm for any course.
- Obtains a grade of less than 80% on any signature assessments in the competency lab.
- Falls below the designated benchmarks at midterm for any clinical course.
- The Chair will make referrals to the Program Faculty as necessary to develop an individual academic success plan.
- A Program faculty recommendation that a student repeat a course or portion of the curriculum will be based on the following criteria:

- The Program faculty identifies a specific circumstance(s) as having had a likely adverse impact on student academic performance;
- The Program Faculty feels that the specific circumstance is highly remediable in a reasonable amount of time (i.e., less than six (6) months);
- The Program Faculty expects, based on reasonable certainty, that resolution of the situation will allow subsequent satisfactory performance in the DNP program.

PROGRESSION INTERRUPTION DUE TO MILITARY SERVICE

Students who are absent from Baptist Health Sciences University (Baptist University) due to required military service may be required to withdraw from enrollment. Such withdrawal will be in good standing, and a refund for that trimester will be made. Any refunds under this policy will adhere to Federal Financial Aid (Title IV) guidelines.

Students who are absent from Baptist University for a limited period of time due to required military service may be allowed to make up any work missed with the approval of the appropriate academic dean. The decision of the dean regarding make up work or withdrawal will be final.

Any student who withdraws under these guidelines will be allowed to reenroll in the program under the same academic status as when the student left. The program will readmit the student into the next class or classes in the student's program beginning after the student provides notice of his or her intent to reenroll, unless the student requests a later date of readmission, or unusual circumstances require the institution to admit the student at a later date. Reenrollment must be within three years of the completion of service. Students will meet with the appropriate academic dean or program chair to develop a new progression plan toward their degree.

If the student is not prepared to resume where he or she left off, the University will make reasonable efforts to help him or her become prepared including, but not limited to, providing refresher courses or allowing the student to take a retest. The University is not required to readmit a student if it determines, after reasonable efforts, that the student is not prepared to resume the program at the point where he or she left off.

Students seeking reenrollment under this policy must submit notification of intent to reenroll to the Registrar prior to the term of planned attendance. Notification of intent to reenroll must be submitted to the University no later than three years after completion of the period of service. The cumulative length of all absences from the University for military service may not exceed five years.

Any student seeking reenrollment under this policy will be required to submit a copy of the official military orders requiring military service, or a letter from the military unit's commanding officer delineating the dates of activation and release if the official orders are unavailable at the time of the student's request. This documentation will be made a part of the student's permanent record in the Registrar's Office. The service member must be honorably discharged to qualify for veterans' educational benefits.

WITHDRAWAL FROM UNIVERSITY

Students withdrawing from Baptist University for a time exceeding one trimester should obtain a "Complete Withdrawal Form" from the Registrar's Office. Withdrawing students must confer with their academic advisor, the appropriate dean, the financial aid officer, and other identified University personnel to assure that all necessary procedures and paperwork are completed to meet institutional, state, and federal requirements.

Students in good academic standing who withdraw for a time period exceeding one trimester must apply for readmission. For more information, see the readmissions section in this Catalog.

LEAVE OF ABSENCE

A leave of absence is an interruption in progression, beyond the term limits for readmission that allows the student to remain in active status at Baptist University.

The student must be currently enrolled in classes or enrolled during the previous trimester. The student must document reasonable intent of returning. An expected date of return and a plan for completion of clinical and/or course work, approved by the academic dean of the division in which the student is enrolled, must be included. If the student is seeking leave based on experiencing a personal serious medical condition or injury which has impacted their satisfactory academic performance and ability to do academic work, the request must include documentation from a health care professional who has a primary role in the direct treatment of the student, such as a letter from the physician or health care professional, including a diagnosis, prognosis, treatment plan and expected leave period, including date of return. If a student's leave of absence request is related to circumstances created as a result of COVID-19 pandemic, the student or legal guardian completes the student data portion as well as providing a brief explanation of the circumstance(s) which prevents the student from completing the course(s) in the term, along with a revised progression plan. If currently enrolled, the leave must be requested prior to the last day to withdraw with a WP as stated on the academic calendar.

An approved leave of absence will not exceed one (1) academic year or three (3) trimesters. Progression in the program is based on space availability. The student will not be granted more than 2 leaves of absence during enrollment at the University. If the leave is approved, the student will receive a grade of "W" in all courses in which the student is currently enrolled. If the leave is not approved, absences will result in the student becoming inactive after two (2) full trimesters of not attending classes. Any student granted a Leave of Absence cannot be enrolled in any university courses during the leave period. If a student qualifies for a Leave of Absence and is on Academic Warning/Probation or any disciplinary status at the time of the request, when the student returns to Baptist University, the student will return on Academic Warning/Probation or any disciplinary status. Any financial obligations are addressed as per Baptist University and financial aid policies.

GRADUATE RESIDENCY REQUIREMENTS – DOCTOR OF NURSING PRACTICE

The minimum number of credit hours required to be taken in residence is established by Baptist University. Doctor of Nursing Practice Degree Program: Eighty-five (85%) of the degree credits, including block credit, must be obtained at Baptist University to meet residency requirements for graduation.

AWARDING DOCTOR OF NURSING PRACTICE DEGREE

Students may complete their degree requirements at the end of any academic term. Students must complete all degree requirements as designated by their major and complete residency requirements (see above).

COMMENCEMENT REQUIREMENTS

The following requirements must be met for a student to participate in the commencement ceremony:

- Completion of degree requirements for conferral
- Payment of the graduation fee at registration in the trimester of anticipated graduation.
- Satisfactorily meeting all financial obligations to Baptist University. All student loan borrowers must complete student loan exit counseling.

Since graduation is an important milestone for students, participation in the graduation ceremony is desired.

REQUEST FOR CHANGE IN FINAL EXAM TIME

Final examinations are expected of students in all courses. Students who have three (3) exams in one day or other extenuating circumstances may request that a final examination time be changed. Requests for change in final exam dates must be submitted in writing through email to the course faculty and the Dean. Requests must be received and approved two (2) weeks prior to the scheduled exam date, except in the case of an emergency. Please keep in mind that it is the students' responsibility to be knowledgeable of the University's final exam period (found on the *Baptist University Academic Calendar*), as well as the scheduled final exam dates and times specific to each enrolled course.

DIVISION OF NURSING

Administration

Name	Title
Cathy Stepter	Dean and Professor
Cheryl Johnson-Joy	Associate Dean and Professor
Brett Pickens	Chair Graduate Program, Associate Professor
Angel Boling	Chair Undergraduate Program, Associate Professor
Brenda McMillen	Academic Operations Coordinator
Jeremy Wilkes	Clinical Compliance Coordinator

Faculty

Name	Title
Ivy Anderson	Assistant Professor
Christie Cavallo	Assistant Professor
Takeitha Chambers	Assistant Professor
Angie Crow	Assistant Professor
Shannon Davenport	Assistant Professor
Alexander Davis	Associate Professor
Cherie Didier	Assistant Professor
Marilyn Dillard	Assistant Professor
Danielle Gunter	Associate Professor
Christina Hillhouse	Assistant Professor
Brandi Lambert	Assistant Professor
Seraphine Lambert	Associate Professor
Sharon Markham	Assistant Professor
Demetric Osborn	Assistant Professor
Renee Parker	Associate Professor
Kathryn Porter	Assistant Professor
Amanda Riley	Assistant Professor
Allyson Smith	Assistant Professor
Laritha Sweet	Associate Professor
Rita West	Associate Professor
Stephanie White	Assistant Professor
William Wood	Assistant Professor

PROGRAM MISSION

Congruent with the mission, vision, and values of Baptist Health Sciences University (Baptist University) and the Division of Nursing, the nursing faculty are committed to providing doctoral level education for the advanced practice nurse.

PROGRAM VISION

To be distinguished regionally for innovation and excellence in nursing education that prepares nursing graduates to transform health care.

GOALS

The goals for Doctor of Nursing Practice education at Baptist University are to prepare professional nurses for advanced nursing practice who:

- Demonstrate advanced knowledge and skills in planning and health care delivery.
- Provide advanced practice person-centered care for diverse population foci along the health-illness continuum.
- Provide leadership to promote equity, inclusion and quality and safety.
- Provide leadership to multidisciplinary teams through analysis of critical health indicators to promote enhanced quality and stewardship of health care resources.
- Innovatively design, manage, and evaluate policies and processes to effect desired change in integrated health care systems.
- Successfully pass the credentialing examination in their specific population foci.

CORE VALUES

The shared values of the learning community are:

- Integrity
- Professionalism
- Service as an expression of Christian Values
- Continuous Improvement
- Diversity, Equity and Inclusion

DOCTOR OF NURSING PRACTICE – PROGRAM LEARNING OUTCOMES

Upon completion of the Doctor of Nursing Practice Program, the graduate will be able to:

1. Integrate, translate, and apply knowledge from nursing and other disciplines to distinguish professional nursing and form a basis for advanced-level clinical judgment.
2. Provide person-centered care built upon a scientific body of knowledge to guide advanced-level nursing practice.
3. Engage in advanced-level collaborative activities across the entire healthcare delivery continuum for the improvement of equitable population health outcomes.
4. Generate, synthesize, translate, apply, and disseminate advanced-level nursing knowledge to improve health outcomes.
5. Use advanced-level principles of safety and improvement science to enhance quality and minimize risk of harm to clients and others.
6. Collaborate with clients and care team members to optimize equity in advanced-level care delivery, enhance the healthcare experience, and strengthen outcomes.
7. Effectively and proactively coordinate resources within healthcare systems to provide safe, quality, and equitable advanced-level care to diverse populations.
8. Use informatics processes and technologies to manage and improve the delivery of safe, high-quality, and efficient advanced-level healthcare services in accordance with best practice and professional and regulatory standards.
9. Form and cultivate an advanced-level professional identity that reflects nursing's characteristics and values.
10. Participate in activities and self-reflection that foster advanced-level personal, professional, and leadership development.

ACCREDITATION AND APPROVAL

The Doctor of Nursing Practice Program at Baptist University is granted full approval for the Adult-Gerontology Acute Care Nurse Practitioner and Adult-Gerontology Primary Care concentrations by the Tennessee Board of Nursing (Health Related Boards, 665 Mainstream Drive, Nashville, TN 37243, 1-615-532-5166, www.tn.gov/health).

The Doctor of Nursing Practice Program at Baptist University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

TECHNICAL STANDARDS FOR DOCTOR OF NURSING PRACTICE MATRICULATION, RETENTION, AND GRADUATION

The Doctor of Nursing Practice (DNP) degree from Baptist Health Sciences University indicates the advanced practice nursing graduate is prepared to enter into supervised practice after obtaining advanced practice certification in their specialty area, with subsequent licensure. Therefore, all applicants and matriculated students must possess certain essential abilities and characteristics required for completion of the DNP degree that consist of certain minimum physical and cognitive abilities and emotional characteristics. This is to ensure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of advanced nursing practice training, with or without reasonable accommodations.

To be qualified for the DNP degree, specialty certification and subsequent licensure, the student must demonstrate competency in five requisite areas: observation and sensory; communication; motor; intellectual-conceptual; and behavioral and social attributes. Students are required to demonstrate said competencies to provide safe and effective advanced practice nursing care in a wide variety of clinical environments.

Baptist Health Sciences University is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Students with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University's policies and procedures and contacting the Office of Disability Services as outlined at the end of this document. A student must be able to perform these outlined technical standards in an independent manner.

The national certification examinations for advanced practice nursing may have more stringent technical standards than outlined in this document.

Students who accept an offer of admission from Baptist Health Sciences University to the Doctor of Nursing Practice degree program will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is his/her responsibility to report this to the Graduate Nursing Program Chair and/or the Office of Disability Services.

Requisite Competency Areas

I. Observation and Sensory

Students must be able to acquire a defined level of information in the advanced practice nursing theoretical, clinical, and health science domains. Students must be able to obtain information from demonstrations and experiments in the health sciences. Students must be able to assess a patient and evaluate findings accurately. The observation and information acquisition noted above will require students to have functional use of visual, auditory and touch sensations or the functional equivalent.

II. Communication

A student must be able to communicate effectively and efficiently, and to observe patients in order to elicit information, detect and describe changes in mood, activity, and posture; perceive nonverbal communications; and establish a therapeutic relationship. A student must be able to respectfully communicate effectively, efficiently and sensitively with patients, their families, faculty, peers and all other members of the health care team. Communication includes speech, reading and writing or the functional equivalent.

III. Motor

Students must, after a reasonable period of training, possess the capacity to perform advanced physical assessments and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency advanced practice nursing care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision or the functional equivalent.

IV. Intellectual - Conceptual

Students must possess proficient measurement, calculation, reasoning, and analysis skills. Clinical judgment, the critical skill demanded of registered nurses, requires all of these intellectual abilities. In addition, students must be able to comprehend three dimensional relationships and to understand and be able to work within the spatial relationships of structures. They must have the intellectual capability to increase their fund of information and knowledge base through various media as well as from course

materials, scheduled conferences, lectures, rounds, current literature and journals; and to make appropriate evaluations of clinical circumstances. Analytical problem-solving skills are critical in nursing and students must be able to perform in a timely manner, tasks utilizing such skills. Advanced practice nursing implies the protection and safety of patients, not just the ability to pass advanced practice certification examinations. Advanced practice nurses are responsible for those who place themselves into their care and must demonstrate the ability to rapidly process information, make decisions, and perform the appropriate interventions. Certain personal characteristics are expected of an advanced practice nurse. These include integrity, compassion, interpersonal skills, and motivation.

V. Behavioral and Social Attributes

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, attend to the diagnosis and care of patients while maintaining mature, sensitive, and effective relationships with patients. Students must be able to function effectively under stressful conditions, adapt to changing environments, and function in the face of the uncertainties inherent in the clinical care of patients. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process. Students must display flexibility and a spirit of cooperation with faculty, classmates, and colleagues. Students must be able to serve (in an appropriate manner) all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist Health Sciences University provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the university's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. The office that assists students with disabilities at Baptist Health Sciences University is Access Services.

Additional information about Baptist Health Sciences University's services for students with disabilities may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Graduate Nursing Program Chair and/or Access Services if reasonable accommodations are required at any point.

PROGRAM ACADEMIC GUIDELINES

GRADUATE STUDENT TRANSFERS

Students who are transferring from any other accredited graduate nursing program must submit a letter of good standing from the dean/director of the previous program and a college transcript verifying passing grades of a "B" or better in the graduate nursing courses. Before transfer credit is considered, a course syllabus must be provided for review by the academic dean. Applicants with less than a "B" received from another institution in a graduate nursing course will not be eligible for transfer credit consideration.

CPR/ACLS CERTIFICATION

All Doctor of Nursing Practice students must maintain CPR certification throughout program enrollment.

Adult-Gerontology Acute Care students are required to participate in the Advanced Cardiac Life Support (ACLS) class Baptist University offers to provide evidence of recent certification. Evidence of current ACLS certification must be provided to progress in the adult-gerontology acute care clinical nursing courses.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

All Doctor of Nursing Practice students must demonstrate satisfactory completion of criminal background check and drug screen as a requirement for enrollment to Baptist University. The background check must be completed prior to the first day of class in the initial matriculation term. A mandatory update of the criminal background check and drug screen must be completed prior to beginning clinical courses. While enrolled in clinical courses, students may be required by clinical agencies/affiliates to complete additional background checks including but not limited to the collection of fingerprints. Criminal background check and drug screens are conducted through Baptist University Student Services; however, specific entities may require background checks to be completed through their own processes.

IMMUNIZATION AND EDUCATIONAL REQUIREMENTS

Baptist University is committed to education and practices which contribute to preventing illness and maintenance of health. As a result, immunizations may be required for enrollment and participation in clinical experiences. The requirements below may be changed at any time based on community health guidelines.

Immunization requirements for enrollment:

- Documentation of immunity for measles, mumps, rubella, and chicken pox (varicella) or immunizations.
- Documentation of meningitis immunization for students living in campus housing under the age of 22.

Immunization requirements prior to the start of clinical courses:

Prior to registration for each term, students must verify they comply with all immunization requirements. If any immunization requirements will expire during the next enrollment term, students will not be able to register for that term and a registration hold will be placed on the student's file until the student complies with all immunization requirements.

Students in a nursing program who are participating in clinical experiences shall provide proof of the following immunization requirements no later than the beginning of the term in which clinical courses will be taken:

- Documentation of immunity for measles, mumps, rubella, and chicken pox (varicella) or immunizations.
- Documentation of immunity for tetanus, diphtheria, pertussis and completion of Hepatitis B series, if no current immunity.
- Documentation of negative TB screening and current tuberculosis skin test at time of initial matriculation and annually thereafter.
- Documentation of negative urine drug screen prior to entrance into clinical coursework.
- Documentation of current influenza immunization during flu season, defined as October through March.
- Additional immunization requirements by selected clinical agencies may be necessary prior to clinical rotations.

Educational requirements prior to the start of clinical courses:

- Orientation to the health care environment, including facility-specific and program-specific educational requirements, as applicable.
- Professional licensing requirements established by the State of Tennessee and/or national accreditation/certification standards require all students to participate in a specified amount of clinical hours/experiences involving direct patient care. If students choose not to participate in the clinical experiences for any reason, , their progression may be delayed.
- Students are aware of the risks associated with the clinical experience which include, but are not limited to, physical or psychological injury, pain, suffering, contagiousness, illness, temporary or permanent disability, economic or emotional loss, and/or death. By participating in the clinical experiences, students acknowledge they have been made aware of risks, known or unknown, associated with or attributable to their clinical experiences.

Exemption requests are completed via the Immunization Exemption form and submitted to student.life@baptistu.edu.

TRANSPORTATION

Reliable transportation to, from, and during all clinical and field experiences is the responsibility of the student.

CERTIFICATION

Students who successfully complete the Doctor of Nursing Practice program are eligible to take the corresponding certification exams for advanced practice. Students completing the Adult-Gerontology Acute Care Nurse

Practitioner concentration are eligible to take the American Nurses Credentialing Center and the American Association of Critical Care Nurses exams. Students completing the Adult-Gerontology Primary Care Nurse Practitioner concentration are eligible to take the American Nurses Credentialing Center and the American Academy of Nurse Practitioners exams.

DELAYED PROGRAM PROGRESSION

Delayed progression plans must be approved by the program chair and/or academic dean for satisfactory student promotion and retention.

If a student receives an “Incomplete” for a nursing course, the incomplete should be removed prior to progressing in any course for which the incomplete course is a prerequisite. Approval for progression must be obtained from the Graduate Program Chair.

If a student withdraws from a course, the withdrawal may impact the student’s progression to graduation and impact the student’s financial assistance plan. Students are advised to see their advisor and financial aid officer before withdrawing from any nursing course. **Program progression will be impacted. Students will be unable to repeat the course until the next available course offering.**

DEGREE REQUIREMENTS FOR THE POST-BSN TO DOCTOR OF NURSING PRACTICE ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER CONCENTRATION

Course #	Course Title	Credit Hours
NSG 704	Biostatistics for the DNP	2
NSG 705	Epidemiology for the DNP	2
NSG 706	Graduate Competency I	1
NSG 707	Advanced Diagnostics and Reasoning for the DNP	1
NSG 708	Advanced Pharmacology for the DNP	3
NSG 709	Advanced Nursing Assessment for the DNP	3
NSG 710	Graduate Competency II	1
NSG 711	Advanced Physiology/Pathophysiology	3
NSG 712	DNP Advanced Practice Role	2
NSG 714	Theoretical Foundations for the DNP	2
NSG 715	Nursing Leadership & Ethics for the DNP	2
NSG 718	Graduate Competency III	1
NSG 723	Evidence-based & Translational Methods for Practice	3
NSG 801	Population Health, Practice and Technology	2
NSG 804	Healthcare Economics and Policy for the DNP	2
NSG 806	Acute Care Adult-Gerontology I	5
NSG 807	Acute Care Adult-Gerontology Competency IV	1
NSG 812	Acute Care Adult-Gerontology Clinical Seminar I	1
NSG 813	Acute Care Adult-Gerontology II	4
NSG 819	Acute Care Adult-Gerontology Competency V	1
NSG 822	Acute Care Adult-Gerontology Clinical Seminar II	1
NSG 823	Acute Care Adult-Gerontology Clinical I	4
NSG 832	Acute Care Adult-Gerontology Clinical Seminar III	1
NSG 839	Acute Care Adult-Gerontology Competency VI	1
NSG 840	DNP Scholarly Project I	2
NSG 843	Acute Care Adult-Gerontology Clinical II	4
NSG 849	Acute Care Adult-Gerontology Competency VII	1
NSG 862	DNP Scholarly Project II	2
NSG 863	Acute Care Adult-Gerontology DNP Synthesis Practicum I	1
NSG 868	Graduate Competency VIII	1
NSG 876	Acute Care Adult-Gerontology DNP Synthesis Practicum II	5
NSG 878	Graduate Competency IX	1
Total Hours:		66

DEGREE REQUIREMENTS FOR THE POST-BSN TO DOCTOR OF NURSING PRACTICE ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER CONCENTRATION

Course #	Course Title	Credit Hours
NSG 704	Biostatistics for the DNP	2
NSG 705	Epidemiology for the DNP	2
NSG 706	Graduate Competency I	1
NSG 707	Advanced Diagnostics and Reasoning for the DNP	1
NSG 708	Advanced Pharmacology for the DNP	3
NSG 709	Advanced Nursing Assessment for the DNP	3
NSG 710	Graduate Competency II	1
NSG 711	Advanced Physiology/Pathophysiology	3
NSG 712	DNP Advanced Practice Role	2
NSG 714	Theoretical Foundations for the DNP	2
NSG 715	Nursing Leadership & Ethics for the DNP	2
NSG 718	Graduate Competency III	1
NSG 723	Evidence-based & Translational Methods for Practice	3
NSG 801	Population Health, Practice and Technology	2
NSG 804	Healthcare Economics and Policy for the DNP	2
NSG 816	Primary Care Adult-Gerontology Clinical Seminar I	1
NSG 817	Primary Care Adult-Gerontology I	5
NSG 818	Primary Care Adult – Gerontology Graduate Competency IV	1
NSG 826	Primary Care Adult-Gerontology Clinical Seminar II	1
NSG 827	Primary Care Adult-Gerontology II	4
NSG 828	Primary Care Adult – Gerontology Graduate Competency V	1
NSG 836	Primary Care Adult-Gerontology Clinical Seminar III	1
NSG 837	Primary Care Adult-Gerontology Clinical I	4
NSG 838	Primary Care Adult – Gerontology Graduate Competency VI	1
NSG 840	DNP Scholarly Project I	2
NSG 847	Primary Care Adult – Gerontology Clinical II	4
NSG 848	Primary Care Adult – Gerontology Graduate Competency VII	1
NSG 862	DNP Scholarly Project II	2
NSG 867	Primary Care Adult – Gerontology DNP Synthesis Practicum I	1
NSG 868	Graduate Competency VIII	1
NSG 877	Primary Care Adult – Gerontology DNP Synthesis Practicum II	5
NSG 878	Graduate Competency IX	1
Total Hours:		66

DEGREE REQUIREMENTS FOR THE POST-MASTERS TO DOCTOR OF NURSING PRACTICE ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER CONCENTRATION

Course #	Course Title	Credit Hours
NSG 704	Biostatistics for the DNP	2
NSG 705	Epidemiology for the DNP	2
NSG 706**	Graduate Competency I	1
NSG 707*	Advanced Diagnostics and Reasoning for the DNP	1
NSG 708*	Advanced Pharmacology for the DNP	3
NSG 709*	Advanced Nursing Assessment for the DNP	3
NSG 710**	Graduate Competency II	1
NSG 711*	Advanced Physiology/Pathophysiology	3
NSG 712*	DNP Advanced Practice Role	2
NSG 714*	Theoretical Foundations for the DNP	2
NSG 715	Nursing Leadership & Ethics for the DNP	2
NSG 718	Graduate Competency III	1
NSG 723	Evidence-based & Translational Methods for Practice	3
NSG 801	Population Health, Practice and Technology	2
NSG 804	Healthcare Economics and Policy for the DNP	2
NSG 806	Acute Care Adult-Gerontology I	5
NSG 807	Acute Care Adult-Gerontology Competency IV	1
NSG 812	Acute Care Adult-Gerontology Clinical Seminar I	1
NSG 813	Acute Care Adult-Gerontology II	4
NSG 819	Acute Care Adult-Gerontology Competency V	1
NSG 822	Acute Care Adult-Gerontology Clinical Seminar II	1
NSG 823	Acute Care Adult-Gerontology Clinical I	4
NSG 832	Acute Care Adult-Gerontology Clinical Seminar III	1
NSG 839	Acute Care Adult-Gerontology Competency VI	1
NSG 840	DNP Scholarly Project I	2
NSG 843	Acute Care Adult-Gerontology Clinical II	4
NSG 849	Acute Care Adult-Gerontology Competency VII	1
NSG 862	DNP Scholarly Project II	2
NSG 863	Acute Care Adult-Gerontology DNP Synthesis Practicum I	1
NSG 868	Graduate Competency VIII	1
NSG 876	Acute Care Adult-Gerontology DNP Synthesis Practicum II	5
NSG 878	Graduate Competency IX	1
Total Hours		66

* Up to 14 hours of block credit can be awarded based upon an individual Gap Analysis. A Gap Analysis will be completed on each applicant. Block credit will be considered for the following courses: NSG 707, NSG 708, NSG 709, NSG 711, NSG 712 and NSG 714.

** Up to 3 hours can be awarded based up an individual Gap Analysis and Credit by Prior Learning. Credit by Prior Learning may be received for Graduate Competency I (NSG 706), Competency II (NSG 710), and Competency III (NSG 718) based on the Gap Analysis and submission of a portfolio.

If current in advanced nursing practice, the student will not have to repeat advanced pathophysiology or advanced health assessment. Advanced Pharmacology will need to be repeated for any course > 5 years old.

Transfer credit may be considered for up to 15% of the degree credits (10 credit hours), according to the transfer credit policy.

DEGREE REQUIREMENTS FOR THE POST-MASTERS TO DOCTOR OF NURSING PRACTICE ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER CONCENTRATION

Course #	Course Title	Credit Hours
NSG 704	Biostatistics for the DNP	2
NSG 705	Epidemiology for the DNP	2
NSG 706**	Graduate Competency Lab I	1
NSG 707*	Advanced Diagnostics and Reasoning	1
NSG 708*	Advanced Pharmacology for the DNP	3
NSG 709*	Advanced Nursing Assessment for the DNP	3
NSG 710**	Graduate Competency Lab II	1
NSG 711*	Advanced Physiology/Pathophysiology	3
NSG 712*	DNP Advanced Practice Role	2
NSG 714*	Theoretical Foundations for the DNP	2
NSG 715	Nursing Leadership & Ethics for the DNP	2
NSG 718**	Graduate Competency Lab III	1
NSG 723	Evidence-based & Translational Methods for Practice	3
NSG 801	Population Health, Practice and Technology	2
NSG 804	Healthcare Economics and Policy for the DNP	2
NSG 816	Primary Care Adult-Gerontology Clinical Seminar I	1
NSG 817	Primary Care Adult-Gerontology I	5
NSG 818	Primary Care Adult – Gerontology Graduate Competency Lab IV	1
NSG 826	Primary Care Adult-Gerontology Clinical Seminar II	1
NSG 827	Primary Care Adult-Gerontology II	4
NSG 828	Primary Care Adult – Gerontology Graduate Competency Lab V	1
NSG 836	Primary Care Adult-Gerontology Clinical Seminar III	1
NSG 837	Primary Care Adult-Gerontology Clinical I	4
NSG 838	Primary Care Adult – Gerontology Graduate Competency Lab VI	1
NSG 840	DNP Scholarly Project I	2
NSG 847	Primary Care Adult – Gerontology Clinical II	4
NSG 848	Primary Care Adult – Gerontology Graduate Competency Lab VII	1
NSG 862	DNP Scholarly Project II	2
NSG 867	Primary Care Adult – Gerontology DNP Synthesis Practicum I	1
NSG 868	Graduate Competency Lab VIII	1
NSG 877	Primary Care Adult-Gerontology DNP Synthesis Practicum II	5
NSG 878	Graduate Competency Lab IX	1
Total Hours		66

* Up to 14 hours of block credit can be awarded based upon an individual Gap Analysis. A Gap Analysis will be completed on each applicant. Block credit will be considered for the following courses: NSG 707, NSG 708, NSG 709, NSG 711, NSG 712 and NSG 714.

*** Up to 3 hours can be awarded based on an individual Gap Analysis and Credit by Prior Learning. Credit by Prior Learning may be considered for Graduate Competency I (NSG 706), Competency II (NSG 710), and Competency III (NSG 718), based on the Gap Analysis and submission of a portfolio.

CREDIT FOR PRIOR LEARNING (CPL)

CPL is the process of earning college credit for college-level learning acquired from other sources external to Baptist Health Sciences University, such as coursework from other universities or colleges, work experience, professional training, military training, and/or knowledge/skills associated with professional licensure/certification processes. CPL options include Credit for Training by Exam, Competency-Based Behavioral Assessment, Block Credits, and Credit by Portfolio.

The awarding of CPL at Baptist University requires that students demonstrate their knowledge and/or skills specific to course outcomes. Course(s) for which may be granted CPL as well as the specific CPL option(s) affiliated with such courses are designated in the University catalog.

The maximum number of credit hours that a student may earn through the CPL option is determined by the individual degree program requirements identified by the Program Chair and approved by the respective division Dean.

Approval of CPL by certification and licensure must be through either state or recognized professional license or nationally recognized certification or registration.

Regardless of the CPL option, proper documentation and verification of prior learning are required. Necessary precautions will be taken to ensure that all documents received are authentic and any program accreditation standards are met.

Students may not petition for CPL for courses which they have already received Baptist University transfer credits.

Students may not use CPL credits toward residency hour requirements.

- Credit by Examination (CX) is a Credit for Prior Learning (CPL) option whereby students may earn course credit by successfully completing a comprehensive exam.
- Competency-based behavioral assessment (CA) is a CPL option whereby students may earn course credit by successfully completing a competency assessment related to specific course learning outcomes.
- Credit by Portfolio (CP) is a CPL option whereby students may earn credit by submitting a portfolio which demonstrate through narrative and artifacts a student's knowledge, competencies and skills related to specific course learning outcomes.
- Block Credit is credit awarded for students possessing certificates of completion or other documentation proving successful completion of training/coursework from military service, or schools which are approved by national, state, industry or professional associations.

Procedures for CPL and performance criteria are established by each academic division

If current in advanced nursing practice, the student will not have to repeat advanced pathophysiology or advanced health assessment. Advanced Pharmacology will need to be repeated for any course > 5 years old.

Transfer credit may be considered for up to 15% of the degree credits (10 credit hours), according to the transfer credit policy.

NURSING COURSE DESCRIPTIONS-DOCTOR OF NURSING PRACTICE

NSG 704 Biostatistics for the DNP (2)

This is a Level 1 course in the DNP program. Introduces concepts and methods of descriptive and inferential statistics and quality improvement analysis methods with an emphasis on application to the health professions through critical appraisal of published epidemiological and clinical studies relevant to advanced practice nursing.

NSG 705 Epidemiology for the DNP (2)

This is a Level 1 course in the DNP program. Presents an overview of epidemiological determinants of disease incidence and occurrence with a focus on disease/injury patterns and prevention strategies for population groups utilizing epidemiological methods and data-based programs.

NSG 706 Graduate Competency I (1)

This is a Level 1 competency course in the DNP program. This course assesses sub-competencies related to: (a) knowledge for nursing practice, (b) patient-centered care, (c) population health, (d) informatics and healthcare technologies, and (e) professionalism.

NSG 707 Advanced Diagnostics and Reasoning for the DNP (1)

This is a Level 1 course in the DNP program. This course builds on the learning objectives of the advanced health assessment course to develop the students' knowledge of diagnostic reasoning for clinical practice. Students will develop an understanding of diagnostic tests and procedures that will provide them with the competence to investigate and diagnose common medical conditions across the adult-gerontological patient population.

NSG 708 Advanced Pharmacology for the DNP (3)

This is a Level 1 course in the DNP program. Expands upon previously learned pharmacological principles needed for advanced practice nursing with a focus on pharmacotherapeutics for all drug classifications and clinical decision-making skills essential for safe and effective pharmacotherapy intervention. Introduces prescriptive authority for the advanced practice nurse.

NSG 709 Advanced Nursing Assessment for the DNP (3)

This is a Level 1 course in the DNP program. Further develops and integrates the health assessment competencies of interviewing, performing and documenting comprehensive and episodic health histories and physical examinations. Students will identify risk factors, incorporate health promotion and disease prevention strategies, formulate differential diagnoses and begin treatment plans for acute and chronic illnesses. Techniques in physical examination, performance exams and utilization of virtual patients are integrated in a lab practicum.

NSG 710 Graduate Competency II (1)

This is a Level 1 competency course in the DNP program. This course assesses sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) population health, (d) scholarship for the nursing practice, (d) quality and safety, (e) interprofessional partnerships, (f) systems-based practice, (g) informatics and healthcare technologies, (g) professionalism, and (h) personal, professional, and leadership development.

NSG 711 Advanced Physiology/Pathophysiology (3)

This is a Level 1 course in the DNP program. Explores the effects of illness that one or more body systems have on the whole person based on concepts of clinical physiology and research literature related to pathophysiology of various body systems. Examines appropriate screening and diagnostic laboratory evaluation methods including genetics and genomics.

NSG 712 Advanced Practice Role (2)

This is a Level 1 course in the DNP program. Examines the professional role of the advanced practice nurse as a licensed independent practitioner and in interprofessional collaboration utilizing The Scope and Standards for Specialty Practice and the ANA's Principles for Advanced Practice Authority. Identifies legislative and regulatory efforts toward APRN full practice authority as well as current issues and trends at both state and national levels. Examines program planning and evaluation methods.

NSG 714 Theoretical Foundations for the DNP (2)

This is a Level 1 course in the DNP program. Expands upon knowledge from the humanities and nursing sciences with emphasis on critical analysis of data and evidence for improving advanced practice nursing. Explores research translation to improve practice processes through application of ethically sound solutions to a variety of complex population health issues. Identifies clinical practice problems and change solutions.

NSG 715 Nursing Leadership & Ethics for the DNP (2)

This is a Level 1 course in the DNP program. Examines the leadership roles and competencies of the advanced practice nurse to initiate and guide change for improved health care outcomes. Discusses leadership role in effective program planning and evaluation. Negotiation, consensus building and partnering skills are applied.

NSG 718 Graduate Competency III (1)

This is a Level 1 competency course in the DNP program. This course assesses sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) informatics and healthcare technologies, and (d) professionalism.

NSG 721 Advanced Pharmacology (4)

Expands upon previously learned pharmacological principles needed for advanced practice nursing with a focus on pharmacotherapeutics for selected drug classifications and clinical decision-making skills essential for safe and effective pharmacotherapy intervention. Introduces prescriptive authority for the advanced practice nurse.

NSG 723 Evidence-based & Translational Methods for Practice (3)

This is a Level 1 course in the DNP program. Critically analyzes data and evidence for improving advanced practice. There is specific emphasis on the skills of inquiry, translating research and other forms of knowledge to improve practice processes and outcomes. Clinical guidelines for individualized application into practice are explored. Expands idea development related to clinical practice problem identification.

NSG 801 Population Health, Practice and Technology (2)

This is a Level 2 course in the DNP program and examines approaches to health care delivery that address the needs of various populations with a focus on prevention, quality of health care, diversity and patient safety. Information systems applied to nursing and healthcare are integrated. Evaluation of care delivery models using concepts related to community, environmental and occupational health, as well as cultural and socioeconomic dimensions of care are examined. The advanced practice student has the opportunity to incorporate strategies that support sensitivity to diverse organizational cultures and populations using a case-based approach.

NSG 803 Health Care Policy (2)

Focuses on the principles of ethics, law and policy impacting healthcare delivery systems and consumers. Investigative methods for advanced practice nurses to influence health policy development are examined.

NSG 804 Healthcare Economics and Policy for the DNP (2)

This is a Level 2 course in the DNP program. Focuses on the application of healthcare economics and finance theory, including analysis of factors influencing systems, structure, and process. Skills in financial management, including budget preparation and tailoring budgets to changes in health policy at the local, state, and national level are examined. Competency in utilizing and applying finance tools and measures for analysis and reporting are developed through use of case studies common to advanced practice nursing. Focuses on the principles of ethics, law and policy impacting healthcare delivery systems and consumers. Investigative methods for advanced practice nurses to influence health policy development are examined.

NSG 806 Acute Care Adult – Gerontology I (5)

This is a Level 2 course in the DNP program and the first of two advanced nursing theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner. This course focuses on the adult-gerontology acute care nurse practitioner's independent and inter-professional contributions to health, wellness, and health promotion among populations commonly served as well as the synthesis of critical thinking and clinical reasoning skills used by the APN to provide advanced nursing practice core competencies. Assessment, differential diagnosis, advanced diagnostics, and management of the adult and older-adult population experiencing complex, acute illnesses, and unstable conditions are examined. *Pre-requisite: NSG 706, NSG 710, and NSG 718 Co-requisite: NSG 812*

NSG 807 Acute Care Adult – Gerontology Graduate Competency IV (1)

This is a Level 2 competency course in the DNP program and the fourth competency course for the acute care adult gerontology student. This course assesses the sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) population health, (d) scholarship for the nursing discipline, (e) quality and safety, (f) interprofessional partnerships, (g) systems-based practice, (h) informatics and healthcare technologies, (i) professionalism, and (j) personal, professional, and leadership development. *Pre-requisite: NSG 706, NSG 710, and NSG 718*

NSG 812 Acute Care Adult-Gerontology Seminar I (1)

This is a Level 2 course in the DNP program and is the first of three seminars designed for the study of clinical problems encountered in the clinical area of advanced practice. Application of the scope and standards of specialty practice, application of evidence-based practices, and development of techniques for nursing interventions are emphasized.

Co-requisite: NSG 806.

NSG 813 Acute Care Adult – Gerontology II (4)

This is a Level 2 course in the DNP program and the second of two advanced nursing theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner. This course continues to focus on the adult-gerontology acute care nurse practitioner's independent and inter-professional contributions to health, wellness, and health promotion among populations commonly served as well as the synthesis of critical thinking and clinical reasoning skills used by the APN to provide advanced

nursing practice core competencies. Assessment, differential diagnosis, advanced diagnostics, and management of the adult and older-adult population experiencing complex, acute illnesses, and unstable conditions are continued. *Pre-requisite: NSG 806, NSG 812 Co-requisite: NSG 822*

NSG 814 Primary Care Adult-Gerontology I (3)

This is the first of three advanced nursing science theoretical courses for the preparation of the adult-gerontology primary care nurse practitioner. This course focuses on the adult-gerontology primary care nurse practitioner's independent and inter-professional contributions to provide adult primary care services across the continuum of care from wellness to illness, including preventive, chronic, and acute care. Assessment, differential diagnosis and management of the adult and older-adult population experiencing primary illness or injury are examined.

Prerequisites: All 700 level courses; Co-requisites: NSG 815 & NSG 816

NSG 815 Primary Care Adult-Gerontology Clinical Practicum I (2)

This is the first of three clinical courses for the preparation of the adult-gerontology primary care nurse practitioner. The focus of this practicum is on the development and refinement of clinical appraisal and diagnostic skills utilized to obtain relevant comprehensive histories and physicals in the adult and older-adult population. Emphasis will be on the role of the adult-gerontology primary care nurse practitioner as a collaborative member of the inter-professional health care team.

NSG 816 Primary Care Adult-Gerontology Seminar I (1)

This is a Level 2 course in the DNP program and is the first of three seminars designed for the study of clinical problems encountered in the primary care clinical area of advanced nursing practice. Application of the scope and standards of specialty practice, application of evidence-based practices, and development of techniques for nursing interventions are emphasized. *Co-requisite: NSG 817*

NSG 817 Primary Care Adult – Gerontology I (5)

This is a Level 2 course in the DNP program and the first of two advanced nursing science theoretical courses for the preparation of the adult-gerontology primary care nurse practitioner. This course focuses on the adult-gerontology primary care nurse practitioner's independent and inter-professional contributions to provide adult primary care services across the continuum of care from wellness to illness, including preventive, chronic, and acute care. Assessment, differential diagnosis and management of the young adult, adult, and older adult population experiencing primary illness or injury are examined.

Pre-requisite: NSG 706, NSG 710, and NSG 718 Co-requisite: NSG 816

NSG 818 Primary Care Adult – Gerontology Graduate Competency IV (1)

This is a Level 2 competency course in the DNP program and the fourth competency course for the primary care adult gerontology student. This course assesses the sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) population health, (d) scholarship for the nursing discipline, (e) quality and safety, (f) interprofessional partnerships, (g) systems-based practice, (h) informatics and healthcare technologies, (i) professionalism, and (j) personal, professional, and leadership development. *Pre-requisite: NSG 706, NSG 710, and NSG 718*

NSG 819 Acute Care Adult – Gerontology Graduate Competency V (1)

This is a Level 2 competency course in the DNP program and the fifth competency course for the acute care adult gerontology student. This course assesses the sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) population health, (d) scholarship for the nursing discipline, (e) quality and safety, (f) interprofessional partnerships, (g) systems-based practice, (h) informatics and healthcare technologies, (i) professionalism, and (j) personal, professional, and leadership development. *Pre-requisite: NSG 706, NSG 710, and NSG 718*

NSG 822 Acute Care Adult-Gerontology Seminar II (1)

This is a Level 2 course in the DNP program and is the second of three seminars designed for the study of clinical problems encountered in the clinical area of advanced practice. Application of the scope and standards of specialty practice, application of evidence-based practices, interprofessional collaboration and development of techniques for nursing interventions are emphasized.

Co-requisite: NSG 813

NSG 823 Acute Care Adult – Gerontology Clinical I (4 clinical credits)

This is a Level 2 course in the DNP program and the first of two clinical courses for the preparation of the adult-gerontology acute care nurse practitioner. This course provides the nurse practitioner student the opportunity to develop and apply independent knowledge and skills in a variety of acute critical care subspecialties. The focus of this clinical course is on the development and refinement of clinical appraisal and diagnostic skills utilized to obtain relevant comprehensive histories and physicals, diagnosis and treatment plans needed by the advanced practice nurse to provide care to critically ill adult and older-adult patients and families in collaboration with the inter-professional health care team. Emphasis will be on the role of the adult-gerontology acute care nurse practitioner as a collaborative member of the inter-professional health care team. Advanced skills, including the use of high-tech decision aids that promote physiologic stability are examined.

Pre-requisite: NSG 813, NSG 822 Co-requisite: NSG 832

NSG 824 Primary Care Adult-Gerontology II (3)

This is the second of three advanced nursing science theoretical courses for the preparation of the adult-gerontology primary care nurse practitioner. The focus is on the refinement and synthesis of independent critical thinking and clinical reasoning skills used by the advanced practice nurse. Primary care services across the continuum of care from wellness to illness, including preventive, chronic and acute care for young and older adults are examined. Coordination of additional necessary health services beyond the AGPCNP's area of expertise are explored. *Pre-requisite: NSG 814; Co-requisites: NSG 825 & 826*

NSG 825 Primary Care Adult-Gerontology Clinical Practicum II (3)

This is the second of three advanced nursing clinical experiences for the preparation of the adult-gerontology primary care nurse practitioner. The practicum component of this course provides the nurse practitioner student the opportunity to develop and apply independent knowledge and skills in adult primary care. The focus is on refining assessment, diagnosis and treatment plans needed by the advanced practice nurse to provide care from wellness to illness, including preventive, chronic and acute care for adult and older-adult patients and families. Specialized advanced nursing skills in primary care are examined.

NSG 826 Primary Care Adult-Gerontology Seminar II (1)

This is a Level 2 course in the DNP program and is the second of three seminars designed for the study of clinical problems encountered in the primary care clinical area of advanced nursing practice. Application of the scope and standards of specialty practice, application of evidence-based practices, and development of techniques for nursing interventions are emphasized. *Co-requisite: NSG 827*

NSG 827 Primary Care Adult – Gerontology II (4)

This is a Level 2 course in the DNP program and the second of two advanced nursing science theoretical courses for the preparation of the adult-gerontology primary care nurse practitioner. The focus is on the refinement and synthesis of independent critical thinking and clinical reasoning skills used by the advanced practice nurse, as well as competence in common primary care office procedures. Primary care services across the continuum of care from wellness to illness, including preventive, chronic and acute care for special adult populations are examined. Coordination of additional necessary health services beyond the AGPCNP's area of expertise are explored. *Pre-requisite: NSG 817, NSG 816 Co-requisite: NSG 826*

NSG 828 Primary Care Adult – Gerontology Graduate Competency V (1)

This is a Level 2 competency course in the DNP program and the fifth competency course for the primary care adult gerontology student. This course assesses the sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) population health, (d) scholarship for the nursing discipline, (e) quality and safety, (f) interprofessional partnerships, (g) systems-based practice, (h) informatics and healthcare technologies, (i) professionalism, and (j) personal, professional, and leadership development. *Pre-requisite: NSG 706, NSG 710, and NSG 718*

NSG 830 Acute Care Adult-Gerontology III (3)

This is the third of three advanced nursing science theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner. The focus is on the synthesis of critical thinking and clinical reasoning skills used by the APN to provide advanced nursing practice core competencies. Focus continues on the advanced diagnostics, management of the adult and older-adult population with complex acute and unstable conditions, and inter-professional collaboration.

Prerequisite: NSG 820; Co-requisites: NSG 831 and NSG 832.

NSG 831 Acute Care Adult-Gerontology Clinical Practicum III (3)

This is the third of three advanced nursing clinical practice experiences for the preparation of the adult-gerontology acute care nurse practitioner. The practicum component of this course provides the nurse practitioner student the opportunity to develop and apply independent knowledge and skills in a selected acute critical care subspecialty. The focus is on refining assessment, diagnosis and treatment plans needed by the advanced practice nurses to provide care to critically ill adult and older adult patients and families in collaboration with the inter-professional health care team.

NSG 832 Acute Care Adult-Gerontology Seminar III (1)

This is a Level 2 course and is the third of three seminars designed for the study of clinical problems encountered in the clinical area of advanced practice. Application of the scope and standards of specialty practice, application of evidence-based practices, interprofessional collaboration and development of techniques for nursing interventions are emphasized.

Co-requisite: NSG 823

NSG 833 DNP Project: Development (1)

Designed to assist the student in the development of the DNP scholarly proposal. Cannot be taken prior to NSG 850.

Pre-requisite: NSG 830

NSG 834 Primary Care Adult-Gerontology III (3)

This is the third of three advanced nursing science theoretical courses for the preparation of the adult-gerontology primary care nurse practitioner. The focus is on the refinement and synthesis of independent critical thinking and clinical reasoning skills used by the advanced practice nurse. Primary care services across the continuum of care from wellness to illness, including preventive, chronic and acute care for young and older adults are examined. Coordination of additional necessary health services beyond the AGPCNP's area of expertise are further emphasized. *Pre-requisite: NSG 824; Co-requisites: NSG 835 and NSG 836*

NSG 835 Primary Care Adult-Gerontology Clinical Practicum III (3)

This is the third of three advanced nursing clinical experiences for the preparation of the adult-gerontology primary care nurse practitioner. The practicum component of this course provides the nurse practitioner student the opportunity to develop and apply independent knowledge and skills in adult primary care. The focus is on refining assessment, diagnosis and treatment plans needed by the advanced practice nurse to provide care from wellness to illness, including preventive, chronic and acute care for adult and older-adult patients and families. Collaboration, coordination, and advanced specialty skill competencies are emphasized.

NSG 836 Primary Care Adult-Gerontology Clinical Seminar III (1)

This is a Level 2 course and is the third of three seminars designed for the study of clinical problems encountered in the clinical area of advanced practice. Application of the scope and standards of specialty practice, application of evidence-based practices, inter-professional collaboration and development of techniques for nursing interventions are emphasized.

Co-requisite: NSG 837

NSG 837 Primary Care Adult – Gerontology Clinical I (4 clinical credits)

This is a Level 2 competency course in the DNP program and the first of two advanced nursing clinical experiences for the preparation of the adult-gerontology primary care nurse practitioner. This course provides the nurse practitioner student the opportunity to develop and apply independent knowledge and skills in adult primary care. The focus is on refining assessment, diagnosis and treatment plans needed by the advance practice nurse to provide care from wellness to illness, including preventive, chronic and acute care for young adult, adult, and older adult patients and their families.

Pre-requisite: NSG 827, NSG 826 Co-requisite: NSG 836

NSG 838 Primary Care Adult – Gerontology Graduate Competency VI (1)

This is a Level 2 competency course in the DNP program and the sixth competency course for the primary care adult gerontology student. This course assesses the sub-competencies related to: (a) person-centered care, (b) population health, (c) quality and safety, (d) systems-based practice, (e) informatics and healthcare technologies, (f) professionalism, and (g) personal, professional, and leadership development. *Pre-requisite: NSG 706, NSG 710, and NSG 718*

NSG 839 Acute Care Adult – Gerontology Graduate Competency VI (1)

This is a Level 2 competency course in the DNP program and the sixth competency course for the acute care adult gerontology student. This course assesses the sub-competencies related to: (a) person-centered care, (b) population health, (c) quality and safety, (d) systems-based practice, (e) informatics and healthcare technologies, (f) professionalism, and (g) personal, professional, and leadership development. *Pre-requisite: NSG 706, NSG 710, and NSG 718*

NSG 840 DNP Scholarly Project I (2 clinical credits)

This is a Level 3 course in the DNP program designed to assist the student in the development of the DNP scholarly proposal. NSG 840 is a DNP clinical course, which accounts for 130 clinical hours toward the DNP clinical project.

Pre-requisite –NSG 807, NSG819, NSG839 for Acute Care Track OR NSG 818, NSG 828, NSG 838 for Primary Care Track

NSG 843 Acute Care Adult – Gerontology Clinical II (4 clinical credits)

This is a Level 3 course in the DNP program and the second of two clinical courses for the preparation of the adult-gerontology acute care nurse practitioner. This course provides the nurse practitioner student the opportunity to develop and apply independent knowledge and skills in a variety of acute critical care subspecialties. The focus of this clinical course is on the development and refinement of clinical appraisal and diagnostic skills utilized to obtain relevant comprehensive histories and physicals, diagnosis and treatment plans needed by the advance practice nurse to provide care to critically ill adult and older-adult patients and families in collaboration with the inter-professional health care team. Emphasis will be on the role of the adult-gerontology acute care nurse practitioner as a collaborative member of the inter-professional health care team. Advanced skills, including the use of high-tech decision aids that promote physiologic stability are examined.

Pre-requisite –NSG 807, NSG 819, NSG 839, NSG 823, NSG 832

NSG 847 Primary Care Adult – Gerontology Clinical II (4 clinical credits)

This is a Level 3 course in the DNP program and the second of two advanced nursing clinical experiences for the preparation of the adult-gerontology primary care nurse practitioner. This course provides the nurse practitioner student the opportunity to develop and apply independent knowledge and skills in adult primary care. The focus is on refining assessment, diagnosis and treatment plans needed by the advance practice nurse to provide care from wellness to illness, including preventive, chronic and acute care for young adult, adult, and older adult patients and their families. Specialized advanced nursing skills in primary care are examined. The role of the adult-gerontology primary care nurse practitioner as a collaborative member of the inter-professional health care team will also be emphasized.

Pre-requisite: NSG 818, NSG 828, NSG 838, NSG 837, NSG 836

NSG 848 Primary Care Adult – Gerontology Graduate Competency VII (1)

This is a Level 3 course in the DNP program and the seventh competency course for the primary care adult gerontology student. This course assesses the sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) scholarship for the nursing discipline, (d) informatics and healthcare technologies, and (e) professionalism.

Pre-requisite: NSG 818, NSG 828, NSG 838

NSG 849 Acute Care Adult – Gerontology Graduate Competency VII (1)

This is a Level 3 course in the DNP program and the seventh competency course for the acute care adult gerontology student. This course assesses the sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) scholarship for the nursing discipline, (d) informatics and healthcare technologies, and (e) professionalism.

Pre-requisite: NSG 807, NSG 819, NSG 839

NSG 850 DNP Synthesis Practicum I (3)

This is the first of two clinical residencies focusing on the development and refinement of the leadership skills of the advanced practice nurse at the doctoral level. This residency enhances the student's ability to apply theories, standards of practice and evidence-based research to the care of selected patient populations, to improve practice and health care delivery systems. *Pre-requisite: NSG 830 or NSG 834.*

NSG 851 DNP Project: Implementation (1)

Designed to assist the student with clinical investigation skills associated with their scholarly project. *Pre-requisite: NSG 833*

NSG 860 DNP Synthesis Practicum II (3)

This is the second of two clinical residencies for the preparation of advanced practice nurses with the practice doctorate. The focus is on the synthesis of the leadership skills needed by the advanced practice nurse. This residency enhances the student's ability to apply theories, standards of practice and evidence-based research and scholarship to decrease risk and improve health care outcomes for selected patient populations. Must be taken last trimester. *Prerequisite: NSG 850.*

NSG 861 DNP Project: Analysis and Dissemination (1)

Designed to assist the student with the analysis and dissemination of evidence of inquiry to diverse audiences, using a variety of methods. *Pre-requisite: NSG 851.*

NSG 862 DNP Scholarly Project II (2 clinical credits)

This is a Level 3 course in the DNP program and designed to assist the student with clinical investigation skills, analysis, and dissemination associated with their scholarly project. NSG 862 is a DNP clinical course which accounts for 130 clinical hours toward the DNP clinical project. *Pre-requisite: NSG 840*

NSG 863 Acute Care Adult – Gerontology DNP Synthesis Practicum I (1 clinical credit)

This is a Level 3 course in the DNP program and the first of two clinical residencies focusing on the development and refinement of the leadership skills of the adult-gerontology acute care nurse practitioner at the doctoral level. This residency enhances the student's ability to apply theories, standards of practice and evidence-based research to the care of the increasingly acute complex patients, to improve practice and health care delivery systems. *Pre-requisite: NSG 843*

NSG 867 Primary Care Adult – Gerontology DNP Synthesis Practicum I (1 clinical credit)

This is a Level 3 course in the DNP program and the first of two clinical residencies focusing on the development and refinement of the leadership skills of the adult-gerontology primary care nurse practitioner at the doctoral level. This residency enhances the student's ability to apply theories, standards of practice and evidence-based research to the care of the increasingly acute complex patients, to improve practice and health care delivery systems.

Pre-requisite: NSG 847

NSG 868 Graduate Competency VIII (1)

This is a Level 3 course in the DNP program and the eighth competency course. This course assesses the sub-competencies related to: (a) knowledge for nursing practice, (b) person-centered care, (c) population health, (d) scholarship for the nursing discipline, (e) quality and safety, (f) interprofessional partnerships, (g) systems-based practice, (h) informatics and healthcare technologies, (i) professionalism, and (j) personal, professional, and leadership development.

Pre-requisites –NSG 807, NSG 819, NSG 839 for Acute Care Track OR NSG 818, NSG 828, NSG 838 for Primary Care Track

NSG 876 Acute Care Adult – Gerontology DNP Synthesis Practicum II (5 clinical credits)

This is a Level 3 course in the DNP program and the second of two clinical residencies for the preparation of adult-gerontology acute care nurse practitioner for the practice doctorate. The focus is on the synthesis of the leadership skills needed by the advanced practice nurse. This residency enhances the student's ability to apply theories, standards of practice and evidence-based research and scholarship to decrease risk and improve health care outcomes for selected patient populations. Must be taken last trimester.

Pre-requisite: NSG 863

NSG 877 Primary Care Adult – Gerontology DNP Synthesis Practicum I (5 clinical credits)

This is a Level 3 course in the DNP program and the second of two clinical residencies for the preparation of adult-gerontology primary care nurse practitioner for the practice doctorate. The focus is on the synthesis of the leadership skills needed by the advanced practice nurse. This residency enhances the student's ability to apply theories, standards of practice and evidence-based research and scholarship to decrease risk and improve health care outcomes for selected patient populations. Must be taken last trimester. *Pre-requisite: NSG 867*

NSG 878 Graduate Competency IX (1)

This is a Level 3 course in the DNP program and the ninth competency course. This course assesses the sub-competencies related to: (a) person-centered care, (b) population health, (c) quality and safety, (d) interprofessional partnerships, (e) professionalism, and (f) personal, professional, and leadership development. *Pre-requisite: NSG 807, NSG 819, NSG 839 for Acute Care Track OR NSG 818, NSG 828, NSG 838 for Primary Care Track.*